

2023 / 2024

ANNUAL IMPACT REPORT

EDUCATIONAL LEADERSHIP CONSORTIUM
OF NOVA SCOTIA



CONSORTIUM DE LEADERSHIP ÉDUCATIONNEL
DE LA NOUVELLE-ÉCOSSE



Land Acknowledgement

The Educational Leadership Consortium of Nova Scotia would like to acknowledge that wherever each of us is situated across the province today that we are in Mi'kma'ki, the traditional/ancestral and unceded territory of the Mi'kmaq People. And we all have a responsibility to work toward truth and reconciliation. We are all Treaty People.

People Acknowledgement

Additionally, we would like to recognize the long-standing generations of people of African ancestry in Nova Scotia and celebrate the legacy of their contributions towards building this country by honouring the shoulders upon those we stand.

Executive Director’s Message



Hello, Bonjour, Kwe’,

I am pleased to present the second annual Educational Leadership Consortium of Nova Scotia (ELCNS) Annual Impact Report. This document reports on the activities and successes of our organization during the 2023 - 2024 academic year.

This academic year saw the fourth and final year of work toward meeting the goals in the 2020 – 23 *ELCNS Leadership Success Plan* (LSP). Great strides have been made to bring our organization forward through the actions described in the plan ([LSP English](#) / [LSP French](#)). Selected results are listed on page 6.

ELCNS continues to review, update and expand program offerings. We’ve recently implemented five new professional learning modules. All ALP and new ILA program content has been reviewed by the Diversity and Equity Specialists. We’ve provided programs in all areas of the province and through virtual and hybrid platforms.

One major accomplishment of our LSP this year was the adoption of our *Mission, Vision, and Core Values* (MVV). This work has set the stage for our future growth and development to maintain our position at the forefront in leadership professional learning in Nova Scotia. Please see our new MVV on page 4.

Our focused work over the past few years has positioned us well to move forward and to establish new priorities for the upcoming academic year. The beginning stages of that work are seen on page 10 and 13.

In addition to our LSP, the ELCNS has also made an intentional focus on Diversity, Equity, Inclusion and Accessibility and how to build these aspects into all that we do as an organization. Part of our work in this area included the administration of a *Cultural Competency Assessment* (page 10).

In August, we held our most successful annual conference to date *Accelerating Student Learning Through Collaborative Leadership* (page 9).

Our Partners all played an important role in supporting the growth and development of ELCNS during this past year. Their input and support have been a vital aspect of our success. Our partnerships have created a diverse community of voices that enrich the work we do. (page 8).

I am excited about the many opportunities and accomplishments ELCNS has experienced and look forward to building on our successes.

Thank-you, Merci, Weliaq,
Stephanie Isenor-Ryan,
Executive Director

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Mission, Vision, & Core Values

Mission

Improve education for all students in Nova Scotia by collaborating with partners to develop accessible, diverse, inclusive and equitable leadership.

Vision

Empowering every educational leader in Nova Scotia through rigorous, progressive, and responsive professional learning.

Values

Inclusion is creating an accessible, equitable, and culturally, linguistically, and socially responsive culture.

Etuaptmumk is reciprocal knowledge sharing and understanding.

Relationships is building authentic connections.

Courage is standing up for what you believe in and acting against injustice.

Responsive is being proactive and adopting quickly to changing circumstances.

In creating the **ELCNS Value Logo**, the ELCNS partner committee thoughtfully selected it's colours, symbols and design.

The circle has no beginning or end, thereby showing no particular value in prominence. Rather, all are interdependent and collectively breathing life in the community of our organization.

The colours represent hope (yellow), growth and balance (green), responsibility (blue), bravery and creativity (purple), and energy and vitality (orange).

The angled "spokes" show continuous growth and movement forward. The white background allows the values to have prominence in what we do and the decisions we make as an organization.



Principles of Effective Professional Learning

As the predominant provider of educational leadership development in Nova Scotia, ELCNS has adopted *Principles of Effective Professional Learning*. These principles are foundational to improving the quality and impact of professional development and shape all learning opportunities.

Effective Professional Learning

The principles focus on:

- Developing through consultation with all partners in education, incorporating geographic, linguistic, and diverse representation;
- Incorporating current research and evidence-based pedagogy;
- Recognizing teachers and administrators as professionals, and supporting their commitment to the continuous development of professional practice in all stages of their career;
- Recognizing the impact of effective teaching and supportive leadership on the achievement of all students;
- Enhancing teacher performance and student learning;
- Supporting standards of professional practices, professional growth plans and the Teacher Growth and Evaluation process;
- Integrating individual, regional and provincial priorities and initiatives;
- Integrating student well-being and achievement in an integrated way within the Nova Scotia Inclusive Education Policy framework;
- Incorporating inclusive, equitable and culturally responsive pedagogy and leadership practices;
- Fostering individual and collective growth through collaborative inquiry with colleagues across Nova Scotia;
- Building on teacher knowledge and skills to challenge attitudes, deepen understanding and transform practice;
- Facilitating deeper knowledge and skills through application and reflection;
- Addressing barriers to participation and enhancing access to professional learning options for all Nova Scotia educators;
- Recognizing the value of formal and informal learning opportunities; and
- Incorporating participant reflection and feedback to inform ongoing improvements in program offerings.



"Inclusion is a mindset. It is a way of thinking. It is not a program that we run or classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be."

– Lisa Friedman

INCLUSION

Leadership Success Plan

In 2020, the Board of Directors ratified the first ever ELCNS strategic plan; *The Leadership Success Plan (LSP)*. This plan described 19 goals and 15 actions to accomplish across three areas of the organization:

- Organization and Governance.
- Professional Learning.
- Aspiring Leaders Program & Instructional Leadership Program.

Full English and French versions of the LSP can be found at [LSP English](#) / [LSP French](#) .

A list of selected accomplishments over 2020 / 23 follows.



Organization and Governance

- Mission, Vision and Value statements created.
- Conversations with African Nova Scotian and Mi'kmaw communities.
- Governance Procedure *GOV#1: Nomination and Election Guideline* developed to ensure regular turnover of officer positions, a financial audit committee and election protocols.
- *Cultural Competency Assessment* developed and conducted.
- *Values Self-Reflection Survey* developed and conducted.
- In partnership with EECD and PSAANS, annual summer conference in 2022 and 2023.
- Formal partnership with PSAANS being explored.
- *ELCNS Communication Plan* developed.



Professional Learning

- Conducted provincial needs assessment, leading to three broad areas of growth: inclusion in action, culturally responsive pedagogy, and student mental health and well-being. Also, course scheduling, mode and format of delivery were improved.
- Incorporated key NS policies and frameworks of professional practice in all PL options (eg, Leadership Standards, Inclusion Policy, etc.).
- In consultation with Diversity & Equity Specialists, programs reviewed to ensure experiences, history, and assets of historically marginalized and racialized communities are reflected.
- Programs adapted to in-person, virtual, and hybrid learning modalities.
- Programs offered all across Nova Scotia.
- Accessibility requirements identified by participants are accommodated.
- Prepared draft credentialing framework for discussion with EECD.



Aspiring Leaders Program / Instructional Leadership Academy

- Conducted needs assessment through interviews with current participants and graduates, instructors, management board and course feedback.
- All courses were updated, resources added, and reviewed by Diversity and Equity Specialists.
- Courses aligned with current NS priorities and standards (eg, Leadership Standards, Inclusions Policy).
- All ILA courses were updated to reflect a blended learning model.
- An on-line learning content management system is now in use.
- ILA Course 4 was revised and now titled: *Recognizing and Acting on Discrimination and Racism*, with two educators hired to instruct the course (a Black educator and a Mi'kmaw Elder).
- ILA Course 4 includes the requirement for participants to engage in professional conversations with diverse people inside and outside of the school setting.



Professional Learning & Program Offerings



Professional Learning is offered in a variety of options designed to meet the needs and preferences of educators: conferences, summer institutes, modules, workshops, webinars, and seminars.

- Module 1** *Health Promoting Schools - Creating Healthy Schools Communities.* Offered virtually / open to all educators across NS (8 participants).
- Module 2** *Supporting Student Achievement and Well-Being through the Nova Scotia Inclusive Education Policy.* Hosted by CCRCE (30 participants) and TCRCE (18 participants).
- Module 3** *Coaching for Quality Instruction.* Hosted by SSRCE (18 participants).
- Module 4** *A Restorative Approach in Schools.* Hosted by SRCE (131 participants).
- Module 5** *Inclusion in Action - Implementing UDL with Accessible Technology.*
- Workshop** *Insights Discovery.*
- Module in Development** *Supporting Associate Teachers.*



Aspiring Leaders Program is 14 months in length (5 seminars and 2 summer institutes) and is designed for teachers, mentors, and department heads who are interested in becoming effective school principals and vice principals.

- A certificate is granted following an exit assessment and successful completion of all program components.
- Number of participants in ALP: 174
- 2021 / 22 Cohort E 35 graduates.
- 2022 / 23 Cohort F 27 enrolled.
- 2023 / 24 Cohort G 15 enrolled.



The NSILA program extends over three years (6 courses) and leads to a Diploma in Instructional Leadership. It is designed for school-based and regional instructional leaders.

- The goal of the program is to improve the capacity for school-based instructional leadership.
- Number of graduates to date: approximately 650
- 2023 / 24 Cohort 11 (36 participants) will graduate this year (33% Principals, 22% VPs, 22% Consultants and the remaining individuals are in Mentor/Coach, Coordinator, Department Head or Teaching roles).
- 2024 / 25 Cohort 12 (35 participants).
- 2025 / 26 Cohort 13 (36 participants).
- All Regions / CSAP have participants who are engaged in professional learning through ILA.



"Msit No'kmaq (MM-sit no-GO-mah) All My Relations: The Interconnectedness of Everything."

— Mi'kmaq Understanding

RELATIONSHIPS

Summer Leadership Conference

ACCELERATING
STUDENT
LEARNING | through
COLLABORATIVE
LEADERSHIP



The Summer Leadership Conference took place on **August 16 & 17, 2023** at the Delta Hotel, Dartmouth and was co-hosted by ELCNS, PSAANS, and EECD.

"Lyn and Zaretta are an excellent combination and well-timed for what we are working towards here in NS."

- Conference Participant

Summer Leadership
Conference 2024

*Getting to Purpose through
Reflective Leadership*

August 12 / 13
Dartmouth, NS

The conference featured **Lyn Sharratt**, author of *"Clarity"* and **Zaretta Hammond**, author of *"Culturally Responsive Teaching and the Brain"*, along with local presenters Andrew Francis, Michel Colette, Carola Knockwood, Beth MacInnis, and Kathy Toogood for concurrent sessions in both English and French.

The conference was filled to maximum with representation from all our partnering organizations. We had a total of 220 in attendance from as far away as Alberta.

"...the sessions were very relevant to our everyday practice."

- Conference Participant

Diversity, Equity, Inclusion and Accessibility

The 2020 Leadership Success Plan identified several systemic barriers within ELCNS. In response, ELCNS began concentrated work in the area of diversity, equity, inclusion and accessibility. In the fall of 2022, two positions were posted, *Diversity and Equity Specialists*, in order to provide leadership focus for the organization.

Work across ELCNS has been constant and integrated into all areas:

- Diversity and Equity Specialists are members of the ELCNS Leadership Team.
- A *Diversity and Equity Action Plan* was developed that included expected actions in all areas of ELCNS.
- Conversations with Community were held in African Nova Scotian and Mi'kmaw communities, groups, and organizations. The results were presented to the Board of Directors and Program Committee. This work is on-going.
- Diversity and Equity Specialists are directly engaged in ALP, ILA and Professional Learning program development, review, redesign, and decision-making process.
- Diversity is considered in hiring course writers and instructors.
- Diversity and Equity Specialists directly involved in the development of the *Mission, Vision and Values* statements.
- Diversity and Equity Specialists directly involved in the creation of the *ELCNS Communication Strategy*.
- Diversity and Equity Specialists directly involved in the creation of Board of Directors *Governance Procedure #1: Nomination and Election Guideline*.
- APSEA helped co-create an *Accessibility Request Form* for the annual conference. These procedures are now used across the whole organization.

The results of the **Cultural Competency Assessment** (page 10) will inform the next stages of addressing systemic barriers, including microaggressions, within ELCNS. This work is multi-faceted, complicated and will require sustained effort and attention.

Of significance, is the recent creation of the **Africentric / Indigenous Cohort Development Advisory Committee** from our stakeholder membership. The mandate of this team is to offer advice, formulate opinions and make recommendations on how to better serve those historically excluded from ELCNS programs. This may include, among other things, the development of an Africentric and Indigenous Participant Cohort. ELCNS will act upon the recommendations of this committee. Committee members are from: Delmore Buddy Daye Learning Institute, EECD, APSEA, MK, School Regions, a community entrepreneur, and ELCNS.

*"Do the best you can until you know better.
Then when you know better, do better."*

– Maya Angelou

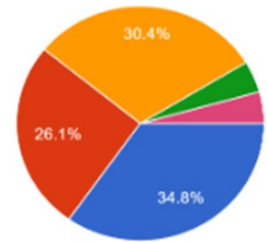
COURAGE

Looking Forward

Having brought the 2020 / 23 Leadership Success Plan to a successful conclusion, ELCNS Board of Directors recently launched several initiatives to determine our next set of priority areas for growth and development as an organization. Using the new Mission, Vision and Value statements as a foundation, we launched a self-assessment *Core Values Survey*, a *Cultural Competency Assessment* and conducted a *S.P.O.B.* (Strength, Problems, Opportunity, Barrier) exercise with our Partners. These are the beginning stages in identifying new priorities for ELCNS.

Core Values Survey (December 2023)

- Conducted at a combined Board of Directors / Program Committee meeting.
- Respondents were asked to rate themselves on a 6 point Likert Scale on how they perceive themselves living up to each stated value.
- Additionally, using the same scale, respondents were asked to rate their perception of how the organization is living up to each stated value.
- There were 23 responses out of a potential 33 partners and 6 staff.
- Respondents could also provide written comments.



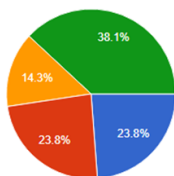
PRELIMINARY OBSERVATIONS:

- All values (*Inclusion, Etuaptmuk, Relationships and Responsive*) were rated higher in SELF over ELCNS.
- *Courage* was rated higher in ELCNS than SELF.
- All values were rated highly in both SELF and ELCNS (4 or 5), except *Etuaptmuk* rated the lowest (2) in both SELF and ELCNS.
- Individuals and ELCNS need to better understand and act on the value of *Etuaptmuk*.
- The next values requiring attention are *Courage, Inclusion* and then *Relationships*.

There were 23 responses:

- Board Member: 34.8% (8 people)
- Contracted Staff: 30.4% (7 people)
- Program Committee: 26.1% (6 people)
- Committee Member: 4.35% (1 person)
- Instructor / Facilitator: 4.35% (1 person)

Cultural Competency Assessment (March 2024)



There were 42 responses:

- ILA / ALP / Modules Instructors: 28.1% (16 people)
- Board Member: 23.8% (10 people)
- Program Committee: 23.8% (10 people)
- Contracted Staff: 14.3% (6 people)

- Conducted through a Google Form distributed via email in January 2024 to Board of Directors, Program Committee, Instructors and Staff.
- Respondents answered 28 questions on a 7 point Likert Scale measuring perceived organizational cultural competency in the categories of *Leadership, Relationships, Awareness, Communication, Program, Policy, Structures, and Decisions*. Written answers were also collected.
- Thirty-two of 36 ILA graduating cohort 11 participants answered selected questions as a follow-up to the initial survey.

PRELIMINARY OBSERVATIONS:

- This data set is rich with information and continues to be analysed.
- There is a need for more professional learning in cultural competency, racism, microaggressions and other forms of discrimination for leaders, staff and instructors.
- There is a need to increase numbers of diverse populations in ELCNS in all areas.
- Leaders need to be trained in how to manage cross-cultural conflict.
- ELCNS is doing OK in it's communication strategies related to cultural competency.
- Instructors require additional support in differentiating program contents to meet diverse cultural needs.

S.P.O.B. Analysis

Identifying *Strengths, Problems, Opportunities, & Barriers*

One of the most important steps in setting organizational priorities is to reflect on the current state - **Where are we now?** At a March 2024 meeting of ELCNS Partners, participants examined recent survey data, results of the 2020 Leadership Success Plan, reflected on Vision and Values, information from Community Conversations and ELCNS Guiding Principles for Professional Learning. These data sets provided the information to complete a S.P.O.B. Analysis. These are the ideas generated:

STRENGTHS

Characteristics of ELCNS to brag about.

- ELCNS is open to change.
- Provides variety of programs.
- Cares about the work.
- Diverse partner membership.
- Successful graduates.
- Established brand.

PROBLEMS

Realities of ELCNS to face.

- Diverse representation.
- Recruitment of diverse participants and staff.
- Article 60 funding.
- Overcoming geography.
- Sufficient cultural competency PL.
- Common understanding of vocabulary.

OPPORTUNITIES

The chance to improve performance.

- Strong partnerships.
- Connection to Leadership Standards.
- First Voice.
- Tap into Alumni.
- Provincial networking.
- Safe space for diverse voices.

BARRIERS

Items that could make challenges greater.

- Compensation Framework.
- Motivation to enter leadership.
- Regions duplicating leadership programs.
- Communication chain broken in places.
- Perception ELCNS is central-



Nova Scotia Educational Leadership Standards

The Department of Education and Early Childhood Development has published *Provincial Educational Leadership Standards*.

ELCNS has reviewed all existing programs and instructional materials, making intentional and explicit connections to the Standards. All new program is explicitly linked. ELCNS is providing professional learning opportunities to support all leaders in their development towards these Standards.

Our Education Partners

“Our partners in Education in Nova Scotia form the backbone of the Consortium. The diversity of voices, experiences, and knowledge enrich the leadership development and professional learning we are able to offer all across Nova Scotia. On behalf of the Board, I thank all partners for their contributions and commitment to high quality leadership training in Nova Scotia and to the next phase of growth of ELCNS.”

- Lisa Doucet, APSEA Superintendent and ELCNS Board Chair



"Learn to see from one eye with the best in our Indigenous ways of knowing and from the other eye with the best in the Western (mainstream) ways of knowing. And learn to use both of these eyes together, for the benefit of all."

– Elder Albert Marshall

ETUAPTUMUK

Communication: Authentic & Intentional

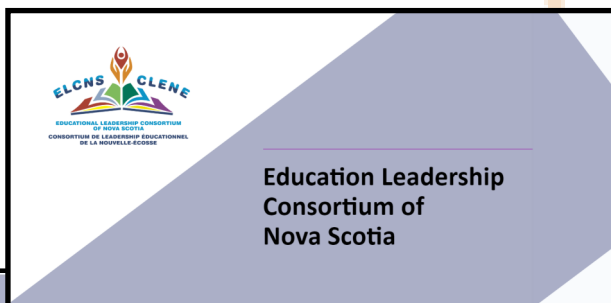
ELCNS has created a *Communication Strategy* that will be a guide in fulfilling our need of improved and expanded communication across all sectors of our work. Our intent is to deliver high-quality, engaging, and responsive communication that effectively portrays our values, program brand and culture. Authentic and intentional communication will help build a vested interest in our collective success. Our communication will include keeping our Mission, Vision and Values at the forefront, targeting aspiring and potent candidates for educational leadership positions, and tapping into ELCNS alumni as one way to share the accomplishments and successes of our organization.



ELCNS recently created a brochure that describes basic aspects of ELCNS. It can be shared widely with a large variety of audiences.

Power Point for use with corporate partners and other external agencies.

Check out our Social Media!!



ELCNS Programs

Professional Learning Opportunities

We are committed to renewing and refreshing our professional learning opportunities. Our **MODULES** include:

- A Restorative (Administrative)
- Supporting Being Through Education
- Promoting Health Professionals
- Coaching for Success
- **NEW for 2022**
- Supporting Universal Assistive Technology

Core Values in Action

Inclusion: Creating an equitable, and culturally, linguistically, and socially responsive culture.

Etuaptmunk: Reciprocal knowledge sharing and understanding.

Relationships: Building authentic connections.

Courage: Standing up for what you believe in and acting against injustice.

Responsive: Being proactive and adapting quickly to changing circumstances.



Many Hands Make Light Work

Executive Committee

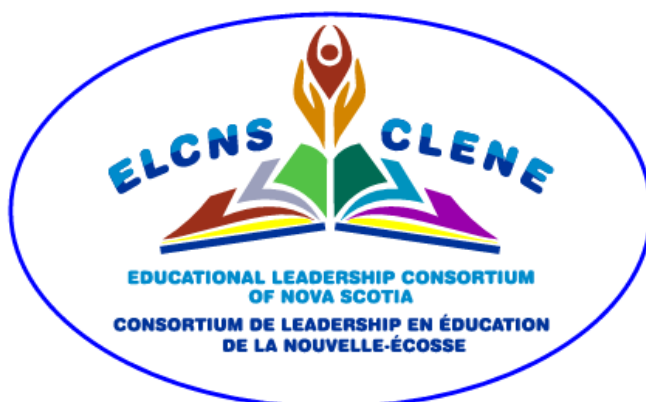
Chair:	Lisa Doucet, Superintendent, APSEA
Vice Chair:	Gary Adams, Regional Executive Director, CCRCE
Secretary:	Amanda O'Regan-Marchand, Executive Staff Officer NSTU
Treasurer:	Steve Gallagher, Regional Executive Director HRCE
At Large:	Kim Matheson, Executive Director, Centre for Equity in Achievement and Well-Being EECD Lace Marie Brogden, Dean Faculty of Education, STFX
Ex officio:	Stephanie Isenor-Ryan, Executive Director, ELCNS

Board of Directors

- Dave Jones, Regional Executive Director, AVRCE
- Lynn Crawford-Carter, Director of Programs & Student Services, CBVRCE
- Gary Adams, Regional Executive Director /Shelley MacLean, Director of Programs & Student Services, CCRCE
- Michel Collette, Superintendent CSAP
- Steve Gallagher, Regional Executive Director, HRCE
- Darrell Leblanc, Director of Programs & Student Services, SRCE
- Angela Gladwin, Regional Executive Director, SSRCE
- Jared Purdy, Regional Executive Director, TCRCE
- Kim Matheson, Executive Director, Centre for Equity in Achievement & Well-Being, EECD
- Janean Marshall, Director of Academic Services MK (Mi'kmaw Kina'matnewey)
- Ken Fells, Black Educators Association
- Amanda O'Regan-Marchand, Executive Staff Officer - Professional Learning, NSTU
- Tim Simony, Executive Director, PSAANS
- Lisa Doucet, Superintendent, APSEA
- Ellyn Lyle, Dean & Professor, School of Education & Health, CBU
- Antony Card, Dean of Education, MSVU
- Lace Marie Brogden, Dean of Education StFX
- Dany Sheehy, Dean of Immersion & the Faculty of Professional Programs, USA
- Stephanie Isenor-Ryan, Executive Director, ELCNS

Program Committee

- Matt Butler, Supervisor School Support Services, AVRCE
- Michelle Coleman, Coordinator of Program Partnerships, CBVRCE
- Kelly Hume, School Climate & Relational Approach Consultant, CCRCE
- Lori Fraser, Regional Director, Central Region, CSAP
- Lisa Long, Coordinator Programs, HRCE
- Kathy Rhodes-Langille, Coordinator of African Canadian Education Services, SRCE
- Beth Woodford-Collins, Program Coordinator of Assessment and Mathematics, SSRCE
- Raquel Thompson, Coordinator of Assessment & Evaluation, TCRCE
- Chris Boulter, Executive Director Innovation, Programs & Services, EECD
- Ann Sylliboy, Post-Secondary Specialist, MK
- TBD Member of Black Educators Association
- Scott Armstrong, Board of Directors Chair, PSAANS
- Wendie Wilson, Executive Staff Officer Professional Learning, NSTU
- Shelley McLean, Coordinator, Autism in Education & Collaborative Learning & Development, APSEA
- Stephanie Isenor-Ryan, Executive Director ELCNS



What can you expect next from ELCNS?

The next several years will be exciting ones for our organization and partner community. We will continue to develop programs **RESPONSIVE** to the evolving needs of Nova Scotian educators and students. We will be **INCLUSIVE**, centering on the lived experiences of educators and students from across the province, and their diverse cultural, regional and linguistic influences. We will be **FUTURE FOCUSED** and **RESOURCEFUL**, acting as a responsive, informed, timely, and accessible professional body, guided by our mission, vision and values.

ELCNS will determine 3 or 4 Priority Areas as identified through our *Core Values Survey*, *Cultural Competency Assessment* and *SPOB* exercise. This will set our focus for the next several years.

ELCNS will act upon the recommendations put forward by the Africentric / Indigenous Cohort Advisory Committee.

ELCNS will continue to offer its newly reviewed ALP / ILA programs. Professional Learning Modules will continue to be offered and new ones introduced (i.e., Supporting Associate Teachers Module).

ELCNS will explore a more formalized partnership with PSAANS.

*"Do the best you can until you know better.
Then when you know better, do better."*

– Maya Angelou

RESPONSIVE

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