

CBE Math Engagement Roadmap



Calgary Board
of Education

dialogue)))

1. THE SITUATION

The creation of a math strategy was identified as a priority in the CBE's Three-Year Education plan. Math scores have declined across the province, and although our results are above the province, as a system we continue to experience a decline. We are focusing our efforts through this system strategy to understand the issues and improve results.

Our goal for the strategy is to create a common understanding of math teaching and learning across the CBE and to share best practices and resources among teachers to help our students to be more successful. We also want to deepen parent and community understanding of the research and best practices around teaching and learning in math. Parents are vital partners in their children's learning, and we want to better understand what they need from us at the school and system levels, as well as to learn how we can work better together to support student learning in math.

It is important for students to experience success in math, as they build a foundation of learning necessary to thrive in life and work and for continued learning. The math curriculum is set by Alberta Education, and we have always worked closely with them to ensure that our work is aligned with their direction in education. Alberta Education currently is leading a redesign of the math curriculum by expert working groups; as new information becomes available, it will inform our work on the CBE K-12 math strategy. We will continue to adjust our strategy as needed.

2. WHAT IS TO BE DECIDED?

The decision to create a math strategy has been made; however, the content of the strategy still needs to be decided. As the CBE moves through this engagement process, we will seek to understand what is important to parents, students, staff, and community members in the teaching and learning of math. We will consider their input, as well as the Alberta Education Programs of Study, CBE policies and educational research, as we create the CBE K-12 math strategy.



Decision statement:

By September 2017, the Calgary Board of Education will have consulted with parents, students, staff and other stakeholders to gather perspectives that will help us build a system-wide math strategy. The strategy will provide a common understanding of math teaching and learning across the CBE and a platform to share best practices and resources, to help our students become more successful in math.

3. DECISION MAKER

The Chief Superintendent with the support of his leadership team, particularly the Superintendent, Learning.

4. PURPOSE OF ENGAGEMENT

The purpose of engaging stakeholders as part of the math strategy development process is to help us understand what is important to them in the teaching and learning of math, and to incorporate their input in our strategy. Our stakeholders include parents, students, educators, school administrators, partners in education and the public.

Stakeholders will discuss and understand the current situation relating to student performance in math; related issues – including the current redesign of the math curriculum – and also trends in math research and in best practices; why stakeholder input is important in the creation of a math strategy and how that input will be used; and, what supports are required for student success in math as components of the CBE K-12 math strategy.

5. WHAT'S IN AND OUT OF SCOPE

We are gathering perspectives on what it means to be mathematically literate today, existing examples of good math teaching and learning, how we can move math teaching forward in the CBE and what is most important to consider in the creation of the CBE K-12 math strategy.

In scope

- What supports are needed by teachers and resource personnel to teach math effectively and what supports are needed by administrators to support their efforts
- What resources are needed by parents to support student learning in math
- What supports are needed by students to be successful in learning math
- Sharing of information and discussion about ongoing and current research and best practices in math

Out of Scope

Issues that are considered out of scope are those topics that are related to, or “frame” the decision, but are not “on the table” for discussion. Most times, and as is the case here, this is because the decision maker does not control these issues and as such cannot commit to stakeholders that their input in these areas will influence the decision.

To be completely honest and transparent about the engagement, therefore, the decision maker identifies what is out of scope as an important part of establishing what is up for discussion and can be influenced by stakeholders. Issues that are out of scope for this engagement include:

- Teachers obligation to teach the Alberta Programs of Study
- The curriculum in Alberta is determined by Alberta Education and cannot be changed by the CBE
- Teacher methods and practices
- How we hire and train teachers
- Teacher/student ratios
- The strategy will be developed by CBE employees, using input received through the engagement process

6. ENGAGEMENT STRATEGY

The CBE is committed to ensuring success for every student. Student learning is a partnership between students, parents and CBE. By improving clarity and coherence in math teaching and learning practices through a unified K-12 strategy, our goal is for every student to experience success in math as they build a foundation necessary to thrive in life, work and continued learning.

Parents, students, CBE staff and other community members, therefore, will have opportunities to discuss what is important in the teaching and learning in math. Forthcoming engagement opportunities will start with information and discussions that help to highlight what it means to be mathematically literate today and what is most important to consider in the creation of a CBE K-12 math strategy.

These discussions will provide the common understanding necessary to invite feedback to inform what resources and supports will be required for all partners to support student success in math. The decision maker will use the feedback gathered during the engagements to help identify priorities for the math strategy, as well as priorities for implementation and any required adjustments to the math strategy.

A number of design parameters will guide a strategic approach to this engagement:

- a. Engagement conversations will be values-based; that is, they will be framed by CBE values: Students Come First, Learning is our Central Purpose, Public Education Serves the Common Good. Other values will be introduced or flow from these higher level values.
- b. Communication of background information and engagement opportunities (times, dates and venues) will happen in a reasonable time prior to engagement.
- c. Communication of what is in and out of scope will be clear from the outset of the engagement.
- d. Existing communication channels and mechanisms will be used to the maximum degree. This includes communication through schools, the CBE website and social media where applicable.
- e. Both internal and external stakeholders will be engaged and have opportunities to provide input.
- f. CBE trustees and staff are encouraged to attend engagement events when possible and appropriate. Their primary role is to listen to the concerns and aspirations of stakeholders.
- g. Multiple formats and opportunities to provide feedback will be offered.

7. ENGAGEMENT OBJECTIVES

This dialogue seeks to achieve three objectives to support meaningful engagement:

1. To facilitate inclusive conversations that will generate meaningful input from stakeholders
2. To build trust with our parents and communities by genuinely seeking to understand their perspectives and concerns, and by using their input to improve how we communicate about math and how we work together to support students.
3. To inform stakeholders how their involvement has informed the math strategy.

Meeting these objectives will result in outputs (tangible deliverables) and outcomes (changes in understanding, perspective, relationships, level of trust, etc.). Both the outputs and outcomes will support the CBE in developing its math strategy.

References in the objectives to *inform & communicate*, and *gather input* are explained in Appendix A.



Objective #1: To inform & communicate with stakeholders about the engagement process in order to create a clear and common understanding about the engagement process.

- a. *Outcome:* Stakeholders know how to participate.
- b. *Outcome:* Stakeholders are motivated and participate in engagement activities.
- c. *Output:* An engagement plan that identifies the engagement process (this document).
- d. *Output:* Relevant background materials created and distributed to stakeholders prior to engagement sessions (determined through pre-engagement interviews with key stakeholders).

Objective #2: To gather input from stakeholders about what is important to consider in the creation of the math strategy.

- a. *Outcome:* Stakeholders say they have been meaningfully involved in the engagement process.
- b. *Outcome:* The math strategy is informed by the stakeholder input.
- c. *Output:* Detailed records of engagement activities.
- d. *Output:* Notes and summary of stakeholder input

Objective # 3: To inform & communicate with stakeholders about how their involvement has informed the math strategy.

- a. *Outcome:* Stakeholders understand and accept how their input influenced the math strategy.
- b. *Outcome:* Stakeholders can see how they have impacted decision-making.
- c. *Outcome:* Build trust with our stakeholders.
- d. *Output:* A summary (prioritized themes) of participant input.
- e. *Output:* Appropriate communications to stakeholders summarizing input and how it influenced math strategy decisions.



8. COMMUNICATIONS & EDUCATION

A comprehensive communication effort is critical to the engagement's overall success and a communication plan specific to this engagement roadmap will be created.

KEY MESSAGES

- Math scores have declined across Alberta, and although our results are above the province, as a system we continue to experience a decline.
- We want to work together with our stakeholders to create a CBE math strategy that ensures all our students are successful and to improve results. To do this, we need to partner with our stakeholders to discuss and understand the issues, which include the roles of each stakeholder in education, as well as opportunities informed by research and best practices.
- We have planned a comprehensive engagement with our partners and invite parents, students, partners and the community to participate.
- [to participants] Your input will be used in the development of our unified K-12 math strategy.
- [to participants] We will keep you informed along the way and once the strategy is created, and we will let you know how your input was used.

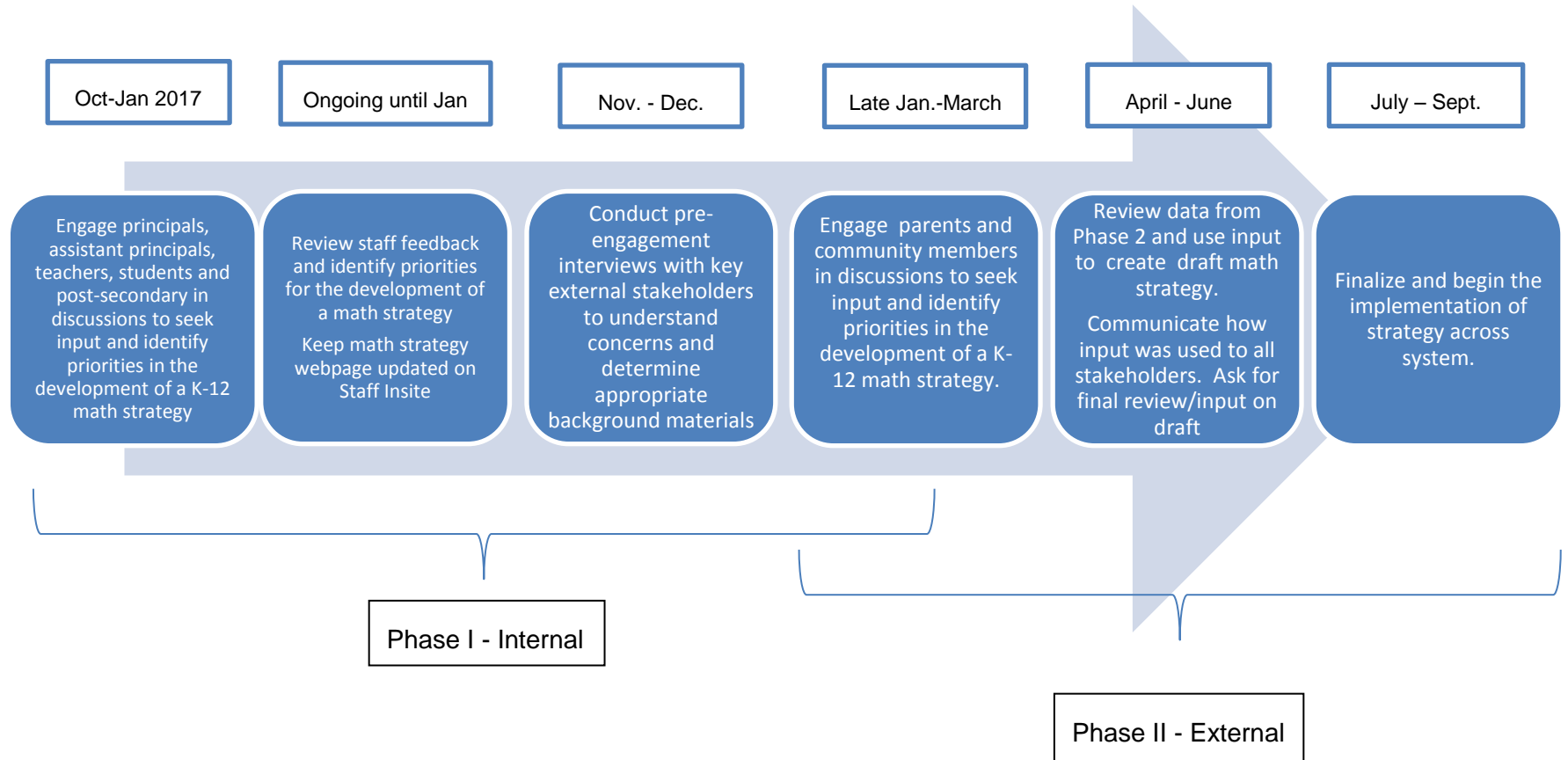
CHANNELS

We will communicate regularly and consistently through multiple communication channels. These include Staff Insite, corporate website, social media, school staff and school-based activities.

AUDIENCES

- | | | |
|------------------------|------------|------------------|
| ▪ Teachers | ▪ Parents | ▪ Post-secondary |
| ▪ Principals | ▪ Students | ▪ Partners |
| ▪ Assistant Principals | ▪ Trustees | ▪ The public |

9. Engagement PROCESS





Engagement Design	Internal Comms	Internal Engagement	Analysis	Key Stakeholder Interviews	External Comms	Community Engagement	Analysis of all results & creation of strategy	Report Back	Implement strategy
Early Oct.	Mid-Oct.	Oct. 17-Jan.15	Ongoing until end of Jan	Early Dec	Mid-Dec	Jan.-March	April -June	June	July- Sept.
Confirmed high-level approach to engagement.	Launch internal communication plan to promote internal engagement opportunities	Conduct interviews and focused conversations with school principals, and students Launch ThoughtExchange survey for internal stakeholders	Compilation and analysis of internal input in order to identify themes, priorities and trends.	Conduct 3-5 key external stakeholder interviews to better understand issues, refine engagement questions and approach and determine pre-engagement resources that will need to be developed or compiled	Launch external communication plan to promote external engagement opportunities	Launch engagement at Jan. COSC meeting Hold in person engagement sessions for each area Launch online survey	Compilation and analysis of external input in order to identify themes, priorities and trends to inform the strategy. Report back to stakeholders what we heard	Communicate how input was used to all stakeholders. Post draft math strategy	Finalize strategy and begin implementation across the system
Outputs and Required Materials									
-Preliminary engagement roadmap	- Invitations -Staff insite updates	-In-person sessions with representation from all grade configurations -Summary of internal group input	-Themes, priorities and trends from internal engagement so far -Share findings with internal stakeholders	-Record interviews -Create background resource documents	-Create Math Engagement section on corporate site -Invitations to COSC members -Key communique -Email to CBE engagement subscribers	- Conversation guide - Email to principals -online survey ThoughtExchange	- Summary of external findings which will be shared back -Draft math strategy	- Direct email -Internal and external web updates	

Internal Engagement Update

Beginning October 2016, K to 12 educators and students, as well as post-secondary math educators and mathematicians were given opportunity to participate in dialogue sessions to provide input on instructional and assessment practices geared towards improving teaching and learning of math.

The dialogue sessions for teachers and administrators are nearly completed. Student dialogue sessions are underway, and parent dialogue sessions about the math strategy will begin in January 2017.

There have been 26 dialogue sessions with 360 participants to date.

In addition, a survey for teachers and administrators who were not able to make it to a dialogue session, but want to the opportunity to provide input to the math strategy will be available on November 29. An email with the survey link will be emailed to all principals, requesting it be shared with all teaching staff. The link to the survey will also be posted here when it becomes available.

Dates of Internal Dialogue Sessions:

Administrator Sessions:

- October 17th, 20th, 24th, 31st
- November 1st, 10th, 14th

Teacher Sessions:

- October 17th, 21st, 26th
- November 2nd, 4th, 7th, 16th
- December 9th

Other sessions offered for non-classroom-based teachers and post-secondary mathematicians:

- November 3rd, 4th

Appendix A

CBE Spectrum of Engagement

INCREASING LEVEL OF ENGAGEMENT 

	Inform & Communicate	Gather Input	Work Together	Assign
CBE Commitment	We will listen to each other and share information.	We will consider advice in a meaningful and transparent way.	We will co-create solutions to address problems and seize opportunities together.	To the greatest extent possible we will implement your recommendations.
Throughout all spectrum levels and steps in the decision we will keep the community informed.				
WHAT	CBE and community have dialogue together to understand individual concerns & aspirations.	CBE asks questions and the community shares their perspective.	The community and CBE collaborate to develop options in support of decision-making.	Based upon clearly defined parameters, the community is assigned with specific parts of the decision.
WHY	To build mutual understanding and respect.	To gather input in response to questions or alternative approaches.	The decision is complex and will impact the community. A high degree of understanding between the CBE and community is required.	The level of impact is clear and there are opportunities for higher levels of engagement.
Example Techniques	Dialogue Circle Forums Telephone Townhall Gatherings Discussion Boards	Symposium Survey Focus Group Interview Online Workbook Crowd Sourcing	Workshop World Café Charette Open Space Appreciative Inquiry Wiki	Study Circle Future Search Advisory Committee Task Team Community Panel Community Jury