



EDUCATIONAL LEADERSHIP CONSORTIUM
OF NOVA SCOTIA
CONSORTIUM DE LEADERSHIP EN ÉDUCATION
DE LA NOUVELLE-ÉCOSSE

LEADERSHIP SUCCESS PLAN

**Kisite'taqn ta'n tl-wla'sitew
Nikana'ludemk**

The Educational Leadership Consortium of Nova Scotia (ELC) works to promote awareness and professional practice among all partners in education by focusing and strengthening educational leadership consistent with inclusive and equitable education by providing leadership opportunities through collegial efforts and a pooling of resources and databases that will enhance effective education for Nova Scotia students.

ORGANIZATION AND GOVERNANCE

To create an organization that promotes awareness and leadership as a professional practice among all partners in education that is consistent with inclusive and equitable education through collegial efforts and critically informed research practices to enhance the education for Nova Scotia students.

GOALS

- Update ELC vision and programs to align with the policies and priorities of the ELC partners.
- Lead forward with research that promotes inclusive and equitable leadership practice to address systemic barriers.
- Review all policies and practices through a culturally responsive and anti-racist lens.
- Collect, incorporate, and utilize self-identification data and educational statistics to assist with policy and procedure review and development.
- Strengthen the partnerships within the ELC to promote inclusive and equitable leadership practice.
- Encourage participation and promotion of those who have participated in ELC programming and utilize expertise reflective and supportive of all students in Nova Scotia.

WHAT WILL WE DO TO GROW? ACTIONS

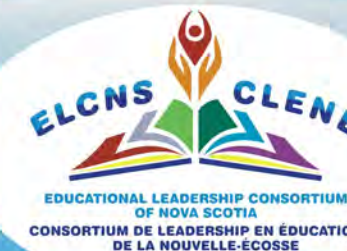
- Partners will adopt the ELC Leadership Success Plan and create a timeline for the implementation of actions and assessment of actions.
- The ELC Programs Committee and Board of Directors will create, support, and oversee teams tasked to review and realign Aspiring Leaders Program (ALP), Instructional Leadership Program (ILA) and Professional Learning.
- ELC will engage with representatives and community-based agencies to address systemic barriers and ensure that culturally and linguistically responsive pedagogy and leadership practices are embedded in all programs to address the disproportional outcomes experienced by students who are historically marginalized and racialized, African Nova Scotian and Mi'kmaw students, or who come from other groups that have been traditionally under represented and underserved.
- ELC partners will conduct a needs assessment within their own organizations

to ensure all voices are valued, represented, and heard at ELC's tables with a focus on including voices from African Nova Scotian and Mi'kmaw communities.

- The ELC will review its personnel and partnership capacity to support programming, promotion, delivery, and assessment.

INDICATORS OF SUCCESS

- The ELC vision and mandates are acted upon within the ELC Leadership Success Plan.
- ELC Programs align with current initiatives and best practices to be inclusive of all leaders and students across Nova Scotia with a special focus on the inclusion of those from historically marginalized and racialized communities.
- The ELC is respected as an educational organization that promotes equity and equips education leaders with competencies necessary to create culturally safe spaces for all students.



PROFESSIONAL LEARNING

To expand and develop the opportunities for professional development of education leaders that are aligned with the principles of an inclusive and equitable education system and equip leaders to become critical change agents in support of student well-being and achievement.

GOALS

- Utilize the knowledge and research of ELC partners to guide and develop professional learning in support of educational leaders as change agents for students' well-being and achievement.
- Develop new program offerings in response to current emerging priorities which are aligned with key policies, initiatives, and professional Learning Framework.
- Develop blended learning models of delivery that promote and enhance geographic, linguistic, and diverse representations and ensure barrier-free access.
- Develop a framework for credentialing and accreditation opportunities to be offered to preservice and in-service teachers.

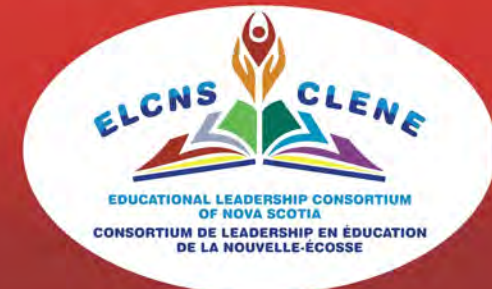
WHAT WILL WE DO TO GROW? ACTIONS

- A team, representative of ELC partners will be tasked to re-align ELC modules and other professional learning opportunities; seminars, conferences, and workshops. This team will review current content, select modules and other professional learning opportunities to discontinue, determine realignment, and create new modules and other professional learning opportunities reflective of current priorities, initiatives and accessibility.
- All programs will be reviewed with a culturally and linguistically responsive lens to ensure that culturally and linguistically responsive pedagogy and leadership practices are embedded in all modules.
- New and revised programs in the development stage will consider and include blended learning models of delivery that promote and enhance geographic, linguistic, and diverse representations and ensure barrier free access delivery practices.
- A communication plan will be developed to promote, implement, and assess ELC professional learning with input from all ELC partners and past program participants.

- Establish strategic partnerships with the African Nova Scotian, Mi'kmaw, and other historically marginalized and racialized educational partners to guide development of professional learning opportunities.

INDICATORS OF SUCCESS

- Enrollment increases in professional learning opportunities.
- ELC programs are inclusive in language, current practices, and accessibility.
- Evidence of professional learning is shown in the practice of Nova Scotia Education Leaders.
- ELC is viewed as a viable educational organization providing relevant professional learning for Nova Scotia educators and success for Nova Scotia students.
- ELC is viewed as an educational organization that respects and deliberately engages the interests, expertise, and professional insights of its partners and those they represent including African Nova Scotian, Mi'kmaw, and other historically marginalized and racialized communities.



ASPIRING LEADERS PROGRAM INSTRUCTIONAL LEADERSHIP ACADEMY

To develop the potential of present education leaders and of educators aspiring to become leaders towards professional practices that promote, espouse, and enact the principles of critically informed research practices of an inclusive and equitable education system.

GOALS

- Conduct a needs assessment to highlight strengths and needs of both programs.
- Update Aspiring Leaders Program (ALP) and Instructional Leadership Program (ILA) to align with current priorities and leadership standards.
- Develop blended learning models of delivery that promote and enhance geographic, linguistic, and diverse representation and ensure barrier free access.
- Incorporate mentorship activities that provide candidates the opportunity to be mentored by leaders of diverse school communities, including mentors from African Nova Scotia and Mi'kmaw communities.
- Develop pathways to support credentialing of ALP as a pathway to ILA and university credits.

WHAT WILL WE DO TO GROW? ACTIONS

- A team representative of all ELC partners will be tasked to work cooperatively with ALP/ILA Management teams to review ALP and ILA and align these programs with anticipated leadership standards, develop micro credentialing for both programs, and define pathways for leadership at the classroom, school and system level.
- All programs will be reviewed with a culturally and linguistically responsive lens to ensure that culturally and linguistically responsive pedagogy and leadership practices are embedded in all modules.
- Current ALP and ILA programs will be updated to include blended learning models of delivery that promote and enhance geographic, linguistic, and diverse representations and ensure barrier free access delivery practices.
- Recruit and retain candidate's representative of the students of Nova Scotia including those from African Nova Scotian, Mi'kmaw, and other historically marginalized and racialized as mentors within the ALP program.

- Graduates of the ALP and ILA programs will be sought to highlight their work and to support future graduates.

INDICATORS OF SUCCESS

- Enrollment, recruitment, and retention increases of leaders at all levels.
- ELC, ALP and ILA programs are inclusive in language, best practices, and accessibility.
- Student Success Plans reflect successful leadership at all levels.
- Increased mentorship participation engaging the interests, expertise, and insights of its partners and those they represent including African Nova Scotian and Mi'kmaw communities.
- ELC is viewed as a viable educational organization that provides relevant professional learning for all Nova Scotia Leaders including those from historically marginalized and racialized communities and improved well-being and achievement of all Nova Scotia students.

