



June 30, 2023

The Oxford School Faculty, Parents/Caregivers and Students,

I am looking forward to the 2023-24 school year with great excitement as I begin my role as your Head of School. The first 60 days will allow me to learn about the school's history, culture, and programs. It will also allow me to develop personal and professional relationships with you. I know there is much for me to learn, and this time of changing leadership provides a natural opportunity to pause and reflect on our learning community's strengths, challenges, and goals.

I look forward to continuing the development of The Oxford School as a Professional Learning Community. In their book, 'Learning by Doing,' world-renowned educators Richard Dufour, Rebecca Dufour, Robert Eaker, Thomas W. Many, and Mike Matos identify four focus questions/activities that improve student learning.

The essential question that school Professional Learning Communities must focus on are:

1. What do we want our students to know and be able to do?
2. How will we know if each student learned it?
3. How will you respond when some students do not learn it?
4. How will we extend learning for students who have demonstrated proficiency?


Within this context, this entry plan will affirm all the excellent teaching and learning that has taken place at The Oxford School in the past and continue to support outstanding Faculty that will provide excellent learning opportunities to our students.

During the first phase, I will collect information through interviews, observations, surveys, historical data and student formative and summative assessments.

I look upon this entry plan as an opportunity to learn more about The Oxford School learning community and for you to learn more about me as a Lead Learner and Head of School. It is a time to build trust and lay the groundwork for clear communication. I will share and process feedback through themes and trends in the collected data.

Thank you for your participation in this process. I look forward to the important work of learning, teaching, and community building.

Sincerely


Gerry Cockburn OCT MSc. Ed.
The Head of School
The Oxford School

"If a child can't learn the way we teach, maybe we should teach the way they learn."

Educational Philosophy

In reflecting on my educational philosophy and leadership style, I recognize that both are articulated and manifested differently depending on many external and internal factors. However, my beliefs and values give me a foundation to communicate these traits.

I believe that all people can learn.

Learning is best realized within an inclusive, caring, and supportive environment.

I believe personal learning is a lifelong journey that can be experienced formally within and through activities and relationships outside of school.

I believe leaders must be people of integrity and have a deep-rooted respect for themselves to inspire others.

I believe leaders develop long-lasting relationships built on mutual respect and trust.

I believe leaders embrace the opportunity to make complex and challenging decisions.

I believe leaders identify people's strengths and weaknesses and work with all their abilities to achieve a common goal.

I believe leaders can lead people positively or negatively, depending on their beliefs and values. Still, servant leaders look to improve themselves and, in doing so, help others become productive members of society.

I believe that all people can lead and influence others, and through personal reflection and personal development, they can achieve positive change in our world.

I believe that leaders gain credibility by respecting other people.

My leadership philosophy has been shaped by my Christian upbringing and education, my teachers, friends, colleagues, and, most importantly, my personal and daily reflection on the human condition.

My reflective leadership allows me to listen to other people's input actively. It is a leadership that strives to serve the people I interact with daily.

In summary, 'Serving others and providing leadership is my way of life.'

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GERRY COCKBURN

ENTRY PLAN

A. Phase 1:

a. Review of The Oxford School

i. Goal

1. To learn about The Oxford School and build relationships with Faculty, students, families, and the community in my new role as the Head of School.
2. To identify partners' values, beliefs, and perceptions of our school, strengths, opportunities for growth, and vision of excellence.
3. To identify Faculty and student talents and strengths and determine how this supports the mission, vision, and core values of The Oxford School.
4. To review quantitative, qualitative, and formative student data.

ii. Measurement

1. School data will be collected, resulting in common themes among the different groups. Data should indicate common beliefs in our school's strengths, weaknesses, and vision for excellence. Data analysis should also clarify target areas for immediate improvement. We will use this data to improve student learning by establishing an Action Plan for The Oxford School.

iii. Action

1. Send a letter to Faculty welcoming them to the 2023-24 school year.
 - a. *Completed Date:*
2. Send an introduction letter to Faculty and parents/caregivers, along with this entry plan and the timeline for its completion.
 - a. *Completed Date:*
3. Prepare for the New School Year Faculty Professional Learning Days.
 - a. *Completed Date:*
4. Prepare for the first Faculty meeting.
 - a. *Completed Date:*
5. Meet with the School Administrator.
 - a. *Completed Date:*

- i. Set up daily meetings with the School Administrator.

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- ii.* Define the communication style.
 - iii.* Establish daily meeting times to go over tasks and calendars.
 - iv.* Set up master and shared calendars and determine what responsibilities each of us will have to maintain communication.
 - v.* Review budget, petty cash, and our process for reviewing this regularly.
 - vi.* Discuss our preferences for availability to the community and how to set up meetings with parents or Faculty.
 - vii.* Discuss medication protocol, students with special medical needs, how the medication is handled in an emergency and other building and district protocols.
 - viii.* Review school transportation/school closures procedures (i.e., snow days)
- 6. Meet with all Faculty individually.
 - a.* *Completed Date: June 24, 2023*
- 7. Review School Environment and Facilities reporting processes.
 - a.* *Completed Date:*
- 8. Review the filtration system and daily reporting process.
 - a.* *Completed Date:*
- 9. Review School Finance reporting processes.
 - a.* *Completed Date:*
- 10. Review Public Relations initiatives and communication processes with stakeholders.
 - a.* *Completed Date:*
- 11. Review Fund Raising initiatives and communication processes with stakeholders.
 - a.* *Completed Date:*
- 12. Meet with the Student School Council members.
 - a.* *Completed Date:*
- 13. Meet with the Wild Community Connection President.
 - a.* *Completed Date:*
 - b.* Attend the first Wild Community Connection meeting to introduce myself.

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14. Schedule Admin meetings, Divisional meetings, and Faculty meetings on the master calendar for the year.
 - a. *Completed Date:*
15. Review the level of teacher implementation of the Learning Management System.
 - a. *Completed Date:*
16. Discuss the data, assessments used, what Faculty is proud of and what they are working on to improve student learning.
 - a. *Completed Date:*
17. Review demographic data to get to know the students.
 - a. *Completed Date:*
18. Review student achievement data.
 - a. *Completed Date:*
 - i. Assessment for Learning
 - ii. Assessment of Learning
 - iii. Assessment as Learning
19. Review Student Engagement.
 - a. *Completed Date:*
 - i. Attendance, extracurricular participation.
20. Review Discipline Policy.
 - a. *Completed Date:*
21. Student Discipline.
 - a. *Completed Date:*
 - i. Review the number and type of referrals, number of parent conferences, and number of suspensions, if any.
22. Review Discipline Policy.
 - a. *Completed Date:*

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23. Review School Handbooks.
 - a. *Completed Date:*
 - i. Faculty Handbook.
 1. School handbooks, paying attention to how classes are created, teacher request policy, grading, and homework policies.
 - ii. Parent/Student Handbook.
24. Meet to learn about the security system and building procedures.
 - a. *Completed Date:*
25. Meet to review policies and school protocols in an emergency.
 - a. *Completed Date:*
 - i. Meet with office Faculty to plan the practice of all emergency procedures with students and Faculty on the first day of school.
26. Review meeting minutes (Faculty Meetings, Admin Meetings, Divisional Meetings and Parent Action Committee Meetings) where available.
 - a. *Completed Date:*
27. Review implementation of school mission and vision statements.
 - a. *Completed Date:*
28. Review method(s) of school communication among students, Faculty, and parents.
 - a. *Completed Date:*
29. Review Personnel records and evaluations.
 - a. *Completed Date:*
30. Classrooms
 - a. *Completed Date (Ongoing):*
 - i. Get a feel for trends in teaching and focus on areas of Professional Development.
 - ii. Get to know the personal teaching style of all faculty members.

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31. Lunchroom, hallways

a. *Completed Date:*

- i. Get a feel for the procedures and routines in non-classroom areas.

32. Dismissal and morning arrival.

a. *Completed Date:*

- b. See how traffic flows, how students behave at these times, and how these areas are staffed.

iv. Timeline

1. August– October 2023

B. Phase 2:

a. Communication of Results to the School Community.

i. Goal

1. Analyze the data collected in Phase 1 and identify themes and trends that arise throughout the data.
2. Identify the school's strengths and growth areas specific to student achievement.
3. Share the data and the analysis with the entire school community.

ii. Measurement

1. Action Plan successfully implemented.

iii. Action

1. Report the data finding to The Oxford School Board first, with opportunities for the Board to debate/add/revise any interpretations I have made from the data.
2. Report the data findings to the Amin Team to analyze, interpret the results, and recognize trends.
3. Report data findings and interpretations to the Faculty.
4. Report data findings and interpretations to the Parent Action Committee and parents/caregivers.
5. Work with Admin Team to create The Oxford Action Plan. After their preliminary work is done, take it to the whole Faculty for input and finalize the plan.
6. SMART goals will be put into the plan for this school year (2023-24) and review mechanisms for the following years. These goals will align with the progress made in the selected focus areas.
7. The Oxford Action Plan will be presented to The Oxford School community.
8. Refer to the action plan's goals regularly at Profession Learning Community meetings.
 - a. Communicate action plans and progress updates in all community communication.
 - b. Have the leadership team determine progress on the action plan at Profession Learning Community meetings.
 - c. Collectively examine our initiatives and programs.

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- d. Establish consensus on our strengths and areas in need of improvement.
- e. Set goals to improve student learning.

iv. Timeline

- 1. October 2023 – January 2024

Summary

I have served in educational communities for about thirty years. This service has been within Ontario, South Korea, and China as an elementary teacher, Program Consultant, Superintendent Designate Special Education, Elementary Vice-Principal, Elementary Principal, Board Program Principal and Head of School.

This Entry Plan reflects this philosophy, and I look forward to serving as the Head of School at The Oxford School.

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— Ignacio Estrada