

Welcome - CASS Role Alike

An opportunity to...



1. advance and promote the cause of education in Alberta
2. improve leadership practice by collaborating with role alike colleagues
3. communicate CASS' focus on Leadership Excellence and its continuing education programs
4. cooperate with other organizations with similar purposes



Getting Ready for New Curriculum



Our problem of practice:

As system education leaders how can we leverage the current work of our school authority to plan for successful implementation of the new curriculum?

Our outcome for the conference:

Collaborate to support our role as system education leaders strategic planning implementation of new curriculum.



Professional Growth

CASS College of Alberta School Superintendents

Leadership Quality Standard – Supporting System Leader Growth PRACTICE PROFILE

The Leadership Quality Standard (LQS) is described by competencies school and jurisdiction leaders are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

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This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's LQS.

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Areas for Growth

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This tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons license.

Leading a Learning Community	
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Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms</i>; (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe; (c) developing a shared responsibility for the success of all students; (d) cultivating a culture of high expectations for all students and staff; (e) creating meaningful, collaborative learning opportunities for teachers and support staff; (f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning; (g) creating an environment for the safe and ethical use of technology; (h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and (i) recognizing student and staff accomplishments. 	<ul style="list-style-type: none"> •



Professional Growth

Indicators.....such as.....

Sample new indicator....

Design and lead, in collaboration with stakeholders, a plan to support implementation of the new curriculum.

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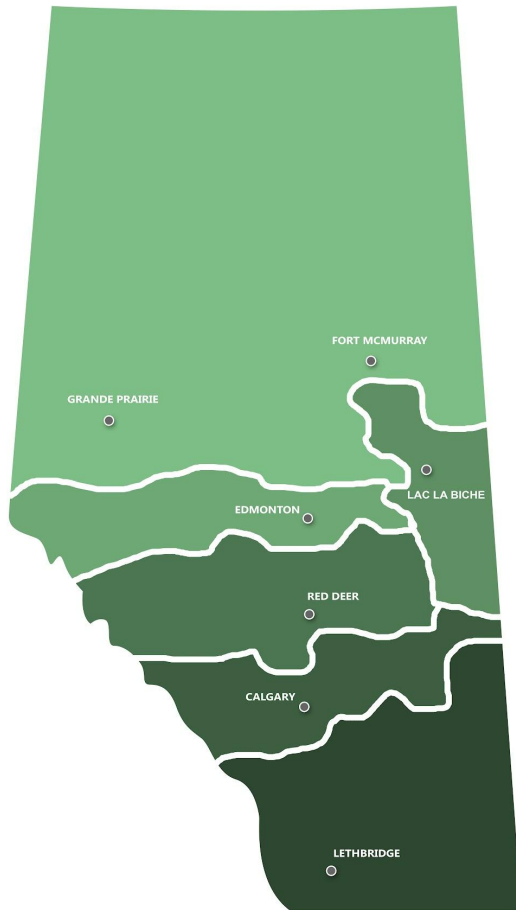
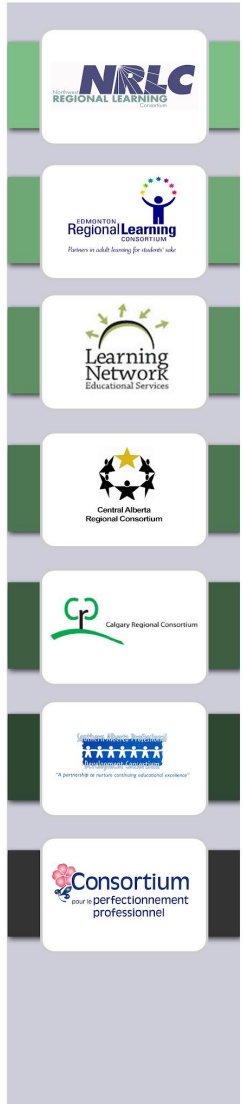
Role Alike Agenda



- External Supports - ARPDC
- Curriculum Operational Updates and Questions
- Overview of Role of System Education Leaders
- Why, What and How of the work
- Engagement opportunity



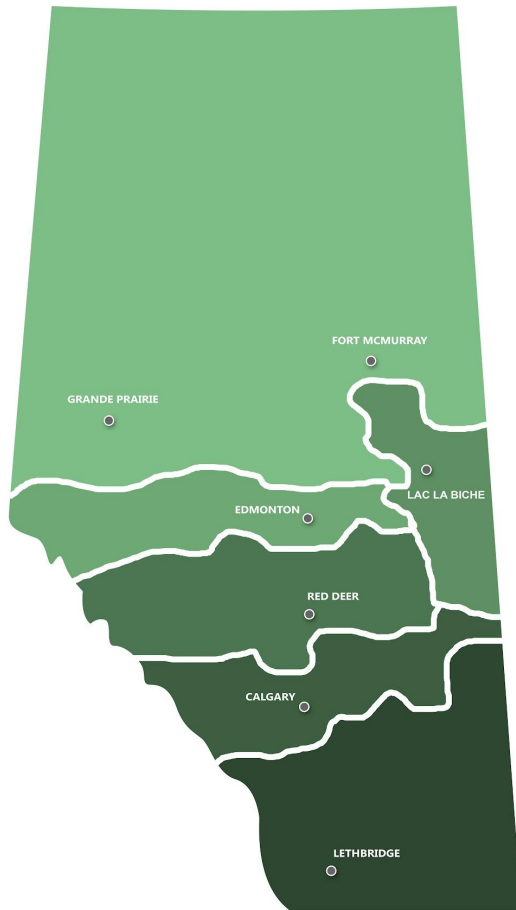
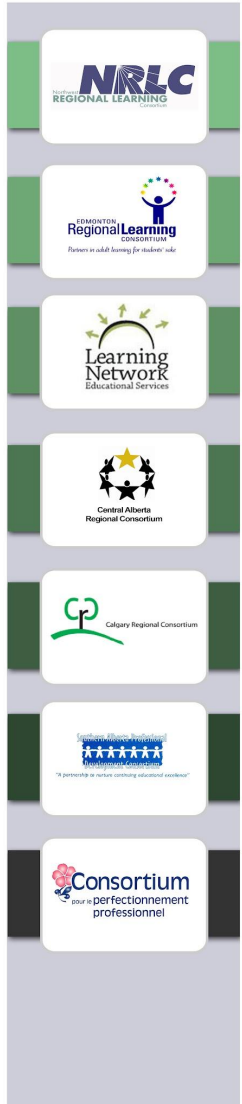
Alberta **Regional** Consortia



ARPDC engages teachers and instructional leaders at ***BOTH*** the **regional** and **provincial** levels.



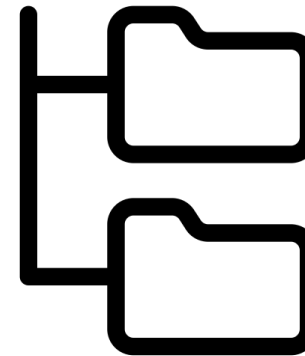
Alberta **Regional** Consortia
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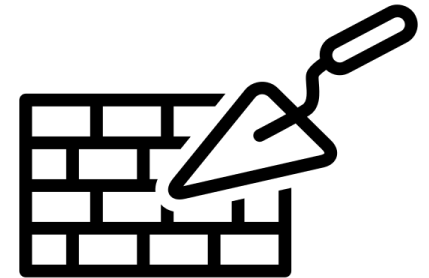
Regional consultations
inform provincial work.



Listen



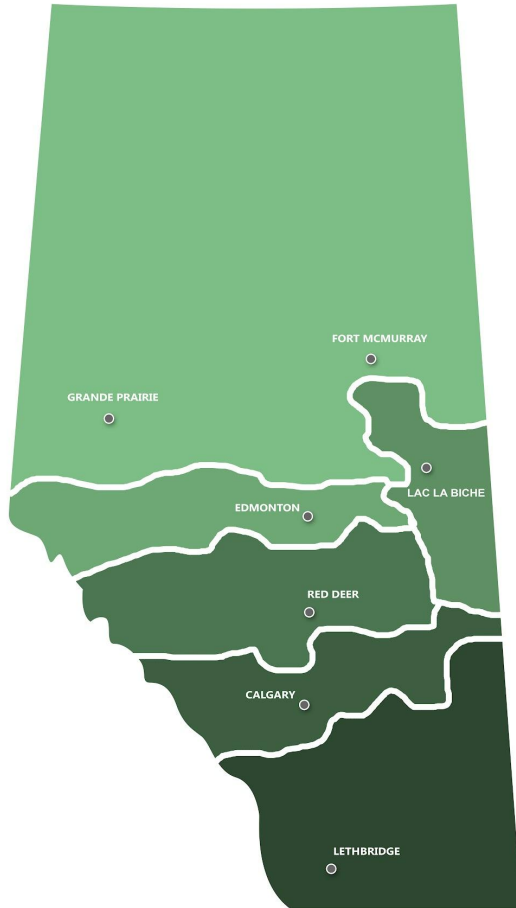
Identify Themes



Build



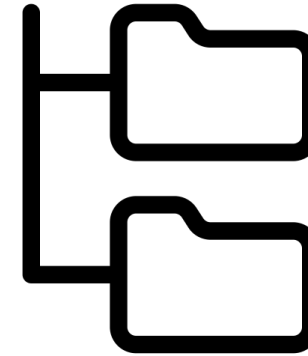
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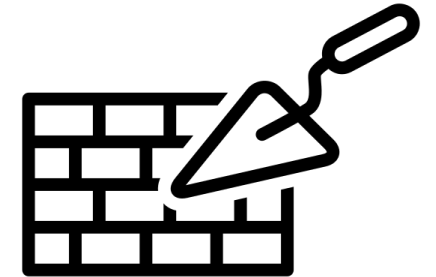
So does this conference.



Listen



Identify Themes



Build



CASS

College of
Alberta School
Superintendents

System Leader Learning
Implementation/Strategic Planning for Systems



Alberta **Regional** Consortia

Instructional Leader Learning
Teacher Learning



CASS

College of
Alberta School
Superintendents

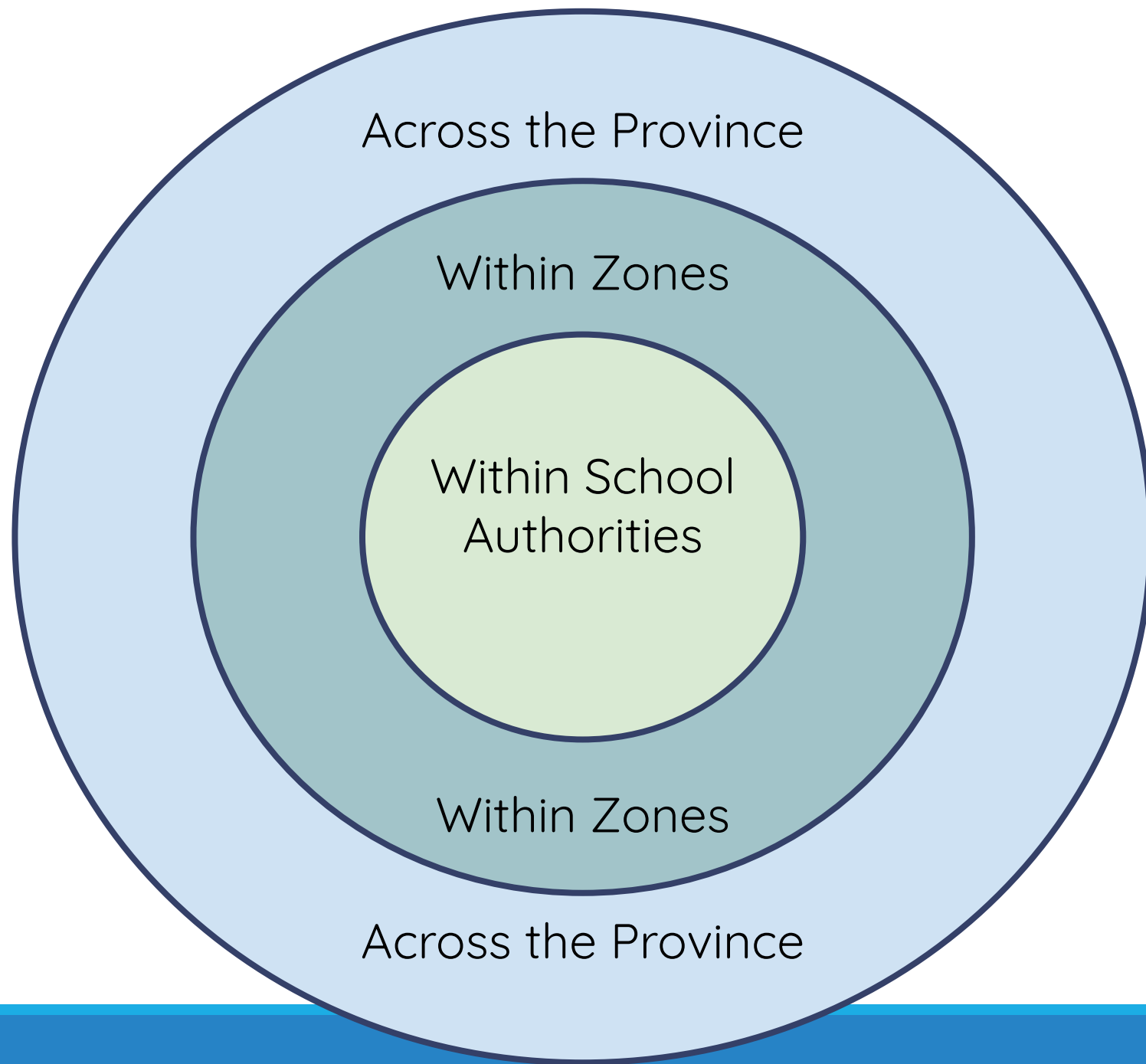
System Leader Learning
Implementation/Strategic Planning for Systems

*What are the **THROUGHLINES** in our collective efforts that can support **SYSTEMNESS** as we move towards implementation?*



Alberta **Regional** Consortia

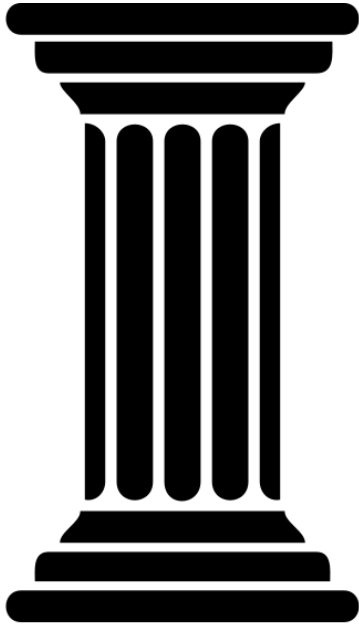
Instructional Leader Learning
Teacher Learning



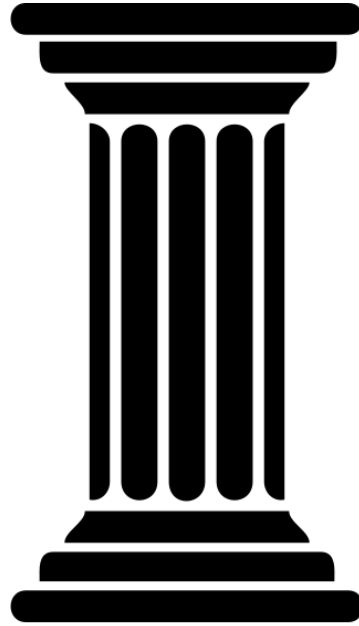
“SYSTEMNESS”

- Shared vision of success
- Shared understandings
- Organic and evolving

Support Pillars



Curation and Resource
Development



Collaboration and
Professional Learning

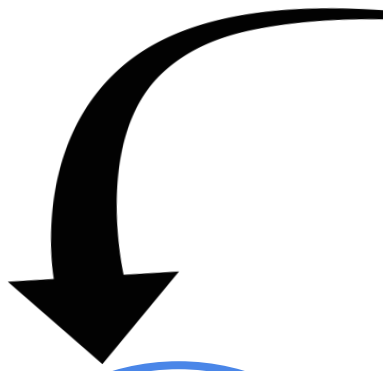


Content
Learning

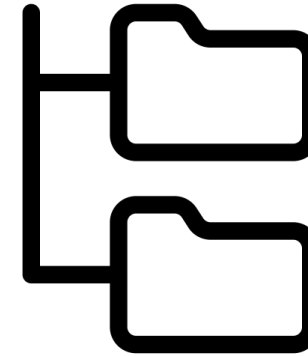


Alberta **Regional** Consortia
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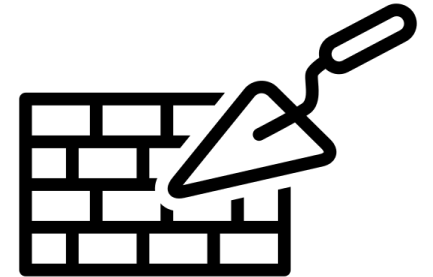
ARPDC Goal For Today.



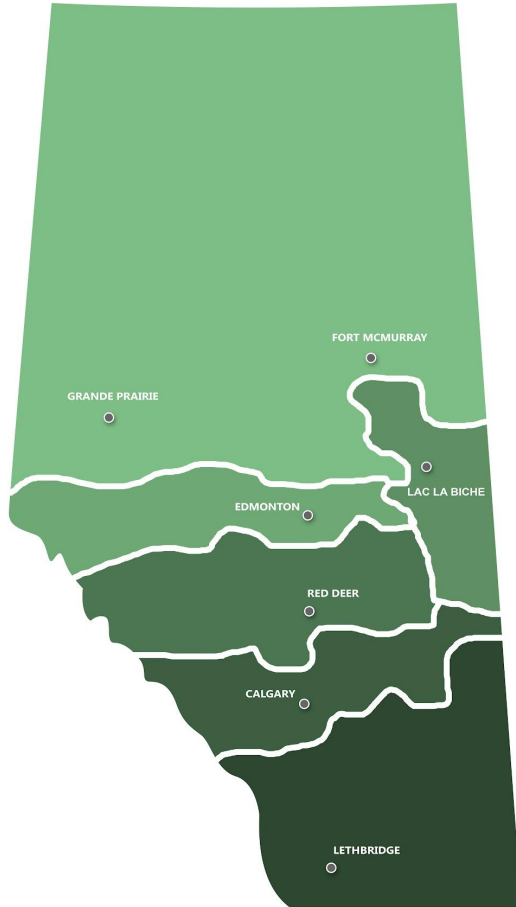
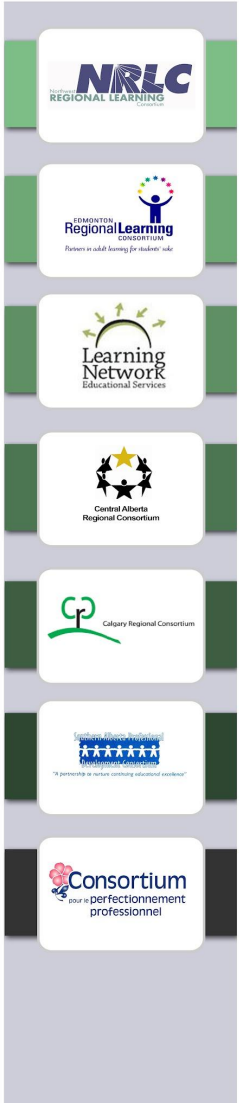
Listen



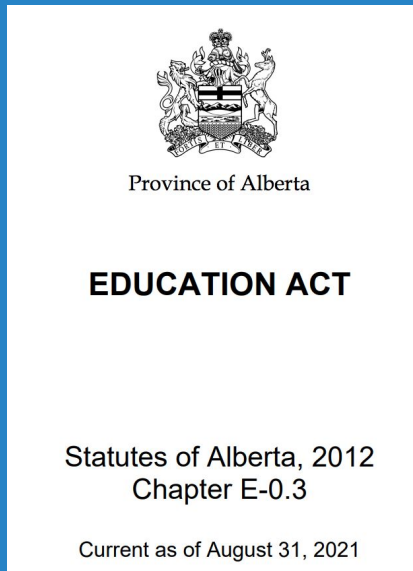
Identify Themes



Build



Role of System Education Leaders



- (3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.
- (4) The superintendent shall carry out the duties assigned to the superintendent by the board.
- (5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:
 - (a) implementing education policies established by the Minister;
 - (b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister;
 - (c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act;
 - (d) providing leadership in all matters relating to education in the school division.
- (6) The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.



Role of System Education Leaders



Supporting Implementation of the Professional Practice Standards
CASS 2018



The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

MINISTERIAL ORDER #002/2020

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

The Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

MINISTERIAL ORDER #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



Why

APPENDIX

MINISTERIAL ORDER (# 028 / 2020)

Ministerial Order on Student Learning

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

Vision for Student Learning

Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

Foundations for Learning

Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

Outcomes for Learning

Knowledge Development

Students will demonstrate mastery in foundational, subject-specific content, and a familiarity with and appreciation of the great works and ideas of world history, with an emphasis on the cultures and institutions that have shaped the history of Canada. The development of literacy and numeracy will be reinforced, enriched, and supplemented by the study of Alberta, Canadian, and world history, geography, mathematics, science, technology, philosophy, literature, languages, mental and physical wellness, and the arts, which shall be taught with specific factual content, quality original texts and sources where applicable, and measurable outcomes. Students will demonstrate competence in managing personal finance and applying their critical thinking to engaging with various media.



CASS Act – Section 5 The **objects of the College** are:

- (a) to **advance and promote the cause of education** in Alberta,
- (b) to **improve the teaching profession and leadership of the education system** by (i) developing and implementing continuing education programs and resources to improve the knowledge and skills of members, (ii) carrying out research and publishing materials designed to maintain and improve the competence of members, (iii) assessing and disciplining regulated members with respect to being unskilled or incompetent in carrying out leadership duties, and (iv) assessing and disciplining regulated members with respect to unprofessional conduct,
- (c) to **increase public interest in the importance of education** and public knowledge of the aims of education, educational leadership, financial support for education and other educational matters, and
- (d) **to cooperate with other organizations and bodies** in Canada and elsewhere having the same or similar aims and objects.



What



Alberta new LearnAlberta

Home > 2021 Draft K-6 Curriculum









2021 Draft Kindergarten—Grade 6 (K-6) Curriculum

Have any feedback on the 2021 draft K-6 curriculum? [Take the survey](#)

Select the Subject or Feature below to begin browsing the 2021 draft K-6 curriculum.

NEW: Explore the December 2021 updates to draft English Language Arts and Literature, Fine Arts (Music), Physical Education and Wellness and Science. Also review the [Draft K-6 Social Studies Blueprint](#) that lays out a plan to make future content changes to the draft curriculum released in March 2021.

Browse by Subject

 English Language Arts and Literature	 Fine Arts	 Français langue première et littérature
 French Immersion Language Arts and Literature	 Mathematics	 Physical Education and Wellness
 Science	 Social Studies	



**Implementation
2022 - 2023**

**K-3 English
Language Arts and
Literature**

K-3 Mathematics

**K-6 Physical Education
and Wellness**

**Pilot of additional subjects/grades?
2022 - 2023**

**Ongoing Curriculum Development
2022 - 2023**

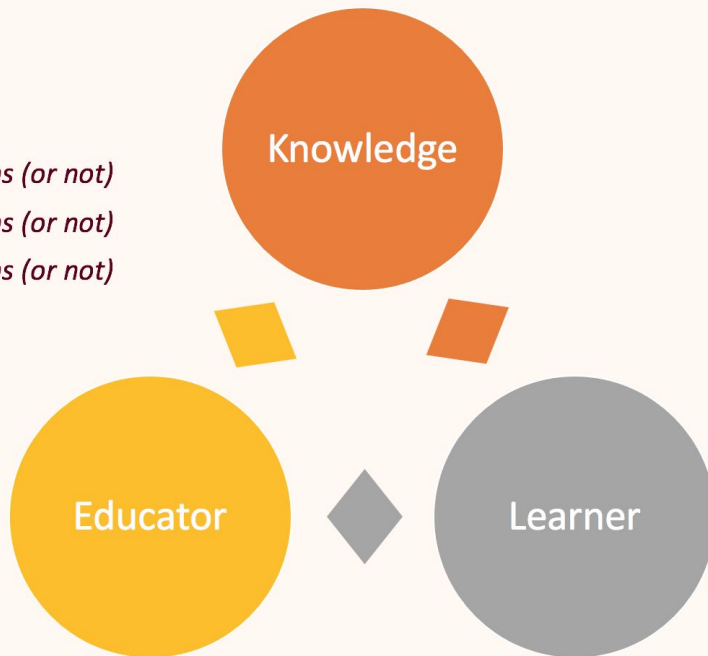
<https://www.alberta.ca/curriculum.aspx>



Applying a lens to implementation

The Pedagogical Core

... where learning happens (or not)
... where democracy happens (or not)
... where well-being happens (or not)



...instructional/pedagogical core, understood as the relationship between teacher and student in the presence of knowledge...

“Transforming the pedagogical core is the most direct way to substantially improve student learning.”

Liberating Learning pg 61 Santiago Rincon- Gallardo



Design and **lead**, in **collaboration** with stakeholders, a plan to support implementation of the new curriculum.

1. **Designing** an implementation plan
2. **Leading** an implementation plan
3. **Collaboration** with stakeholders



1. **Designing** an implementation plan: What data and evidence are you using, or might you use, to inform the strategies and actions you will take in designing your implementation plan?
2. **Leading** an implementation plan: As system educational leaders how might you leverage the current work of your school authority in your design of your implementation plan?
3. **Collaboration** with stakeholders: How might we best support teachers where they are at?



Strategic/Implementation Planning



Definitions to frame the conversation

Change as the “why or result we want to see happen”.

And **implementation** as the “how” we support making it happen.



What's the difference between *Implementation Planning* and a list of actions or *strategies* provided to *support implementation*?

- The "IT" or the "What" articulated
- Measurable and Observable Outcome(s)
- Goals for Stages of Implementation

Planning for Implementation

cass.ab.ca/planning-for-implementation/

Planning for Implementation

Implementation Matters

Successful implementation is complex work. Planning requires an understanding of the characteristics of successful implementation, coherence among plans and priorities, and the intentional effort to plan for impact based on your outcome.

CASS has developed a plan to support members with implementation of the Professional Practice Standard. The plan includes a focus on building members' capacity as well as sharing strategies and approaches to support implementation of the professional practice standards in your school authority. To develop the plan, CASS made use of *A Guide to Support Implementation: Essential Conditions* developed by education stakeholders in Alberta. A planning template for your use is included here, as well as a sample of CASS's plan to support implementation.

Additional implementation planning tools are available from the Alberta Regional Professional Development Consortia (ARPOC) site at <http://www.arpoconsortia.ca/>

[Download Essential Conditions](#) [100+ Essential Conditions](#)



- [Implementation Planning Template](#)
- [CASS Implementation Plan 2024](#)
- [CASS Implementation Supports and Impact Dashboard](#)

Implementation only happens when capacity exists

Plans to build and support its members' capacity. Developing a comprehensive professional learning plan has the potential to build greater capacity. CASS made use of *A Guide to Comprehensive Professional Development Planning* to create a professional learning plan. A planning template for your use is included here, as well as CASS plans to support members capacity.

[Download A Guide to Comprehensive PD Planning](#)



- [Professional Learning Planning Template](#)
- [2024-2025 Final Review, MOC & Eval. PL Plan](#)
- [2024-2025 PL Plan - Focus on Professional Practice](#)

Learning Progression



Thursday

10:00 am - 12:00 pm

- Role Alike

1:00 pm - 2:30 pm

- Foundational instructional practices [Room 6](#)
- Literacy/Numeracy [Room 7](#)

Friday

9:45 am - 11:15 am **REPEAT**

- Foundational instructional practices [Room 6](#)
- Literacy/Numeracy [Room 7](#)



Expanding on the How



- How might we leverage pedagogical approaches that result in conceptual understanding and learning that transfers, in preparing to implement a primarily knowledge based new curriculum?
- How might we leverage existing effective literacy and numeracy instructional practices to build a foundation for new curriculum implementation?



How (Foundational Practices Focus)



2 Sessions:

- How might we leverage pedagogical approaches that result in conceptual understanding and learning that transfers, in preparing to implement a primarily knowledge based new curriculum?
- Session repeats Thursday 1:00 - 2:30 and Friday 9:45 - 11:15



Foundational Practices Session



Our conversations will focus on:

- What is the foundational knowledge you need to lead this implementation?
 - Structure of curriculum
 - Conceptual understanding and transfer
 - Pedagogical strategies
- What do you need to support your implementation planning?
 - Teacher readiness
 - Implementation models
 - Communication strategies

How (Literacy/Numeracy Focus)



- How might we leverage existing effective literacy and numeracy instructional practices to build a foundation for new curriculum implementation?
- What do you do to scale a literacy/numeracy initiative? (strategies, actions, people, PL, etc.)
- Session repeats Thursday 1:00 - 2:30 and Friday 9:45 - 11:15



Literacy and Numeracy Session



What to expect:

- Overview of guiding practices/principles
- Learning from one another
- Sharing of documents/resources
- Conversations about structures, processes, resources and practices
- Explore scaling an initiative
- Share ideas on implementation



What are the strategies and actions you can take?

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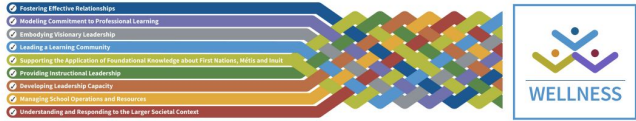
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