



REDEFINING THE CANADIAN K-12 EDUCATION LEARNING LANDSCAPE

A COVID-19 LEADER PLAYBOOK FOR SURVIVING AND THRIVING





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"Even in a crisis, don't change your WHY! It's normal for crises to shake our confidence and try to put us off course but it doesn't mean your why has changed. It just means it might be harder to focus on it.

~ Simon Senek

A Canadian Call to Action:

Nearly a decade ago, C21 Canada responded to a crisis of disengagement by digital learners from traditional learning models. C21 Canada issued a call to action to accelerate the pace of 21st century competencies, instructional practices, and digital resources and services being integrated into Canada's learning systems.(3)

Shifting Minds: A 21st Century Vision of Public Education for Canada, C21 Canada, Canadians for 21st Century Learning and Innovation, 2012

In its 2012 seminal report, C21 Canada offered a vision for reforming education, guiding OECD principles and seven global competencies (7Cs) for economic, social and personal success and wellness along with priorities for redesigning the public education system. School system leaders lower barriers and create conditions for transformation, encouraging leadership at all levels, imbued with the very attributes we are aiming to develop in young people—creativity, inquiry, collaboration, calculated risk taking, reasoned problem solving, and the capacity to learn from experience and face the next challenge.(17)

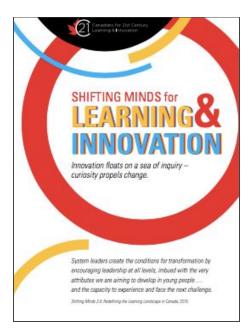
Shifting Minds: Redefining the Learning Landscape in Canada, C21 Canada, Canadians for 21st Century Learning and Innovation, 2015

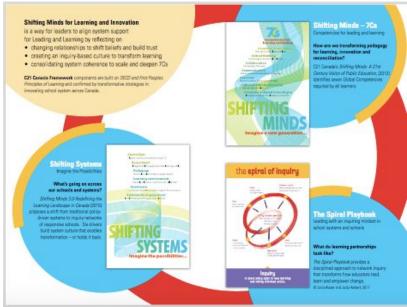
In 2015, C21 Canada assembled a network of school system directors and superintendents from across Canada rising to the Call to Action. This CEO Academy continues to set a national standard for lead-learner collaboration in a virtual and face-to-face network pursuing coherent shifts in system drivers and lowering barriers to innovation and change. The Spiral Playbook offers a disciplined approach for creating a new culture of partnership and collaborative inquiry that aims to transform how educators learn and lead—within teams and across networks. (7)

The Spiral Playbook, Leading with an inquiring mindset in school systems and schools, C21 Canada, Canadians for 21st Century Learning and Innovation, 2017









Shifting Minds in a Pandemic:

In spring 2020, there became an urgent need to adopt the tenants defined in C21 Canada's 21st Century vision. Remote learning and at-home "classrooms" created the conditions for these shifted system drivers and ways of learning. The COVID-19 pandemic revealed itself as a metric for district adoption and leadership of 21st Century Learning and Innovation and or system failure.

Intensive planning for the safe return to learning in the fall has led to specific district and jurisdictional Pandemic Health and Safety Plans. CEO Academy members in districts across the country identify a distinct parallel between 21st Century Learning and Innovation transformations that served in navigating the pandemic and 6 key areas for refocus in the fall 2020 return.

1. **Relationships and communication:** Caring and accessible leadership and frequent and coherent messaging built trust and hope across the stakeholder community. Virtual platforms such as, Youtube, video conferencing and other social media tools were used for District Leader messaging to the community, large group school principals meetings, PD with staff and parents, mass meetings with stakeholder groups such as trustees, CUPE, and parents. Stakeholder partners - Ministry, Education Department, Trustees, District Leaders and Public Health Leaders are working more collaboratively.

Refocus:

- real time accurate, coherent sharing of information,
- PD on effective applications of virtual technologies, remote and online pedagogies and practices
- partnering with stakeholders and responding to needs of home and school,
- attention to relationships, social emotional and trauma-based learning, and student engagement.
- 2. **Pedagogy:** Districts engaging 21st Century Personalized, Project-based, Deep Learning and Universal Design Learning models were able to use these framework processes to drive authentic learning inquiry and collaboration in at-home and on-line experiences. Teachers shifted their role to catalysts for learning,





providing direct instruction for essential and special learning requirements either remotely and/or face-to-face. Educational Assistants and clinicians continued to serve team support roles adapting to emerging student pandemic learning needs in new and responsive ways.

Refocus:

- play-based learning for early years, movement learning activities for older grades, and outdoor classrooms,
- focus on online student engagement and explore alternative district assessment,
- develop alternative self, peer assessments along with family members as authentic audiences,
- maintain more robust student learning profiles to include authentic data sources.
- 3. **7Cs:** 21st Century competency-based and deep learning processes are well suited for flexible any-time/anywhere learning environments, offering equity and diversity for developing student capacities. and differentiate learning opportunities. Literacy and numeracy assessment drives face-to-face instruction and deeper interventions. Essential curricular content and skills need to be determined locally to consider learning needs, interests, student voice and relevancy.

Refocus:

- district and school-based mentors and curriculum coaching support for strategies in Inclusive Education Universal Design for Learning, Inquiry-based Learning and Culturally Responsive Pedagogy.
- identify Essential Learning Outcomes (ELOs) and Global Competencies (7Cs) need to focus learning opportunities and assessment.
- consider equity and mental health in developing student learning profiles and allocating resources.
- 4. **Collaborative Teams and Networks:** Strategic district plans that address professional learning in collaborative teams and networks with support staff at the district and school level were able to pivot this support to assist the transition to remote and at-home learning. With staff and students at home, professional learning networks supported shifts needed in pedagogy, shared planning and resources, technology integration and wellness support.

Refocus:

- summer cohort PD, Stakeholder Collaboration for unions, associations and leadership staff to share common vision and coherent practice,
- collaborative and interdependent networks need to meet and mix regularly to maintain a culture of inquiry using current information about student learning to guide practice and pedagogy.
- 5. **Pandemic Infrastructure:** The pandemic has been a metric for system agility and failure on remote learning, equity of digital, internet and cellular access, learning support and care for children of essential workers and marginalized and struggling learners, teacher capacity for digital integration and food security.

Refocus:

- consult research-based "critical health friends"
- reconfigure student services for streamlined support for special needs and proactive planning for vulnerable students,
- Human Resources policy defining COVID-19 illness and process, including managing a remote workforce,
- community partnerships for food security, shelter and refuge.
- 6. **Strategic Technology Plans:** The Pandemic has highlighted successes in strategic planning for digital leverage with districts having implemented well-articulated and supported plans for BYOD or 1:1 programs demonstrating the greatest preparedness for shifting to remote learning. Districts were able to fill access gaps





in devices and services quickly and support troubleshooting as well as pedagogical integration and curriculum coaching. Tech PD has been well subscribed by staff and parents.

Refocus:

- PD support for digital integration synchronous, asynchronous learning, blended learning, flipped classroom for staff,
- PD for parents on digital resources so parents can participate with their children and engage with teachers.
- ensure access to devices, broadband, internet, WIFI and cellular access for students and families and in community access centres.
- partnerships with local Telcom providers for equity and access, increased bandwidth and no overage fees.

Canadian Education Leaders Return to School Resource Hub

District Exemplars: Illuminate successful pandemic initiatives and plans shared by CEO Academy leaders.

National Pandemic Plans: Current planning in provinces and territories across Canada

Global Research: Leading international COVID-19 Pandemic education response and research.



District Exemplars	National Pandemic Plans	Global Research
Surrey Schools LEADERSHIP IN LEARNING	Alberta	Education responses to COVID-19: An implementation strategy toolkit
BRITISH COLUMBIA	BRITISH	COVID-19 Education Response Preparing the reopening of schools
WEST VANCOUVER SCHOOLS A world of opportunity	WELCOMING OUR STUDENTS BACK RESTORING SAFE SCHOOLS EXECUTED SET DEPOSITE THE WHITE THE SAFE SCHOOLS MANITOBA	OECD Education @OECDEduSkills Practices in Preparing for Back to school Podcast











Holy Family	Ontario 😚	
Leading with the Heart Podcast	Prince Edward Scanada	
	Québec	
	Saskatchewan	
	Yukon	
	21 CIO	
	Remote Learning During COVID-19. What's Next? Recorded Webinar	







Canadian Coalition for Learning @Home
Coalition Canadienne Pour L'apprentissage à La Maison

This document was inspired by the Canadian Coalition for Learning @Home (CCFLH) formed as a result of the sudden shift in learning needs brought on by the COVID-19 pandemic. The Coalition is supported by **C21 Canada** and the **CEO Academy**, **MindShare Learning**, and expert partner organizations offering teachers, students and families equitable and relevant options for developing learning competencies in an at-home, isolated environment.

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