

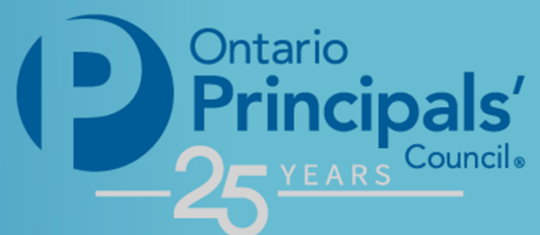
Participant Guide



OPC Summit on Public Education in Canada

April 3 and 4, 2023 Toronto, Ontario

#CanEdSummit





PRINCIPAL ASSOCIATION PROJECTS



Summit Webpage



Daily Agenda



Discussion Questions



Evaluation

For more information email learning@principals.ca.



Welcome

Welcome to the Ontario Principals' Council (OPC) Summit on Public Education in Canada. The OPC represents public school leaders throughout the province. We are looking forward to gathering with many of our Members alongside other education stakeholders to develop a vision for the future of K-12 education in Canada.

We have invited speakers who will push our thinking beyond the usual frameworks and who will inspire us to dream of an education system that is responsive to the needs of students in the years to come.

We hope that the discussions will lead to a broad vision for future-ready students to which all Canadians can aspire with a focus on leadership, anti-oppression and anti-colonialism.

During this event, we invite you to use your knowledge to seek a vision of a transformed education system. This is only the start of the conversation. After the Summit, we will be developing a report summarizing the conversations and recommendations. It's our hope that the paper will become a conversation starter for stakeholders across Canada that will lead to positive changes. These conversations will move us forward to continued quality public education that is responsive to the changing needs of Canadian society.

welcome

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Day 1 Schedule – Monday, April 3



Daily Agenda



OPC Summit on
Public Education
in Canada

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| Event | Time |
|---|------------|
| Registration and Breakfast | 7:30 a.m. |
| Welcome, Introduction and Land Acknowledgement | 8:30 a.m. |
| Context Setting | 8:55 a.m. |
| Keynote Speaker: Yong Zhao, Expert on Globalization & Education | 9:20 a.m. |
| Break | 10:20 a.m. |
| Table Discussion | 10:35 a.m. |
| Panel: What is the Future of Education? | 11:05 a.m. |
| Table Discussion | 11:50 a.m. |
| Lunch | 12:25 p.m. |
| Panel: Centering Anti-Oppression and Anti-Colonialism in Public Education | 1:25 p.m. |
| Table Discussion | 2:15 p.m. |
| Break | 2:45 p.m. |
| Keynote Speaker: Niigaan Sinclair | 3:00 p.m. |
| Table Discussion | 4:00 p.m. |
| Wrap-up | 4:30 p.m. |

Day 2 Schedule – Tuesday, April 4



Daily Agenda



OPC Summit on
Public Education
in Canada

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| Event | Time |
|---|------------|
| Breakfast | 7:30 a.m. |
| Day 1 Reflection | 8:30 a.m. |
| Table Discussion | 9:00 a.m. |
| Break | 10:00 a.m. |
| Keynote Speaker: Anna Pons | 10:15 a.m. |
| Table Discussion | 11:15 a.m. |
| Lunch | 12:15 p.m. |
| Panel: Leadership Competencies for the Future | 1:15 p.m. |
| Table Discussion | 2:15 p.m. |
| Break | 2:45 p.m. |
| Summit Consolidation | 3:00 p.m. |
| Wrap-up | 4:00 p.m. |

We have made arrangements for those who observe Ramadan to have access to breakfast and dinner items based on sunrise and sunset respectively.

What is our purpose?

At the OPC Summit on Public Education in Canada, we are engaging over 200 individuals with a vested interest in progressive conversations that will inform future-ready education in Canada. As we reflect on the future of public education, we must consider learners, educators, contexts and resources. Before we launch ourselves into a deep reflection on components of our public education system, we should reflect on its goals; in this case, the goals of public education over the next 5 to 20 years and beyond. If the future goals of education are vastly different from what they currently are, then together we must leverage systems thinking to transform (rather than reform) our public education systemⁱ.

Beginning a few years before the pandemic and since then, academics and policymakers across the world have been asking the question, “What does future-ready education look like?” The pandemic has demonstrated the importance of education and it has reinforced the need for a new public education system that is responsive to societal change and offers flexibility in learning and teaching. In developed countries such as Canada, the need for change is also driven by antiquated public education systems that have neglected, and in some cases harmed and marginalized, groups of students for decades. It is increasingly clear that our current public Canadian education systems fall short of meeting the current and future needs of students.

The pandemic has also highlighted historical inequities in education systems worldwide and forced us to make changes to public education delivery. Three years after the declaration of the pandemic, we are mostly reverting back to our old ways, with emerging consideration for the modernization of learning. We are updating curricula, increasingly leveraging technology to facilitate access to education, building awareness about the importance of student mental health and talking about equity, diversity and inclusion. These changes are important, but are they sufficient to address the current inequities and needs of present and future students?

According to the Organisation for Economic Co-operation and Development (OECD, 2022), public education transformation means foundational changes to all education processes and opportunities. The OECD further states that this type of transformation requires intergenerational input as individuals work together to strengthen public education for the common good. By leveraging collective intelligence, we can attain the United Nations Sustainable Development Goal for Education (Goal 4): Ensure inclusive and equitable quality and education and promote lifelong learning opportunities for all.

Students must be ready for an uncertain future, sometimes referred to as Society 5.0.ⁱⁱ In this future, technology, intelligent systems and automation are used to solve complex social problems in a human-centred world: humans, nature and technology work together to create sustainable, data-enhanced balance. Through new processes that combine the power of artificial intelligence and the unique capabilities of humans, we will open ourselves to ideas and new evolutionary possibilities that were previously unimagined.

ⁱ <https://www.brookings.edu/blog/education-plus-development/2022/06/23/why-we-must-transform-our-education-systems-now/>

ⁱⁱ <https://www.intelligenhq.com/society-5-0-achieve-human-centered-society/>

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has studied the need for education transformation globally. UNESCO is calling for education to be considered a public endeavour, asking societies to develop common goals for education and working together to “create futures that are shared and independent.”ⁱⁱⁱ In June 2022, UNESCO, published five directions for change^{iv} that support this new social contract for education:

1. Make educational systems places of equal opportunity and shared abundance
2. Foster curricula focused more on connections than categories
3. Support teachers to create transformative education
4. Ensure that the digital connects us to each other and to the world
5. Strengthen education as a global common good.

Over the two days of the Summit, as we reflect on the future of public education, we should consider these directions for change. We should also reflect on what the OECD identifies as *Trends Shaping Education*^v: growth – increased standards of living coupled with greater socio-economic inequalities; living and working – increased flexibility in work, decreased working hours and evolving family structures; knowledge and power – an infinite supply of sometimes false or misleading data and information including tools to help solve complex problems; identity and belonging – a need to understand who we are and where we belong in an increasingly fragmented society; and, our changing nature – intertwined societal and environmental processes.

As we contemplate the future of public education in Canada, let us reflect on some of the realities currently faced by students and the community, and how those realities should guide transformative changes in our public education system:

- learning is a lifelong process
- learning happens both within the formal education system and outside of it
- systemic oppression and colonialism limit students’ access to education and define success in terms that resonate more with white privilege
- collaboration and network-based learning provides powerful solutions to complex problems
- consideration for wellness in public education will lead to improved outcomes for all.

The Summit is the beginning of a much-needed broad-based conversation about the future of public education – What is it? What outcomes should be prioritized, both for the individual and for the collective? How do leaders prepare for it? At the end of these two days, we hope to have recommendations for a transformed public education system where there is shared purpose and shared power that leads to a newly designed system (connecting learners, educators, curriculum, resources, families and communities). As we endeavour to transform our public education system, we also need to authentically collaborate to find ways to create alignment between the purpose, human resources, data, governance and funding.

The work ahead is challenging, especially as we consider education transformation without pausing public education as we know it. Harnessing the individual experiences and collective intelligence of those of us gathered for the Summit is an important step on the journey of transformation for Canadian public education systems. Thank you for being a part of this journey.

ⁱⁱⁱ <https://unesdoc.unesco.org/ark:/48223/pf0000379707/PDF/379707eng.pdf.multi>

^{iv} <https://unesdoc.unesco.org/ark:/48223/pf0000381984/PDF/381984eng.pdf.multi>

^v <https://www.oecd-ilibrary.org/sites/6ae8771a-en/index.html?itemId=/content/publication/6ae8771a-en>



Summit Data Collection

Purpose: The Ontario Principals' Council (OPC) invited participation from education stakeholders in a data collection about the future of public education in Canada. The purpose of this data collection was to seek input to inform discussions for those in attendance at the Summit on Public Education in April 2023. This data collection was voluntary and anonymous. Some of the data gathered through the responses of 299 participants is included below for your consideration as we reflect together on the future of public education in Canada.

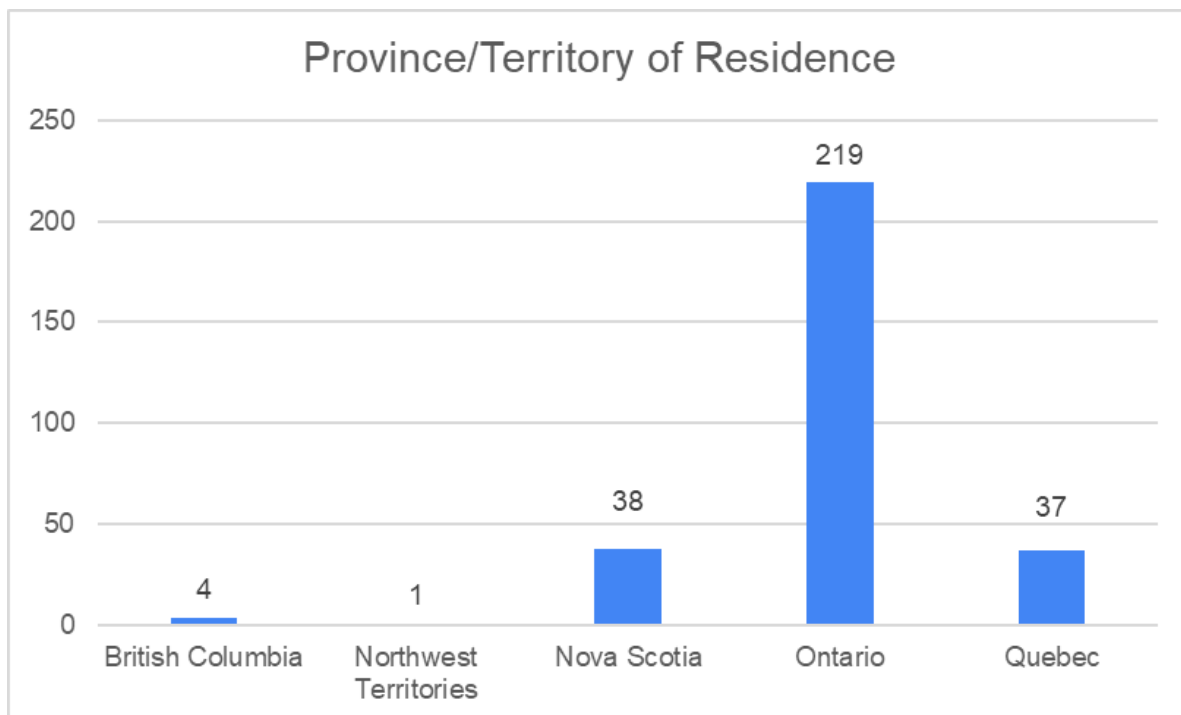
Results

I am a

| | |
|------------------------------|-----|
| Principal / Vice-Principal | 58% |
| Teacher | 10% |
| Parent or Guardian | 8% |
| Other | 8% |
| System Leader | 6% |
| Other School or System Staff | 3% |
| Academic | 1% |
| Indigenous Community Member | 1% |
| Student Postsecondary | 1% |
| Community Leader | <1% |
| Business Leader | <1% |
| Elected Official | <1% |
| Student K-12 | <1% |



Please indicate your Province or Territory of residence.



What do you believe is the most important purpose of public education?

| | |
|---|-----|
| To be active citizens and community members | 47% |
| To understand oneself and develop social skills or values | 21% |
| All of the above | 9% |
| Other | 9% |
| To prepare for further education | 7% |
| To develop skills for work | 7% |

What is one thing that is currently part of the education system that needs to stay and why?

| | | |
|------------------------|--------------------------|---------------------------|
| Public education | Qualified teachers | Diversity |
| Physical Education | Character Education | Social Emotional Learning |
| Reducing inequity | Exams and testing | Experiential Learning |
| Equity | Focus on Learning Skills | Math |
| Kindergarten | STEM | Adequate staffing |
| Outdoor Education | Caring adults | Small classes |
| In-person learning | Critical Thinking | Community partnerships |
| Inquiry based learning | Peer interaction | |
| Support for educators | Financial Literacy | |

What are the most important priorities for a future education system in your province or territory?

| | | |
|-------------------------------|-----------------------------|---|
| Proper funding | Dealing with violence | Mental Health supports |
| Equitable access | Lower class sizes | Overhaul of Assessment & Evaluation practices |
| Adequate funding | Safety | 21 st Century Learning |
| Equity, Diversity & Inclusion | Pathways to various jobs | Holistic |
| Reduction of workload | Indigenous student success | Overhaul French programs |
| Safe Spaces | Supporting children at risk | Links to skilled trades |
| Literacy Numeracy focus | Right to Read | Amalgamate public and Catholic Boards |
| TRC Calls to Action | Affirming identities | Critical literacy |
| Early Literacy | Attendance | Critical thinking |
| Closing learning gaps | High expectations | |

Thank you to Lynn Kostuch (Kawartha Pine Ridge District School Board) for compiling the survey data.

Speakers



Yong Zhao is a Foundation Distinguished Professor in the School of Education at the University of Kansas and a professor in Educational Leadership at the Melbourne Graduate School of Education in Australia. He previously served as the Presidential Chair, Associate Dean, and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he was also a Professor in the Department of Educational Measurement, Policy, and Leadership. Prior to Oregon, Yong Zhao was University Distinguished Professor at the College of Education, Michigan State University, where he also served as the founding director of the Center for Teaching and Technology, executive director of the Confucius Institute, as well as the US-China Center for Research on Educational Excellence. He is an elected member of the National Academy of Education and a fellow of the International Academy of Education.

Yong Zhao has received numerous awards including the Early Career Award from the American Educational Research Association, Outstanding Public Educator from Horace Mann League of USA, and Distinguished Achievement Award in Professional Development from the Association of Education Publishers. He has been recognized as one of the most influential education scholars.

His works focus on the implications of globalization and technology on education. He has published over 100 articles and 30 books, including *An Education Crisis Is a Terrible Thing to Waste: How Radical Changes Can Spark Student Excitement and Success* (2019) *What Works May Hurt: Side Effects in Education* (2018), *Reach for Greatness: Personalizable Education for All Children* (2018), *Counting What Counts: Reframing Education Outcomes* (2016), *Never Send a Human to Do a Machine's Job: Correcting Top 5 Ed Tech Mistakes* (2015), *Who's Afraid of the Big Bad Dragon: Why China has the Best (and Worst) Education System in the World* (2014), *Catching Up or Leading the Way: American Education in the Age of Globalization* (2009) and *World Class Learners: Educating Creative and Entrepreneurial Students* (2012).

Zhao was born in China's Sichuan Province. He received his B.A. in English Language Education from Sichuan Institute of Foreign Languages in Chongqing, China in 1986. After teaching English in China for six years, he came to Linfield College as a visiting scholar in 1992. He then began his graduate studies at the University of Illinois at Urbana-Champaign in 1993. He received his masters in Education in 1994 and Ph.D. in 1996. He joined the faculty at MSU in 1996 after working as the Language Center Coordinator at Willamette University and a language specialist at Hamilton College.

Keynote Questions

1. What constraints can we lift in order to give students the space and time to pursue their own learning?
2. How can we support student ownership of their learning?
3. How do educational system-level expectations and requirements limit schools' and teachers' freedom to help students grow?
4. What more can we do to elevate students as partners of educational change?



Discussion Questions

Speakers continued



Niigaan Sinclair is Anishinaabe (St. Peter's/Little Peguis) and a professor at the University of Manitoba, where he holds the Faculty of Arts Professorship in Indigenous Knowledge and Aesthetics and is currently Head of the Department of Indigenous Studies. Niigaan is also an award-winning writer, editor and activist who was recently named to the "Power List" by *Maclean's* magazine as one of the most influential individuals in Canada. In 2018, he won Canadian columnist of the year at the National Newspaper Awards for his bi-weekly columns in *The Winnipeg Free Press* and is a featured member of the Friday "Power Panel" on CBC's *Power & Politics*. A former secondary school teacher, he won the 2019 Peace Educator of the Year from the Peace and Justice Studies Association based at Georgetown University in Washington, DC.

Keynote Questions

1. What are the challenges of solely focusing on "presence" and "practice" as the goals of Indigenous Education?
2. How do you know the difference between "practice" and "pedagogy"?
3. What is the challenge with jumping to "pedagogy" or "permanence" before "presence" and "practice"?
4. Do a "survey" of Indigenous education initiatives – at which stage are they at?



Anna Pons is project lead of the Global Teaching InSights and the Schools+ Network at the OECD Directorate for Education and Skills, two initiatives purported to foster school leaders and teachers' professional learning across borders around innovative and promising practices. Previously, Anna led a Video Study to advance research on how teaching varies across countries and what practices are most effective for raising student outcomes and co-ordinated in-depth reviews of the effectiveness and equity of nine education systems in Europe, Latin America and Asia. She also co-authored the report *Equity and Quality in Education*, which identified system and school-level policies and practices for supporting disadvantaged schools and students. Prior to joining the OECD in 2010, Anna gained work experience in the Catalan government, a local government, and the private sector. Anna holds a BA in Economics and a BA in Political Science from University Pompeu Fabra, and a Master in Economics and Public Policy from Sciences Po, ENSAE and École Polytechnique.

Keynote Questions

1. How are the broader trends shaping education affecting your classrooms and schools?
2. How are you supporting those for whom our current education model doesn't work?
3. What are the triggers and drivers of change and innovation in your school?
4. What does the teachers' room look like in your school? How do you foster professional collaboration?
5. How would you reimagine our education model if we could start from scratch?



Discussion Questions

Panel Moderator



Dr. Andrew B. Campbell (DR.ABC) is an Assistant Professor, Teaching Stream in Leadership for Racial Justice in Education in the Department of Curriculum, Teaching and Learning (CTL) at the University of Toronto – Ontario Institute for Studies in Education (OISE). His scholarship and teaching focus on anti-racist pedagogy and diversity in educational leadership. Dr. ABC is well known to the OISE community for his leadership on advancing anti-discrimination work in teacher education, and recently received OISE’s 2022 award for Excellence in Initial Teacher Education. He teaches courses in anti-discrimination education, leadership and diversity, educational change, urban education, and Black educators. Dr.

ABC previously taught at Queens University, the University of the West Indies, Niagara University, Seneca College, and Durham College, in addition to past experience as a classroom teacher and administrator in Jamaica and the Bahamas. He has presented at numerous conferences and has delivered many presentations as a Keynote speaker, motivational speaker and workshop facilitator. He loves people, food, fashion, travelling and bringing his community together for a good meal.

Panel 1 – What is the Future of Education?



Fiona Deller

A seasoned specialist in education policy and initiatives, Fiona Deller has spent much of her career conducting research and evaluation, creating and designing programs related to student equity, educational pathways, teaching and learning, and skills development.

She currently works as a Research Associate and Special Advisor to the Future Skills Centre and the Diversity Institute at Toronto Metropolitan University (formerly known as Ryerson University). She also runs a consulting business where current and recent clients include People for Education, The Rideau Hall Foundation, The Future Skills Centre, The Hamilton Community Foundation, ContactNorth, and Colleges and Institutes of Canada. Fiona previously has held senior management positions with the Future Skills Centre, the Higher Education Quality Council of Ontario, the Council of Ministers of Education, Canada, and has worked for the Ontario and Federal governments. Additionally, Fiona also taught program evaluation and research design for 8 years at Toronto Metropolitan University. Fiona is passionate about designing practical solutions that meet students' needs, and creating an accessible, user-friendly educational eco-system. Fiona has bachelor's and master's Degrees from McGill in History, and a PhD from the Ontario Institute for Studies in Education at University of Toronto in the field of higher education theory and policy.



Norah Marsh is the Executive Director for Marsh and McMahon Executive Consulting Services. Norah's 19 years as a senior leader in Ontario's school districts, including being the Director of Education for the Durham District School Board, provide her with a strong leadership foundation and understanding of complex organizations. During Norah's tenure as Director, Forbes Canada awarded the board as one of the top ten employers in Canada and number one of all school boards.

Norah is a strong advocate for student success in public education and student and staff well-being. She has completed the Human Rights Certification program at the University of Toronto in support of her continued learning of how to lead with Indigenous and Human Rights at the centre.



Panel 1 continued



Eleanor Wong is a Teacher Candidate in the Community and Inquiry in Teacher Education (CITE) cohort at the University of British Columbia. Eleanor graduated with a Bachelor of Science in Health Science and double minor in English and Kinesiology last April. Recently, Eleanor began her qualifying practicum where Eleanor is teaching a grades 6 and 7 split class in Richmond. Eleanor is passionate about teaching for understanding and encouraging curiosity and critical thinking.



Eva Wong is Co-Founder and Chief Operating Officer at Borrowell, a fintech company dedicated to making financial prosperity possible for everyone. Borrowell offers free credit scores and reports, AI-driven financial product recommendations and credit building products, including the newly launched Rent Advantage. With over 2.5 million members, Borrowell is one of the largest consumer fintech companies in Canada. Borrowell has won numerous awards, including being named one of the top 100 fintech companies in the world by KPMG and ranking 4th on the Deloitte Technology Fast 50™ list of fastest growing companies in Canada.

Eva is an EY Entrepreneur Of The Year® winner in 2019 and was named one of the Standout 35 on the global Women in FinTech Powerlist. She serves on the boards of the Smith School of Business and World Vision Canada. Eva holds degrees from the Kennedy School at Harvard University and the Smith School of Business at Queen's University.

Olivia Seamone-Brown

Secondary school student, New Germany Rural High in The South Shore Regional Centre for Education (Nova Scotia)



Panel 1 Discussion

What is the Future of Education? Quick Fixes for the Past or Writing a New Chapter in Public Education

Moderator Dr. Andrew Campbell will engage the panelists in a discussion about the future of public education. Through this conversation, they will share their thoughts about what students might need to learn, what teaching might look and sound like and how the school environment should change in order to meet the needs of students for the next five to 20 years.

Questions

1. What is the purpose of education in the next five to 20 years?
2. What kind of learning environment will prepare students to be fully engaged global citizens?
3. What role might emerging technologies play in the future of education?
4. The current disparities in education are evident in research and data. What are some key changes that need to happen today to lay the foundation for a transformed future system?



Discussion Questions

Panel 2 – Centering Anti-Oppression and Anti-Colonialism in Public Education



Rebecca Dafoe is a Teacher Candidate at the Ontario College of Teachers (OCT) in the Indigenous Teacher Education Program (2023) at Queen’s University in Kingston, Ontario. She is of mixed heritage, Oneida (Six Nations) and settler. Recently she has gained experience developing educational programming at Woodland Cultural Centre to promote and strengthen Haudenosaunee culture, language, and history through education. Prior to pursuing a career in elementary education, she was a Lecturer at Mount Allison and a Junior Economist with Environment and Climate Change Canada. She holds a Bachelor of Arts Honours in Economics from Mount Allison University and a Master of Arts in Economics from McMaster University.



Alice Evans is a parent advocate and professional working in the field of disability rights, employment and inclusion. Her work focuses on creating community and opportunity for persons with intellectual and development disabilities. She is Executive Director of Prescott Group in Halifax, Nova Scotia, and co-founder of Club Inclusion, also in Halifax. Alice is Co-Chair and member of two government committees tasked with making recommendations for new accessibility legislation in Nova Scotia and she serves on the Nova Scotia Education Council for Inclusion, Disability and Accessibility. Alice is a proud parent of two children, one of whom is an exceptional adult who is non-binary/trans and the other, a flamboyant youth who has Down syndrome.



Ellen Hinan is a staff member at the Ontario Secondary School Teachers’ Federation/Fédération des enseignantes-enseignants des écoles secondaires de l’Ontario (OSSTF/FEESO) provincial office. She works in the Educational Services Department and serves on the Equity Team. Prior to joining the OSSTF/FEESO staff, Ellen worked in the Kawartha Pine Ridge District School Board for 20 years performing a variety of roles including being a Consultant in the Student Success Department, co-writer of NBE curriculum developed for KPRDSB and various school leadership positions. She taught English, Library, Indigenous Studies and Special Education while leading many co-curricular activities.

Panel 2 continued



Dr. Ann Lopez is a Jamaican born professor of educational leadership and policy at the Ontario Institute for Studies in Education (OISE), University of Toronto (UofT), Canada. A former public school teacher and administrator she is a leading voice and scholar on anti-racist, decolonizing and equity education in K-12 schooling. She is the Director of the Center for Leadership and Diversity, Co-Director Centre for Black Studies in Education, and Provostial Advisor, Access Programs. Dr. Lopez is a teacher educator and held the position of Academic Director, Initial Teacher Education at OISE/UT from 2013 – 2016. Her research focuses on school leadership across contexts, anti-oppression and equity education in education and schooling. Dr. Lopez is the author of several journal articles and books including her most recent book entitled, *Decolonizing Educational Leadership: Alternative Approach to Leading Schools*. Dr. Lopez is co-Editor-In-Chief of the *Journal of School Leadership* and Co-Series Editor, *Studies in Educational Administration*. Professor Lopez has been honored for her work and is the recipient of the OISE 2020 Award for Distinguished Contributions to Teaching, and the 2022 University of Toronto Award of Excellence and Jus Memorial Human Rights Prize – Influential Leader.



Matthew Sinclair has been a member of the provincial staff in Equity and Women's Services at Elementary Teachers' Federation of Ontario (ETFO) for three years. His portfolio includes being the lead on 2SLGBTQ Education issues, programming for racialized members, conferences for educators who are men and working on the ETFO Anti-Black Racism team. Prior to working at the provincial office, he was a member of the Durham Teacher local where he taught all three divisions, including French and served as a Special Education teacher. As a black cisgender male educator, he has seen firsthand how acknowledging the various social locations present in our classrooms, countering oppressive narratives and inspiring students to use a social justice approach, yields amazing results. He is excited to continue using his privilege and influence to create positive changes in education.



Lucy Wiggers (she/ her) is a grade 12 student from Nanaimo District Secondary School. She is a passionate advocate for youth voice and agency in schools and is excited for the opportunity to share her perspective on anti-colonialism and anti-oppression. As a proud member of the 2SLGBTQ+ community, she hopes to elevate the voices of her peers when speaking about Equity, Diversity, and Inclusion in schools.

Panel 2 Discussion

Centering Anti-Oppression and Anti-Colonialism in Public Education

Moderator Dr. Andrew Campbell will engage the panelists in a discussion about the importance of centring anti-oppression and anti-colonialism in public education in the future. Through this conversation they will share their thoughts on why this is important and strategies that can help us get to a place where differences are acknowledged, systemic barriers are removed and power imbalances are mitigated to create an education system and a society where each individual is empowered.

Questions

1. What does an anti-oppressive and anti-colonial public education system without barriers look like?
2. What role should public education play in ensuring holistic student development (intellectual, emotional, social, moral, cultural and physical development)?
3. What should be the role of community (large interpretation) in teaching and learning in an education system where all individuals are empowered?
4. In order to transform the education system that upholds and values multiple truths and perspectives, what are some key changes that need to happen today to lay the foundation for a transformed future system?
5. What can leaders do NOW as change agents to impact change and disrupt the status quo?



Discussion Questions

Panel 3 – Leadership Competencies for the Future



Mark Beckles has over 25 years experience in financial services.

Mark has executive leadership experiences in banking, insurance, risk management and non-profit leadership.

Mark leads the strategic execution of RBC’s Social Impact portfolios including RBC Future Launch, RBC Tech for Nature and RBC Emerging Artists. Mark also leads stakeholder relations to cultivate and maintain key relationships across Canada including policy makers, partners and stakeholders to advance RBC’s community investment priorities. Mark holds an MBA in International Business from the University of Bradford and has completed executive programs with Richard Ivey School of Business and holds the Institute of Corporate Directors designation (ICD.D).



Lisa Cole is a passionate, award-winning educator, and system leader in STEM (Science, Technology, Engineering and Mathematics) Education. She is committed to building equitable opportunities for students. Lisa is an advocate for diversity and inclusion in STEM with experience providing workshops, consulting on the development of resources, managing large scale projects, developing multi-stakeholder partnerships, and facilitating diverse teams. She believes that STEM literacy is important for all learners. Through her work, she hopes to inspire educators, students, and communities to become future innovators, critical thinkers, and problem solvers. @lilimcole [LinkedIn](#)

Lisa currently works at York University, Lassonde School of Engineering. She is the founding director of k2i (kindergarten to industry) academy, an innovative ecosystem of diverse partners, committed to dismantling systemic barriers to opportunity for underrepresented students in STEM. The k2i academy engages youth by bringing STEM to life – connecting directly with school boards and their classrooms, offering innovative work-integrated learning programs, and partnering with community organizations to provide unique, hands-on STEM learning opportunities. Since June 2020, k2i academy has already reached over 6,000 students, teachers, families, and community members, spending over 175,000 hours in virtual and face-to-face engagements. Recently, k2i academy was awarded a Minister’s Award of Excellence in the category of Equality of Opportunity. <https://lassonde.yorku.ca/k2i> @k2iacademy

Panel 3 continued



Joseph Flessa is Professor of Educational Leadership and Policy at the Ontario Institute for Studies in Education. A former teacher and principal, his current research examines the principalship in comparative, international perspective. He has developed academic and professional learning programs for principals in the United States, Canada, and Chile. He is co-editor of the peer-reviewed journal *Leadership and Policy in Schools*.



Annie Kidder is the Executive Director and one of the founders of People for Education – a Canadian non-profit organization focused on strengthening public education in Canada so that sociodemographic factors are no longer determinants of a student’s success at school and so that the system produces graduates with the skills and competencies necessary to pursue a range of pathways and effectively contribute to the country’s economic, social, and sustainable future.

Annie regularly provides advice to policymakers and government, and her writing on education has been published in a range of media. She is the recipient of numerous awards, including the Ontario Principals’ Council 2004 *Outstanding Contribution to Education Award*, the Canadian Teachers’ Federation 2005 *Public Education Advocacy Award*. In 2018, Kidder was awarded an honorary doctorate from York University. She has spoken at conferences in Canada, the United States, Europe, Africa, and South America. She is regularly quoted in the media as an expert on education issues. She lives in Toronto. @anniekidder

Tabarak Al-Delaimi

Student Trustee, OCDSB and PL Coordinator for OSTA-AECO



Panel 3 Discussion

Leadership Competencies for the Future

Moderator Dr. Andrew Campbell will engage the panelists in a discussion about the competencies that education leaders will need to actualize and maintain the future vision of education. Through this conversation they will share their thoughts on how leadership impacts teaching and learning, which competencies are required for leading schools into the future and how current leaders can work to develop themselves as future leaders.

Questions

1. In a context where we are challenging hierarchies of power, how should leadership be distributed in public education?
2. What are the competencies and dispositions that leaders are going to need?
3. What kind of environment is needed for leadership to flourish at all levels?
4. In order to honour the knowledge that has been passed on through lands, histories and cultures, what kind of leadership approach is needed to lay the foundation for a transformed future system?



Discussion Questions



Next Steps

Following the Summit, we will use the information gathered to shape a report with some clear recommendations. We will also be sharing the summary of the discussions with other groups that are having discussions about the future of public education. It is our hope that through continued conversations we will eventually create momentum that will lead to policy and legislative change that transforms our education system for the benefit of all students.

Thank you for being an important part of these critical conversations that we hope will shape the future of public in education in Canada. We hope that you have broadened your professional network and come away from this event with some new ideas that you can reflect on or act upon within your sphere of influence.

thank
you



Evaluation