CASS College of Alberta School Superintendents

LEARNING GUIDE

Leading Learning: System Leader's Role in Supporting Teacher and Leader Practice
Supporting Implementation of Literacy & Numeracy Interventions, Curriculum & System Priorities

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

Cindy Escott, Superintendent of Evergreen Catholic, facilitated a learning opportunity focused on how system leaders support teachers and leaders with change leadership and implementation of new strategies, approaches or initiatives that improve student learning outcomes. Addressing a current focus on K-3 learning gaps, as well as other system priorities, Cindy highlighted research and practice-based implementation resources that support understanding and planning for a comprehensive plan. A change leadership intent describes change as the *why* or result we wish to see and implementation as the *how* we support making it happen. Workshop resources, as well as presenters' slides can be found on this [change and implementation repository padlet.](#) [Watch full recording here](#).

Cheryl Kuemper from Christ the Redeemer Catholic Schools shared a story of practice related to getting ready to implement, creating a shared vision for the work, and leadership based on the pilot of the Math curriculum. Her story identified system implementation themes of planning, communication, advocacy, and implementation considerations. Based on a positive response from teachers and school leaders, the process involved the pilot of the math curriculum and consideration for how this approach will support ongoing implementation plans, including new curriculum and literacy and numeracy interventions. Engagement of teachers and leaders in planning set the stage for identification of the "why"

for being involved in the pilot and resulted in a shared purpose or vision for the work ahead. Communication approaches were invitational in nature and came from the system leadership team including the chief superintendent. A focus on what was educationally sound for students and operationally feasible and reasonable for teachers informed the plans for supporting implementation. Advocacy focused on how we can best support teachers through this practice and included actions related to professional learning, feedback, support resources, time for collaboration, classroom visits and communications that were timely and transparent. Implementation considerations targeted teacher expertise, experiences and knowledge, value of sound communication, advocacy with the broader school community and an emphasis on collaboration and professional learning. For further information, please contact Cheryl Kuemper, Director of Learning Christ the Redeemer ckuemper@redeemer.ab.ca [Watch Cheryl's presentation](#) beginning at 5:40

Summary

Michelle MacKinnon shared how the Holy Spirit Division senior leadership team is working to support implementation of the Board Priorities and how this work models their assurance process/plan. They are designing their work using the collaborative response model developed by Jigsaw Learning. Supporting implementation of *anything* requires the need to identify indicators that represent the change you are working towards. Indicators represent the stages of implementation, the current learning gap context, and the continuum that systems, school leaders and teachers experience as they grow their practice. The Holy Spirit process included identification of indicators for the Board priorities resulting in an intentional cognitive coaching conversation with school leaders, based on the indicators. The work on describing what the board priorities look like in practice supported system leaders in determining which stage of implementation the schools work was representing. The intent of the process and data gathering is to use the information to plan system supports that assist the school team in moving further along the growth continuum. The work on developing a comprehensive plan has also resulted in a more cohesive senior leadership team working collectively to support district priorities. The divisional continuum of supports, based on indicators of implementation including instructional practice that support effective literacy instruction, please visit the padlet. Michelle concluded that the work of ongoing monitoring and supports to actualize the board priorities is the essence of the continuous improvement approach advocated for in the assurance framework.

Overall, the collaborative approach builds a system learning community working together to support student learning including literacy and numeracy learning. For further information, please contact Michelle McKinnon, Holy Spirit mackinnonm@holyspirit.ab.ca or Kurtis Hewson, Jigsaw Learning kurtis.hewson@jigsawlearning.ca Watch Michelle's and Kurtis's presentation beginning at 37:06.

Questions for reflection and system leadership team dialogue

Questions for Reflection

1. How might existing practices that support leader and teacher capacity be leveraged or adapted to support student learning gaps?
2. What do you do to scale positive pilot processes and practices for impactful literacy and numeracy approaches?
3. What are the strategies and actions you take to support implementation of any new initiative? How will you know if your efforts are having an impact? What will you, and others, accept as evidence of implementation?
4. Based on the strategies and actions you decide on how does an implementation or comprehensive professional learning plan measure impact, plan for continuous improvements and provide information for your assurance reporting?

Additional Supports for System Leadership Capacity

Online Repository (Padlet) including **presentation slides, video recording and school authority resources shared to support implementation.**

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

CASS Resource Library https:// cass.ab.ca/resources/resource-library/

Search Learning Guides: Ministerial Order on Student Learning or Curriculum Implementation

- 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