

Instructional Leaders Role in Implementation of Competency-Based Teaching and Learning

by

Marina Forabosco-Lotoski
Bachelor of Arts, University of Alberta, 1987
Bachelor of Education, University of Alberta, 1990

A Project Submitted in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF EDUCATION

Department of Curriculum and Instruction

© Marina Forabosco-Lotoski, 2015
University of Victoria

All rights reserved. This project may not be reproduced in whole or in part, by photocopy or other means, without the permission of the author.

Abstract

Supervisory Committee

Dr. Chris Filler, Department of Curriculum and Instruction

Adjunct Assistant Professor

Dr. Kathy Stanford, Department of Curriculum and Instruction

Graduate Advisor

This project examines competency based learning and the role of the instructional leader in assisting its implementation in schools. The guiding question for this project is given the nature of the recent move towards competency-based learning, what role can principals as instructional leaders play in moving forward the recent agenda of competency based learning in schools in Alberta? This project investigates global, national and local implementation models of competency based learning, with specific focus on Alberta Education's vision for learning. The role of an instructional leader in education is also investigated to determine key areas of focus and action required to implement change. Information gathered in these two focus areas are combined together to create a framework for implementation of competency based learning that can be used by administrators and teachers wanting to enact change in teaching and learning.

Table of Contents

Abstract	ii
Table of Contents	iii
List of Figures & Tables	v
List of Appendices	vi
Dedication	vii
Chapter 1: Introduction	1
A Time of Change	1
Personal Educational Context	2
Background	5
Significance of the Study	6
Organization of the Capstone Project	6
Chapter 2: Literature Review	8
Instructional Leaders Roles in Implementation of Competency-Based Teaching and Learning	8
Scope of Literature Review	8
Questions that need Further Research	8
Section 1 – Competency-Based Education	8
Definition of Competency	8
Rationale Behind Shift to Competency-Based System	9
Global change	9
Academic change	10
Seminal work	10
Competency-Based Education/21 st Century Skills Focus	11
Globally/Internationally	11
Nationally (USA – ATC21S, P21, enGauge)	12
Nationally (Canada)	14
Provincially (Alberta)	15
Inspiring education: a dialogue with Albertans	15
Alberta Education’s Inspiring Education – Policy Shifts	17
Policy Shifts	17
Focused on education.	18
Centered on learners.	19
Building competencies.	19
Technology to support the creation and sharing of knowledge.	21
Locally – Greater St. Albert Catholic Separate School District (GSACRD) /Vital Grandin Catholic Elementary School	21
Instructional leadership and pedagogy lead.	21
Section 2 – Instructional Leadership	22
Definition	23
Progression of Instructional Leadership	24
Transformational leadership.	25
Link Between School Leadership and Student Achievement	28
School Administrators and Instructional Leadership	29
Teachers and Instructional Leadership	31

Students and Instructional Leadership	32
Context	32
Conclusion	33
Section 3 – Moving Forward	33
Organizations Supporting and Moving the Competency Initiative Forward	33
Promising Models for Implementation	34
Partnerships for 21 st century skills (www.p21.org)	35
Ontario education (www.edugains.ca)	35
Rocky view school district (www.rockyview.ab.ca)	35
Edmonton catholic school district – transform (www.ecsd.net)	36
Assessment	36
Supporting Teachers	37
ICT Literacies	38
Conclusion	39
Closing Statement	40
Chapter 3: Capstone Project Instructional Leader Plan for Implement of Competency-Based Teaching and Learning.....	41
Background	41
Project Topic	42
Methodology	46
Time line (Figure 1)	47
Process of the Project	48
First Steps (Appendix A – notebook file)	48
Next Steps (Figure 7 & 8)	52
Competency Survey (Appendix B – competency survey)	55
Documents for Administrators	56
Documents for Teachers	57
Other Supporting Planning Documents for Teachers	58
Final Step	60
Contribution	60
Sustainability	60
Limitations	61
Future Steps	61
Chapter 4: Reflection	63
References	73

List of Figures

Figure 1 Policy Shifts by Alberta Education, 2010	18
Figure 2 Competency Implementation Timeline	47
Figure 3 Albert Education’s Inspiring Education – Policy Shifts.....	49
Figure 4 Section 2 – Instructional Leadership	50
Figure 5 Section 3 – Moving Forward.....	51
Figure 6 Know How to Learn	52
Figure 7 Proposal-Implementation-Assessment-Gap Analysis (Administrator).....	53
Figure 8 Proposal-Implementation-Assessment-Gap Analysis (Teacher)	54
Figure 9 Competency Survey for Administrators/Teachers	55
Figure 10 Administrator Competency Implementation Planning Document	56
Figure 11 Teacher Competency Implementation Planning Document.....	57
Figure 12 Alberta Education Competencies Grade Level Planning Template	58
Figure 13 Graphic Organizer	59

List of Tables

Table 1 Competencies – Local & National.....	81
Table 2 Competencies –International	83

List of Appendices

Appendix A Presentation Document (created in notebook program).....	85
Appendix B Competency Survey.....	98
Appendix C Instructional/Organizational Leadership Framework.....	100
Appendix D Administrator Competency Implementation Planning Document	111
Appendix E Competency-Based Learning - Graphic Planner for Administration	112
Appendix F Teacher Competency Implementation Planning Document	115
Appendix G Competency-Based Learning - Graphic Planner for Teachers	117
Appendix H Alberta Education Competencies Grade Level Planning Template	120
Appendix I Graphic Organizer based on “What Knowledge Is of Most Worth: Teacher Knowledge for 21 st Century Learning” (Kereluik, Mishra, Fahnoe & Terry, 2013)	123

Dedication

This project is dedicated to my mother and father, whom I love dearly. Thank you for teaching me to always work hard, and to be the best that I can be! As well, I dedicate this project to my husband, Garry and my boys, Duncan, Taylor & Connor. Thank you for your encouragement and patience over these past two years. You are the light of my world!

Chapter 1: Introduction

A Time of Change

The 21st century is a time of great change... or is it? Countries around the world are gearing their educational focus on 21st century skills; these skills are also commonly referred to as competencies or key understandings. Regardless of the term used to describe them, the aim is to create a well-rounded human being. From a progressivist stance, I believe that we need to work toward helping students to develop in all aspects of their lives. Students need to be able to develop skills and knowledge in all areas: intellectually, socially, emotionally, physically and spiritually; and should be able to spend key time on activities that engage them!

Alberta Education's Inspiring Education document (Alberta Education, 2010) has set out a vision focused on building an "engaged thinker and ethical citizen, with an entrepreneurial spirit"(p. 5-6). This document sets a vision focusing on key principles, values, and competencies. Through *Curriculum Redesign* (Alberta Education, n.d.) school districts across Alberta are developing ways to make this vision come alive within their schools.

Principals as instructional leaders play a key role in moving this vision forward. In my view, instructional leadership is a collaborative, capacity-building process involving all stakeholders (administration, teachers, educational assistants, librarian, secretaries and students). When all stakeholders are focused on a common vision, it leads to questioning, research, action and continual reevaluation within the context of the organization. Instructional leadership is a shared leadership among all stakeholders to develop life long learners.

As an instructional leader, I want to do the best I can to ensure that Alberta Education's vision within Inspiring Education (2010) comes to life in a way that is engaging and meaningful to my students and staff. The research question that guides my study is:

- Given the nature of the recent move towards competency-based learning, what role can principals as instructional leaders play in moving forward the recent agenda of competency based learning in schools in Alberta?

In this capstone project, I aim to develop a better understanding of competencies and instructional leadership, so as to set out a plan that will help educators; through professional development (PD), collaborative teacher-inquiry, and action, to move forward in changing their teaching practices to infuse competency-based learning with curricular content. This is very much in line with Alberta Education's (2010) vision to move education more toward inquiry and discovery.

Personal Educational Context

One can look at education from many perspectives. As a child I was a pleaser. I would work hard to do well at school for my parents and for my teachers. I had passions that I never explored because of uncertainty in my skills, as well as timetable issues. Like anything in life, you cannot do it all; however more focus on exploring myself as a learner as well as my strengths and talents would have opened my eyes to more possibilities for my life.

As a mother, I question whether the education system prepared my children for the world ahead? As well, who is responsible for all this preparation? I believe schools must work in partnership with parents and the community to help students learn, explore, and participate in all aspects of society. Together we must help our students prepare to become active citizens who are confident to explore, and flexible to adjust to the ever-changing demands of our world.

As a teacher, I have witnessed students disengaged with the school system. Some because of the lack of basic necessities at home; some because they are beyond their grade level in knowledge and skills; and some because we have not engaged them. These are the students who

cause me to question my practices, to move me to try new approaches to make school a meaningful place for them. I also would look to the “average” students... who go along successfully with or without attention from the teachers. These students deserve the attention of a teacher to spark their enthusiasm, to push them to go further than they thought capable of themselves, and to develop a love for learning and exploring. There are times and places where there is evidence of this in our education system, but not enough.

In my teaching practices, I always used exploration as a key component of learning. I know now that this is not an approach all teachers take. If teachers have one of the biggest influences on a child’s learning, I feel it is extremely important that we invest the time in training our teachers to understand, and practice competencies in action, in order for them to bring it into their classrooms and schools.

As a school administrator for the past 12 years, I have had many opportunities to work with teachers to develop their knowledge and expertise in many curricular areas. Our new math curriculum in Alberta (implemented in elementary school from 2008 - 2010) has provided many opportunities for teachers to learn the value of exploration, sharing of different approaches to achieve the same goal, and differentiation of expectations and supports for each learner. Our new Social Studies curriculum (implemented in elementary school from 2005 - 2009) also involves more relevant material for students to make real-life connections with. Plus access to the internet has opened up so many opportunities to explore concepts and understandings in real time. Technology through apps such as Skype, allow students to make world wide connections.

In the past four years my school had the opportunity to move forward with a Learning Through the Arts (LTTA) and digital media initiative which we called FAME (Fine Arts Media Enhancement). For three years we had the opportunity to have a technology coach who worked

at the elbow with students and teachers to develop their technological information and communication literacy, as well as information literacy skills. Teachers received professional development in programs such as iMovie, Garageband, ComicLife, and Powerpoint. As well, the technology coach worked alongside students and teachers to infuse technology to support learning. Once a digital media skill was introduced and practiced with staff during a professional development day, the tech coach would work with staff to bring this technology to students. Together the tech coach and teacher would co-teach; this supported student as well as teacher learning. This format of professional development, at-the-elbow support, and action led students and staff to develop technological skills that they were able to use to engage and enhance their learning in many other curricular areas. This active engagement in the learning process worked for both teachers and students! As an instructional leader, I organized the professional development, focused collaborative work, as well as the role the tech coach would play in supporting teachers and students' development. I feel it was the clear vision, and scaffolding of supports by the instructional leader and others that led to the success of this initiative.

Our learning did not stop here. It was wonderful to see students and teachers increased confidence with using technology; but the bigger push had to be to use that technology as a fluid part of their learning – any time, any place. This year we have a pedagogy lead that will be working with our students and teachers in their classrooms to learn how to use technology as an integral part of their exploration, learning, and presenting of curricular material.

I feel that the approach used with technology integration within our school can also be used to begin infusing competencies within learning.

The way we teach, and the organization of our schools and classrooms will have to change, but it will not happen overnight. If we do not support our teachers to develop the skills and

knowledge, as well as to practice how to embed competencies in the curriculum, it will not happen. Instructional leaders play a huge role in schools with regards to organizing for and supporting this teacher development.

Teachers need to be encouraged to do collaborative teacher-inquiry, to question about areas of their curriculum where they see competencies can be infused, to plan how this can be organized, and to do action research in their classrooms. It will be my role as instructional leader to ensure that teachers get the professional development they need to be knowledgeable about competencies, classroom organization, and changing their role from teacher to facilitator of learning.

These are exciting times where we all play a role in supporting students in developing competencies that will assist them and encourage them to be life long learners – to question, to look for solutions, and always to move forward in positive ways.

Background

As an instructional leader, I want to make sure that I am building teachers' capacity to facilitate student development of competencies. This is a progressively changing role for principals; one that I feel has a positive impact on student learning. Throughout the history of Alberta Education there has been a steady progression in the development of the role of principal from a managerial position to that of instructional leader (Mombourquette, 2013).

The recommendation for the development of quality practice standards for Principals (Alberta Commission of Learning, 2003) and the more recent vision of Inspiring Education (Alberta Education, 2010) have set clear frameworks for Principals, as instructional leaders, to support teachers in facilitating student's learning; more specifically with the development of "competencies on a continuum" (Alberta Education, 2010, p. 26). Not only students, but

principals are also to develop their competencies. The Principal 7 leadership competencies as noted in Principal Quality Practice Guidelines (Alberta Education, 2009) are a great segue for me as an instructional leader, who is working on a continuum to develop my own leadership competencies, to move forward to develop a better understanding of the competencies set out in Inspiring Education (Alberta Education, 2010). My role as an instructional leader is to support my teachers in their development and understanding of the competencies, so they can facilitate students in developing their competencies within the context of teaching and learning at school, home and in the community.

Significance of the Study

As noted in *Measuring 21st Century Competencies: Guidance for Educators* (Asia Society, 2013), “21st century competencies are an emerging area of research, and we do not always have a clear understanding of the processes through which these competencies develop” (p. 8). I agree with this statement and in this study hope to gain a better understanding of the process by which to prepare teachers and students to be actively involved in competency-based education. The goal of this capstone project is to see how I as an instructional leader can have an impact on teacher practices within their classroom to engage students in more interactive competency based curricular learning. The secondary impact of this study is to establish a framework of implementation to hopefully see an improvement in engagement and ownership of students’ in their learning.

Organization of the Capstone Project

Instructional leaders need to facilitate teachers to engage in teacher professional development, inquiry and action to learn how to build competencies into curricular content. Through active involvement in learning about competencies and how they can be integrated into

curriculum, teachers will develop better strategies on how to embed competencies in teaching and learning. The teacher's role will change from teacher to facilitator of learning.

For my research project I will be laying out an instructional leadership plan to begin teaching and supporting teachers moving toward a competency based curriculum. If there is an opportunity in the future to implement this plan, data collection and feedback from teachers and students before, during and at the end of a trial period would be beneficial to inform future actions. In all my planning student learning must be at the core of all I do.

Chapter 2: Literature Review
Instructional Leaders Role in Implementation of
Competency-Based Teaching and Learning

Scope of Literature Review

The scope of my literature review includes published journal articles, books, government documents, and provincial policies and procedures. I am working in the discipline of education.

Questions that need Further Research

What role will students play in instructional leadership?

“How instructional leaders interact in specific contexts to improve teaching and learning”

(Neumerski, 2012, p. 313).

Section 1 - Competencies-Based Education

Definition of Competency

Competencies have been referred to with many different titles – capabilities, essential learnings, lifelong learning competencies, key competences, 21st century skills and 21st century learning (Parsons and Beauchamp, 2012; Voogt et al., 2012). Within this paper I will use the reference of competencies, and competency-based education, unless referencing or quoting from an article in which case I will use the researcher’s reference.

In order to learn how to teach and learn in a competency-based education system, one must have a clear understanding of what competency means. According to Voogt and Roblin’s (2012) research, they found:

Competencies, commonly referred to as 21st century competences or 21st century skills, are generally characterized as being (a) traversal (i.e. they are not directly linked to a specific field but are relevant across many fields), (b) multidimensional (i.e. they include

knowledge, skills and attitudes), and (c) associated with higher order skills and behaviours that represent the ability to cope with complex problems and unpredictable situations. (p. 300)

Parsons and Beauchamp (2012) further clarify competencies as being employed in two ways: “output, or results of training – a competent performance... and inputs, or underlying attributes, required of a person to achieve competent performance” (p. 78).

For my research, I will be using Alberta Education’s (2011) definition of a competency defined as:

an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living. Competencies are developed over time and through a set of related learner outcomes... (and they) contribute to students becoming engaged thinkers and ethical citizens with an entrepreneurial spirit. (p. 3)

Students’ development of competencies will help them to be successful in our knowledge society. Our society has shifted from one that simply exchanged knowledge to one in which all individuals have easy access to information to be able to actively participate in a knowledge society. There are a number of reason for this change including global and academic changes.

Rationale Behind Shift to Competency Based System

Global change. A new view of education began to emerge in the late 20th century, and with increased access to technology has continued to evolve in the 21st century at an incredible rate. According to Alberta Education (2010):

education is about more than preparing our children and youth for work. It must encourage learners to discover and pursue their passions; make successful transitions to adulthood; and create life-long learners who contribute to healthy, inclusive communities

and thriving economies. (p. 18)

Why has this change in attitude come about? Many believe it is due to the changing economic times and is driven by business needs. According to the Asia Society (2013), globalization, technology, migration, international competition and changing markets are some of the reasons for a greater focus on competencies (p. 1).

Vivian Stewart (2014) states, “The world is changing at (a) seemingly breakneck speed. Around the globe, a wide-ranging debate is taking place about what knowledge and skills are most important for the increasingly diverse, interconnected, and innovation-oriented societies of the 21st century.” (para. 1). Voogt and Roblin (2012) also note “globalization and internationalization of economy along with the rapid development of information and communication technology” (p. 299) as reasons for how learning has changed.

Often it is noted that we are preparing students for jobs that do not exist (Voogt et al., 2012).

Academic change.

The switch from gathering knowledge to working with knowledge has created the shift to a competency-based education as well. We want our students to develop their competencies on a continuum, to be able to reach a point where they are proficient in retrieving that competency whether in the workplace, at home or at school. The continual development of key (important) competencies, “the knowledge, skills, attitudes and values needed to function successfully in a variety of life contexts” (Parsons, et al. 2012, p. 81), is critical in a competency-based education.

Seminal work.

A call for change in how things are done is not a new concept in education. Voogt and Roblin (2012) reference Dewey (1910) as calling for students to “think well” (p. 316), as well as

his call to care for the whole child (Mombourquette, 2013, p. 2). Is this not part of the key competencies that researchers are calling for in current times?

Parsons and Beauchamp, (2012) note that the competencies movement is rooted in the behavioural objectives movement of the 1950's and that research on competencies began in the 1970's and 1980's; it then continued with a stronger focus in the 1990's on competencies within educational curriculum. The call for a change in how we do things in the 1990s began with the increased use of technology. Reich (1992) questioned how jobs would change as a result of our increasing use of technology within our society. The Delors Report (Tawil and Cougoureux, 2013) put out by the United Nations Educational, Scientific and Cultural Organization (UNESCO) proposed a holistic vision where education would play a part in developing the whole person. The four key pillars noted in this report include "learning to know, to do, to be, and to live together" (p. 1). These are all the components for life long learning. The Delors report outlined an ideal for teaching ways of living and learning that easily aligns with 21st century competencies, however this report gave no clear vision outlining how to get there (Tawil and Cougoureux, 2013). The 21st century is a time for moving these ideals forward.

Competency-Based Education/21st Century Skills Focus

Globally/Internationally

There are a number of factors contributing to the global push toward competency-based education. International organizations such as the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) assessments, as well as National Assessment of Educational Progress (NAEP) are often cited as reasons for nations to push toward a competency-based education (Gordon et al., 2009; Voogt and Roblin, 2012). OECD, as noted by Parsons et al. (2012), has moved forward with its Definition and

Selection of Competencies (DeSeCo) framework which outlines three general key competencies, each with a number of subcategories:

1. “Using tools interactively...
2. Interacting with heterogeneous groups...
3. Acting autonomously...” (p. 83)

In contrast, Voogt and Roblin (2012) make an argument stating that in our knowledge society the PISA results are making a push toward a literacy and numeracy focus, not a competency focus. Voogt and Roblin (2012) also state that there is a huge gap between the intended competency-based curriculum, what is actually being implemented in classrooms, and how competency-based education is being assessed to show that it has been achieved.

Countries such as Singapore, New Zealand, Australia, as well as European Union Countries are all moving forward with defining and implementing competencies in their education system. Refer to Table 2 to view their organization of key competencies. It is interesting to note that social responsibility, personal management, as well as literacy and numeracy skills are the most noted competencies among these countries. Critical thinking and problem solving are the next most noted.

Nationally (USA - ATC21S, P21, enGauge)

Some interesting work toward competency-based education has been moving forward in the United States. Many of the initiatives are funded or supported by corporate organizations. Three competency-focused organizations that have been leading the way include Assessment and Teaching of 21st Century Skills (ATC21S), which is mainly supported by Cisco, Intel and Microsoft (Adamson and Darling-Hammond, 2010). Parsons et al. (2012) make note that this framework incorporates the KSAVE framework. The KSAVE framework organizes

competencies under four main headings (Ways of Thinking, Ways of Working, Tools for Working, Living in the World) to be able to make comparisons worldwide; Partnership for 21st Century Skills (P21), the second organization, was founded through a coalition of business organizations, educational leaders and policy makers (p21.org, n.d.); and finally EnGauge 21st Century Skills is supported through the North Central Regional Education Laboratory, focusing on effective technology use (<http://metiri.com>).

All Three of these organizations are making concerted efforts to inform educators about competencies, and how they can be supported in an educational setting. It is important to note that the use of technology plays a role in integrating competencies within these organizational frameworks. With increase ease of access, digital literacy will continue to play a key role in developing competencies.

An analysis of the three frameworks mentioned above as well as 13 other frameworks by Kereluik, Mishra, Fahnoe and Terry (2013) identified 3 key categories, each with 3 sub categories aimed to clarify what we mean when we talk of 21st century skills. The three key categories noted include foundational knowledge (including sub categories of core content knowledge, digital and information literacy, and cross-disciplinary knowledge; meta knowledge (including sub categories of problem solving and critical thinking, communication and collaboration, and creativity and innovation; and humanistic knowledge (including sub categories of life skills, job skills and leadership, cultural competence, and ethical and emotional awareness (Kereluik et al., p. 130). This research will be helpful when exploring competencies with teachers. Kereluik et al. (2013) noted “each of these major categories can be seen as what we need to know, how we act on that knowledge, and the values we bring to our knowledge and

action” (p. 131). Of particular interest in this analysis is that knowledge of technology was noted in only one of the subcategories (p. 131).

Many countries have their frameworks and visions in place. Only a few have started to document ways in which they are implementing the competencies into their curriculum:

Nationally (Canada)

Many provinces in Canada are making competencies part of their curriculum. See Table 1 for a summary of competencies focused on in some of the provinces. Saskatchewan’s Ministry of Education (2010) has three key areas of learning (Life Long Learners; Sense of Self, Community and Place; and Engaged Citizens), and four cross-curricular competencies listed in their curriculum document. They state that competencies “contain understandings, values, skills and processes considered important for learning in all areas of study (Saskatchewan Ministry of Education, 2010, p. 4). The province of Quebec organized 9 cross curricular competencies in 2004, however as of 2010 have embedded the competencies within the separate subjects (Parsons and Beauchamp, 2012, p. 84). Interesting to note is Nunavut’s competencies that are context based; according to Parsons and Beauchamp (2012) they are “viewed as foundational to Inuit ways of being” (p. 85). Ontario Education’s renewed vision for education aims to “develop graduates who are personally successful, economically productive and actively engaged citizens”. (<http://www.edu.gov.on.ca/eng/about/excellent.html>). Ontario Education’s (2014) renewed goals include: achieving excellence, ensuring equity, promoting well-being, and enhancing public confidence (p. 3). As noted in their report to the American Educational Research Association (Clarke, Gill, Sim, Patry and Ginsler, 2014), Ontario schools have been involved in a number of initiatives to promote pedagogy, technology and change (p. 17). Ontario is making efforts to move forward from talking about to actually doing action research, through

their initiative edugains (edugains.ca) to build competencies for pedagogy, technology and change within the classroom.

Within the provincial competencies listed, communication, collaboration and critical thinking are among the competencies most noted (refer to Table 1).

Provincially (Alberta)

Inspiring education: A dialogue with Albertans.

Inspiring Education: A Dialogue with Albertans (Alberta Education, 2010) is a vision for education for students in Alberta from now until 2030 (p.5). It was created based on the works of a 22 member steering committee having extensive consultation with all stakeholders involved in Alberta Education, especially multiple levels of consultation with the public. This document sets out the vision for education, however the processes for how it is to be implemented are still in the developmental stage.

According to the steering committee findings in Inspiring Education (Alberta Education, 2010) there is a rise in knowledge being the key resource in the world's economy. They state "the next generation will need to be innovative, creative and skilled in managing knowledge as a resource" (p. 4).

The steering committee for Inspiring Education (Alberta Education, 2010) makes reference that children born in 2010 will have more contact with different cultures, languages and religions (p.4), and that "the pace of change will be relentless and greater than we have ever experienced before" (p. 4).

The Inspiring Education steering committee (Alberta Education, 2010) stresses that we must:

- ensure students are able to adapt to the changes that are coming,
- help students discover and pursue their passions,

- help students to make successful transitions into adulthood, and
- help students to become “life long learners who contribute to healthy, inclusive communities and thriving economies” (p.4)

Alberta Education’s (Albert Education, 2010) grades K – 12 vision for education lists specific outcomes that are summarized as “the Three E’s of education for the 21st Century” (p. 5). The qualities and abilities as noted by Inspiring Education (Alberta Education, 2010,) include:

Engaged Thinker: who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others, and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.

Ethical Citizen: who builds relationships based on humility, fairness, and open-mindedness; who demonstrates respect, empathy, and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.

Entrepreneurial Spirit: who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has the confidence to take risks and make bold decisions in the face of adversity. (p. 4-5).

Underlying the 3E’s are six core values that should be part of every decision related to curriculum (Alberta Education, 2010, p.6). “Values are the beliefs and ideals critical when making decisions about education; curriculum, teaching, assessment, policy and governance” (Alberta Education, 2010):

- opportunity
- fairness
- citizenship
- choice
- diversity
- excellence (p. 20)

Alberta Education’s Inspiring Education – Policy Shifts

The shifts that must occur, according to the Inspiring Education steering committee (Alberta Education, 2010, p. 6), include expanding beyond school to include the community as partners of education; becoming more child-centered, supporting children emotionally, intellectually, physically, socially and spiritually. “Their interests, curiosities and strengths should be taken into account” (p.6) and “activities that encourage play, creativity and imagination should become the norm” (p. 6). Curriculum should be available in a variety of forms, and students need choice in how they learn best; students should demonstrate attitudes, skills, knowledge, and values required for life-long learning – a focus on competencies, “moving education to a process of inquiry and discovery” (p.7).

Policy Shifts

Alberta Education’s Inspiring Education vision is to shift policy in many significant ways. The four key policy shift focus areas, as noted in Inspiring Education (Alberta Education, 2010) includes to move focus from a school model to an education model; from a system to a learner approach; from a content to a competency focus; and to use technology to support the creation and sharing of knowledge, not just to support teaching.

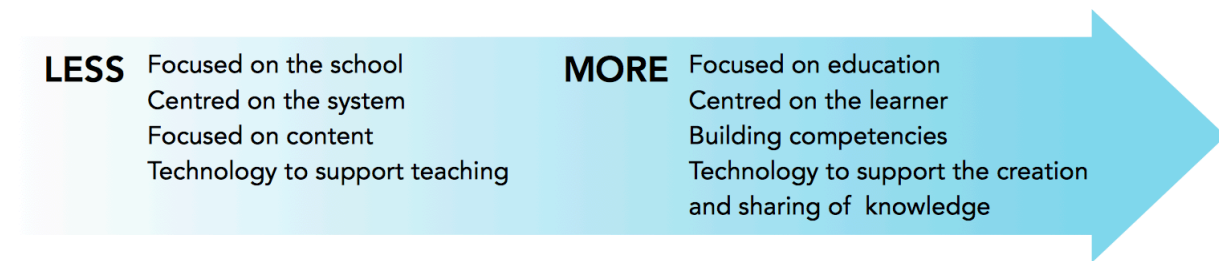


Figure 1. Policy Shifts by Alberta Education, 2010.

Focused on education. “Through a broader vision of what learning is (Alberta Education, 2010), we need to support students to be able to learn anywhere, and at any time” (p. 22). A focus on education instead of school understands this reality, and is guiding us in a direction to make this happen. In order for this to occur we must make the community a true partner in education, so students are able to learn in the “real world” (p. 23).

The educational experience (Alberta Education, 2010) should include: “support for the family, sources of leadership, and the prospect of life-long learning” (p. 23). Support for the family would include early assessments to identify needs of children, and then be able to provide support for them and their families. It also included increased opportunities for parents to participate in their child’s education through technology and flexible scheduling. Sources of leadership would expand students’ exposure to experts and mentors in the community. The teacher’s role changes from “a knowledge authority to an architect of learning – one who plans, designs, and oversees learning activities” (Alberta Education, 2010, p. 23). The prospect of life long learning would provide for a smooth transition into post-secondary education by allowing students to take post-secondary courses while still in high school, as well as to learn about alternate career paths.

Within this vision, the community and school would merge together to support and enhance experiences for students. This would allow for students to “acquire knowledge and

develop competencies relevant to the 3E's, their passions and career plans" (Alberta Education, 2010, p. 24).

Centred on learners. According to Inspiring Education (Alberta Education, 2010) the child must be at the center of all decisions. Students' needs and interests need to be front and center, and they must be allowed to be creative and innovative in their learning. Curriculum should be "available in a variety of forms to be accessed in-person or virtually, (as well as) collaborative or independent, and at one's own pace" (p. 25).

Building competencies. A movement from content-based to competency-based learning is the third policy shift focus in Inspiring Education's (Alberta Education, 2010) vision. According to the steering committee, the meaning of "knowledge" is changing. With competencies there is increased "emphasis on knowing how to access information about something" (p. 25), not merely just knowing about something. As well, there is more emphasis on how to think and do things! The whole focus of competencies is to be able to apply things to real-life; to take information and make it relevant. According to Inspiring Education vision (Alberta Education, 2010), "a person is considered knowledgeable if they can gather, analyze, and synthesize information... in order to create knowledge or find solutions to problems" (p. 25). Students in Alberta should demonstrate the following competencies (Inspiring Education, 2010, p. 26):

- *Know how to learn* – to gain knowledge, understanding or skills through experience, study and interaction with others.
- *Think critically* – conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge.
- *Identify and solve complex problems*

- *Manage information* – access, interpret, evaluate and use information effectively, efficiently, and ethically.
- *Innovate* – create and generate new ideas and concepts.
- *Create opportunities* – through play, imagination, reflection, negotiation, and competition – with an entrepreneurial spirit.
- *Apply multiply literacies* – reading, writing, mathematics, technology, languages, media and personal finance.
- *Demonstrate good communication skills and the ability to work cooperatively with others.*
- *Demonstrate global and cultural understanding.*
- *Identify and apply career and life skills.*

The Edmonton Regional Learning Consortium (2014) provides a one-page overview, as well as concise two-page overviews of each of the competencies to assist individuals understanding of the competencies.

One-page overview:

http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/competencies-poster_11x17.pdf

Two-page overviews of each competency:

http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/cross_curricular_comptencies_overview.pdf

All of these competencies involve a process of inquiry and discovery (Alberta Education, 2010, p. 26). As well, the Inspiring Education vision notes that the competencies that students will focus on will change as they grow; students will be on a continuum, starting and ending at

different places. It will be interesting to see what benchmarks are used to organize these competencies. A final aspect about competencies is that the assessment of competencies will involve both quantitative and qualitative measures. The gap that continues to exist is between the vision of Alberta Education and benchmarks and assessments that will be used for each of the competencies. This is a work in progress as different districts within Alberta engage in pilot projects involving competencies

In order to develop this continuum of competencies, students must have excellent teachers facilitating their learning (Alberta Education, 2010, p. 27). It is noted in Inspiring Education (Alberta Education, 2010) that teachers “must achieve excellence to inspire the same level of achievement in learners... that teachers need to be innovative, passionate, and positive about teaching” (p. 27).

Technology to support the creation and sharing of knowledge. Inspiring Education’s fourth policy shift (Alberta Education, 2010) is to use technology to support innovation and discovery. It should also be used as assistive technology to support all students in participating in learning.

When school districts, schools and specifically teachers begin to implement a competency-based education system, the 4 policy shifts will naturally happen. It is now up to administration and teachers to move the implementation of competency-based education forward.

Locally - Greater St. Albert Roman Catholic Separate School District (GSACRD)/Vital Grandin Catholic Elementary School

Instructional leadership and pedagogy lead. As noted by Parsons and Beauchamp (2012), “the only constant in the Alberta education system over the past few decades has been

change” (p. 77). Alberta Education has been a bit slower than other nations (i.e. Australia) and provinces (i.e. Ontario and Quebec) to move forward with a competency-based vision for education; Perhaps to gain a clearer understanding and pathway from the journeys of others, or to ensure that all stakeholders had a chance to have their say in its creation? In any case, Alberta Education has created a clear vision of change for the 21st century.

At the district level, Greater St. Albert Roman Catholic Separate School District No. 734 (GSACRD) provides monthly professional development for school administrators to focus on best practices in all areas of administration, with extra emphasis on the instructional leadership component. Within the instructional leadership at each school, administrators have the autonomy to know what the needs of their schools are, and to create action plans that will fit their context. In turn, administrators work to build teachers’ capabilities, and to give them autonomy to participate in collaborative teacher inquiry within the school, and in their own classrooms.

One positive step that is being taken this current school year is the appointment of a pedagogy-technological lead in each school. The role of the pedagogy lead is to assist students and teachers in using technology within the learning environment to support their teaching and learning. This is a wonderful first step in ensuring that technology is infused with the learning, and not an add-on. With this technology support in place, it is much easier to move forward with infusing competencies into curricular learning as well.

Section 2 - Instructional Leadership

Instructional leadership, as noted by Hallinger and Murphy (2013) is a “practice-based rather than a theory-driven construct (p. 6). It has evolved over time from sole principal leadership, as noted by Edmonds (1979), to distributed leadership of many individuals within the

school setting (principals, teachers & coaches). Research into this expanded view of leadership is moving toward answering “how” the process of change in teaching and learning is brought about; as well as expanding on the leadership role that principals, teachers, coaches and students play in teaching and learning (Neumerski, 2013).

What is the purpose of school? According to the Alberta Education’s Principal Quality Standards (2009) “the core purpose of the school (is) providing all students with the best possible opportunities to learn” (p. 3). The research indicates that teachers are the most important factor in making a difference in student learning (Leithwood et al., 2006). Noted as a close second, is the principal’s effect on teaching and learning (Leithwood et al., 2006). In the past, principals were seen as the primary person to make a difference in student learning through their impact on teaching practices. Over the past five decades, their instructional leadership has been proposed and proven by many researchers to have made a difference in teacher’s teaching, which in turn affected student achievement. (Heck & Hallinger, 2009). The question of this section of the literature review is “how” do instructional leaders go about effecting change to make a difference in student learning?

Qualitative and quantitative research on the theory of instructional leadership and its effect on school improvement inform this review. The research has led to many policies that have been implemented in different countries and provinces within Canada. As well, numerous books have been written with regards to the methodology of becoming a successful instructional leader.

Definition

In my view, instructional leadership is a collaborative, capacity-building process involving all stakeholders whose common vision, as well as personal beliefs, leads to

questioning, research, action and continual reevaluation within the context of an organization.

Instructional leadership is a shared leadership to develop life long learners. Instructional leadership must also entail an organizational component: organizing your context to ensure success in teaching and learning. In the general context of education, the vision is focused on teaching and learning to improve student achievement.

The school is a dynamic environment where the interaction of all stakeholders contributes to the culture of learning (Leithwood et al., 2006). Much like the video game “Donkey Kong” one needs to navigate a multitude of obstacles to stay on course and make it to the destination of improving teaching and learning...only to move to another level once success is achieved...Or to start again using a new strategy if unsuccessful. Along the way there are also rewards that energize, and obstacles that may slow you down, or stop you in your tracks. This is the challenge that makes education such a dynamic field to work in. To be successful, schools must rely on the commitment and action of all stakeholders to move forward. This interplay of stakeholders, within the school community, is what Crippen (2012) refers to as the leadership-followership dynamic. She states that regardless of the role, when there is a balance of authentic leadership and followership, all members have a chance to participate (p. 192). Begley (2001) does a wonderful job of clarifying ‘authentic leadership’ as “a metaphor for professionally effective, ethically sound, and consciously reflective practices in educational administration (and) a genuine kind of leadership - a hopeful, open-ended, visionary and creative response to social circumstances” (p. 353 -354).

This is the form of leadership that all stakeholders need to play a part in, to build capacity and to move toward innovative practice to make a difference in student achievement.

Progression of Instructional Leadership

The research of Erickson (1967) and Gross and Harriott (1965) has been noted by Hallinger (2009) as seminal work investigating the leadership roles of principals and their impact on “school success” (p.1). The term instructional leadership began to be used in the 1980’s with particular focus that it was solely the role of principal (Hallinger, 2009). It was at this time that the connection between leadership and school success came to light. Much of the work of researchers during this time was seen as seminal for the new research focus seeing principal as not just school managers but instructional leaders impacting student success (Hallinger, 2009). The increase in research led to a new focus...transformational leader in the 1990’s.

Transformational leadership. According to Stewart (2006), transformational leaders “focus on restructuring the school by improving school conditions” (p.4). Transformational leadership according to Leithwood and Sun (2012) “claims that a relatively small number of leadership behaviours or practices are capable of increasing the commitment and effort of organizational members toward the achievement of organizational goals” (p. 388).

Hauserman and Stick (2013) did research on transformational leadership characteristics and behaviours, as viewed by teachers. They noted that transactional and transformational leadership compliment each other; that “many of the managerial characteristics of transactional leadership must be present before transformational attributes can emerge” (p. 186). This is much like the foundational knowledge that students must acquire in order to be creative and innovative in their learning. Marks and Nance (2007) noted that collaboration plays a huge role in implementing change, and that the principal plays a key role in this. They state that “schools depend on the concerted efforts of administration and teachers...to reculture into collaborative, results-oriented organizations where curriculum and instruction are of high quality” (p. 27-28).

Hauserman and Stick (2013) noted 4 transformational leadership variables that accounted for those principals who were effective. The variables include:

- *Idealized influence* behaviours highlighted included maintaining and creating visibility, developing rapport, holding students and teachers accountable, having high expectations, having a best-practices emphasis, leading by example, mentoring, showing consistent fairness, making ethical decisions, and building leadership capacity.
- *Individual consideration* behaviours included collaborating on decisions, listening and caring, consulting involved parties, being consistent, and making decisions that were best for children.
- *Inspirational motivation* behaviours were demonstrated by showing encouragement and support, promoting teamwork, celebrating successes, and using humour effectively.
- *Intellectual stimulation* was illustrated by asking questions and challenging the status quo, explaining decisions, using current research, trusting staff to take risks, focusing on a collaborative vision, being a proactive problem solver, and providing creative solutions.

(p. 196)

Important to transformational leadership, according to Yang (2014), is sharing leadership and experiencing success. Yang (2014) states that “experiencing success is the lifeblood of transformational leadership improvement (p. 287), and that through the joy of success, individuals gain trust in themselves, which strengthens their sense of responsibility toward the school...thus leading to further school improvement. He brings up a very important point that the “secret to school improvement is keeping moving. A success ends with a new start” (p. 287). This is important because often times when goals are reached in schools, they slowly become forgotten and best practices once happening in classrooms, slowly fade away.

Stauffer and Mason (2013) in their research on stressors in education also support the notion of having teachers play a key role in taking ownership of decisions and action plans within their schools. This will be very important when we begin to implement competencies within our curriculum. The researchers (Stauffer & Mason, 2013) also make mention that administrators can help to reduce the stress associated with curriculum change by “providing a clear rationale for the changes, data to support the changes, as well as multiple resources and professional development opportunities to assist with implementation” (p. 827). Again, these are very important aspects to be in place when moving the competency curriculum forward

Robinson et al. (2008) in their meta analysis of school leadership noted that “the impact of instructional leadership on student outcomes is notably greater than that of transformational leadership” (p. 22). Leithwood and Sun (2012) in their meta analysis of school leadership techniques note that transformational school leadership and Instructional leadership are models of school leadership, and that many of the models “of effective leadership actually include many of the same practices” (p. 387). Transformational school leadership, according to Leithwood and Sun (2012, p. 388), involves a small number of leadership behaviours or practices that increase the commitment and effort of organizational members to achieve organizational goals.

Noting current research comparing transformational and instructional leadership, Leithwood and Sun (2012) conclude that transformational leadership is only one part of the leadership model required in education. They state that another part of the model must include “predictable changes in the performance of organizational members” (p. 389). This is referring to instructional leadership specific to teacher practices. Therefore transformational and instructional leadership models are both required in effective educational leadership models.

In the continuation of this paper I will use the term instructional leadership to refer to the combination of transformational and instructional leadership models.

During the 1990's researchers were taking note of the role of teacher and other leaders within the school (Hallinger, 2009). It was the work of Fullan (2001) that led to the concept of distributed leadership that ensured sustainability within the school context. More importantly the focus of all stakeholders should be to close the learning gap. This is what Fullan (AERA, 2012) refers to as the "moral imperative". Fullan (AERA, 2012) stressed that when strategies are implemented that make a difference in teaching and learning, then the moral purpose of what stakeholders do is deepened, and they develop a clearer vision for teaching and learning (p. 1). Action research is one major component in developing key strategies for making a difference in student learning. Instructional leaders play an important role in facilitating, and being part of, implementation and improvement of strategies in the classrooms. In the last decade, instructional leadership has also been internationally referred to as "leadership for learning" (Hallinger & Murphy, 2013, p. 7).

Link Between School Leadership and Student Achievement

Instructional leadership has an impact on student achievement (Hoy & Miskel, 2008). As noted by Mendals (2006), the seminal work of Leithwood et al. (2004) linking school leadership to student achievement started an increase in research connecting the two (p. 55). Supporting this claim, Fullan (AERA, 2012) referred to the meta research conducted of Vivianne Robinson and Ken Leithwood, both independent of each other, as coming "to the same conclusion - principals impact student learning indirectly" (p. 3). It is the leadership that focuses on

“learning, monitoring, feedback and corrective action” (p. 4), as stated by Fullan (AERA, 2012) that has a significant impact on changing practices that improve student achievement.

School Administrators and Instructional Leadership

Leithwood et. al. (2004) completed a seminal study, as noted by Mendels (2012), which they strongly confirmed their findings six year later in 2010, that “leadership was the second most important school-based factor in children’s academic achievement” (p. 55). Principals directly and indirectly have an effect on learning. Given the scope of responsibility they have, and the time they have to make an impact, they need to become masters at organizing for teaching and learning. As noted by Horng and Loeb (2010), the principal’s role of instructional leader must include organizational management for instructional improvement (p. 66).

According to these researchers, this means “staffing a school with high-quality teachers and providing them the appropriate supports and resources to be successful in the classroom” (p. 67). A principal must be able to assess his/her staff, and be able to put supports in place, or take action when students learning needs are not being addressed. To do this, an instructional leader must have a solid grasp of best practices, be able to provide feedback, and be able to organize to support for teaching and learning.

The leadership role played by a principal, as noted by Levin (2012) is meant to “build the engagement, partnership, and skills necessary for sustainable reform” (p. 19). One of the largest factors that lead to sustainable change is capacity building. Fullan (cited in Ontario Leadership Strategy, 2012-13) stresses the ‘direct’ capacity building such as “application, coaching, monitoring, exchanging ideas and strategies, assessment for learning, and other results-focused activities that take place in the leadership context” (p. 3). Capacity building and shared leadership are key, especially when a well-intentioned principal, wanting to focus on

instructional leadership activities, are deterred by the daily management issues and interactions initiated by others (Hallinger & Murphy, 2013).

The idea of distributed leadership is supported by Bridges' (1967) cited in Hallinger and Murphy (2013) when he states that the instructional leadership role of the principal is "beyond his or any other human being's capacity" (p. 12). Hallinger and Murphy (2013) further support distributed leadership when they state "shared leadership can, over time, become a powerful approach to changing the normative environment in which instructional leadership is enacted (p.16).

Robinson et al. (2008), and other researchers (cited by Hallinger & Murphy, 2013) have made statements alluding to instructional leadership as more of an elementary school model. I disagree with these statements as principals at all levels must be knowledgeable about best practices; they must be part of the developmental process with regards to curriculum understanding and development, as well as part of supervision and evaluation.

Another aspect of instructional leadership that was critiqued by Barth (cited in Hallinger, 2009) was that instructional leadership in the 1980's was pushed as a "one-size fits all" model (p. 3). I agree with Barth, and still see evidence of it today. It is so important to look at the context of the school, and to determine what instructional leadership organization works best for that school. Just as Crippen (2012) noted, it is a continuum of leadership – followership, and this will adjust as the needs of the school adjust. I conclude this discussion by noting Neumerski (2013):

"the aim of instructional leadership (is) tied to the core work of schools: teaching and learning. Thus instructional leadership must include the connection between instructional leadership and instruction itself" (p. 316).

As noted by Hoerr (2007-08), “teachers need to see their principals as partners in education, learning with and from them” (p. 85). In their research, Ross and Gray (2006) found that “principals who adopt transformational leadership behaviours contribute to teachers’ professional commitment directly and indirectly through collective teacher efficacy” (p. 799). It is also important to note, that the power and influence of the principal does not decrease as others within the school are given more leadership roles (Leithwood et. al., 2006, Louis et al., 2010 as cited in Mendels, 2012).

It is through the action of trying different strategies that teachers develop their confidence and capacity to enact change. As stated by Levin (2012), behavior often changes before beliefs. Teachers need to experience new ways to teaching and learning to see the benefit, and to believe in its effectiveness.

Teachers and Instructional Leadership

Barth, as referenced by Hoerr (2007-08), stated that “if students are to grow and learn, their teachers must grow and learn, too” (p. 84). He made reference to the “notion of collegiality” whereby through collaborative interactions teachers improve their practices (p. 84). It is when teachers have the commitment and belief about their collective capacity to improve teaching and learning, that you see an increase in student achievement (Ross & Gray, 2006). Through collaborative work teachers lead, and learn from each other. Through this capacity building, individual teachers also build their belief in their capacity to implement strategies (Leithwood et al., 2006). One way for teachers to grow and learn is through self-assessment of past performance and developing strategies for future performance (Ross & Gray, 2006, p. 813). In order for teachers to be able to reflect and discuss practices, structures must be in place for them build capacity and collegiality among each other.

Another way for teachers to lead and learn is to become “students of their students” (Crippen, 2012, p. 197). Teachers need to encourage students to be active participants: to be leaders and followers, sharers and listeners in the school community. Bennis, in an interview with the National Association of Secondary School Principals Audio Education (1994) supported this concept when he stated, “the only way people learn about leadership is through putting them in situations from which they can really learn and get feedback from their colleagues and valued sources” (p. 4).

Students and Instructional Leadership

All stakeholders play a part in student achievement, however, Fullan (cited in Levin, 2012) noted that students can be a wonderful source of support for improving teaching and learning; however they are often not used. As noted by Barth (2002), students submit to learning in many school cultures because they are threatened with punishment for not learning. He notes that in order for these students to thrive, they have to experience active, voracious, independent, life-long learning during their school experience (p. 11). They need to be active leaders and followers within the school environment. This can only occur if we see them as contributing, and being equal partners in the teaching and learning.

Context

For all stakeholders, as noted in Hallinger and Murphy (2013), “the capacity to leadership lies at the intersection of our intentions and actions” (p. 18). With a clear vision, and definite action, school improvement goals can be achieved within any school context. I agree with Neumerski’s (2013) reference to leadership involving context, and within that context one must look at the interactions of leaders and followers, and the leadership tasks that must be

accomplished (p. 315). The expectation of all stakeholders must be, according to Barth (2002) that “one learns, continues to learn, and supports the learning of others” (p. 11).

Conclusion

The definition of instructional leadership has evolved as researchers learn more about the effects that principals and others have on student learning. What is known is that instructional leadership is a shared leadership, where all stakeholders must play a part in developing capacity for teaching and learning. As I move forward, it is the “How” of instructional leadership that I use to guide my actions with staff and students to build knowledge and understanding of the new competency based curriculum in Alberta. As paraphrased by Hallinger and Murphy (2013), I really want to “BE the change” (p. 18) I want to see in my school.

Section 3 – Moving Forward

Organizations Supporting and Moving the Competency Initiative Forward

In order to have teachers move toward a competency based program, Voogt and Roblin (2012) quote Dede (2010a) stating that “it requires the questioning and unlearning of beliefs, values and assumptions, and perceptions that researchers, practitioners and policy-makers currently hold about the school system” (p. 300). Teachers need to change their traditional way of thinking about education, and how students learn. In order to do this, teachers must get immersed in the learning and facilitation of learning using competency based methods. Voogt and Roblin’s analysis references Gordon et al. (2009) in listing different approaches for how competencies can be integrated:

“These approaches suggest 21st century competences can either (a) be added to an already existing curriculum as new subjects or as new content within traditional subjects, (b) be integrated as cross-curricular competences that both underpin school

subjects and place emphasis on the acquisition of wider key competences, or (c) be part of a new curriculum in which the traditional structure of school subjects is transformed and schools are regarded as learning organizations” (p.310)

According to a study by Ananiadou and Claro (2009), many countries are still in the beginning phases of implementing and assessing competencies in their curriculums. With regards to Alberta Education’s framework, the curriculum prototyping (Alberta Education, 2013) that is currently taking place will guide how to integrate competencies within core curricular learning. Curriculum prototyping involves various districts in Alberta who apply to prototype draft components of programs within their schools that will help to guide the development of Alberta’s curriculum. It is a model of ongoing improvement where “each...component will be further developed and redefined based on ... feedback” (Alberta Education, 2013, p. 8)

Promising Models for Implementation

As noted by Voogt and Roblin (2012) “it is worrying that the education sector, let alone schools and teachers, do not seem to be actively involved in the 21st century initiatives and in the overall debate about these competences” (p. 305). This is the case to some extent in schools in Alberta; however some schools and school districts are leading the way in implementing competencies into their practices. For the purpose of this paper, I will share some promising practices occurring in Alberta, as well as in Canada and the U.S. The purpose of this analysis is to gain knowledge of different practices to be able to create an action plan for my research project.

According to Voogt and Roblin (2012), “the acquisition of 21st century competences can best be supported by specific pedagogical techniques, such as problem-based learning, co-

operative learning, experiential learning, and formative assessment” (p. 310); as well as ICT literacies.

Partnership for 21st century skills (www.p21.org). The U.S. Department of Education, along with other stakeholders created a framework for 21st century learning. Included with this framework are 21st century skill maps (p21.ca) that aim to tie competencies with core curriculum. These skill maps can be used for professional development, as well as teacher inquiry.

Ontario education (www.edugains.ca). Ontario Education (2014a) since 2012 has been actively engaged in what they call “next generation learning” (p.1). Teachers across the province have been actively involved in pedagogical teaching and learning with technological support. The province have been involved in round table discussions with all stakeholders, have ensured that the technological capacity in schools can meet the challenges of tech-enhanced learning, and have created digital data banks (Ontario education, 2014b) with resources, professional development opportunities, exemplars, and many other online tools to support teachers in implementing competencies within their classrooms. They have also created opportunities for social networking. With Ontario’s eduGAINS website (www.edugains.ca), there are many resources teachers all over the world can access.

Rocky view school district (www.rockyview.ab.ca). Rocky View school district, the fifth largest school district in Alberta, includes many of the areas surrounding the City of Calgary. This district has many innovative practices posted on their website that can help move teachers forward. On their Annual Education Results Report (AERR) they have graphics that when selected leads to learnings and exemplars for each of these focus areas.

On their website, Rocky View (2014) lists the competencies outlined by Alberta Education. They provide an outline of each competency, a continuum of development for the competency, and more information, exemplars, plus activities to do within the classroom. This is a good starting point to assist teachers to develop their understanding of competencies and their implementation plan.

Edmonton catholic school district – transform (www.ecsd.net). Edmonton Catholic School District is moving forward with Alberta’s educational shifts through their Transform program. This professional development model supports teachers in building knowledge and confidence to adopt 21st century teaching practices. This program “involves lead teachers and consultants in a sustained coaching cycle of planning, teaching, documenting, reflecting and sharing” (Chevalier & Nixon, 2014, p. 22). The Transform model, as noted by Chevalier and Nixon (2014) is premised on the work of Bandura (1997) and allows teachers to build their self-efficacy through “mastery experiences, vicarious experiences, verbal persuasion and inspiration & accountability” (p. 23). This coaching model supports teachers in building their skills to change teaching and learning practices to make a difference for student learning.

Assessment

The ATCS framework (as noted by Voogt & Roblin, 2012, p. 312) notes that assessments need to:

“(a) be aligned with the development of significant 21st century goals, (b) be adaptable and responsive to new developments, (c) be largely performance based, (d) provide productive and usable feedback for all intended users and contribute to capacity building of teachers and students, and (e) meet the general criteria for good assessments (i.e. be

fair, technically sound, valid for purpose, and part of a comprehensive and well-aligned system of assessments at all levels of education” (p. 312-313).

The ATCS framework (Voogt & Roblin, 2012) also notes how technology can play a role in improving assessment practices.

Assessment can occur explicitly and implicitly (Gordon et al., 2009). Explicit assessments can include: “standardized tests, teacher assessment, and or portfolios; as well as peer assessment (Voogt & Roblin, 2012, p. 314).

Although thorough in stating what assessment needs to be, there needs to be more clear direction for teachers on how to integrate and create assessments for individual and multiple competencies depending on the task assigned.

Supporting Teachers

Principals play a key role in supporting teachers to make a difference in student learning. Mombourquette (2013) referring to the Alberta School Leadership Framework of 2009, states that it is the principal’s responsibility to serve as instructional, educational and organizational leaders focused on the core purpose of providing all students with the best opportunities to learn (p. 10). A key part of the principal’s role is ensuring that they are supporting teachers during these changing times.

According to Radivojevic (2010) during these transformative times, principals are expected to “initiate a clear mental map and road to be followed” (p. 92). Radivojevic (2010) states this can be done by creating a culture of mutual trust, cooperation and responsibility. The best way to support teachers during these pedagogical shifts is to develop teachers’ abilities to use a multitude of teaching techniques, and to build teachers’ capacity in ICT literacies (Voogt & Roblin, 2012, p. 311). As well, teachers need time to participate in active teacher inquiry to

implement competencies into the curriculum. P21 (as noted by Voogt & Roblin, 2012) notes three ways to accomplish this: “to give teachers opportunities to observe real examples, to engage in on-going and work related professional development initiatives, and/or to participate in professional learning communities” (p. 311).

ICT literacies

Voogt and Roblin (2012, p. 308) refer to 3 types of literacies: information literacy, ICT literacy and technological literacy. As well, Voogt and Roblin (2012, p. 317) state that competencies need

- “operational definitions – what is expected from students at different grade levels in terms of knowledge, skills and attitudes
- a connection between core subjects and 21st century competences should be clearly identified
- to assure learning *about* and learning *with* ICT, the ICT literacy competencies (i.e. information literacy, ICT skills, and technological literacy) should be embedded within and across the other 21st century competences and core subjects
- the role of formal and informal education contexts in supporting the acquisition of 21st century competences needs to be acknowledged and taken into account.
- The development of national frameworks containing clear-cut definitions of 21st century competences and addressing strategies to support and regulate its implementation and assessment are needed” (p. 317).

In the case of the Alberta context, the last bullet would not apply, as Alberta has created their own framework for 21st century competencies.

Conclusion

Parson et al. (2012) noted that “there were no qualitative or quantitative studies that have been carried out in the K-12 system in terms of competencies” (p. 83). Although recently many school districts in Alberta are beginning to do prototyping, our school can play a part in doing research on implementing competencies at the elementary level.

There is a vast research that is guiding my decisions with regards to integrating competencies with curriculum at the elementary level. I am guided by this quote from Parsons et al. (2012) in reference to P21’s statements:

“There is no “one best system” to achieve a 21st century education. Every district, school, classroom and learner is unique; thus, curricula and pedagogies must be crafted for unique circumstances. A 21st century education depends on an integrative approach to curriculum that unites core academic subjects, interdisciplinary themes and essential skills with instruction in which modern pedagogies, technologies, resources and contexts work together to prepare students for modern life” (p. 93).

However, as with any implementation, competencies may need to be addressed individually to begin with; then once teachers have a solid foundational knowledge of the competency, they can effectively explore cross competency implementation within and between curricular subjects.

Teachers’ learning, just like students is on a continuum... leading to proficiency!

As noted by Parsons et al. (2012, p. 94-95) when students begin to work in a competency-based education system, the focus will change from storing knowledge to a focus on skill attainment and learning, opportunities to become proficient, have clear expectations yet be able to adapt to novel situations, students monitor their own progress, and students gain an understanding that their development is a lifelong process.

Closing Statement

Our journey into a competency-based curriculum is really just beginning. Where it will lead I do not know; however one thing from the research that is clear is that “curriculum development never really ends... (it) evolves, based on evaluation of results, changes in resources, changes in targeted learners, and changes in the material requiring mastery” (Parsons et al., 2009, p. 96). Our understanding of how to develop competencies in education will evolve as we continue to explore competencies in action.

Chapter 3: Capstone Project Instructional Leader Plan for Implement of Competency-Based Teaching and Learning

Just as teachers become an “architects of learning – who plans, designs and oversees learning activities” (Alberta Educations, 2010, p. 23) I, as an instructional leader, want to become the architect of learning for my teachers who have a direct impact on student learning!

Background

As noted in their Inspiring Education document (Albert Education, 2010), Alberta Education is advancing toward a competency-based education. Their vision is focused on building an “engaged thinker and ethical citizen, with an entrepreneurial spirit” (p. 5-6). The vision within this document focuses on key principles, values and competencies. Through Curriculum Redesign (Alberta Education, n.d.), school districts across Alberta are developing ways to make this vision come alive within their schools.

Principals as instructional leaders play a key role in moving this vision forward. As an instructional leader within an elementary school, I want to ensure that I am supporting my teachers, and in turn student learning by developing a solid framework to move forward with a competency-based curriculum. Through professional development, inquiry through collaboration and classroom action, reflection and reevaluation, my hope is to have an impact on teacher practices to engage students in interactive competency-based curricular learning.

The culture within my school is one of collaborative inquiry. All staff work collaboratively together to learn about and implement practices that will make a difference for student learning. The staff at my school are confident to question practices, and to move forward with change if they feel it will make a difference for students. It is my job as an instructional leader to ensure that my staff learn about best practices, as well as have time to explore, implement and analyze their impact on student learning.

Through my research in competency-based learning and instructional leadership, I am working to create a framework that will support my staff in improving instructional practices, and in turn make a difference in student learning, through developing their knowledge and skills to facilitate student learning within a competency-based curriculum.

As noted by the steering committee of Alberta's Inspiring Education document (Alberta Education, 2010), teachers play a key role in moving a competency-based education forward. They state that teachers "must achieve excellence to inspire the same level of achievement in learners...that teachers need to be innovative, passionate, and positive about teaching" (p.27). In my role as an instructional leader I must have the same expectation for myself... I must be innovative in bringing a competency-based education forward, as well as passionate and positive. I must see the value in a competency-base education making a difference in student engagement and learning.

As Yang (2014) states with regards to transformational leadership, "a success ends with a new start" (p. 287). Competency-based education can be that new start for my school's journey of continually improving best practices to improve student learning.

Project Topic

As noted at the beginning of my paper, my **research question** is:

What role can principals as instructional leaders play toward moving forward the recent agenda of competency-based learning in schools in Alberta? The **goal** of my study is:

1. As an instructional leader to impact teacher practices to engage students in interactive competency-based curricular learning

2. Create a framework of implementation for competency-based learning – to facilitate teachers to in turn facilitate an improvement in student engagement and ownership of their learning

Through creating a framework and working with staff, I aim to clear up the confusion that exists, as noted by Voogt and Roblin (2012) between the intended competency-based curriculum, and what is actually being implemented in classrooms; as well as how competency-based education is being assessed to show that it has been achieved.

To this end I must ensure that I have assessments in place to quantitatively and/or qualitatively measure how teacher practices have moved toward competency-based education. I must also assess if the framework created to facilitate student learning through competency-based education achieves the goal of improved student engagement and ownership of their learning... and does it result in learning? From this point we need to look at the gaps and adjust our implementation model

It is important to note the role that digital literacy plays at each stage of the implementation process. The call for a change in how we do things began in the 1990s with the increased use of technology. Reich (1992) questioned how jobs would change as a result of our increasing use of technology within our society. Globalization, internationalization of economy and the fast development of information and communication technology (Asia Society, 2013; Voogt and Roblin, 2012) have changed how we interact with others, and the speed of our interactions and sharing of knowledge.

Technology has made a huge difference in how schools operate. Modes of communication and collaboration have become efficient and effective in giving all stakeholders a

voice within the classroom, school and district. This will make a huge difference in moving competency-based learning forward.

Nationally, through their edugains initiative (edugains.ca) Ontario schools have been involved in a number of initiatives to promote pedagogy, technology and change (Clarke, Gill, Sim, Patry & Ginsler, 2014). Provincially, Alberta Education (Alberta Education, 2010) has focused their fourth policy shift in their Inspiring Education vision to use technology to support the creation and sharing of knowledge, not just to support teaching. Alberta Education (Alberta Education, 2010) refers to an *Engaged Thinker* as one “who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover;” (p. 4). They also note that through technology parents will have enhanced opportunities to be involved in their child’s education. This reinforces the increased role that digital literacy will play in the development of competency-based learning.

Digital literacy will play a part in all phases of the implementation of competency-based learning. Data collection and analysis will be more diverse, and efficient. Easy access to research and models of competency-based practices provincially and throughout the world will assist administrators and teachers as they create their implementation vision and goals within their schools and classrooms. Technology will allow for new and innovative ways to collaborate, innovate, and share learning within the school environment and beyond. Access to feedback, reflection, and assessment can be easily dispersed, collected and analyzed with the use of technology. From there, gap analysis and next steps can be discussed and formulated through collaborative and informative methods. Digital literacy will support the implementation of competency-based learning at all levels. Principals play a key role in ensuring supports for

digital literacy, and other implementation plans are in place to move competency-based learning forward.

According to Alberta Education's Principal Quality Standards (2009), "the core purpose of school (is to) provide all students with the best possible opportunity to learn" (p. 3).

According to this document, teachers and principals are important factors in making a difference in student learning. As Fullan (AERA, 2012) noted in his reference to the works of Vivianne Robinson and Ken Leithwood, "principals impact student learning indirectly" (p.3). Principals, as instructional leaders, do this by making a difference in teacher's teaching (Heck & Hallinger, 2009).

Marks and Nance (2007) further support this point when they state that "schools depend on the concerted efforts of administration and teachers... to reculture into collaborative, results-oriented organizations where curriculum and instruction are of high quality (p. 27 – 28). Through creating a framework and providing scaffolded professional development and collaboration I want to teach teachers how to implement a strong competency-based curriculum to make a difference for student learning. Barth (2002) notes that in order for students to thrive they must experience active, voracious, independent, life-long learning during their school experience (p.11). A competency-based curriculum can be part of the way to ensure students are active members in their learning. In order for this to happen, this framework will be organized so teachers can experience new ways of teaching and learning to see the benefit, and to believe it is making a difference for student life-long learning. As noted by Levin (2012), behavior often changes before beliefs. Teachers need to experience the change in order to believe in the benefits it has for student learning.

I understand instructional leadership to be a collaborative, capacity-building process involving all stakeholders whose common vision as well as personal beliefs, lead to questioning, research, action and continual reevaluation within the context of an organization. In the context of education, the vision should be on teaching and learning to improve student achievement.

Through my proposed professional development organization and framework I aim to impact teacher practices in implementing and focusing on a competency-based curriculum to make a difference in student learning. I hope to create a “hopeful, open-ended, visionary and creative response” (Begley, 2001, p. 354) to the implementation of a competency-based curriculum.

Methodology

The purpose of my research study is to create a framework of implementation for competency-based learning, and to have an impact on teacher practices regarding competency-based learning. This study aligns itself well with a participatory action research methodology as it mirrors the principles and tenants of participatory action research; teachers need time to participate in active teacher inquiry to implement competencies into the curriculum. Voogt and Roblin (2012) in their discussion on the P21 initiative note three ways to accomplish this: “to give teachers opportunities to observe real examples, to engage in on-going and work related professional development initiatives, and/or to participate in professional learning communities” (p. 311).

While engaging in a full participatory action research project is beyond the scope of this capstone, it would prove useful and effective as a methodology if administrators or teachers want to delve further into implementing competency-based learning at a school or classroom level.

My research study is about creating an implementation framework to analyze data and practice, with a goal of enacting change. Data collection tools include an ongoing continuum questionnaire including feedback and reflection, as well as planning and tracking sheets (Appendices B – I). Data analysis includes both quantitative and qualitative data. Quantitative data will be gathered from the continuum questionnaire and tracking sheets, as well as curricular outcome assessments. Qualitative data will be gathered from the feedback & reflection information, as well as from observation by administration.

The sample population for further study could be the teaching staff at a single school site, or within a whole district.

Time line

The proposed timeline for this framework will be three years. Staff will focus on three competencies in year one and two, and on four competencies in the final year of research (Figure 2).

Although there is a proposed timeline, it is understood that teachers and students will focus on all competencies, in varying degrees, throughout each school year. This timeline is for teachers and support staff for specific focus and deeper inquiry into each competency.

Competency Implementation Timeline:	Month
Competency	
Planning (initial data collection)	August
1. Know how to learn	September – November
2. Think critically	December -February
3. Identify and solve complex problems	March – May
Year end assessment, data collection & gap analysis	June
Planning (data collection)	August
4. Manage information	September - November
5. Innovate	December - February
6. Create opportunities	March – May
Year end assessment, data collection & gap analysis	June
Planning (data collection)	August
7. Apply multiple literacies	September - October

8. Demonstrate good communication skills and ability to work cooperatively with others	November - December
9. Demonstrate global and cultural understanding	January - February
10. Identify and apply career and life skills	March - April
Year end assessment, data collection & gap analysis	May - June

Figure 2. Competency Implementation Timeline.

Process of the Project

Alberta Education's (2010) Inspiring Education vision for learning in Alberta needs to move forward. This province, along with many other provinces and countries around the world have wonderful visions for how education can improve, however steps for implementing at the classroom level have been slow to develop (Parsons & Beauchamp, 2012). This proposed implementation framework will play a role in moving this vision forward with proper attention, focus, strategies and supports built in.

Through the creation of an instructional leader and teacher action framework of implementation for competency-based learning I intend to impact teacher practices to engage students in interactive competency-based curricular learning to facilitate an improvement in student engagement and ownership of their learning. It is through this framework, where staff will be involved in the "questioning and unlearning of beliefs currently (held) about the school system" (Dede 2010a, p. 300) that will result in changes in teaching and learning.

The proposed process for the implementation of this framework includes a number of steps including the creation of a proposal using purposeful planning, implementation, assessment through surveys, observations, reflection and feedback, and gap analysis. The information in the gap analysis will lead the way to a new proposal or adjusted implementation plan.

First Steps

Professional Development for administrators or teachers on competency-based learning, instructional leadership, and how to begin to move forward is essential. I created a presentation

document that consists of 4 sections. Each section can be used and adapted to meet the context in which it is being presented. This presentation document is to provide background knowledge, as well as to be a first stop to check out some current practices toward implementation of competency-based learning.

1. Presentation document - outlining the development and research on *Competency-based learning*, with special focus on Alberta Education's vision (Appendix A). Instructional leaders can use the information gathered from this section of the presentation and adjust it as needed for their context. Below is an example of the first part of the presentation document:

Alberta Education's Inspiring Education - Policy Shifts

Focused on Content \longrightarrow **Building COMPETENCIES**

According to the Inspiring Education steering committee, the meaning of knowledge is changing

There is more emphasis on:

- **knowing how to access** information about something, not just knowing something
- **how** to think and do things

The whole focus of competencies is to be able to apply things to real-life; to take information and make it relevant

According to the Inspiring Education vision (Alberta Education, 2010), "*a person is considered knowledgeable if they can gather, analyze, and synthesize information... in order to create knowledge or find solutions to problems*" (p. 25).

Alberta Education, 2010

Figure 3. Alberta Education's Inspiring Education – Policy Shifts.

2. Presentation documentation - sharing research-based best practices of *instructional leadership* (Appendix A). The presentation can be adjusted depending on the audience (administrators or teachers). Administrators and teachers would benefit from having a solid foundation of how to organize their schools and learning environments for optimum learning. Below is an example of the second part of the presentation document:

Section 2 - Instructional Leadership

APPENDIX C
Instructional/Organizational Leadership Framework

1

Information compiled from reference list below – may include direct statements from researchers
(Order of achieving "How" indicators may be dependent on culture & priorities of organization/ It is important that you track the degree to which each is implemented, and continually strive to make improvements in how each is accomplished)

1. Vision, Mission and Goals	A. Vision, Mission and Goals	What	How
		<ul style="list-style-type: none"> • Be clear of your agency – know who you are employed with (ie. Alberta Government), and your organization's (school district) mission and vision. • Align your school vision, mission and goals with district priorities. • Be mindful of the culture of the school. • Choose 2 -3 clear goals. • Model and supervise. <p>Why</p> <ul style="list-style-type: none"> • Sets a priority within the school. • Creates a clear focus. • It aligns with the government and district's overall priorities. 	<ul style="list-style-type: none"> ○ Review provincial policies and expectations with staff. ○ Review with all staff mission and vision of district. ○ Guide staff through processes to develop a clear understanding of the culture of the school, and the role they play in it (ongoing). ○ Planning (through data analysis, research, and discussion) to set priorities. ○ Achievement gaps are discussed and analyzed with teaching staff. ○ Develop a clear vision. ○ Set clear targets, based on analysis of data-SMART goals (strategic, specific, measurable, results-oriented, time-bound). ○ Ongoing reevaluation of data, and priorities. ○ Create data walls or other means to track incremental improvement in learning. ○ Build staff capacity to use data to drive instruction. ○ Discussions with all stakeholders to share mission, vision and goals (ongoing).

Figure 4. Section 2 – Instructional Leadership

3. Presentation document - on *moving forward* with Alberta Education’s competency-based learning. As there is limited material available that show models of moving competencies forward, this section shares some promising practices at the provincial level, as well as national and international models to reference (Appendix A). Below is a sample of information contained in this section:

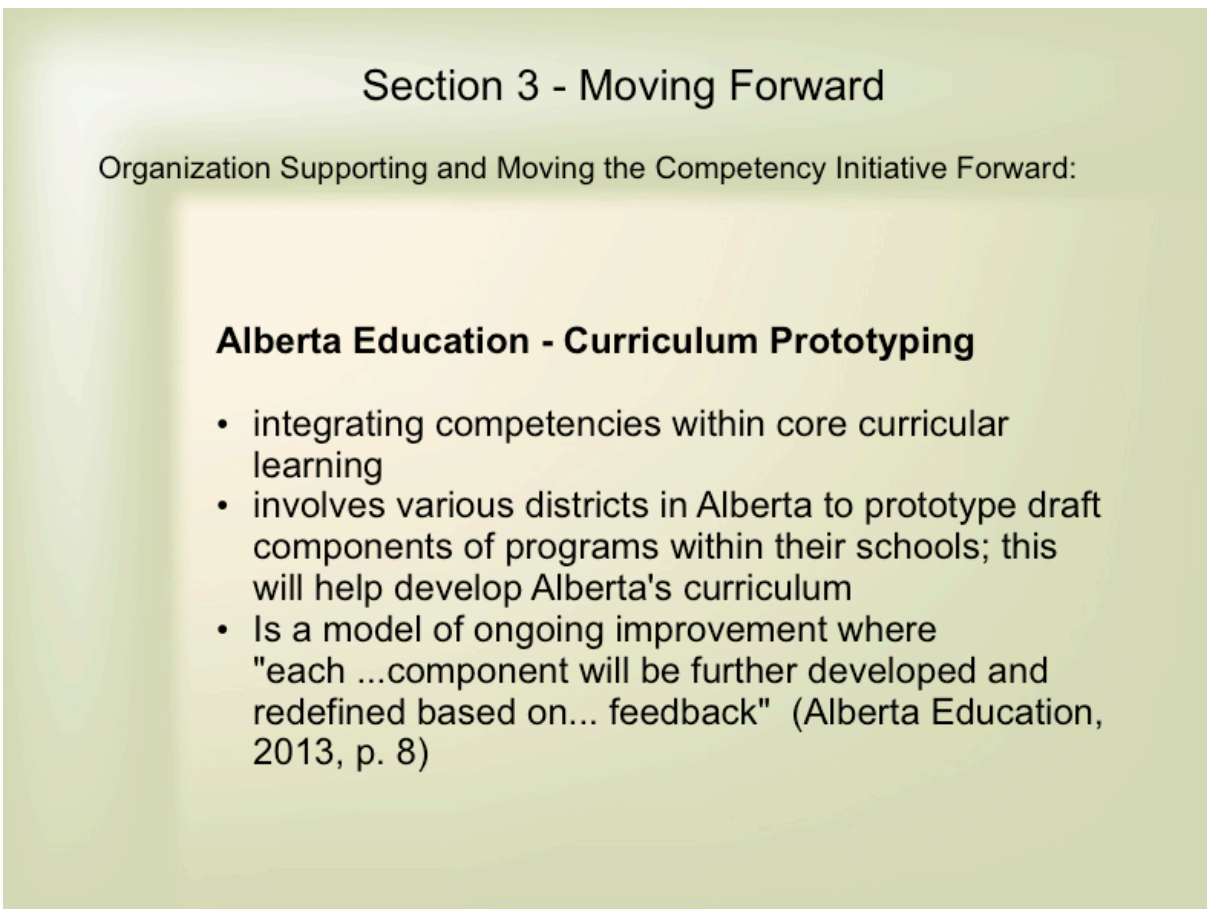


Figure 5. Section 3 – Moving Forward

4. Presentation document - sharing an overview of each of the Alberta Education's (2010) 10 competencies (Appendix A). Through the collaborative work with the Edmonton Regional Learning Consortium (ERLC, 2014), each of Alberta Education's competencies have been outlined on detailed two-page visuals. Below is a sample of the visuals included in this section:

Section 4
Competency
Professional
Development

Know How to Learn

Know how to learn...
to gain knowledge, understanding
or skills through experience, study,
and interaction with others.

**STUDENTS WHO KNOW HOW
TO LEARN ARE:**

confident
reflective
life-long learners
resourceful
self-reliant

CROSS-CURRICULAR COMPETENCIES
A cross-curricular competency is an interrelated set of attitudes, skills and knowledge that are drawn upon and applied to a particular context for successful learning and living. They are developed by every student, in every grade and across every subject/discipline area.

A. Know how to learn
B. Think critically
C. Identify and solve complex problems
D. Manage information
E. Innovate
F. Create opportunities
G. Apply multiple literacies
H. Demonstrate good communication skills and the ability to work cooperatively with others
I. Demonstrate global and cultural understanding
J. Identify and apply career and life skills

KEY UNDERSTANDINGS
Alberta students value learning and confidently take an active role in exploring a variety of learning opportunities, approaches, and strategies. Through inquiry, discovery, experimentation, and trial and error, students optimize their learning.
Students who know how to learn:

- draw on personal and community resources;
- seek out and interact with others;
- reflect on their experiences; and
- set goals and are resourceful, resilient and self-reliant in meeting their lifelong learning needs.

This overview is designed for use by Learning Communities, learning coaches and teacher leaders, or as a self-paced study to enhance and support understanding of a competency-focused, student-centered curriculum. Prepared by ERLC and ARPD, to facilitate understanding of Alberta Educators' Ministerial Order on Student Learning.

Edmonton Regional Learning Consortium (ERLC), January, 2014

Figure 6. Know How to Learn.

Next Steps

The next step would be to put this knowledge into action. Using research on instructional leadership and competency-based learning, I created a *graphic* for administrators and teachers to use as a general model to organize the planning and implementation of competency-based learning in their school. This graphic includes planning and action needed to implement a competency-based program. As with any initiative, the main components in planning must include a proposal, implementation, assessment, and gap analysis. Through professional development, collaboration and action research administrators and teachers continually refine their practices to make a difference in student learning. Whereas administrators' focus would be on vision, shared leadership and organizational management with regards to curriculum and

competency-based learning (figure 7), teachers focus would be on vision, curricular outcomes and competency-based learning within their learning environment (figure 8).

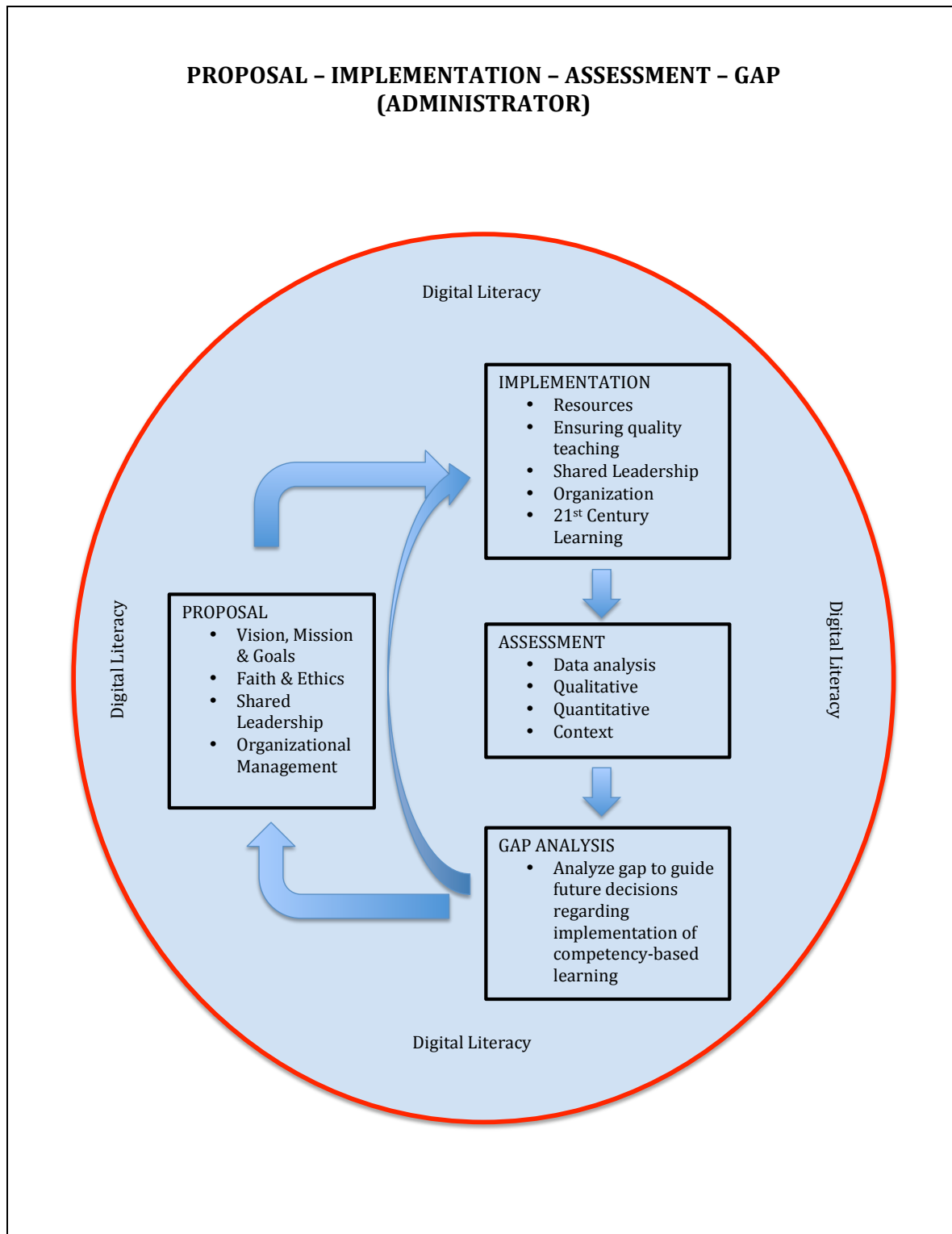


Figure 7. Proposal-Implementation-Assessment-Gap (Administrator).

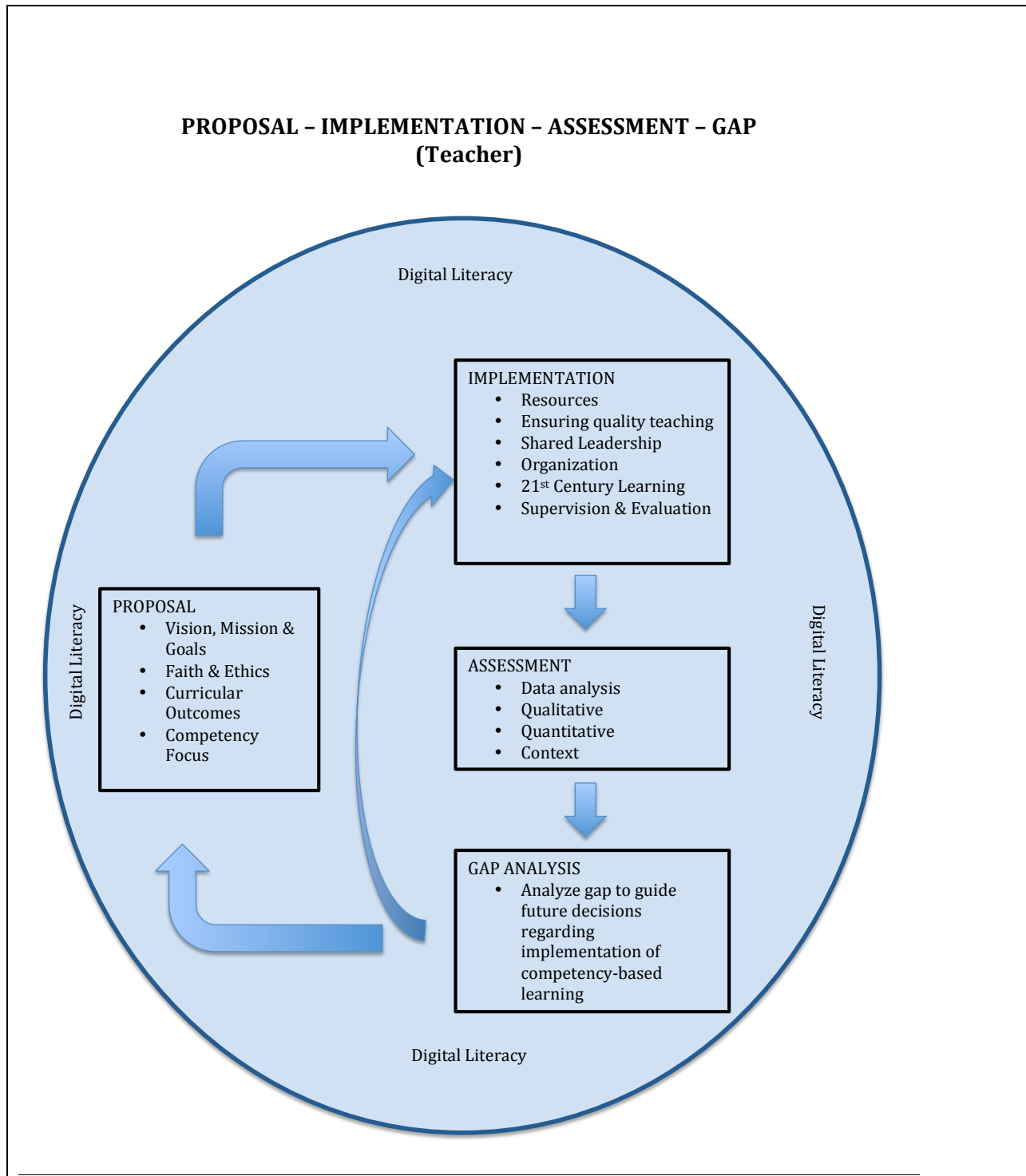


Figure 8. Proposal-Implementation-Assessment-Gap (Teacher)

Other documents created to support planning and implementation includes surveys for administrators and teachers, and separate planning documents for administrators and teachers (Appendices B – I).

Competency Survey

- Competency Survey for Administrators/Teachers (Appendix B)- an assessment, reflection and feedback document to complete pre and post assessments of administrator and teacher comfort with competency-based learning. It can also be used as a feedback and reflection tool throughout the implementation process. This will be an assessment document to track individual’s comfort with the knowledge of, and implementation of competency-based teaching and learning.

APPENDIX B

Competency Survey for Administrators/Teachers (beginning & end of each year, or competency PD term) (School Year)

Name: _____ Date: _____

	Level 1	Level 2	Level 3	Level 4
	<ul style="list-style-type: none"> • Have no understanding of the competencies or where they came from 	<ul style="list-style-type: none"> • Basic understanding of the Competencies • Know that they are from the Ministerial Order • Have read about them in Alberta Education’s Inspiring Education document 	<ul style="list-style-type: none"> • Have a clear understanding of the Alberta Education’s Inspiring Education Policy Shifts • Have read information regarding competency-based learning • Have begun to explore and implement competency-based learning with my staff (students) 	<ul style="list-style-type: none"> • Have a clear understanding of the Alberta Education’s Inspiring Education Policy Shifts • Have read information regarding competency-based learning • Have create a clear vision and action plan for implementation of a competency-based curriculum within my school
Competency-based learning				
Competencies:	Level 1 Have no clear understanding of competency	Level 2 Have limited understanding of competency and how to implement it with curriculum.	Level 3 Have a clear understanding of competency Knowledge of strategies to use with students Moderate use of some of the strategies and activities with students	Level 4 Have a clear understanding of competency Knowledge of strategies to use with students Is a critical part of my class & school learning environment I regularly assess the competencies to analyze the impact on student engagement and learning
1. Know How to Learn				
2. Think Critically				
3. Identify and Solve Complex Problems				
4. Manage Information				

Figure 9. Competency Survey for Administrators/Teachers.

Documents for Administrators

In order to create a purposeful proposal for competency-based implementation, administrators can use the Instructional/Organizational Leadership Framework (Appendix C), the graphic for administrators (figure 7), and the documents below. Used together, these documents will assist administrators in creating a clear vision and plan for implementation.

- Administrator Competency Implementation Planning Document (Appendix D) – This is a skeleton planning guide to be completed by administrators.

APPENDIX D
Administrator Competency Implementation Planning Document
 (used Instructional/Organizational Leadership Framework- Appendix C – as a guide
 to complete your competency implementation plan)
 Name: _____ Date: _____

PROPOSAL
Competency Focus:
Vision, Mission, & Goal:
Faith & Ethics:
IMPLEMENTATION
Resources:
Ensuring Quality Teaching/Shared Leadership:
Organization:
21st Century Learning:
ASSESSMENT
Supervision and Evaluation:
GAP ANALYSIS
GAP analysis results:
NEXT STEPS - revise Proposal/Implementation Plan

Figure 10. Administrator Competency Implementation Planning Document

- Competency-Based Learning - Graphic Planner for Administration (Appendix E) – This is a planning guide similar to above, except there are resources included for administrators to reference in their planning.

Documents for Teachers

In order to create a purposeful proposal for competency-based implementation within their learning environment, teachers can use the Instructional/Organizational Leadership Framework (Appendix C), the graphic for teachers (figure 8), and the documents below. Used together, these documents will assist teachers in creating a clear vision and plan for implementation:

- Teacher Competency Implementation Planning Document (Appendix F) – This is a skeleton planning document for teachers.

APPENDIX F
Teacher Competency Implementation Planning Document

Name:
Date:

PROPOSAL
Grade Level:
Competency Focus:
Subject/Curricular Outcomes:
Vision, Mission, & Goal:
<ul style="list-style-type: none"> • Clear vision (clear understanding of competency, and how to tie it in with curricular learning) • Set targets
Faith & Ethics:
IMPLEMENTATION
Resources:
<ul style="list-style-type: none"> • Resources & Links for inquiry into competency (complete as you find resources, so as to share with colleagues) • Digital Literacy <ul style="list-style-type: none"> ◦ Foundational knowledge needed ◦ Digital tools needed ◦ Links, Apps needed for inquiry and planning • Differentiated approaches needed • Ways to build capacity of students
Ensuring Quality Teaching/Shared Leadership:
<ul style="list-style-type: none"> • P.D., Collaboration & Pedagogy Lead support needed • Foundational Knowledge needed (Teacher) • Foundational Knowledge needed (student) before engaging in activity involving competency • Foster learning, and push students to strive for excellence • Choice • Communicating with parents
Organization
<ul style="list-style-type: none"> • Timeline • Strategically organize for optimal learning for all
21st Century Learning
<ul style="list-style-type: none"> • Inclusive learning environment • Universal Design for Learning (UDL) strategies (Apps/programs to support competency and/or collaborative approach to practicing competency)
ASSESSMENT
Supervision and Evaluation
<ul style="list-style-type: none"> • Plan for observation & assessing of learning • Student feedback (on learning of outcomes & personal development of competency) • Teacher reflections (i.e. Does competency fit with learning outcome? If not, where could it fit more appropriately?) • Competency continuum assessments • Outcome assessments • Data Analysis
GAP ANALYSIS
GAP analysis results
NEXT STEPS - revise Proposal/Implementation Plan

Figure 11. Teacher Competency Implementation Planning Document.

- Competency-Based Learning - Graphic Planner for Teachers (Appendix G)- This is a planning guide similar to above, except there are resources included for teachers to reference in their planning.

Other Supporting Planning Documents for Teachers

Included in this section are two other research guided graphics created to assist administrators and teachers in planning and discussions. Administrators and teachers can choose which document works best for their planning.

- Alberta Education Competencies Grade Level Planning Template (Appendix H) - a planning and assessment tool to create a rubric of indicators for each Alberta Education (Alberta Education, 2010) competency depending on the subject matter and grade level. It also allows for teachers to record an ongoing continuum of development for each student. Depending on the school vision and plan, this document can also be used by administrators as an observation tool for assessing competency-based learning implementation by staff.

APPENDIX H

Alberta Education Competencies Grade Level Planning Template

Subject _____ Grade _____

(Each competency will be investigated, along with the curricular outcomes to create descriptors of performance and knowledge, skill and attitudes at each of the levels; Level 4 indicating a high level of competency/Descriptors will vary across subject and grade levels)
 Continuum row - is for teacher to keep a color coded visual of level attained by each student (using a highlighter)- teacher can also highlight each descriptor attained, and add descriptors of novel approaches students used. (teachers can add a row for each student under each competency, or can create a competency sheet for each student)

		Level 1	Level 2	Level 3	Level 4
	Know How to Learn				
	To Gain knowledge, understanding and skills through experience, study and interaction with others				
Continuum					
	Think Critically				
	Conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge				
Continuum					
	Identify and Solve Complex Problems				
	no descriptor				

Figure 12. Alberta Education Competencies Grade Level Planning Template.

- Graphic Organizer based on “What Knowledge Is of Most Worth: Teacher Knowledge for 21st Century Learning” (Kereluik, Mishra, Fahnoe & Terry, 2013) (Appendix I) - This graphic is modeled after the information found in Kereluik et al.’s (2013) critical review of literature regarding “the kinds of knowledge that researchers state are integral and important for success in the 21st century” (p. 127). Staff can refer to this article for more detailed descriptors within the categories listed below. This document can be used as a planning document for implementation of 21st century skills in teaching and learning. Also included are headings from Alberta Education’s Inspiring Education (2010) vision.

**APPENDIX I
Graphic Organizer
based on**

What Knowledge Is of Most Worth: Teacher Knowledge for 21st Century Learning

Kereluik, Mishra, Fahnoe & Terry (2013)

This graphic is modeled after the information found from Kereluik et al.’s(2013) critical review of literature regarding “the kinds of knowledge that researchers state are integral and important for success in the 21st century” (p. 127). Refer to this article for more detailed descriptors within the categories listed below. This document is meant to be used as a planning document for implementation of 21st century skills in teaching and learning. Also included are headings from Alberta Education’s Inspiring Education(2010) vision.

Chart areas targeted with curricular outcome and learning activity:

Grade:
Subject:
Outcomes:
Learning Activity:

Foundational Knowledge	Meta Knowledge	Humanistic Knowledge
Core Content Knowledge	Problem Solving and Critical Thinking	Life Skills, Job Skills, Leadership Opportunities
Digital and Information Literacy	Communication and Collaboration	Cultural Competence
Cross Disciplinary Knowledge	Means for Creativity and Innovation	Ethical and Emotional Awareness
Engaged Thinker	Ethical Citizen	Entrepreneurial Spirit

Figure 13. Graphic Organizer.

Final Step

It is important for instructional leaders and teachers to assess throughout the whole process of implementation. From the data gathered, they need to make informed decisions about what to adjust, and where to go next. The data must always guide purposefully planning at each level.

Contribution

The purpose of this project is to assist administrators and teachers to improve student learning by implementing competency-based learning within the curriculum. This project will assist instructional leaders and teachers to develop clear visions and actions to make competency-based learning a part of their school, classrooms and community. As noted by Voogt and Roblin (2012), the best way to support teachers during these pedagogical shifts is to develop teachers' abilities to use a multitude of teaching techniques, and to build teachers' capacity in ICT literacies. Clear purposeful planning for teachers and students will allow each to develop and build with capacity in a multitude of areas.

Parson et al. (2012) note that "there were no qualitative or quantitative studies that have been carried out in the K-12 system in terms of competencies" (p. 83). This framework has the capacity to add to the discussion, to inform this ongoing process of roll out, development, implementation in Alberta and beyond.

Sustainability

Best practices are easily sustainable at all levels if the expectations are set, and proper supports are in place to move learning forward. Schools must be creative in their use of professional development and collaboration to ensure the focus is clear, and teachers are allowed to develop their knowledge and skills. Using the ideas of the Inspiring Education (Alberta

Education, 2010) steering committee with regards to competency-based learning for students, I believe teachers as well need to know how to access information, how to think and do things; they need to gather, analyze and synthesize to create knowledge on how to implement competencies and find solutions to problems!

Teachers need to experience this engaging learning in order to create the same learning environments for their students. Together through a collaborative process, all stakeholders must work together to make teaching and learning meaningful and engaging for all.

Limitation

As noted by Parsons and Beauchamp (2012), “the only constant in the Alberta education system over the past few decades has been change” (p. 77). This is a reality of all education systems. Education is about change and it should be because our knowledge and skills constantly evolve. One limitation of this framework is that it is difficult to assess the implementation of competencies because the continuum of learning continues to change. As well, what we think we are assessing for, and what we actually are assessing can be uncertain, and can change with each person; it can be very subjective, especially when we are using qualitative data. In future research formal curricular assessments could be one method used as a more reliable and valid measure to see if our actions result in improved student learning.

Further limitations to this proposed framework include access to resources because of financial or infrastructure deficits. As well, schools and teachers must address the time required to implement such a grand vision; including time for planning, implementation, data gathering and gap analysis. The gap analysis is a huge piece in this framework. Often analysis of data is quickly reviewed, or pushed to the wayside. This is an important piece in planning next steps.

Future Steps

This framework, which has at its base foundation the elements of collaboration and supported implementation, has the potential to change teaching and learning practices. It is a framework that can start within one school, but could have ripple effects locally and provincially. This framework, if implemented, can contribute to the research and data on competency-based teaching and learning in Alberta, and could be a model for many provinces and countries. The purpose of this framework is to ensure that students are receiving the best education possible, and will continue to in the future. The thoughts of Barth (2002) ring true for us (students, teachers, administrators, and all stakeholders in education) today as they did in 2002... “one learns, continues to learn, and supports the learning of others” (p.11). Our journey of learning how to be life long learners will never end!

Chapter 4

The courses taken within my Masters of Education degree have given me a deeper understanding of what curriculum means and who I am as an instructional leader. They have helped me to establish where I am situated within the education field, to be aware of the multiple perspectives that exist with regards to education, and the struggles that exist because of varying beliefs. Learning about the different curricular ideologies at the very beginning of this degree challenged me to think about my values and beliefs about teaching. It allowed me to take the time to think about what I do, and why I do it!

Beliefs

My curricular ideology is progressivism. From a progressivist ideological stance I believe we need to teach the whole child, and be responsive to their social, emotional and learning needs. I want students to be able to learn and show their learning in ways that are engaging to them. I want students to take ownership of their learning, and to play an active part in the teaching and learning process. I strongly believe that we can learn from each other, and that teachers play an important role in teaching and facilitating students to take control of their learning.

I also feel that it is our job as educators to help students develop hope. This is built through relationship, caring for the whole child, and supporting students in developing confidence for the future. Snyder, as referenced by Lopez in his 2013 book “Making Hope Happen”, states that students need to develop goals, as well as agency and pathways to achieve their goals. Administrators and teachers are in an ideal position to support students in building hope. The idea of hope ties in nicely with Cochran-Smith & Lytle’s inquiry as stance in that teachers inquire because they care for students and their learning. It also aligns with Nel

Nodding's theory of care. One critical component for all these approaches is that there must be action. Students and staff need to have the confidence to take action and try new approaches. This in turn motivates them to continue trying new ways of teaching and learning. Through this process of action, students and staff are building on their own self-efficacy.

Through the research and readings that I have been exposed to in all of my course work, I feel that I am better informed as a teacher and administrator. The readings caused me to think about my actions: to question some, to reaffirm some best practices, and to be exposed to a multitude of excellent ideas and practices that I can use in the future.

I believe in practitioner inquiry and action research. I feel that teachers within schools are the experts who should be able to question practices, and then plan and try new approaches to improve student learning. It is through the relationship of teaching, questioning, researching, and professional collaborative learning that practices are improved.

I believe we need a balance of foundational knowledge and skills, open exploration and learning based on strengths and interests, and focus on developing a student as a whole being (academic, physical, emotional, social, global, technical, and faith-based; whatever their faith may be).

My belief in the kind of education students need continues to change. As our society continues to evolve technologically, socially, environmentally and globally, the ways in which we educate our students will continue to change. The statement from Parsons & Beauchamp (2012) that "the only constant in education is change" is one that will stay with me forever!

Actions

I always felt that I was on the right track with regards to the role I played as a vice principal and principal. The in-depth learning on instructional leadership helped me affirm and

refine my actions. I feel that I am better able to take research and condense it down into manageable amounts of information that I can bring forward to my staff, students and parents to create discussion or prompt change.

The summer I started my course work was the time I began to change my actions. One of my readings was about a creative learning assessment, created by Sue Ellis and Becky Lawrence (2009). This assessment was a great tool that I brought to my staff to assess a school-wide creativity activity. This created discussion and questioning about allowing our students the freedom to be creative! For me it was a success because it created discussion; for other staff they saw it as less so because students did not come out of the activity with a perfect, finished product! The use of this assessment led to some great discussions on what it means to be creative.

I have always been one to question practices. It is through my course work that I know this is a mindset that should be constantly at play in a classroom and school. As an instructional leader I want to ensure that I teach and facilitate my teachers in developing their ability to question (problematize) for the sake of student learning. The ultimate goal of the questioning is to lead to change in practice for the improvement of teaching and learning.

I want to create an environment where inquiry as stance is how we do things. To do this I need to always focus on creating an environment where it is safe to question, and where we have shared leadership with staff and students. As well, we have to work together to create environments where creativity and innovation are embraced.

Working in an elementary school, I feel that we really need to scaffold learning for our students to learn the knowledge, skills and strategies that will support them to be creative and innovative in their later years of schooling. We need to facilitate creative and innovative

practices in elementary school thereby loading our students with strategies and confidence to deal with problems in the future.

I am very skillful at creating plans of action for my school. One clear message that I will take away from my course work is that a plan without action is nothing! Research, professional development, collaboration, shared leadership, data analysis, and constant analysis of the plan all play a key role in moving any initiative forward. It is curriculum as praxis (reflection and action), as noted by Friere. As well, the process of implementation of curriculum involves mutual adaptation, as noted by Mclaughlin. The needs and interplay of the staff, students and parents all contribute to the implementation of curricular and other school goals. I am also well aware that the plans are continually adjusted once the implementation process has started!

One qualitative research method that I would like to move forward with in the future is to create a focus group involving students, parents and teachers to discuss hope. From the information gathered through discussions with these three stakeholders I hope to create an action plan for helping students build hope for their present and future lives.

Thoughts

What is curriculum? Who decides? Who does it benefit? Who does it marginalize? These questions are just the tip of the iceberg for questions that I now have about curriculum and curriculum theory. My understanding of what curriculum is has opened me to asking so many more questions of myself, my colleagues and our society about what we teach and why. What I do know is that curriculum and curriculum theory are complex issues, with no single right way to implement. It is very subjective and context dependent. It cannot be a one-size fits all approach.

It is interesting to note that one of the very first articles that I was exposed to at the beginning of my course work became a key article in my final project. It was only when I did a

review of all the course notes that this came to my attention. The amount of information that I was exposed to in this degree program was huge! I know that I will benefit from going back from time to time to review some of the class notes, and refresh my memory. I know that each time I go back I will be in a different place in my journey as an educator, and each time I will find something that speaks to me to continue to strive to develop best practices. This has caused me to think: how can we bring information to our students, where they also have quick easy access to be able to review, if needed? And how do we develop this as a learning strategy?

One key area where my thoughts have changed is with regard to student feedback. In many of the readings it is noted as a crucial part of the reflective process. It has made me think about our professional development practices where we front load teachers with content knowledge, program of studies philosophies and teaching strategies, but what we also need to do is develop the language and knowledge for teaching and learning that teachers can use with their students in order to get effective feedback. Teachers need to know how to question students.

With the clear push for creativity and innovation in teaching and learning, I have begun to question how do we support this at the elementary level? I want to scaffold learning for success for my staff and students. You do not just tell students or staff to be creative and innovative. I believe that we must scaffold the learning by teaching foundational knowledge and skills, and then provide multiple opportunities to explore in creative and innovative ways. I also feel that staff and students need to reflect on their experiences, share strategies, and then be given many more opportunities to practice. I am cautious to jump in with two feet without providing foundational learning that will support staff and students in being confident in their skill and abilities to try creative and innovative approaches to learning.

As educators, we are exposed to vast amounts of information. Much of the information is sent to us from different organizations to bring forward into our classrooms. As a result of my course work, especially reading Eisner and Cuban, I take more time to question whose needs are being met by bringing this material to my staff and students. I question what is the underlying agenda? I also understand that we send a message through what we teach and don't teach. First and foremost, when I am presented with new material, I question is it good for student learning?

In Alberta, we are in a time of significant shifts in education. As a result of my readings I feel I have a solid foundational understanding of these changes. I want to be able to support my staff and students to be able to adjust to a new way of thinking about teaching and learning; and especially to build hope for the future of education. A statement from Professor Pelton has stuck with me: we need to change how we teach 21st century learners, not just teach 21st century skills.

How Graduate Experience will be Influential in the Future

Professional Career

For many years my goal was always to obtain my Masters degree. However I always put it aside using the excuse of moving cities (my husband being an RCMP member) and having three young boys who were very active in sports. Once I became a principal, I felt it was very important to have all the qualifications to do the best that I can in my position. I decided that there was never going to be a right time to pursue my degree, so the time was now. This graduate experience has given me the skills and strategies to be the best instructional leader I can be. My goal is to continue to use my learning to make a difference in teaching and learning in my school and district.

This next phase in my educational journey has given me the confidence that I can achieve anything I put my mind to. I feel that I have the skills, knowledge and strategies to implement

effective change, as well as to be open to innovation in education. We are in a time of change, as always... and I feel that I can have a positive impact on that change! I feel that I would be able to take on any leadership role, whether it is at a school, district or provincial level, and have a positive impact on teaching and learning.

With regards to Alberta Education's vision for the future, I feel that the course on Emerging Trends better prepared me to have a solid understanding of the changes proposed, and the reasoning for the changes. This course also inspired me to do my capstone project on competency-based learning. I feel I have the foundational knowledge I need to move this vision forward. This course also gave me a solid understanding of curriculum and how multifaceted it is.

Professionally, I feel better equipped to research topics in education that interest me. I feel confident in my research skills and ability to synthesize the information. I also feel that I am better able to critique the source of the information based on my course work critiquing the journal, Curriculum Inquiry.

Having to write a daily reflection on my learning during my Qualitative Research Methods course was a purposeful reflective activity where I was able to connect my learning to events happening in my life. When I went back to read over my notes, I was able to clearly remember what I had learned. This is a practice that I will continue to do when attending conferences, and other professional development sessions.

My confidence to pursue further doctorate studies is heightened. I feel that if I so choose, I am more than competent to do research to contribute to the conversation in any topic area I choose. Completing this Masters degree has given me hope for the future!

School

At the school level, I am even more confident in the job I am doing. I am able to bring research-supported practices to my staff and students that will create conversation, creativity and innovation in teaching and learning. Each of the courses has exposed me to skills and knowledge that will help me to move forward with Alberta Education's new vision for education.

I am able to have a better understanding of curriculum, curricular theories, and emerging trends in education. I have a clearer understanding of my role as an instructional leader in my school. I have always promoted shared leadership within my school. I know that the staff at my school have strengths in many different areas, and that it is a benefit to the whole school when they are encouraged and supported to share these gifts with others. I also feel that students have strengths they can share with fellow students and teachers! From my course work I have many more strategies to promote collegial sharing of best practices.

Just like the students, we have to build teachers' knowledge and understanding of the pedagogy behind changing our teaching to align with the needs of our 21st century learners. We need to scaffold so that teachers engage in successful encounters with new approaches that better align with these learners. Just as I, as a result of my course work, have a better understanding of the needs of 21st century learners, I want to work with my staff to ensure that they are on the same journey to change practices so as to engage students in more authentic, meaningful learning that will prepare them for the future.

Through my final project I have been able to develop a clear framework for implementing competency-based learning in my school. My increased knowledge of instructional leadership and competency-based learning has allowed me to be confident in taking action to move forward with Alberta Education's vision for teaching and learning. Some of the

questions that I can ask staff and students during this process include: What would an ideal school look like? What can we do to get there? What could it be like? I am excited to see where this journey will lead staff and students.

In my Qualitative Research Methods course I learned multiple ways to collect quantitative and qualitative data to lead discussions and formulate plans of action. I also learned how your worldview has an impact on the type of educational research you do. It is very subjective! In this course, I was able to do research on building hope in students. The knowledge gained from this research will serve me well in working with staff, students and parents. It is all about relationship, setting goals, pathways and support for progress.

Teaching students metacognitive strategies is another focus area that I will promote in my school as a result of my course work. Students and staff need to develop their strategies and skills to think about their thinking. Strategies for thinking and learning will enable staff and students to be more aware of what they are doing and why with regards to teaching and learning.

District

At a district level, my graduate experience will be influential in the future because I feel better equipped to continue to contribute to the conversation of teaching and learning within our district. I will continue to question, and know that I have the skills to find research to support and question my positions. I also know that if I cannot find the research, I have the ability to do my own action research to find the data needed to have an informed conversation.

I learned through the collaborative process of group presentations within my courses that I work with two amazing women who each bring their own strengths to planning for change. In the course, Technology as a Pedagogical Tool, we were able to work together to create a technology coach plan. We knew that our district was moving forward with assigning part-time

pedagogy (technology) coaches to each school in the upcoming year. We thought we would be proactive by sharing our learning on TPCK (Technological pedagogical content knowledge) and create a pedagogy (technology) coach plan that the district could use as a template for implementation. This is one of many pieces of learning that I have shared with senior administrators and fellow school administrators to inform them on best practices and current research.

In my role as an instructional leader in my district I want to communicate and collaborate with people to raise their awareness of their actions, and the impact that it has on teaching and learning.

Three Key Recommendations for Educators Interested in Engaging in My Project Topic

1. Read the Alberta Education document “From knowledge to action: shaping the future of curriculum development in Alberta.” by Parsons and Beauchamp (2012) to get a solid understanding of competencies.
2. There is some amazing work already being done in Alberta and Canada, as well as globally to support competency-based learning. Take the time to research what is already being implemented.
3. Trust and support your staff! Make sure that you scaffold and support the implementation of competency-based learning by providing professional development, collaborative time, resources and differentiated support to all staff. Make sure that they play a key role in moving this initiative forward. Make it a true team focus!

References

- Adamson, F. & Darling-Hammond, L. (2010). Policy pathways for 21st century skills. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education
- Adams, P. & Townsend D. (2009). *The Essential Equation: A Handbook for School Improvement*. Calgary, AB: Detselig Enterprises.
- Alberta Education. (2009). Principal quality practice guidelines: Promoting successful school leadership in Alberta. Retrieved from <http://education.alberta.ca/admin/resources.aspx>
- Alberta Education. (2010). Inspiring Education: A dialogue with Albertans. Retrieved from <https://education.alberta.ca/media/7145083/inspiring%20education%20steering%20committee%20report.pdf>
- Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. Retrieved from <http://education.alberta.ca/media/6581166/framework.pdf>
- Alberta Education. (2013). Curriculum Development Prototyping Guide. Retrieved from <http://education.alberta.ca/media/7779143/curriculum%20development%20prototyping%20guide.pdf>
- Alberta Education. (n.d.). About curriculum redesign. Retrieved from <http://education.alberta.ca/department/ipr/curriculum/about.aspx>
- Alberta's Commission on Learning. (2003). Every child learns, every child

- succeeds: Report and recommendations. Retrieved from <http://education.alberta.ca/media/413413/commissionreport.pdf>
- American Education Research Association. (2012). Leading the change series: q & a with Michael Fullan. *AERA Educational Change Special Interest Group*, 16, 1-5.
- Ananiadou, K., & Claro, M. (2009). 21st century skills and competence for new millennium learners in OECD countries. OECD education working papers, No. 41. Retrieved from <http://files.eric.ed.gov/fulltext/ED529649.pdf>
- Asia Society. (2013). Measuring 21st Century Competencies: Guidance for Educators. *Global Cities Education Network Report*, November, p. 1 – 64.
- Barth, R. (2002). The culture builder. *Educational Leadership*, 59(8), 6-11.
- Begley, P. (2001). In pursuit of authentic school leadership practices. *International Journal of Leadership in Education*, 4, 353-365. Retrieved from <http://www.tandfonline.com.ezproxy.library.uvic.ca/doi/citedby/10.1080/13603120110078043#.VKS-UEuLQdt>
- Brazer, S. D., & Bauer, S. C. (2013). Preparing instructional leaders: a model. *Educational Administration Quarterly*, 1-40.
- Chevalier, S. & Nixon, R. (2014). Enhancing teacher efficacy through transform in edmonton catholic schools. *The Cass Connection*, 10:2, 22 – 24.
- Council of Chief State School Officers State Consortium on Educational Leadership. (2008). Performance expectations and indicators for educational leaders. *Council of Chief State School Officers*. Washington, DC.
- Crippen, C. (2012). Enhancing authentic leadership-followership: Strengthening school relationships. *Management in Education*, 26(4), 192-198.

- Dede, C. (2011). Reconceptualizing technology integration to meet the challenges of educational transformation. *Journal of Curriculum and Instruction*, 5(1), 4-16. Retrieved from <http://www.joci.ecu.edu/index.php/JoCI/article/view/121/Dede>
- Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, 37, 15-24.
- Edmonton Regional Learning Consortium (ERLC). (January, 2014). Alberta's Cross Curricular Competencies. Retrieved from http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/competencies-poster_11x17.pdf and http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/cross_curricular_competencies_overview.pdf
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass Inc.
- Grant, C., Gill, K., Sim, C., Patry L., & Ginsler, Y. (2014). Engaging school districts in evaluation thinking and research-based inquiry to advance 21st century teaching and learning. Ottawa, Ontario: Ontario Ministry of Education. Retrieved from http://www.edugains.ca/resources21CL/WhatsNew/PapertoAERA_2014_.pdf
- Gordon, J., Halsz, G., Krawczyk, M., Leney, T., Michel, A., Pepper, D., Putkiewicz, E., & Wisniewski, W. (2009). Key competences in europe. Opening doors for lifelong learners across the school curriculum and teacher education. Warsaw, Center for Social and Economic Research on behalf of CASE

- Network). Retrieved from
<http://www.econstor.eu/bitstream/10419/87621/1/613705459.pdf>
- Hallinger, P. (2009). *Leadership for 21st. century schools: from instructional leadership to leadership for learning*. Paper presented in a lecture of the Chair Professors Public Lecture Series of The Hong Kong Institute of Education.
- Hallinger, P. & Murphy J. F. (2013). Running on Empty? Finding the Time and Capacity to Lead Learning. *NASSP Bulletin*, 97(1), 5-21.
- Hauserman, C., & Stick, S., (2013). The leadership teachers want from principals: Transformational. *Canadian Journal of Education*, 36(3), 184-203.
- Heck, R. H., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal*. 46(3), 659-689.
- Hoerr, T. (2007-08). The principal connection/what is instructional leadership? *Information Assessment*, 65(4), 84-85.
- Hornig, E. & Loeb, S. (2010). New thinking about instructional leadership. *The Phi Delta Kappan*, 92(3), 66-69.
- Hoy, W. K. & Miskel, C. G. (2008). *Educational administration: Theory, research and practice* (8th ed.). Boston, MA: McGraw-Hill.
- Kereluik, K., Mishr, P., Fahnoe, C., & Terry L. (2013). What knowledge is most worth: teacher knowledge for 21st century learning. *Journal of Digital Learning in Teacher Education*. 29, 4, 127 – 140.
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). Seven strong claims about successful school leadership. *National College for School*

- Leadership*, 1-19.
- Leithwood, K., & Sun, J., (2012). The nature and effects of transformational school Leadership: a meta-analytic review of unpublished research. *Educational Administration Quarterly*. 48(3), 387 – 423.
- Levin, B. (2012). System-wide improvement in education. *UNESCO International Institute for Educational Planning and The International Academy of Education*. Education Policy Series 13
- Marks, H., & Nance, J. (2007). Contexts of accountability under system reform: Implications for principal influence on instruction and supervision. *Educational Administration Quarterly*, 43(1), 3-37.
- Mendels, P. (2012). The effective principal. *JSD*, 33(1), 54-58. Retrieved from <http://learningforward.org/publications/the-principal-story-learning-guide/unit-3#.VKX8qEuLQds>
- Mombourquette, C. (2013). Principal leadership: Blending the historical perspective with the current focus on competencies in the Albert context. *Canadian Journal of Educational Administration and Policy*, 147, 1207-7798.
- National Association of Secondary School Principals Audio Education, (1994). interview with: dr. warren bennis. *Provost's Professional Development Series*, (February). Retrieved from <http://www.csun.edu/~ppds06/interviewBennis.pdf>
- Neumerski, C. M. (2013). Rethinking instructional leadership, a review: what do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly*, (49), 310-347.
- Ontario Education. (2014a). Achieving excellence: A renewed vision for education

- in Ontario. Retrieved from
<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>
- Ontario Education. (2014b). edugains (data files). Retrieved from
<http://www.edugains.ca/newsite/HOME/index.html>
- Ontario Leadership Strategy. (2012-13). Five Core Capacities of Effective Leaders.
Ideas Into Action, (1). Ontario Ministry of Education.
- p21.org. Retrieved from <http://www.p21.org/about-us/our-history>
- Parsons, J & Beauchamp, L. (2012). From knowledge to action: shaping the
future of curriculum development in Alberta. Retrieved from
<http://education.alberta.ca/admin/resources.aspx>
- Pepper, D. (2011). Assessing key competences across the curriculum--and Europe.
European Journal Of Education, 46(3), 335-353.
- Radivojevic, N. (2010). The principal's role in the Finnish schools.
9, 5(2010)1, 91 – 96.
- Reich, R. (1992). The work of nations. Preparing ourselves for the 21st-century
capitalism. New York: Vintage Books.
- Robinson, V., Lloyd, C. & Rowe, K. (2008). The impact of leadership on student
outcomes: an analysis of the differential effects of leadership types.
Educational Administration Quarterly, 44(5), 564-588.
- Rocky View School District. (2014). Learning and teaching (data files). Retrieved from
<http://www.rockyview.ab.ca/21stC>
- Ross, J. A., & Gray, P. (2006). Student leadership and achievement: the mediating
effects of teacher beliefs. *Canadian Journal of Education*, 29(3), 798-822.

Saskatchewan Education. (2010). Renewed curricula: understanding outcomes.

Retrieved from

<http://www.education.gov.sk.ca/Renewed-Curricula-Understanding-Outcomes>

Singapore Ministry of Education. (2014). Information sheet on 21st century

competencies. Retrieved from <http://www.moe.gov.sg/media/press/2014/04/information-sheet-on-21st-century.php>

Stauffer, S. & Mason, E. (2013). Addressing elementary school teachers' professional stressors: practical suggestions for schools and administrators. *Educational Administration Quarterly*, 49(5), 809-837.

Stewart, J. (2006). Transformational leadership: An Evolving Concept examined through the works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy*, 54, 1-29.

Stewart, V. (2014). Assessing 21st-century skills and competencies around the world. Retrieve from: <http://asiasociety.org/global-cities-education-network/assessing-21st-century-skills-and-competencies-around-world>

Tawil, S., & Cougoureux, M. Revisiting learning: The treasure within—N° 4—assessing the impact of the 1996 'Delors Report'. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).

United Nations Educational, Scientific and Cultural Organization UNESCO. (2014). Education-networks. Retrieved from <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/about-us/strategy/>

Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks

for 21st century competences: Implications for national curriculum policies.

Journal of Curriculum Studies, 44(3), 299-321. Retrieved from

<http://search.proquest.com.ezproxy.library.uvic.ca/docview/1031152784?accountid=14846>

Yang, Y. (2014). Principals' transformational leadership in school improvement.

International Journal of Educational Management. 28(3), 279-288.

Table 1

Competencies – Local & National

Information included in this table acquired from:

Alberta Education - Parsons & Beauchamp, 2012

Ontario Education - Government of Ontario website

(<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>)

Saskatchewan Education - Government of Saskatchewan website

(<http://www.education.gov.sk.ca/Renewed-Curricula-Understanding-Outcomes>)

Organization	Alberta 2011	Saskatchewan 2010	Quebec 2010	Ontario 2010	New Brunswick 2010 (however, has stopped because of a change in Government)	Nunavut 2007
	7 groups (17 total) Competencies	4 Cross-Curricular Competencies	2004 - 9 Cross-curricular competencies, but in 2010 were separated in to subject area competencies	9 Competencies-through focus on pedagogy, technology & change)	5 Competencies	8 Core Competencies
Critical Thinking	X	X	X	X	X	
Problem Solving	X		X		X	
Decision Making	X					
Creativity	X		X	X		
Innovation	X					X(Being innovative and resourceful in seeking solutions)
Social Responsibility	X	X				X(Respecting other, relationships and caring for people)
Cultural Responsibility	X					
Global Responsibility	X				X (Global Citizenship)	
Environmental Responsibility	X					X(Respect and care for the land, animals and the environment - social, physical, psychological
Communication	X		X	X	X	X(Decision making through discussion and consensus)
Digital Fluency	X		X	X		
Table 1 Continued						

Technological Fluency	X					
Lifelong Learning	X					
Personal Management	X		X (Adopts effective work methods)		X(Personal development and self-awareness)	
Well-Being	X					
Collaboration	X		X	X	X	X(Working together for a common cause)
Leadership	X					
Identity and Interdependence		X				
Literacies		X				
Fostering good spirit by being open, welcoming and inclusive					X	
Serving and providing for family and/or community					X	
Development of skills through practice, effort and action						X
Uses information			X			
Achieves his or her potential			X			
Students as partners in their own learning				X		
Entrepreneur-ship				X		

Table 2
Competencies-International
 Information included in this table acquired from:
 Alberta Education - Parsons & Beauchamp, 2012
 & reference list

Organization:	Asia-Pacific Economic Cooperation (2008)	UNESCO (2014)	Singapore (2010)	New Zealand (2010)	Australia (2008)	European Communities (2007)	& OECD DeSeCo's Conceptual Framework (2005)
	4 Overarching Competencies	4 (plus 2) Essential Competencies	8 Core Skills and Values	5 Key Competencies	7 General Capabilities		Key Competencies (3 broad categories)
Competency:							
Critical Thinking		X(Learning to Know)		X(Thinking)	X(Critical and creative thinking)		X (III. Acting Autonomously)
Problem Solving	X	X	X(Knowledge Application Skills)				X (II. Interacting in heterogeneous groups)
Decision Making							
Creativity			X(Thinking Skills and Creativity)		X		
Innovation						X (Sense of initiative and entrepreneurship)	
Social Responsibility		X(Learning to Live Together)		X(Relating to Others)	X(Ethical behaviour)	X (Social and civic competences)	X (II. Interacting in heterogeneous groups III. Acting Autonomously)
Cultural Responsibility						X(Cultural awareness and expression)	X (III. Acting Autonomously)
Global Responsibility					X Intercultural understanding		
<p>Table 2 Continued</p>							
Environmental							

Responsibility							
Communication			X		X (Information and communication technology)		X (II. Interacting in heterogeneous groups)
Digital Fluency						X	X(I. using tools interactively)
Technological Fluency		X					
Lifelong Learning	X	X(Learning to Learn)					X (III. Acting Autonomously)
Personal Management	X(Self-Management)		X	X(Managing Self)	X(Personal and social competence)		
Well-Being		X(Learning to Be)					
Collaboration	X(Teamwork)		X (Social and Cooperative Skills)	X (Participating and Contributing)			X (II. Interacting in heterogeneous groups)
Literacy and Numeracy Skills			X	X(Using Language, Symbols & Texts)	X(Literacy) X(numeracy)	X (Mathematical competence and basic competences in science and technology)	X(I. Using tools interactively)
Information Skills			X				X(I. Using tools interactively)
Communication in Mother Tongue						X	
Communication in Foreign Languages						X	
Metacognition						X(Learning to learn)	

Appendix A

April 11, 2015

APPENDIX A
Competency- Based Education

Competency- Based Education
Competencies

Also referred to as:

- Capabilities
- Lifelong Learning Competencies
- 21st Century Skills
- Key Competencies
- Essential Learnings
- 21 st Century Learning

Competency- Based Education
Definition

"Competencies, commonly referred to as 21st century competences or 21st century skills, are generally characterized as being:

- (a) traversal (i.e. they are not directly linked to a specific field but are relevant across many fields),
- (b) multidimensional (i.e. they include knowledge, skills and attitudes), and
- (c) associated with higher order skills and behaviours that represent the ability to cope with complex problems and unpredictable situations".

Voegt & Roblin, 2012, p. 308

Competency- Based Education
Alberta Education's Definition

Competency:
 an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living. Competencies are developed over time and through a set of related learner outcomes... (and they) contribute to students becoming engaged thinkers and ethical citizens with an entrepreneurial spirit.

Alberta Education, 2011, p. 3

Competency- Based Education
Why Change?

We live in a KNOWLEDGE SOCIETY

- change from exchange of knowledge to actively participating in a knowledge society (because of easy access to information)
- Global and academic changes

Competency- Based Education
Why Change?

Alberta Education's rationale:

"education is about more than preparing our children and youth for work. It must encourage learners to discover and pursue their passions; make successful transitions to adulthood; and create life-long learners who contribute to healthy, inclusive communities and thriving economies".

Alberta Education, 2010, p. 18

April 11, 2015

Competency- Based Education Why Change?

Global Change:

- changing economic times (driven by business needs)
- globalization, technology, migration, international competition & changing markets (Asia Society, 2013)
- diverse, interconnected, innovation-oriented societies (V. Stewart, 2014)
- globalization, internationalization of economy & rapid development of information and communication technology (Voogt & Roblin, 2012)

*We are preparing our students
for jobs that do not exist*

(Voogt et al., 2012)

Competency- Based Education Why Change?

Academic Change:

- Shift from gathering knowledge to working with knowledge
- develop competencies on a continuum
- want to reach a point where competencies can be proficiently retrieved whether at the workplace, home or school.
- "The knowledge, skills, attitudes and values (key competencies) needed to function successfully in a variety of life contexts" (Parsons et al., 2012, p. 81)

Competency- Based Education Why Change?

Seminal Work:

- Dewey 1910 - call for students to "think well" & care for the whole child (Voogt & Roblin, 2012, p. 316; Mombourquette, 2013, p. 2)
- Competency movement rooted in behavioural objectives movement of the 1950's
- Research on competencies - 1970's & 1980's
- Competencies within education - 1990's (began with the increased use of technology)
- Delors report (UNESCO- United Nations Educational, Scientific and Cultural Organization)
- holist vision where education would play a part in developing whole child

Competency- Based Education Why Change?

Seminal Work:

- Delors Report (UNESCO - United Nations Educational, Scientific and Cultural Organization) - holist vision where education would play a part in developing whole child
- > 4 Key Pillars
 - Learning:
 - « to know
 - « to do
 - « to be
 - « to live together

(all components of life long learning!)

Tavell & Cougoureux, 2013

Good idea, but no clear vision how to get there...

Competency- Based Education/ 21st Century Skills Focus

Globally/Internationally:

There is a global push toward competency-based education from international organizations such as:

- OECD - PISA (Organization for Economic Co-operation and Development - Programme for International Student Assessment)
 - > DeSeCo (Definition and Selection of Competencies) framework (3 general competencies):
 - 1 "using tools interactively..."
 - 2 Interacting with heterogeneous groups...
 - 3 Acting autonomously...
- NAEP (National Assessment of Educational Progress) Parsons et al., 2012, p. 83

(I think some argue that PISA results are pointing for more of a literacy/numeracy focus. Voogt & Roblin, 2012)

There is a huge gap between the intended competency-based curriculum, what is actually being implemented in the classroom, and how competency-based education is being assessed to show that it has been achieved.

Voogt & Roblin, 2012

Competency- Based Education/ 21st Century Skills Focus

Globally/Internationally:

Some countries who have moved forward defining and implementing competencies in their education systems:

- Singapore
- New Zealand
- Australia
- European Union

Most noted competencies within these frameworks:

- social responsibility
- personal management
- literacy & numeracy skills

Next most noted:

- Critical thinking
- problem solving

April 11, 2015

Competency- Based Education/ 21st Century Skills Focus

Nationally (USA - ACT21S, P21, enGauge):
Competency-based initiatives funded by corporate organizations:

1. ATC21S (Assessment and Teaching of 21st Century Skills) - supported by Cisco, Intel & Microsoft
 - KSAVE framework - 4 main headings:
 - 1 ways of thinking
 - 2 ways of working
 - 3 tools for working
 - 4 living in the world
2. P21 - (Partnership for 21st Century Skills) - supported through a coalition of business organizations, educational leaders & policy makers
3. Engage - 21st Century Skills focusing on effective technology use - supported through the North Central Regional Education Laboratory

Competency- Based Education/ 21st Century Skills Focus

Nationally (USA - ACT21S, P21, enGauge):
Competency-based initiatives funded by corporate organizations:

These three frameworks make efforts to inform educators about competencies, and how they can be supported in an educational setting

Digital Literacy
plays a key role in all of these competency-based frameworks

Competency- Based Education/ 21st Century Skills Focus

Nationally (USA - ACT21S, P21, enGauge):
Study of 13 frameworks by Kereluik, Mishra, Fahnoe and Terry (2013):
- identified 3 key categories (each with 3 sub categories) aimed to clarify what we mean when we talk of 21st century skills.

1. **Foundational Knowledge**
 - > Core Content Knowledge
 - > Digital and Information Knowledge
 - > Cross-disciplinary Knowledge
2. **Meta Knowledge**
 - > Problem Solving and Critical Thinking
 - > Communication and Collaboration
 - > Creativity and Innovation
3. **Humanistic Knowledge**
 - > Life Skills, Job Skills & Leadership
 - > Cultural Competence
 - > Ethical and Emotional Awareness

WHAT we need to know

HOW we act on that knowledge

The VALUES we bring to our knowledge and action

This can be helpful when exploring competencies with staff

Competency- Based Education/ 21st Century Skills Focus

Nationally (Canada):
Many provinces in Canada are making competencies part of their curriculum:

- Saskatchewan - 3 key areas of learning (life long learners; sense of self, community and place; engaged citizen) and four cross-curricular competencies
 - > state that competencies "contain understandings, values, skills and processes considered important for learning in all areas of study"
- Quebec - 9 cross-curricular competencies in 2004/ in 2010 embedded competencies within separate subjects
- Nunavet - context-based competencies - viewed as "foundational to Inuit ways of being"

Competency- Based Education/ 21st Century Skills Focus

Nationally (Canada):
Many provinces in Canada are making competencies part of their curriculum:

- Ontario - vision aims to "develop graduates who are personally successful, economically productive and actively engaged citizens"
 - > Ontario schools have been involved in a number of initiatives to promote **pedagogy, technology and change**
 - > They are doing **action research** through their initiative **edugains** (edugains.ca) to build **competencies** for **pedagogy, technology and change** within the classroom

Most noted Provincial Competencies (refer to Table 1):

- » Communication
- » Collaboration
- » Critical Thinking

Competency- Based Education/ 21st Century Skills Focus

Provincially (Inspiring Education/Curriculum Redesign - Policy Shifts):

Inspiring Education: A Dialogue with Albertans -

- is a vision for education for students in Alberta from now until 2030
- was created based on works of 22 member steering committee, and through extensive consultation with stakeholders
- This document sets out a VISION, but the **processes** for how to implement are still in the developmental stages

April 11, 2015

**Competency- Based Education/
21st Century Skills Focus**

Provincially (Inspiring Education/Curriculum Redesign - Policy Shifts):

Inspiring Education: A Dialogue with Albertans -

- Knowledge is the key resource in the world's economy
- The steering committee states that "the next generation will need to be innovative, creative and skilled in **managing knowledge** as a resource"
- Children born in 2010 will have more contact with different cultures, languages and religions; and the pace of change is ever increasing

Alberta Education, 2010, p. 4

**Competency- Based Education/
21st Century Skills Focus**

Provincially (Inspiring Education/Curriculum Redesign - Policy Shifts):

Inspiring Education: A Dialogue with Albertans -

- The steering committee stresses we must:
 - > ensure students are able to adapt to the changes that are coming
 - > help students discover and pursue their passions
 - > help students make successful transitions into adulthood
 - > help students to become "lifelong learners who contribute to healthy, inclusive communities and thriving economies"

Alberta Education, 2010, p. 4

**Competency- Based Education/
21st Century Skills Focus**

Provincially (Inspiring Education/Curriculum Redesign - Policy Shifts):

Inspiring Education: A Dialogue with Albertans -

Alberta Education's grade K - 12 vision for education lists specific outcomes summarized as "the Three E's of education for the 21st Century"

Alberta Education, 2010, p. 5

**Competency- Based Education/
21st Century Skills Focus**

Provincially (Inspiring Education/Curriculum Redesign - Policy Shifts):

Inspiring Education: A Dialogue with Albertans -

The **qualities and abilities** as noted by Inspiring Education include:

Engaged Thinker: who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others, and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.

Ethical Citizen: who builds relationships based on humility, fairness, and open-mindedness; who demonstrates respect, empathy, and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.

Entrepreneurial Spirit: who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has the confidence to take risks and make bold decisions in the face of adversity. (p. 4-5).

**Competency- Based Education/
21st Century Skills Focus**

Provincially (Inspiring Education/Curriculum Redesign - Policy Shifts):

Inspiring Education: A Dialogue with Albertans -

**Engaged Thinker
Ethical Citizen
Entrepreneurial Spirit**

Underlying the 3 E's are **six core values** that should be part of every decision related to curriculum:

(*Values are the beliefs and ideals critical when making decisions about education, curriculum, teaching, assessment, policy and governance")

- Opportunity
- Fairness
- Citizenship
- Choice
- Diversity
- Excellence

Alberta Education, 2010, p. 20

**Alberta Education's Inspiring
Education - Policy Shifts**

The shifts that must occur, according to the Inspiring Education steering committee (Alberta Education, 2010, p. 6), include expanding beyond school to include the **community as partners of education**; becoming more **child-centered**, supporting children emotionally, intellectually, physically, socially and spiritually. "Their interests, curiosities and strengths should be taken into account" (p.6) and "activities that **encourage play, creativity and imagination** should become the norm" (p. 6). Curriculum should be available in a **variety** of forms, and students need **choice** in how they learn best; students should demonstrate **attitudes, skills, knowledge, and values required for life-long learning** – a focus on **competencies**, "moving education to a **process of inquiry and discovery**;" (p.7).

Alberta Education, 2010, p. 6-7


April 11, 2015

Alberta Education's Inspiring Education - Policy Shifts

Inspiring Education Policy Shifts

To achieve the vision of an educated Albertan in 2030, Albertans said we need to make the following shifts in policy:

LESS	Focused on the school Control on the system Focused on content Technology to support teaching	MORE	Focused on education Control on the learner Building competencies Technology to support the creation and sharing of knowledge
-------------	--	-------------	--



http://img.alicdn.com/... Alberta Education, 2010, p. 24

Alberta Education's Inspiring Education - Policy Shifts

LESS focused on the school → **MORE focused on education**

- Support student to be able to learn any where, any time
- Make the community a true partner in education; so students can learn in the "real world"
- The **educational experience** should include:
 - > **support for the family** (early assessments, increase opportunity for parents to participate in their child's education through technology & flexible scheduling)
 - > **sources of leadership** (students exposure to experts & mentors in the community/role of teacher changes from knowledge authority to architect of learning - one who plans, designs, and oversees learning activities)
 - > **the prospect of life long learning** (take post secondary courses in high school, learn about alternate career paths)

Students will be able to "acquire knowledge and develop competencies relevant to the 3E's, their passions and career plans"

Alberta Education, 2010, p. 24

Alberta Education's Inspiring Education - Policy Shifts

Centered on the system ← **Centered on the LEARNER**

- student need to be the **center of all decisions**
- students needs and interests** need to be front and center
- students must be allowed to be **creative and innovative**
- curriculum** needs to be available:
 - > in a **variety of forms**
 - > to be accessed **in person or virtually**
 - > to work with **collaboratively or independently**
 - > to work with at **ones own pace**

Alberta Education, 2010, p. 25

Alberta Education's Inspiring Education - Policy Shifts

Focused on Content → **Building COMPETENCIES**

According to the Inspiring Education steering committee, the meaning of knowledge is changing
There is more emphasis on:

- knowing how to access** information about something, not just knowing something
- how to think and do things**

The whole focus of competencies is to be able to apply things to real-life; to take information and make it relevant

According to the Inspiring Education vision (Alberta Education, 2010), "*a person is considered knowledgeable if they can gather, analyze, and synthesize information... in order to create knowledge or find solutions to problems*" (p. 25).

Alberta Education, 2010

Alberta Education's Inspiring Education - Policy Shifts

Focused on Content → **Building COMPETENCIES**


Students in Alberta should demonstrate the following competencies:

- Know how to learn** – to gain knowledge, understanding or skills through experience, study and interaction with others.
- Think critically** – conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge.
- Identify and solve complex problems**
- Manage information** – access, interpret, evaluate and use information effectively, efficiently, and ethically.
- Innovate** – create and generate new ideas and concepts.
- Create opportunities** – through play, imagination, reflection, negotiation, and competition – with an entrepreneurial spirit.
- Apply multiply literacies** – reading, writing, mathematics, technology, languages, media and personal finance.
- Demonstrate good communication skills and the ability to work cooperatively with others.**
- Demonstrate global and cultural understanding.**
- Identify and apply career and life skills.**

Alberta Education, 2010

Alberta Education's Inspiring Education - Policy Shifts

Focused on Content → **Building COMPETENCIES**



ERCL (2014)
 (Edmonton Regional Learning Consortium)
 one page overview of competencies

http://ercl.ca/resources/resources/curricular_competencies_overview_documents/competencies_poster_11x17.pdf

April 11, 2015

Section 2 - Instructional Leadership		
<p>B. Faith/Ethics</p>	<p>What</p> <ul style="list-style-type: none"> Models the mission, vision and values of the organization. Develop an atmosphere of trust. Ensure ongoing communication and discussion regarding standards of expectation. <p>Why</p> <ul style="list-style-type: none"> To ensure that behaviours are consistent with the expectations of the organization. To develop an atmosphere/culture that models the mission, vision and values of the school. 	<p>How</p> <ul style="list-style-type: none"> Build relationship with staff through modeling, conversations, fairness, dignity and respect. Know the mission, vision and values of the government and district. Be aware of legislated, district and school policies and procedures. Be prepared to have difficult conversations, as they arise and have supports in place to improve relationships. Facilitate the participation of staff, students and parents in social justice initiatives. Provide for recognition of student achievement. Provide for recognition of student citizenship. Model and support an atmosphere of trust and respect. Communicate, communicate, communicate - goals and activities to all stakeholders. Provide for outside agencies to collaborate with and support school initiatives.

Section 2 - Instructional Leadership			
<p>2. Teaching and Learning</p>	<p>A. Resources</p>	<p>What</p> <ul style="list-style-type: none"> Ensure all material, financial and human resources are in place. Encourage innovation to improve practices that make a difference in students learning. Build capacity of staff and students. <p>Why</p> <ul style="list-style-type: none"> To ensure all staff have what they need to do the best job of teaching and learning. To develop the capacity of staff and students to improve learning. 	<p>How</p> <ul style="list-style-type: none"> Organize for success (class arrangements, seating, timetables, teacher collaboration, flexible support groups, etc.). Provide professional development that aligns with the school goals to support teaching and learning (external, on-site, collaboration, mentors, observations of master teachers). Ensure that all technological resources that support teaching and learning are distributed and functional. Ensure other differentiated supports are available to support learning. Continue to build capacity in all staff to use technology to support learning. Build capacity of staff and students in all areas of teaching and learning, as guided by school improvement goals. Ensure through PD, collaboration and communication that staff are continually improving knowledge and skills.

Section 2 - Instructional Leadership		
<p>B. Ensuring quality teaching</p>	<p>What</p> <ul style="list-style-type: none"> Organize, as much as possible, based on staff strengths. Support staff development in teaching and learning. Ensure ongoing data analysis, promote a culture of high expectations. Have teaching staff complete learner profiles of students to support learning. <p>Why</p> <ul style="list-style-type: none"> To ensure each student receives the best education possible. To ensure staff facilitate student learning to the highest standard. To develop students into life long learners. To assist teachers in developing an understanding of the learning needs. To make staff accountable for the teaching and learning of students. 	<p>How</p> <ul style="list-style-type: none"> Be present. Monitor up to date knowledge of strategies and curriculum. Follow professional standards of conduct. Make quality of instruction the priority. Monitor/bring learning or communication. Ensure professional development days are focused on building capacity of staff. Ensure collaboration time are used to develop student programs to areas for growth. Support teachers in using formative and summative assessment to guide their practice. Ensure teacher assessment and evaluation model their practice. Delegate for staff support meaningful professional development and achievement support opportunities. Use data to link teacher actions to student outcomes. Facilitate a culture of learning and high expectations. Ensure staff are completing learner profiles to have their strengths, learning styles, achievement levels, interests, etc. Ensure teachers follow the student data with their teaching and learning practice. Support staff work with students to set goals and monitor their progress. Empower conversations with parents (formal and informal) addressing progress in learning. Ensure ongoing professional development is on demand. Share and celebrate success. Provide for PD and collaboration that will lead into collaborative decisions in improvement of design, and then review and adjust (not practice on model the way). Support leadership efforts to engage stakeholders to support core instruction.

Section 2 - Instructional Leadership		
<p>C. Shared Leadership</p>	<p>What</p> <ul style="list-style-type: none"> Promote and support shared leadership based on strengths and interests. Develop a collaborative culture - open to question, research and implement innovative practices the support student learning. Facilitate community involvement in decisions. Encourage staff to take on leadership roles. <p>Why</p> <ul style="list-style-type: none"> To build capacity. To build a strong sense of mission and purpose. To develop sustainability. To develop future instructional leaders. To develop innovative practices. 	<p>How</p> <ul style="list-style-type: none"> Promote staff participation in data analysis, research, dialogue and implementation of strategies. Create an atmosphere of trust, where staff feel comfortable to have open and honest dialogue. Be open to multiple perspectives during discussions. Support and encourage shared leadership. Support meaningful involvement of the school community, where appropriate. Support staff in developing their leadership skills through mentoring. Provide opportunities for teachers to share their expertise with staff. Facilitate for students and parents to play a part in shared leadership by involving them in a variety of activities.

Section 2 - Instructional Leadership		
<p>D. Supervision and evaluation</p>	<p>What</p> <ul style="list-style-type: none"> Supervise and evaluate staff to ensure a clear focus on teaching and learning aimed at student achievement. Ensure that all teachers consistently meet provincial standards (i.e. Alberta Teaching Quality Standards). <p>Why</p> <ul style="list-style-type: none"> To ensure that best practices are being met to improve student learning. To ensure follow through on expectations. 	<p>How</p> <ul style="list-style-type: none"> Follow professional standards of conduct. Ensure that all staff are clear on expectations. Model expectations. Be present (in classrooms, hallways, lunch room, collaboration sessions, PD opportunities, etc.) Consistently have purposeful supervision to focus on school goals and teaching standards. Hold Professional Growth Plan (PGP) meetings at the beginning of the year. Support staff in achieving their PGP goals. Review PGP plans in the spring. Regularly visit classrooms, and use observation data to examine strengths and areas for growth. Observe for universal design for learning practices within classrooms. Provide formal and informal feedback on a regular basis. Have conversations regarding innovative practices. Have conversations, where needed, regarding questionable practices. Plan professional development or other supports to address areas of growth for all or specific staff. Ensure a solution-focused atmosphere, as much as possible, as opposed to disciplinary action.

Section 2 - Instructional Leadership			
<p>3. Managing organization all systems and safety</p>	<p>A. Organizational management</p>	<p>What</p> <ul style="list-style-type: none"> Plans, organizes and manages the human, physical and financial resources of the school and identifies areas of need. Ensure the safety of students. Ensure Provincial, district and school regulations, policies and procedures are adhered to. Ensure that the organization for learning is focused on teaching and learning. Ensure all actions and decisions are guided by the mandate of teaching and learning, and student safety. Compile and communicate goals, survey and achievement results, and other challenges and accomplishments to government, district and parent stakeholders. <p>Why</p> <ul style="list-style-type: none"> The organization must put student safety and learning at the forefront. 	<p>How</p> <ul style="list-style-type: none"> Hire the best people. Organize people, as much as possible, according to their strengths and abilities to have the biggest impact on student learning. Strategically organize timetables, schedules, etc. for learning in ways that will best meet the needs of the students within your context. Use financial resources to support school goals, as well as safe operation of the school. Supply staff with the material resources that will set students up for success. Compile and communicate results, challenges and successes with stakeholders in a variety of ways. Minimize external distractors, so staff may focus on teaching and learning. Ensure that the school is organized in a safe manner. Facilitate drill and practice procedures for emergencies. Review emergency protocol with staff and students on a regular basis. Ensure records and communication to all staff of medical concerns. Promote, model and facilitate practice and celebration of school-wide expectations so students and staff know expectations, and feel safe.

April 11, 2015

Section 2 - Instructional Leadership

<p>B. Pyramid of supports</p>	<p>What</p> <ul style="list-style-type: none"> Ensure that supports are in place to meet the needs of staff and students. <p>Why</p> <ul style="list-style-type: none"> The culture and context of the school all play a part in teaching and learning. If supported properly, the focus can remain on the teaching and learning. 	<p>How</p> <ul style="list-style-type: none"> Facilitate staff understanding of all the factors that play a part in teaching and learning. Ensure that universal supports are in place for all students to be successful, and where needed provide for targeted or intensive supports. Through professional development and collaboration, work to build staff capacity in all the areas, to ensure success for students. Develop staff's capacity to implement universal supports in their class, as well as targeted and intensive supports where needed. Access community support to support student learning. Organize for team meetings of administration, counselor and student support worker to ensure the needs of students are being met. Organize for brainstorming meetings to support teachers who are looking for ideas or solutions to concerns in their class.
--------------------------------------	---	--

Section 2 - Instructional Leadership

<p>4. 21st Century Learning</p>	<p>A. Inclusive Learning Environment</p>	<p>What</p> <ul style="list-style-type: none"> Facilitate an inclusive school culture. <p>Why</p> <ul style="list-style-type: none"> All students have a right to an education. 	<p>How</p> <ul style="list-style-type: none"> Facilitate professional development and collaboration for teachers to learn about and implement programming to meet the needs of all students. Review with the school learning team universal, targeted and intensive supports that need to be in place. Educate teachers on the different levels of support that can be used to support student learning. Ensure that all students, if able, have access to core instruction. Communicate with parents and community agencies to support student learning.
---	---	---	---

Section 2 - Instructional Leadership

<p>B. UDL (Universal Design for Learning) (www.udcenter.org)</p>	<p>What</p> <ul style="list-style-type: none"> Ensure teachers are front-loading their classrooms to meet the learning needs of all. <p>Why</p> <ul style="list-style-type: none"> To ensure learning for all. 	<p>How</p> <ul style="list-style-type: none"> Provide for Professional development and collaboration regarding Universal Designs for learning. Have staff create learner profiles so as to understand the learning needs and styles of their students. Facilitate development and implementation of 21st century best practices. Explore with teachers the use of student's personal devices to support learning within the classroom environment. Use technology to support learning and engagement.
---	--	--

Section 2 - Instructional Leadership

<p>5. Contexts impacting the school</p>	<p>What</p> <ul style="list-style-type: none"> Be aware of external contexts that affect the learning of students within your school. <p>Why</p> <ul style="list-style-type: none"> External factors can have a huge affect on teaching and learning. 	<p>How</p> <ul style="list-style-type: none"> Through communication with staff and parents, ensure that supports needed for students are in place, or are being advocated for. Be up to date on issue and trends affecting education. Through staff profiles & professional growth plans be aware of strengths, and areas for growth or development. Through observation and conversation be aware of personal factors that may be affecting teaching and learning. Communicate with parents, and other community agencies to gain their support for the school, and the education system.
--	---	--

Section 2 - Instructional Leadership

Appendix One 12

References

Alberta Education. (2009). The principal quality practice guidelines: promoting successful school leadership in Alberta. (LR2011-026-C2-A333-2009). Edmonton, Alberta: Alberta Education.

American Education Research Association. (2012). Leading the change series: Q&A with Michael Fullan. AERA Educational Change Special Interest Group, 16, 1-5.

National Center on Universal Design for Learning (2013). Electronic references. Retrieved from <http://www.udcenter.org/about/udfguidelines>

Council of Chief State School Officers. (2006). Performance expectations and indicators for educational leaders. Council of Chief State School Officers, Washington, DC.

Fullan, M. (2011). *Change Leader*. San Francisco, CA: Jossey-Bass

Hollings, P. (2009). *Leadership for 21st century schools: from instructional leadership to leadership for learning*. Paper presented as a lecture of the Chair Professors Public Lecture Series of The Hong Kong Institute of Education.

Jhar, O. (2011). *Dudling-Hammond, L., Meyskens, D., La Paroite, M., & Ott, M. T. (2010). Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs. Leadership and Policy in Schools, 10(2), 246-249. DOI:10.1080/1570763.2011.557520*

Mendoza, P. (2012). *The effective principal*. JSD, 33(1), 54-58.

Section 2 - Instructional Leadership

Appendix One 13

Nunneke, C. M. (2013). Rethinking instructional leadership, a review: what do we know about principal, teacher, and coach instructional leadership, and where should we go from here? Educational Administration Quarterly, 49(1), 110-147.

Ontario's Leadership Strategy. (2012-13). Five Core Capabilities of Effective Leaders. *Great Minds Action 11*. Ontario Ministry of Education.

Stroger, T. H., Richard, H. B., & Cantano, N. (2008). *Qualities of Effective Principals*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

April 11, 2015

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Moving toward a competency-based program involves "the questioning and unlearning of beliefs, values and assumptions, and perceptions that researchers, practitioners and policy-makers currently hold about the school system" Dede (2010a, p. 300)

- Teachers must get immersed in the learning and facilitation of learning using competency based methods
- different approaches to accomplish this (Gordon et al. 2009):
- Many countries are still in the beginning phases of implementation and assessing competencies in their curriculum.
 - > added to already existing curriculum as a new subject or new content
 - > integrated as cross-curricular competencies
 - > part of a new curriculum (traditional school structure is transformed)
- **Many countries are still in the beginning phases of implementation and assessing competencies in their curriculum.**

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Alberta Education - Curriculum Prototyping

- integrating competencies within core curricular learning
- involves various districts in Alberta to prototype draft components of programs within their schools; this will help develop Alberta's curriculum
- Is a model of ongoing improvement where "each ...component will be further developed and redefined based on... feedback" (Alberta Education, 2013, p. 8)

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Promising Models for Implementation:
(to reference when creating your school action plan)

- Partnership for 21st Century Skills (www.p21.org)
- U.S. Dept. of Education & stakeholders
- includes **21st century skills maps** (www.p21.org) to tie competencies to core curriculum
- use for professional development and/or teacher inquiry

• see samples on next two pages

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Partnership for 21st Century Skills (www.p21.org)

The Partnership advocates for the integration of 21st Century Skills into K-12 education so that students are prepared about learning in core academic subjects, career, and civic life.

Developed through a partnership, collaborative process, the map offers an outline of 21st century skills, content and thought topics and domains in response to the needs of 21st Century students, educators and employers with concrete examples of how 21st Century Skills can be integrated into core subjects and cross the entire year and across multiple subject disciplines.

21st Century Skills

Essential Skills

Skills Definition

Interdisciplinary Themes

Support Systems

Success Examples

As examples from the 21st Skills Map, the following are provided for building Communities of Collaborators.

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Partnership for 21st Century Skills (www.p21.org)

Communication & Collaboration

Communication

Collaboration

21st Century Skills

Essential Skills

Skills Definition

Interdisciplinary Themes

Support Systems

Success Examples

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Promising Models for Implementation:
(to reference when creating your school action plan)

- Ontario Education (www.edugains.ca)
 - > Ontario Education since 2012 & stakeholders
 - refer to "next generation learning" - pedagogical teaching and learning with technological support
 - « created digital data banks with resources, professional development opportunities, exemplars, and many other online tools to support teachers implementing competencies within their classrooms. Plus opportunities for social networking
 - « eduGAINS website (www.edugains.ca) - resources teachers all over the world can access

April 11, 2015

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Promising Models for Implementation:
(to reference when creating your school action plan)

- Rocky view school district (www.rockyview.ab.ca)
 - > 5th largest district in Alberta, including areas surrounding Calgary
 - innovative practices posted on their website
 - AERR report has graphics - when selected leads to learning & exemplars for each of these areas of focus
 - District website - **competencies** - includes:
 - « an outline for each competency
 - « a continuum of development for the competency
 - « exemplars, plus activities to do in the classroom
 - » This is a good starting point to assist teachers to develop their understanding of competencies and their implementation plan

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Promising Models for Implementation:
(to reference when creating your school action plan)

- Edmonton Catholic School District - Transform (www.ecsd.net)
 - > Edmonton Catholic & stakeholders
 - > moving forward with **Alberta's educational shifts** through their "Transform" program
 - > professional development model to support teachers in building knowledge and confidence to adopt 21st century practices
 - coaching model that involves *lead teachers* and *consultants* in a sustained cycle of **planning, teaching, documenting, reflecting and sharing** (Chevalier and Nixon, 2014, p.22)
 - premised on work of Bandura (1997)
 - « Allows teachers to build their **self-efficacy** through **"mastery experiences, vicarious experiences, verbal persuasion and inspiration and accountability"** (p. 23)

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Promising Models for Implementation:
(to reference when creating your school action plan)

- Others??
 - > add in as you or your staff learn about them

Section 3 - Moving Forward

Organization Supporting and Moving the Competency Initiative Forward:

Assessment

**Section 4
Competency
Professional
Development**

Know How to Learn

Know how to learn...
to gain knowledge, understanding or skills through experience, study, and interaction with others.

STUDENTS WHO KNOW HOW TO LEARN ARE...
confident
reflective
life-long learners
resourceful
self-reliant

KEY UNDERSTANDINGS
Alberta students who know how to learn...
• are confident in their ability to learn
• are reflective in their learning process
• are life-long learners
• are resourceful in their learning process
• are self-reliant in their learning process

Edmonton Regional Learning Consortium (ERLC), January, 2014

**Section 4
Competency
Professional
Development**

Know How to Learn

IMPLICATIONS FOR ENABLING STUDENTS TO KNOW HOW TO LEARN

- Plan a range of experiences for students to learn how to learn
- Create a safe, supportive, and trusting learning environment
- Use a variety of learning experiences to support student learning
- Use a variety of learning experiences to support student learning
- Use a variety of learning experiences to support student learning

QUESTIONS FOR REFLECTION AND DISCUSSION

- How do you know how to learn?
- How do you know how to learn?
- How do you know how to learn?

FOR MORE INFORMATION

- Alberta Education, Skills and Training
- Alberta Education, Skills and Training
- Alberta Education, Skills and Training

Edmonton Regional Learning Consortium (ERLC), January, 2014

April 11, 2015

Section 4 Competency Professional Development

Innovate

Innovate...
create, generate and apply new ideas or concepts

STUDENTS WHO INNOVATE ARE:
adaptable creative curious optimistic resilient resourceful risk takers

KEY UNDERSTANDINGS

Students who innovate apply their imagination and creativity to solve problems in their lives and in their communities. They are confident in their own abilities and are willing to take risks. They are resilient and are able to bounce back from setbacks. They are resourceful and are able to find solutions to problems. They are optimistic and are able to see the positive in every situation. They are curious and are always looking for new ideas and concepts. They are adaptable and are able to change their plans when necessary. They are resilient and are able to bounce back from setbacks. They are resourceful and are able to find solutions to problems. They are optimistic and are able to see the positive in every situation. They are curious and are always looking for new ideas and concepts. They are adaptable and are able to change their plans when necessary.

Edmonton Regional Learning Consortium (ERLC), January, 2014

Section 4 Competency Professional Development

Innovate

IMPLICATIONS FOR ENABLING STUDENTS TO INNOVATE

Teachers design learning opportunities that...

- are challenging and encourage student inquiry and understanding, and create a supportive environment
- provide students with the opportunity to apply their knowledge and skills to solve real-world problems
- offer students the opportunity to work in teams and to share their ideas and concepts
- offer students the opportunity to take risks and to learn from their mistakes

QUESTIONS FOR REFLECTION AND DISCUSSION

- How do you design learning opportunities that encourage student inquiry and understanding, and create a supportive environment?
- How do you design learning opportunities that provide students with the opportunity to apply their knowledge and skills to solve real-world problems?
- How do you design learning opportunities that offer students the opportunity to work in teams and to share their ideas and concepts?
- How do you design learning opportunities that offer students the opportunity to take risks and to learn from their mistakes?

FOR MORE INFORMATION

Edmonton Regional Learning Consortium (ERLC), January, 2014

Section 4 Competency Professional Development

Create Opportunities

Create opportunities...
through play, imagination, reflection, negotiation, and competition with an entrepreneurial spirit

STUDENTS WHO CREATE OPPORTUNITIES WITH AN ENTREPRENEURIAL SPIRIT ARE:
collaborative courageous imaginative leaders motivated self-reliant

KEY UNDERSTANDINGS

Students who create opportunities with an entrepreneurial spirit are confident in their own abilities and are willing to take risks. They are resilient and are able to bounce back from setbacks. They are resourceful and are able to find solutions to problems. They are optimistic and are able to see the positive in every situation. They are curious and are always looking for new ideas and concepts. They are adaptable and are able to change their plans when necessary. They are resilient and are able to bounce back from setbacks. They are resourceful and are able to find solutions to problems. They are optimistic and are able to see the positive in every situation. They are curious and are always looking for new ideas and concepts. They are adaptable and are able to change their plans when necessary.

Edmonton Regional Learning Consortium (ERLC), January, 2014

Section 4 Competency Professional Development

Create Opportunities

IMPLICATIONS FOR ENABLING STUDENTS TO CREATE OPPORTUNITIES

Teachers design learning opportunities that...

- are challenging and encourage student inquiry and understanding, and create a supportive environment
- provide students with the opportunity to apply their knowledge and skills to solve real-world problems
- offer students the opportunity to work in teams and to share their ideas and concepts
- offer students the opportunity to take risks and to learn from their mistakes

QUESTIONS FOR REFLECTION AND DISCUSSION

- How do you design learning opportunities that encourage student inquiry and understanding, and create a supportive environment?
- How do you design learning opportunities that provide students with the opportunity to apply their knowledge and skills to solve real-world problems?
- How do you design learning opportunities that offer students the opportunity to work in teams and to share their ideas and concepts?
- How do you design learning opportunities that offer students the opportunity to take risks and to learn from their mistakes?

FOR MORE INFORMATION

Edmonton Regional Learning Consortium (ERLC), January, 2014

Section 4 Competency Professional Development

Apply Multiple Literacies

Apply multiple literacies...
reading, writing, mathematics, technology, language, media, and personal finance

STUDENTS WHO APPLY MULTIPLE LITERACIES ARE:
confident contributors flexible intentional positive strategic

KEY UNDERSTANDINGS

Students who apply multiple literacies are confident in their own abilities and are willing to take risks. They are resilient and are able to bounce back from setbacks. They are resourceful and are able to find solutions to problems. They are optimistic and are able to see the positive in every situation. They are curious and are always looking for new ideas and concepts. They are adaptable and are able to change their plans when necessary. They are resilient and are able to bounce back from setbacks. They are resourceful and are able to find solutions to problems. They are optimistic and are able to see the positive in every situation. They are curious and are always looking for new ideas and concepts. They are adaptable and are able to change their plans when necessary.

Edmonton Regional Learning Consortium (ERLC), January, 2014

Section 4 Competency Professional Development

Apply Multiple Literacies

IMPLICATIONS FOR ENABLING STUDENTS TO APPLY MULTIPLE LITERACIES

Teachers design learning opportunities that...

- are challenging and encourage student inquiry and understanding, and create a supportive environment
- provide students with the opportunity to apply their knowledge and skills to solve real-world problems
- offer students the opportunity to work in teams and to share their ideas and concepts
- offer students the opportunity to take risks and to learn from their mistakes

QUESTIONS FOR REFLECTION AND DISCUSSION

- How do you design learning opportunities that encourage student inquiry and understanding, and create a supportive environment?
- How do you design learning opportunities that provide students with the opportunity to apply their knowledge and skills to solve real-world problems?
- How do you design learning opportunities that offer students the opportunity to work in teams and to share their ideas and concepts?
- How do you design learning opportunities that offer students the opportunity to take risks and to learn from their mistakes?

FOR MORE INFORMATION

Edmonton Regional Learning Consortium (ERLC), January, 2014

April 11, 2015

Section 4
Competency
Professional
Development

Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others

Demonstrate good communication skills and the ability to work cooperatively with others

STUDENTS WHO DEMONSTRATE GOOD COMMUNICATION SKILLS AND THE ABILITY TO WORK COOPERATIVELY WITH OTHERS ARE:

- clear
- collaborative
- empathetic
- patient
- responsible

KEY UNDERSTANDINGS

- Effective students understand and integrate a wide range of communication strategies to meet a variety of needs and purposes.
- Effective students use oral and written forms of communication to share information and resources.
- Effective students understand and use appropriate communication strategies to work cooperatively with others.
- Effective students understand and use appropriate communication strategies to work cooperatively with others.
- Effective students understand and use appropriate communication strategies to work cooperatively with others.

Education Regional Learning Consortium (ERLC), January, 2014

Section 4
Competency
Professional
Development

Demonstrate Good Communication Skills and the Ability to Work Cooperatively with Others

IMPLICATIONS FOR ENABLING STUDENTS TO DEMONSTRATE GOOD COMMUNICATION SKILLS AND THE ABILITY TO WORK COOPERATIVELY WITH OTHERS

- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.

QUESTIONS FOR REFLECTION AND DISCUSSION

- What are the implications for enabling learning opportunities for students?
- What are the implications for enabling learning opportunities for students?
- What are the implications for enabling learning opportunities for students?

FOR MORE INFORMATION

- Visit the ERLC website for more information on this competency.
- Visit the ERLC website for more information on this competency.
- Visit the ERLC website for more information on this competency.

Education Regional Learning Consortium (ERLC), January, 2014

Section 4
Competency
Professional
Development

Demonstrate Global and Cultural Understanding

Demonstrate global and cultural understanding...

STUDENTS WHO DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING ARE:

- action-oriented
- appreciative
- democratic
- financially literate
- informed
- responsible

KEY UNDERSTANDINGS

- Effective students understand global perspectives and understand the interconnectedness of the world.
- Effective students understand global perspectives and understand the interconnectedness of the world.
- Effective students understand global perspectives and understand the interconnectedness of the world.
- Effective students understand global perspectives and understand the interconnectedness of the world.
- Effective students understand global perspectives and understand the interconnectedness of the world.

Education Regional Learning Consortium (ERLC), January, 2014

Section 4
Competency
Professional
Development

Demonstrate Global and Cultural Understanding

IMPLICATIONS FOR ENABLING STUDENTS TO DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING

- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.

QUESTIONS FOR REFLECTION AND DISCUSSION

- What are the implications for enabling learning opportunities for students?
- What are the implications for enabling learning opportunities for students?
- What are the implications for enabling learning opportunities for students?

FOR MORE INFORMATION

- Visit the ERLC website for more information on this competency.
- Visit the ERLC website for more information on this competency.
- Visit the ERLC website for more information on this competency.

Education Regional Learning Consortium (ERLC), January, 2014

Section 4
Competency
Professional
Development

Identify and Apply Career and Life Skills

Identify and apply career and life skills...

STUDENTS WHO IDENTIFY AND APPLY CAREER AND LIFE SKILLS ARE:

- committed
- confident
- goal-oriented
- healthy
- self-aware
- self-reliant

KEY UNDERSTANDINGS

- Effective students understand and apply career and life skills to meet their needs and purposes.
- Effective students understand and apply career and life skills to meet their needs and purposes.
- Effective students understand and apply career and life skills to meet their needs and purposes.
- Effective students understand and apply career and life skills to meet their needs and purposes.
- Effective students understand and apply career and life skills to meet their needs and purposes.

Education Regional Learning Consortium (ERLC), January, 2014

Section 4
Competency
Professional
Development

Identify and Apply Career and Life Skills

IMPLICATIONS FOR ENABLING STUDENTS TO IDENTIFY AND APPLY CAREER AND LIFE SKILLS

- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.
- Provide opportunities for students to engage in meaningful communication activities.

QUESTIONS FOR REFLECTION AND DISCUSSION

- What are the implications for enabling learning opportunities for students?
- What are the implications for enabling learning opportunities for students?
- What are the implications for enabling learning opportunities for students?

FOR MORE INFORMATION

- Visit the ERLC website for more information on this competency.
- Visit the ERLC website for more information on this competency.
- Visit the ERLC website for more information on this competency.

Education Regional Learning Consortium (ERLC), January, 2014

APPENDIX B

Competency Survey for Administrators/Teachers (beginning & end of each year, or competency PD term) (School Year)

Name:

Date:

	Level 1	Level 2	Level 3	Level 4
	<ul style="list-style-type: none"> Have no understanding of the competencies or where they came from 	<ul style="list-style-type: none"> Basic understanding of the Competencies Know that they are from the Ministerial Order Have read about them in Alberta Education’s Inspiring Education document 	<ul style="list-style-type: none"> Have a clear understanding of the Alberta Education’s Inspiring Education Policy Shifts Have read information regarding competency-based learning Have begun to explore and implement competency-based learning with my staff (students) 	<ul style="list-style-type: none"> Have a clear understanding of the Alberta Education’s Inspiring Education Policy Shifts Have read information regarding competency-based learning Have create a clear vision and action plan for implementation of a competency-based curriculum within my school
Competency-based learning				
Competencies:	<p>Level 1 Have no clear understanding of competency</p>	<p>Level 2 Have limited understanding of competency and how to implement it with curriculum.</p>	<p>Level 3 Have a clear understanding of competency Knowledge of strategies to use with students Moderate use of some of the strategies and activities with students</p>	<p>Level 4 Have a clear understanding of competency Knowledge of strategies to use with students Is a critical part of my class & school learning environment I regularly assess the competencies to analyze the impact on student engagement and learning</p>
1. Know How to Learn				

APPENDIX C
Instructional/Organizational Leadership Framework

Information compiled from reference list below – may include direct statements from researchers
(Order of achieving “How” indicators may be dependent on culture & priorities of organization/ It is important that you track the degree to which each is implemented, and continually strive to make improvements in how each is accomplished)

<p>1. Vision, Mission and Goals</p>	<p>A. Vision, Mission and Goals</p>	<p>What</p> <ul style="list-style-type: none"> • Be clear of your agency – know who you are employed with (ie. Alberta Government), and your organization’s (school district) mission and vision. • Align your school vision, mission and goals with district priorities. • Be mindful of the culture of the school. • Choose 2 -3 clear goals. • Model and supervise. <p>Why</p> <ul style="list-style-type: none"> • Sets a priority within the school. • Creates a clear focus. • It aligns with the government and district’s overall priorities. 	<p>How</p> <ul style="list-style-type: none"> ○ Review provincial policies and expectations with staff. ○ Review with all staff mission and vision of district. ○ Guide staff through processes to develop a clear understanding of the culture of the school, and the role they play in it (ongoing). ○ Planning (through data analysis, research and discussion) to set priorities. ○ Achievement gaps are discussed and analyzed with teaching staff. ○ Develop a clear vision. ○ Set clear targets, based on analysis of data- SMART goals (strategic, specific, measureable, results-oriented, time-bound). ○ Ongoing reevaluation of data, and priorities. ○ Create data walls or other means to track incremental improvement in learning. ○ Build staff capacity to use data to drive instruction. ○ Discussions with all stakeholders to share mission, vision and goals (ongoing). ○ Communication, communication, communication! - through various means,
--	-------------------------------------	---	---

			<p>ensure that all stakeholders know the vision, mission and goals for school improvement.</p> <ul style="list-style-type: none"> ○ Continually review results. ○ Model and supervise for mission, vision and goals.
	B. Faith/Ethics	<p>What</p> <ul style="list-style-type: none"> • Models the mission, vision and values of the organization. • Develop an atmosphere of trust. • Ensure ongoing communication and discussion regarding standards of expectation. <p>Why</p> <ul style="list-style-type: none"> • To ensure that behaviours are consistent with the expectations of the organization. • To develop an atmosphere/culture that models the mission, vision and values of the school. 	<p>How</p> <ul style="list-style-type: none"> ○ Build relationship with staff through modeling, conversations, fairness, dignity and respect. ○ Know the mission, vision and values of the government and district. ○ Be aware of legislated, district and school policies and procedures. ○ Be prepared to have difficult conversations, as they arise and have supports in place to improve relationships. ○ Facilitate for the participation of staff, students and parents in social justice initiatives. ○ Provide for recognition of student achievement. ○ Provide for recognition of student citizenship. ○ Model and support an atmosphere of trust and respect. ○ Communicate, communicate, communicate – goals and activities to all stakeholders. ○ Provide for outside agencies to collaborate with and support school initiatives.
2. Teaching and Learning	A. Resources	<p>What</p> <ul style="list-style-type: none"> • Ensure all material, financial and human resources are in place. 	<p>How</p> <ul style="list-style-type: none"> ○ Organize for success (class arrangements, staffing, timetables, teacher collaboration,

		<ul style="list-style-type: none"> • Encourage innovation to improve practices that make a difference in students learning. • Build capacity of staff and students. • Create a collaborative culture. <p>Why</p> <ul style="list-style-type: none"> • To ensure all staff have what they need to do the best job of teaching and learning. • To develop the capacity of staff and students to improve learning. 	<p>flexible support groups, etc.).</p> <ul style="list-style-type: none"> ○ Provide professional development that aligns with the school goals to support teaching and learning. (external, on-site, collaboration, mentors, observations of master teachers). ○ Ensure that all technological resources that support teaching and learning are distributed and functional. ○ Ensures other differentiated supports are available to support learning. ○ Continue to build capacity in all staff to use technology to support learning. ○ Build capacity of staff and students in all areas of teaching and learning, as guided by school improvement goals. ○ Ensure through PD, collaboration and communication that staff are continually improving knowledge and skills.
	<p>B. Ensuring quality teaching</p>	<p>What</p> <ul style="list-style-type: none"> • Organize, as much as possible, based on staff strengths. • Support staff development in teaching and learning. • Ensure ongoing data analysis. • promote a culture of high expectations. • have teaching staff complete learner profiles of students to support learning. <p>Why</p>	<p>How</p> <ul style="list-style-type: none"> ○ Be present. ○ Maintain up-to-date knowledge of pedagogy and curriculum. ○ Follows professional standards of conduct. ○ Make quality of instruction the priority. ○ Model life-long learning to all stakeholders. ○ Ensure professional development days are focused on building capacity of all staff. ○ Ensure collaboration times are used to monitor student progress; to assess data, discuss strategies to implement, and discuss

		<ul style="list-style-type: none"> • To ensure each student receives the best education possible. • To ensure staff facilitate student learning to the highest standard. • To develop students into life long learners. • To assist teachers in developing an understanding of the learning needs. • To make staff accountable for the teaching and learning of students. 	<p>successes or areas for growth.</p> <ul style="list-style-type: none"> ○ Support teachers in using formative and summative assessment to guide their practice. ○ Ensure teacher assessment and evaluation model best practices. ○ Organize for and support meaningful professional development and collaboration to improve instructional strategies. ○ Use data to link teachers’ actions to student outcomes. ○ Foster a culture of learning and high expectations. ○ Facilitate staff in completing learner profiles of students to know their strengths, learning styles, achievement levels, interests, etc.). ○ Ensure teachers allow for student choice within their teaching and learning practices. ○ Support staff to work with students to set goals, and monitor their progress. ○ Ongoing communication with parents (formally and informally) addressing progress in learning. ○ Encourage parental involvement in the school. ○ Share and celebrate successes! ○ Provide for PD and collaboration that will lead into collaborative discussion, to implementation of strategies, and then review and adjustment (use practice to create the vision). ○ Support teachers efforts to organize interventions to support core instruction.
--	--	--	--

	<p>C. Shared Leadership</p>	<p>What</p> <ul style="list-style-type: none"> • Promote and support shared leadership based on strengths and interests. • Develop a collaborative culture – open to question, research and implement innovative practices the support student learning. • Facilitate community involvement in decisions. • Encourage staff to take on leadership roles. <p>Why</p> <ul style="list-style-type: none"> • To build capacity. • To build a strong sense of mission and purpose. • To develop sustainability. • To develop future instructional leaders. • To develop innovative practices. 	<p>How</p> <ul style="list-style-type: none"> ○ Promote staff participation in data analysis, research, dialogue and implementation of strategies. ○ Create an atmosphere of trust, where staff feel comfortable to have open and honest dialogue. ○ Be open to multiple perspectives during discussions. ○ Support and encourage shared leadership. ○ Support meaningful involvement of the school community, where appropriate. ○ Support staff in developing their leadership skills through mentoring. ○ Provide opportunities for teachers to share their expertise with staff. ○ Facilitate for students and parents to play a part in shared leadership by involving them in a variety of activities.
	<p>D. Supervision and evaluation</p>	<p>What</p> <ul style="list-style-type: none"> • Supervise and evaluate staff to ensure a clear focus on teaching and learning aimed at student achievement. • Ensure that all teachers consistently meet provincial standards (ie. Alberta Teaching 	<p>How</p> <ul style="list-style-type: none"> ○ Follows professional standards of conduct. ○ Ensure that all staff are clear on expectations. ○ Model expectations. ○ Be present (in classrooms, hallways, lunch room, collaboration sessions, PD opportunities, etc.). ○ Consistently have purposeful supervision to

		<p>Quality Standards).</p> <p>Why</p> <ul style="list-style-type: none"> • To ensure that best practices are being met to improve student learning. • To ensure follow through on expectations. 	<p>focus on school goals, and teaching standards.</p> <ul style="list-style-type: none"> ○ Hold Professional Growth Plan (PGP) meetings at the beginning of the year. ○ Support staff in achieving their PGP goals. ○ Review PGP plans in the spring. ○ Regularly visit classrooms, and use observation data to examine strengths and areas for growth. ○ Observe for universal design for learning practices within classrooms. ○ Provide formal and informal feedback on a regular basis. ○ Have conversations regarding innovative practices. ○ Have conversations, where needed, regarding questionable practices. ○ Plan professional development or other supports to address areas of growth for all or specific staff ○ Ensure a solution-focused atmosphere, as much as possible, as opposed to disciplinary action.
<p>3. Managing organizational systems and safety</p>	<p>A. Organizational management</p>	<p>What</p> <ul style="list-style-type: none"> • Plans, organizes and manages the human, physical and financial resources of the school and identifies areas of need. • Ensure the safety of students. • Ensure Provincial, district and school regulations, policies and 	<p>How</p> <ul style="list-style-type: none"> ○ Hire the best people. ○ organize people, as much as possible, according to their strengths and abilities to have the biggest impact on student learning. ○ Strategically organize timetables, schedules, etc. for learning in ways that will best meet the needs of the students within your context.

		<p>procedures are adhered to.</p> <ul style="list-style-type: none"> • Ensure that the organization for learning is focused on teaching and learning. • Ensure all actions and decisions are guided by the mandate of teaching and learning, and student safety. • Compile and communicate goals, survey and achievement results, and other challenges and accomplishments to government, district and parent stakeholders. <p>Why</p> <ul style="list-style-type: none"> • The organization must put student safety, and learning at the forefront. 	<ul style="list-style-type: none"> ○ Use financial resources to support school goals, as well as safe operation of the school. ○ Supply staff with the material resources that will set students up for success. ○ Compile and communicate results, challenges and successes with stakeholders in a variety of ways. ○ Minimize external distractors, so staff may focus on teaching and learning. ○ Ensure that the school is organized in a safe manner. ○ Facilitate drill and practice procedures for emergencies. ○ Review emergency protocol with staff and students on a regular basis. ○ Ensure records and communication to all staff of medical concerns. ○ Promote, model and facilitate practice and celebration of school-wide expectations so students and staff know expectations, and feel safe.
	<p>B. Pyramid of supports</p>	<p>What</p> <ul style="list-style-type: none"> • Ensure that supports are in place to meet the needs of staff and students. <p>Why</p> <ul style="list-style-type: none"> • The culture and context of the school all play a part in teaching and learning. If supported properly, the focus can remain on the teaching and learning. 	<p>How</p> <ul style="list-style-type: none"> ○ Facilitate staff understanding of all the factors that play a part in teaching and learning. ○ Ensure that universal supports are in place for all students to be successful, and where needed provide for targeted or intensive supports. ○ Through professional development and collaboration, work to build staff capacity in all the areas, to ensure success for students.

			<ul style="list-style-type: none"> ○ Develop staff's capacity to implement universal supports in their class, as well as targeted and intensive supports where needed. ○ Access community support to support student learning. ○ Organize for team meetings of administration, counselor and student support worker to ensure the needs of students are being met. ○ Organize for brainstorming meetings to support teachers who are looking for ideas or solutions to concerns in their class
<p>4. 21st Century Learning</p>	<p>A. Inclusive Learning Environment</p>	<p>What</p> <ul style="list-style-type: none"> • Facilitate an inclusive school culture. <p>Why</p> <ul style="list-style-type: none"> • All student have a right to an education. • 	<p>How</p> <ul style="list-style-type: none"> ○ Facilitate professional development and collaboration for teachers to learn about and implement programming to meet the needs of all students. ○ Review with the school learning team universal, targeted and intensive supports that need to be in place. ○ Educate teachers on the different levels of support that can be used to support student learning. ○ Ensure that all students, if able, have access to core instruction.

			<ul style="list-style-type: none"> ○ Communicate with parents and community agencies to support student learning.
	<p>B. UDL (Universal Design for Learning) (www.udlcenter.org)</p>	<p>What</p> <ul style="list-style-type: none"> ○ Ensure teachers are front-loading their classrooms to meet the learning needs of all. <p>Why</p> <ul style="list-style-type: none"> ○ To ensure learning for all. 	<p>How</p> <ul style="list-style-type: none"> ○ Provide for Professional development and collaboration regarding Universal Designs for learning. ○ Have staff create learner profiles so as to understand the learning needs and styles of their students. ○ Facilitate development and implementation of 21st century best practices. ○ Explore with teachers the use of student’s personal devices to support learning within the classroom environment. ○ Use technology to support learning and engagement
<p>5. Contexts impacting the school</p>		<p>What</p> <ul style="list-style-type: none"> • Be aware of external contexts that affect the learning of students within your school. <p>Why</p> <ul style="list-style-type: none"> • External factors can have a huge affect on teaching and learning. 	<p>How</p> <ul style="list-style-type: none"> ○ Through communication with staff and parents, ensure that supports needed for students are in place... or are being advocated for. ○ Be up to date on issue and trends affecting education. ○ Through staff profiles & professional growth plans be aware of strengths, and areas for

			<p>growth or development.</p> <ul style="list-style-type: none"> ○ Through observation and conversation be aware of personal factors that may be affecting teaching and learning. ○ Communicate with parents, and other community agencies to gain their support for the school, and the education system.

References

Alberta Education. (2009). The principal quality practice guidelines: promoting successful school leadership in alberta (LB2831.926.C2 A333 2009). Edmonton, Alberta: Alberta Education.

American Education Research Association. (2012). Leading the change series: q & a with michael fullan. AERA Educational Change Special Interest Group, 16, 1-5.

National Center on Universal Design for Learning (2013). Electronic references. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines>

Council of Chief State School Officers State Consortium on Educational Leadership. (2008). Performance expectations and indicators

for educational leaders. *Council of Chief State School Officers*. Washington, DC.

Fullan, M. (2011). *Change Leader*. San Francisco, CA: Jossey-Bass

Hallinger, P. (2009). *Leadership for 21st. century schools: from instructional leadership to leadership for learning*. Paper presented in a lecture of the Chair Professors Public Lecture Series of The Hong Kong Institute of Education.

Izhar O. (2011). Darling-Hammond, L., Meyerson, D., La Pointe, M., & Orr, M. T. (2010). Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs. *Leadership and Policy in Schools*, 10:2, 246-249, DOI:10.1080/15700763.2011.557520

Mendels, P. (2012). The effective principal. *JSD*, 33(1), 54-58.

Neumerski, C. M. (2013). Rethinking instructional leadership, a review: what do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly*, (49), 310-347.

Ontario Leadership Strategy. (2012-13). Five Core Capacities of Effective Leaders. *Ideas Into Action*, (1). Ontario Ministry of Education.

Stronge, J. H., Richard, H. B., & Cantano N. (2008). *Qualities of Effective Principals*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

APPENDIX D

Administrator Competency Implementation Planning Document

(Used Instructional/Organizational Leadership Framework- Appendix C – as a guide to complete your competency implementation plan)

Name:

Date:

PROPOSAL
Competency Focus:
Vision, Mission, & Goal:
Faith & Ethics:
IMPLEMENTATION
Resources:
Ensuring Quality Teaching/Shared Leadership:
Organization:
21st Century Learning:
ASSESSMENT
Supervision and Evaluation:
GAP ANALYSIS
GAP analysis results:
NEXT STEPS - revise Proposal/Implementation Plan

APPENDIX E
Competency-Based Learning - Graphic Planner for Administration:

<p>1. Vision, Mission and Goals</p>	
<p>A. Vision, Mission and Goals</p>	<ul style="list-style-type: none"> • Implementation of a competency-based learning model as mandated by Alberta Education • Implementation of a competency-based learning model as directed by the school board • Develop a clear understanding of “competency” <p>Goals (no more than 3 clear goals):</p>
<p>Supporting Documentation</p>	<p>Provincial policies guiding competency-based learning</p> <ul style="list-style-type: none"> • Government of Alberta Department of Education Ministerial Order (2013). Retrieved from http://www.education.alberta.ca/media/6951645/skmbt_c36413050707450.pdf • Alberta Education. (2010). Inspiring Education: A dialogue with Albertans. Retrieved from https://education.alberta.ca/media/7145083/inspiring%20education%20steering%20committee%20report.pdf • Parsons, J & Beauchamp, L. (2012). From knowledge to action: shaping the future of curriculum development in Alberta. Retrieved from http://education.alberta.ca/admin/resources.aspx • Alberta Education. (2013). Curriculum Development Prototyping Guide. Retrieved from http://education.alberta.ca/media/7779143/curriculum%20development%20prototyping%20guide.pdf • Alberta Education. (n.d.). About curriculum redesign. Retrieved from http://education.alberta.ca/department/ipr/curriculum/about.aspx • Alberta Education. (2009). Principal quality practice guidelines: Promoting successful school leadership in Alberta. Retrieved from http://education.alberta.ca/admin/resources.aspx <p>Board policies & material supporting competency-based learning</p> <ul style="list-style-type: none"> • Edmonton Regional Learning Consortium (ERLC). (January, 2014). Alberta’s Cross Curricular Competencies. Retrieved from http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/competencies-poster_11x17.pdf and http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/cross_curricular_competencies_overview.pdf • OTHER:

<p>B. Faith/Ethics</p>	<ul style="list-style-type: none"> • Ensure behaviors are consistent with mission of organization:
<p>2. Teaching and Learning</p>	
<p>A. Resources</p>	<ul style="list-style-type: none"> • Material Resources (i.e. reference material, planning material, supplies, etc.): • Financial Resources (i.e. professional development time, technological resources, etc. to support competency-based learning): • Human Resources (i.e. competency-support coach):
<p>B. Ensuring quality teaching</p>	<ul style="list-style-type: none"> • Professional Development/Collaboration Plan: • Set goals & monitor progress: • Focus on Assessment and Evaluation (Formative & summative assessments): • Choice: • Parental and community involvement Plan:
<p>C. Shared Leadership</p>	<ul style="list-style-type: none"> • Collaborative Plan (sharing of strengths with each other): • Data to analyze, & question: • Implementation Plan: • Assess & analyze gaps: • Sharing of expertise among staff:
<p>D. Supervision and evaluation</p>	<ul style="list-style-type: none"> • Ensure purposeful supervision of competency-based learning implementation (supervision plan): • Ensure competency- based learning is focused on teaching and learning within core curriculum outcomes • Ensure professional standards of conduct are adhered to •
<p>3. Managing organizational systems</p>	

and safety	
A. Organizational management	<ul style="list-style-type: none"> • Ensure that the organization for competency-based learning is focused on teaching and learning.
B. Pyramid of supports	<ul style="list-style-type: none"> • Ensure that supports are in place to meet the needs of staff and students.
4. 21st Century Learning	
A. Inclusive Learning Environment	<ul style="list-style-type: none"> • Steps to ensure an inclusive school culture of competency-based learning
B. UDL (Universal Design for Learning) (www.udlcenter.org)	<ul style="list-style-type: none"> • Ensure teachers are front-loading their classrooms to meet the learning needs of all.
5. Contexts impacting the school	<ul style="list-style-type: none"> • Be aware of external contexts that affect the learning of students within your school.

APPENDIX F
Teacher Competency Implementation Planning Document

Name:

Date:

PROPOSAL
Grade Level:
Competency Focus:
Subject/Curricular Outcomes:
Vision, Mission, & Goal: <ul style="list-style-type: none"> • Clear vision (clear understanding of competency, and how to tie it in with curricular learning) • Set targets
Faith & Ethics:
IMPLEMENTATION
Resources: <ul style="list-style-type: none"> • Resources & Links for inquiry into competency (complete as you find resources, so as to share with colleagues) • Digital Literacy <ul style="list-style-type: none"> ○ Foundational knowledge needed ○ Digital tools needed ○ Links, Apps needed for inquiry and planning • Differentiated approaches needed • Ways to build capacity of students
Ensuring Quality Teaching/Shared Leadership: <ul style="list-style-type: none"> • P.D., Collaboration & Pedagogy Lead support needed • Foundational Knowledge needed (Teacher) • Foundational Knowledge needed (student) before engaging in activity involving competency • Foster learning, and push students to strive for excellence • Choice • Communicating with parents
Organization <ul style="list-style-type: none"> • Timeline • Strategically organize for optimal learning for all
21st Century Learning <ul style="list-style-type: none"> • Inclusive learning environment • Universal Design for Learning (UDL) strategies (Apps/programs to support competency and/or collaborative approach to practicing competency)

ASSESSMENT
Supervision and Evaluation <ul style="list-style-type: none">• Plan for observation & assessing of learning• Student feedback (on learning of outcomes & personal development of competency)• Teacher reflections (i.e. Does competency fit with learning outcome? If not, where could it fit more appropriately?)• Competency continuum assessments• Outcome assessments• Data Analysis
GAP ANALYSIS
GAP analysis results
NEXT STEPS - revise Proposal/Implementation Plan

APPENDIX G
Competency-Based Learning - Graphic Planner for Teachers

<p>1. Vision, Mission and Goals</p>	
<p>A. Vision, Mission and Goals</p>	<ul style="list-style-type: none"> • Implementation of a competency-based learning model as mandated by Alberta Education • Implementation of a competency-based learning model as directed by the school board • Develop a clear understanding of “competency” <p>Competency Focus: _____</p> <p>Goals (no more than 3 clear goals):</p>
<p>Supporting Documentation</p>	<p>Provincial policies guiding competency-based learning</p> <ul style="list-style-type: none"> • Government of Alberta Department of Education Ministerial Order (2013). Retrieved from http://www.education.alberta.ca/media/6951645/skmbt_c36413050707450.pdf • Alberta Education. (2010). Inspiring Education: A dialogue with Albertans. Retrieved from https://education.alberta.ca/media/7145083/inspiring%20education%20steering%20committee%20report.pdf • Parsons, J & Beauchamp, L. (2012). From knowledge to action: shaping the future of curriculum development in Alberta. Retrieved from http://education.alberta.ca/admin/resources.aspx • Alberta Education. (2013). Curriculum Development Prototyping Guide. Retrieved from http://education.alberta.ca/media/7779143/curriculum%20development%20prototyping%20guide.pdf • Alberta Education. (n.d.). About curriculum redesign. Retrieved from http://education.alberta.ca/department/ipr/curriculum/about.aspx • Alberta Education. (2009). Principal quality practice guidelines: Promoting successful school leadership in Alberta. Retrieved from http://education.alberta.ca/admin/resources.aspx <p>Board policies & material supporting competency-based learning</p> <ul style="list-style-type: none"> • Edmonton Regional Learning Consortium (ERLC). (January, 2014). Alberta’s Cross Curricular Competencies. Retrieved from http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/competencies-poster_11x17.pdf and http://erlc.ca/resources/resources/cross_curricular_competencies_overview/documents/cross_curricular_competencies_overview.pdf

	<ul style="list-style-type: none"> • OTHER:
B. Faith/Ethics	<ul style="list-style-type: none"> • Ensure behaviors are consistent with mission of organization:
2. Teaching and Learning	
A. Resources	<ul style="list-style-type: none"> • Material Resources (i.e. reference material, planning material, supplies, etc.): • Financial Resources (i.e. professional development time, technological resources, etc. to support competency-based learning): • Human Resources (i.e. competency-support coach):
B. Ensuring quality teaching	<ul style="list-style-type: none"> • Professional Development/Collaboration Plan: • Set goals & monitor progress: • Focus on Assessment and Evaluation (Formative & summative assessments): • Choice: • Parental and community involvement Plan:
C. Shared Leadership	<ul style="list-style-type: none"> • Collaborative Plan (sharing of strengths with each other): • Data to analyze, & question: • Implementation Plan: • Assess & analyze gaps: • Sharing of expertise among staff:
D. Supervision and evaluation	<ul style="list-style-type: none"> • Ensure purposeful supervision of competency-based learning implementation (supervision plan): • Ensure competency- based learning is focused on teaching and learning within core curriculum outcomes • Ensure professional standards of conduct are adhered to •
3. Managing	

organizational systems and safety	
A. Organizational management	<ul style="list-style-type: none"> • Ensure that the organization for competency-based learning is focused on teaching and learning.
B. Pyramid of supports	<ul style="list-style-type: none"> • Ensure that supports are in place to meet the needs of staff and students.
4. 21st Century Learning	
A. Inclusive Learning Environment	<ul style="list-style-type: none"> • Steps to ensure an inclusive school culture of competency-based learning
B. UDL (Universal Design for Learning) (www.udlcenter.org)	<ul style="list-style-type: none"> • Ensure teachers are front-loading their classrooms to meet the learning needs of all.
5. Contexts impacting the school	<ul style="list-style-type: none"> • Be aware of external contexts that affect the learning of students within your school.

APPENDIX H

Alberta Education Competencies Grade Level Planning Template

Subject _____ **Grade** _____

(Each competency will be investigated, along with the curricular outcomes to create descriptors of performance and knowledge, skill and attitudes at each of the levels; Level 4 indicating a high level of competency/Descriptors will vary across subject and grade levels)

Continuum row - is for teacher to keep a color coded visual of level attained by each student (using a highlighter)- teacher can also highlight each descriptor attained, and add descriptors of novel approaches students used. (teachers can add a row for each student under each competency, or can create a competency sheet for each student)

		Level 1	Level 2	Level 3	Level 4
	Know How to Learn				
	To Gain knowledge, understanding and skills through experience, study and interaction with others				
Continuum					
	Think Critically				
	Conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge				
Continuum					
	Identify and Solve Complex Problems				
	-no descriptor				
Continuum					

	Manage Information				
	Access, interpret, evaluate and use information effectively, efficiently, and ethically				
Continuum					
	Innovate				
	Create and generate new ideas and concepts				
Continuum					
	Create Opportunities				
	Through play, imagination, reflection, negotiation, and competition – with an entrepreneurial spirit				
Continuum					
	Apply Multiply Literacies				
	Reading, writing, mathematics, technology, languages,				

	media and personal finances				
Continuum					
	Demonstrate Good Communication Skills and Ability to Work Cooperatively with Others				
	- No descriptor				
Continuum					
	Demonstrate Global and Cultural Understanding				
	- No descriptor				
Continuum					
	Identify and Apply Career and Life Skills				
	- No descriptor				
Continuum					

**APPENDIX I
Graphic Organizer
based on**

What Knowledge Is of Most Worth: Teacher Knowledge for 21st Century Learning

Kereluik, Mishra, Fahnoe & Terry (2013)

This graphic is modeled after the information found from Kereluik et al.'s(2013) critical review of literature regarding “the kinds of knowledge that researchers state are integral and important for success in the 21st century” (p. 127). Refer to this article for more detailed descriptors within the categories listed below. This document is meant to be used as a planning document for implementation of 21st century skills in teaching and learning. Also included are headings from Alberta Education’s Inspiring Education(2010) vision.

Chart areas targeted with curricular outcome and learning activity:

Grade:

Subject:

Outcomes:

Learning Activity:

Foundational Knowledge	Meta Knowledge	Humanistic Knowledge
Core Content Knowledge	Problem Solving and Critical Thinking	Life Skills, Job Skills, Leadership Opportunities
Digital and Information Literacy	Communication and Collaboration	Cultural Competence
Cross Disciplinary Knowledge	Means for Creativity and Innovation	Ethical and Emotional Awareness
Engaged Thinker	Ethical Citizen	Entrepreneurial Spirit