



CASS

College of Alberta
School Superintendents

Role Alike Summary

Fall Conference November 2019

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 competencies of the Standard), network with others in similar roles, identify priority actions for the CASS Board to consider 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 Role Alike conversation follows, including a link to the complete notes which includes the contact information for those registered. Each summary also provides previous CASS Role Alike notes for further reference.

Curriculum, Assessment and Technology Leads Summary

Supporting a focus on the pedagogical core with decreased resources.

We are in this together. Align opportunities to collaborate and network across zones knowing that we will have decreased resources. Our collective wisdom and collaborative ventures can provide enhanced supports for teachers and school leaders. The professional practices standards (SLQS, LQS, TQS) provide a focus and coherence opportunity for supporting curriculum/assessment changes based on the pedagogical core and resulting in optimum learning for all students in Alberta. We must find efficiencies while building collective efficacy. Strong pedagogy, excellent curriculum, sampling with large scale assessment and the leadership of our members are key. Further delays in implementation not only impact the positive momentum with school systems but also may increase associated costs when retraining and new messaging are required.

Key messages to be shared with Alberta education:

- Access to what we are implementing before it goes public.
- Access to resources and prototyping to mentor teachers.
- Field testing opportunities and timelines for implementation.
- Consider assessment strategies to include diagnostic, formative, summative and large-scale assessment including the design of the recommended PAT at the grade 3 level.

First Nations Métis and Inuit School Authority Leads Summary

The First Nations Métis and Inuit School Authority Role Alike discussion explored systemic practices that are working and those that are not.

Strategies noted that are making a difference include honoring partnerships, cultivating authentic relationships as well as intentionality. Participants cited that using resources such as: traditional knowledge keepers, colleges like Red Crow College, organizations like Rupertsland Institute, the ATA Walking Together workshops and supplementing supports through Jordan's Principle, contribute to honoring partnerships. Nurturing authentic relationships with Elders requires us to, "listen to the gifts they have and explore how they want to share them" beyond ceremony and celebration. It was noted that many types of indigenous relationships exist, and awareness of their uniqueness is critical. For example, there are relationships between provincial schools/jurisdictions and band operated schools as well as the possibility of multiple distinctive First Nations and Metis settlements in a jurisdiction. Achieving intentionality involves working with, and not alongside Elders (Indigenous perspective) to develop protocols, explore the importance of language to learning, ensure cultural activities are meaningful and not a one-of event. Intentionality will create necessary learning opportunities that permeate and extend foundational knowledge, as well as Indigenizing the curriculum. Working toward the realization of these three strategies needs to continue in order to improve Indigenous education for ALL.

The group also discussed current challenges including: integration of topics that speak more to who First Nations people are (for example, understanding treaties and residential schools), staff turnover, the availability and accessibility to Elders particularly in rural areas, improving articulation between colleges and districts, First Nations authority grant submissions that do not align with provincial authorities resulting in eroded relationship and that grants tend to target First Nations students but not Métis.

Complete session notes:

<https://docs.google.com/document/d/1TCm6F9JMYakg2PcP8I8KtRb6v36kEn3W-QWW2kXfhKk/edit>

Previous role alike conversations -First Nations, Métis and Inuit School Authority Leads-March 2019

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

Human Resources/Wellness Leads Summary

Over 50 CASS members attended the combined Human Resources and Wellness session. This session connects to the SLQS through the competency of *Building Effective Relations* specifically demonstrating a commitment to the health and well-being of all teachers, staff and students. It was noted in last year's wellness session that wellness is part of an ongoing CASS Wellness initiative. Although student wellness remains a priority there is an increased focus on staff wellness throughout the province. This is evident through dedicated wellness positions, wellness policy statement, capacity building at teacher and leadership levels and wellness activities becoming the norm.

The main goal of the Fall CASS role alike session was to increase the number of school authorities that have wellness as a priority. Through small groups, generative conversations led to shared understandings of the goal while eliciting ideas and strategies to answer the driving question:

What would it look like when wellness is a focus in a school authority?

Complete session notes

<https://docs.google.com/document/d/1mq6RBEd6UP1KqRwLE5VGczarwdQOCRCsnnTvyjcM6lw/edit?pli=1>

Previous role alike conversations

Human Resources (Annual Conference March 2019)

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

and Wellness

<https://docs.google.com/document/d/1Mc5r-gFKs60rGd-jw6rJFfBj5lZ4dNp1FtehpXUYrK4/edit?usp=sharing>

Inclusive Education Leads Summary

This session began with a presentation from Leah Dushenski from Alberta Education. Leah highlighted sections of the Education Act that were relevant to inclusive education and indicated that work is underway within the department to finalize the definitions of terms. Alberta Education is planning to offer an engagement process to provide input on proposed support from for teachers in meeting the expectations outlined in the TQS Competency 4 – Establishing Inclusive Learning Environments.

The group then discussed strategies for maintaining momentum for implementing inclusive education. Highlights were recognizing that:

- systems can't move forward without a unified effort across all systems
- there is apprehension about the prospect of finding teacher support solutions in the absence of some current resources
- there is commitment to being creative and embracing out of the box thinking
- communication that views change as opportunities to do things differently will be necessary
- emphasizing the great work that is happening is important.

Complete session notes

<https://docs.google.com/document/d/1jsYGGAFkUMe4RVdbohS1hbTfvdGLTIFpxOq-afGV3I0/edit>

Previous role alike conversations

https://docs.google.com/document/d/15syDICvNkKzelos2dyarZYD8Xh0wrL6MQTHV_fHY3w/edit?usp=sharing

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Chief Superintendents Summary

The Google doc lists topics discussed and who was registered for the session. Contact Barry Litun for more information regarding the discussion.

<https://drive.google.com/file/d/0B97ry1Y0KAWJNFJmY2FpcnVXRkpvRWlWdEgzS2M4elZrb3hF/view?ts=5dd309a7>