Leading for Inclusion Module
PARTICIPANT GUIDE

Leading for Inclusion

The capacity to lead for inclusion is developed through the competencies in the Superintendent Leadership Quality Standard and the Leadership Quality Standard. The Leading for Inclusion Module will guide superintendents and system leaders to develop a deeper understanding of inclusion, reflect on their growth as leaders in reference to the practice standards so as to build and sustain inclusive learning environments to optimize learning for ALL students.

Acknowledgements

OVERVIEW

Learning modules are designed to deepen and apply system leaders' professional practice with opportunities to examine Alberta context through a "community of inquiry" approach based on research. Learning modules begin with a focus on personal capacity leading to the valuable role system leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta.

The CASS professional learning modules are founded on the Superintendent Leadership Quality Standard requirement that the professional practice of "jurisdiction leaders and superintendents must be informed by current, relevant educational research, with a focus on career-long improvement" (Alberta Education, 2018, p. 2).

This participant guide supports your examination of ways through which superintendents and system leaders establish and sustain a learning culture that promotes ongoing critical reflection on practice, shared responsibility for student success, and continuous improvement.

Drawing on research involving successful and learning focused school districts, you will critically examine your current practices and reflect on how these practices are informed by research about effective learning, teaching and leadership.

Through professional collaboration with other system leaders, you will co-construct strategies for building shared and distributed approaches to overall leadership in your systems. You will develop and enact a responsive and empowering plan to continuously enable high quality leadership and teaching for all students, and to cultivate an interdependent and coherent learning system.

Learning materials for these modules will be posted online at: https://cassalberta.ca/conferences-workshops/2019-cass-asboa-summer-learning-conference/ and https://cassalberta.ca/resources/

Leading for Inclusion Module Outcomes

Participants will develop and apply strategies to:
1. Strengthen your practice to develop and sustain inclusive learning environments
2. Examine relationship between competencies within all of the Standards to support your capacity to lead for inclusion
3. Examine and lead educational practices for implementation of inclusive environments

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D2 Assurance Model

D3 Evidence of an Effective and Successful Inclusive Education System

D4 Thoughtbook Reflection/ Practice Profile

An online padlet of resources has been developed to accompany this module:
https://padlet.com/adminCASS/inclusion

Materials Required:

- Thought book
- chart papers for activity/gallery walk
- three colors of sticky notes (yellow, green, orange)
- markers and felts

Leading for Inclusion – Coherence with the Professional Practice Standards

Leading for Inclusion within a jurisdiction requires competence in the Superintendent Leadership Quality Standard (SLQS), the Leadership Quality Standard (LQS)and the Teacher Quality Standard (TQS).

This image demonstrates the relationship between the SLQS, the LQS and the TQS representing the similarities amongst the standards. (ie., context, decisions about knowledge and abilities to apply)   and clearly puts education's core work**, optimizing student learning for ALL students**, as the result. The

Whereas statements at the front of all standards highlights the value and importance of meeting the needs of all students in an inclusive environment.

This professional learning module is intended to support you in enhancing your growth and capacity to Lead for Inclusion so you can support leaders and teachers in collective work providing quality learning for **ALL** students - within inclusive learning environments.

CASS Practice Profiles

Practice profiles are intended to frame your reflection on your practice, based on the indicators for the competencies in the respective Professional Practice Standards. The Superintendent Practice Profile is based on the competencies within the Superintendent Leadership Quality Standard (SLQS), while the System Education Leader Practice Profile was developed using some competencies from the SLQS and other competencies from the Leadership Quality Standard, with the intent to reflect the roles and responsibilities of system education leaders. https://cassalberta.ca/resources/practice-profile/
(Click here for comparison of the Superintendent and System Leader Practice profiles.)
As you experience this professional learning module the practice profile will assist as both a reflection and growth resource. For example:

- What evidence from your practice can you share in relation to the learning just experienced?

- What areas of growth might you wish to address?

Module learning materials will be posted online at:
https://cassalberta.ca/conferences-workshops/cass- asboa-summer-learning-conference/ and
https://cassalberta.ca/professional-learning-modules/

A "Padlet" (online repository of reference materials) has been created for this professional learning module.
https://padlet.com/adminCASS/inclusion

CASS College of
Alberta School
Superintendents

Concept-Based Learning as the Framework for Learning in the Leading for Inclusion Module (based on <u>Concept-Based Curriculum and Instruction for the Thinking Classroom</u>. Erickson, Lynn., Lanning, Lois., French, Rachel. 2017)

Overview of the Learning Framework Using Concept-Based Learning:
Detailed outlines precede each of the sessions in this participant guide. The following learning framework provides an overview of the module.

Concept based Learning: Framework Key Elements

- Essential Understanding
- Guiding Questions
- Learning Outcomes
- Conceptual Knowledge
- Procedural Knowledge

Session	Concept-Based Learning Framework
	Essential Understanding: "Being" and "Doing" Inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being.

Session A	**Guiding Question: How has education changed to respond to societal changes?**
	• **Learning Outcomes:**
	   ○ Participants will articulate how education has changed to respond to societal changes.
	• **Conceptual Knowledge:**
	   ○ The government is responsive to the people.
	   ○ The 20th century model of education was designed in response to the Industrial Revolution and the societal needs of the people
	   ○ The needs of the 21st Century learner are different from those of the 20th Century learner
	• **Procedural Knowledge:**
	   ○ Analyze the alignment between the historical documents and events within the context at the time
	   ○ Extrapolate the relationship between educational practices and events at that time in history, dating back to the Industrial Revolution and up to the current reality

Session B	**Guiding Question #1: What is an ideal inclusive education system?**
	• **Learning Outcomes:**
	   ○ Participants will identify indicators of inclusion
	   ○ Participants will develop a shared vision of an ideal inclusive education system.
	• **Conceptual Knowledge:**
	   ○ Alberta has an inclusive education policy and Principles for Inclusion
	   ○ There is a difference between "being" and "doing" inclusion

- Our values and beliefs drive the need to "be" and "do" inclusion
- **Procedural Knowledge:**
    - Examine Alberta's Inclusion Policy to determine what inclusive education is and who it is for
    - Extrapolate the values that are inherent in "being" and "doing" inclusion from a testimonial provided by an Albertan parent who is also a system leader
    - Using the values that are evident in the testimonial of "being" inclusion, create a mentimeter of inclusion values

Guiding Question #2: Which leadership competencies are required to lead effective educational practices that support inclusive learning environments?

- **Learning Outcome:**
    - Participants will identify which educational practices best support inclusive learning environments
    - Participants will analyze their local context and which current practices need to change in order to support inclusion
- **Conceptual Knowledge:**
    - Support is required from many levels to successfully implement inclusion
    - Reflection on one's practice can lead to improved practices to support inclusion
    - Examine research about promising practices in education to inform pedagogical decisions and practices
    - A continuum of supports, services and environments required to serve the students and staff in inclusive learning environments
- **Procedural Knowledge:**
    - Collate a list of ways that demonstrates how a jurisdiction can provide opportunities for meaningful professional reflection
    - Examine the work of prominent educational researchers to discover high impact and promising pedagogical practices in inclusive education
    - Identify how evidence-based high impact teaching practices align with your philosophy of an ideal inclusive education system
    - Explore the continua of supports, services and environments that currently exist in a variety of jurisdictions, especially those near to your own jurisdiction. Could some of these be useful in your own jurisdiction?

Session C	**Guiding Question:** What are the problems of practice and possible solutions to implementing Alberta's Inclusive Education Policy?
	 • **Learning Outcomes:**
	    ○ Participants will identify existing problems of practice to implementing and supporting Alberta's Inclusive Education Policy at both jurisdictional and provincial levels
	    ○ Participants will develop solutions to the identified problems of practice
	 • **Conceptual Knowledge:**
	    ○ Multiple problems of practice exist in supporting inclusive learning environments
	    ○ Understanding that a problem of practice exists enables people to be proactive towards solutions
	 • **Procedural Knowledge:**
	    ○ "Unpack" some of the known problems of practice that you face in your jurisdiction (e.g. What are some of the issues related to the problem? What makes it problem of practice? Why does the problem of practice exist? What would it take to successfully correct it?)
	    ○ Select one problem of practice that resonates with your jurisdiction's reality and design a process and tools to correct it. Share your plan.

Session D	**Guiding Question:** What evidence provides the assurance that educational practices in the jurisdiction effectively support inclusive learning environments?
	 • **Learning Outcomes:**
	    ○ Participants will articulate the evidence that assures the effective implementation of an inclusive learning system
	 • **Conceptual Knowledge:**
	    ○ Clean, achievable and measurable targets make success attainable
	    ○ Setting the right foundation for high-quality evidence-based conditions and practices assures the successful implementation of an inclusive education system
	 • **Procedural Knowledge:**
	    ○ Examine various documents from a variety of sources that articulate some of the conditions for successful inclusion. Identify which pieces of those documents might be useful and powerful when developing your own implementation plan
	    ○ Examine each condition you selected and identify the evidence that would prove that the condition was successfully met

	o *CONSIDER: What evidence will provide assurance that what you are doing is making a positive difference for ALL students. What conditions and criteria will you use to judge success? How will you gather evidence? How will you communicate and report your findings?*

SESSION A

Session A	How Has Education Changed to Respond to Societal Changes?

Essential Understanding: "Being" and "Doing" Inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being.

Guiding Question: How has education changed to respond to societal changes?
- **Learning Outcomes**:
  - o Participants will articulate how education has changed to respond to societal changes.
- **Conceptual Knowledge**:
  - o The government is responsive to the people.
  - o The 20th century model of education was designed in response to the Industrial Revolution and the societal needs of the people
  - o The needs of the 21st Century learner are different from those of the 20th Century learner
- **Procedural Knowledge:**
  - o Analyze the alignment between the historical documents and events within the context at the time
  - o Extrapolate the relationship between educational practices and events at that time in history, dating back to the Industrial Revolution and up to the current reality

A.1 Getting to Know Your Colleagues

A.2 What are your first reactions to the *Essential Understanding for Leading for Inclusion*? Discuss with your elbow partner to the right.

Essential Understandings are ideas that are: universal, have lasting value beyond the classroom and will always be with us.

As we begin to deepen our understanding about inclusion, consider how each competency relates to the Essential Understanding of "being" and "doing'' inclusion.

Essential Understanding Leading for Inclusion

"Being" and "Doing" inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being.

A.3   Thoughtbook Reflection: As a leader, this makes me think………

You will use your professional Thought Book throughout the four sessions of this learning module. To get you started, please read Tania Kotsos's article "Thought Power-Your Thoughts Create Your Reality": http://www.mind-your-reality.com/thought_power.html

"Your thoughtbook will serve as a tool for your personal reflections and thoughts throughout the entire module. It will be the place where you can write your 'ah ah" moments and learnings about inclusion, your growth as a leader, your challenges and ideas about possible solutions to overcome your challenges as a leader for inclusion in your jurisdiction, special quotes and reflections that "moved" you and stirred your heart… It is a place to record your thoughts and reflections.

Thought Power - Your Thoughts Create Your Reality

"Thought Power -
Your Thoughts Create Your Reality"
Tania Kotsos

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http://www.mind-your-reality.com/thought_power.html
By Tania Kotsos

Thought power is the key to creating your reality. Everything you perceive in the physical world has its origin in the invisible, inner world of your thoughts and beliefs. To become the master of your destiny, you must learn to control the nature of your dominant, habitual thoughts. By doing so, you will be able to attract into your life that which you intend to have and experience as you come to know the Truth that your thoughts create your reality.

For Every Outside Effect There is an Inner Cause: Every effect you see in your outside or physical world has a specific cause which has its origin in your inner or mental world. This is the essence of thought power. Put

another way, the conditions and circumstances of your life are as a result of your collective thoughts and beliefs. James Allen said it best when he said "circumstances do not make a man, they reveal him". Every aspect of your life, from the state of your finances to the state of your health and your relationships, is accurately revealing your thoughts and your beliefs.

It's an Inside Job: Most people have it back to front, believing that they feel or think a certain way because of their circumstances, not knowing the truth that it is their thought power that is creating those very circumstances, whether wanted or unwanted. By internalizing and applying this Truth, that your thoughts create your reality, you will grant yourself the power to create the changes you want to see manifest in your life. Reality creation is an inside job.

Your Thought Power is Limitless: There is a single, intelligent Consciousness that pervades the entire Universe, which is all powerful, all knowing, all creative and present everywhere at the same time - the Universal Mind. Your mind is part of this One Universal Mind and since your thoughts are a product of your

mind, it follows that your thought power too is limitless. Once you truly understand that your mind is one with the Single Source of All Power and that this power is within you, you will have found the only true source of infinite power for which nothing is impossible and impossible is nothing. Know that thought power comes from within. Accessing the source of All Power starts by looking inwards.

Your Thoughts are Alive: The greatest mystics and teachers that have walked the Earth have told us that everything is energy. This has now been undeniably confirmed by modern science. Your thoughts too are energy. William Walker Atkinson told us that "where mind is static energy, thought is dynamic energy - two phases of the same thing" and Charles Haanel went on to say that "thought power is the vibratory force formed by converting static mind into dynamic mind". Your thoughts are alive. Each time you entertain a specific thought, you emit a very specific, corresponding frequency or energy vibration.

What Frequency Are You On: The basic premise of the Law of Attraction is that like energy attracts like energy. You attract to yourself those things and circumstances that are in vibrational harmony with your dominant frequency, which is itself determined by your dominant mental attitude, habitual thoughts and beliefs. Mike Dooley, one of the presenters of the movie The Secret, fittingly suggests that if you want to know what a thought looks like, just look around you. Keep in mind these three words "thoughts are things".

Not All Thoughts Are Created Equal: The attractive power of any particular thought is determined by how often you have that thought and by the strength of the feelings or emotions associated with it. The more energy you give to a particular thought, the greater its power to attract its corresponding circumstance into your physical world through the Law of Attraction. Your one-off, passing thoughts do not have the same creative power as your habitual thoughts and beliefs. Remember, that it is of little use to entertain positive thoughts for just a short burst of time each day if you then proceed to think negative or unwanted thoughts for the rest of the day. A negative thought cancels the benefit of a positive thought and vice versa. Since your reality is the sum total of all your thoughts there are many factors influencing your life. This makes it difficult to directly join the dots between the cause (thought) and the effect (circumstance) but the causation is always there.

Use Thought Power to Change Your Life: It is your subconscious mind that is the storehouse of your deep-seated beliefs and programmes. To change your circumstances and attract to yourself that which you choose, you must learn to programme and re-programme your subconscious mind. The most effective and practical way to do so, is to learn the simple process of creative visualization. It is the technique underlying reality creation, making use of thought power to consciously imagine, create and attract that which you choose. Your imagination is the engine of your thoughts. It converts your thought power into mental images, which are in turn manifested in the physical realm.

Become Aware of Your Thoughts But Not Obsessed: It is important that you learn to be aware of your habitual thoughts and to appropriately adjust them so as to maintain an overall positive mental attitude. However, be careful not to become obsessed with every thought that enters your mind as this would be equally counter-productive, if not more so, than not being aware of them at all. Remember that to obsess over your negative, unwanted thoughts, is to give them power and as the saying goes, what you resist persists. So instead of resisting any of your negative thoughts, simply learn to effortlessly cancel them by replacing them as they arise.

Instantly Replace Unwanted Thoughts: To instantly neutralize the power of a negative thought, calmly and deliberately replace it with its opposite, positive equivalent. For instance, if you think to yourself "I'm not good enough, I will never succeed", mentally replace that thought with "I am good enough and success comes to me easily". You can also use the "cancel, cancel" technique made famous by the Silva Method. Each time you catch yourself thinking an unwanted thought, mentally tell yourself and the Universe "cancel, cancel" and immediately follow it up with a positive statement.

Tame Your Dominant Thoughts and Your Random Thoughts Will Follow Suit: It is estimated that the average person has between 12,000 and 70,000 thoughts a day. This is evidence enough to suggest that your goal should not be to control every thought. It is your dominant thoughts and beliefs that you must learn to bring under your conscious control as they are what largely determine your mental attitude. As you do, you will find your random thoughts themselves becoming more positive and more deliberate.

- The following words of Siddhartha Gautama Buddha perfectly capture the essence of thought power:

"All that we are is the result of what we have thought. The mind is everything. What we think we become."

In a nutshell, your life is the perfect mirror of your thoughts, beliefs and dominant mental attitude. Whether you realize it or not you are already creating your reality through your thought power. Every effect you see in your outside world has its original cause within you - no exceptions. To gain access to the greatest creative power at your disposal, you must learn to control the nature of your habitual thoughts and to align yourself with the One Source of All Power of which you are a part. Your thoughts create your reality - know, internalize and apply this Truth and you will see your life transform in miraculous ways." Tania Kotsos –

Your Thought Book is a reflective tool focused on leadership for an inclusive education system:

- **Remember the goal of the Thought Book** – it is YOUR thoughts, your "ah ah" learnings and thoughts that you record – not your colleague's;
- **It is not just a "notebook"** – what is important are your thoughts about the facts you've recorded – (hint: record notes and thoughts in different colours);
- **Focus on your learning about inclusion** – what are you learning, what do you think about that learning, how does it impact your leadership work in implementing an inclusive learning system and what actions will you do?
- Used in combination with the **CASS Practice Profile** an opportunity for reflection, thinking and planning for growth **coherent with the professional practice standard and competencies** can occur.

A.4 Changing Education Paradigms:
https://www.ted.com/talks/ken_robinson_changing_education_paradigms

After viewing the Robinson Video and reading the research related to change please:

Reflect and jot notes on your own: (approx. 10 minutes)
1. In the context of your school district which imperatives are a priority?
2. Where/how would you begin to address each in addressing the changing education paradigms as identified by Robinson?

Introduce yourself to someone "new" from another table and district – label yourself A and B.

- Engage in a "Paired Verbal Fluency" where the intention is to surface information, listen to your colleagues and stimulate or challenge thinking.
  - o Paired Verbal Fluency Protocol from Groups at Work—Strategies and Structures for Professional Learning: Laura Lipton and Bruce Wellman. 2011. https://www.miravia.com/

- Focus on the second question and listen to your partner. You will have three opportunities to share based on specific times the facilitator will manage.

  - Where/how would you begin to address each imperative in addressing the changing education paradigms as identified by Robinson?

    - Round one – 60 seconds. A then B share.

    - Round two – 45 seconds each.

    - Round three – 30 seconds each.

What the Research Says About Change

Showing up in the research are five imperatives for change/response. Below is a revised summary and the references follow:

A. The learning imperative

1. Research from the learning sciences, psychology and neuroscience provides convincing evidence that, with the right supports, all learners can be successful.
2. Instructional strategies derived from educational research indicate that learners are most successful when they:
   - learn collaboratively
   - exercise some choice in their learning
   - exercise some control in the pace of their learning
   - receive immediate feedback targeted to scaffold their learning
   - experience the optimum level of challenge
   - are supported in ways that meet their individual learning needs and address their personal interests.
3. In addition to emerging research, educators now have access to instructional practices and technologies that effectively reduce barriers to learning.
4. At the same time, new understanding of diversity and inclusion is blurring the line between the concepts of 'general' and 'special' education.
5. For example, recent case studies provide strong evidence that students with significant cognitive disabilities can, with systematic instruction and consistent modeling, acquire literacy and numeracy skills that enhance their ability to communicate and participate in learning.
6. Ensuring that all learners are successful requires that schools rethink how they organize instruction, deploy resources, and provide supports.

B. The demographic imperative

1. Research emphasizes the importance of an inclusive education system to Canada's growing cultural and linguistic diversity, as well as its effectiveness in addressing social inequities and providing equal opportunities.
2. Over the past decade, broader conceptions of inclusion have evolved alongside rapid demographic change. A growing First Nations Métis, and Inuit population, increased immigration, and a broader awareness of gender diversity, sexual orientation and changing family composition are reflected in Alberta's education system and are creating learning environments that are both complex and rich in possibility. In addition, there is a growing recognition of the number of learners affected by mental health issues.
3. An inclusive education system that responds to the needs of all learners, addresses factors—such as poverty, social exclusion, marginalization, and mental health issues—that contribute to gaps in achievement. In an inclusive system, individuals and groups who require additional assistance are supported through actions that ensure their presence, participation and achievement.

C. The human rights imperative

- Educational partners have a responsibility and duty to follow all applicable human rights legislation. Equitable access to learning opportunities requires intentional strategies that remove barriers to participation and learning.
- Some learners will require more or less support than others, at different junctures in their learning career.
- Some schools and communities experience issues of discrimination, racism, intolerance, bullying, violence and poverty that affect their sustainability and resilience.
- Understanding and respecting human rights helps counter these issues, and contributes to the creation of barrier-free learning environments that are welcoming, caring, respectful, and safe.

Equality vs equity

Equality ensures that everyone has equal access to public education, which is a fundamental right in Canadian society. It is tied to the concepts of human rights and social justice. Equality, however, does *not* address barriers that can prevent equitable access to and within the education system.

Equity, then, assures that those who need additional supports to access education, have the supports they need to participate in learning. In general, equity means fairness but does not necessarily mean equal. Equity is related to the concept of access.

Equity is the means (or the process) … **equality** is the outcome.

- Human rights, social justice and diversity are integral to Canadian society. Education plays an important role in the preparation of responsible and caring citizens who uphold these values. The proposed *Education Act* recognizes that education is the foundation of a democratic and civil society. (Preamble, p.10)

D. The community imperative

- One of the most important social policy perspectives to emerge in recent years is the awareness that no single institution can create all the conditions that young people need to flourish. In order to create lasting solutions to social issues on a large-scale, organizations need to coordinate their efforts and work together.

Collective impact

Collective impact is the commitment of a group of partners from different sectors to a common agenda for addressing important social issues. The underlying premise of collective impact is that no single organization can create large-scale, lasting social change alone.

- Involvement in the school community by parents, post-secondary institutions, and community partners contributes to the creation of more robust and supportive learning environments. A community-based approach to inclusion means that all partners are committed to sharing responsibility and being accountable for learner success.
- Community partnerships build stronger family and community networks, enhance community resilience, and promote positive attitudes to learning.10
- 10 Adelman, H. & Taylor, L. (2007). *Fostering School, Family and Community Involvement*. Washington: The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory: p. 3.
- Community partners play an essential role in inclusive education by collaborating to provide expertise, facilities, enhanced services and extended learning opportunities to both families and school staff.
- More community involvement gives learners greater exposure to different experiences and perspectives, leading to a more rewarding and productive life. Going beyond the classroom walls makes learning more authentic and meaningful. Learners also gain an appreciation for personal growth associated with giving back to the community.

E. The economic imperative

- The global economy is a rapidly shifting landscape, increasingly driven by technology and human ingenuity. An inclusive education system helps ensure all learners reach their full potential and have the opportunity to contribute and thrive in the new economy.

- The continued development of a skilled, knowledgeable, innovative and productive workforce is critical to Alberta's competitive advantage and economic sustainability. Conversely, there is an opportunity cost when the needs of all learners are not met.
- Economic prosperity and sustainability are increasingly linked to social-emotional health and well-being.
- Research shows that it is particularly valuable from an economic perspective to invest in supports and services for children and youth, especially those who are at risk of academic failure or early school leaving. This has been shown to significantly reduce future costs related to health care, social welfare and the justice system.

- As inclusive education focuses on opportunities for all learners, the effectiveness and efficiency of the educational system is enhanced

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✓ Winter, E., O'Raw, P. and the 2007-2009 NCSE Consultative Forum (2010). *Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs*. Trim, Co. Meath: National Council for Special Education, Ireland: pp. 10-11.

✓ UNESCO (2011).

A.5 Historical Timeline -- The Journey to Inclusion

Historical Overview of education in Alberta in response to growing diversity and legislation.

- Individually - Please read the historical timeline of public education In Alberta.
- At your table (of 6). Identify one person as the facilitator (the newest CASS member) and to the right of the facilitator count off 1-6. The facilitator leads the group in responding to each of the questions below. Person #1 addressing #1 and so on.
- Once all questions are responded to the facilitator will open the table conversation to respond to the question listed with the Alberta specific resources identified below: *How might the Alberta documents continue to influence your direction/actions today in creating a more inclusive education environment?*

Questions to respond to after reviewing the timeline.
1. Why did public education begin in Alberta?
2. How has public education evolved in Alberta?
3. What factors contributed to this evolution of public education?
4. How do you see public education continuing to evolve?
5. How has the policy of inclusive education contributed to this evolution?

Historical Highlights in Alberta
- 1850-1975 Indian Residential Schools existed
- 1860-80's parochial schools established (fees)
- 1881 public and separate schools(free)
- 1883-1905school systems established Constitution (taxes)
- 1977-Canadian Human Rights Act
- 1980's-present increasing immigration and decrease in rural populations
- 1982-Francophone School system established
- 1995-Charter schools established
- 2004 -Standards for Special Education
- 2009- Setting the Direction
- 2010-Inspiring Education
- 2013-Inclusive Ed policy established
- 2015-UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
- 2016-LGBTQ2+
- 2019-Professional Practice Standards legislated

Alberta Document	What was the provincial context when these were written? What was the problem to be solved?	What was the outcome?
Shaping the Future for Students with Special Needs (2000)	Lyle Oberg – Minister of Education - Jurisdictions were identifying students with special education needs. - Eligible students (needs aligned with Ab. Ed. Coding criteria) triggered special education grant for jurisdictions - Purpose of the review was to seek recommendations on streamlining provincial processes. - The process of identifying individual students needs for the purpose of funding was rigorous, labor intensive and costly	Outcome: profile funding based on 5-year trend for incidence.
Every Child Learns, Every Child Succeeds (2003)	Premier Klein launched an initiative called, "Alberta's Promise" This work was commissioned by the Minister to talk with Albertans, gather information and review the literature in an effort to provide recommendations for future design and planning for education 94 recommendations	Began the conversation about the need to transform the education system. Alberta Education reviewed all 94 recommendations and very few were implemented. Outcome: - Class size initiative - Hours of instruction - Maintain and build schools
Standards for Special Education -Ministerial Order 2004	Minister Oberg An identified need for accountability for students identified with special education needs.	Improved programming for students identified with special education needs

	Companion documents written; Essential Components Document speaks to boards in that students with identified special education needs must have access to an appropriate education program, accountability and appeals is also addressed.	Development of resources and professional development to deliver on this agenda
Inspiring Education and Setting the Direction (2008-2010)	Minister Hancock An initiative to engage Albertans in the future of special education and education	Setting the Direction Framework approved by Government providing 12 recommendations in the Government Response. Focus on Inclusive Education (one educational system) Inspiring Education White Paper outlining future focus on 21st century learning and the importance of the advances in technology Focus on Learning
Ministerial Order on Learning (2013)	Need to focus on learning	Appendix to School Act
Alberta Teachers Association: Report on the Blue-Ribbon Panel on Inclusive Education in Alberta Schools	Although the public generally embraced the philosophy of inclusive education concerns were expressed about the capacity and support for implementation. Purpose of the review was to focus on support for implementation	Findings of the report included: -we need more research, information re: inclusive education program delivery -implementation has not been sufficiently addressed - funding is important to support implementation
Standards of Practice (System Leaders and Superintendents_ 2019	Concerns about the acquisition of competencies for instructional leadership	Professional development focus on supporting skill development of competencies

Recent resources* addressing inclusive environments in Alberta

These documents have responded to the needs of Albertans at the time, with the intention of creating a more inclusive education system.

- Shaping the Future for Students with Special Needs – (2000)
- Every Child Learns. Every Child Succeeds (2003)
- Standards for Inclusive Education Alberta Education – 2004
- Inspiring Education -2010
- Setting the Direction Framework – 2009
- Alberta Teachers Association: Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools – 2014

*The Padlet includes resources identified in the list of Alberta documents identified below.
https://padlet.com/adminCASS/inclusion

A.7 The Evolution of Inclusion

YouTube video from Shelly Moore on **"The Evolution of Inclusion"** https://youtu.be/PQgXBhPh5Zo

A.8 Thoughtbook Reflection

Thought Book Reflection: **Where, in the Evolution of Inclusion, is my jurisdiction?**
As a leader in my jurisdiction, this makes me think about...
Where might I focus my own growth?

Visit the CASS Practice Profile to identify areas you wish to grow so you can best "Lead for inclusion".

SESSION B

Session B	What is an Ideal Inclusive Education System?

Essential Understanding: "Being" and "Doing" Inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being.

Guiding Question #1: What is an ideal inclusive education system?
- **Learning Outcomes:**
  - Participants will identify indicators of inclusion
  - Participants will develop a shared vision of an ideal inclusive education system.
- **Conceptual Knowledge:**
  - Alberta has an inclusive education policy and Principles for Inclusion
  - There is a difference between "being" and "doing" inclusion
  - Our values and beliefs drive the need to "be" and "do" inclusion
- **Procedural Knowledge:**
  - Examine Alberta's Inclusion Policy to determine what inclusive education is and who it is for
  - Extrapolate the values that are inherent in "being" and "doing" inclusion from a testimonial provided by an Albertan parent who is also a system leader

o Using the values that are evident in the testimonial of "being" inclusion, create a mentimeter of inclusion values

Guiding Question #2: Which educational competencies are required to lead effective educational practices that support inclusive educational environments?

- **Learning Outcome:**
  - o Participants will identify which educational practices best support inclusive learning environments
  - o Participants will analyze their local context and which current practices need to change in order to support inclusion
- **Conceptual Knowledge:**
  - o Support is required from many levels to successfully implement inclusion
  - o Reflection on one's practice can lead to improved practices to support inclusion
  - o Examine research about promising practices in education to inform pedagogical decisions and practices
  - o A continuum of supports, services and environments are required to serve the students and staff in inclusive learning environments
- **Procedural Knowledge:**
  - o Collate a list of ways that demonstrates how a jurisdiction can provide opportunities for meaningful professional reflection
  - o Examine the work of prominent educational researchers to discover high impact and promising pedagogical practices in inclusive education
  - o Identify how evidence-based high impact teaching practices align with your philosophy of an ideal inclusive education system

Explore the continua of supports, services and environments that currently exist in a variety of jurisdictions, especially those near to your own jurisdiction. Could some of these be useful in your own jurisdiction?

B.1 Thoughtbook Reflection

Thoughtbook Reflection:

I think "diversity" is…

I think "inclusion" is…

Understanding the relationship between "diversity" and "inclusion" is important to me as a leader of inclusion because…

- **Diversity** refers to the presence of people who, as a group, have a wide range of characteristics, seen and unseen, which they were born or have acquired. These characteristics may include their gender identity, race or ethnicity, military or veteran status, LGBTQ+ status, disability status, and more.

- **Inclusion** refers to the practice of making all members of an organization feel welcomed and giving them equal opportunity to connect, belong, and grow—to contribute to the organization, advance their skill sets and careers, and feel comfortable and confident being their authentic selves.

The main difference between the two is that diversity is a state of being and is not itself something that is "governed," while inclusion is a set of behaviors and can be "governed."

B.2 Practices within Inclusive Schools

Indicators of Inclusive Schools is a resource that:
- offers information and tools that leaders can use to support schools and school systems to reflect on how their schools are demonstrating a commitment to inclusive education
- helps school staff to develop strategies and action plans that strengthen inclusive education and ensure equitable access for all learners
- Information from this resource can be used to inform the 3-Year Education Plan and provide assurance to school communities that every student has equitable access to education. It contains a series of templates that jurisdictions can use to survey stakeholders and conversation guides.
- https://www.alberta.ca/inclusive-education.aspx?utm_source=redirector#toc-1

Describe practices (on the sticky* notes on your table) that you have observed that aligns with an "ideal" inclusive education system/environment? (Stickies *will be placed on wall charts later, ideas will be compiled for sharing, chart below is for your personal notetaking and/or highlighting indicators you wish to follow up with)

Indicators of inclusion at the Jurisdiction Level (Yellow sticky)	Indicators of inclusion at the School Level (Green Sticky)	Indicators of inclusion at the Classroom Level (Orange Sticky)

B.3 Principles of Inclusion- Carousel activity

The Principles of Inclusion (Alberta Education)

- Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.

- Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

Principles of Inclusive Education

The following six principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of Alberta's education system.

- **Anticipate, value and support diversity and learner differences -** Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
- **High expectations for all learners -** Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
- **Understand learners' strengths and needs -** Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
- **Reduce barriers within learning environments -** All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.
- **Shared responsibility -** All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.
- **Capacity building -** School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.

Alberta Education resource listing indicators of inclusion in categories found in the Padlet or https://education.alberta.ca/inclusive-education/indicators-of-inclusive-schools/everyone/resources-from-continuing-the-conversation/

B.4 Gallery Walk

Identify connections between what was observed in inclusive settings (your stickies from activity B.2) and place stickies that represent principles of inclusion on wall charts.

Using your CASS Practice Profile reflect on indicators and Alberta Stories of Practice shared. Identify the areas you wish to grow as a leader.

SLQS Competencies Refer to your practice profile for description for each competency as well as access to indicators. https;//cassalberta.ca/resources/practice-profile/	Your thoughts…. "Coherence" between "being and doing" and each competency.
Building Effective Relationships	
Modeling Commitment to Professional Learning	
Visionary Leadership	
Leading Learning	
Ensuring First Nations, Metis and Inuit Education for ALL Students	
School Authority Operations and Resources	
Supporting Effective Governance	

B.5 Know Thyself as a Leader – Video testimonial

As you watch the video reflect on:

As the principal of the school what would your reaction be? Does this view exist within your jurisdiction? As the jurisdiction leader how will you support this school leader and model leading for inclusion? Share one of your thoughts at your table.

B.6 The Lens of "Being" vs "Doing" Inclusion – testimonial

Dianne shared this story at CASS in the spring session and several weeks later received this email from Loriann Salmon – Foothills School Division

Hi Diane,

At CASS you shared with us your story of your son Ben, in supporting us in understanding "Being" and "Doing". Your story had a great impact on me. I was struck by your courage to share your story with us (speaks to your deep and committed desire for people to understand). Your story also profoundly impacted and deepened my thinking in a new way. I have always held great weight to inclusion being value based and the "Being" really brought this to light for me in a different way.

After CASS I went back to my division and had the opportunity to bring together leadership teams to lead learning on two separate days from every one of our school in the division. These teams were developing next steps in their strategic plans around safe, caring and welcoming schools (inclusive schools) using evidence-based practices...the doing. I spoke about "being and doing" and shared your story. I then asked each leader to share at their table a story of their being and how it impacted a student or family. After sharing their own stories, we did a mentimetre to make our thinking visible. I've attached the results from the two days. Honestly, people were silent in the room because they understood. When I asked them what their thoughts on what they were seeing on the mentimetre the depth of understanding and shifting in thinking around needing both be and do inclusion was so apparent. I've spoke for years about inclusion being value based and that our actions need to be tied to those values, etc., etc. I've never seen people "get it" like they did with Being and Doing. These teams then also went and presented to each other what they were "Doing" to support safe, caring and welcoming cultures so we could learn from each other. Honestly, every single leader that presented reflected during their presentation on the "doing and being". We just also had interviews for a new Director position and the applicants that applied that were there for that learning that day spoke to the Being and Doing in their interview. Our Principal rep who was there that day spoke to the Being and Doing. Diane, this has had impact.

Printed with permission from
Loriann Salmon – Foothills School Division

Discussion: At your table share your own stories of "being" inclusion instead of "doing".

B.7 "Walking Together" Towards Inclusive Education

As you read the article consider the following:

o   What does "Being" inclusion mean?
o   What is its relation to "Doing" inclusion?
o   What values are inherent in "Being" and "Doing" inclusion?
o   Who is served by Inclusive Education?

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Parkland School Division's (PSD) Board of Trustees, along with Superintendent Tim Monds, have established an ultimate goal of success and well-being for all students along with a mission to prepare, engage and inspire them to be their best in a quickly changing global community.

Foundational to this is creating quality learning experiences within a culture of wellness and inclusion. We, like most jurisdictions in Alberta, started the journey of creating an inclusive educational system many years ago. In the beginning, we read about and went to conferences on universal design for learning, read and reread foundational documents like Setting the Direction and connected with other jurisdictional leaders across the province. As we synthesized our learning, we articulated a common vision and identified expectations to create a common understanding of what we were trying to achieve.

We expect to see all students:
- Be meaningfully linked to the Program of Study;
- Have the supports and services they need to access educational programs;
- Be safe and healthy; and
- Feel they are welcomed and they contribute.

These expectations continue to guide the decisions we make on a day-to-day basis. However, some people still ask, "What does inclusion really mean? How do we do it? How do we know if we're doing it right?" These questions tell us we still have work to do.

Our division has created a culture where student success within inclusive environments is closely linked to well-being and the development of social-emotional assets that build resiliency. As a result, we've implemented an initiative focused on resiliency and hired a coordinator. We began to work on the implementation of comprehensive school health. Over the years, we have learned that wellness for both students and staff is foundational to developing a school and system culture that can deliver on our goal of student success within inclusive environments.

We have learned that inclusion is not just something you do, but also a feeling that is created; a feeling where everyone belongs, feels supported and believes they contribute to the community in a meaningful way. So, as our next step in the journey, we realized that in order for us to deliver on our agenda, we needed to be intentional about knowing thyself and knowing thy student. We asked ourselves, "What does this look like in PSD?"

Know thyself

Healthy adults nurture healthy students. Our central nervous systems are made up of energy. When we get nervous, anxious or feel inadequate, we begin to get activated and then that energy can show up in ways that are not always healthy; we try to do more, we shut down and fear trying something new, or we begin to doubt ourselves.

When we are activated and we come in contact with students who are activated, it can become uncomfortable and make it difficult for us to make sense of what it is we are trying to accomplish. Let's slow down. If we really do believe we don't need to have all of the answers right now, we can lean into that discomfort instead of running away from it. When we take time to know ourselves and learn to understand why we are responding in certain ways, we can be vulnerable in working with our students, families and colleagues to help us figure out our next steps.

To support our staff to better understand themselves, we offer professional learning opportunities that focus on wellness and getting to know thyself. We host workshops with a focus on yoga, mindfulness, physical literacy, walking groups and personal retreats. To model and nurture wellness among our leaders, we take time during administrative meetings to embrace a few mindful moments, engage in physical movement and have reflective conversations with our colleagues.

As an organization, we intentionally design space and opportunities for people to learn, share, grow, heal and connect. Adults who are well can build and cultivate environments where everyone feels like they belong and have contributions to make to the community. We need to create spaces where people can come together to identify and experience a sense of inclusion.

Know thy student

In order for us to remove barriers to learning and improve environments for each of our students, we need to really understand them. We need to know their back stories, hopes, dreams, passions and strengths. We need to be able to look at each one of our students and say, "I see you; I see you and you are enough just the way you are." In the wisdom of Brené Brown, we want students to belong and not just fit in. Embracing diversity means we see it as a strength that enriches us and helps us grow as individuals. As a result, we are more able to design programs where students are happy, healthy and successful, receiving the right supports and services so they can achieve the outcomes from the Programs of Study.

In PSD, teachers use a variety of tools to help them see their students. In Kindergarten to Grade 9, we use a classroom profile tool where teachers identify the degree to which students are engaged in different aspects of education such as literacy, numeracy, transitions and physical literacy. Some teachers send home interview questions for parents such as, "Are there holidays you don't celebrate and how would you like me to address these in the classroom?" Teachers use academic assessments as well as student interest inventories to get to know their students. Some even go to their students' community sports games.

One school used a "fish out of water" activity to identify students who they believe are not connected to at least two adults in the school. Then, every staff member took on one or two of those students and made it

their mission to really get to know and build a connection with those students throughout the school year. Building relationships is important to us and we continually look for additional ways to get to know students in more ways than just academics.

In educator Shelley Moore's video on transforming inclusive education, she helps us to see that when we design learning for those students on the edges of our classroom—for our students with the most unique and sometimes challenging needs—then we are more likely to make learning accessible for all. In this process, we are truly designing an inclusive environment.

In her Ted Talk, Under the Table, Moore also talks about the importance of presuming competence for all of our learners. Sometimes we make assumptions about what students can and can't do, and these assumptions can and will influence the design of our learning environments. When we presume competence and believe in our hearts that there are different ways of knowing and different ways of

demonstrating learning, then we are open to all of the possibilities that are available to us and our students.

When we lean in, when we get curious and walk beside our students to get to know them in deep and authentic ways, we see them and embrace them for all they are and, thereby, will be better able to identify what specific supports and services our students may need.

The union

As our wellness coordinator said about embracing stillness, "Let's imagine that time could be stopped just long enough so that we could all hold onto and bottle up the sense of well-being that we experience when we're doing exactly what we love. If we had the ability to maintain a sense of well-being in everything that we do and extend that feeling to all those with whom we come in contact, we would certainly ensure that all students were experiencing the division's ultimate goal of student success and well-being."

Perhaps, when we really know our students, know ourselves and are well, we may be better able to respond to the diverse needs in all of our classrooms. We will no longer need to ask, "What is inclusion?" and "How do we do it?" Wellness and inclusion are inseparable. We cannot truly build inclusive environments without focusing on wellness and quality learning. We need to take the time to get to know ourselves and our students to do this well.

We work in a complex human system and, as such, embracing a collaborative approach to problem solving is helping us move further along with inclusion. Let's continue to make inclusion, wellness and quality learning a priority and take action based on what we know about ourselves and our students. Let's lean further into the discomfort and learn from both what worked and what didn't work. Let's walk together. (with permission)

(Walking Together Towards Inclusive Education. The CASS Connection. Volume12, Issue 2. Fall 2016. Pages 17-19. Dr. McConnell brings over 25 years of experience as a lifelong educational leader, registered

psychologist and teacher. She's been an Associate Superintendent since 2013 with a focus on Inclusion and Early Childhood Development. Leah Andrews has been PSD's Director, Learning Supports since 2011 serving teachers and students in the areas of Curriculum, Assessment, Student Services and Inclusion.)

Following your reading discuss with your table colleagues the following:
o   How has your understanding of inclusion changed/expanded using the Essential Understanding?
o   What is the role of the superintendent in leading the move towards a more inclusive learning system? (with the other system leaders, the teaching staff, parents, students, community partners in education, etc.)

B.8 Josh's Story

https://www.youtube.com/watch?time_continue=12&v=aYyK5ot91OE

As you watch the video consider: What is the role of the superintendent in this case? Which competencies are they modelling? Are there areas for growth you would wish to pursue in relation to your own capacity and this situation?

B.9 "Donna becomes Don"

Donna becomes Don is the story of the courageous young person who begins the journey of transitioning while still in elementary school (age 12, grade7) within a conservative school district that has next to no resources. The intent of this case is to stretch the thinking of those teachers and administrators who are uncomfortable, or who have not worked, with transgender youth before, in hopes that they will be more prepared and open when the occasion presents itself. Don's story serves to illuminate the changing needs of students on the margins. Teachers and school administrators need to gain awareness, and develop skills and professional qualities, which will better serve the youth for whom they are caring.

Overview/Analysis:

I have known Don since he was born. His birth date is four months before that of my first son. His mother and I enjoyed visits at Starbucks to nurse our babies and talk about our changing lives. I have known Don his entire life and I am honoured that he wanted to share his story with teachers and teacher educators. He said, of being interviewed for this chapter, "if it can help other kids like me, I am all for it."

For as long as she could remember, Donna did not want to be a girl. This inner conflict existed throughout her childhood development. Donna resides in a rural area and excels in sports, many of which are male dominated, such as mountain biking, skiing, snowboarding, and dirt biking. Although she self-identified as a tomboy, everyone assumed she was a boy.

At the age of 12, Donna happened upon a video online of a female youth's story of transitioning to a male. Seeing this video opened up Donna's world to the reality that gender re-assignment was a possibility for her. Donna's disclosure to her parents and extended family was met with support from some, and resistance from others.

Donna attended a French Immersion elementary school within an interior region of British Columbia, Canada. The school demographic is comprised of middle-class families, with traditional values, taking

advantage of the opportunity for their children to learn French from an early age. Donna started at the school in grade 1 and established a nice social group of friends who were progressing together as a cohort through their primary and intermediate years. This narrative is a result of interviews with Don, which were conducted to help identify the issues and problems that he faced as a transitioning youth in the public-school system in a small city in central B.C.

Donna had known from a very young age ("all my life") that he was born into the wrong gender. "I always dressed boyish and acted boyish. I called myself a tomboy and so did everyone else." In the summer before grade 7, Don was browsing the internet. He came across a video of a girl transitioning to a boy. Don never knew this was possible until he saw the video. He learned that such a transition could occur for him. The idea of being born into the wrong body was validated when he learned that there were others besides himself with similar thoughts and feelings. It was very liberating for Don to see this story online.

Don disclosed to his parents first about his wish-and-need-to transition. When Don returned to school in grade 7, he became more public about his wishes and needs. Having a transitioning youth in their classroom was extremely new for the teaching staff. According to Don, "They were trying to accommodate me, but they didn't know what to do." What Don was seeking from his teachers and principal was a resolution about where he might go to the bathroom, and how gym class was going to play out. These were the logistical and practical things that needed to be resolved. At the same time, he was seeking support and resources from the school staff that had known him for seven years. The teachers and administration in the school simply did not know how to manage Don's requests and needs.

At times, Don felt isolated and excluded, yet never wavered from his commitment to his personal journey. There was "really not anywhere to go for support at school." His parents were his greatest advocates, and they approached the school to try to come to a working solution for their son. The bathroom was the biggest challenge. Don didn't feel comfortable using either the girls' or the boys' bathroom at this point in his transition, so it was decided that Don would use the custodian's bathroom. Yet, the problem with having a separate bathroom from all the other kids was that Don was ostracized and had to be stealthy in his bathroom visits so that he wouldn't be seen entering or exiting that bathroom by other students.

Some of Don's peer group still referred to him using the "she" pronoun. It was taking some time for his friends to get accustomed to the change. One of Don's best friends in grade 7 came from a religious background where Don was only allowed to be called "she". Don accepted that.

Don described his grade 7 year. "The teachers were old fashioned, with old fashioned ways of thinking. The teachers did not know how to deal with things, especially the principal." Typically, counsellors are not part of the staff at the elementary level; however, Don had the chance to work with an 'area counsellor' in the district. They never did meet.

For the years since Don's disclosure, his greatest supports have included his parents, friends, and outside agencies or groups who walk alongside individuals who are transitioning. His schools were not places of support. For youth in transition, the education system needs to be more responsive in its concern and care for transgender individuals. Schools are a place where students need to feel safe amongst their peers, where they can be themselves, take risks, and find their authentic path. The experience that Don had with his elementary school teachers and principal was problematic and needs to change.

Problem Statement:

Gender dysphoria is a general term used to refer to an individual's discontent with their assigned gender. People with gender dysphoria may be very uncomfortable with the gender they were assigned, sometimes described as being uncomfortable with their body (particularly developments during puberty) or being uncomfortable with the expected roles of their assigned gender. The term, transgender, refers to the broad spectrum of individuals who transiently or persistently identify with a gender different from their gender at birth (Parekh, 20167).

The prevalence of gender dysphoria in teenagers in on the rise. Transgender youth are presenting at clinics for treatment related to gender dysphoria in higher numbers than previously seen (de Vries & Cohen-Kettenis, 2012). Similarly, at the Children's Hospital in Vancouver, BC, the clinic has seen a dramatic in the number of teenage patients from 2006-2011 (Khatchadourian, Amed, & Metzger, 2014).

Transgender and gender non-conforming youth face challenges at home, at school, in foster care, and in juvenile justice systems. (National Center for Transgender Equity, 2017, para. 1). The National Survey of School Culture found that 75% of transgender youth feel unsafe at school, and those who are able to persevere had significantly lower GPAs, were more likely to miss school out of concern for their safety and were less likely to plan on continuing their education. (National Center for Transgender Equity, 2017, para.

1). When Don was asked what could have been done differently during his elementary school days, or what can teachers learn from the experiences they had with him, he replied, "They could have been more supportive, more open. There was so little emotional connection for me with the teachers." This chapter poses the question, "Do you see a role in teacher education courses or training in addressing this issue?"

Few providers (including educators) feel knowledgeable and comfortable enough to treat transgender people, and even fewer feel comfortable treating (working with) transgender youth. As teachers may be the first point of contact for a youth (besides their family members), it is essential that teachers prepare themselves for supporting individuals who may be in their direct care. Teacher education programs and pre-service professional development provide opportunities for instilling knowledge and developing comfort for teaching professionals.

The case study presented in this chapter enables teacher educators and developing teachers and administrators to see the need for personal and professional growth when working with marginalized youth. As the transgender population continues to increase (particularly in teenagers), so must the knowledge, skills and understanding of those who are responsible for serving them. Diversity has become the norm in our schools and in society. Teaching to diversity is the only way our schools, and the education system with which we teach, will be responsive and responsible to today's youth.

Discuss: with your elbow partner outline what you understand a continuum of supports and services means?

B.10 What are System Wide Approaches to Supporting All Students

What is a Continuum of Supports and Services?

- These are supports and services that are provided through a multi-tiered model that range from system-wide, preventative **services** that provide **support** for **all** students, to intensive, individualized **supports** for severely struggling students. Continuums of supports and services are multi-tiered problem-solving models that include a broad spectrum of supports and are evidence-based. Continuums of supports and services are a "reach beyond the classroom" to find the supports and services that will meet the needs of learners. These services are often provided by community agencies and organizations. Some models of continuum of supports and services can be explored at the included link:

  With your table colleagues, consider the supports and services required to appropriately serve students within an inclusive educational setting and develop a **continuum of supports and services** for a jurisdiction. Some participants will already have done this work within their jurisdictions, so use their knowledge and experience in your work.

  Post your table's continuum of supports and services on the wall when completed.

  Examples of Continuum of Support – Manitoba Education
  https://www.edu.gov.mb.ca/k12/specedu/fas/pdf/2.pdf
  Google "images" of continuum of supports for visual representation.

  - Designing a continuum of supports and services begins with knowing **Who are your students?**
    - What considerations are needed in developing a continuum of supports and services for a jurisdiction?
    - What are the challenges? How can the challenges be overcome?
  - Individually: Draw a table in your thought book with three columns.
    - In column one identify "who your students are"
    - In column two identify what information you use to identify their needs. (column three comes in the next section)

  - With a partner identify who your students are focusing on the information you use to identify their needs.

B.11 Supporting All Students – Alberta Strategies/Approaches

Alberta school authorities make use of different strategies s and approaches to address their continuum of supports and services.   Consider:
- UDL – Universal Design for Learning
  - http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-0/udlg_graphicorganizer_v2-0.pdf
- RTI – Response to Intervention
  - https://education.alberta.ca/media/464641/video-discussion-guide-9-rti.pdf

- CRM - Collaborative Response Model
    - https://www.jigsawlearning.ca/what-we-do/collaborative-response-model
- DI – Differentiation of Instruction
    - http://differentiatedinstruction.ca/
- PBS-Positive Behavior Supports

    - http://www.learnalberta.ca/content/inspb1/html/introduction.html

What are other strategies that may be listed here?

With a partner – in column three identify what strategies you use that that has the most impact in supporting inclusion/student learning?

B12 "Table" Jig Saw – Resource Review

Resources to support the needs of students that are Indigenous Education, English Language Learners and LGBTQ resources

In your table group of 6 choose one resource to review and complete this summary chart.

Share with your colleagues.

Ideally – record your summary online at: https://docs.google.com/document/d/1bt11EJR8Y5di-N-M37dh8DoL38YOAxNE5L4nA4A9g6M/edit?usp=sharing

Name of resource	Highlights of resource	How you would use the resource "leading for inclusion".
Indigenous Education resources		
1. https://www.alberta.ca/first-nations-metis-and-inuit-education.aspx		
2. https://nctr.ca/reports2.php		
3. https://www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx		

4. http://empoweringthespirit.ca/		
Others?		

English Language Learners resources

5. Alberta Education's Inclusive Education Library http://www.learnalberta.ca/content/ieptLibrary/index.html		
Others?		

LGBTQ (Choose one resource to review)

6. Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions		
7. https://www.alberta.ca/safe-and-caring-schools.aspx		
8. Bill 24: An Act to Support Gay Straight Alliances https://www.alberta.ca/assets/documents/edu-bill-24-legislative-requirements.pdf		
Others?		

B13. Collaborative Partners

Jurisdictions can grow their support for ALL students through accessing the support and services of community partners and agencies.

Brainstorm a list of your current partnerships and others that you might consider.
Collaborative Practices and Partnership Toolkit
https://education.alberta.ca/media/1089038/searchabletoolkit.pdf

B.14 Thoughtbook Reflection/ Practice Profile Growth Plan

Thoughtbook Reflection:

How has using a conceptual lens of "Being" and "Doing" Inclusion helped you to deepen your understanding of inclusion and your role as superintendent or system leader in leading inclusion?
Are there areas where you wish to enhance and grow your practice? The Revisit the practice profile to share where your work is supporting inclusion as well as where you may identify areas you wish to grow.

SESSION C

Session C	What are the problems of practice/challenges and possible solutions to implementing Alberta's Inclusion Policy and Principles of Inclusion?
Essential Understanding: "Being" and "Doing" Inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being.	

Guiding Question: What are the problems of practice and possible solutions to implementing Alberta's Inclusive Education Policy?

- **Learning Outcomes**:
    - o Participants will identify existing problems of practice to implementing and supporting Alberta's Inclusive Education Policy at both jurisdictional and provincial levels
    - o Participants will develop solutions to the identified problems of practice
- **Conceptual Knowledge**:
    - o Multiple problems of practice exist in supporting inclusive learning environments
    - o Understanding that a problem of practice exists enables people to be proactive towards solutions
- **Procedural Knowledge**:
    - o "Unpack" some of the known problems of practice that you face in your jurisdiction (e.g. What are some of the issues related to the problem? What makes it problem of practice? Why does the problem of practice exist? What would it take to successfully correct it?)
    - o Select one problem of practice that resonates with your jurisdiction's reality and design a process and tools to correct it. Share your plan.

C. 1 Adaptable Minds

"You have to reach the heart before you can teach the head." *Christa Nichols, Principal of Tomahawk School*

The video Adaptable MInd helps us understand this foundational shift of incorporating the heart into our work. Michael Fullan, in his book "Leading Change", speaks of the moral imperative of our work in education and that significant change only happens when we have the heart to do the work.

Discussion:
How does having an adaptable mind help us in our work with inclusion?

How does an adaptable mind help us to identify problems of practice?

C.2 Competence is……

"competency" means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard; e.g., Visionary Leadership

C.3 Transforming Inclusive Education

https://www.youtube.com/watch?v=RYtUlU8MjlY

Changing how we do things is not always easy. Yet, it is sometimes necessary to achieve our goals. When we review Alberta's Policy on Inclusion and Principles of Inclusion, we realize that some of that work is difficult to do, that there are challenges or problems associated with doing that work. These problems can become the two end pins in Shelley Moore's ten-pin bowling example:

- It is not always easy to accept responsibility for ALL students and to demonstrate universal acceptance of and belonging for ALL students
- It is not always easy to understand the learning needs and the social-emotional needs of ALL students, especially those with physical or mental disabilities, those who are transgender, those of migrant children escaping from war-torn countries or starvation, etc.
- And we frequently don't think to include LGBTQ students, immigrant students with ESL needs, gifted students, FNMI learners, medically fragile, and others in our planning for inclusion.
- And what about those students in the middle of the ten-pin bowling set up, the average learners who generally are the focus of teachers who "teach to the middle"? Do we include them in our thinking and planning for supporting inclusive education?

C.4 and C.5 Valuing All Students

https://www.youtube.com/watch?v=hc3TsCsmWuQ

"We need to be clear that diversity is an essential part of the human condition and needs to be anticipated and celebrated." *Dr. Dave Edyburn, Associate Professor University of Wisconsin, Milwaukee*

- What did you hear or observe in the video that reflects your school or school authority's practices?

- How has your understanding of "an inclusive education system" changed (or stretched) as a result of watching this video?

- What problems of practice are impeding your jurisdiction from meeting the learning needs of all students?

This video describes a strength-based approach to supporting and valuing students.
https://m.youtube.com/watch?v=mU5WO93Kw4E

C. 6 Thoughtbook Reflection/Practice Profile Growth Plan

In my work as a system leader leading for inclusion, am I serving ALL students or are some "left standing"?

If so, which students are left standing? How might we better include these students?

C.7 Problems of Practice – Chat Stations

The following have been identified as some common problems of practice:

- Staff feel they do not have the capacity to be inclusive in their practices.
- Staff are overwhelmed with the number of needs in their classrooms.
- Staff feel they do not have adequate resources to meet the needs of their students.
- Pressure regarding Human Rights and litigation is becoming an increasing concern for jurisdictions.
- Staff may have a poor understanding of what inclusion is and where their jurisdiction is heading.
- Siloed approach to the delivery of services-consultative model VS embedded.
- Staff may have a fixed mindset around inclusive practices.

    ○ What about the other kids?
    ○ I am scared!

- What strategies and approaches can you pursue to address these problems of practice? Are there areas our wish to grow so you can best support the problem and the staff you are supporting?

C.8 Getting to the Root of the Problem of Practice

The following website has several tools which school and system leaders can use to work with their educational communities when establishing inclusive learning environments.

In addition, there are surveys for each of the five dimensions which can provide leaders with valuable information when determining the roots of the problems of practice in inclusion.

https://education.alberta.ca/inclusive-education/indicators-of-inclusive-schools/everyone/resources-from-continuing-the-conversation/

C.9 Action Planning

Action Planning Guide (Alberta Education) Indicators of Inclusive Schools: Continuing the Conversation 2013
Discussion Questions:
Goals and Objectives

- What are the overall goals of any actions planned to address the identified challenge?
- What specific objectives are tied to these goals?

Policy • Does the jurisdiction or the school have a policy that directly addresses the identified challenge? • What other existing school- or jurisdiction-level policies directly or indirectly affect the identified challenge? • What policy changes are required in order to address the identified challenge? Are these changes within our control? What barriers stand in the way of these changes? • What specific short-term, medium-term and long-term actions are required for these changes to happen? Who needs to be engaged, and what process will this take? Who will lead this action? • What are the expected timelines in which these changes will reasonably occur?

People • Who are the people that can most effectively influence the challenge? • Who is in the best position to engage them? What is the key message? • Who else will need to be engaged in order for change to occur? What supports or information will they need? • Who will be most affected by any changes that happen? How will the process of change need to be communicated to them (and their parents)? • Who else needs to know that these changes are in progress (i.e., community partners, parents, other schools)? How will they be engaged, and who will communicate with them?

Leadership • What role will jurisdiction and school leaders play in supporting the identified changes? • What specifically is required from them (short-term, medium-term and long-term actions, time, behaviour)? •

What tools, resources or information will they need to support any changes? • How will they most effectively be engaged? Who will engage them?

Infrastructure • What existing infrastructure (i.e., policies, human resources, communications processes, technology) is in place to support the required changes? • Are these being used to their maximum potential?

How can they be leveraged to better support the identified changes? • What specific short-term, medium-term and long-term actions are required to better leverage existing infrastructure? Who will lead these actions? • Are any of the required infrastructure components inadequate or missing altogether? What is required to secure these components? What specific short-term, medium-term and long-term actions are required for this, and who should lead these actions? • What procedural or operational changes will result from these infrastructure changes? • Who will be most affected by any procedural or operational changes? How will they be engaged, and who will communicate with them?

Data Collection • How can it be determined that the action plan has made a difference? • What information is currently being collected that could demonstrate this? • What new information might need to be collected to demonstrate this?

A Guide to Support Implementation: Essential Conditions https://cassalberta.ca/planning-for-implementation/
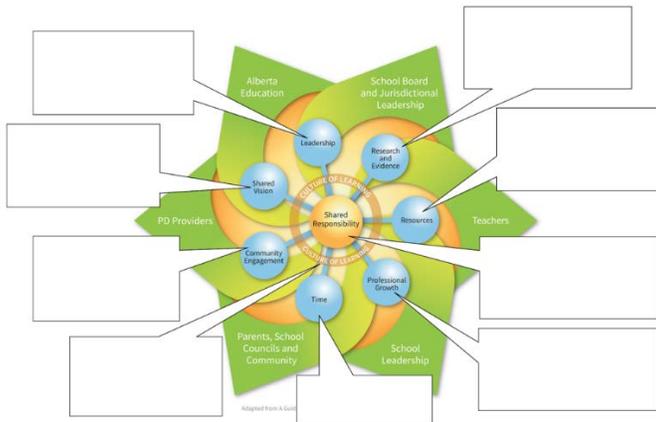
C 10 Thoughtbook Reflection/Practice Profile

"In the volatile, uncertain, complex, and ambiguous world of education today, leaders need to take an engaged, activist, and courageous approach to help build optimistic futures for all students." Transformative "leadership can promote academic achievement, family and community empowerment, democratic engagement, and global citizenship." Shields. Carolyn M., _Transformative Leadership in_

Education

Inclusive education needs transformative leadership to…

Do I consider myself a transformative leader? Am I up to the challenge? What supports do I need?

SESSION D

Session D	What evidence provides the assurance that educational practices in the jurisdiction effectively support inclusive learning environments?

Essential Understanding: "Being" and "Doing" Inclusion becomes the lens through which we develop mindsets of respect, understanding and belonging, leading to a natural way of being.

Guiding Question: What evidence provides the assurance that educational practices in the jurisdiction effectively support inclusive learning environments?
• **Learning Outcomes**:
    o Participants will articulate the evidence that assures the effective implementation of an inclusive learning system
    o Participants will develop an implementation plan for inclusion for their division
• **Conceptual Knowledge**:
    o Clear, achievable and measurable goals and targets make success attainable
    o Satisfaction of stakeholders is foundational in the assurance model
    o Setting the right foundation for high-quality evidence-based conditions and practices assures the successful implementation of an inclusive education system
    o Personal commitment on the part of leaders to lead the work is an essential condition for success
    o Personal commitment on the part of staff to learn the work is an essential condition for success
• **Procedural Knowledge:**
    o Examine Fullan's work on "external and internal accountability"
    o Develop a process to measure satisfaction of stakeholders
    o Examine various documents that articulate conditions for successful inclusion and identify which pieces of those documents might be useful and powerful when developing a local implementation plan for inclusion
    o Develop an implementation plan for inclusion for your jurisdiction

D. 1 Alberta Stories of Inclusion in Practice

Individually reflect and record your story about "Being" and "Doing" inclusion. Partner with a new colleague and share your story.

After you have each shared your story "interview" one another making use of the following questions.

1. How do we know that our leadership to develop/enhance inclusion in our jurisdictions are making a positive difference for students?

2. What evidence should we be looking for?

Once your interview is complete is there anything to add or adapt in your story? Have you thought of what your "next practice" might be? Please add this to your story as well as your name, contact info and jurisdiction. We will compile all stories for sharing.

D.2 Assurance Model

Accountability and Assurance

The inclusion imperative for boards: redefining board responsibilities to support organizational inclusion

https://www2.deloitte.com/insights/us/en/topics/value-of-diversity-and-inclusion/redefining-board-responsibilities-to-support-organizational-inclusion.html

Professional Capital as Accountability – Michal Fullan

https://michaelfullan.ca/wp-content/uploads/2015/03/1998-6996-1-PB.pdf

- In this new professional **accountability** model, the **external accountability** that reassures the public that the system is performing in line with societal expectations continues to be an important role of educational systems, but it is nurtured and sustained by the development of strong **internal accountability**

- **Also calls internal accountability as collective accountability**
  - priority for policy makers should be to lead with creating the conditions for internal accountability, that is, the collective responsibility within the teaching profession for the continuous improvement and success of all students.

Discussion: Talk with your table partner about:

- What the difference is between assurance and accountability?

- And how you will support professional capital and nurture internal accountability.

Planning for effective Professional Learning ": Guide to Comprehensive Professional learning

https://cassalberta.ca/planning-for-implementation/

D.3 Evidence of an Effective and Successful Inclusive Education System

Santiago Rincón-Gallardo Michael Fulla , (2016),"Essential features of effective networks in education",
Journal of Professional Capital and Community, Vol. 1 Iss 1 pp. 5 – 22.

https://cassalberta.ca/conferences-workshops/2019-cass-annual-learning-conference/?tab=2
Identifies the value of networking in building staff capacity to work towards common aims.

D.4 Thoughtbook /Practice Profile Reflection

Review and reflect on the guided questions for this module
- How has education changed to respond to societal changes?
- What is an ideal inclusive education system?
- Which leadership competencies are required to lead effective educational practices that support inclusive learning environments?
- What are the problems of practice and possible solutions to implementing Alberta's Inclusive Education Policy?
- What evidence provides the assurance that educational practices in the jurisdiction effectively support inclusive learning environments?

A change I will make in my administrative practice(s) as a result of my learning is…

References:

1. **The Inclusion Lottery: A Game of Chance With a Child's Education**. Bruce Uditsky – CEO, Inclusion Alberta
   - could be put on the resource list
   - Would generate good discussion, as this issue has been in existence for many years.
2. **The Scholarship of Inclusive Education Podcast Series:**
   - Could all be on resource list, especially episode 4 (teacher education for inclusion), Episode 5 – school university collaboration for inclusive education, episode 9 – inclusive education and school and system reform, episode 12 on technology and inclusive education, and episode 13 – Jacqui Specht on inclusive school leadership.
     - episode 7 – Dr. Jennifer Katz - 3 block model of UDL (18:53),
3. **If Inclusion Means Everyone, Why Not Me?** – I would put this reading on the resources list – it's a very good sharing of a research study that identifies barriers that students with intellectual disabilities and their parents/guardians face in Ontario's public school system. Very informative.

4. **Exploring Leadership Practices Through Case Inquiry** – Supporting Inclusive Schools, August 2018 – Ontario College of Teachers. 8 different commentaries designed to support critical inquiry and professional dialogue. Each case consists of a case from practice, discussing the case, commentaries on the case, and reflections on the case commentaries. These could be used by school and system leaders back in their jurisdictions and include written forms to use for feedback/reflections. One of the commentaries could also be used within the module but would take probably 30 to 45 minutes to get through.

5. **Disabling segregation:** Dan Habib at TEDxAmoskeagMillyard – parent of a child with CP shares the parent perspective about inclusion (in regular classes etc.) and belonging. (17:57) Also discusses the danger of low expectations, inappropriate age treatment, segregation, specialized classroom placements. Also discusses studies that show peers without disabilities benefit from the presence of students with disabilities; importance of social/emotional experiences over academics. Great resource focusing on physical disabilities and the importance of inclusion in all aspects of life!

6. **Case Inquiry:** This recent article appeared in the Globe and I believe may well reflect some of the experiences that our families have experienced and would potentially be a valuable discussion.
   https://www.theglobeandmail.com/canada/education/article-educating-grayson-are-inclusive-classrooms-failing-students/?utm_source=Shared+Article+Sent+to+User&utm_medium=E-mail:+Newsletters+/+E-Blasts+/+etc.&utm_campaign=Shared+Web+Article+Links

7. **UDL -Jennifer Katz:** her research and 3 block model would be an interesting discussion on its approach.
   http://www.threeblockmodel.com/the-three-block-model-of-udl.html

8. **Collaborative Response Model:** (Jigsaw Learning) –bitly link to video on YouTube: http://bit.ly/crmoverview. Drawn "map" description of how CRM works and the essential elements. Could put this in the resources list.

9. Link to Resources page on website: http://jigsawlearning.ca/resources/resources-collaborative-response-model/

10. **Dr. Loreman's , scholarship of inclusion: podcasts offer some interesting perspectives that should be shared** https://concordia.ab.ca/education/faculty/dr-tim-loreman/the-scholarship-of-inclusive-education-podcast/