

❖ Foundational Principle

Coordinate and strengthen mathematics leadership.

“[Principals are] never going to have a credible conversation with a teacher about practice unless [they’ve] actually been doing it, repeating it, and getting good at it.”

– Elmore, R. (2010, Summer). Leading the instructional core: An Interview with Richard Elmore. *In Conversation*, 11(3).

All system, board and school leaders commit to providing the resources that support the most effective teaching and learning of mathematics for all students.

Mathematics leaders are ...

- system/board/school leaders who set direction and develop buy-in with respect to the teaching and learning of mathematics
- classroom teachers who monitor the impact of their practice in order to improve it as evidenced by student work
- all educators who are committed to action grounded in research and identified student need, informed by all data available on student achievement and student need in mathematics

Effective leadership in mathematics involves ...

- ensuring ongoing and differentiated professional learning in mathematics for educators across the system
- ensuring supports are in place to promote networking of school leaders at the board, school and classroom level
- learning what good mathematics looks like in order to reflect on good practice – by participating in co-learning, co-planning and co-teaching
- encouraging risk-taking and innovation by providing a safe environment for co-learning
- encouraging collaboration through joint planning, shared debriefing, observation of teaching and key conversations on how practice informs learning
- supporting parent involvement by helping them understand shifts in the teaching and learning of mathematics

Mathematics leadership planning requires ...

- focusing board and school improvement plans, based on classroom, school and system level student achievement data, on mathematics
- aligning resources, including staffing, with mathematics priorities to support students with the greatest mathematics need
- engaging in open-to-learning conversations regarding alternative ways to address student needs in mathematics
- building on professional learning to support teachers in their ongoing effective teaching and learning practices in mathematics
- participating in professional learning to develop knowledge of what good teaching and learning in mathematics looks like