

## Literacy, Mathematics and Numeracy: System Leader's Approaches

Edmonton  
Public Schools, Foothills School Division, Golden Hills School  
Division, Elk Island Catholic Schools, Calgary Catholic School  
District, Grande Prairie, and District Catholic Schools

The intent of a CASS Learning Guide is to apply research, deepen understanding and enhance professional practice within the Alberta context. With a focus on optimum learning for all students, a Learning Guide provides an opportunity to grow system leader knowledge, resulting in quality school leadership and quality teaching throughout Alberta.

### Summary



Dr. Wilco Tymensen, Superintendent of Horizon School Division, facilitated learning opportunities focused on the leadership role of system leaders in championing literacy and numeracy practices and interventions. Dr. Tymensen began and concluded each session with a focus on the professional quality standard where the result of both SLQS and LQS standards is optimum learning for all students. Leading learning is foundational to supporting student literacy and numeracy learning. View the [presentation slides for literacy here](#) and [numeracy slides here](#) and the [full recording of the K-3 Numeracy presentation here](#).

### K-3 Literacy Approaches

School authority system leaders shared how they monitor impact based on the approaches and interventions implemented. Their responses include strategies such as: daily progress monitoring, tracking student progress pre and post interventions, pre and post assessments, school-based observations and evidence, monitoring growth over time and literacy target assessments.

Jeff Grimsdale and Sue Humphry shared the early literacy intervention program and approaches Golden Hills school division implements. Guided reading and phonemic awareness, level literacy intervention and early and late intervention were identified. The school authority goal is to increase literacy competency and confidence and various measures are used to identify if efforts are having an impact on student learning. (e.g., daily progress tracking, pre and post assessments)



Dr. Miriam Ramzy shared the Foothills school authority priorities of engagement, support and success for each learner. One of the Boards desired results addresses advancing, for each learner, literacy, and numeracy development. A model that represents layers of reading development includes a comprehensive literacy learning approach with a focus on comprehension, fluency, vocabulary, word study, phonological awareness, and concept of print.



Marnie Beaudoin, Marian Thompson, and Jane Williams shared how Edmonton Public Schools has a focus on supporting reading and measures impact using various appraisals such as Early Years Evaluation, Canadian Achievement Test, Highest Level of Achievement, Benchmark Assessment System, Reading Readiness Screening Tool, and classroom observations. A comprehensive professional learning plan supports educators with literacy interventions, leveled literacy, adapted literacy interventions, and reading recovery.



Thérèse deChamplain-Good, and Nancy Morgan shared how the school authorities EICS Literacy Continuum is coherent with the Quality Teaching and Learning assurance framework priority. The division supports staff collaboration to engage and improve in literacy teaching practices across curricula for all students. Approaches include literacy for all, pre-K-4 interventions, middle school interventions, disciplinary literacy, and English as a second language strategies.



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*Seeing Christ in Everyone*

### Acknowledgements

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## Mathematics and Numeracy Approaches



Helmut Kaiser shared how the philosophical framework for the district guides the approach for student learning including math and numeracy learning. Responsive pedagogical and a strength-based approach, relationship building to provide for a safe, caring, and welcoming environment and a student-centered approach that is focused on individual needs and meeting students where they are at are all components of the student learning framework. Learning services supports teachers and leaders with mathematics and numeracy learning resources based on monitoring of student progress, current research, and teacher practice. One example shared was a district teacher [specific learning outcomes checklist](#) which has also been used to communicate learning with parents. All decisions are guided by the philosophical framework that places students at the center of a strength based responsive pedagogical approach. Personalized learning strategies and interventions are offered in a trusted and caring learning environment. District program and practice implementation is informed by, district level dashboards, numeracy screening assessment reporting, outcomes checklist and PAT analysis tool. [Video beginning 3:10](#)



Superintendent Dr. Jessie Shirley identified 3 things that system leaders need to know and do to support mathematics learning for students. 1. Have a district philosophy: *Engaging in math is a basic human right (much like reading). Thus, the mathematics classroom is a place to build self-worth.* Research and data informed the district philosophy. E.g., Boaler, Fosnot, Liljedahl, Small, Tanton, Wheatley and Reynolds

2. Nurture In-house expertise: building pedagogy and deep understanding when we dialogue about the 7 mathematical processes: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization.

3. Know and Understand your Context.

- Where are students (and teachers) in their learning? What evidence do you have?
- What do our students (and teachers) need to know? What are the next steps in the learning?
- How will we get there? What approaches will we use?

District program and practice implementation is informed by; examples of student reasoning and/or problem-solving, teacher assessments, outcome-based report card, Provincial Achievement Tests, professional development, and reflection on if actions align with the philosophy. [Video beginning 17:00](#)

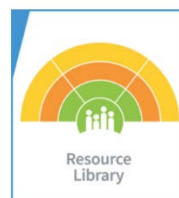
### Questions for reflection and system leadership team dialogue

### Additional Supports for System Leadership Capacity

#### Questions for Reflection

1. What literacy or numeracy Intervention practices or programs are you using? What evidence informed your decision to use a particular practice or program?
2. Based on the intervention you are using; how do you monitor and evaluate student learning progress? And/or program implementation? How are you addressing learning gaps?
3. Based on the strategies and actions you decide on, how are you planning for continuous improvements and collecting evidence for assurance reporting?

**CASS.ab.ca: Planning for Implementation** includes Alberta resources to support Comprehensive Professional Learning and Implementation Planning <https://cass.ab.ca/planning-for-implementation/>



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**Alberta Regional Professional Development Consortia** (ARPDC) provides a multitude of services, regionally and provincially, in support of literacy and numeracy learning.

