Leading for Inclusion
Welcome

Once settled please visit the chart paper and respond to the sentence stems
- What I know
- What I think I know
- What I want to know

Treaty 7 Land Acknowledgement

We acknowledge Treaty 7 territory – the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika nations as well as the TsuuT'ina First Nation and Stoney Nakoda First Nation and the traditional homeland of the Métis Nation. of Alberta. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

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Getting to Know Your Colleagues

- Introductions

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Module Learning Overview

Session A	#1-Context for learning module #2-How has education changed/changing to respond to societal changes?
Session B	#1-What is an ideal inclusive education system? #2-Which educational practices support inclusive educational environments?
Session C	What are the problems of practice/challenges and possible solutions to implementing Alberta's Inclusive Education Policy and the Principles of Inclusion?
Session D	What evidence provides the assurance that educational practices in the jurisdiction effectively support inclusive learning environments?

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Leading for Inclusion
Module Outcomes

- Strengthen your practice to develop and sustain inclusive learning environments

- Examine relationship between competencies within all of the Standards to support your capacity to lead for inclusion

- Examine and lead educational practices for implementation of inclusive environments

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Resources

https://padlet.com/adminCASS/inclusion

Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context,

and the superintendent's decisions about what leadership knowledge and abilities to apply,

result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context,

and decisions about what leadership knowledge and abilities to apply,

result in quality teaching and optimum learning for all school students.

Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context,

and the teacher's decisions about which pedagogical knowledge and abilities to apply,

result in optimum learning for all students.

Supporting Implementation of the
Professional Practice Standards
CASS 2018

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Alberta Education Terms

"Standard"

A standard (Small S) is a policy that identifies the requirements for the competent professional practice of members of a profession. In turn, Alberta's "Capital S" Standards were signed as Ministerial Orders in February, 2018 making all teaching professionals accountable for their applicable standards to the Minister.

Alberta Education Terms

"**Competency**" means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context.

"**Descriptor of the competency**" The sentence that describes the competency.

"**Indicators**" means actions that are likely to lead to the achievement of the competency

CASS SLQS
Support for Implementation

- https://cassalberta.ca/

- Competency Overview

- Learning Modules

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Support for Implementation
Superintendent Professional Practice

The Superintendent Leadership Quality Standard*

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

Superintendent Leadership Quality Standard:
PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

A suggested approach for using this tool:

Evidence in Practice   **Areas for Growth**

System Education Leader:
PRACTICE PROFILE

The System Education Leader Practice Profile is described by competencies system education leaders may consider as part of their role. The competencies in this Practice Profile are from Alberta Education's Superintendent Leadership Quality Standard and the Leadership Quality Standard and are intended to reflect the roles and responsibilities of system education leaders.

Quality system education leadership occurs when the system education leader's ongoing analysis of the context, and their decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Supporting First Nations, Métis and Inuit Education for All Students
- Sustaining Effective Instructional Leadership
- School Authority Operations and Resources

A suggested approach for using this tool:

Evidence in Practice   **Areas for Growth**

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https://cassalberta.ca/resources/practice-profile

Superintendent Leadership Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

the success of all members of the school community in their respective roles requires inclusive environments in which diversity is embraced and its members are welcomed, safe, cared for and respected.

Whereas

superintendents play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students are realized.

Whereas

quality leadership occurs best when superintendents collaborate with teachers, principals, school jurisdiction leaders, school councils and parents in enabling all students to achieve their potential.

Whereas

the professional practice of teachers, principals, school jurisdiction leaders and superintendents must be informed by current, relevant educational research, with a focus on career-long improvement.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all superintendents in the province.

Concept-Based Learning Framework

- Replicates the design of Alberta's exploration for a proposed new curriculum

- Module design on a concept-based learning framework

Concept based Learning: Framework Key Elements

- Essential Understanding

- Guiding Questions

- Learning Outcomes

- Conceptual Knowledge

- Procedural Knowledge

Essential Understanding

Essential Understandings are ideas that:

- Are universal

- Have lasting value beyond the classroom

- Will always be with us

Essential Understanding for Inclusive Education

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

"Being" Inclusion

"Doing" Inclusion

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A2: Discuss with your elbow partner

What are your first reactions to the Essential Understanding for Leading for Inclusion?

Discuss with your elbow partner to the right.

Guiding Questions

Questions that guide the lines of inquiry for each of the different concepts to be learned.

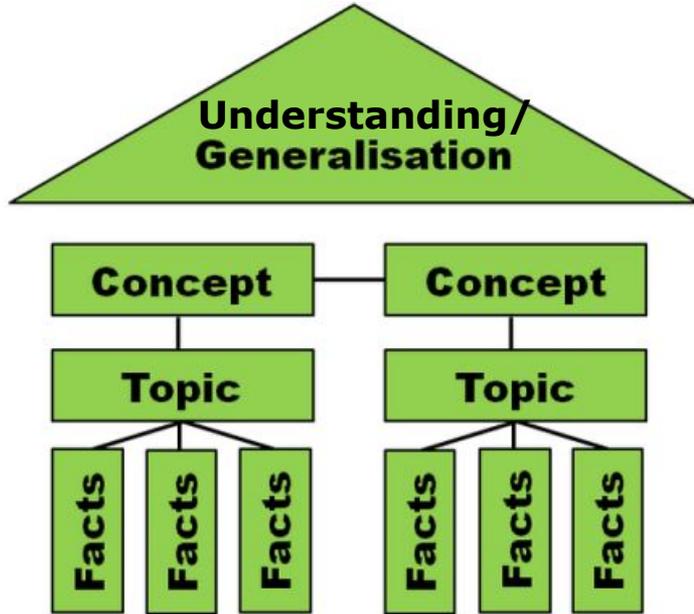CASS College of Alberta School Superintendents

Learning Outcomes

Statements that articulate what the learners will **K**now, **U**nderstand and be able to **D**o (**KUD**) as a result of the learning experiences.

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Conceptual Knowledge

Understanding/Generalisation

Concept — Concept

Topic — Topic

Facts Facts Facts — Facts Facts Facts

This Photo by Unknown Author is licensed under CC BY-SA-NC

Knowledge that helps build understanding of the concepts outlined in the learning outcomes

Procedural Knowledge

- Knowledge of <u>how</u> to do a procedure that helps develop the conceptual knowledge
- Knowledge that frames the learning activities

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Thoughtbooks

"**What we think we become.**"

Siddhartha Gautama Buddha

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Professional Growth

Your *Thought Book* is a reflective tool focused on leadership for an inclusive education system.
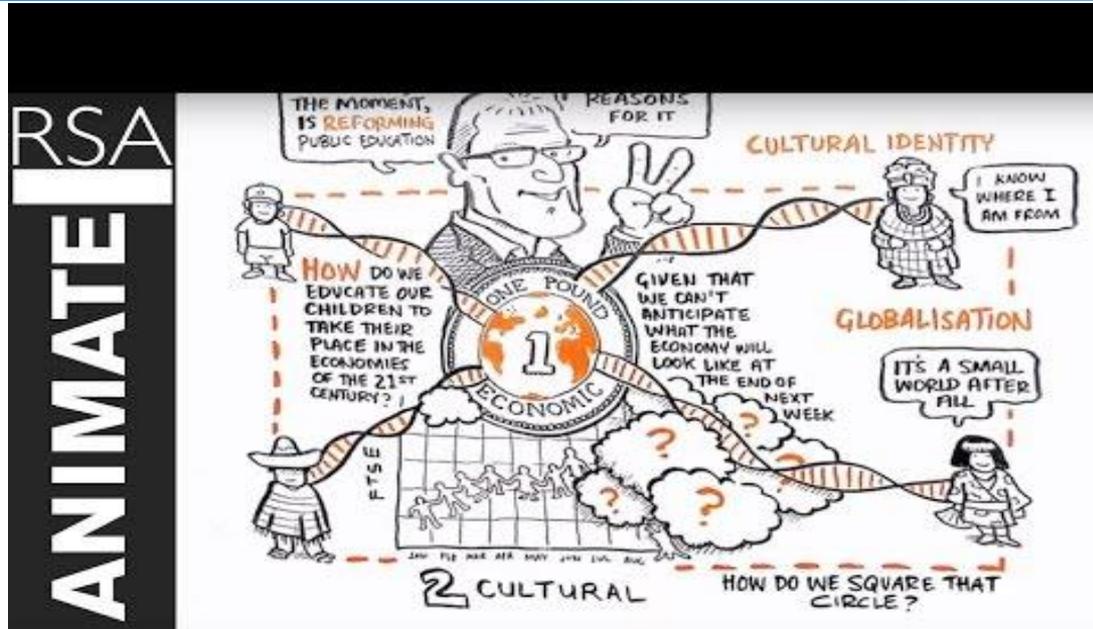
A3: Thoughtbook Reflection

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. **As a leader, this makes me think…**

A4: Changing Education Paradigms

A4: Why Change Education Paradigms?

Research from a variety of sources identified 5 imperatives for change;

1. Learning
2. Demographic
3. Human Rights
4. Collective Impact
5. Economic

A5: Historical 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?

A6: The Evolution of Inclusion

A7: Thoughtbook Reflection

Where, in the Evolution of Inclusion, is my jurisdiction?

As a leader in my jurisdiction, this makes me think about…

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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.

"Being" Inclusion

"Doing" Inclusion

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B1: 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…

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Definition of "Diversity"

"Diversity is a core value of Inspiring Education where differing needs, cultures and abilities are respected and valued within inclusive learning environments."

Inclusive Education, Alberta Education

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What is Inclusion?

"At the core of inclusion is the concept of making differences ordinary so that all students have a place, feel valued and welcomed, and are equipped for success"

(Setting the Direction - Action on Inclusion, 2010)

Definition of "Inclusive Education"

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

www.alberta.ca

B2: Describe practices you would observe in an educational setting that aligns with inclusive education

- at the jurisdiction level
- at the school level
- at the classroom level

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B3: Principles of Inclusion

The principles of inclusion….

1. **Anticipate, value and support diversity and learner differences**
2. **Set high expectations for all learners**
3. **Understand learners' strengths and needs**
4. **Remove barriers within learning environments**
5. **Build capacity**
6. **Collaborate for success**

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B4: Gallery Walk – Inclusion in Practice

"Doing" Inclusion:

1. Which indicators of inclusion are demonstrated within the practice standard competencies?

2. Which Alberta Stories of Practice of Inclusion can be adopted in my jurisdiction?

WALK
THIS
WAY

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B5: Know thyself as a leader...

B6: The Lens of "Being" vs "Doing" Inclusion

B7: Read the article *Walking Together Towards Inclusive Education*

Learn more about "Being" and "Doing" Inclusion

B8: JOSH'S STORY

B9: Donna Becomes Don

A Call for School Districts to Better Serve Transgender Youth

Responding to Students with Diverse Needs

- Alberta Legislation

- Alberta Education Policy

- Ministerial Order

- Standards Documents

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B10: What are System-Wide Approaches to Supporting ALL Students?

Continuum of Supports and Services

(Thoughtbook - Draw a Table with three columns)

Services provided through a multi-tiered model ranging from system-wide, preventative **services** that provide **support** for all students, to intensive, individualized **supports** for severely struggling students.

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Continuum of Supports and Services

With your table team, design:

- A continuum of supports and services to serve students within an inclusive education setting

- Consider - classroom, school, jurisdiction

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B11: Strategies for Supporting ALL Students

Through a Continuum of Supports and Services

- UDL – Universal Design for Learning

- RTI – Response to Intervention

- DI – Differentiation of Instruction

- CRM-Collaborative Response Model (Jigsaw)https://www.youtube.com/watch?v=tpem0 p5foAg

B12: Examples of Approaches to Supporting Students

First Nations Metis & Inuit Program
SÂKASTÊW

ESL
ENGLISH AS A SECOND LANGUAGE

https://creativecommons.org/licenses/by-sa/3.0/

No matter where in the rainbow you are . . . . .
Someone cares.

http://lavenderhealth.org/

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B13: What are some Collaborative Partnerships that can Support ALL Students?

Who are your collaborative partners?

B14: Take a Minute to Reflect

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?

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Session C

What are the problems of practice/challenges and possible solutions to implementing Alberta's Inclusive Education Policy and Principles of Inclusion?

Remember our 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.

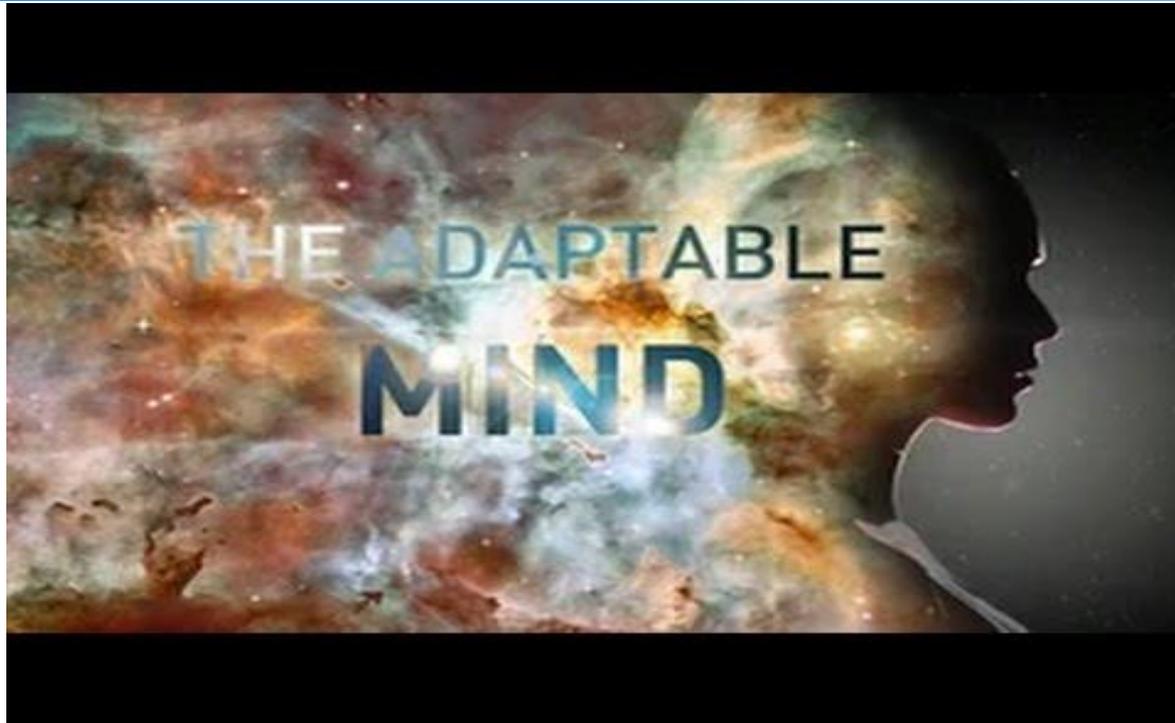CASS College of Alberta School Superintendents
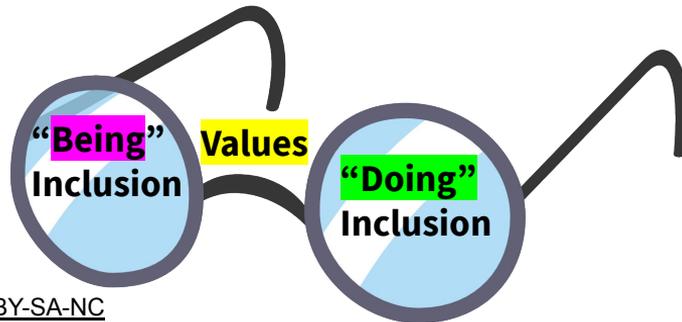
What is a "Problem of Practice"?

An issue/problem that a school or school district identifies that:

- Focuses on the instructional core
- Is directly observable
- Is actionable
- Connects to a broader strategy of improvement

C1: The Adaptable Mind

C2: Competence is...

C3: Transforming Inclusive Education

The 7 – 10 Split

…Is an example of a common Problem of Practice in inclusive ed.

As a system leader leading for inclusion, am I serving ALL students and staff, or are some "left standing"?

C4: Valuing All Students

" 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

C5: Valuing All Students – "Being" and "Doing" Inclusion

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

2. How has your understanding of "an inclusive education system" changed as a result of watching this video?

3. What problems of practice are impeding your jurisdiction from meeting the learning needs of all students"?
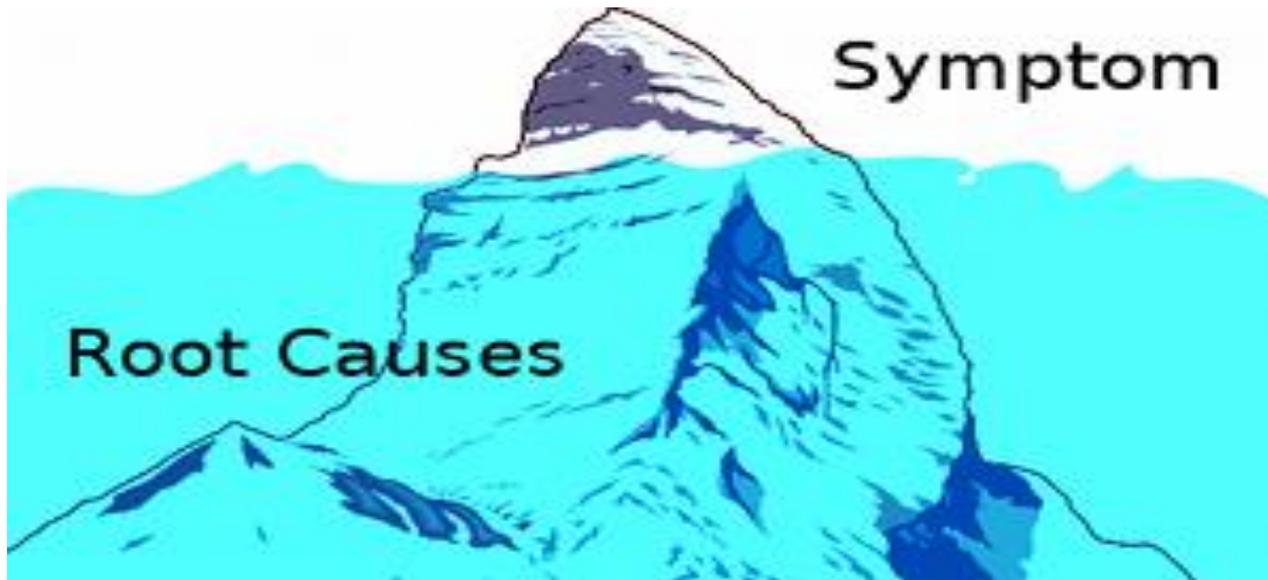
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C7: Chat Stations

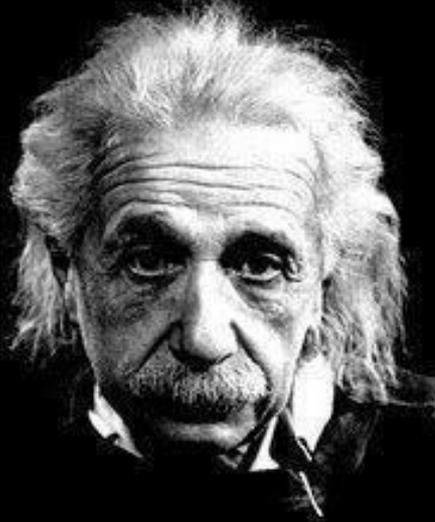# C8: Getting to the Root of the Problem

Getting to the Root of the Problem of Practice - Tools

- 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/

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C9: Action Planning

"WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM"

Action planning to resolve problems of practice in inclusive learning environments.

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Action Planning Guide (Alberta Education Resource)

Action Plan

Key Challenge *The challenge behind the priority area.*	
Root Challenge *The factor that has the most significant impact on the key challenge.*	
Goal *What it will look like when the root challenge has been addressed.*	
Key Actions *The main activities that will lead to the completion of the goal.*	
Outcomes *Changes in the target audience's skills, attitudes, knowledge, behaviours, system or practice brought about by experiencing the key actions and the accomplishment of the goal.*	
Data Collection *The evidence that will demonstrate achievement of the outcomes.*	
Strategies *Strategies that will be used to achieve the goal.*	

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C10: Take a Minute to Reflect

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

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

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Remember our Essential Understanding

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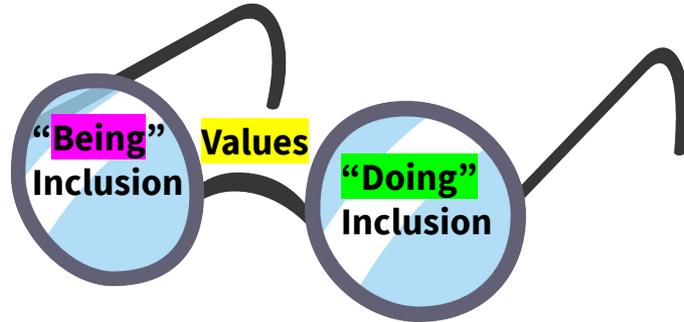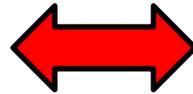
D1: Alberta Stories of Inclusion in Practice
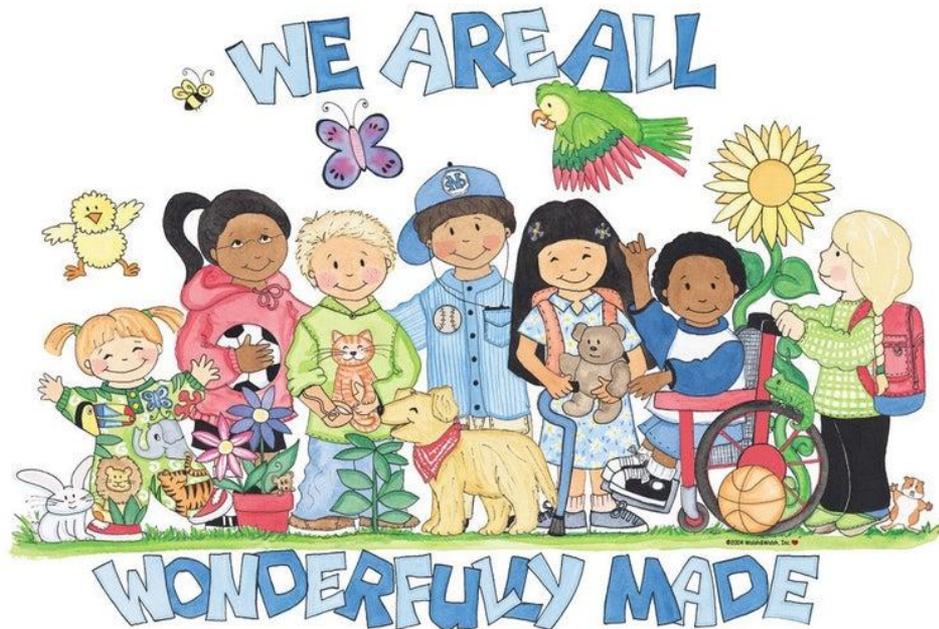
Accountability – What the research says

Accountability ⬌ **The Alberta Assurance Model aligns with Fullan's research**

D2: Assurance Model Framework

About the Assurance Model

Trust and Confidence: An effective plan for education provides specific targets within each domain as assurance outcomes that consider the enduring priorities as we endeavour to achieve our Ultimate Goal.

Assurance Element: What will we see when we achieve our intended outcomes?

Enduring Priority: What must we consider when thinking about ways to reach our outcomes?

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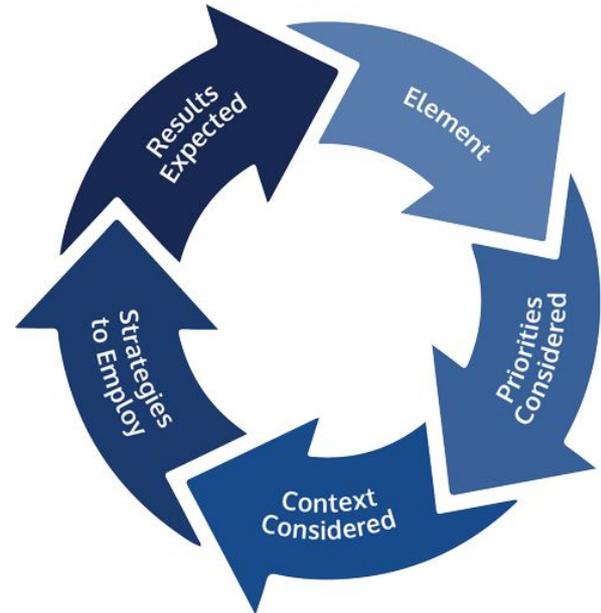
# Leadership as the Right Drivers Coherence/Fullan

Santiago – *Liberating Learning*

1. Learning is a practice of freedom;

2. Liberating learning in public education requires widespread cultural change in classrooms, schools, and entire education systems;

3. Social movements have been the most powerful vehicles for widespread cultural change, and in their logic of operation lie the keys to liberate learning.
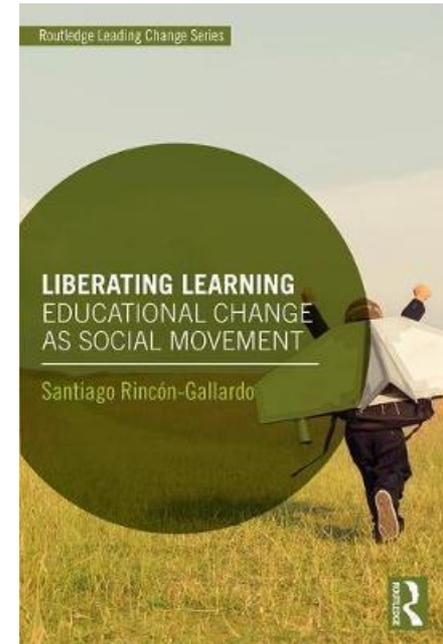
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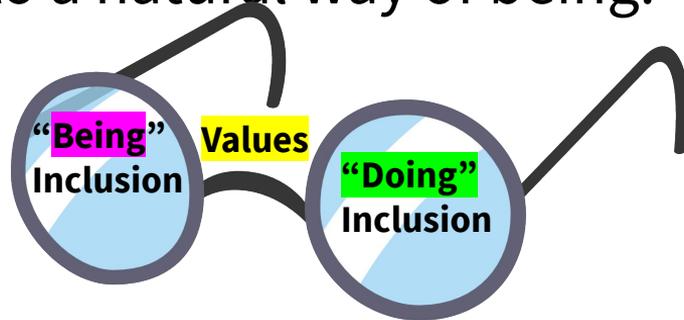
D3: Evidence of an Effective and Successful Inclusive Education System

- Using coloured notes, brainstorm evidence of an effective and successful inclusive education system:

  - Use yellow for evidence at the jurisdiction level.

  - Use green for evidence at the school level.

  - Use orange for evidence at the classroom level.
- Post on the corresponding poster pages on the wall.

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Comprehensive Professional Learning Planning

Professional Learning Planning Cycle

- Conduct Environmental Scan
- & Participant Needs Assessment
- Develop PL Program Goals
- Identify Possible PL Strategies
- Finalize Action Plan and Measures
- Implement Action Plan
- Revise Action Plan as Required
- Undertake Summative Evaluation
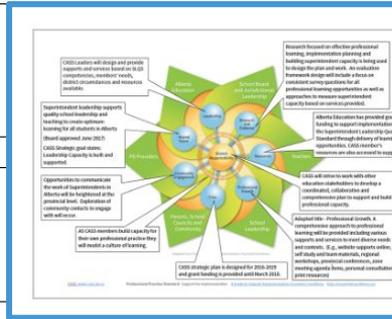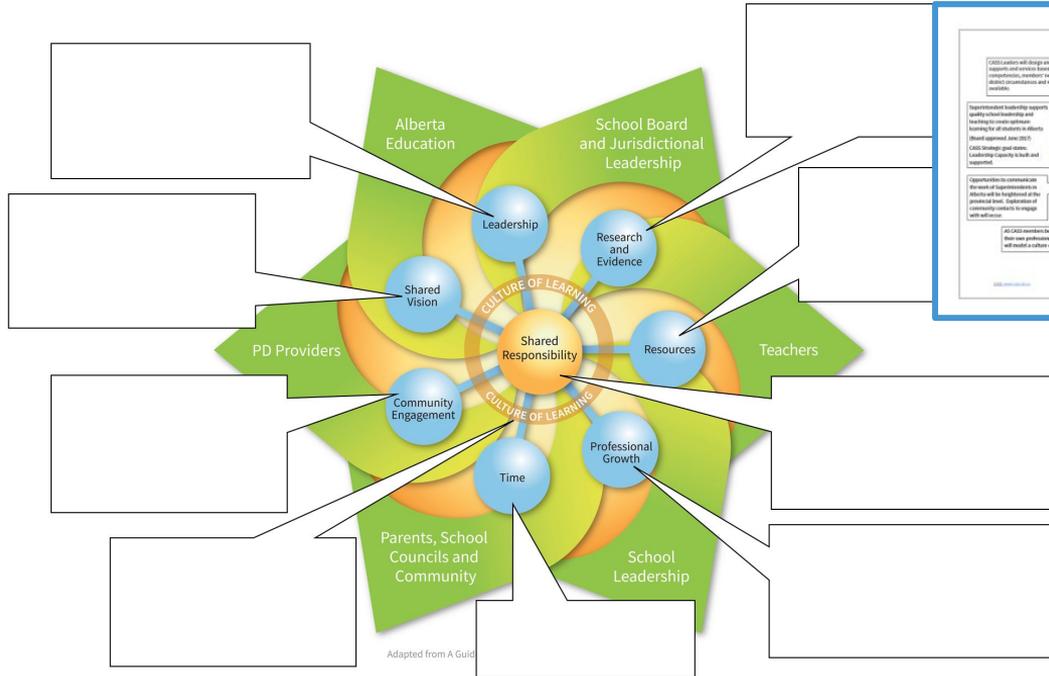
Adapted from A Guide to Comprehensive Professional Development Planning
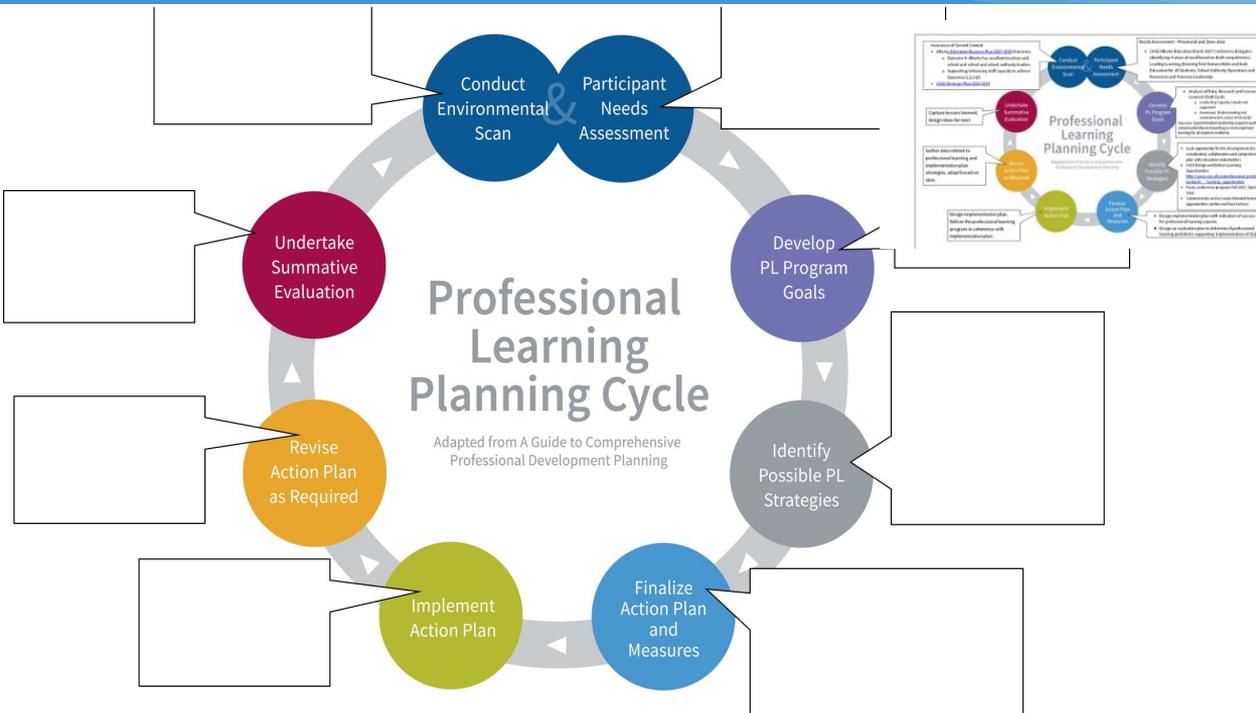
2018-2019 PL Plan – Focus Professional Practice

Implementation for inclusion only happens when capacity exists.

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Guide to Support Implementation

Alberta Education

School Board and Jurisdictional Leadership

Leadership

Research and Evidence

Shared Vision

CULTURE OF LEARNING

Shared Responsibility

Resources

PD Providers

Teachers

Community Engagement

CULTURE OF LEARNING

Time

Professional Growth

Parents, School Councils and Community

School Leadership

Adapted from A Guide

CASS Implementation Plan / SLQS

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D4: Take time to Reflect Thoughtbook/Practice Profile

- How has education changed to respond to societal changes?
- What is an ideal inclusive education system?
- Which leadership competencies are required to lead inclusive educational practices?
- 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?

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Review of Outcomes

- Strengthen your practice to develop and sustain inclusive learning environments

- Examine relationship between competencies within all of the Standards to support your capacity to lead for inclusion

- Examine and lead educational practices for implementation of inclusive environments

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Thank you for the opportunity to learn with you this week!

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Support for Implementation –
Superintendent Professional Practice

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