



Leading with a Learner Lens

Reflect ...

On an experience in which you felt you mattered and your voice was central to a process or decision.

On an experience In which you felt you didn't matter and your voice was not considered in a process or decision.

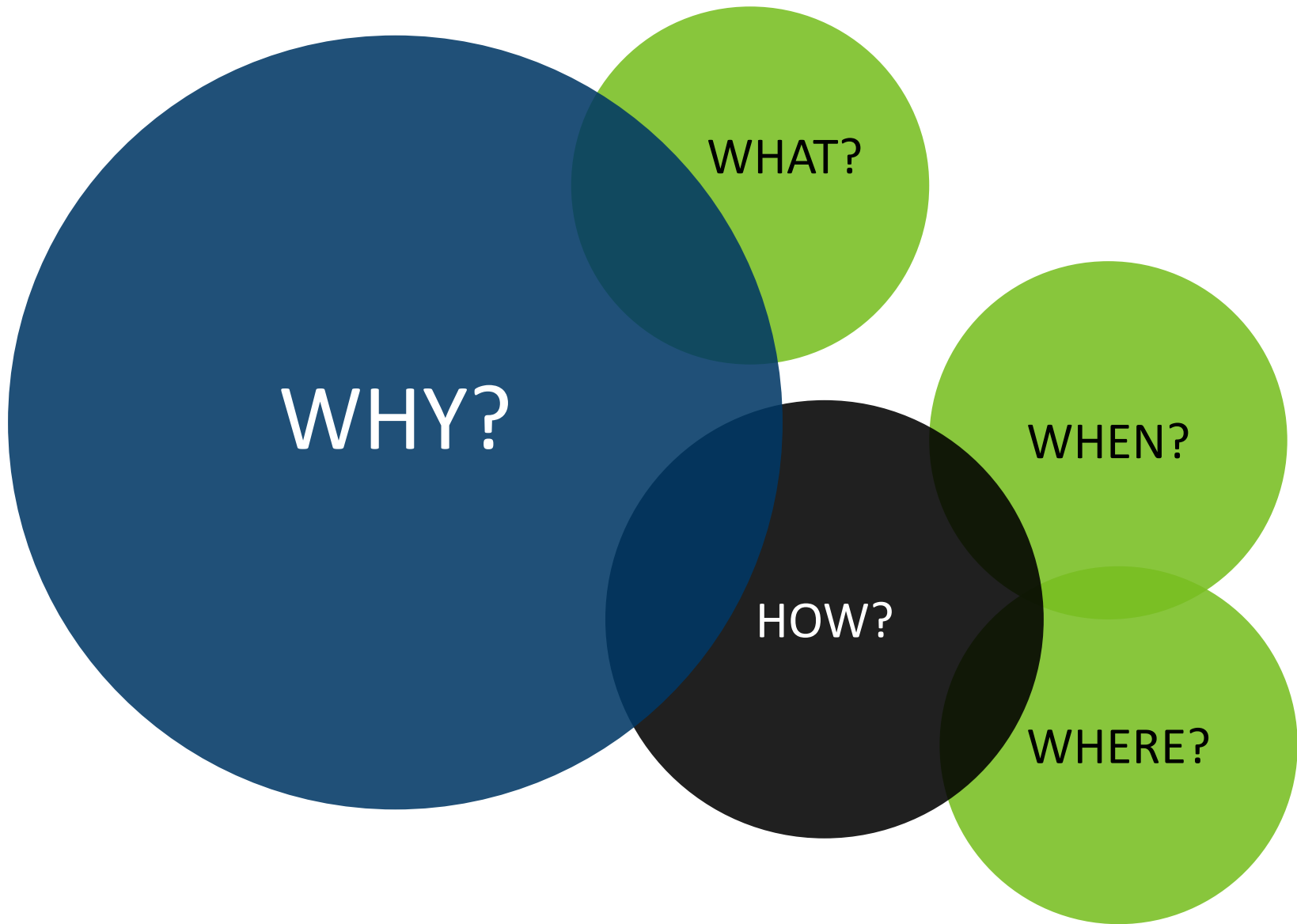


Our Learning Targets

Describe the value and importance of learner voice, agency and leadership to learning communities.

Recognize varied levels of learner voice and engagement.

Identify an action you are inspired to take to strengthen your learner-centered leadership practice.



WHY?

WHAT?

HOW?

WHEN?

WHERE?



Ten Minnesota Commitments to Equity

1. Prioritize equity.

2. Start from within.

3. Measure what matters.

4. Go local.

5. Follow the money.

6. Start early.

7. Monitor implementation of standards.

8. Value people.

9. Improve conditions for learning.

10. Give students options.

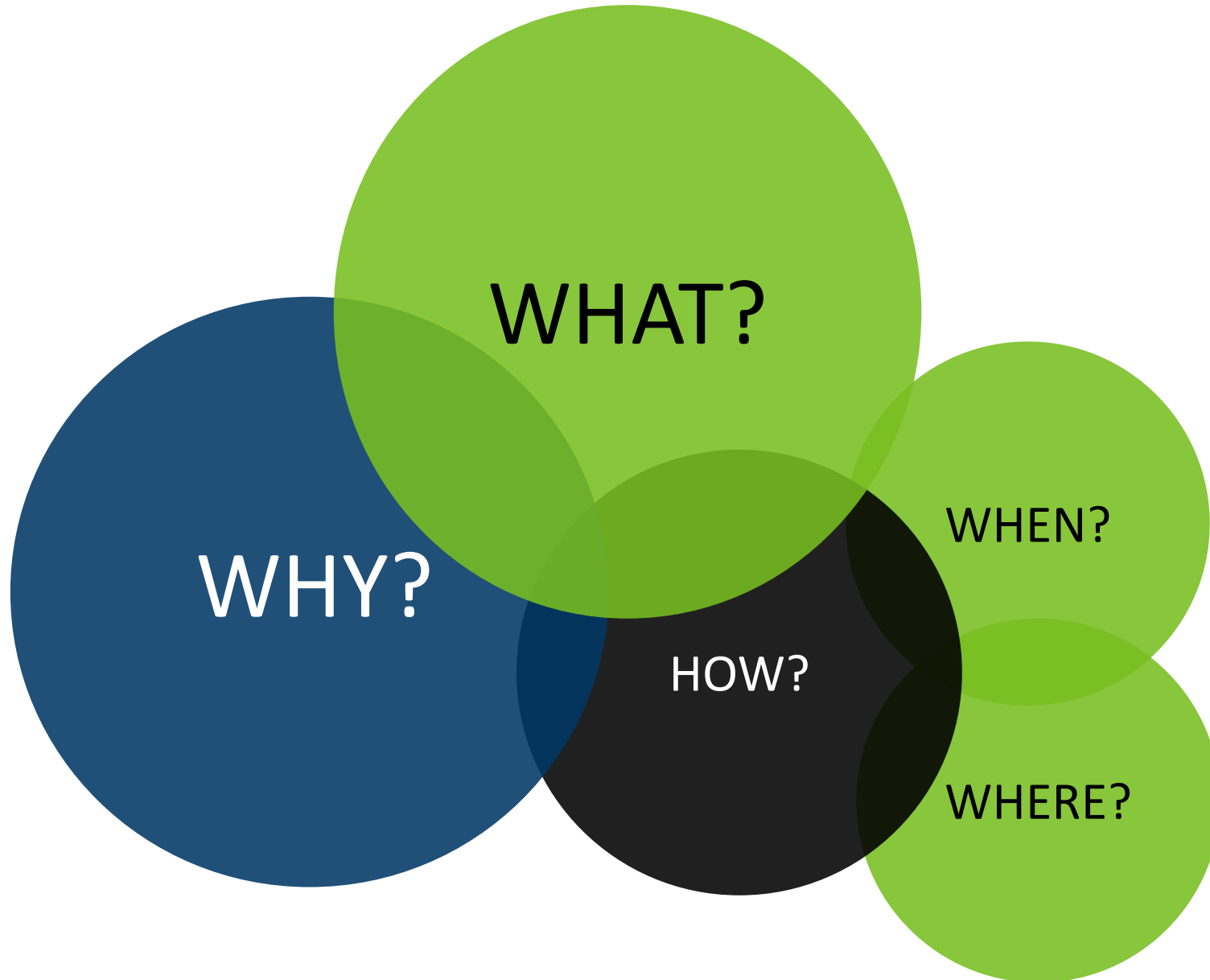
Culturally Responsive School Leadership

Critically self-reflects on leadership behavior

Develops culturally responsive **teachers**

Promotes culturally responsive / inclusive school **environments**

Engages students, parents, and indigenous contexts



WHY?

WHAT?

WHEN?

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WHERE?



WHO are Learners?



Learner Lens – What is it?

Seeking learners' perceptions and perspectives before taking action.

Seeing the situation / dilemma / problem / challenge through the eyes and perspective of a learner within the learning community.

Meaningfully and authentically engaging learners as active partners and proactive participants in making and improving processes.

OBJECTS

Adults know what is best for young people and control situations in which they allow them to be involved.

Youth are not included in the design of the program.

Adults believe the responsibility of the young person is to take advantage of the program designed by the adult.

RECIPIENTS

Adults allow young people to be valued in design of opportunity but primary emphasis of this adult attitude is on how the young person will benefit from participation, not what youth have to offer to the design process.

Adults want to prepare young people for the future as responsible decision-makers.

RESOURCES

Adults respect the contribution young people can make to planning, operation, and evaluation. Leadership and decision-making roles involved can be shared by adults and young people.

Both young people and adults may need to learn new skills and attitudes necessary for shared decision-making.

Continuum of Voice

Continuum of Voice

By Barbara Bray @bbray27
&
Kathleen McClaskey @khmmc



EXPRESSION

- offers opinions & answers questions
- creates Learner Profile (LP) on how they learn best



CONSULTATION

- takes surveys
- provides input and feedback
- shares PLP and works on PLP with teacher



PARTICIPATION

- attends activities with role in decision making
- articulates action steps to meet learning goals



PARTNERSHIP

- collaborates with teachers and learners
- contributes to design of lessons, projects and assignments



ACTIVISM

- identifies problems and generates solutions
- advocates for change in and outside of school



LEADERSHIP

- guides group as leader of change
- co-plans and makes decisions
- accepts responsibility for outcomes



Adapted from @ Student Centr Hub

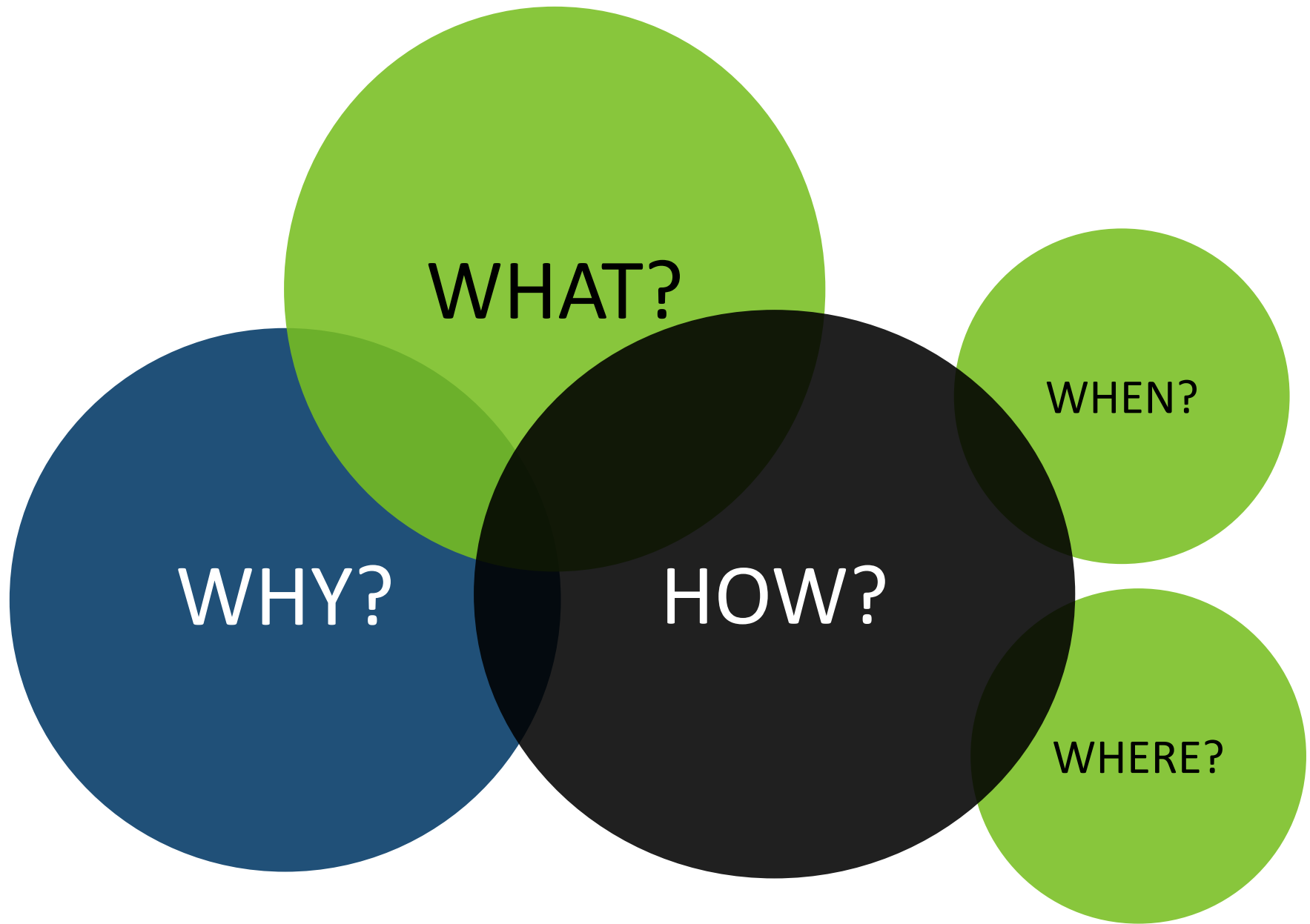
bit.ly/continuumvoice

@sylvia duckworth

Why does this matter?

As leaders and educators, we must commit to the idea that soliciting feedback on our students' likes, responses, and needs is not the same as putting youth at the center of how our organizations make decisions.

What would it take to create learning communities in which youth meaningfully exercise their voice, adult partners genuinely listen, and organizations make decisions leading to positive change as a result of what we learn?



WHY?

WHAT?

HOW?

WHEN?

WHERE?

Seven Leadership Practices

Developing a shared mission, vision and goals

Developing a school leadership team and fostering leadership

Recognizing, respecting and employing each student's strengths, diversity, and culture as assets for teaching and learning (cultural responsiveness and attentiveness to equity)

Providing meaningful and effective feedback

Leading through change effectively for continuous improvement

Developing an aligned system of curriculum, assessment and instruction

Building a trusting and positive learning culture/climate

BELIEVE

BELIEVE - in learners - their skills, strengths, capacity and vision; and in your own capacity to learn from and collaborate with learners

What do you believe about students, learning, teaching, and leading?

What strengths might learners bring to this dilemma?

What is their vision / mission for the learning community?

LISTEN

LISTEN - to learners, to stakeholders, to community members, to experts; pose thoughtful questions with authentic curiosity to discover possibilities and opportunities

Whose voices are important to hear in this dilemma?

What questions might invite introspection, insight, and creative risk-taking?

LEARN

LEARN - from listening, from responses, from collaboration, from research, and from learners' experience; seek to understand and discover common ground

What are common values, goals, and outcomes shared by stakeholders?

What are possibilities and opportunities discovered from listening to stakeholders?

LEAD

LEAD - by example, positively, proactively and collaboratively; take action with learners, aligning practices with your learning, the mission and vision, and your beliefs

What positive action can be taken to initiate a change?

How does that action help us “live our mission”?

Voices from Lead Learners

Rachel Udstuen
Superintendent



Spring Grove Public School

Yusuf Abdullah, Principal
Dr. Shawn Harris-Berry,
Associate Superintendent



Learning from Lead Learners

What does leading with a learner lens mean to you?

What does it look like in your learning community?

What gets in the way of a learner lens?

What are initial steps a leader can take to develop a learner lens?

What is YOUR next step to strengthen your learner lens?

Leadership Practice #2 and Equity Commitment # 2

| BELIEVE | LISTEN | LEARN | LEAD |
|--|---|--|---|
| <p>Leaders build understanding about realities and results of inequities and implicit bias</p> | <p>Leader creates space for stakeholder conversations across the community; disaggregates local data to unearth disparate results and set equity-related goals.</p> | <p>Leadership Team plans professional learning to support teachers reflecting on the success of different groups of students and potential teacher actions to enhance learning for under-achieving students.</p> | <p>Leadership Team intentionally plans for and includes culturally responsive practices, resources, strategies, and assessments in the district's instructional framework / rubric.</p> |

Leadership Practice #7 and Equity Commitment # 8

| BELIEVE | LISTEN | LEARN | LEAD |
|---|---|---|--|
| <p>Leader recognizes daily habits in interacting with particular students and staff throughout the day.</p> | <p>Leader creates space for stakeholder conversations across the community to strengthen personal interactions with all students, staff and families.</p> | <p>Leadership Team intentionally plans for learning from a variety of learners, families, and colleagues to build relationships and enhance learning.</p> | <p>Leadership Team models listening, initiates opportunities for input, and adjusts approach to build stronger relationships and trust across the community.</p> |

Leadership Practice #3 and Equity Commitment # 10

| BELIEVE | LISTEN | LEARN | LEAD |
|---|---|---|---|
| <p>Adults are riding the bus once or twice each year and / or eating lunch with students on a weekly basis and asking questions to learn.</p> | <p>Leader creates space for stakeholder conversations across the community to strengthen personal interactions with all students, staff and families. Example: advisory groups provide input and suggestions.</p> | <p>Leadership Team includes student voice in professional learning goals, interviewing committees and on leadership teams making decisions.</p> | <p>Student Advisory learns more about each culture in learning community and proposes and/or co-teaches learning experiences honoring diverse assets of those cultures.</p> |

Questions?



Resources

[Leading with a Learner Lens Framework](#)

[Culturally Responsive School Leadership Framework](#), Muhammad Khalifa

[Learner-Centered Leadership Rubric](#)

[Soundout.org](#) – Meaningful Student Involvement transforms education

[Students at the Center Hub](#)

Feedback and Continuing Education Units Request

FEEDBACK FORM and CEU REQUEST



Thank you!

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