

TEACHING AND LEADERSHIP EXCELLENCE IN ALBERTA



Alberta
Government

A · S · B · A
Alberta School Boards
Association

TEACHING AND LEADERSHIP EXCELLENCE IN ALBERTA

STANDARDS OF PRACTICE FOR TEACHERS,
SCHOOL LEADERS AND SCHOOL AUTHORITY
LEADERS

Alberta School Boards Association
November 17, 2015

Jim Gibbons and Randy Clarke

STANDARDS FOR EDUCATORS

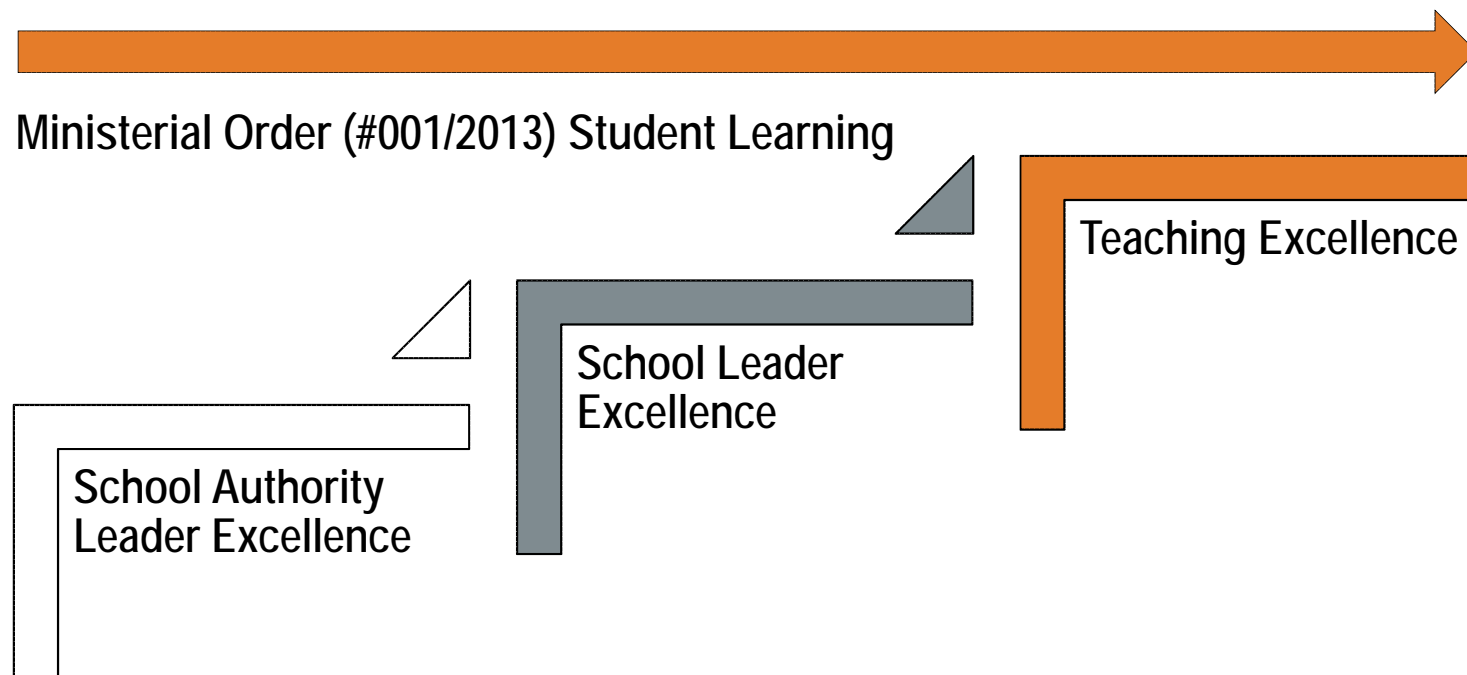


HOW THE WORLD'S BEST PERFORMING SCHOOL SYSTEMS SUCCEED

McKinsey & Co, 2007 (OECD)

- Get the right people to become teachers
(the quality of an education system cannot exceed the quality of its teachers)
- Develop these people into effective instructors
(the only way to improve outcomes is to improve instruction)
- Put in place systems and targeted supports so every child benefits from excellent instruction
(the only way for the system to reach the highest performance is to raise the standard of every student)

STANDARDS FOR EDUCATORS



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DEPUTY MINISTER ADVISORY COMMITTEE

Teaching and Leadership Excellence in Alberta

The Committee:

- provides advice to the Minister of Education, regarding the work of the six themes under the *Teaching and Leadership Excellence* initiative
- comprises various Alberta Education stakeholder groups (including 3 ASBA representatives)
- is chaired by the Deputy Minister of Education
- will provide final strategic advice and identify milestones about the work developed by sub-committees

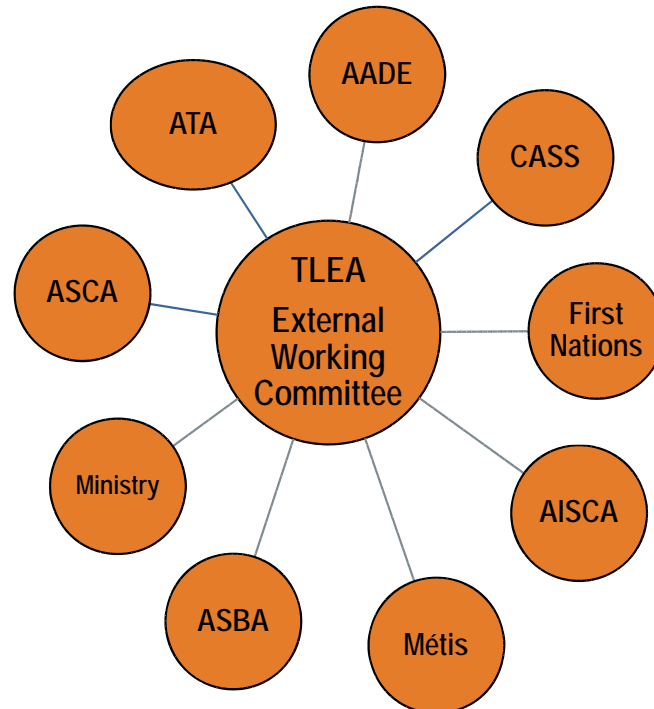
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DEPUTY MINISTER ADVISORY COMMITTEE – Roles & Responsibilities

- Bring forth the views of the stakeholder organizations or groups that they represent, as the views pertain to teacher and leadership excellence, and also contribute to discussions as interested and engaged individuals.
- Ensure that member organizations and groups are apprised of committee deliberations where applicable.
- Support and help champion final decisions related to the work and to the implementation of the work.

EXTERNAL WORKING COMMITTEE AND PURPOSE:



- Make meaning of stakeholder feedback arising from consultation and engagement
- Suggest content and elements appropriate to the development of practice *standards*, *competencies* and *indicators*
- Provide advice and oversight on the development of implementation supports for the standards

STANDARDS FOR EDUCATORS



EXPECTED OUTCOMES

1. Revised and updated **Teaching Quality Standard**
2. **School Leader Standard** for school based leaders
3. **School Authority Leader Standard** for school authority leaders
4. **Policy and Procedures** to guide the growth, supervision and evaluation of school teachers, school leaders and school authority leaders
5. An **Implementation Support Plan** for the practice standards

The Development of Standards in Alberta

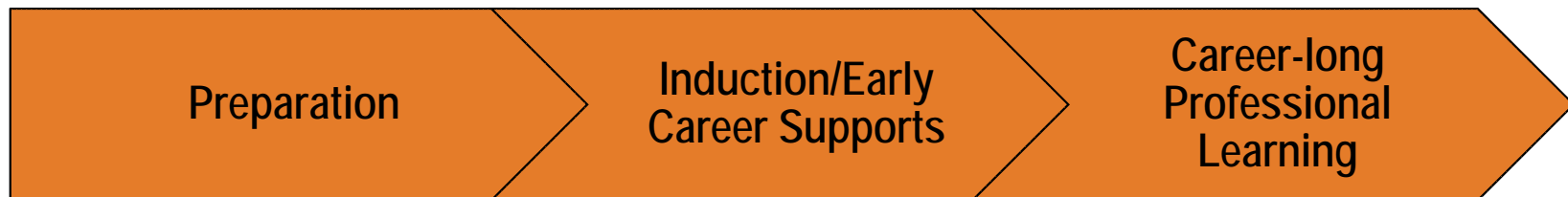


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GUIDING PRINCIPLES FOR EDUCATION SYSTEM PARTNERS

- shared responsibility
- professional collaboration
- coordinated supports
- collective accountability



Policy to provide guidance and support for professional growth, supervision and evaluation

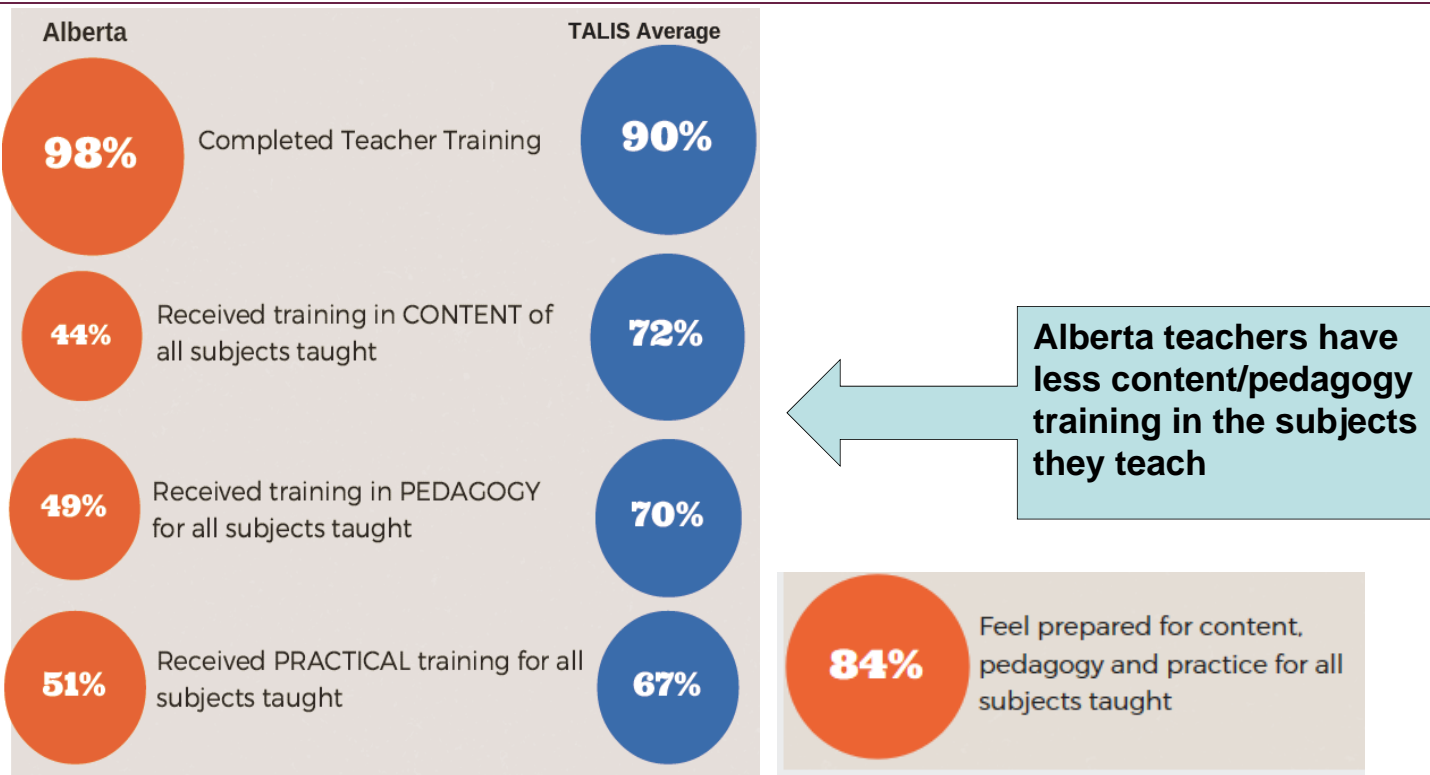
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RESEARCH ON IMPLEMENTATION

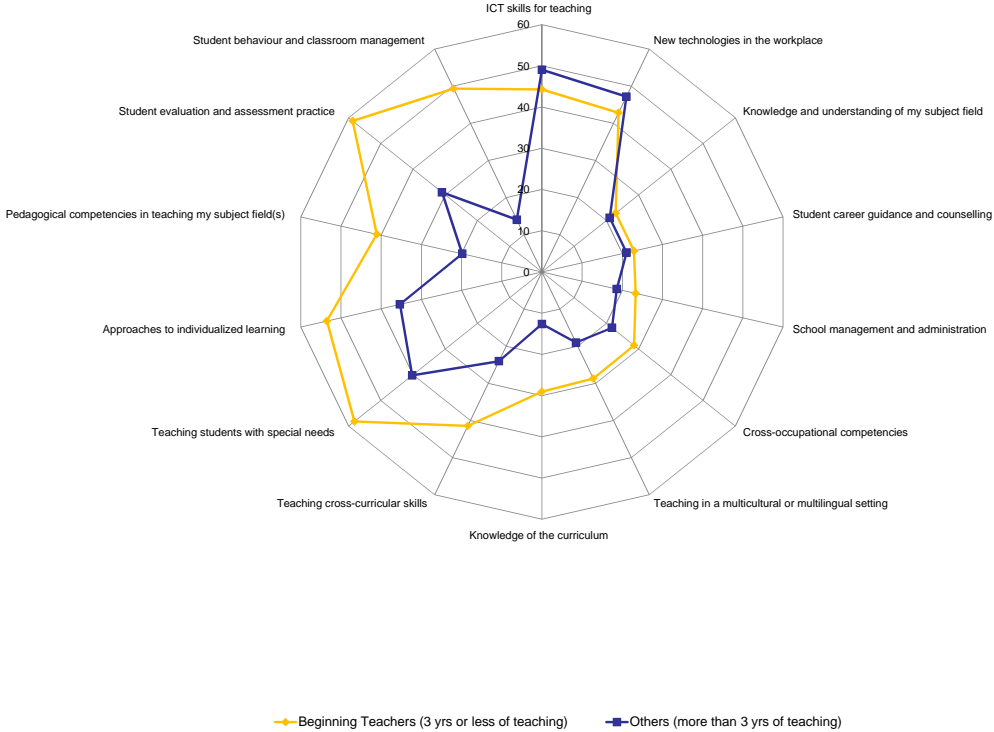
- TALIS (Teaching and Learning International Study) Research reveals interesting data about teacher preparation and school leader preparation
- What research questions should we consider in Alberta as we build support for the implementation of new professional standards of practice?

Teacher training: Content, Pedagogy, Practice

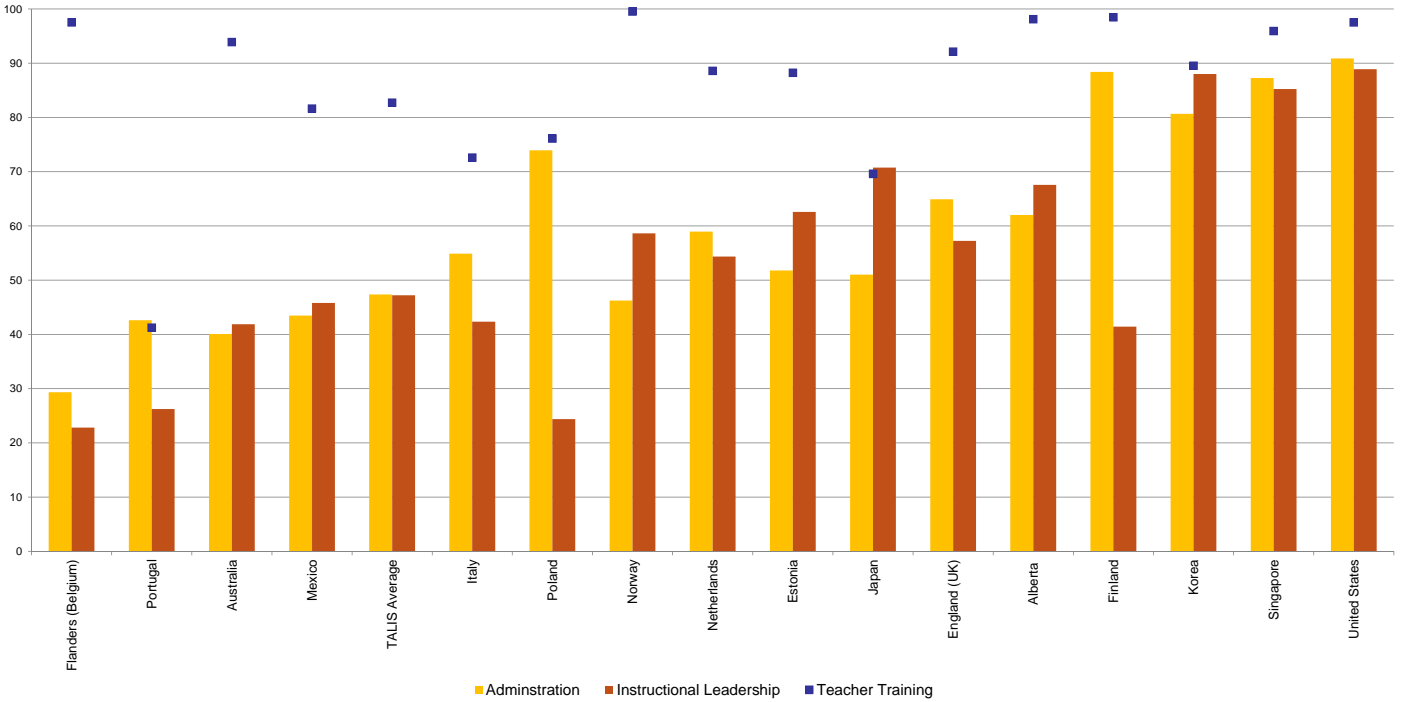


Alberta teachers indication of level of PD need

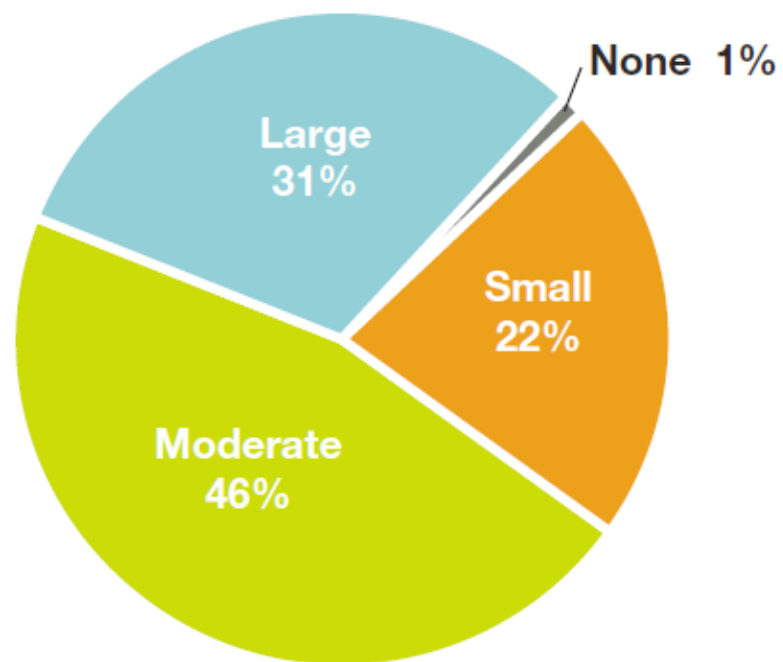
Percentage of teachers expressing moderate to high levels PD needs



About a third of Alberta principals do not have training in administration or instructional leadership before becoming school principals

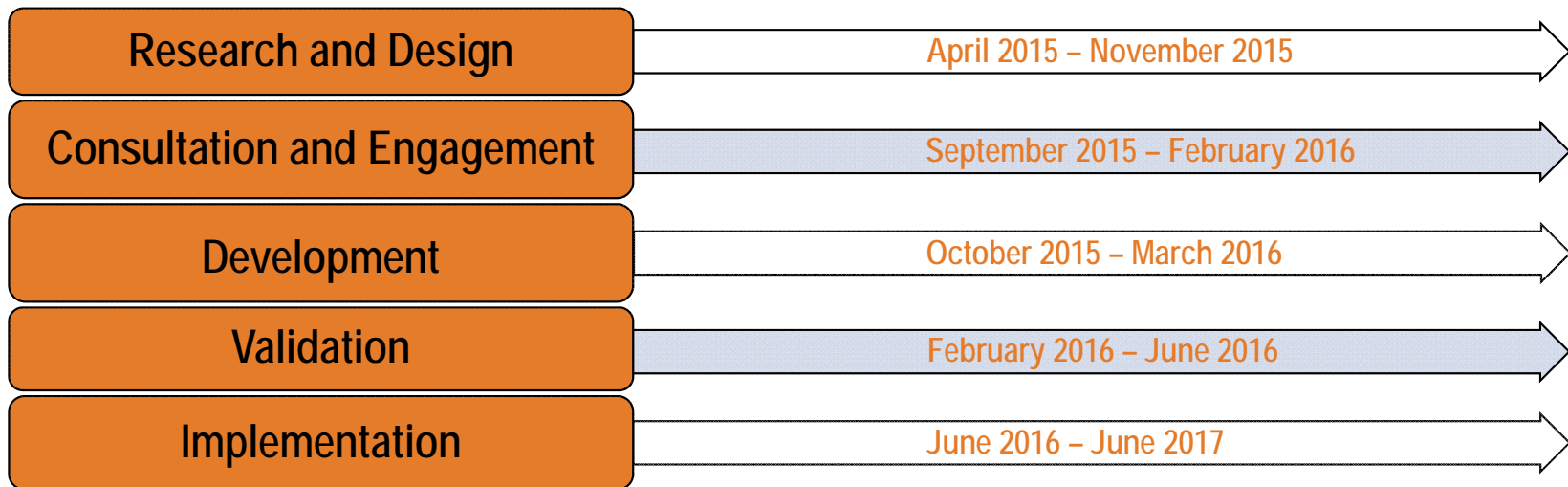


Junior high school principals: Level of impact of formal training on the confidence and competence they require as school leaders



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COMMUNICATION



DISCUSSION QUESTION # 1

*What do Alberta teachers **need to know and do** (attributes, skills and competencies) to ensure all students are successful in achieving the outcomes described in the Ministerial Order on Student Learning (2013)?*

- *Participants will refer to the M.O. on Student Learning for this discussion. They should target 8-10 teacher skills, attributes or competencies.*

DISCUSSION QUESTION # 2

*What **competencies** do school leaders (including school principals and assistant principals) need in order to lead the school community toward exemplary teaching and learning?*

- Participants will refer to the draft School Leader Standard (2015). Which areas of competency really stand out as important from your perspective? Is there anything missing? Why?*

DISCUSSION QUESTION # 3

*What **competencies** do School Authority Leaders (including Superintendents and assistant superintendents) need in order to create the culture and conditions necessary for highly effective teaching, learning and community engagement?*

- Participants will refer to the CASS Practice Standard (2008). Which areas of competency really stand out as important from your perspective? Is there anything missing from this document? Why?*

Questions or Comments?