



LEADING EDUCATION INNOVATION

# EQUITY AT SCALE

*CoSN Delegation to Ontario, Canada*

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# EQUITY AT SCALE

## CoSN Delegation to Ontario, Canada

### INTRODUCTION

CoSN (Consortium for School Networking) has a long-standing commitment to advancing a global dialogue focused on the strategic use of technology for the improvement of teaching and learning in elementary and secondary schools. As part of this commitment, CoSN has led more than a dozen Delegations since 2002 to nearly twenty countries. (Previous reports can be found on the [CoSN website](#)). In addition, a Global Symposium is held during CoSN's Annual Conference to explore innovation using technology in education to impact learning.

CoSN led a [senior level Delegation](#) to Ontario, Canada, December 2-6, 2019. The Delegation of school technology administrators and educational experts visited schools and met with government officials, local leaders, educators, and the private sector to explore innovative education policies and achievements. Thanks to [HP](#) for sponsoring the Delegation, as well as other work advancing global leadership, and for the additional support from [Microsoft Canada](#), [Desire2Learn](#), and [Compugen](#).


### WHY ONTARIO, CANADA?

The Canadian public education systems are ranked among the best in the world, with students coming in seventh overall in the most recent report from the [Programme for International Student Assessment \(PISA\)](#). Canada's provincial education systems consistently beat the competition in science, reading, and on equity issues like gender balance.

#### The Delegation focused on the following questions:

- How are school systems in Ontario developing and implementing new policies, particularly around curriculum and Information and Communications Technology (ICT), to create high performing learning environments?
- What can U.S. leaders learn from colleagues in Ontario and adapt to their school systems, particularly around use of technology for learning?
- How are Canadian education leaders achieving a commitment to digital equity and equal access for all students, particularly those from immigrant populations?
- How are students being prepared for success as we experience the 4th Industrial Revolution?

In Canada, each provincial government is responsible for funding and managing public education since there is no national Department of Education. The Province of Ontario has 72 local school districts, called School Boards, serving approximately two million students. The Delegation visited two School Boards, Toronto District School Board, the largest district with 246,000 students and York Region District School Board, the third largest district in the province with 128,000 students. Both districts are highly diverse with students from Indigenous communities and from countries around the world representing more than 50 languages in each district.



The 72 Ontario School Boards represent French and English-speaking schools including those run by the Catholic Church. In Ontario, breakdown of school systems is as follows:

- 31 English Public
- 29 English Catholic
- 4 French Public
- 8 French Catholic

The title of the head of each school board/district is Director of Education who reports to the locally elected School Trustees and is comparable to a U.S. Superintendent. The Director of Education is supported by Associate Directors and Area Superintendents. For the 2019-20 school year, the Province obligated \$330 million in K-12 education funding. K-12 education in Ontario includes a two-year kindergarten program that students enter at age four and spend two years attending with both four and five-year-old students in the same class for the two-year term.

### *Student achievement is strong in Ontario with the following results:*

**71%** Grade 3 and 6 students achieving Provincial Standards in reading, writing, and math

**87%** Students graduating from high school within five years

**67%** Adult citizens with a post-secondary credential

While these statistics are impressive, the two school systems the Delegation visited are committed to reaching those students who currently don't meet achievement standards and to improving the high school graduation rate to 100%.

A distinctive characteristic of the school systems the Delegation visited is leadership's acknowledgment that their schools reside on land taken from various Indigenous communities whose descendants still reside there and attend the local public schools. School system leadership incorporates a systematic approach to acknowledging this history and honoring the past as part of the nation's Truth and Reconciliation Call to Action. Each morning, students and staff honor history by reciting a land acknowledgment to build student capacity for intercultural understanding, empathy, and mutual respect and understanding of the land they are on. Below is an example:

- *"We acknowledge that we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Metis, and Inuit peoples."*

The Land Acknowledgment is just one example of how these school boards actively support Indigenous Education, diversity and equity within their schools. Another reason Ontario was selected as the 2019 site is that some of the best minds in North American education technology live in Ontario. Michael Fullan, O.C., Global Leadership Director of New Pedagogies for Deep Learning and John Malloy, Director of Education, Toronto District School Board joined together to lead a conversation with the CoSN Delegation and other Toronto District School Board members to discuss the challenges of leading innovation in a changing political climate. This short, intriguing, and thought-provoking video can be found [here](#).



# LESSONS & PERSPECTIVES

The CoSN Delegation identified three central themes from their time touring schools and interacting with School Board leaders:

- 1. INCLUSIVE DESIGN.** A strong commitment to ensuring that students from all social identities (including one's ability, language, cultures, ethnicity, and socio-economic background) does not preclude students from reaching their full potential and achieving ambitious outcomes.
- 2. DEEP LEARNING.** A framework comprised of four interconnected layers that provide for a continuous improvement loop of concrete pathways to shift practice for schools, districts, and learning systems.
- 3. COURAGEOUS LEADERSHIP.** A leadership approach that involves all educators and students within a context of clearly stated values and expectations and supports input from both educators and learners


## INCLUSIVE DESIGN

### Weaving thought and action to effect change

The issue of equity has become an integral part of digital learning conversations. Though the CoSN Ontario Delegation arrived with a specific interest in digital equity, it was immediately evident a broader focus on social justice and inclusion within the schools and systems is in place. In Ontario, equity was central to the strategic plans and strategies of both the York Region District School Board (YRDSB) and the Toronto District School Board (TDSB). A term used in YRDSB was *Inclusive Design*. While this term is being applied for a set of strategic priorities specific to this system, it is a useful concept to think more broadly about educational equity as an iterative human-centered design process that includes authentic engagement and inquiry, reflection, and action. The concept of *Inclusive Design* goes beyond simply examining and identifying bias, racism, and oppression within schools to proactively designing solutions that seek to address the systemic issues that cause opportunity and achievement gaps for underserved students and populations.

What was immediately striking in Ontario was the explicit recognition of systemic and implicit bias, racism, privilege, and oppression that exists in society and consequently, schools. Senior leaders repeatedly spoke to intentional anti-racist, anti-oppressive, and restorative curriculum, policies and practices that have been executed over many years.

Each day of the Delegation's visit began with the previously mentioned acknowledgment of racism and oppression through a shared spoken recognition of the Indigenous lands and cultures that preceded the settlement by the English and French. At the Hogarth Secondary School, a student with First Nations background read a statement that acknowledged the land on which the school was built and named the Indigenous people of that area. At a summit held at the TDSB offices, a similar statement was read by all in attendance much like an invocation to begin the meeting. These land acknowledgments are part of a broader national truth and reconciliation process and were separate from local educational equity initiatives. Also notable was a shared commitment by school leaders to use words like racism and oppression, acknowledging their own privilege and biases, and *recognizing implicit and systemic inequities* within their schools. There was evidence, throughout the schools we visited, to identify and subsequently eliminate racialized and oppressive language and actions. YRDSB Area Superintendent, Camille Logan put it very simply, "school is not a neutral space."



Working from a shared and authentic commitment to naming and changing institutionalized racism, both YRDSB and TDSB have separately built strategic plans around equity. While the specific YRDSB model for inclusive design is still in draft form, both systems have intentionally examined equity not only as a challenge for learners, but also as an explicit responsibility for educators to learn how to change practices and pedagogy to better serve students.

### *The TDSB strategic plan states the following:*

We are committed to providing equitable learning opportunities to all students. Schools must respond to identified gap, need, or systemic barrier by *identifying the adult learning necessary to transform the system and structures.*

## *Driver: System Priorities*

### TRANSFORM STUDENT LEARNING

- *We will provide all students with positive, supportive learning environments that have high expectations an enable them to reach their full potential as valuable and contributing members of society.*
- *We will use technology thoughtfully to ensure that students develop both digital fluency and the ability to build healthy relationships with classmates and adults.*

In practice, this means that immigrant English Language Learners, First Nations, Black, and other populations are viewed not as at-risk but underserved, necessitating intentional changes that include “moving toward the danger,” a phrase that Professor Fullan shared with the CoSN Delegation during our visit to describe the need to challenge existing paradigms and assumptions.

Educators, not students or families, own the work of equity and it is their responsibility to learn and change practices to address inequality. More importantly, working from an asset vs. deficit-based model, students are authentically viewed as valued and entitled to learn on their own terms.

### Digital Equity as Pedagogy and Practice

As it relates to digital equity, there is also a shared recognition that opportunity and pedagogy are as critical as access. Interestingly, neither YRDSB or TDSB featured ubiquitous device or broadband access in classrooms. While a range of devices were in use, 1:1 was not perceived as essential to digital access equity. While all schools had wireless access and shared devices, the use of educational technology was more supplemental than in many U.S. schools. Digital equity is seen as more than just access and connectivity. As defined by TDSB, “Digital Equity is a condition in which all individuals and communities have the information technology capacity needed for full participation in our society, democracy and economy. Digital Equity is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services.”

Leveraging the expertise of Professor Fullan, both school systems referenced deep learning and global competencies as the basis for improving instruction and promoting digital equity of opportunity and pedagogy. Rather than seeing the distribution of devices as the sole cornerstone of digital equity, these systems recognized that the transformation of instruction was much larger and more essential than digital content and services.





While technology in the schools we visited was not as pervasive as in some U.S. schools, the digital fluency of students was central to strategic plans. In TDSB, digital fluency ranks high alongside literacy and numeracy as a core learning target. In order to achieve digital fluency at scale, TDSB has a focused initiative to build digital learning capacity with their Digital Lead Learners (DLL) program. This program is a teacher mentor program where volunteer teachers progress from learning about key technologies and pedagogical approaches using technology to providing direct mentorship to other teachers. Throughout TDSB, there are almost 300 DLL members supporting technology initiatives.

**DIGITAL LEAD LEARNERS(DLL) PROGRAM:**  
*Achieving Scale and Building Capacity Through Shared Leadership*

The Toronto District School Board (TDSB) has developed a unique mentoring program to facilitate technology enabled teaching and learning integrating the district’s priorities and resources. The DLL program has three key goals:

- To support TDSB and Ministry of Education priorities through learning technologies with an emphasis on the Vision for Learning, Strategic Plan, Deep Learning Through Technology and the Global Competencies.
- To build knowledge and capacity for technology enabled learning across all Learning Centres and within each Learning Network through a sustainable, self-supporting professional learning model.
- To inspire, foster and support innovative teaching practices and learning experiences with educational technologies in TDSB classrooms.

*The DLL program engages volunteer teachers to participate in a multi-year shared leadership program that starts with learning in year one, then progresses to contributing in year two, then evolves to supporting first year members in year three, and finally mentoring and leading second and third year members in year four.*

Throughout years two and beyond, members contribute to and participate in Technology Enabled Learning Sessions and/or a Professional Learning Pathway that includes Design Thinking, Universal Design for Learning, or Documenting Student Learning. They also present at and assist in organizing the TDSB Conference – Unleashing Learning & Marketplace. Advanced DLL mentors can become DLL Hybrid teachers where they spend half of their day as a classroom teacher and half of their day providing professional learning or collaborating and supporting DLL

members. Ultimately the program builds capacity at the local school level as well as facilitates consistency and equity across the district.

***Ultimately, this shared leadership model is designed to:***

- Transform student learning
- Create a culture for student and staff well being
- Provide equity of access to learning opportunities for all students
- Allocate human and financial resources strategically to support student learning and well being
- Build strong relationships and partnerships within school communities to support student learning and well being

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CoSN has often noted the biggest challenge to successful technology implementation is a human challenge and not the technology itself. Through the DLL program, TDSB has addressed the biggest challenge with positive impacts in improved relationships between IT services, schools, and leadership, improved communication, and pathways for innovation.

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In YRDSB, pedagogical practices were placed at the center with a focus on inclusive design at all levels: individual, instructional, and institutional. Technology was implemented as a tool for achieving those pedagogical goals rather than pedagogy being manipulated to fit the design of the latest technologies.

To support enhancing pedagogy through technology, YRDSB provides support for schools through the Digital Literacy Team in Curriculum Instructional Services. Each area (Central, West, East, and North) in YRDSB has secondary and elementary Digital Literacy Consultants that work collaboratively with schools and other departments in Curriculum to form the Digital Literacy Network (DLN). The DLN is a flexible professional learning structure to provide support and learning specific to enhancing pedagogical practices through technology

## Classroom Observations

Visits to both districts included examples of media literacy, digital citizenship, and wellness instruction. While these lessons are not unique, they reflected a recognition that digital learning has become more complex in the face of concerns about social media, disinformation, and screen time. The focus on deep learning and global competencies promoted more powerful and more equitable instructional opportunities, incorporating project-based learning, STEM, global sustainability, and Indigenous ways of thinking and knowing.

While there is no systematic 1:1 program, requirement for BYOD, technology resources can be seen everywhere from mobile devices in classrooms to heart rate monitors in physical education; from green room media centers to the use of subject specific software (science, art, music, math). At all grade levels (kindergarten through high school), technology resources are used individually, in groups and in stations. In using stations, students can gain the same knowledge and skills through a variety of methods thus assuring equity to all types of learners.

The school visits included examples of students collaborating to problem solve. In one classroom at Beckett Farm Public School (YRDSB), all six Global Competencies were in action. Students were given real-life data from parent and student surveys that were conducted by the school. Students formed groups to analyze the data from the survey and select a challenge to research and present possible solutions to resolve the problem. The classroom was abuzz with chatter as students worked on the project with hopes of presenting a solution that could be implemented in their community. Rather than assuming the needs of their community, students sought out their input. Typically, the first step of the engineering design process is “Define the Problem”; however, in this classroom, the teacher provided the students with an updated version of an engineering design flow-chart that instead started with “Empathize.” In order to be able to define the problem correctly, students first had to ensure that those who would be most impacted by the final product were included in the identification and description of the need. Students had truly analyzed not merely the surface-level, but also the systemic causes of the problems for which they designed solutions. On the wall of the classroom (Figure 1), students identified the underlying problems using the language of social justice citing “systemic racism,” “erasure,” and “cultural appropriation.” For primary school students to be able to apply these terms so correctly and with the

purpose of beginning to solve them is evidence of a concerted effort on the side of the school to ensure that students are not only aware of systemic injustices, but feel empowered to dismantle them.

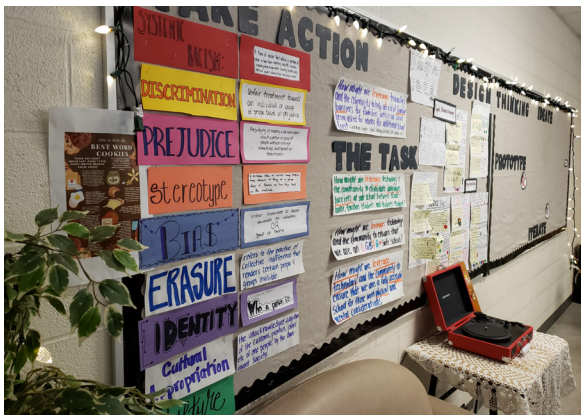


FIGURE 1

In the image of the Beckett Farm Public School Touchstone mural (Figure 2), inclusive design is echoed throughout the school's values. Two bullet points that particularly stand out are, "Our community is positive and inclusive where all voices are valued and equity is treasured" as well as "Together at Beckett Farm, we plant seeds of leadership and social justice that will grow to impact the world around us." Emphasis on diversity and inclusion is not merely a transient notion, but rather integral to the school's core values, so much so that they invested in painting a mural of these values on the wall for everyone to see.

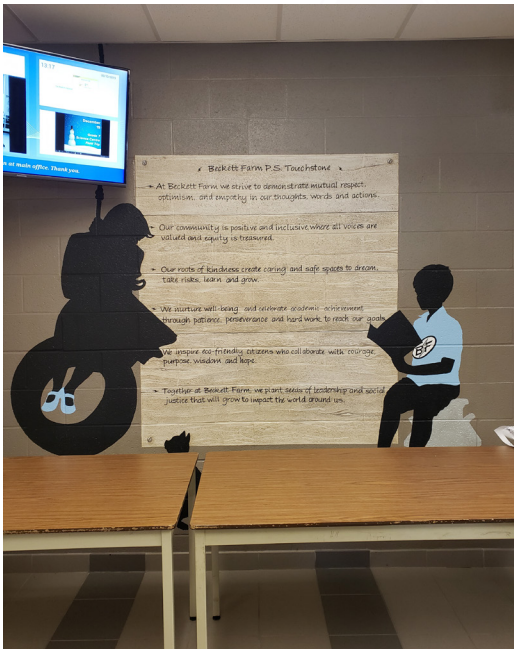


FIGURE 2

## Separate, but Equal?

When considering equity in Ontario schools, it is important to note that the Province funds four separate school systems that reflect long-standing communities. In addition to offering a public English language system, there are both French and Catholic systems. Given that Canada is a bilingual country, the existence of language-based schools is not unexpected.

## Key Takeaways on Inclusive Design

Many school systems in the U.S and Canada are exploring educational equity and culturally responsive teaching. YRDSB and TDSB are distinguished amongst their peers in several ways.

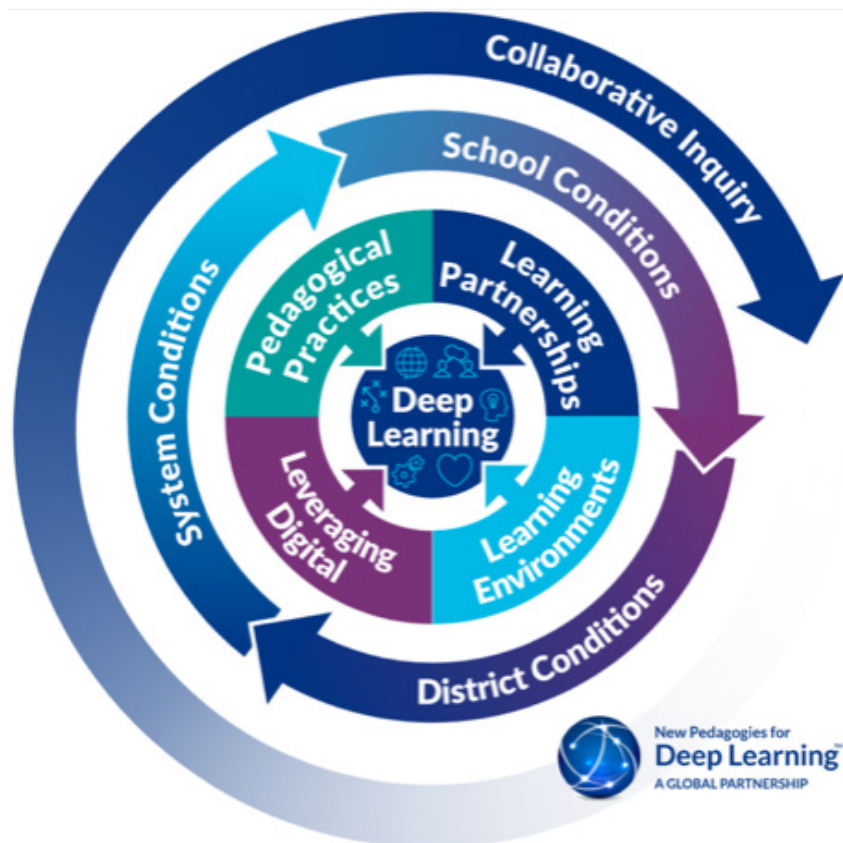
- **Equity at scale.** Both systems are large, and both boast outstanding graduation rates with highly diverse student and family populations.
- **Honesty and transparency.** These systems acknowledge that their schools are not neutral, and that racialization and marginalization must be identified and interrupted for all students to achieve. While TDSB is much further along in its use of data to inform their equity work, both systems actively engage students, parents, and community members to identify and work towards remedying inequality within their schools.



## DEEP LEARNING

Deep Learning is a concept developed by Professor Fullan, in partnership with schools in Canada as well as several other like-minded countries. Given the global partnership behind the New Pedagogies for Deep Learning™ work led by Professor Fullan, these efforts are certainly not isolated within Canadian schools, or the Ontario region. However, the Delegation observed a unique cultural dynamic within the Ontario schools that revealed a diverse and growing immigrant population from the Middle East and Asia that are adopting shared Canadian values tied to Indigenous culture.

Professor Fullan's Deep Learning Framework is comprised of four interconnected layers that provide for a continuous improvement loop of concrete pathways to shift practice and for schools, districts and learning systems. Within layer one, we find the six global competencies (6Cs) of "character, citizenship, creativity, critical thinking, collaboration, and communication" (Fullan, 2018, Deep Learning, p. 35) that make up desired outcomes.



Given their interconnectedness, it makes sense to develop projects, classrooms and systems that nurture these 6Cs. At a foundational level, Ann McMullan, Education Leader Consultant, (December 5, 2019, Blog) noted:

*"It is the emphasis on the well-being of students that was most illuminating. In the classrooms we visited there is a philosophy of "self-regulation" that encourages students to take care of their physical and emotional needs. One example we observed involved allowing students to eat when they needed to eat. In the classrooms I visited there was a table in each room where students could step aside to eat a snack from their lunch bag if that was what they needed at the moment. There was no need to wait for a bell or step out of the classroom."*

Source: Copyright © 2014 by New Pedagogies for Deep Learning™ (NPDL)

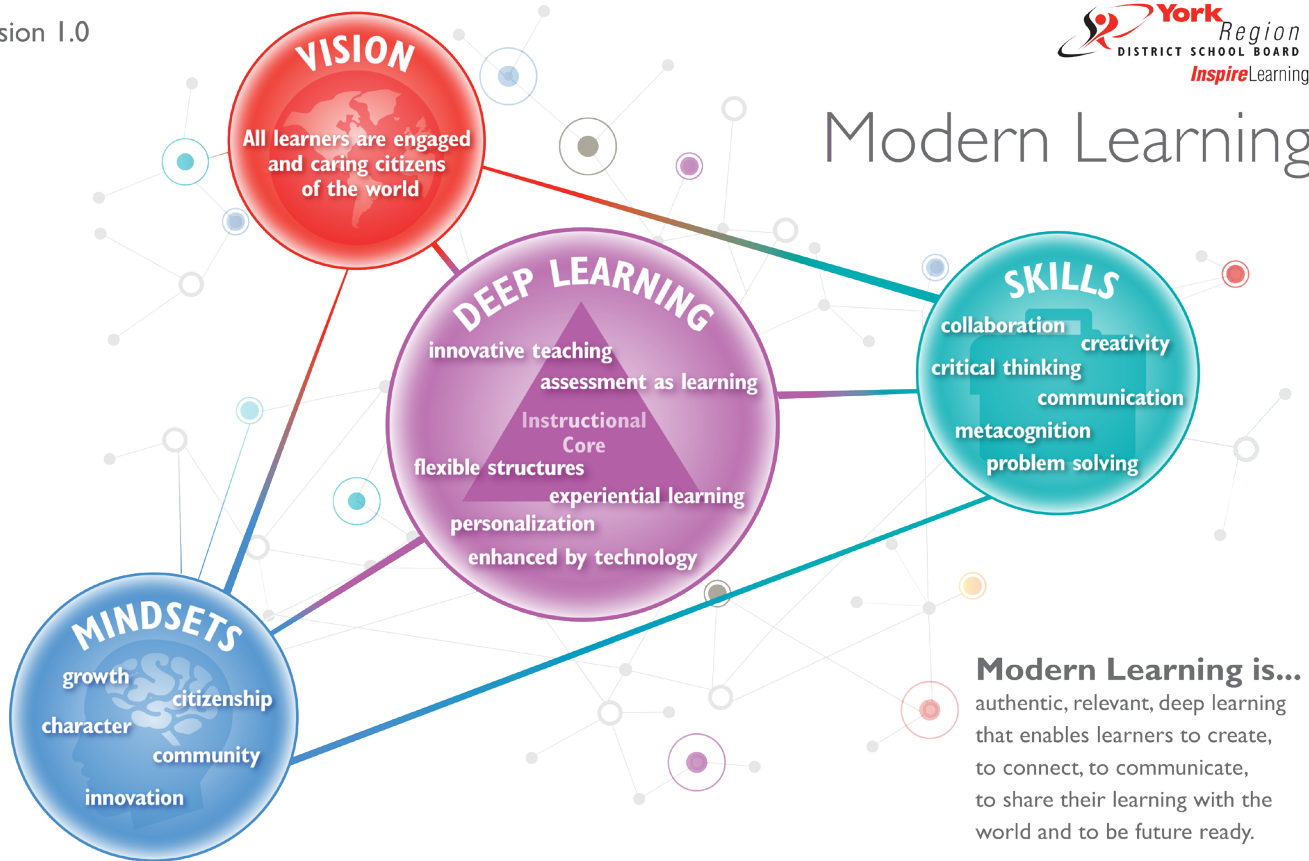
## Classroom Observations

During the Delegation's visit to the York Region District School Board's (YRDSB) to the Bill Hogarth Secondary School (grades 9-12), named after their former long-standing Director of Education, Bill Hogarth, and Beckett Farm Public School (grades K-8). The YRDSB Modern Learning Framework (Figure 4) was introduced.

Version 1.0



# Modern Learning



As the visit progressed, layers of the Deep Learning Framework™ were revealed. YRDSB highlighted one of the unique STEM learning activities in which students engaged. In this "Micro: bits and Living Space Project", students worked with Let's Talk Science to combine a micro: bit with CO2 sensors and then connected with astronauts to look at space station air quality. As they continue to develop modern learning projects such as this one, there has been an increased attention to career planning that emphasizes adaptability and resilience for students who face uncertain career paths. This is possible because the district has paid attention to establishing a learning environment that personalizes the approach within flexible structures and activities, important elements to effect deeper learning.

Another project allowed for both teacher and student creativity, while learning about parts of a cell. In this case, students were able to craft the cellular structure using physical materials such as styrofoam balls and paint, while others designed block-based structures in Microsoft's Minecraft, or detailed three dimensional structures in Autodesk's TinkerCAD. Further enabling this project was the mix of school owned laptops from a cart and student owned devices allowed through the BYOD program. In this ubiquitous technology environment students were bringing their ideas to life on mobile phones, tablets and laptops all of which could natively run the main applications being used.



Bill Hogarth Secondary School also supports a Global Leadership class during which students work in teams to identify international problems, conduct research and propose solutions that address U.N. Sustainable Development Goals.

*"I was struck by their ability at all grade levels to engage, collaborate, communicate, and share their eagerness in their learning and their ideas with an authentic and clear eloquence that touched my heart."*

CoSN Delegate Cynthia Schultz  
at Bill Hogarth Secondary School.



At Beckett Farm Elementary School, students conceptualized on paper and then worked together with LEGO Mindstorm kits to build robotic bird greenhouses. This global learning approach combines creativity, collaboration and communication to help students lead their own learning activity. Another project at Beckett Farm had the students using coding to showcase their creativity and critical thinking by communicating through music within the Incredibox.com application. Middle level students in a French immersion course demonstrated their knowledge of both content and language through a popular social learning platform, FlipGrid, that allows educators to ask a question, and students to respond in video.





## DECEMBER 5 BLOG POST, EDWARD MCKAVENEY, Ed.D., CETL CTO, Hampton Township School District (PA)

*"In preparing for the journey, I first read Professor Fullan's (2019) book [Nuance](#), which connected to efforts of the Toronto District School Board while offering vignettes of nuanced leadership from around the world, where "Nuance involves building the capacity of the adults around the students, especially those children not doing well (pg. 46)". Following Nuance, I dove into [Deep Learning: Engage the World Change the World](#)*

*(Fullan, Quinn, & Mceachen, 2018). In studying Professor Fullan's work, I found that having a [framework for deep learning with a global set of resources](#) to help build understanding of exactly what deep learning means and why it matters in our "age of acceleration" ([Friedman, 2016, pg.15](#)), is an educational imperative." While traditional methods of teaching and learning are certainly still relevant, in the end, the world around us is being greatly*

*impacted by technological advancements and many skills of today will not be the skills of tomorrow. Unless schools find the means to make necessary changes (Hamel, 2007) to instructional practice, they will rapidly find themselves and their graduates at a competitive and intellectual disadvantage, which in turn will impede the ability of government and business to be successful."*

### COURAGEOUS LEADERSHIP

Superintendents and leaders of smaller school systems often find themselves leading and managing all facets of an organization for two reasons: first, their integrated expertise allows for a cohesive and streamlined approach with generally given limited resources; second, there is no one else to do the work.

Superintendents and leaders of large school systems have a different challenge: they must create the conditions and culture, and then get out of the way. Leaders such as TDSB and YRDSB Directors of Education create passion and urgency surrounding issues of equity and education and ignite their school districts' staff with a call to action. With large student populations, these leaders rely on distributed leadership and the talents of their teams to accomplish the district's mission of student achievement, well-being, and equity.

Teams under these talented leaders establish goals and over communicate. They have implemented internal feedback loops within their departments and external feedback loops with stakeholders and customers to ensure that strands of the organization keep to the district's values and interpretation of policy and procedures. Principals are given the latitude to ascertain building issues and allocate resources to run with their strengths and shore up weaknesses. They are trusted and supported to do good work and have the latitude to ask for help from mid-level connected departments, which in turn, can assist or interface with upper levels of the organization.

Data on the racial/ethnic demographics of staff was not yet available in their district but is just starting to be collected. That, however, is changing as more Ontario districts are now focusing on the power of demographic data as a source for understanding schools. The goal is to use data to inform practice as opposed to reporting/accountability metric.

TDSB is seen as perhaps the Canadian leader on using data to address historic inequities. Director of Education, Dr. John Malloy, has a 30-year tradition of collecting data, and under his leadership they are using that data to highlight those students and schools that are not succeeding. The CoSN Delegation was impressed by this strong focus addressing equity with data in a large, urban and diverse district – the largest in Canada and fourth largest in North America.



Despite having an 86% graduation rate, Malloy publicly speaks about privilege, racism, disproportionality, and other challenges of inequality. District and school leaders in both systems participate in deep and often difficult professional learning to recognize privilege, identify overt and implicit bias, and build capacity for leading change to support more equitable learning opportunities.

### *SOME THOUGHTS FROM DR. JOHN MALLOY...*

John Malloy asserts that while TDSB had a long history of data collection, that data was typically controlled by the school system to tell the story solely about the graduating 86% of students. His focus is on identifying the 14% of students that are not graduating and identify why and what can be done to improve those graduation rates. He is pushing hard to open the district's data to communities that are not succeeding in their schools, especially in the Chinese and Indian communities. This involved a series of districtwide community meetings led by nontraditional community leaders that resulted in the district taking heat for its lack of progress for some students. TDSB Trustees at first questioned whether this was a wise policy that was opening them up to criticism. Malloy successfully made the case that education leaders should deal with the problem of transparency rather than the centrifuge of secrecy.

*"Data needs to tell the story, warts and all," says Malloy. "Even if the system is working for 86% of our students, that is insufficient. Our focus must be on all students, even when that makes us uncomfortable or raises really difficult problems."*

While this strategy can lead to uncomfortable conversations, he believes it is at the heart of how to make progress around creating an equitable education system. TDSB is working to use data to monitor progress and hold itself accountable for ensuring that every student succeeds. Malloy pointed out that taking this strategy will conflict with the overall district's narrative that things are generally working for most students. Historically, data has been used in service of those happy with the system.

Another important characteristic of effective leadership is incorporating a culture that listens to all school, classroom, and district staff. At TDSB and YRDSB leadership seeks out student feedback in a biennial school climate survey and a more general survey every four years. As students are the most important stakeholders in education, this is a best practice that every school system should adopt.





## MICHAEL FULLAN AND JOHN MALLOY

### *On Learning Culture and Equity Culture – The Importance of Assuring That Both Exist in School Systems.*

#### **Highlights from a recent blog post written by Fullan and Malloy**

**by Ann McMullan**  
**Project Director, CoSN Empowered  
Superintendent Initiative & member  
of CoSN International Delegation to  
Toronto, Ontario.**

During the December 2019 CoSN International Delegation to Toronto Ontario, Michael Fullan, O.C., Global Leadership Director of New Pedagogies for Deep Learning and John Malloy, Director of Education, Toronto District School Board joined together to lead a conversation with the CoSN Delegation that was focused on the current crises in education which stem from the issues of inequity that are common in many of today's education systems. In the November 24, 2019, issue of *Education Week*, Fullan and Malloy were featured in a blog post they co-authored titled: *Why Is the Relationship Between 'Learning Culture' and 'Equity Culture' So Lopsided?* Highlights of their thinking, directly from that blog post are as follows:

1. For the past 30 or more years we and others have pursued the "learning culture" of schools as a focus to improve learning for all students, but when it comes to fundamental equity, the field has taken a broad structural approach, along with policies that end up separating equity from learning. The result is that we are making very few gains in equity achievement in schools.
2. Trying to achieve greater equity through only changing "the learning culture" will always be limited because of the existence of "the culture of inequity" that privileges certain groups while underserving others.
3. In cultures of equity, discrimination of all kinds is confronted, and the comfort or satisfaction of those most privileged does not hold priority when unjust situations are being addressed. The diversity of students is reflected in the classroom through learning opportunities, learning resources, and everything that is posted on the walls. Student voices are honored, which leads to student agency and leadership.
4. In equity cultures leadership is shared, and influence is exerted by many in the schools and/or district, not just by those who hold formal leadership positions.
5. Learning cultures have made some progress; equity cultures have not. We call this a lopsided and deeply problematic flaw relative to system improvement in education and in society.
6. Most crucial, our central message is: Always ask the question of how each of the two cultures affect each other. Both cultures are currently hampered because they are not working in tandem.

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To learn more and access the research that is quoted in the blog, access the entire Education Week, November 24, 2019, Fullan/Malloy blog post found at: [http://blogs.edweek.org/edweek/finding\\_common\\_ground/2019/11/why\\_is\\_the\\_relationship\\_between\\_learning\\_culture\\_and\\_equity\\_culture\\_so\\_lopsided.html](http://blogs.edweek.org/edweek/finding_common_ground/2019/11/why_is_the_relationship_between_learning_culture_and_equity_culture_so_lopsided.html)

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## CONCLUSION

The short visit to the Toronto and York Region systems in Ontario provided the CoSN Delegation with exciting examples of thoughtful, talented leadership focused on the growth and development of both the students and educators. Attention to ethnic, cultural, and economic diversity along with the human capacity established to provide support for ongoing teacher professional learning are the guideposts to the implementation of support for good practice with technology. The emphasis on shared values made visible along with appreciation for what individual teachers and learners bring to the enterprise provided not only a rich experience for Delegation participants but also a living example of effective education leadership in action.



# COSN EDUCATIONAL LEADER DELEGATION

## Ontario, Canada

December 2 – 6, 2019  
HP Delegation Sponsor

### MONDAY, DECEMBER 2

9:00 am – 1:00 pm ..... Arrive Toronto Airport-transport to Novotel North York Center Hotel  
1:45 pm ..... Private guided tour of Toronto-Meet in hotel lobby  
6:30 pm ..... Welcome reception and dinner (at hotel)  
Overview of Visits to York Region School Board and Toronto School Board  
Provincial Perspective

### TUESDAY, DECEMBER 3

8:00 am..... Depart Novotel Hotel  
8:30 am..... Arrive Bill Hogarth Secondary School, 100 Donald Sim Avenue,  
Markham, Ontario  
Principal, Janani Pathy  
9:00-10:15 am ..... Welcome and Introductions  
Director of Education, Louise Sirisko  
• Overview of York Region District School Board  
• Multi-year Strategic Plan  
• Director's Annual Plan  
  
Modern Learning in York Region District School Board  
Chief Technology Strategist, Paulla Bennett & Principal, Rick Rosemin  
• IT Strategy  
• Modern Learning Strategic Plan  
• Modern Learning Frame  
  
Inclusive Design for Education  
Superintendent of Education, Camille Logan  
• Inclusive Design Pilot  
  
10:15 am – noon ..... School Tour/Classroom Visits  
12:00-12:45 pm ..... Lunch (sponsored by Compugen)  
• Classroom visit debrief  
12:45-1:15 pm ..... Travel and arrival to Beckett Farm Public School, 78 Beckett Avenue,  
Unionville, Ontario  
Principal, Bernadette Smith  
1:15-1:30 pm ..... Welcome and introductions  
1:30-3:00 pm ..... School Tour/Classroom visits  
3:00-3:30 pm ..... Debrief  
5:00-7:00 pm ..... Travel and Dinner with York Region School Board staff at Next Door Restaurant,  
139 Main Street, Unionville, ON (sponsored by Microsoft)



## WEDNESDAY, DECEMBER 4

8:30 am.....	Arrive Toronto District School Board
9:00 – 10:00 am .....	Introduction to Toronto District School Board <ul style="list-style-type: none"><li>• Overview of leadership approach, strategic planning, implementation activities, unique challenges</li><li>• Preview of school visits and key personnel</li></ul>
10:00 am – noon .....	Visit Earl Haig Secondary School, Grades 9-12
Noon – 1:00 pm .....	Lunch at Earl Haig Secondary School (sponsored by Compugen) Debrief on morning visit
1:30 – 2:30 pm.....	Visit McKee Public School
2:30 – 3:00 pm.....	Debrief on day
3:30 – 5:00 pm.....	Innovation Exchange
	Discussion with teacher innovators/moderated by Keith Krueger
5:45 pm .....	Depart for Dinner with Toronto School Board staff Speaker- Dalton McGuinty (sponsored by Desire2Learn)

## THURSDAY, DECEMBER 5

Canada/US Education Leadership Roundtable  
Microsoft Event Sponsor

9:00 am – noon .....	AM Program
Noon – 1:00 pm .....	Lunch
1:00 – 2:30 pm .....	PM Program
3:00 – 4:30 pm .....	Delegation Working Session
5:30 pm .....	Depart hotel for downtown Toronto
6:00 pm .....	Farewell dinner

## FRIDAY, DECEMBER 6

8:00 – 9:30 am.....	Continued Working Session (as needed)
Morning .....	Scheduled departures to airport throughout the morning

# COSN EDUCATION LEADERSHIP JOURNEY TO ONTARIO

December 2-6, 2019

## *Roster of Participants*

**Leader: Mr. Keith Krueger**  
**CEO**

CoSN - Consortium for School Networking  
Washington, DC, USA

**Co-Leader: Ms. Cheryl Scott Williams**  
**Consultant**

CoSN - Consortium for School Networking  
Washington, DC, USA

**Ms. Cindy Bingman**  
**Executive Director of Technology**

Aldine Independent School District  
The Woodlands, TX, USA

**Ms. Laurel Bingman**  
The Woodlands, TX, USA

**Mr. Ed Bingman**  
The Woodlands, TX, USA

**Dr. Rebecca Cunningham**  
**Assistant Superintendent**  
**Hampton Township School District**  
Allison Park, PA, USA

**Ms. Kathy Hurley**  
**CEO**  
Kathy Hurley LLC  
Punta Gorda, FL, USA

**Mr. Shahryar Khazei**  
**Executive V.P.**  
Innive Inc.  
Chino Hills, CA, USA

**Ms. Lillian Kellogg**  
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The report was compiled and written by Cheryl Scott Williams, Consultant, CoSN