College of Alberta School Superintendents

**World Café Summary – March 2019**
Outcomes: **Sharing/Learning/Networking**

| **Media Relations/Communications**<br>*Media Relations Notes Complete* | |
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| 1. How does your jurisdiction deal with the media? For example, "seclusion rooms" (e.g. How, When, Why)<br><br>2. How can "CACE" Canadian Association of Communications in Education support media work? https://cace-acace.org/ | *Sample of comments from complete notes:*<br>• Importance of Superintendents working with their Boards on how they work with their use of social media or other media.<br>• Importance to ensure that the communications officer is connected to the Superintendent and uses consistent message and passes all through that filter.<br>• Importance to have clear messaging….what are the key points that describe the District and its actions….what does it believe in and then communicate those. Also how to communicate the points to the different stakeholder groups. |
| **Teacher Quality Standard Implementation**<br>*TQS Implementation Complete notes* | |
| 1. How are you assisting teachers, so they can demonstrate the competencies in the updated Teaching Quality Standard? (e.g. adaptations to templates/processes related to supervision growth and evaluation)<br><br>2. Has your school authority made use of the CASS practice profiles? https://cassalberta.ca/resources/practice-profile/ | **Summary**<br>**Assisting teachers, with Teaching Quality Standard:** Focus on supporting admin learning and offering strategies modelled for their use with teachers. (e.g. a competency at each admin. meeting.) Question raised about what evidence will be accepted that TQS/LQS is being met. Need to model TQS/LQS in district professional learning offerings. Keep TQS and LQS visible.<br><br>**Making use of practice profiles?** Many districts shared how they are making use of. FMPSD team drive includes examples of adaptations to the practice profiles. If you have any to share, please share via this drive. https://drive.google.com/drive/folders/0ACDED2rWtBv4Uk9PVA |
| **LQS B and SLQS Certification In-Service**<br>*LQS And SLQS In-Service Complete notes* | |
| | **Summary** |

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| 1. What was the most impactful component of your LQS or SLQS in-service? Why?<br><br>2. Congratulations you have your LQS or SLQS certification! How might you leverage your learning to improve your district? (e.g. sharing with your board) | **Most impactful component of LQS/SLQS Certification in-service was** : opportunities to dialogue/learn with colleagues, current and relevant content, digging deeper into some topics based on talking about practice/context, connections with the keynotes.<br><br>**How might you leverage your learning to improve your district?** Share with school leaders, make my learning visible, reference content (e.g., initiatives, practices) around the professional practices competencies supporting coherence with the messaging, access research shared, interjurisdictional collaboration was valued. |
| **Concept-Based Curriculum and Instruction Implementation**<br>*Concept-Based Curriculum & Instruction Implementation Complete Notes* | |
| 1. Rincon-Gallardo spoke to the "pedagogical core". This concept was also shared in the SLQS in-service as the "instructional core" (Elmore).<br>What is your school authority's pedagogical core? Why?<br><br>2. What is your school authority doing to prepare staff for concept-based curriculum and instruction implementation? | ***Sample of comments from complete notes:***<br><br>**What is your district's pedagogical core?**<br>• Changing mindset of principals from managers to instructional leaders<br>• Student centered learning and meeting the students where they are<br>• Focus on literacy throughout all subjects<br>• Engage instructional leaders (principals) in building<br>• Optimal learning coordinator for the jurisdiction and an optimal learning coach in each school<br><br>**What is your authority doing to prepare for concept-based curriculum and instruction implementation?**<br><br>• Teacher focus group on concept-based curriculum<br>• Working with other school authorities to plan/share<br>• Working with staff - providing concept-based lessons to instructional leaders |