

CASE STUDY 1 Nuance Card : The Disruptor

Triggering Event:

Midway through developing your division-wide Classroom Complexity Strategy, Alberta Education announces a **new accountability requirement** for the upcoming school year:

Each jurisdiction must publicly report on its “Classroom Complexity Index,” detailing the ratio of coded and high-needs students per classroom, the average number of behavioural incidents per 100 students, and staff capacity-building initiatives related to inclusive education.

The government frames this as a transparency measure to strengthen public confidence in inclusion and ensure equitable supports across divisions.

Immediate Implications:

- School authorities must produce a **measurable** framework within three months.
- Public comparisons between jurisdictions are expected.
- Concerns are raised about the risk of data misuse and stigmatization of schools.
- Media and parent councils begin asking: “*What’s your division’s complexity rating?*”
- Division leaders now face pressure to define, measure, and communicate complexity without eroding trust or morale.

Reflective Prompt:

- How does this new development change your approach to planning?
- What new questions, tensions, or relationships must now be managed?
- How can your team measure complexity responsibly in ways that inform, not inflame?
- How might this nuance shift your balance between transparency, accountability, and culture?