Summary Points*

Based on his research and existing stories of practice, the author relates that our conventional education system is dying and that a new system has yet to be born (p.3). He suggests that:

- within each of us lies the most powerful, untapped resource to turn schools and school systems into places for powerful learning.
- radically transforming pedagogy at scale is a huge endeavour which requires cultural change.
- we must occupy the pedagogical arena and change the pedagogical core which is the most direct pathway to improved learning (p. 61).
- we must occupy the social arena to enable robust interaction and participation in our communities (p.71).
- we must occupy the political arena to influence what work to pursue for widespread pedagogical change in our institutions (p.97).

Connections with the Alberta context

On September 1, 2019 three professional practice standards signed to Ministerial order became policy in Alberta. Based on a scan of OECD’s professional practice standards it appears that Alberta is unique in articulating that the actions of professionals will result in optimum learning for students (Friessen & Brown, 2019). The Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS) and the Superintendent Leadership Quality Standard (SLQS) all include the expectation to create optimal learning for students as their raison d’etre. This educational change is what the author would describe as the beginning of a social movement which leverages a radical attempt to change the pedagogical core – that is the relationship between the educator, the learner in the presence of content, which is the most direct pathway to improve learning for all students. The author provides insight into how learning can be improved through occupying the pedagogical arena, the social arena, and the political arena.

Santiago Rincón-Gallardo’s research zeros in on the pedagogical core, on the deep learning that the Superintendent Leadership Quality Standard requires each of us to lead in Alberta communities.

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Research to Practice

Questions for reflection and dialogue within your context.

1. How are you deliberately changing the pedagogical core?
2. How do you create robust interaction and continuous learning for educators in your school authority?
3. How are you changing the logic of institutional power?
4. What is getting in the way?
5. What lies ahead?

Additional Supports for System Leadership Capacity

CASS Professional Learning, Resources and Research
https://cassalberta.ca/
Learning guide mostly coherent with the SLQS competencies indicated below

- 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