

Success

for each learner

Excellence in teaching, learning and leadership.

Teaching and Leading

We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our communities across the division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit student success.

Key Insights from Results Analysis of Teaching and Leading Strategies

Advance excellence in teaching, learning and leading

- FSD schools will continue to focus on the priorities of Engagement, Support and Success for each learner to ensure high-quality teaching, learning and leadership that results in optimum student learning.
- FSD will continue to build consistency of assessment, evaluation and reporting of student learning.
- FSD will continue to provide professional learning opportunities focused on designing learning using the tools of teaching for conceptual understanding, deep learning, and transfer to engage students in rich learning episodes and critical thinking.
- FSD will continue to enhance the FSD Learning Links to advance student growth and achievement.
- FSD has established a Lead Teacher structure to strengthen shared leadership and advance excellence in teaching and leading.
- FSD will continue to develop instructional leadership of Administrative Teams and Lead Teacher teams.
- Professional learning opportunities will continue to nurture a culture of collective efficacy and collaborative inquiry to improve student learning.
- Foothills Administrators Professional Learning will continue to focus on developing and strengthening leadership competencies of School and School Authority Leaders as outlined in the Leadership Quality Standards. Communities of Practice of multi-school administrative teams have been established to support continuous growth and improvement in engagement, support and success of each learner. These teams build connections and coherence across schools by learning and sharing wiser practices.

Goals

Advance excellence in teaching, learning and leading.

Advance excellence in teaching, learning and leading that results in improved student growth and achievement.

Outcomes

Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.

FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*

Indicators

- Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.
- Teachers and leaders improve their professional practice in learning for transfer.
- Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Measures

Provincial

- **Overall Quality of Education:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **In-service jurisdiction needs:** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local

- **Student Intellectual Engagement Survey:** Percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

- **FSD Professional Learning Community Survey:** Percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- Evidence of processes and strategies that demonstrate the division supports teaching and leadership quality through professional learning, supervision and evaluation is visible in school and divisional education plans and professional learning plans.
- Evidence of advancing Learning for Transfer:
 - System learning plans
 - School learning plans
 - Teacher planning exemplars

Strategies to Advance Teaching, Leading and Learning

- **Continue to develop the Fall Learning Conference and Collaborative Learning Mornings for certificated staff as opportunities to advance system wide understanding of how to plan for deep, transferable learning for student success:**
Sustain focus on learning for transfer and the guiding question - *How can we best ensure meaningful transfer to life occurs through the way we plan for learning?*
 - Fall Learning Conference 2022:
 - Learning Services will design and lead learning in collaboration with Calgary Regional Consortium and Critical Thinking Consortium
 - Intentional focus on the interconnected nature of assessment and instruction
 - 12 Fixes Assessment Course
 - Collaborative Learning Mornings:
 - Co-created with partners from Calgary Regional Consortium and Critical Thinking Consortium
 - Personalised learning opportunities for staff to engage within their areas of focus under the concept of learning that transfers
 - Intentional structures to create cross district collaboration
- **Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.**
 - Continue to develop collective efficacy through the Lead Teacher professional learning with a focus on aligning learning to the guiding question *How can we best ensure meaningful transfer to life occurs through the way we plan for learning?* within the context of the lead team focus.
 - High School Lead Teacher Cohort
 - Literacy Lead Teacher Cohort
 - Numeracy Lead Teacher Cohort
 - Innovation and Design Teacher Cohort

- Inclusive Learning Lead Teacher Cohort
 - French Immersion Lead Teacher Cohort
 - Indigenous Lead Teacher Cohort
- o Support Lead Teachers with tools and strategies for sharing learning back to school teams to ensure broad impact and learning.
- **Advance optimal student learning through the development of collective instructional leadership efficacy to coach for deep and transfer learning by providing professional learning for our school based leaders.**
 - o Foothills Administrators Professional Learning
 - Administrator learning days will focus on instructional coaching to support teachers in using the tools of teaching for conceptual understanding, deep learning, and transfer to engage students in rich learning tasks and critical thinking.
 - Administrator learning days will continue to focus on developing and strengthening leadership competencies of School and School Authority Leaders as outlined in the Leadership Quality Standards.
 - Communities of Practice of multi-school administrative teams have been established to support continuous growth and improvement in engagement, support and success of each learner.
 - o Learning Services Learning
 - Supported by Calgary Regional Consortium and Critical Thinking Consortium, the Learning Services team will engage in learning to develop capacity to coach for learning that transfers.
 - o Advance understanding of how to use the tool of the ***Sustained Conceptual Learning for Depth and Transfer Planning Guide*** developed for Alberta teachers to coach for learning that transfers.
 - o Advance understanding of how the ***Instructional Leaders PD Playlist of Resources and Strategies*** created for Alberta leaders by the Calgary Regional Consortium can be used to lead professional learning that supports our guiding question ***How can we best ensure meaningful transfer to life occurs through the way we plan for learning?***
- **Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders:**
 - o Learning Services facilitated learning sessions available to all schools
 - Professional Learning days
 - PLT meetings
 - Staff Meetings
 - o Staff Learning Link
 - Resources and tools kept updated and relevant
 - Bi-weekly communication of updates
 - o Learning Playlists developed and promoted on the Staff Learning Link as well as through cohorts and professional learning sessions
 - o Cohorts for priority areas as well as new to Foothills teachers and specialist teachers
 - Teaching for Transfer collaboratives:
 - junior high after school collaborative sessions
 - elementary teacher new curriculum grade level collaborative sessions

- high school lead teachers
 - Just in Time learning sessions for priority areas
 - Support and promote partnerships available to Alberta teachers for professional learning opportunities:
 - CRC
 - CT2
 - ARPDC
- **Continue to focus on key goals within each of the priorities of Engagement, Support and Success that results in optimum student learning through a learning plan to support teachers with a new Alberta curriculum:**
 - Support learning of the architecture of and software supporting the new curriculum prior to full implementation
 - Build understanding of the shifts required to the Learner Profiles to support reporting on new curriculum
 - Create playlists and slide decks for professional learning that will be used system wide to support new curriculum

For Further Information Follow Links to
[FSD Staff Learning Link](#)
[Professional Learning Opportunities and Resources](#)
[Design and Assessment](#)
[FSD Framework for Learning](#)
[FSD Continuity of Learning](#)
[Administrative Procedure 360 Assessment, Evaluation and Reporting](#)
[Administers Space](#)
[Resources by Grade and Resources by Subject](#)