



## MEMORANDUM

October 8, 2024  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning Shaye Patras, Division Principal, Curriculum and Achievement
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
<b>SUBJECT</b>	<b>CURRICULUM IMPLEMENTATION REPORT</b>

---

### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. Alberta Education provides updates to jurisdictions as the provincial curricula are amended, from time to time. Instructional Services works to ensure a state-of-readiness exists for all teachers affected by curriculum updates.

### REPORT SUMMARY

This Curriculum Implementation Report provides an overview of the Provincial changes to the Alberta Programs of Study, as well as an up-to-date overview of the professional development and response to new curriculum scheduled for the Division.

Administration would be pleased to respond to any questions.

SJ:kz



## CURRICULUM IMPLEMENTATION REPORT

OCTOBER 8, 2024

Presented to the Board of Trustees, October 8, 2024

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning

Shaye Patras, Division Principal, Numeracy and Achievement

*Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.*

### BACKGROUND

In alignment with Parkland School Division's mission to ensure supportive learning environments and meaningful learning experiences, curriculum implementation continues to be a key focus for the Instructional Services team. This focus aligns with PSD's values, which emphasize:

- Purposeful,
- Essential,
- Relevant,
- Authentic, and
- Responsive learning opportunities,
- as well as excellence in achievement.

These values highlight the importance of successful curriculum implementation throughout Parkland School Division.

Moreover, Objective 1.1, *"Staff will expand student success in Literacy and Numeracy,"* states:

"School leaders, teachers, and school support staff will design, deliver, and share research-informed, effective, and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy."

This objective aligns with the work being undertaken by the Instructional Services staff and school-based personnel in curriculum implementation.

For the 2024-25 school year, school divisions across the province will implement the following new curricula:

- Grades 4-6 French Immersion Literature and Language Arts (FILAL)
- Grades 4-6 Science

Additionally, Parkland School Division has a dedicated team of teachers piloting the new K-6 Social Studies curriculum. Teachers across PSD are also moving forward with the second year of implementing the following curricula, which were introduced during the 2023-24 school year:

- Grades 4-6 Literature and Language Arts;
- Grades 4-6 Mathematics; and
- K-3 French Immersion Language Arts (FILAL)

To support this process, the Instructional Services team has developed a comprehensive curriculum implementation plan for the 2024-25 school year. In preparation for the fall 2024 rollout, initial professional learning sessions were held for PSD teachers in May 2024. The objectives of these sessions were to ensure that teachers:

- Had the opportunity to explore the new curricula and receive support from Instructional Services facilitators in addressing potential challenges.
- Understood the structure of the new curricula, as significant shifts have been made in how these documents are written.
- Became familiar with the Learning Outcomes and Knowledge, Understandings, Skills, and Procedures (KUSPs) that will need to be implemented in September and October 2024.

As part of the implementation plan, ongoing professional development will be provided throughout the 2024-25 school year. This includes formal professional development sessions, self-directed learning opportunities, and in-class support from Instructional Services facilitators.

## New Curriculum Implementation 2024-2025



### **Science Grades 4-6**

The Science curriculum provides students with an opportunity to explore the disciplines of physics, chemistry, biology, Earth science, astronomy, and computer science. Through this exploration, students will ask and answer questions, explore scientific and technological concepts, and acquire knowledge and understanding of the world all while nurturing the curiosity to continue to explore.

Additionally, as stated in the Science Subject Overview, “Students will discover that Science provides a reliable basis for decision making and is essential in developing innovative ideas and solutions. It includes the critical-thinking skills, scientific knowledge, and civic literacy required to respond to relevant personal, societal, and environmental issues. Students develop critical reasoning and scientific literacy through exploring science concepts and applying scientific methods. Scientific knowledge is enriched through the shared contributions of people from diverse cultures and perspectives. Science and technology are deeply interwoven in our daily lives. Together, they enable society to build and share knowledge, innovate, improve quality of life, and predict future events.” (Government of Alberta, April 2022)

## **French Immersion Literature and Language Arts 4-6**

Alberta Education Notes: “In French Immersion Language Arts and Literature, students develop the ability to communicate in French as an additional language. By participating in meaningful and authentic oral communication, students develop their skills to comprehend and to express themselves clearly and fluently in various situations. The learning in this subject is interdisciplinary in that it supports learning in other subjects; language is both an object of and a tool for learning.

By exploring a wide variety of texts, students are exposed to diverse viewpoints and cultural experiences. They open themselves to the world and enrich their understanding of the Francophonie while developing open-mindedness and an appreciation of various communities. French Immersion Language Arts and Literature allows students to listen, read, view, speak, write, and experience Canadian linguistic duality, to develop a positive image of their own plurilingual identity, and to experience the cognitive and social benefits of learning a new language.”(Government of Alberta, French Immersion Language Arts and Literacy Subject Overview, March 2023)

## **NEW CURRICULUM FUNDING**

To support Curriculum Implementation, Alberta Education has provided Parkland School Division with (\$211,204) for the 2024-25 school year to fund professional learning as well as to procure and develop student and teacher resources that align with the new K to 6 programs of study.

Instructional Services Facilitators will once again work with school-based literacy and numeracy leads and administration to ensure each site has the resources necessary to support their teachers in delivering the new curriculum. Additionally, these targeted funds will be used to provide release time for teachers to attend professional development delivered by grade levels as outlined in the tables throughout this report.

## **DIVISIONAL SUPPORT FOR NEW CURRICULUM IMPLEMENTATION**

Instructional Services has developed a professional learning plan to support the implementation of the new curriculum being implemented in 2024-25 as well as to continue to support teachers with curriculums that were implemented in 2022-23 and 2023-24. Additionally, some Parkland School Division teachers have chosen to optionally implement the Social Studies curriculum in 2024-25, which is scheduled for full implementation in the 2025-26 school year. Instructional services facilitators will work collaboratively with those teachers and administrators to support this work. The table below summarizes this information.

<b>PSD New Curriculum Implementation</b>		
<u>Curriculum</u>	<u>Year of Implementation</u>	<u>Number of Teachers</u>
ELAL K-3	2022-23	179
FILAL K-3	2023-24	19
Math K-3	2022-23	179
Science K-3	2023-24	179
PEW K-6	2022-23	323
ELAL Gr 4-6	2023-24	149
Math Gr 4-6	2023-24	149
FILAL Gr 4-6	2024-25	11
Science Gr 4-6	2024-25	158
Social Studies Gr K-6 (Pilot Group)	2024-25	11

### **Science: Curriculum Implementation Gr 4-6**

To effectively support new curriculum implementation for all teachers in Grades 4 - 6, Parkland School Division's instructional Services will be facilitating three, full-day professional development sessions for each new curriculum being implemented in the 2024-25 school year (i.e. 4-6 FILAL and Science).

For each professional learning day, Instructional Services facilitators structure each of the sessions to enable professional Learning in the morning and collaborative work sessions in the afternoon. Historical surveys and anecdotal feedback from teachers have been extremely supportive of this structure, as such it has been maintained for the 2024-25 school year.

Gr 4-6 Science Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
May/June	<u>Organizing Ideas:</u> Matter Living Systems Introduction to Earth Systems	<u>Focus:</u> <ul style="list-style-type: none"> <li>• What is conceptual Understanding in Science?</li> <li>• Scientific Literacy</li> </ul>
October/November	<u>Organizing Ideas:</u> Earth Systems Continued Energy Space Computer Science/Scientific Methods Continued	<u>Focus:</u> <ul style="list-style-type: none"> <li>• Inquiry-based teaching and assessment in Science</li> <li>• Exploration of Hands-on Activities</li> <li>• Embedding Scientific Method and Computer Science into KUSPS throughout the curriculum</li> </ul>
February 2025	<u>Organizing Ideas:</u> Computer Science	<u>Focus:</u> <ul style="list-style-type: none"> <li>• Understanding Computational Thinking and its role in Science</li> </ul>



### **Kindergarten-Grade 6 Science Resource Development**

During the implementation of the Kindergarten to Grade 3 Science program of studies, PSD teachers identified the need for adequate and appropriate resources to support the science curriculum. Despite access to provincially authorized materials and Discovery Education, the need for additional teaching and learning resources remained a concern.

Anticipating that teachers in Grades 4 to 6 would encounter similar challenges, Instructional Services established grade-level working groups in Spring 2024 for Kindergarten through Grade 6. These teams were created to develop and curate the necessary resources to support science curriculum implementation for Parkland teachers. Team members, identified by school-based administrators, collaborate during working sessions to source existing resources and create new materials where gaps exist. These groups will continue to meet throughout the 2024-25 school year to ensure Parkland teachers have access to high-quality resources to enhance their instructional practice.

### **French Immersion Literature and Language Arts (FILAL) Grades 4-6:**

During the 2023-2024 school year, Instructional Services collaborated with the Edmonton Regional Learning Consortium (ERLC) and the Alberta Regional Professional Development Consortium (ARPDC) to facilitate professional development for the new curriculum in French. A French-speaking facilitator has been hired not only to support French Immersion programming but to ensure all French Immersion sessions are delivered in French.

4-6 French Immersion Literature and Language Arts Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1 - June 2024  Facilitated by ARPDC	<u>Organizing Ideas:</u> Bridging old and new curriculum and exploring resources	<u>Focus:</u> <ul style="list-style-type: none"> <li>● Exploring the differences between the old and new curriculum</li> <li>● Guiding teachers to a vast selection of resources available</li> <li>● Focus on key elements, including oral communication, reading comprehension, writing structures, grammar, and vocabulary</li> </ul>
Session 2: October 10, 2024	<u>Organizing Ideas:</u> Reading Comprehension Writing Structures and vocabulary Oral Communication	<u>Focus:</u> <ul style="list-style-type: none"> <li>● Building skills and comprehension strategies</li> <li>● Understanding cross-curricular correlations</li> <li>● Components of a strong writing program</li> <li>● Rubrics</li> <li>● Inter-rater reliability</li> </ul>

		<ul style="list-style-type: none"> <li>● Building oral communication competencies and confidence in students</li> </ul>
Session 3: December 3, 2024	Organizing Ideas: Grammar and writing conventions Oral production and activity-based learning	Focus: <ul style="list-style-type: none"> <li>● Developing activities that promote effective writing practices</li> <li>● Incorporating powerful writing structures in French</li> <li>● Reviewing writing exemplars</li> <li>● Exploring engaging oral communication activities</li> </ul>

## DIVISIONAL SUPPORT FOR FRENCH IMMERSION

In addition to implementing the FILAL curriculum, Instructional Services is dedicated to enhancing French Immersion learning outcomes through intentional and strategic approaches. This commitment involves continuous collaboration between school administration and Instructional Services, resulting in the following key initiatives:

- French Immersion Language Arts and Literature [FILAL] and Numeracy Results Review: Comprehensive reviews of literacy and numeracy results are conducted with each school, working collaboratively to determine professional development plans that address specific needs.
- Literacy and Numeracy Screens in French: Literacy and numeracy screens have been implemented to inform programming and target instruction for French Immersion students.
- FILAL and Numeracy Lead Teachers: Designated Literacy and Numeracy Leads in schools, initiated in the 2021-2022 school year, continue to meet as a cohort. Their focus is on literacy and numeracy topics, sharing insights with respective staff during professional development days while supporting classroom instruction.
- French Immersion Division -Wide Writing Rubrics and Writing Scope and Sequence: A dedicated French Immersion working group has been formed, to create writing rubrics, a writing scope and sequence, and a bank of student writing samples.
- Division-Wide Resources: Collaboration with administration and literacy and numeracy lead teachers resulted in the creation of centralized literacy resources within each school, facilitating easy access to school-wide research-based resources. Identification and alignment of Numeracy and Science resources in the French language have been a focus of this work.
- Professional Development Sessions in French: A French-speaking facilitator has been hired to enhance professional learning opportunities offered to our teachers and support teachers' language skills.
- French Language Assistants: Through grant funding from the Official Languages in Education Program (OLEP), French Language Assistants have been secured for Ecole Broxton Park School, and Ecole Meridian Heights School, supporting student language development.
- Exploration of AI for French Immersion - A small group of teachers are piloting Artificial Intelligence platforms specifically designed for language translation as this

has been previously identified as a significant barrier for teachers as well as a contributing factor to workload challenges.

- Metropolitan Edmonton Regional French Immersion Programs (MERFIP) meetings: Two representatives from Parkland School Division attend the MERFIP meetings, fostering collaboration with other French Immersion program coordinators. This collaboration enables the exchange of expertise and the development of professional learning opportunities. The information is shared with staff through workshops, modeling, and collaborative meetings, ensuring that best practices and new strategies are effectively communicated and implemented in the classroom.

## SOCIAL STUDIES DRAFT PILOT GRADES K-6



Alberta Education notes “Social studies is the study of history, geography, economics, civics and citizenship, and government and politics. Students explore important questions and actively engage with issues to understand lessons from the past and to become active and well-informed citizens in their communities. Students use a knowledge-based curriculum and combine social science methods, including research, source evaluation, and evidence interpretation, to enhance understanding, draw conclusions, and build robust critical-thinking skills.” (Government of Alberta, Draft K-6 Social Studies Subject Overview, April 2024)

Eleven enthusiastic staff members, representing grades one to six, are prepared to participate in the social studies pilot. They

attended an orientation session on June 11 and will engage in four feedback sessions between September 2024 and January 2025. Additionally, funding for five days will be provided for the team to collaborate, plan, and develop resources. A facilitator will support and guide the staff throughout the process.

<b>K-6 Social Studies Pilot Professional Development Sessions</b>		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1 - September 19th, 2024	<u>Organizing Ideas:</u> Curriculum Structure Available resources Planning AI tools Collaboration	<u>Focus:</u> <ul style="list-style-type: none"> <li>● Acquiring an understanding of the content, identifying quality resources to support teacher instruction and student learning</li> <li>● Using AI tools to supplement resources and create instructional materials</li> <li>● Gather together and share progress</li> </ul>
Session 2: November 7th, 2024	<u>Organizing Ideas:</u> Understanding KUSP's Building and sourcing resources Cross-curricular planning and instruction Assessment	<u>Focus:</u> <ul style="list-style-type: none"> <li>● Obtaining a deeper understanding of the learning outcomes</li> <li>● Bridging outcomes cross-curricularly</li> <li>● Exploring assessment tools</li> </ul>
Session 3: March 13th, 2025	<u>Organizing Ideas:</u> Project-based learning Assessment Community ties/citizenship	<u>Focus:</u> <ul style="list-style-type: none"> <li>● Resources for building projects that touch on multiple learning outcomes</li> <li>● Continued assessment building</li> <li>● Taking Social Studies out of the classroom</li> </ul>
Session 4: May 8th, 2025	<u>Organizing Ideas:</u> Looking ahead to full implementation	<u>Focus:</u> <ul style="list-style-type: none"> <li>● Determine requirements for full implementation</li> <li>● Organize resources, assessments, and other relevant materials.</li> </ul>
<p><b>Session 5</b> - This session has been set aside for teachers to collaborate with grade-level colleagues in developing assessments, resources, and plans. Teachers may also choose to use this release time to attend one of the optional professional learning and feedback sessions offered by the Curriculum Implementation team.</p>		



### **Ongoing Curriculum Implementation**

In addition to supporting the implementation of new programs of studies for the 2024-25 school year (i.e. FILAL gr 4-6 & Science 4-6), as well as supporting the piloting of the K-6 Social Studies curriculum, Instructional Services continues to support the work of previous programs of studies implemented in the 2022-23 school year (i.e. ELAL K-3, Math K-3, Physical Education and Wellness K-6) and the 2023 -24 school year (i.e. ELAL 4-6, Math 4-6 and FILAL 4-6). This support is provided through modeled lessons by facilitators and other PSD teachers, curriculum call-back sessions, and sessions during self-directed professional learning time.

In addition to the whole-grade professional learning opportunities, some of the ways in which Instructional Services Facilitators further support professional learning are:

- modeling lessons in classrooms;
- working with grade-level teaching teams during collaborative planning time;
- facilitating professional learning during self-directed and site-directed professional development days;
- leading professional development sessions after schools;
- facilitating book studies; and
- supporting teachers and schools to serve as modeled lesson sites.

## ARTIFICIAL INTELLIGENCE (AI)

The Instructional Services team recognizes the significant potential that Artificial Intelligence (AI) offers to enhance curriculum implementation. Accordingly, all Instructional Services facilitators are now utilizing AI to support the development of professional learning sessions for PSD teachers. In addition, we are committed to providing PSD teachers with guided support in integrating AI into their specific curriculum needs. AI is being used to create resources, lesson plans, and assessments, among other tools, empowering teachers to harness its full capacity in their work. This ongoing learning journey will benefit both our facilitators and teachers, delivering substantial value and opportunities for PSD staff and students alike.

Furthermore, Emerging Technology/AI Facilitator Nicole Lakusta continues to design and deliver professional learning sessions focused on AI's various applications. These sessions are offered during self-directed professional learning times and upon request at individual schools.

## INDIGENOUS WAYS OF KNOWING

Parkland School Division's Facilitators will continue to support learning across all sessions by focusing on KUSPS (Knowledge, Understandings, Skills, and Procedures) that highlight Indigenous Ways of Knowing. Additionally, facilitators will collaborate with teachers to integrate Indigenous Ways of Knowing seamlessly throughout the science curriculum. This ongoing effort ensures that students engage with both scientific concepts and Indigenous perspectives in meaningful ways.

Facilitators will also continue to seek out and provide resources that offer authentic Indigenous perspectives. A new example for this year includes *Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, a resource that will be incorporated into elementary classrooms to enrich the learning experience with Indigenous wisdom alongside scientific knowledge.

## SURVEY RESULTS FOR CURRICULUM IMPLEMENTATION

Satisfaction after-event-surveys ensured that our facilitated, professional learning opportunities, appropriately met the needs of our teachers. Staff rated the sessions as "Excellent, Competent, Satisfactory, or Insufficient." The results of these sessions continue to indicate an extremely high level of satisfaction:

- 43/51 teachers rated their Spring 2024 Science Session as "excellent" with the remaining 8 teachers rating the session as "Competent".

A sample of anecdotal feedback from the Spring 2024 Science Session is as follows:

- "I cannot express my extreme gratitude for all of the work you put into this presentation with the links, lesson outlines, and resources. For someone who has been teaching for 5 years, I have never received something like this that contains this much information. "

- “I appreciate all the hard work that goes into this. It is helpful.”
- “Amazing work as always!”
- “The slides and resources were extremely helpful. The suggested year plans and vetted resources are very appreciated!”

Data gathered from these surveys will continue to inform future work for facilitators, to support the professional growth of our Facilitators and to determine future allocation of resources to best meet the needs of the teachers within Parkland School Division.

## LOOKING FORWARD

Instructional Services continues to support not only the curriculum being implemented in the 2024-25 school year but also acknowledges that teachers require ongoing support with the curriculum implemented in 2022-23 and 2023-24 . With respect to teacher survey results, Parkland School Division continues to analyze these results and to use this data to continue to inform our planning and work moving forward.

