



Date: April 23, 2025 **Agenda Item:** 8.1

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Campbell-Requa, Director, Education Planning
Nicole Farwell, Coordinator, Curriculum
Maxine Hildebrandt, Coordinator, Indigenous Education

Subject: **Education Planning Report 2024/25**

Background:

The Education Planning department plays a central role in supporting student learning across Sturgeon Public Schools through curriculum implementation, professional development, instructional leadership, and data-informed decision making.

In 2024/25, the department provided key support in several areas, including the implementation of new K–6 Science and French Immersion Language Arts and Literature curricula, early literacy and numeracy intervention, and the piloting of outcome-based reporting and new math resources. Ongoing professional learning for school leaders and beginning teachers helped strengthen instructional capacity across the Division.

Education Planning also led Division-wide initiatives in educational technology and artificial intelligence, supported the development of a new grading framework, and coordinated Indigenous education initiatives through land-based learning, cultural partnerships and the Call to Action cohort. In addition, the team played a key operational role during CUPE Labour Action, helping ensure stability and continuity in school operations.

Through data analysis, stakeholder engagement, and collaborative planning, the department continues to guide school-based improvement efforts and advance the goals of the Division Education Plan: Empowered Learning, Healthy Communities and Responsible Leadership.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

COMPETENCY:	(2) Modeling Commitment to Professional Learning
INDICATORS:	b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise; and
	f. engaging teachers, principals, school jurisdiction leaders,

school community and local community members to establish a shared understanding of current trends and priorities in the education system.

COMPETENCY:

INDICATORS:

- (3) Visionary Leadership
- b. promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; and
 - c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.

COMPETENCY:

INDICATORS:

- (4) Leading Learning
- b. providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
 - e. ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students; and
 - g. ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

COMPETENCY:

INDICATORS:

- (5) Ensuring First Nations, Métis and Inuit Education for All Students
- a. supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; and
 - e. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

COMPETENCY:

INDICATORS:

- (6) School Authority Operations and Resources
- e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts; and
 - h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

Governance Implications:**Education Act**

Courses, programs of study, etc.

18(1) The Minister may do the following:

- (a) prescribe courses or programs of study

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success
- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging

Policy 105: Vision, Mission and Values**VALUES**

Belonging. Students must be able to learn in healthy environments where they feel safe; have strong connections; are free from bullying; and where their physical, intellectual and emotional needs are met. We are a school division and a family.

Learning choices. One size does not fit all. We recognize that to prepare students for their futures, we must meet their diverse needs along the way.

Policy 110: Welcoming Inclusive, Safe and Healthy Environments

The Board believes all members of the school community deserve opportunities to connect to their culture. Sturgeon Public School Division celebrates the diversity of our students and communities and is committed to collaborating with community and cultural leaders to build and promote cultural connections.

Policy 225: Role of the Board

Education Planning and Programming

1. Review and approve the vision for the Division.
3. Set governance standards for reviewing and approving educational programming.

Assurance and Accountability

4. Develops and implements a reporting and accountability system on any matter the Minister prescribes.
6. Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.

Stakeholder Engagement and Communication

8. Make informed decisions that consider community values and represent the interests of the entire Division.
9. Promote the schools' programs which reflect the needs and desires of the community.

Safe, Caring, Respectful and Healthy Environments

13. Maintain a policy respecting the Board's obligation to provide a welcoming, caring, respectful, healthy and safe learning environment that includes a code of conduct.
14. Model a culture of respect and integrity.
15. Develop culturally appropriate protocols to guide the Division.
16. Establish plans for collaborative work between the Division and First Nations.

Supports and Services

17. Supports the removal of barriers with learning partners and within learning environments.

Collaboration

20. Represents the community's needs, hopes and desires for education;
21. Supports the schools' programs, needs and desires to the community;

[Policy 700: Superintendent of Schools](#)

The Superintendent of Schools provides the Board with information, advice, and support required for the fulfillment of its governance role. The Superintendent plays a critical and collaborative role in supporting the leadership of the Board by advising, informing, and supporting the Board to address current and emerging issues.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. Education Planning Report and Presentation



Education Planning Report 2024/25

Leadership Support & PD

Providing direct support to school leaders and formal organized professional development continues to be central to the work of Education Planning. This year, aligned with the Division Education Plan goals of empowered learning, healthy communities and responsible Leadership, the team focused on developing skills around effective relationships and data-informed and research-based decision making. Sessions included strengthening compassionate leadership, collaborative data review, School Education Plan development, risk mitigation and human rights (with Attorney Teresa Haykowski), and a Christmas team-building celebration.

All sessions modeled best instructional practice and included elements leaders could incorporate into their school-based instructional leadership. Additionally, the team provided acting administration support to Legal School and direct support to Administrators regarding various stakeholder concerns. The Education Planning Coordinators played a key role in supporting administrators and school operations during the CUPE Labour Action, helping to maintain continuity and address staffing challenges.

Beginning Teachers

This year, the Beginning Teacher Cohort focused on building effective relationships, supporting diverse learners, classroom management, Indigenous Education and maximizing technology tools. The cohort met twice and had 20 members from 11 schools. Feedback from participants highlighted the value of connecting with peers across the division.

Data Analysis

The Sturgeon Public Schools Annual Education Results Report (AERR), School Education Plan support, analysis of provincial and local data measures at divisional and school levels and completing the Early Stakeholder Engagement Report make up the bulk of the Division's work around data analysis and education planning. This analysis informs school improvement planning, resource allocation and the development of targeted supports.

Curriculum Implementation

In the 2024/25 school year, Sturgeon Public Schools implemented a 4-6 Science and French Immersion Language Arts and Literature curriculum for the first time. Continued support was provided for the newly implemented curricula in English Language Arts and Literature, Mathematics and K-3 Science. In addition to this, over 50 teachers elected to pilot the new K-6 Social Studies curriculum.





Highlights

- Facilitated a professional development series for K-6 Science teachers with Karen West, an instructor with the Aboriginal Teachers Education Program at the University of Alberta and an Indigenous Scholar.
- A writing cohort collaborated throughout the year to develop common rubrics and writing exemplars for each grade (K–6), promoting consistent assessment practices. This will provide guidance to teachers when they are looking at their students' writing and create consistency throughout the division.
- Modeled English Language Arts and Literature lessons using research and new curricular outcomes in K-3 classrooms
- Worked with a pilot group to explore a new math resource aligned to the new math curriculum.
- Kindergarten cohort was able to meet once in person, once online, to support the Alberta Education screener implementation and how to use the data to support classroom instruction.
- Continued to communicate with teachers through the Curriculum Connections Newsletter.
- Supported Curriculum Lead teachers by sending regular lesson ideas, resources and learning opportunities that they were able to share with their colleagues.
- Continued working with Learning Coaches to support curriculum implementation through strong teaching practices that support empowered learning.

Assessment and Reporting

This year saw an increase in the frequency and volume of screeners required by Alberta Education, as well as the inclusion of kindergarten students in January 2025. Sturgeon Public Schools was able to respond to this increase by providing collaboration time as well as direct support from the Education Planning team. The pilot aims to align assessment practices with curricular outcomes and support clear communication of student learning.

In addition, Sturgeon Public Schools has begun the process of redesigning our grading system with an emphasis on consistency throughout the Division and based on current best practices in educational research.

Highlights

- Met with 14 teachers and administrators throughout the year to build a common understanding of assessment and reporting and design a new grade scale
- Worked at school sites to support teachers to better understand the data collected from the Alberta Education Literacy and Numeracy screeners.
- Supported a high school pilot of outcome-based reporting





Literacy and Numeracy Intervention

We were able to continue our literacy and numeracy intervention with grade four students in the Division. We provided six weeks of intervention for over 80 students. The focus of the intervention was on foundational literacy skills, number sense and number operations. The goal of this intervention was to develop a strong base of skills to continue to grow on throughout the students' time in school.

Educational Technology

Support continued with Division-wide licenses and new technologies that were introduced to our Division. We were able to support schools with Diploma exams in November and January and worked alongside Technology Services to ensure a smooth transition between the programs Alberta Education permitted to deliver these Digital Assessments. As teacher and student experiences were impacted by these changes, specific and targeted support was provided to develop competency with the platform.

Artificial Intelligence

The Brisk Teaching Chrome extension was deployed to all staff, providing opportunities to explore AI-supported lesson planning and differentiation. This allowed teachers to explore ways that AI could enhance their current practices and provide additional support for assignment creation and differentiation. Access to Google's chatbot, Gemini, was also enabled for all staff to use. This tool is different from other chatbots in that it does not train on the information that is entered into the platform and can still provide very valuable feedback and ideas to support teaching and learning, particularly in planning, feedback and adaptation for diverse learners.

Media Literacy and Digital Citizenship

Resources for teachers across all grade levels were shared and posted on the SPS Ed Tech website to participate in Media Literacy Week and Digital Citizen's Day in October and in Computer Science Education Week in December. These resources continue to be accessible for teachers to include in their lessons.

Engagement with Technology (STEAM)

The STEAM Cohort, which consisted of 9 teachers from multiple schools and grade levels, met twice between October and January to discuss technology usage in their schools and to begin planning STEAM Games. Informal connections between members of the cohort continue as STEAM Games planning is coming to an end. The culminating event will take place on May 1 and will showcase students' abilities across all grade levels. The event is designed to showcase student innovation and problem-solving skills through hands-on, cross-curricular challenges.





Indigenous Education: Division PD & Leadership Support

The Indigenous Education Lead Team consisted of three members in the roles of: Indigenous Education Coordinator; First Nations Cultural Liaison; and Métis Learning Coach. These members worked collaboratively to bring Division-wide professional development to educators and school administrators. Some of the professional development sessions included: moving towards an understanding of Truth and Reconciliation in education; resources to support land-based learning and Métis culture; Indigenous pedagogical approaches in teaching; Cree language support; and Traditional Indigenous teachings (Medicine Wheel Teachings, Seven Sacred Teachings). These efforts aimed to deepen educator understanding of Indigenous perspectives and support the integration of culturally responsive practices.

Highlights

- Initiated Indigenous Education Plans with school leadership teams
- Elementary/Secondary learning supports for Truth and Reconciliation Week
- Elementary/Secondary learning supports for Métis Week
- Updating the Métis resource learning kits to lend out to schools
- Meetings between divisional staff and school administrators to facilitate student success in schools, as well as Indigenous students on KEC/SPS education services agreements

Indigenous Education: Cultural & Community Connections

- Strengthened partnership with Dr. Jennifer Markides through attendance in the Language and Culture Teachers Gathering.
- Legacy of Hope project creation with Elder Adam North Peigan, solidified an agreement to initiate a Museum created exhibit installment at Sturgeon Composite High School in May, 2026.
- Maintain ongoing partnership with Kipohtakaw Education Centre (Alexander First Nation) for participating in traditional feasts, cultural camps, cultural activities (including pen pal cultural exchange program, round dances, Cree language instruction) and Legacy of Hope Project (May, 2026).

Indigenous Education: Student Support

- Class visits to provide cultural teachings and traditional knowledge (medicine wheel teachings, seven grandfather teachings, thirteen-moons teachings, Cree language)
- Provided division-wide land-based learning, place-based learning, and hands-on learning experiences for students at schools in all grade levels
- One-on-one student support meetings: providing cultural connections and building relationships with students, liaising with elementary and junior-high students and school staff for student success





- Provided one-on-one support for students/parents/school personnel for high school student success
- Provided tutoring assistance opportunities for Indigenous students at the high school level
- Team-teaching assistance provided for students in Grades 10-12 for Aboriginal Studies classes (second semester)

Indigenous Education: Call to Action Cohort

- The Call to Action cohort is composed of 31 dedicated staff, and drives positive change and fosters authentic engagement with Indigenous ways of knowing and being in their respective schools across the Division
- Call to Action cohort members have expanded upon and further developed community connections with other educators committed to Indigenous educational initiatives in the wider community. Key collaborations included educator networks in Elk Island Public Schools and project work with the Legacy of Hope Foundation.

Advocacy Points

1. Phased Rollout of Grades 7–12 Curriculum

Current Challenge: Implementing the full Grades 7–12 curriculum all at once places significant strain on teachers and system supports and risks inconsistent implementation across subjects and schools.

Advocacy Ask: Advocate for a phased, grade-by-grade rollout of the Grades 7–12 curriculum to provide time for resource development, professional learning and curriculum alignment—ensuring students remain within one curricular stream per subject.

2. Rescheduling of Literacy and Numeracy Screeners to October

Current Challenge: The current September administration date does not allow sufficient time for teachers to build relationships or classroom routines prior to assessment, which may affect data quality and interpretation.

Advocacy Ask: Request that Alberta Education shift the administration of Literacy and Numeracy Screeners to October to support more valid data collection and responsive intervention planning.

3. Establishment of Provincial Standards for Artificial Intelligence in Education

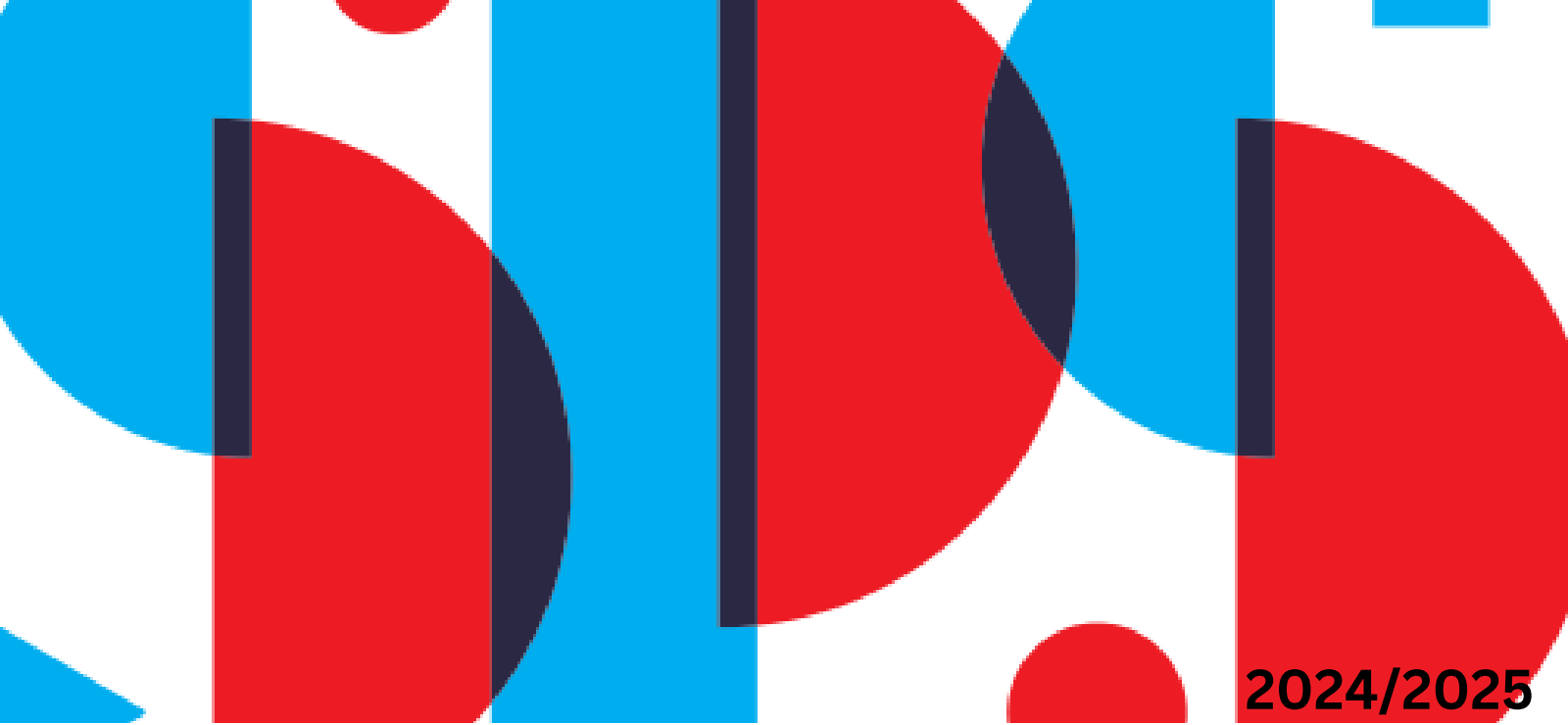




Current Challenge: Schools across Alberta are facing increased demand for clarity on the ethical, safe, and pedagogically appropriate use of AI by both staff and students. Without provincial direction, policy and practice vary widely between school divisions.

Advocacy Ask: Recommend that Alberta Education develop provincial standards and guidance on the responsible use of Artificial Intelligence in K–12 education. This would support consistent expectations across divisions and align local practices with broader ethical and instructional frameworks.





2024/2025

3698

Indigenous Education
Lead Team
Connections with K-12
Students

1206

Indigenous Education
Lead Team
Connections with
Educators

113

Student connections
during Métis Week

110

“What is Reconciliation”
Division PD Session attendees

51

Teachers Piloting New
Social Studies Curriculum
Division-wide

59

K-6 Teachers participated
in Curriculum Working
Group

90

Grade 4 students received
Literacy and/or Numeracy
Intervention

700+

Writing exemplars
examined to build division
standards K-6

64

Breakout Sessions offered
on Division PD Day

15 +

Teachers opting-in to
Math Up pilot group.
Growing daily

72+

Connections with experts,
collaborators, and
community partnerships

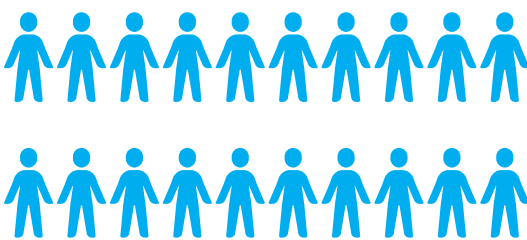
215

Students Participating in
STEAM Games (2024)

Responsible Leadership

23

In-school connections for
School Education Plans &
Presentations

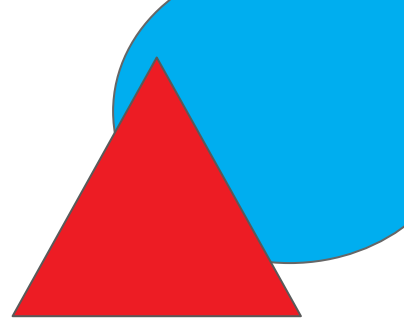


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In-School Connections for
Indigenous Education Plans

17

Connection points planned
with AFNE /KEC to date



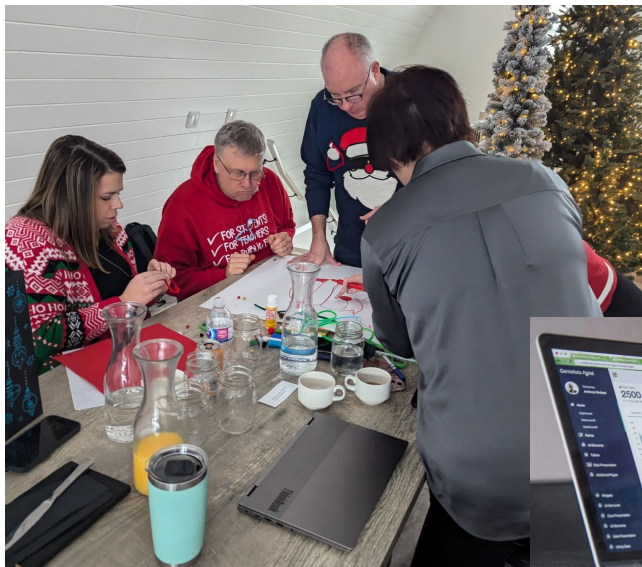
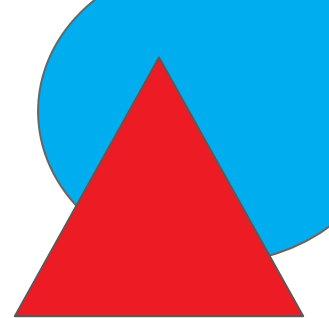
Education Planning

April 2025

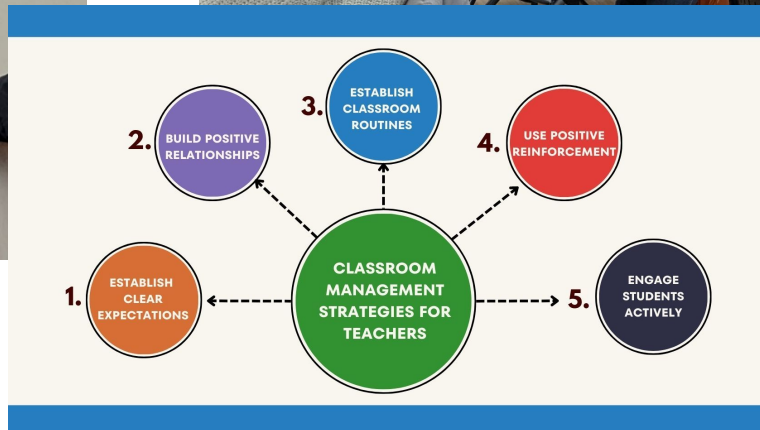


Sturgeon
Public Schools

Leadership Support and PD

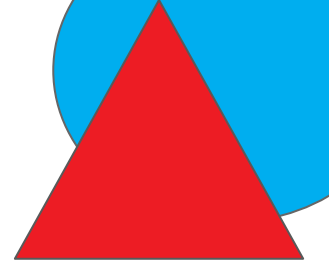


Beginning Teachers' Cohort



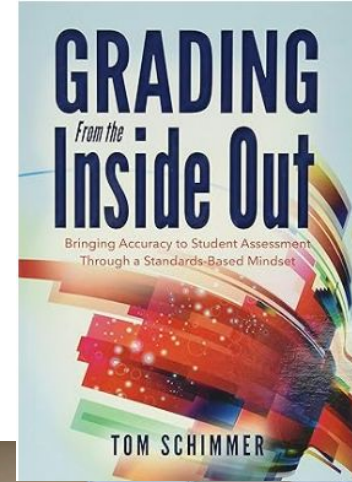
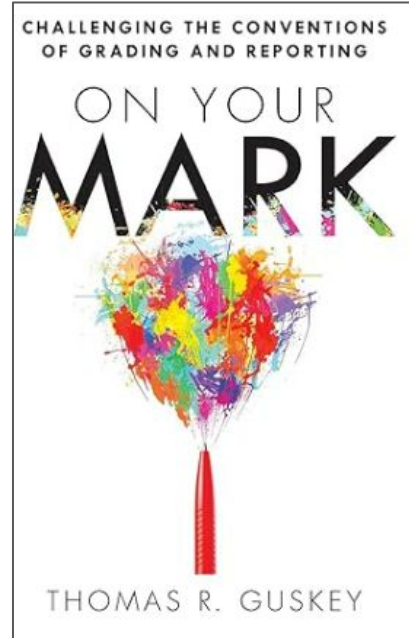
New Curriculum Implementation K-6

- Writing Assessment and Reporting Cohort
- Pilot of new Social Studies Curriculum
- Math Up pilot
- Learning Coaches
- Resource Website and newsletter



Assessment and Reporting

- Division Assessment and Reporting Cohort
- Common Grading Scale
- High school pilot of an outcome based reporting system
- Direct teacher support



Educational Technology:

- Division License Management
- Device and Software Support
- Supporting Digital Assessment and Reporting

Gemini

Mathletics



Alberta

Digital Assessment Platform

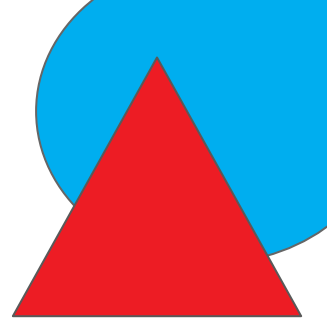


BRISK TEACHING



chromebook

Student Engagement with Technology



**Computer Science
Education Week**

December 9 - 15, 2024



**MAGiC
STUDENT**

AI literacy for every student.

Media Literacy and Digital Citizenship



Digital Citizen's Day - October 23, 2024

Focus on spreading positivity online through kindness and respect.



CommonSense Lessons

Kindergarten to Grade 5

Monday	What Is a Digital Citizen?
Tuesday	Digital Well-Being
Wednesday	Our School Community
Thursday	Media Literacy
Friday	Cyberbullying & Upstanders

Grades 6 to 8

Monday	Artificial Intelligence
Tuesday	Tech Design & Well-Being
Wednesday	Cellphone Bans
Thursday	News & the Elections
Friday	Privacy & Security

Grades 9 to 12

Monday	Artificial Intelligence
Tuesday	Digital Well-Being
Wednesday	Cellphone Bans
Thursday	AI & the Elections
Friday	Positive Relationships

STEAM Education

- Sturgeon STEAM Games
2025: An Aquatic Adventure



Sturgeon
STEAM GAMES
2025

An Aquatic Adventure

Thursday, May 1, 2025

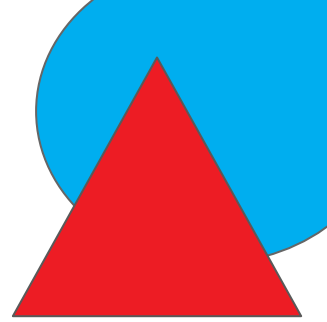
Sturgeon Composite High School

10:00 AM – 2:00 PM



STEAM

Indigenous Education: Division PD



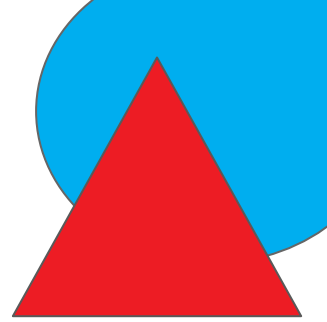
What Is Reconciliation –
And How Do I know If I'm
Teaching it Right?



Maxine Hildebrandt
Indigenous Education Coordinator
maxine.hildebrandt@sturgeon.ab.ca



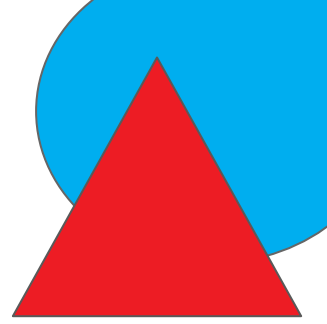
Indigenous Education: Cultural Connections



Indigenous Education: Indigenous Student Support



Indigenous Education: Call to Action Cohort



Thank you!

