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Influencing Systemwide Change at the Toronto District School Board

Ray Gordezky, Kim Martens, and Sue Rowan

INTRODUCTION

Changing a large complex school system is messy business. Results from change efforts are often unpredictable, show up in ways that are difficult to quantify, and can lead to counterintuitive and undesirable consequences. Visible change frequently unfolds at a pace that frustrates sponsors and stakeholders and can lead to abandoning the change effort altogether. This chapter tells how the Toronto District School Board (TDSB), one of the largest school systems in North America, attempted to influence systemwide change.

We want to show how future search, a multistakeholder, collaborative planning process, moved the TDSB toward a set of desired future scenarios even in the face of significant and unexpected demands placed on the school board. Most important, we believe that the TDSB's "Shaping the Future for Tomorrow's Schools" future search demonstrates how the principles of personal responsibility and self-organization that are embedded in the future search process are the cornerstone of successful change in a large, complex system.

ABOUT THE TORONTO DISTRICT SCHOOL BOARD

The current Toronto District School Board was created on January 1, 1998, following the amalgamation of seven individual boards of education. Each

of the boards had a unique culture and provided a broad range of services and innovative programming.

The TDSB serves almost 2.5 million people in the Toronto metropolitan area. It covers 632 square kilometers and is located on the northwest shore of Lake Ontario. One-third of Canada's population lives within a 160-kilometer radius of Toronto, and one-half of the population of the United States lives within one day's drive of Toronto.

TDSB is the largest school board in Canada. This board serves over 300,000 students, employs 26,000 people, and operates over 550 schools. The school system operates in a very culturally and linguistically diverse community. Only 53 percent of TDSB secondary and 59 percent of elementary students speak English as their first language. More than 47,000 (24 percent) elementary students were born outside of Canada, and just above 11,500 (12 percent) secondary students have been in Canada for three years or less.

The board has a large number of magnet and alternative schools. Students can take an international baccalaureate program and advanced placement courses. There are programs for students who enjoy hands-on learning and want to go straight to work, including apprenticeship programs. There are schools for the arts, science and technology, international business, and elite athletics and many different alternative schools for elementary and secondary students. Links with universities and community colleges in the city and with other school boards create many opportunities to talk about teaching, learning, and how to advance classroom practice in order to improve learning.

CONTEXTUAL OVERVIEW

In 1999, the director of education gave Superintendent Sue Rowan a portfolio called "Successful Schools." The director hoped that a shared vision of successful schools would act as a magnet to facilitate the integration of the seven boards into a unified whole.

The Challenge

I think the toughest problems; the "wicked" problems . . . are the ones that somebody dumps on you from right out of the blue. That's what



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happened to us. What I wanted to address was how we, as a system, could come together on the most important thing that we do: educating our children. I believed that focusing on the child and what we can do to create a successful schooling experience was one strand that could pull the seven disparate school boards together.

—Sue Rowan, TDSB superintendent

Decreased Government Funding

In 1995 the newly elected provincial government committed to a 30 percent tax rebate. To do this, the government had to cut spending. Education was hit hard. The government's new funding formula, meant to equalize funding for all of the province's school boards, was based on (among other things) usable teaching space. With its large stock of older buildings that were not as efficient in space utilization as newer buildings, the TDSB received less funding than would another board of equal size.

Amalgamating Seven School Boards

In addition to the decrease in government funding, the seven different and outstanding school boards operating in Toronto were forced to combine their operations into one large school board. This meant, for example, unifying staff and policies, renegotiating contracts, closing schools, and letting staff go.

New Curriculum and Classroom Time

In addition to amalgamation and cost cutting, the provincial government's education agenda included revising the curriculum, compressing five years of high school into four, and increasing the time teachers spend in the classroom.

Why Future Search

The impacts of these actions were enormous. Our 26,000 employees were dealing with amalgamation issues, major budget cutbacks, and significant redesigns with the curriculum and its delivery in the classroom.

We needed to look well into the future and imagine what life will look like when today's kindergarten students are tomorrow's high school graduates.

—Sue Rowan, TDSB superintendent

Sue did not want to create another correlate list of factors that make schools successful. There were many of them already, and all were based on what has been successful in the past. Instead, Sue wanted to find a way to look at the global forces that were impacting the school board and the lives of people living in its communities, and what people desired for their future.

PLANNING

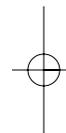
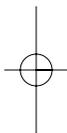
Planning for “Shaping the Future for Tomorrow’s Schools” began in April 2000 and was carried out by a team that included superintendents, principals, teachers, program staff, community liaison personnel, and a student. They identified the desired outcomes, the stakeholders who needed to be included, and the individuals to invite. And they were beset by a number of challenges and dilemmas, some of which are typical of most future searches, others that were unique to the TDSB:

- **Diversity of the school board and its communities.** The mix had to include a large geographic area; ethnic, linguistic, religious, cultural, and economic differences; a cross-section of students and programs from across the TDSB; and a broad diversity of community stakeholders. After much discussion, the planners decided to run two conferences simultaneously. Each conference would have the same mix of people. All participants would meet together for the opening, and then both groups would work independently in two separate rooms. On the third day, all participants would gather again to build consensus around a shared vision of the future and to establish areas for action. The planning team also decided to invite 30 students so that each conference room would include two groups of young people instead of the typical single group for each stakeholder.
- **Selection criteria.** As mentioned previously, the planning team decided it was important to include representatives of the TDSB’s mul-



ticultural community. Yet there was discomfort about identifying people by income, as well as by cultural and ethnic origin. Racial profiling by police was a contentious issue in Toronto, and some members of the group felt there needed to be other ways to ensure diversity of perspectives.

- **Contract negotiations and labor disputes.** The amalgamation resulted in multiple, ongoing contract negotiations that included integrating benefits, pay scales, pensions, etc. This resulted in significant labor disputes and strikes and concerned the planning team enough to delay the conference by six months.
- **Follow-up and sustainability.** The planning team realized that it faced a daunting challenge for ensuring follow-up and sustainability in a system as large as Toronto's. It decided to convene a training session on managing a future search for a cross-section of staff a few months after the initial future search conference. The team believed that there would be a number of opportunities within the TDSB to use future search, and they knew that they could not continue to pay for outside consultants. When the future search conference was postponed because of labor disputes, the planning team decided to run the training on the original dates (i.e., pre- rather than post-future search conference).
- **Involvement of elected officials.** Board trustees were facing difficult decisions with the decreased education budget, labor disputes, and the costs associated with amalgamation. They found it impossible—not only from a financial but also from an ethical perspective—to balance the budget being set by the government. Closing schools and their facilities angered parents and communities across the municipality. In addition, a trustee election during the planning process pre-occupied those trustees interested in returning to office.
- **Involvement of provincial government officials.** The planning team knew that the provincial government's perspective was important since the province establishes funding and curriculum direction for all public schools. Unfortunately, when personally approached early in the planning, officials from the Ministry of Education were quite clear they could not be available for three whole days, no matter what the reason. In the end, an MPP (member of the provincial parliament) was contacted and agreed to come to the future search.



However, on the day of the future search, the room sadly lacked government representation. The planners put a tremendous amount of effort into attracting government stakeholders but were unsuccessful in getting them to the conference.

- **Involvement of the business community.** The planning team also sought significant participation of leaders from the business community. A few highly visible business leaders agreed to attend; however, similar to the government representatives, many did not see the value of giving up three days to participate.
- **The pending change of board leadership.** When the planning team postponed the conference, it knew that the director of education would be nearing the end of her tenure with the TDSB. When the future search dates were changed, the planning team wrestled with whether the timing was right for the conference. “Might it be better,” some asked, “to wait for the new director to take over?” On the other hand, the arrival of a new director would likely come with new priorities; priorities that might not see the value of a future search. So the planners decided to go ahead.

THE FUTURE SEARCH CONFERENCE

The two parallel future search conferences were held October 21–23, 2001. Approximately 160 people came together to determine what was needed to ensure that all children born in the millennium year can declare, at graduation in 2017, that they have had a successful schooling experience. Stakeholder groups included students, parents, teachers, support staff, trustees, businesses, community groups, senior staff, and school administrators. A follow-up reunion, held on May 29, 2002, reviewed what had happened since the future search conference, streamlined the original 18 action groups into 11 action areas, and then identified next steps. Table 2.1 describes each of the action areas.

The possibilities for centrally supported, coordinated, and sustained action on many of the action plans described in table 2.1 were limited by provincial government intervention in the board’s governance, the demands of the new provincial funding formula, and harsh budget cutting. The TDSB provided some resources to support communication be-

Table 2.1. Summary of Action Areas

<i>Action Areas</i>	<i>Objectives</i>
Whole child through the whole curriculum	Developing and supporting a balanced, inclusive pedagogy for all students that emphasizes multiple intelligences, differentiated instruction relevant to the student and neighborhood contexts, and school-to-work programs.
Strengthen school and community linkages	Developing schools as a hub in the community and pursuing political action to develop a ministry within the provincial government focused on children.
Strengthen readiness to learn for ages 1–5 years	Working with community groups, teachers, and parents to help prepare students with the skills required to be ready to learn at school.
Develop a leaderful organization	Helping students to excel by supporting development of teachers, staff, and leaders within the system.
Joy of learning	Building appreciative approaches to support staff and students in their learning activities and raise morale.
Teacher recruitment and support	Supporting new and newly recruited teachers through mentoring programs and strategic placement of experienced staff.
Safe schools	Encouraging positive student behavior, engaging students in making schools safe, developing violence prevention activities, and building community awareness.
Children with special needs and learning disabilities	Developing protocols to identify and disseminate best practices and to promote differentiated instruction.
Environmental and experiential education	Building broader involvement of schools and teachers in environmental and experiential education activities.
Student leadership	Promoting student leadership, encouraging students to speak out on issues that affect their education, and honoring student involvement and leadership.
Technology tools and sharing resources across jurisdictions	Improving the use of technology for learning and teaching, and creating an online trading post for the exchange of services between schools and districts.

tween action groups and convened meetings a couple of times for chairs to exchange ideas and report on progress. Competing priorities and distance to travel to these meetings may have contributed to the low turnout. As a result, direct support for these meetings was discontinued. Sue decided to put into operation the self-management principle from

future search and to trust that groups would continue their work for as long as they could.

Despite the province's intervention in the board's governance and the disappointing turnout at meetings, common ground directions and action plans have been moving forward. A few were incorporated into the mandates of senior staff; others have been carried forward by individuals including board staff, principals, students, and parents.

RESULTS

Future search action areas continue to operate and are having an impact across the system. We have selected six of these areas to describe further. Since future search also enables action that isn't predictable, we'll also look at unintended outcomes—the opportunities and dilemmas that occurred—as a result of future search. Finally, we will ask to what extent the results achieved the stated expectations of the planning team.

Whole Child Through Whole Curriculum

The TDSB student population is arguably one of the most diverse in the world. Yet secondary school curriculum has not adequately addressed the needs of students not bound for college or university. TDSB research estimates that over 55 percent of students do not go on to university or college, yet the curriculum and the orientation of teachers and principals have been primarily attuned to students bound for higher education. Consequently, many students who would not otherwise be at risk of school failure are finding it difficult to be successful in school. How to serve students at risk of failure in school was a theme that cut across a number of groups at the future search. While the future search process didn't initiate action and systemwide change in this area, it certainly confirmed that it was a critical priority.

“Pathways for success” for secondary school students has become one of the five systemwide priorities for the TDSB. It looks at what can be done for students who go straight from school to work, and what it will take for all students to see for themselves a successful pathway through school. For example, high school principals must create school improve-

ment plans that consider how best to support students who will not continue their schooling after high school. Focusing on students not continuing on to university or college will require a major shift across the system. Principals and vice principals will need strategies to support teachers as they make this shift.

Strengthen Readiness to Learn for Ages 1–5

Readiness to learn has been identified as a key component of student success. But this doesn't happen by accident. Students need the proper supports to be ready to learn. With its large population of non-English-speaking families, the TDSB has many entering students unprepared for school.

The work in this area focuses on screening kindergarten children to provide teachers and parents with knowledge to help them better prepare children for school success. At the time of the future search, this work had not reached across the system, and few people knew what could be done with the research on children's readiness to learn. Now the concept of readiness to learn appears to be better known across the system. There is greater TDSB involvement with community agencies in support of students and their families. A curriculum connection has been established between kindergarten, child-care, and parenting centers programs. The TDSB has established partnerships with the provincial and federal governments, as well with as the Early Years Centers and Parenting Centers, to better screen and prepare entering students.

Develop a "Leaderful" Organization

Having a leaderful organization was one of the main action areas from the future search. It confirmed what I needed to do and gave me permission and direction to move forward. Future search gave me the depth and the breadth that I didn't have and the permission to influence those areas that I believed needed to be influenced.

—Sue Rowan, TDSB superintendent

In a time of severe financial difficulties the board has still set increased dollars aside for leadership development and has identified support for beginning school administrators as one of its key system priorities. Actions

taken by the board include promotion of two coordinating principals to create and implement a systemwide plan to develop future leaders through an Aspiring Leaders Program; support to potential vice principals, principals, and superintendents through a Growth Track Program; support for current school leaders with a comprehensive staff development plan; and support for beginning administrators with induction and mentoring programs.

Teacher Recruitment and Support

From 1999 to 2002 the TDSB hired in excess of 1,500 new teachers each year, leveling off in 2003 with just over 700 new teachers. Since future search, the board has established support for beginning teachers as another of its five system priorities. It has formed a central project manager's position to manage a comprehensive mentoring program for new teachers. Significant budget dollars have been allocated to mentoring and support of new teachers. The TDSB has become a board of choice for new teachers in College of Education programs throughout Ontario because of its support programs.

Safe Schools

I was determined to take on a leadership role around the prevention piece and I did. The Empowering Student Partnership Programs (ESP), which were run in collaboration with the Toronto Police Services, were a great success.

—Bill Byrd, TDSB health and safety staff

Many students at the May reunion had started safe school initiatives as a result of their involvement in future search. For example, Crime Stoppers' programs now exist in many schools, and antibullying programs and resources have been produced for school administrators. Schools now have access to extensive Safe Schools data for use in their school improvement planning process. The TDSB continues to be committed to the safe schools actions through improved police protocols, emphasis on prevention programs, increased programs for at-risk youth, and required Safe Schools plans in every school.



Technology Tools and Expanding Resources by Sharing Resources across Jurisdictions

I feel that the work we wanted to do—a collaborative learning culture where teachers would be energized in their schools—has been validated by the future search. Having the days together at the future search, we didn't have to seek permission; we already had the support. What we are doing meets partnership, mentoring, and use of innovative technology criteria that the action group established.

—Anne Kerr, TDSB principal

The Ursula Franklin Academy became the pilot site in the TDSB for ABEL (Assisted Broadband Enabled Learning project) in the summer of 2002. Funding for this project is being provided through CANARIE Inc. (Canada's advanced internet development organization, funded by partners and the federal government). A summer institute was held in 2002. Half of the Ursula Franklin Academy school staff met with colleagues from Alberta and other Ontario schools to immerse themselves in learning to use new broadband tools to develop inquiry-based units. Collaborative learning spaces have been created that span geographic and institutional boundaries: Students in more than one location learn together and challenge one another with problems.

Participating teachers get advanced degree credit through York University for what they are doing in the classroom; some teachers are working on master's degrees through the University of Alberta. This is the first time that teachers, creating lessons and knowledge in the classroom, are getting university credit for their work without having to leave their schools to do so.

UNINTENDED CONSEQUENCES

Any time you bring together a large number of people from a broad range of positions and perspectives, you open the door to expectations and consequences that are unpredictable. People who participate bring with them a set of expectations that are unique to their experiences and stakeholder perspective. Some unintended consequences build momentum toward the

outcomes desired by the sponsor. Other consequences produce dilemmas that challenge the sponsors to examine what they can and will support.

Individual Change—Building Momentum Toward the Desired Outcomes

Some of the changes that have happened are difficult to track and articulate because they take place at the individual level. In conversations and correspondence we've had with participants, there was a common theme that individuals did take action as a result of their attendance at the future search conference and May reunion. Following are some examples:

- One student said his experience at the future search led him to run for and win the leadership of the TDSB Super Council (boardwide student council).
- Several senior staff and a former board member highlighted the importance of involving multiple stakeholders in a process of consensus building.
- Some staff members said that the future search affirmed directions they personally believed in and were already working on. Some of the initiatives mentioned were safe schools, readiness to learn, technological innovations to improve learning, teacher mentoring, student empowerment programs, and staff development.

My practice has been enhanced due to the fact that I met a variety of stakeholder groups at the future search conference who have transferred knowledge of programs/ideas that have assisted my work.

—Valerie Sterling, coordinator, Readiness to Learn Project, TDSB

Dilemmas That Challenge the School System

The idea of having the school as a hub to support vitality and health in the community is one example of an action area that has produced some challenging questions for the TDSB school system, the governments that fund the board, and parents:

- What purposes beyond educating our children in curriculum areas should our schools serve?
- Are schools supposed to be the hubs for families and communities?
- If schools are to act as community hubs, who is responsible for setting direction?
- Does the purpose of a school system include the provision of recreational services for the community?

RETURN ON EXPECTATIONS

Future search brings together a diverse group of stakeholders, some of which have a history of conflict, to create a shared plan for the future. This is a noble goal in and of itself, but how do you measure the value of such an initiative? Did the future search do what the TDSB wanted it to do? Did it provide a satisfactory return on investment? How do you separate the effects of the future search from all other factors? These are questions that arise for every sponsor of a planned systemwide change initiative.

To answer these questions, many sponsors use return on investment (ROI) analysis to determine if expenditures are worthwhile. This kind of analysis, while desired by funders, is often expensive. It is difficult to identify what to measure and even more difficult to measure the elements identified. We prefer to focus instead on return on expectations (ROE). ROE starts by identifying the expectations of the planning group and sponsor and then comparing the current practice to original expectations.

The planning group worked hard to describe what it wanted the future search to do for the TDSB, its students, and its communities. Its work began with one key question: “What do we want children born in the first year of the new millennium, and later enrolled in our schools, to say about their school experiences?” From this question, the planning group arrived at a consensus on five expected outcomes:

- Build commitment among key stakeholders in the education of all students.
- Create a vision of the preferred future for students.

- Be as open as possible to creative thinking about tomorrow's schooling.
- Demonstrate a commitment to address the needs of every student.
- Acknowledge the diversity that is the reality of our public education.

Reflecting on our report of where the system is today, we would say that commitment was built among many of the participants who attended the future search toward a shared vision that moved them to action. A number of the outcomes from the future search have been incorporated into board priorities, and participants who came from the TDSB leadership are moving these ideas forward. New forms of learning, as exemplified by the ABEL project at the Ursula Franklin Academy, show the promise of using creative thinking for tomorrow's schooling. Work on successful pathways, leaderful organization, and teacher mentorship are examples of a commitment to address the needs of every student, as well as teachers.

But the following factors adversely affected the ROE. Some of the key stakeholders (government representatives, board trustees, senior administrators, and business partners) were not present or were present in small numbers. The number of participants (150 of the 326,000 from the TDSB system) does not appear to have been sufficient for generating a shared vision for the system as a whole. The TDSB was unable to undertake additional future searches at the local or school levels to help build momentum toward a shared vision due to financial and systemic challenges.

Two years after the conference, Sue Rowan spoke on how future search has met her initial expectations:

Even though some of the things we had hoped would happen here didn't, the future search has influenced our direction. I had bigger dreams than what I've seen transpire. I had hoped there would be committees that continued to work after the conference. The change-over in our system leadership and the massive reorganization had something to do with things not happening. But for me it is the themes that came out of the future search that matter. I feel some responsibility to forge ahead on these. For example, support for new teachers is now one of the five school board priorities, and this was a future search action priority. The long-term staff development plan I've been working on also came up at the future search. The future search gave me the confidence to believe that the community supports the actions I'm taking.



LEARNINGS: SYSTEMWIDE CHANGE AND FUTURE SEARCH

Determining the success of a future search only by measuring achievement of the plans declared at the end of a conference can blind us to the subtle, enriching changes that occur at the individual and small group levels. After reflecting on the entire process, from planning to the present, we've drawn a few conclusions about systemwide change and future search.

Systemwide Change is Preceded by Change at the Individual and Local Levels

We have described changes in behavior and attitudes, and have given examples about ways action is being initiated by a number of individuals—principals, superintendents, teachers, students, and community partners—who participated in the future search. Several senior board staff members who were involved with the future search have become key persons on important board committees. Others have been asked specifically to represent their area when system feedback or committee representation is needed.

I really enjoyed the future search. I loved the experience and I loved the interaction. I marveled at the students who were there and having the chance to meet the different stakeholders. As well, many people that I talked to who were in the school system said to me that this was the first time since the TDSB had gone through the huge transformation that we have come together in a meaningful way that was positive.

—Rhonda Singer, business representative at the future search

Scientists working in the fields of chaos and complexity call these chance encounters *emergence*. Change emerges from local interactions that can grow into a network of interactions that suddenly becomes a new emerging order. A number of recent changes witnessed in our world are changes that took place seemingly suddenly, from out of nowhere, but are better described as resulting from emergence. Think of the dismantling of the Berlin Wall, municipalities passing by-laws restricting homeowners' use of pesticides, or Canada's support for lowering the cost of AIDS

medications in Africa. In their beginnings, these changes were small and slow in developing, taking place as isolated incidents or unseen by any but those closest to them. Each of these picked up momentum as individuals in one area linked to similar initiatives elsewhere, then became widespread, visible phenomena.

Future search provides an opportunity for these chance encounters to occur around questions and issues that matter—issues that are usually complex and messy. Initiatives taking place around readiness to learn, safe schools, use of technology tools and sharing of resources, and support for new teachers are making an impact across the system without a top-down, centrally controlled change program.

Organizational Leadership and Supportive Infrastructure Matters—but Only Up to a Point

Leadership is a primary factor in most discussions about successful, systemwide change. Usually leadership is addressed from the top-down perspective: Formal power structures and supportive infrastructures are needed to ensure cooperation and alignment of initiatives. The assumption behind this assertion is that it is possible for people in positions of authority and control to implement specific actions that produce desired outcomes. We believe that the formal systems of authority and control can and do support change. However, they are often overly cumbersome and too plagued by political considerations to initiate or sustain change without the spontaneous, self-organizing behavior that occurs in informal networks.

To accomplish systemwide change, we needed involvement of senior board staff and alignment of infrastructure. Accordingly, the future search planning team involved a number of superintendents and principals, the director of education, as well as stakeholders from outside the board.

Some people who were trained in the future search process are applying future search principles and practices in their work. We've seen this influence in their work and hear it in the language they are using—in meeting minutes and reports they write, in how they run and participate in meetings, in how they consult and collaborate. For example, the kindergarten registration now includes community fairs where people from different agencies and services that support young children and young families come to connect with parents as they register their children for school.

Throughout the process, information was openly shared. Results of the future search were posted on the TDSB website; proceedings were recorded on video for use across the school system and outside to inform and inspire others. While these were important undertakings, extreme pressure on the board's budget has interrupted final production and interfered with this process.

At one point in our conversations in preparation for this chapter, Sue asked: "Can you still make significant change in a huge system like ours if someone several layers down in the organization, like me, leads it?" Our answer is, yes, someone a few layers from the top can lead a significant, systemwide change. A number of factors, however, mitigated against broad systemwide change rippling out from this future search.

As Michael Fullan (2001) suggests, change requires both support and pressure. This comes from the senior leaders within a system and from structures that are created to support and align all policies and initiatives. We suspect that greater support and pressure from the formal structures and leadership hierarchy might have further enabled Sue to lead a broader systemwide change effort. The imminent departure of the director of education created more uncertainty in an already uncertain system. In addition, the wounds from amalgamation and the lack of a coherent corporate culture made many of the board's senior staff insecure. Thus, the needed pressure and support for the systemwide changes proposed at the future search were either absent or too weak to create a coordinated, whole-system shift.

Perhaps what is most important is that in order to get change in a large complex system, conditions to nurture and support self-management and self-organization must be created. These conditions include inviting a cross-section of the whole system into dialogue about questions that matter, giving people opportunities to meet informally, encouraging budding seeds of change by providing support but not managing their work, and creating other opportunities for cross-stakeholder learning and planning.

It is not enough to say you want to change. A supportive infrastructure matters. People need to understand how change happens within their system, what to expect along the way, how decisions will be made, and how they can get support.

Knowing how change happens helps people manage the transition from the current state to the desired future. It also sets norms for what people

may feel and experience along the way, including unanticipated obstacles. Helping people manage the transition to the proposed changes can take a number of forms. Most important are providing people time to make meaning of the issues affecting them, helping everyone place their work within the framework of the desired future, making knowledge sharing easy and a priority, and aligning organizational processes and initiatives to build coherence.

CLOSING THOUGHTS

TDSB offers a good example of how change started in small steps between individuals who met informally when their separate paths converged in a chance encounter.

Future search really does empower people and enables them to take some control and action around what they feel is important. Future search brings the structure for allowing voices to emerge and choices to be made. People can then work on things they believe are important and for which they know they have system support.

—Sue Rowan, TDSB superintendent