College of Alberta
School Superintendents

Role Alike
Sharing and Learning Opportunity

Outcomes/Intent

The "Role Alike" session is designed to allow CASS members to:

- Share and learn about strategies and approaches that support staff capacity and student learning in the Alberta context. (e.g., addressing components of the Standard),
- network with others in similar roles,
- identify one priority action for the CASS Board to consider (Per role alike gathering) and
- receive updates from Alberta Education and dialogue with Alberta Education (when available).

Conference survey data shared that these sessions provided a valuable opportunity to learn how colleagues apply their knowledge and decisions, based on their context and represented "Alberta Stories of Practice". A summary of each of the conversations follows, as well as a link to the complete document which identifies all of the dialogue captured, as well as contact information for those that registered.

o Curriculum/Assessment

The following summary of the curriculum/assessment session was based on a generative dialogue about Concept based curriculum and instruction implementation. CASS members identified and discussed ways in which the upcoming curriculum changes may impact teacher and student practices. A request for continued dialogue and sharing was emphasized. This summary is provided as a way to synthesize the information shared.

Possible changes to teacher practice could include:

- Facilitation - The role of the teacher includes both "the keeper of the knowledge" as well as being a facilitator. The teacher may foster individualized learning, meet students where they are, provide feedback, leverage technology, and allow students to explore various learning strategies such as brain-based learning. Santiago Rincon-Gallardo discussed, based on the pedagogical/instructional core research, the reciprocal role of the teacher and student.

- Collaboration - Teachers would benefit from working collaboratively across classrooms, schools and districts to support teacher learning and student learning and would benefit from coaching and mentoring one another. (See Rincon-Gallardo keynote readings on Effective Networks in Education at https://cassalberta.ca/conferences-workshops/2019-cass-annual-learning-conference/?tab=2
- Questioning - Teachers could frequently ask meaningful questions to support and expand student learning, encourage problem solving, probe deeply, focus on inductive reasoning and drive learning to deeper levels.
- Planning - Teachers could plan collaboratively, using such things as backwards by design planning strategies, inquiry and project-based learning, integration of subject matter among subjects, and the use of cross curricular competencies. Thoughtful long-range planning will be essential to student success.
- Assessment and Reporting - Teachers may use developmentally appropriate formative assessment and feedback to diagnose, reflect and respond when learning has not been achieved, meet students where they are, enable students to move toward deeper understanding and assess each step of the learning process.

Potential changes to student practice could occur in which students may:

- transfer their understanding to new and deeper learning and new contexts,
- demonstrate risk taking in their learning and follow their passions,
- make choices, demonstrate flexibility and take risks in their learning,
- demonstrate critical thinking, rather than seeking or waiting for the “right” answer, and
- take ownership of their learning and become the “holder of the knowledge”.

Complete notes including “Action items”
https://docs.google.com/document/d/1EfzPz5gCsfGaMe3LGISkmgUQ7Ne5qNrNFO99g32FQjQ/edit?usp=sharing

- **First Nations Métis and Inuit Education**

The discussion in this session focused on providing professional learning to all staff as critical to improving Indigenous education for all. CASS members agreed that this ongoing learning needed to include development of authentic relationships with Elders, Knowledge Keepers, and hiring of lead teachers/consultants to support educators in their learning journeys. Some Elders currently feel like Walmart Elders who are there for one shot presentations, with little

time or opportunity to build respectful and authentic relationships, to offer protocols, to move beyond beads and bannock, and checklists, etc.

The group discussed what it looks like to be competent in competency 5 “Ensuring First Nations and Métis Education for all Students”. A caution was raised that the competency was written more like a curriculum, including things to know, acquiring knowledge, rather than changes to behavior/actions. Behavior drives impact! What does it mean in my daily practice as a teacher? As a leader?

The group also recognized that educators need to shift from doing things to (a western perspective) rather than beside/with Indigenous peoples (Indigenous perspective), create time to listen to Indigenous voices/stories, and participate in cultural ceremonies such as a feast/Pow Wow etc. to move from mine to ours. Land based learning experiences led by Indigenous peoples were described as an excellent learning experience both for staff and students. Participants also briefly touched on the importance of language to learning and culture.

https://docs.google.com/document/d/1T1yNz9PLZfBqabHD988ebaupJpvaCHqnM_BrERVxauw/edit?usp=sharing

- **Human Resources**

Discussions in the Human Resource Role Alike Session orbited around three areas; recruiting/retention, wellness, and supervision/evaluation. Most jurisdictions are reporting added recruiting pressure, as a great deal of time and energy is being devoted in securing highly effective teachers from across Canada. This year there is a marked reduction of applicants from Eastern Canada as it seems that more positions are opening in the East. The specialty areas (French, CTS) continue being a challenge in all jurisdictions. Added to the recruiting pressure is that of retention as many small jurisdictions lose new hires to urban and metro school district after a short time.

The second area centered around wellness and the need for shared best practice, workshops, conferences and program development in this area as it is greatly impacting absence management. Wellness is an area that CASS is developing with the Directors of Leadership Learning Brian Andjelic and Jim McLellan, so this will start to address the needs of CASS members. A suggestion was made that CASS open conversations with the Alberta College of Physician and Surgeons to update members as to the medical professions requirements and

procedure as they relate to return to work directives. (At the present time there is frustration with regard to generic return to work accommodations, (no specified duration, lack of accommodation strategies).

The third area, supervision and evaluation, identified a need for sharing best practice and procedures in teacher evaluation regarding TQS requirements. It was suggested that CASS form a working committee to review best practices and recommend a baseline format for a TQS evaluation document. Currently jurisdictions are developing their own and there is no consistency across the province or a sharing of best practice and formats.

https://docs.google.com/document/d/1ODbgn3IdeGMw4ePnFJRJQRmfDQerMImOD3XmznAut-M/edit?usp=sharing

- **Inclusive Education -** Leading for Inclusion

Participants in this session had the opportunity to share promising inclusive education practices as well as review and provide input to the draft module, Leading for Inclusion, and the accompanying resources. This module is intended to provide participants with an inclusion lens for their professional leadership development. The module addresses all competencies within the Superintendent Leadership Quality Standard. (SLQS)

The design of the inclusive education module replicates the design of Alberta's new curriculum and therefore the key elements include: Essential Understanding, guiding questions, Learning Outcomes, Conceptual Knowledge and Procedural Knowledge. The module is intended to be completed over four three-hour sessions.
Participants were very supportive of the development of this module and were very interested in information about how and when they could participate in the module delivery.

The session concluded with a discussion about the concept of "being". "Being" inclusion has been identified as perhaps the most difficult and complex concept of inclusive education.
https://docs.google.com/document/d/15syDICvNkKzeIos2dyarZYD8Xh0wrL6MQTHV__fHY3w/edit?usp=sharing

- **Wellness**

  Six system leaders shared promising practices related to student and adult wellness in their school authorities. One trend from the conversation is that student wellness strategies lead adult wellness strategies. The interest and perceived need for adult wellness strategies seemed to be apparent and increasing, even when simply considering teacher absence data. Connecting to the LQS standard will take some work unpacking and planning, especially for adult wellness. There seems to be many more supports in place for student wellness. One suggestion for CASS is to consider defining "wellness" and "mental well-being".

  https://docs.google.com/document/d/1Mc5r-gFKs60rGd-jw6rJFfBj5lZ4dNp1FtehpxUYrK4/edit?usp=sharing

- **Technology for Learning - combined with Curriculum**

  This link will be open until April 15th for sharing purposes and then follow up from CASS will occur based on any input provided as well as previous sharing that occurred at the FALL Conference and represented in these notes.

  https://docs.google.com/document/d/193yZ01av6Y2z3HphqydDAKuUNIts9mb0v1PBWzh8po8/edit?usp=sharing

- **Superintendents**

  The Google doc lists who was registered for the session. For access to notes please contact Barry Litun.

  https://docs.google.com/document/d/1Z0lo9pavPo27-YLjhReGG3I4f-nPMG4F1SiNifP4/edit?usp=sharing