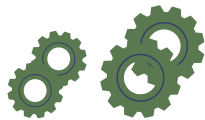


Sparking Change: **Simple Strategies for Big Impact in FI**

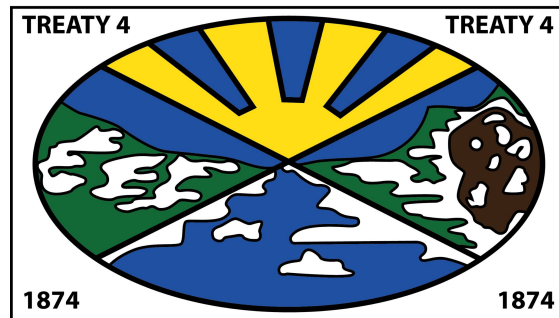
ACPI 2025





Land Acknowledgement

About the people, the language and the stories that connect people across generations...



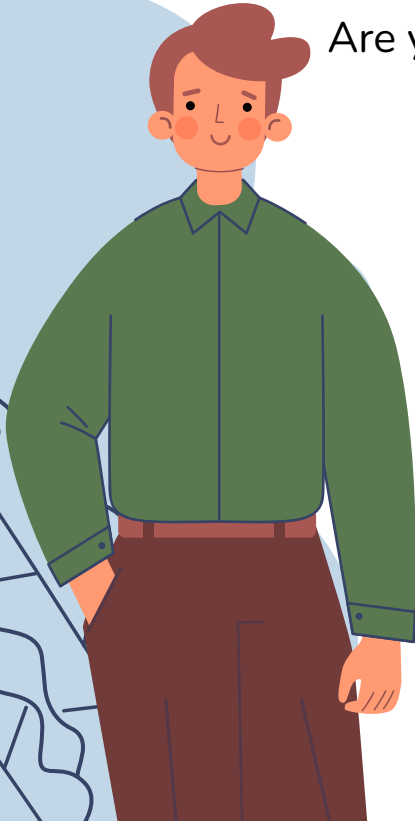
Before we begin...

- Who I am and what brings me here.
- Norms for this workshop
- What you might listen for




Middle children

Are you a middle child in education?



**"I KNOW THE ART
OF COMPROMISE;
IT'S THE MIDDLE
CHILD'S DANCE."**



Write down 1
change that you
want to make in
your context.

01



3:00

Stories about change

Write about a time
when a change **went
well** in education.



01



3:00

Stories about change

Write about a time when a change **did not go well** in education.





Story Harvest



Reread your quick writes...
underline any words or phrases
that represent **actions, decisions,**
or conditions that led to the
positive or negative outcome.

For example: *no time, letting go,*
lack of understanding,
collaboration, support...

*These become your “**success**
conditions”.*



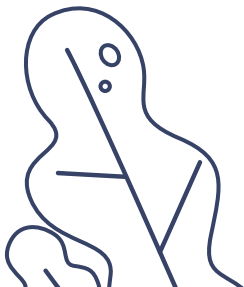
Story Harvest

Now code your conditions for success. Your coding may depend on the change you have in mind today.

C - *What I can control*

I - *What I can influence*

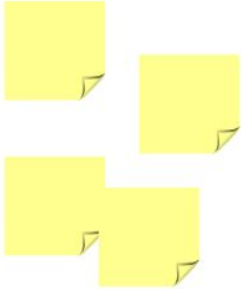
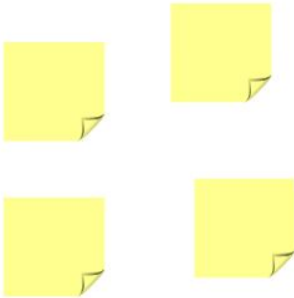
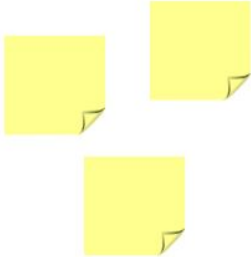
O - *Out of my control*



What do you notice?
Turn and Talk.



Try it with your staff...

What I Can Control	What I Can Influence	What is Out of My Control
		



Before you **leap**

- Choose wisely
- Background checks
- Consider change narratives
- Plan wisely
- Voice & Choice
- Be forthcoming
- Foresee a PD plan
- Prepare a launch plan




Consulting with teachers (before you leap!)



Choose the best model based on the change you want to make:

- Informal/Individual
- Full staff
- Focus Group
- Pilot Group
- Committee
- Grade alike

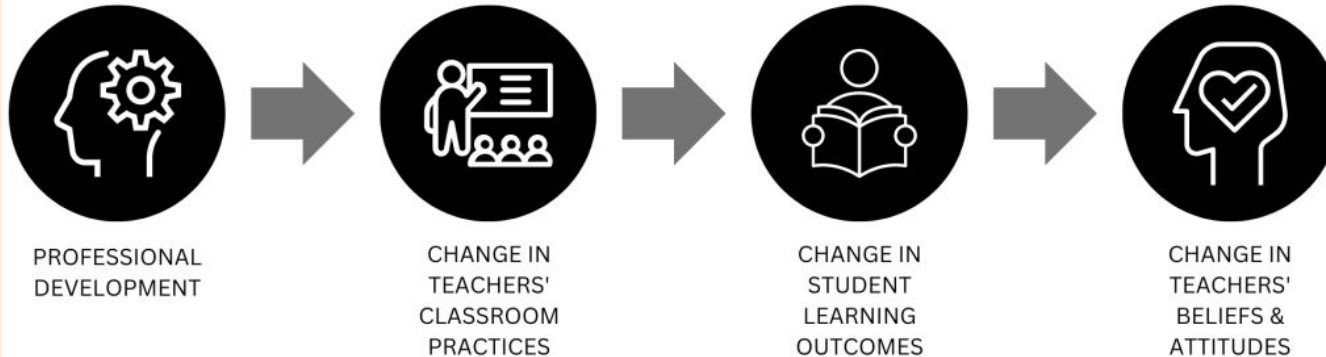




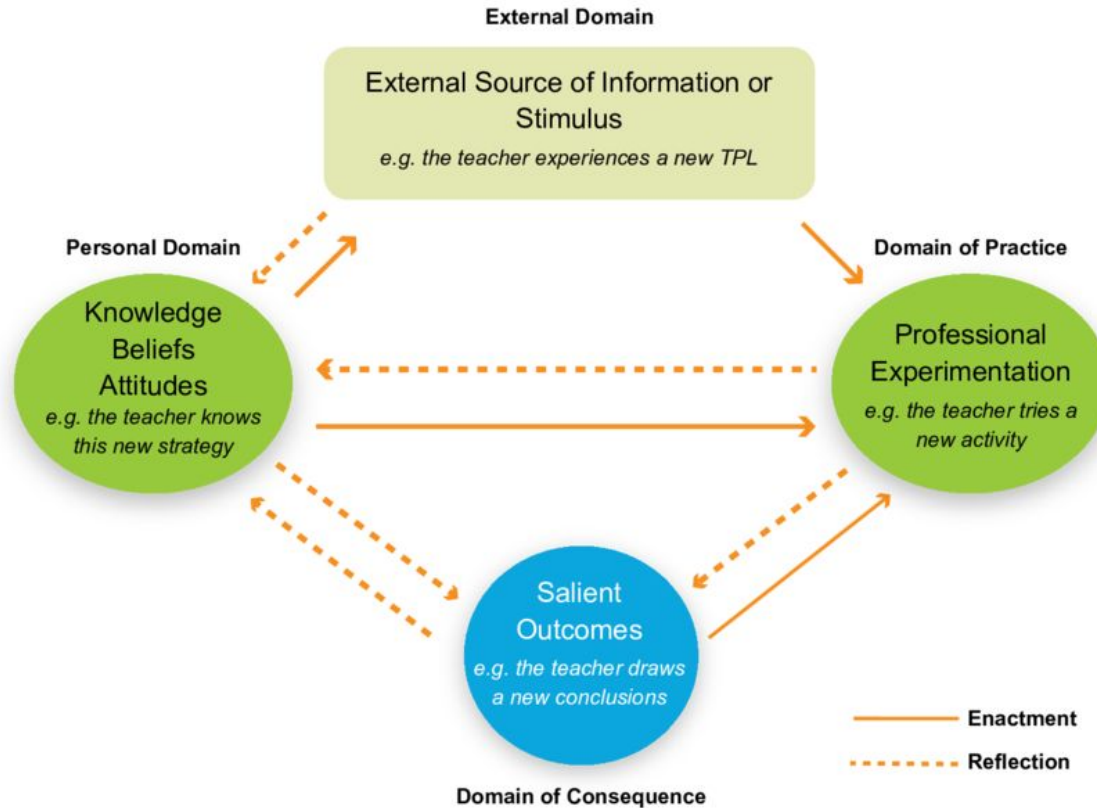
Make sure you
bring your
teachers with you!

Guskey's Model

Guskey's Model of Teacher Change



Clarke & Hollingsworth's Model





Same destination, **different journey**

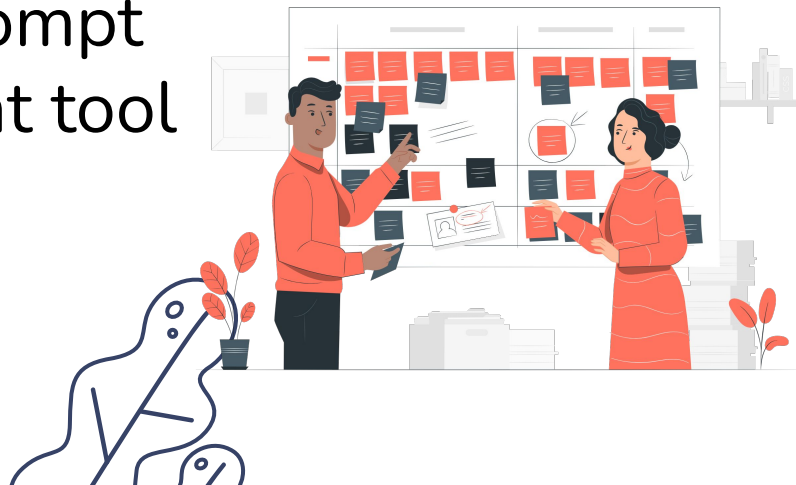


Help your teachers **find their why**



Lean into reflection

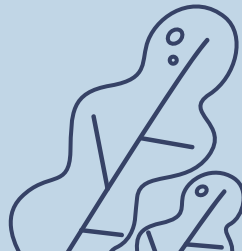
- Use journaling
- Share stories
- Start with a photo prompt
- Use a self-assessment tool
- Use an analogy



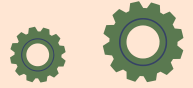
Reflection as a **Springboard**

Journaling/Storytelling Examples:

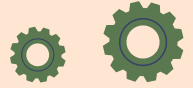
- Where have you experienced pain with assessment? What specific story stands out to you?
 - How did the pain reveal promise? How did that moment of pain force you to make a change?
- Write about a time when you felt like you were in your element in teaching.



Comment te sens-tu aujourd'hui?



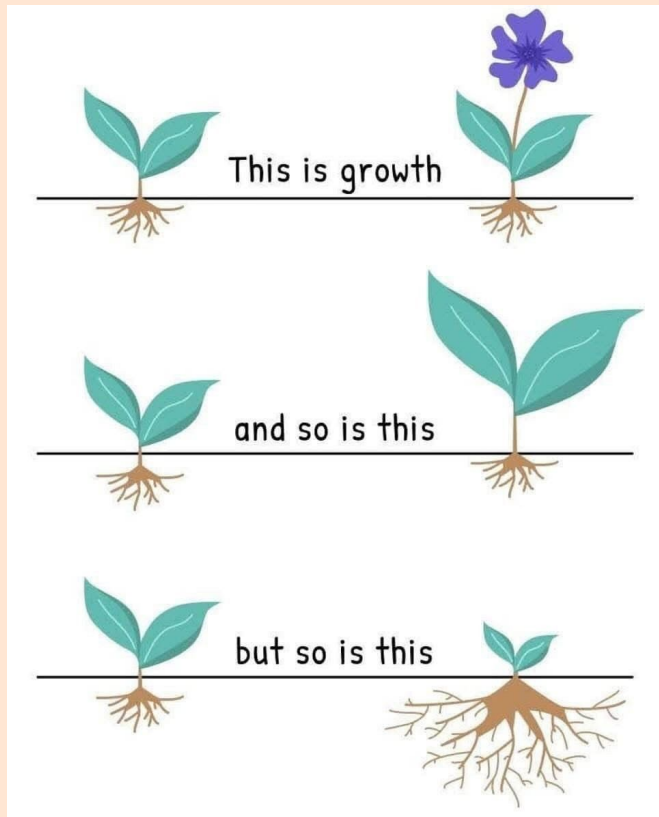
How does this image connect to teaching and learning for you?





How might our
assessment work help
illuminate the different
types of growth?

How might we
celebrate or
acknowledge the
different types of
growth?



Other tools: Analogies



The “Suitcase Analogy”

By K. White

Read one of these analogies and think about how you might connect to the change you want to make.



The “Wardrobe analogy”

By Cunningham, Burkins & Yates





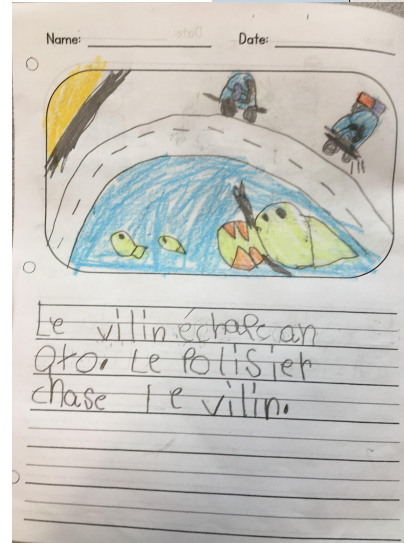
Connect it to the **classroom**

- Connect to a learning problem or issue teachers have identified
- Connect to “that one student”
- Analyse data or work samples together:
Assessment as a catalyst for learning
- Compare pre and post results
- Share positive results and staff successes



Use of Student Data

- Dictée de dépistage/
diagnostics and screeners
- Writing samples
- Student survey
- Observation data
- Report card data
- Progress charts/Data
walls
- PLC data



Give them a **shared task**

- Vertical group tasks to brainstorm and problem-solve
- Build a continuum
- Build a timeline or scope and sequence
- Co-construct criteria then build IF... THEN... statements
- Use these materials to drive actions and set goals

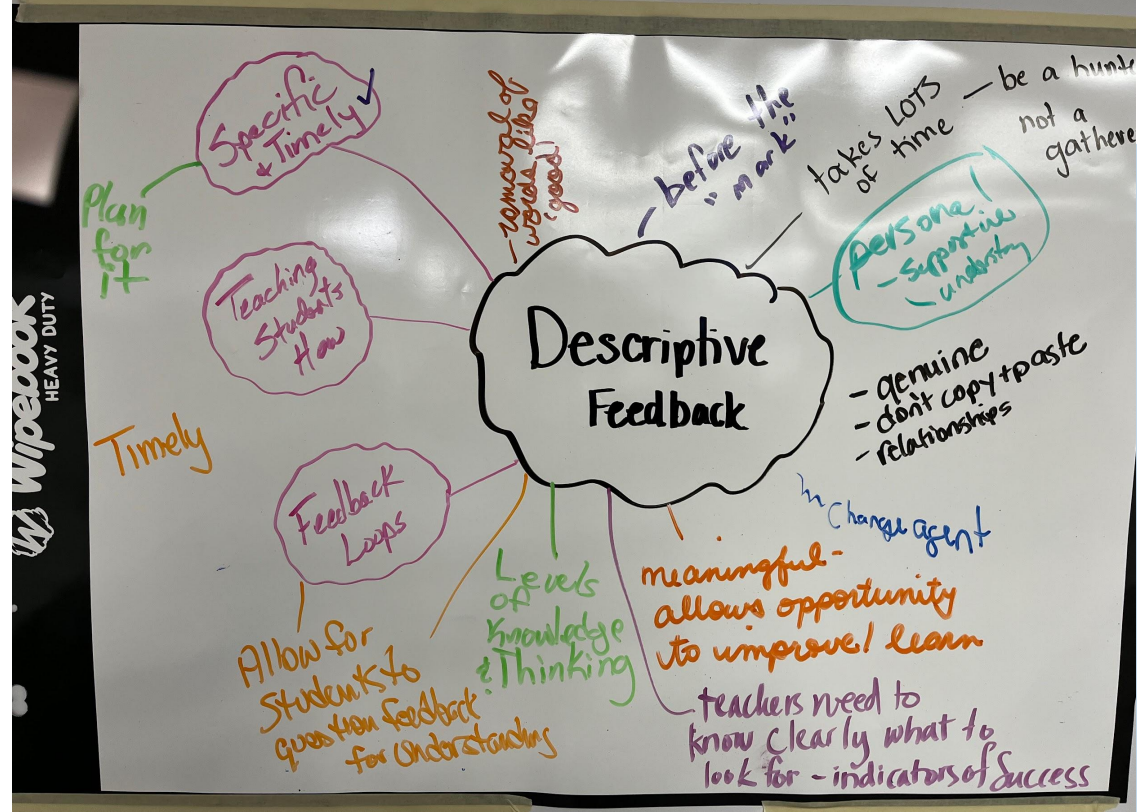


Chalk Talk

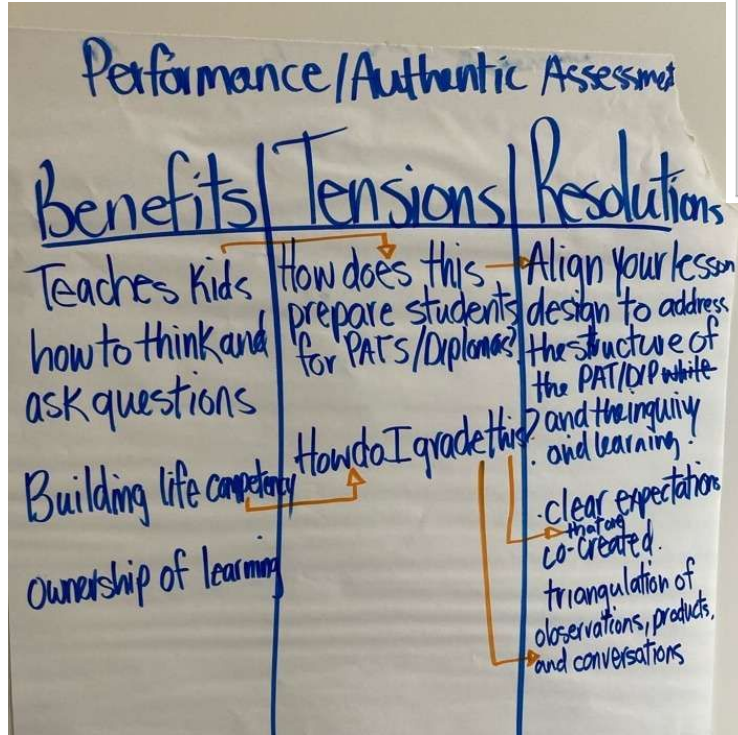
Record without talking :

- Connections
- Opportunities
- Examples
- Questions
- Barriers
- Objections
- Benefits

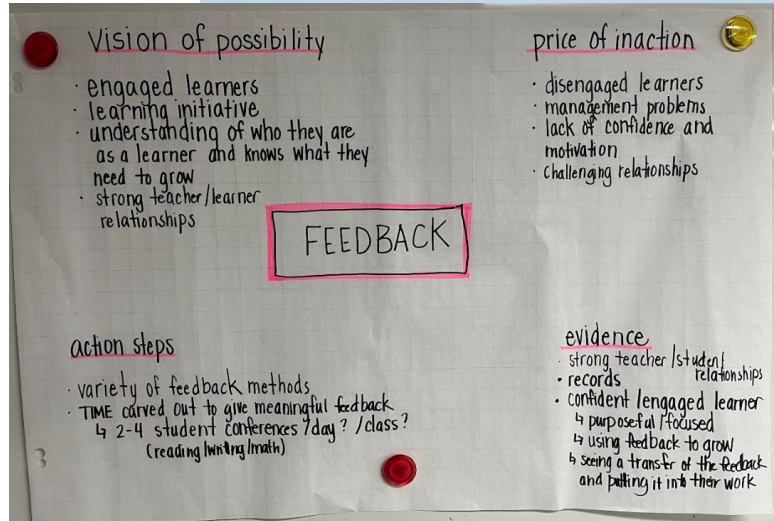
Revisit any page; add as often as you want, read and respond to any new comments



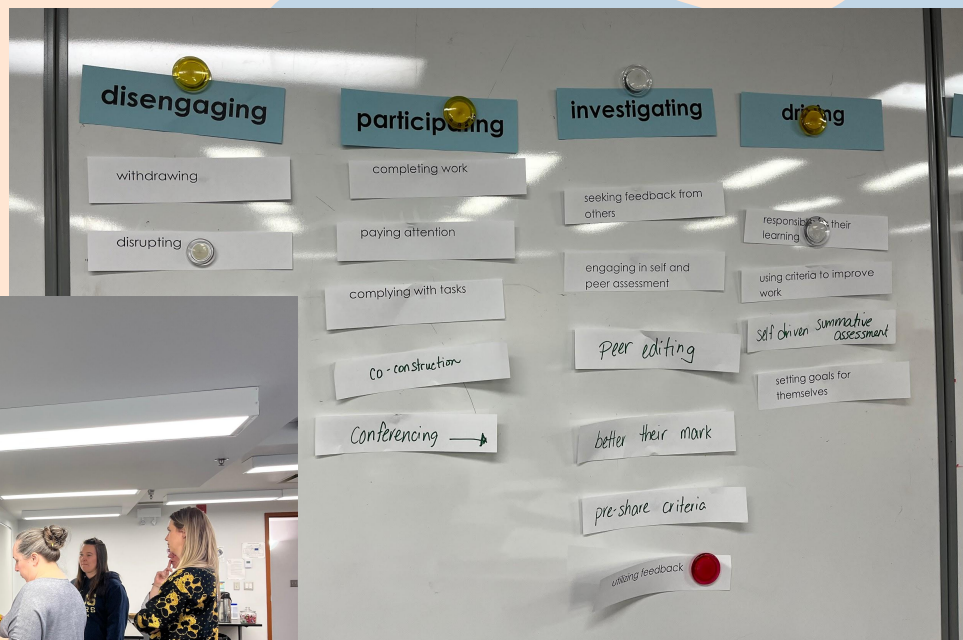
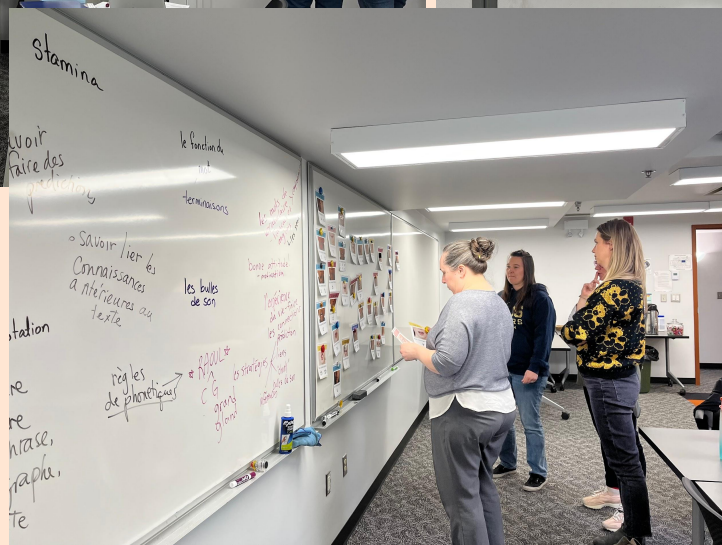
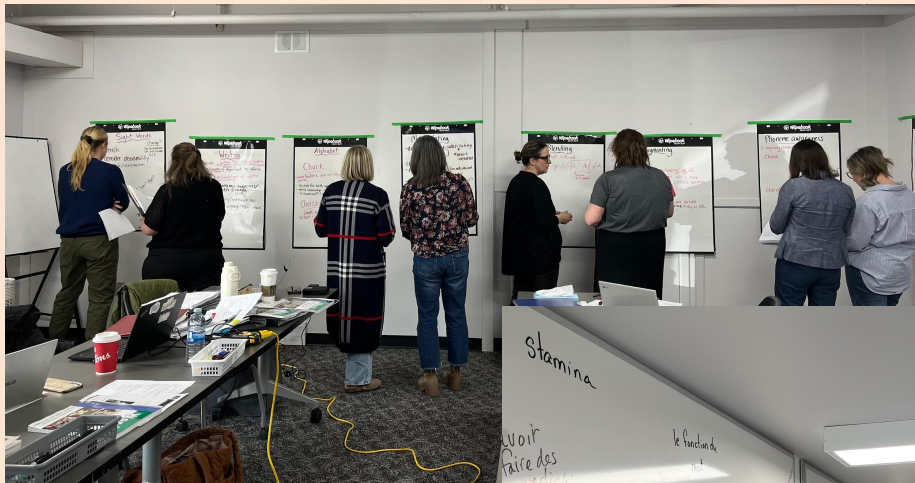
Create charts



What is a vision of possibility?	What is the price of inaction?
Topic	
What is a single action step?	Where is the evidence? What evidence are you going to look for?



Engagement/Reading Continuums





Same destination, **different journey**



Anticipating **resistance**



- Consider the past
- Start with small experiments
- Value “same destination, different journey”
- Acknowledge the tensions
- Provide time and solutions
- Accountability (while respecting professionalism and allowing choice)

Anticipating **resistance**

- Do people need more of something?
- Do people need less of something?
- Are there opportunities?

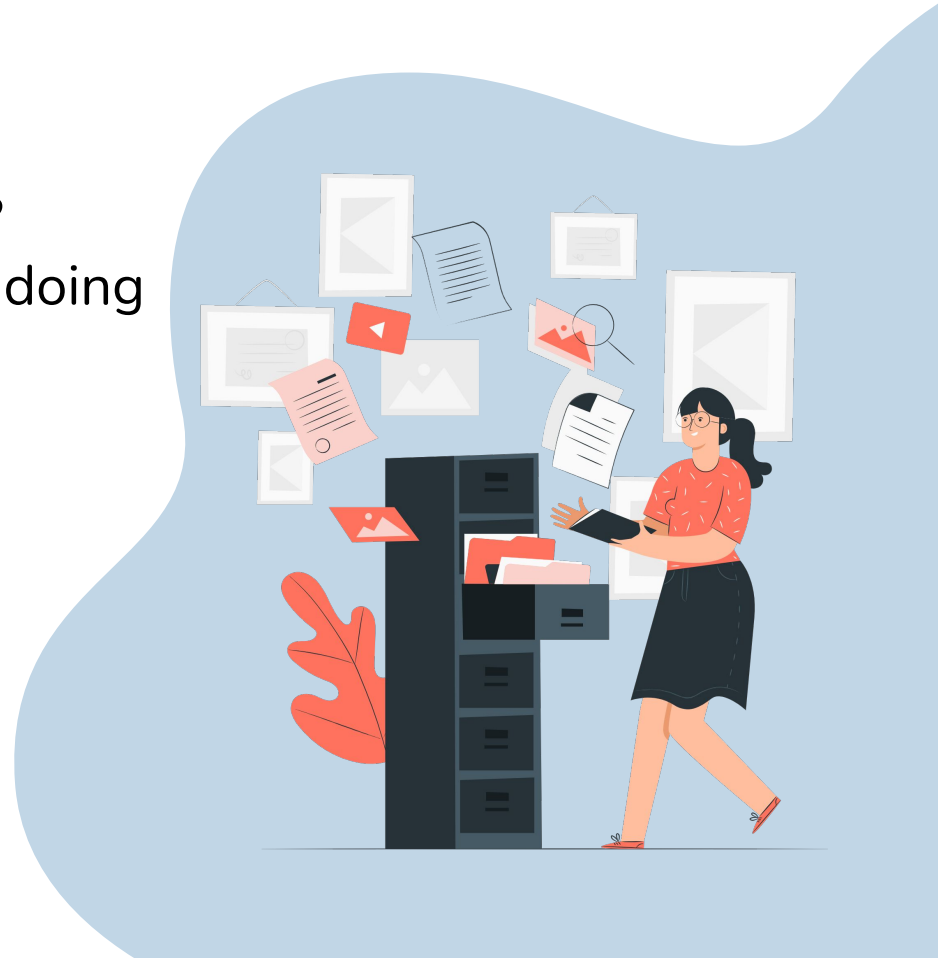
How will you...

- Make it easier to start?
- Make it easier to do?
- Make it easier to see?

Consider **pruning**

What can you take off the plate?
Examine the things teachers are doing
that take a lot of time.

- Examine **tasks**
- Examine **meetings**
- Examine **practices**
- Examine **PD**



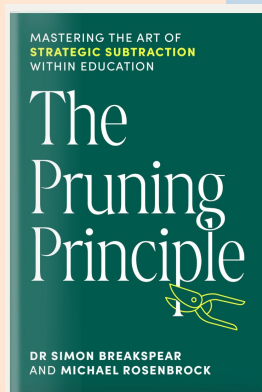
Pruning tools

Delay - Delegate - Dump

The Pruning Sort Map

The Pruning Ranking Grid

The Pruning Matrix



Celebrate often

- Start meetings with a success story
- Quick wins for teachers
- Student work and data
- Sentence stems
- Revisit goal areas for progress or revisit self assessments
- Share stories and aha moments
- Individually and collectively acknowledge the work

What was done well?	What can be improved?	Next steps in learning...
<ul style="list-style-type: none"> • I'm getting much better at ____. • This part (____) meets this success criteria ____. • The most interesting thing in this work is ____. • One area of this work that I found easy was ____. • When the assignment got hard, I used this strategy (____) to help me figure it out. 	<ul style="list-style-type: none"> • I'm still not sure how to ____. • The part I found most difficult was ____. • This part (____) could be clearer. • I don't yet understand ____. • I have the following question about ____. 	<ul style="list-style-type: none"> • A question I want to have answered is ____. • I'd like to meet with someone who is able to explain ____ to me. • A next step for me is ____. • During revision I will change ____ in order to improve ____.

- *I used to think _____, now I think _____*
- *I'm celebrating...*
- *As a result of this year, feel more confident in...*
- *My accuracy has improved by...*
- *Now I'm ready to...*

Sustaining change

- Start as you mean to go on: be persistent
- Protect the space!
- Fertilize and champion!
- Seek feedback and monitor
- Adjust as needed
- Continue to revisit





Key takeaways

1. Think about the change you want to make,
2. Write down 2 things that you want to try.
3. Share one of those things with a neighbour.





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Simon Breakspear

Katie White

Natalie Vardabasso

Tom Schimmer

Peter Liljedahl

Cunningham, Burkins & Yates

Thomas Guskey

My colleagues at Chinook!

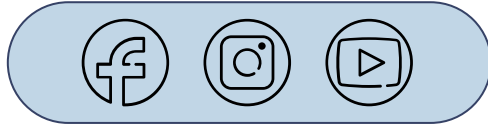
Thanks!

Do you have any questions?

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