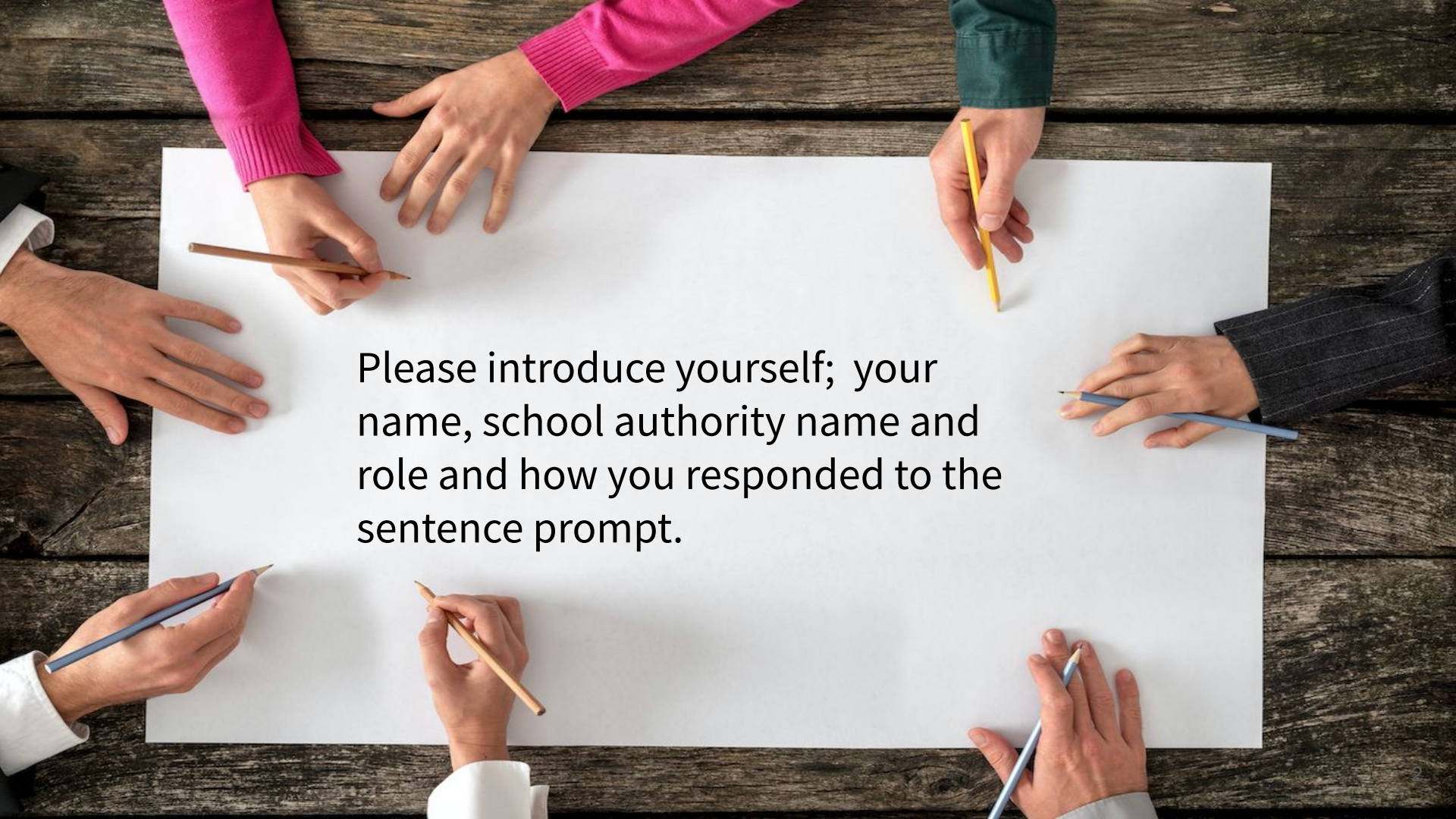
CASS College of Alberta School Superintendents

Welcome!!!

Supporting Effective Governance

Once settled, please grab a marker and respond to the charts posted around the room. Fill in your professional information and then complete the sentence prompt:

This session will be successful for me if.....


Please introduce yourself; your name, school authority name and role and how you responded to the sentence prompt.

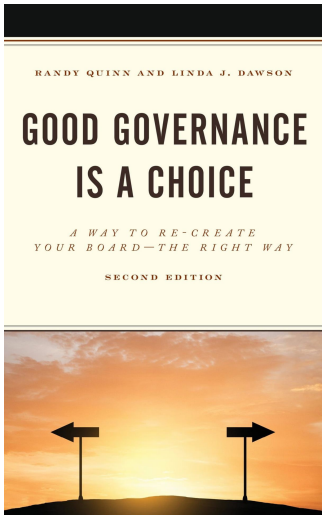
Module Learning Overview - 2022

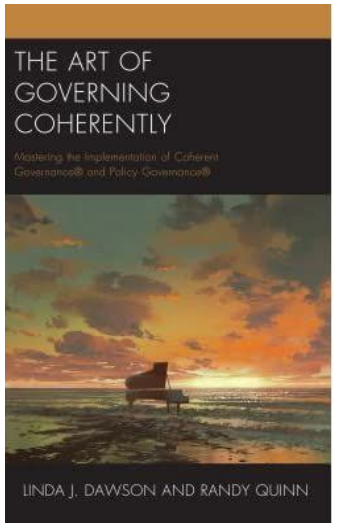
Tuesday 9:00 - 11:45 Session A	**Session A:** Introduction 1. Research Overview 2. What is Your Story? 3. Do School Boards Matter? 4. Effective Governance 5. Context Matters **6. Reflection**
1-4:00 Session B	**Session B:** Dual Role of Alberta Superintendent, CASS organization support, Coherence Making for Mutual Benefit, Valuable Role of Leading from the Middle,**Reflection on Growth**
Wednesday 8:15 - 11:30 Session C	**Session C:** Fostering Collaboration, Politics of Governance, Competency Indicators,**Reflection on Growth**

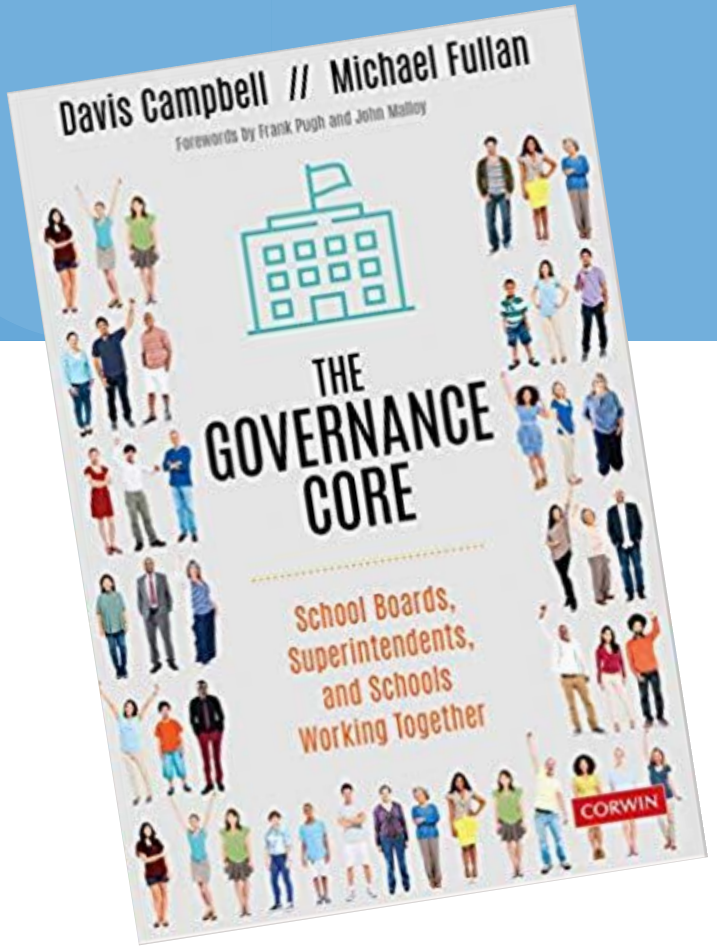
Governance Module Outcomes

1. Understand characteristics of effective governance and why it is important.
2. Develop a deeper understanding of research related to Board Governance and its implications for Trustees, Superintendents, Secretary Treasurers and other System Leaders.
3. Examine the collective impact the leadership practice of all system leaders, (e.g., ASBOA members, CASS system education leaders focused on the LQS), has on *SLQS: Supporting Effective Governance*.

A1 Research Overview







Supporting Effective School Board Governance (Zarichny, 2021)

A2 What is Your Story?

…from an Organizational Review to a Hasty Hire

A2 What is Your Story?

From November, 2021…

1. 60% of senior leadership positions are new
   (by year-end, 40% new principals, 40% new assistant principals)
2. Five new board members, new chair, new vice-chair
3. Controversy over COVID - in particular masking and vaccine policy
4. Controversy over curriculum design and implementation
5. Controversy over new school name
6. Boundary changes for the Immersion community

A2 What is Your Story?

https://vimeo.com/27060669

A2 What is Your Story?

What is your story?

- What is familiar about your context?
- What might be unique about your journey and situation?

To know thyself is the beginning of wisdom - Socrates

A3 Do School Boards Matter?

The part can never be well unless the whole is well - Plato

A3 Do School Boards Matter?

ACTIVITY

From A to Z

A3 Do School Boards Matter?

- Time
- Not understanding their role
- Interfering with daily operations
- Personal agendas
- Unable to perform as a collective
- Cost to the division

A3 Do School Boards Matter?

However, the expectation on Trustees is unique and often difficult.

- Collaboration
- Supporting a passed motion
- Predetermined team membership
- Expectation of Robert's Rules of Order

Trustees do not exist as a group of individuals, but rather only exist as a group of one (Brown & Brown, 2011).

https://www.cnn.com/videos/media/2021/10/03/snl-irate-parents-saturday-night-live-ndwknd-sot-vpx.cn

A3 Do School Boards Matter?

- The idea of self-governance is closely tied to democracy
- Trustees want to make a difference
- Accountability
- Allows for local context and efficacy

It is our professional obligation to make the current model as successful as possible.

BE THERE FOR
EACH OTHER
MINDSET
MOMENTS

Take a Break!

Become a priority in your life!

Collecting Our Thoughts

One minute re-cap!

We must always change, renew, rejuvevate ourselves: otherwise we harden - Goethe

A4 What is Effective Governance?

According to Campbell and Fullan (2019),

The strengthening of the public school system can only happen with the full engagement and support of a well-functioning local governance system.

School district governance - how school boards and superintendents work together is one of the most neglected and underappreciated, yet most important functions in education.

A4 What is Effective Governance?

Campbell and Fullan (2019) further state,

Effective governance is “school boards and superintendents working together as a cohesive, unified team with a common purpose, driven by a shared moral imperative.”.

The Moral Imperative

The **Teaching Quality Standard:** Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, **result in optimum learning for all students.**

The **Leadership Quality Standard:** Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and **optimum learning for all school students**.

The **Superintendent Leadership Quality Standard**: Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and **optimum learning for all students in the school authority.**

A framework that results in optimum learning for all students is also the moral imperative for Boards!

A4 Why is Effective Governance Important?

The importance of “why?” before “how.”

- The moral imperative is building an organization that is focused on success for every student (Fullan & Campbell, 2019).
- Allows boards to pursue a common focus with senior leadership (Quinn & Dawson, 2019).
- It is important to have correlation between governing practices and student success (Zarichny, 2021).

A4 Why is Effective Governance Important?

It is not an exaggeration to say that when boards disintegrate into dysfunction, the impact can be felt throughout the organization

(Campbell & Fullan, 2019, p.. 110).

…often this “dysfunction” happens when they lose focus.

A4 Identifying and Supporting Effective Governance

What does the research tell us about **Effective** Governance?

1. This is a fairly new concept, so even experienced superintendents and trustees may not be living in this context or perspective
2. Effective Governance does not occur by wielding authority, but through influence, understanding, and collaboration
3. Enacting effective governance can be difficult

-

A4 Identifying and Supporting Effective Governance

ACTIVITY

Look to Handouts in your Participant Guide titled,

- **A4 Governance Working Styles**
- **A4 Governance Questions for Discussion**

A4 Identifying and Supporting Effective Governance

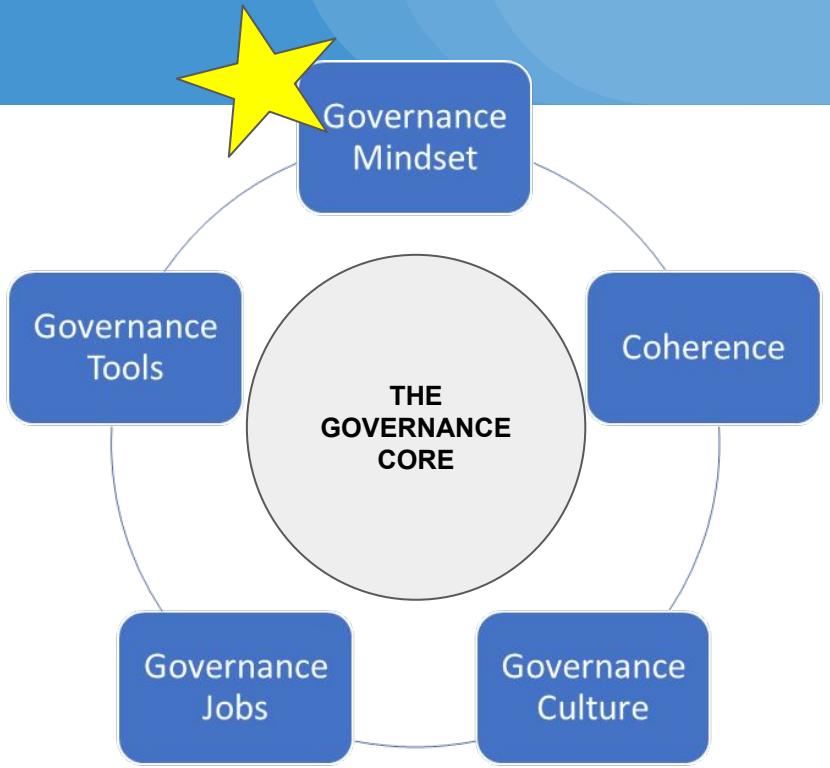
In order to support effective governance practices, there are three areas that a superintendent must focus on. They include **utilizing a governance model**, **ongoing board development**, and **helping trustees engage with the broader community and stakeholder groups to inform decision making.** (College of Alberta School Superintendents, 2019).

A4 Identifying and Supporting Effective Governance

There is a need for clarity of roles as a significant element in its governance model

(Alberta School Boards Association, 2019).

A4 Identifying and Supporting Effective Governance



Fullan and Campbell, 2019, p. 26

A5 Context Matters!

ACTIVITY

Refer to handouts in your Participant Guide titled,
A5 Context Matters

A5 Moving Forward Together

At a time when taking a coherent, system-wide approach to serving all kids and improving schools is more important than ever, effective governance is perhaps the least understood and most underutilized component for success and sustainability. School board members, superintendents, and their local communities especially need to understand and focus on effective governance. (personal communication, August 2018)

A5 Context Matters!

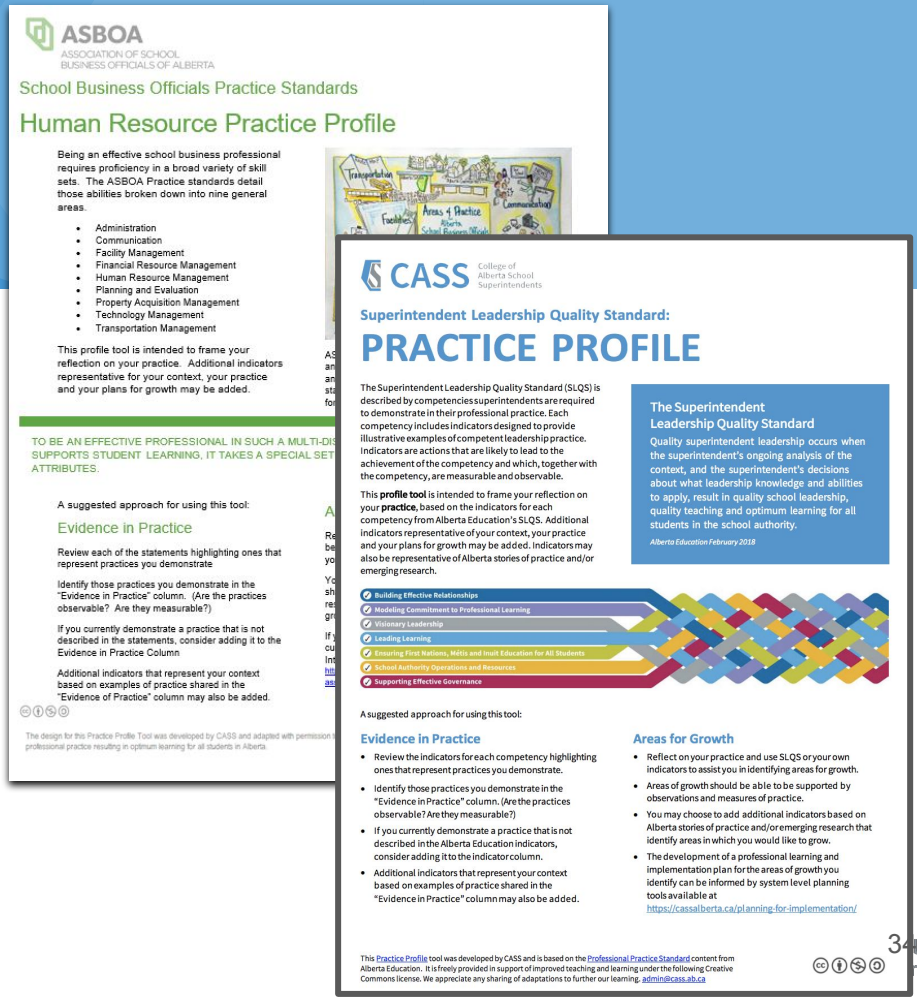
Reflection:

What is my plan to have my Board engage and agree with this new approach (one that may require a mindset shift)?

A5 Professional Growth/Reflection

How is your practice reflected/informed by what you have learned?

What **questions** have emerged in this session about supporting effective governance within your school authority?



ASBOA
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA

School Business Officials Practice Standards

Human Resource Practice Profile

Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

- Administration
- Communication
- Facility Management
- Financial Resource Management
- Human Resource Management
- Planning and Evaluation
- Property Acquisition Management
- Technology Management
- Transportation Management

This profile tool is intended to frame your reflection on your practice. Additional indicators representative for your context, your practice and your plans for growth may be added.

TO BE AN EFFECTIVE PROFESSIONAL IN SUCH A MULTI-DIS
SUPPORTS STUDENT LEARNING, IT TAKES A SPECIAL SET
ATTRIBUTES.

A suggested approach for using this tool:

Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described in the statements, consider adding it to the Evidence in Practice Column

Additional indicators that represent your context based on examples of practice shared in the "Evidence of Practice" column may also be added.

The design for this Practice Profile Tool was developed by CASS and adapted with permission
professional practice resulting in optimum learning for all students in Alberta.

CASS College of Alberta School Superintendents

Superintendent Leadership Quality Standard:

PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

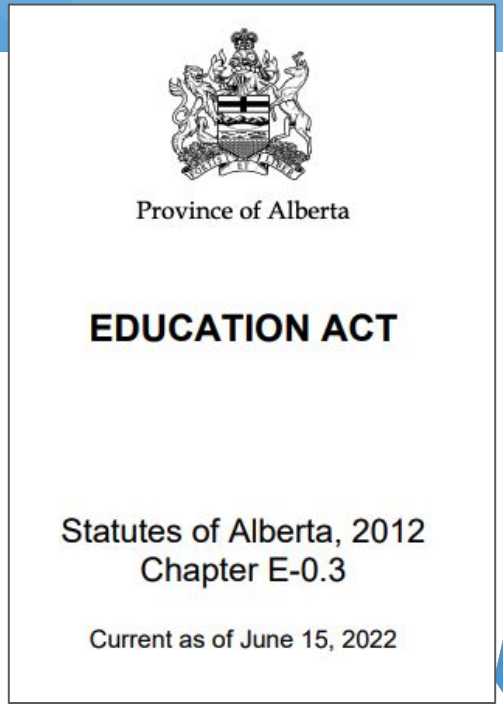
- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at https://cassalberta.ca/planning-for-implementation/

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of adaptations to further our learning. admin@cass.ab.ca

B. Superintendent Duties (Section 222 and selected Board policy requirements.)

Chief Executive Officer of the Board

Chief Education Officer of the School Authority


Province of Alberta

EDUCATION ACT

Statutes of Alberta, 2012
Chapter E-0.3

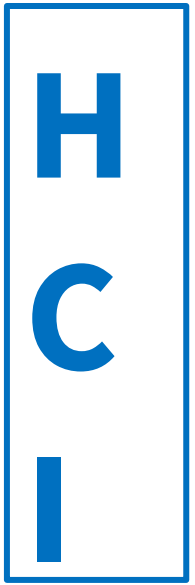
Current as of June 15, 2022

CASS College of Alberta School Superintendents

B.1 Effective Governance & Superintendent Leadership

What does the Legislation/research say?

1. *What strikes you as **hopeful**? Where do you see an opportunity?(e.g., aligned?) (Symbol - H)*
2. *Where did you feel most **challenged**? (Symbol C)*
3. *What are the **implications** of this for the superintendent, secretary treasurers, your system leadership team, (e.g. human resource leads) and school trustees? (Symbol I)*

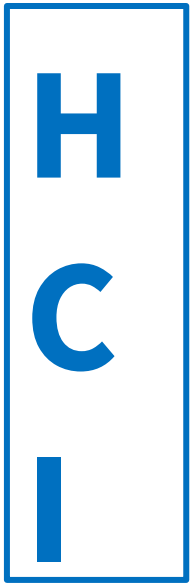


What does the Legislation/research say?

1. **Read Section 222 of the Education Act on your own. Identify , on your paper copy, H,C and the I.**

2. **Record on Pear Deck, one section that you identified as H,C and the I.**

3. **After you record your thoughts on pear deck turn to a table partner and share what you identified and/or observed as H, C and the I.**

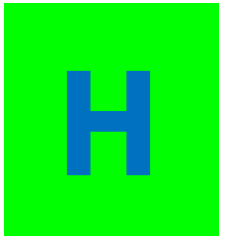


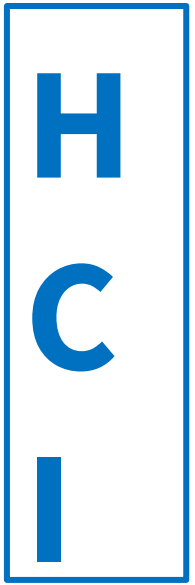
B.1 Legislation review example

222(1) Subject to the regulations, a board shall appoint or reappoint an individual as a superintendent of schools for a period of not more than 5 years.

(1.1) Unless otherwise authorized under this Act, a board must appoint as a superintendent of schools only a teacher who holds a superintendent leadership certificate prescribed by the regulations and issued under this Act.

(1.2) A teacher who is appointed or reappointed as an acting superintendent must hold a superintendent leadership certificate prescribed by the regulations and issued under this Act.





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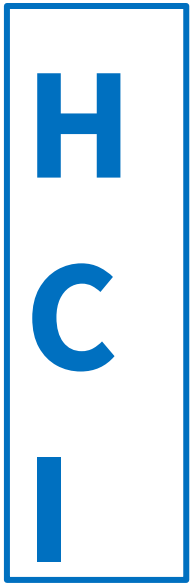

How to Access Pear Deck

If you have a google account, go to joinpd.com. If you do not - try to sit by someone who does.

joinpd.com

Once displayed - Enter the Code on the projected screen.

H
C
I

B.1 Legislation Review and Using Pear Deck

Pear Deck™

Enter your response from one or more of the sections of Section 222 of the Ed. Act.

H

C

I

Example:

Sec 1-1 - H, because it uses the term teacher and requires a leadership certificate.

1. Read Section 222 of the Education Act on your own. Identify , on your paper copy, H,C,I.

2. Record on Pear Deck, at least one section that you identified as H and/or C and the I (implications)

3. After you record your thoughts on pear deck turn to a table partner and share what you identified and/or observed as H and/or C and the implications.

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What does the Legislation/research say?

1. **Read Section 222 of the Education Act on your own. Identify , on your paper copy, H,C and the I.**

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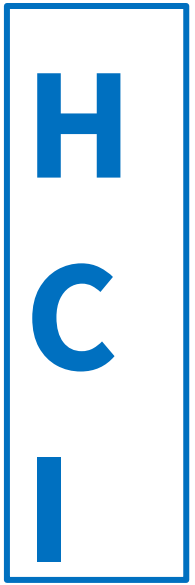

B.1 Legislation review pear deck coaching

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H

E.g. I found this to be hopeful as it implies the Superintendent must be a teacher with a leadership certificate and therefore has some understanding of school operations, etc.

H

C

I

Read the research on Effective Governance and Superintendent Leadership (Brandon, Johnson & Galway, Sheppard, Wiens and Brown). For each research statement, discuss with a table partner, group or with all table participants and then use your device to collectively Enter H (hopeful) and/or C (challenge) and outline the I (potential implications).

My example - Brandon - C - Politics at each site/level may not align such as school or grade closure. I - Conflict between the school community and the Board.

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Students, write your response!
Pear Deck Interactive Slide
Do not remove this bar

B.1 Stories of Practice

1. After reflecting on the legislation and research identify a story of practice that is coherent with either or both.

2. Share your story of practice with an elbow partner, small group or the table participants.

B.1 Regulations and Legislation for Alberta School Boards.

Legislation in Alberta	**Notes**
Must do	*Education Act*
Want to do	
Delegate to	

Work with an elbow partner, or table group, to list as many responsibilities you can think of in the next several minutes that Boards MUST do (duties a Board CANNOT delegate). Enter your items into the presentation slide.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

B.1 Regulations and Legislation for Alberta School Boards.

Legislation	Notes
Must do	*Education Act* Powers of Boards - Shall Do's ❖ Section 33 of the Education Act which includes: ❖ Hire and evaluate superintendent ❖ Close a school as per section 62 of the Ed. Act ❖ Set the Calendar – opening date, number of days and days of school operation, length of the school day, vacation periods, etc. ❖ Have policies - including but not limited to - on schools fees and approve all school fees and a Welcoming, Caring, Respectful and Safe Learning and Working Environments Policy. ❖ Provide for engagement of parents, students, staff and community. ❖ Establish an appeals process on matters significantly impacting a student.

Make a list of what Boards MAY want to do.

Students, write your response!
Pear Deck Interactive Slide
Do not remove this bar

B.1 Regulations and Legislation for Alberta School Boards.

Legislation in Alberta	Notes
May want to do	Have "natural persons power" so Boards can do anything they wish so long as it is not in violation of the law, or higher levels of legislative authority. Boards have the capacity, rights, powers and privileges of a natural person and can therefore exercise broad powers that are not explicitly set out in any legislation. ❖ May appoint a First Nations trustee ❖ May Hold a hearing to expel a student ❖ May establish an attendance area for a school ❖ *What has your board chosen to decide?* (Uniform (FFCA), Parent Partnership (FFCA), transportation (NLSD), … ❖ *What "grey" decisions do superintendent's typically "negotiate" with boards?* (Ex. Recruitment and Selection of Personnel, …)

Work with your table to list as many responsibilities you can think that Boards may **DELEGATE**. Enter your items into the presentation slide.

Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

B.1 Regulations and Legislation for Alberta School Boards.

Legislation	Notes
Delegate to	Section 52(1) The board may authorize by resolution: (a) any of its employees, (b) a committee of the board or that is established by the board, (c) a school council, or to do any act or thing or exercise any power that the board may or is required to do or exercise. Section 51(4) The board shall not delegate: (a)the power to make a bylaw under this Act, (b)the power to close a school or school building under section 62, (c)the power to requisition from a municipality that the board may have from time to time, and d)the power to hold a hearing under section 212.

B.1 Regulations and Legislation for Alberta School Boards.

Legislation	Notes
Delegate to …continued	Section 51(5) Notwithstanding subsection (1), the board shall not delegate, except to the superintendent (a) the power to suspend the services of a teacher, or (b) the power to terminate the services of a teacher.

B.2 Effective Governance and Superintendent Leadership - Value of CASS

VISION: Leadership and System Excellence

MISSION: The College of Alberta School Superintendents supports building system leadership excellence to ensure optimal learning for all students.

CASS College of Alberta School Superintendents

Use up to three separate entries to note areas you feel are of significance regarding the value of CASS and your leadership role in relation to supporting effective governance.

Stretch Break!

Students, follow the instructions on the slide

B.3 Superintendent/System Leadership
Mutual Benefits of the Province-Division Nexus

Think, Pair, Square, Share

- Read alone section B.3, including the 22-25 Business Plan and highlight key concepts/key words.
    - Look for - alignment/coherence with the Boards policies/goals
- Discuss with a colleague and share - What did you find most interesting? Similarities? Differences?
- Join another pair and highlight one item. Record the information for sharing on the interactive slide available.
- Be prepared to share with large group.

CASS College of Alberta School Superintendents

Students, write your response!
Pear Deck Interactive Slide
Do not remove this bar

B.3 Superintendent/System Leadership
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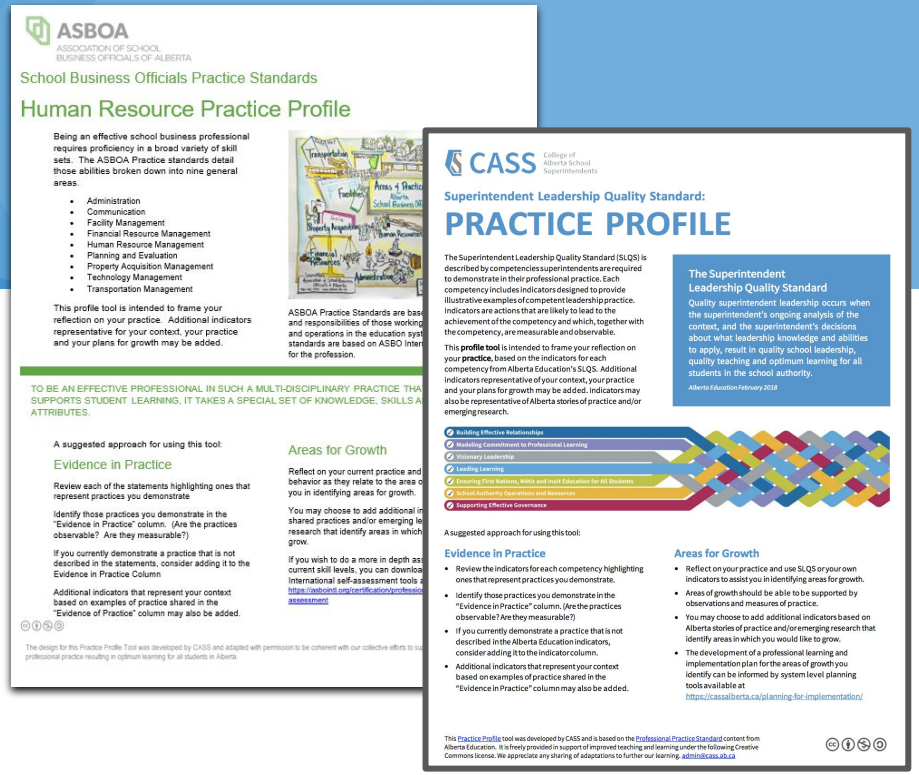
CASS College of Alberta School Superintendents

Students, write your response!
Pear Deck Interactive Slide
Do not remove this bar

B.4 Professional Growth Reflection

Share how your practice has been reflected/informed by what you have discussed.

What **questions** have emerged in this session about supporting effective governance within your school authority?



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ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA

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ASBOA Practice Standards are bas
and responsibilities of those working
and operations in the education syst
standards are based on ASBO Inter
for the profession.

TO BE AN EFFECTIVE PROFESSIONAL IN SUCH A MULTI-DISCIPLINARY PRACTICE THA
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Areas for Growth

Reflect on your current practice and
behavior as they relate to the area o
you in identifying areas for growth.

You may choose to add additional in
shared practices and/or emerging le
research that identify areas in which
grow.

If you wish to do a more in depth as
current skill levels, you can downloa
International self-assessment tools a
https://asbointl.org/certification/professio
assessment/

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CASS College of Alberta School Superintendents

Superintendent Leadership Quality Standard:

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Alberta Education February 2018

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at https://cassalberta.ca/planning-for-implementation/

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of adaptations to further our learning. admin@cass.ab.ca

Students, write your response!

CASS College of Alberta School Superintendents

Fear Book Interactive Slide

SECTIONS C and D
Working together to support effective governance

At the start of this session, three outcomes were shared…..

Governance Module Outcomes

1. Understand characteristics of effective governance and why it is important.
2. Develop a deeper understanding of research related to Board Governance and its implications for Trustees, Superintendents, Secretary Treasurers and other System Leaders.
3. Examine the collective impact the leadership practice of all system leaders, (e.g., ASBOA members, CASS system education leaders focused on the LQS), has on *SLQS: Supporting Effective Governance*.

CASS College of Alberta School Superintendents

SECTIONS C and D
Working together to support effective governance

By the end of sections C and D you will…

- Explore the collaborative nature of governance
- Reflect on the impact of your current role in supporting effective governance

Governance Module Outcomes

1. Understand characteristics of effective governance and why it is important.
2. Develop a deeper understanding of research related to Board Governance and its implications for Trustees, Superintendents, Secretary Treasurers and other System Leaders.
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CASS College of Alberta School Superintendents

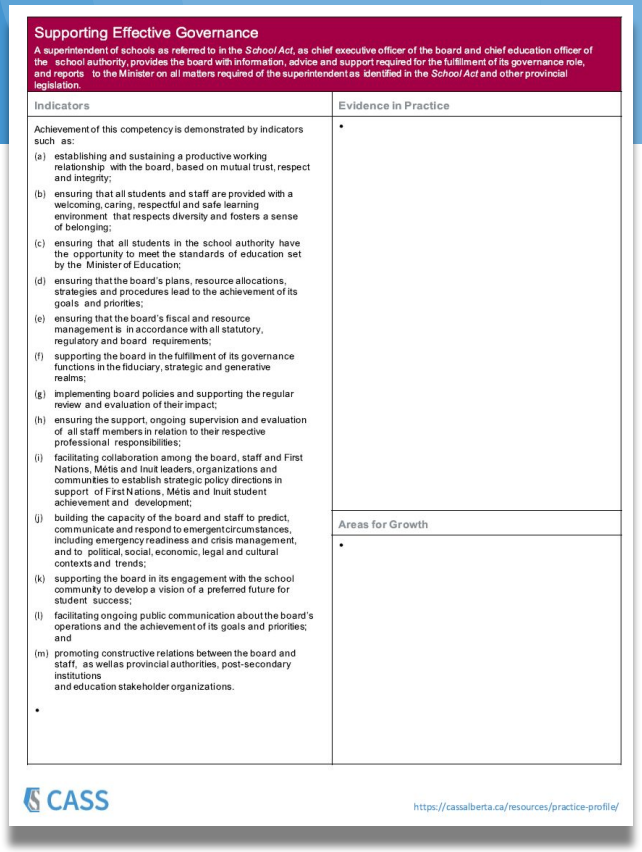
C.1 - Fostering Collaboration

At your tables….

Review the indicators for SLQS Competency 7 on the Practice Profile handout

Highlight the words that make you think of collaboration

Keep this document handy….



Supporting Effective Governance

A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.

Indicators	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as: (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; (b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; (c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; (d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; (e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; (f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; (g) implementing board policies and supporting the regular review and evaluation of their impact; (h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; (i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development; (j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends; (k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; (l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and (m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations. •	•
	Areas for Growth •

CASS https://cassalberta.ca/resources/practice-profile/

CASS College of Alberta School Superintendents

C.1 - Fostering Collaboration

Supporting Effective Governance

7. A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

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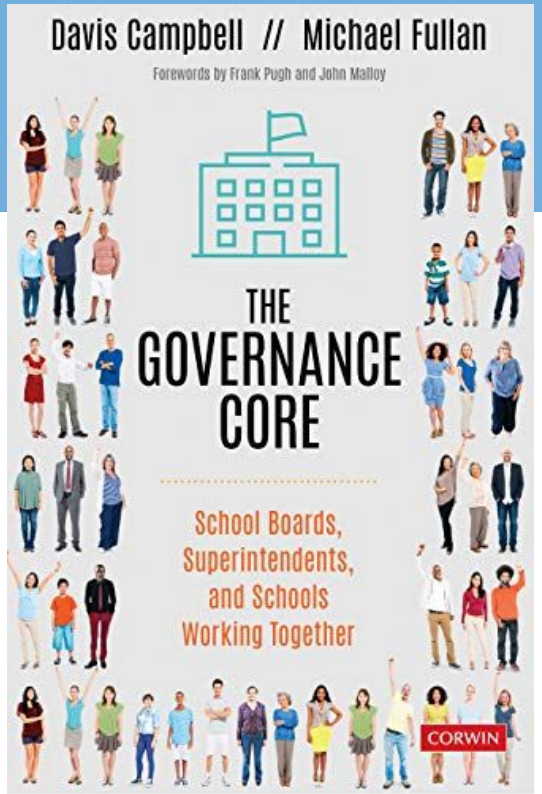
(m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

C.1 - Fostering Collaboration
What does the research say?

- School Boards as Stewards of the Community Conversation About Schools
- School Board Contributions to Student Success
- Governance as Collaborative Community Engagement
- Nurturing Effective School Governance
- Building Engagement Capacity in Schools

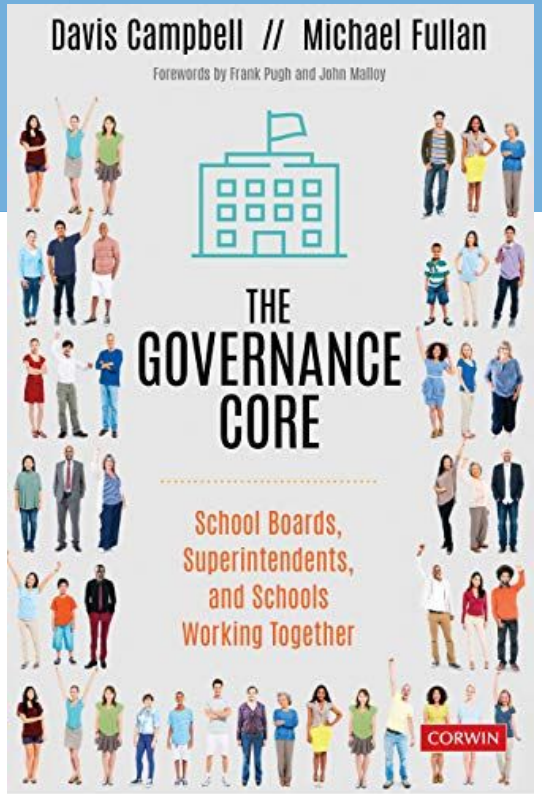
C.2 Stories of Governance Developing a Governance Mindset at the System Level



Strategies for Building a Governance Mindset (Within the System Leadership Team)

1. The Hands-Off Approach
2. The Pre-emptive Damage Control Approach
3. The Purposeful Approach

C.2 Stories of Governance Developing a Governance Mindset at the System Level



Proactive Planning to Get to Yes

1. Read the included handout from *The Governance Core* titled **Identifying Behaviour Patterns to Get to Yes**
2. As you read the passage, highlight strategies you find effective (E) and strategies you have questions about (Q)
3. When finished, you canidentify behaviours that might fit with a strategy or strategies you are working on in your division.

C.3 Evidence In Practice
- Creating Our Own Alberta Stories of Practice

What topics are in your workplan for your upcoming school year that might benefit from deliberate planning to support the Board's governance efforts?

How can keeping SLQS7 - Supporting Board Governance in mind support the successful implementation of the strategies identified in your personal workplan?

Placemat Activity

C.3 Evidence In Practice
- Creating Our Own Alberta Stories of Practice

SAMPLE TOPIC:

Considering Implementation of a Vaccination Policy for the Division

What is the issue/topic and why is it important to the division?	What intersection does this issue/topic have with the Board's Governance Role?
What strategies can be used to support deep learning re: the issue/topic?	What deliberate strategies can be used to build trust with the Board and support implementation of the plan to achieve the desired outcomes?

C.3 Evidence In Practice
- Creating Our Own Alberta Stories of Practice

SAMPLE TOPIC:

Considering Implementation of a Vaccination Policy for the Division

What is the issue/topic and why is it important to the division? What challenges exist re: this issue?

Issue: development of a vaccination procedure or policy f/ division

Why? health & safety of staff and students. Operational viability, etc.

Challenges: strongly held opinions / beliefs on both sides of the issue.

Potential legal, staffing, enrollment issues, etc.

What intersection does this issue/topic have with the Board's Governance Role?

What strategies can be used to support deep learning re: the issue/topic?

What deliberate strategies can be used to build trust with the Board and support implementation of the plan to achieve the desired outcomes?

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Issue: development of a vaccination procedure or policy f/ division

Why? health & safety of staff and students, Operational viability, etc.

Challenges: strongly held opinions/ beliefs on both sides of the issue.

Potential legal, staffing, enrollment issues, etc.

What intersection does this issue/topic have with the Board's Governance Role?

SLQS 7(a): working relationships

SLQS 7(b): WCSRCE

SLQS 7(j): respond to emergent circumstances

SLQS 7(k): support Board in its engagement w/ school community

etc.

What strategies can be used to support deep learning re: the issue/topic?

What deliberate strategies can be used to build trust with the Board and support implementation of the plan to achieve the desired outcomes?

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SLQS 7(a): working relationships

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SLQS 7(j): respond to emergent circumstances

SLQS 7(k): support Board in its engagement w/ school community

etc.

What strategies can be used to support deep learning re: the issue/topic?

- Legal position, risks, etc.
- Understand staff (primarily) perspectives
- Identify a variety of relevant considerations
  - insurance?
  - parents vs Community
  - student adv't at large

etc.

What deliberate strategies can be used to build trust with the Board and support implementation of the plan to achieve the desired outcomes?

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etc.

What deliberate strategies can be used to build trust with the Board and support implementation of the plan to achieve the desired outcomes?

- Engage w/ Board to explore perspectives, identify questions, connect issue to the Board's Moral imperative.
- Prepare/present information.
- Facilitate engagement strategies
- etc.

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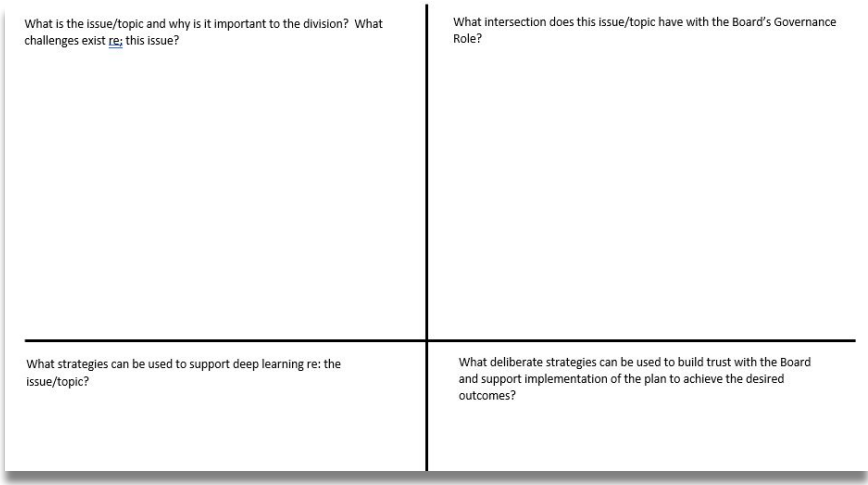
- Prepare / present information
- Facilitate engagement strategies
- etc.

C.3 Evidence In Practice
- Creating Our Own Alberta Stories of Practice

AT YOUR TABLES….

1. Pick a topic relevant to your role that is in your workplan for the upcoming year.
2. Consider the issue using the guiding questions on the placemat
3. Identify potential deliberate actions that you can take to support Board governance while implementing your plan
4. Reflect on the role you play to supporting effective Board Governance…



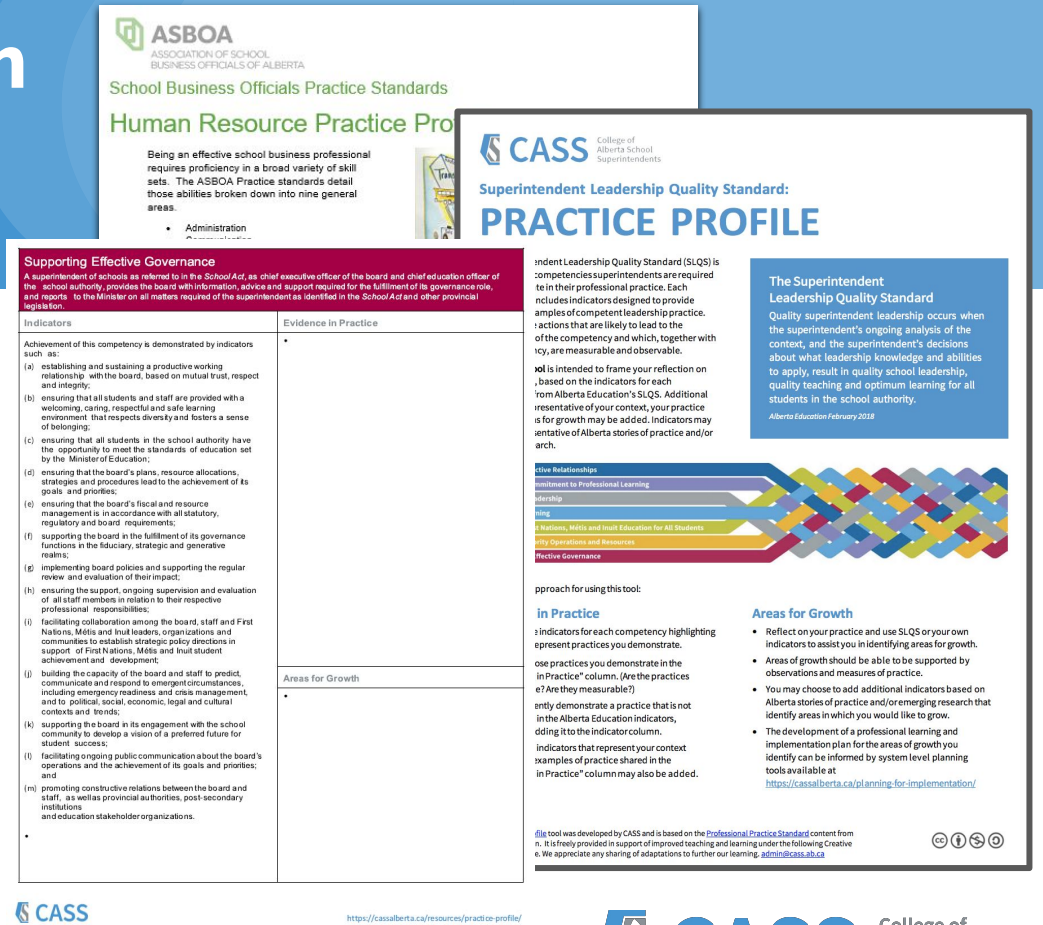
CASS College of Alberta School Superintendents

C.4 Professional Growth Reflection

How is your practice reflected/informed by what you have learned?

What **questions** have emerged in this session about supporting effective governance within your school authority?

What would you consider evidence that your efforts support Effective Board Governance?

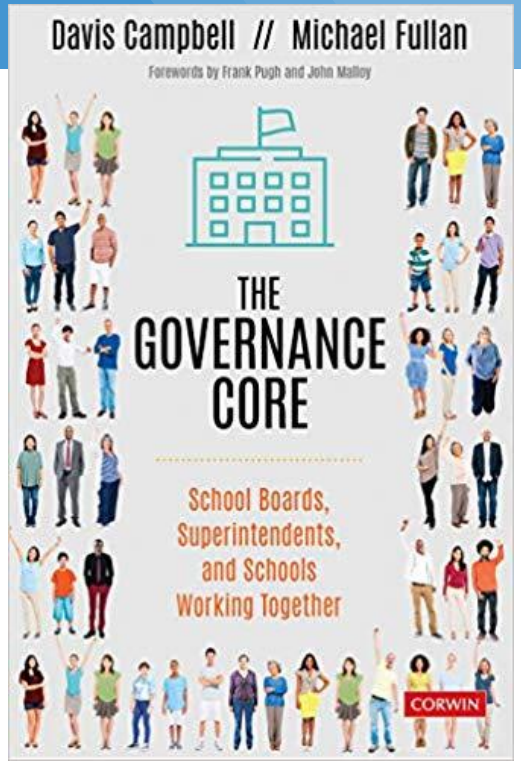


D.1 Tips for Trustees and Superintendents

The Governance Core
Pages 148 - 150

10 Tips for Trustees

10 Tips for Superintendents



D.1 Tips for Trustees and Superintendents

The Governance Core
Davis Campbell and Michael Fullan
Tips for Superintendents (pages 149-150)

Refer to handout

1. Teach, coach, lead – but don't lecture. Provide the board with engagement opportunities. Every question is a learning opportunity.

2. Count understanding – not votes. Votes are deceiving. Votes get you short-term support, but understanding gets you long-term support and sustainability.

3. Forget about control. Control rarely works anywhere anymore but certainly not in governance. If you worry about control, you don't get the true nature of governance.

4. Coherence making is the secret to effective governance. Once that is part of the governance culture, everything else falls into place.

D.1 Tips for Trustees and Superintendents

The Governance Core
Davis Campbell and Michael Fullan
Tips for Superintendents (pages 149-150)

5. Make the board winners; create value for them. Help make the board experience valuable. Engage the board; show them the impact of the district's programs on children in real time. Make sure they own the successes and share in the failures.

6. Respect the governance function. How many have used the phrase care and feeding of the board? How many have used the phrase care and feeding of the senior staff? Not ever.

7. Depersonalize governance – operate at 1,000 feet. Do not get drawn into the drama.

8. Support the board's community outreach and leadership.

9. Watch your manner. Stay cool at all times; remember everyone is watching you.

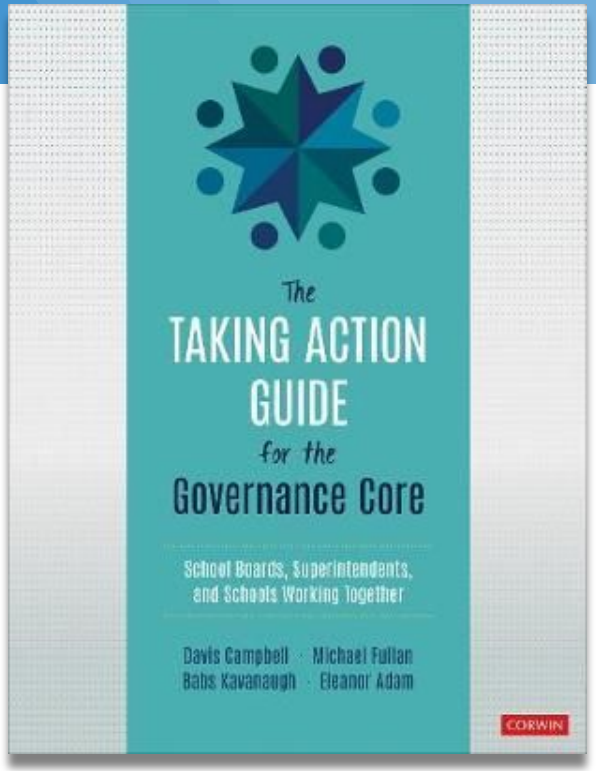
10. If you hate or resent governance, maybe being a CEO is not for you.

D.2 Deepening Understanding and Applying the Learning - Coherence with your story

Reflecting on the tips….

The 4 A's Learning Process Advance Organizer

- Assumptions
- Agreements
- Arguments
- Action



D.2 Deepening Understanding and Applying the Learning - Making Coherence With Your Story

ASSUMPTIONS re: your role working with the board

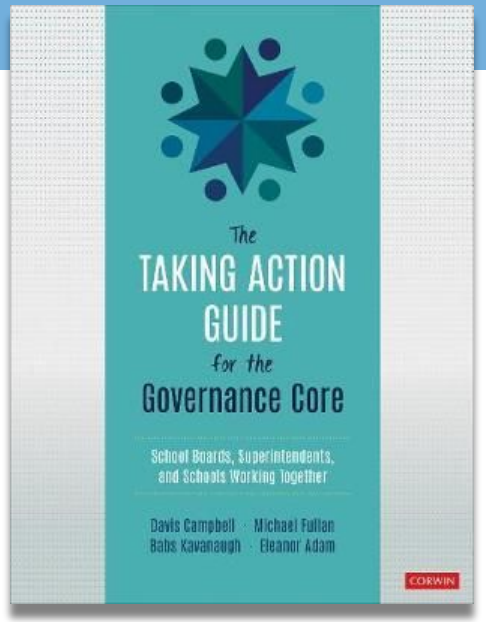
AGREEMENTS with which tips?

ARGUMENTS with which tips?

ACTION for the upcoming year

4A's Learning Process Advance Organizer
The Taking Action Guide for the Governance Core
Davis Campbell, Michael Fullan, Babs Kavanaugh, Eleanor Adam
Page 112

Assumptions What assumptions can you make about your role (working with) the board?	**Agreements** Which of the tips is the most meaningful to you? Why?
Arguments Which of the tips will you find challenging? Why?	**Action** Describe one action you will take in response to the tips?



CASS College of Alberta School Superintendents

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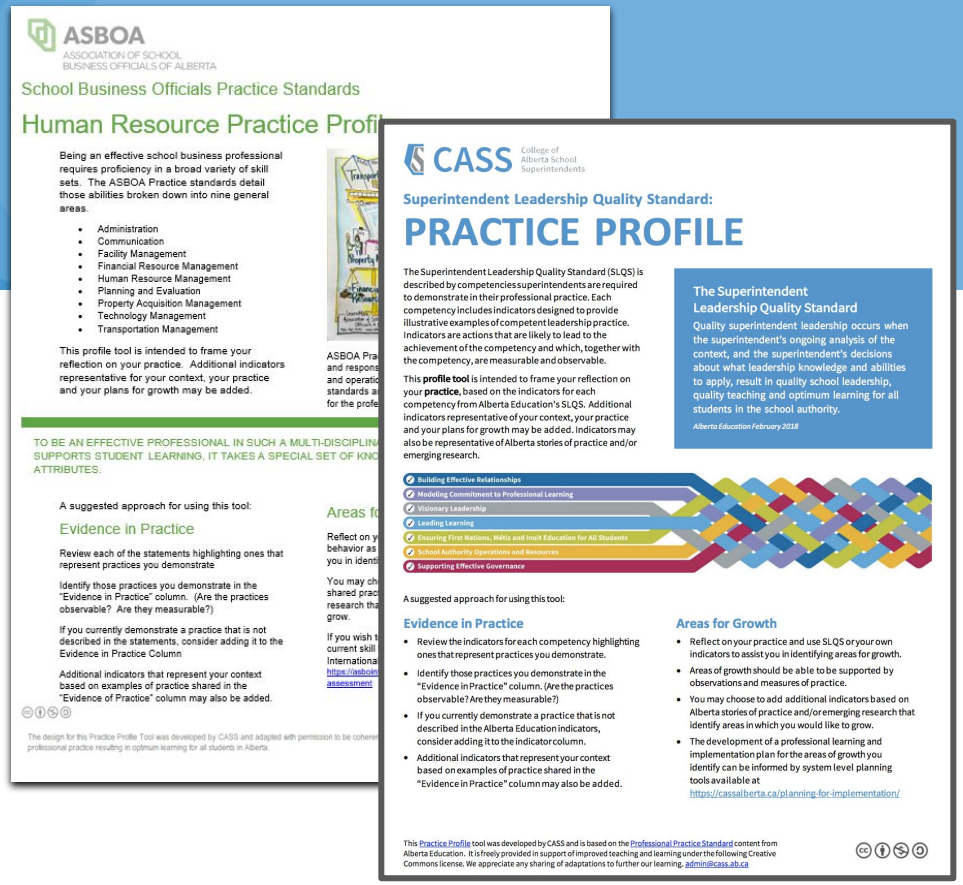

ASBOA
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA

School Business Officials Practice Standards

Human Resource Practice Profi

Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

- Administration
- Communication
- Facility Management
- Financial Resource Management
- Human Resource Management
- Planning and Evaluation
- Property Acquisition Management
- Technology Management
- Transportation Management

This profile tool is intended to frame your reflection on your practice. Additional indicators representative for your context, your practice and your plans for growth may be added.

TO BE AN EFFECTIVE PROFESSIONAL IN SUCH A MULTI-DISCIPLIN
SUPPORTS STUDENT LEARNING, IT TAKES A SPECIAL SET OF KNO
ATTRIBUTES.

A suggested approach for using this tool:

Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described in the statements, consider adding it to the Evidence in Practice Column

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Areas fo

Reflect on y behavior as you in identi

You may ch shared prac research tha grow.

If you wish t current skill Internationa https://asboin assessment

The design for this Practice Profile Tool was developed by CASS and adapted with permission to be coher professional practice resulting in optimum learning for all students in Alberta.

CASS College of Alberta School Superintendents

Superintendent Leadership Quality Standard:

PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This **profile tool** is intended to frame your reflection on your **practice**, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018

Building Effective Relationships
Modeling Commitment to Professional Learning
Visionary Leadership
Leading Learning
Ensuring First Nations, Métis and Inuit Education for All Students
School Authority Operations and Resources
Supporting Effective Governance

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Areas for Growth

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- Areas of growth should be able to be supported by observations and measures of practice.
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Deepening Understanding and Applying the Learning

This session will be successful for me if…..

1. Understand good governance and why it is important.
2. Deepen understanding of governance for Board members, Superintendents and System leaders based on what the research says.
3. Examine your own governance practices.

Thank you for the opportunity to learn with you this week!

CASS College of Alberta School Superintendents

Support for Implementation – Superintendent Professional Practice

CASS College of Alberta School Superintendents

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies

- Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Competency Overview Updates

Support for Implementation –
Superintendent Professional Practice

CASS College of Alberta School Superintendents

The Superintendent Leadership Quality Standard

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Competencies

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Achievement of this competency is demonstrated by indicators such as:

(a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;

(b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

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(d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;

(e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;

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(k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;

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(m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

February 2018
www.cass.ab.ca
Professional Learning

This resource is intended to support this stage of implementation:

	Phase I	Phase II	Phase III
✓			

CC BY NC SA

LEGAL AND KEY REFERENCES

School Act, RSA 2000, Chapter S-3

Section 113(3) – Superintendent of Schools – The superintendent shall carry out the duties assigned to the superintendent by the board.

Section 78 – Accountability of Board
http://canlii.ca/t/5303d

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Governance in Transformation: Alberta School Board Chairs' Perspectives

Keith Seel (Mount Royal University) and Jim Gibbons (Alberta School Boards Association) conducted a study that presents data from Alberta School Board Chairs regarding their perception of governance transformation. They cite how the practice of governance would need to move from predominantly fiduciary and strategic domains of governance to include "generative governance".
(Chait, Ryan, & Taylor, 2005)
http://anserj.ca/index.php/cjnser/article/download/105/58

PRACTICE IN ALBERTA

ASBA Alberta School Boards Association

Alberta School Boards Association (ASBA) mission is leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.
www.asba.ab.ca/

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

The **Public School Boards' Association of Alberta (PSBAA)** is a group of Alberta public school boards advocating for public education in the province of Alberta. PSBAA champions inclusive public school education with locally elected school boards who are dedicated to student success.
www.public-schools.ab.ca/

ACSTA Alberta Catholic School Trustees' Association

The **Alberta Catholic School Trustees' Association (ACSTA)** represents Catholic trustees in Alberta, Northwest Territories and Yukon. They are committed to a unified voice providing spiritual and political leadership for publicly funded Catholic Education.
www.acsta.ab.ca/

RESOURCES

Policy and Requirements for School Board Planning and Results Reporting

The Ministry of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K – 12 students. This creates an accountability relationship between the Ministry and school authorities.

This site contains requirements for Alberta's public, separate and Francophone school authorities and schools as well as charter and accredited funded private schools. These documents are available online at https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents?searchMode=3

CASS College of Alberta School Superintendents

February 2018
www.cass.ab.ca
Professional Learning

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Think, Pair, Share, Square - Competency Overview and Update

1. **Think** about your reflections on the ***Here's What sticky***. Would you suggest anything be updated on the competency overview?
2. **Pair** with your elbow partner to **share** your thoughts.
3. Partner your pair with another (**square**) to share your thoughts.
4. Record directly on the competency overview and "hand in".

D.1 World Cafe
What are ways that I can:

(d) ensure that the board's plans, ...

(e) ensure that the board's fiscal and resource management...

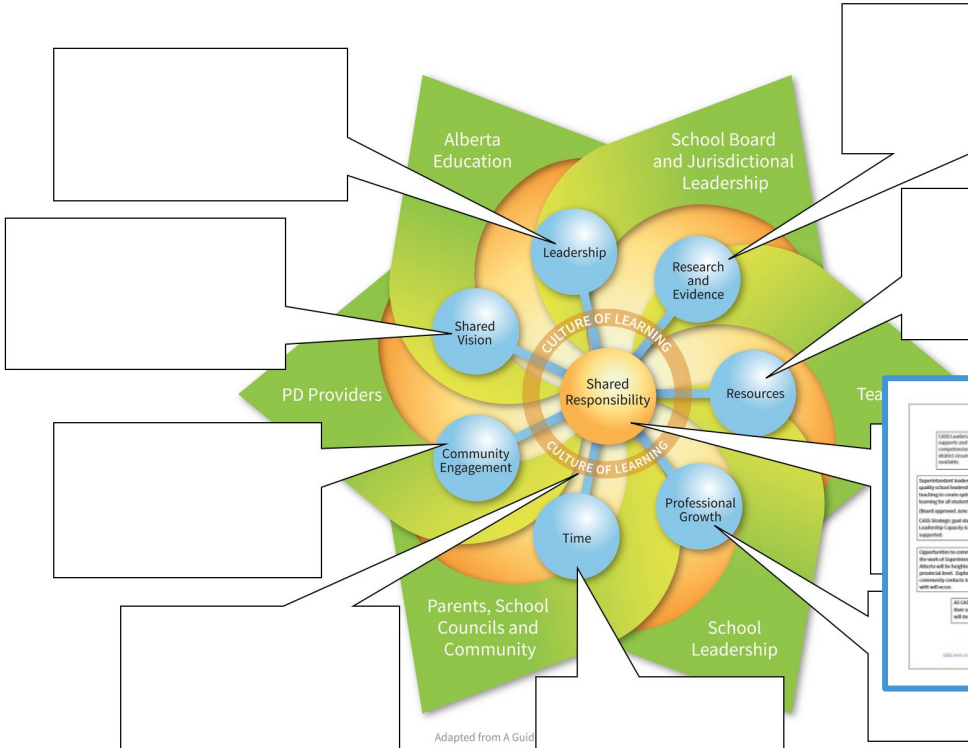
(j) build the capacity of the board and staff to predict, communicate …

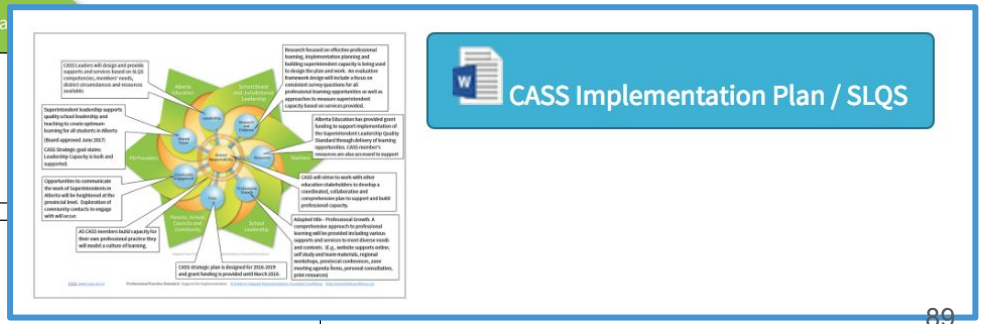
(k) support the board in its engagement with the school community to...

(l) facilitating ongoing public communication about the board's …

(m) promoting constructive relations between the board and staff, ...

Guide to Support Implementation





Guide to Support Implementation

Implementation Questions

Planning using *A Guide to Support Implementation: Essential Conditions* http://essentialconditions.ca/

This guide was developed based on the shared belief that successful implementation requires the coordinated, collaborative and comprehensive efforts of education partners working together towards a shared vision of learning success for all students (*A Guide to Support Implementation: Essential Conditions, 2012*). It is intended to support a process of collaborative conversation among education stakeholders working together to develop an implementation plan. It is designed with guiding questions to facilitate dialogue and planning.

This template offers selected questions for consideration in supporting implementation of the quality standards (adapted from *A Guide to Support Implementation: Essential Conditions*). It also provides space for you to record your group's responses as a result of dialogue.

Shared Responsibility

- Who is affected by implementation of the quality standards?
- How are education stakeholders working toward a shared understanding of and commitment to their respective roles and responsibilities to support implementation?

Shared Vision

- How is the shared vision developed collaboratively with and endorsed by stakeholders?
- Is the intent of the change, your preferred future, clearly articulated in the vision?

Leadership

- How is the capacity of current and future leaders being developed – including a focus on leadership competencies?

Research and Evidence

- What data, including current research, evidence and lessons learned, is being collaboratively and systematically collected and analyzed to support implementation planning and to assess the degree of implementation?
- How is understanding of effective professional learning modelled in the plan? How does the plan align with the change imagined?
- Does student learning data inform capacity building plans?

Resources

- What is your current capacity to support this change?
- How might this change be phased-in to optimize current capacity and available resources?

Teacher Professional Growth
Principal Leadership Professional Growth
Superintendent Professional Growth

- How is information and data from adult learners about their needs coherent with the TQS, PLQS and SQS? Is this data used to inform professional learning design?
- How might we design a more comprehensive approach for professional learning?

Time

- What is the overall implementation timeline?
- Are the stages of implementation considered?

Community Engagement

- How and who are the stakeholders engaged in supporting implementation?
- Are stakeholders meaningfully involved or just communicated to/with?
- Are there opportunities for both communication and more active involvement?

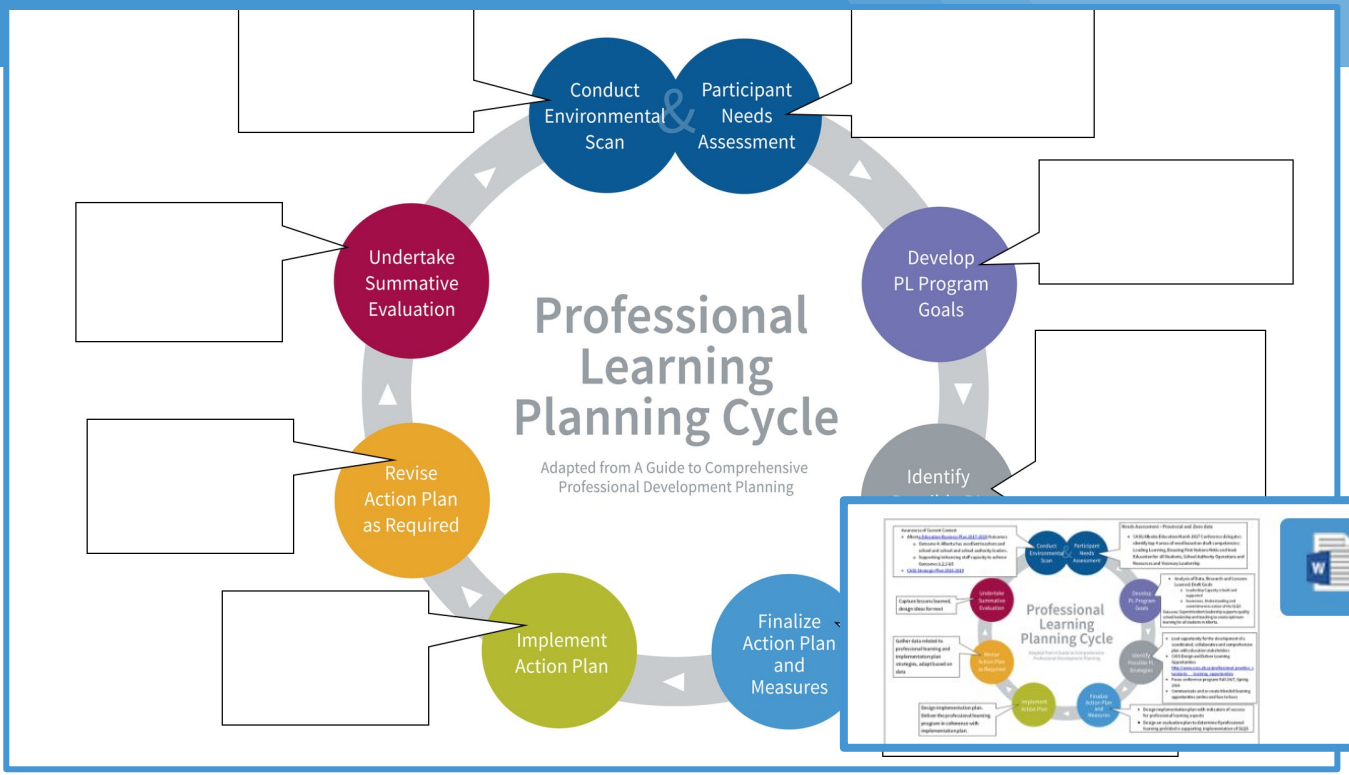
Student Learning

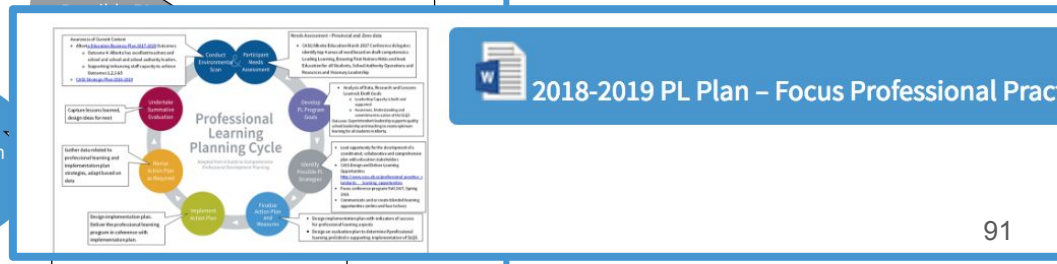
- How will you know if your implementation planning efforts are having an impact on and supporting student success?

Culture of Learning

- How are you fostering a culture of learning to optimize learning and success for all students?

Comprehensive Professional Learning Planning





Comprehensive Professional Learning Planning

Planning using *A Guide to Comprehensive Professional Development Planning* http://bit.ly/2lDSAm9

This guide is intended to support a process of collaborative conversation among education stakeholders working together to develop a comprehensive plan for professional learning. It is designed with guiding questions to facilitate dialogue and planning. Research continues to show that student learning is enhanced when staff has capacity - implying standards of practice can be enhanced through professional learning. It is believed that a comprehensive plan for professional learning has the potential to develop the capacity of your staff - more so than any individual professional learning opportunity.

This template offers selected questions for consideration in supporting implementation of the quality standards (adapted from *A Guide to Comprehensive Professional Development Plan*
also provides space for you to record your group's responses as a result of dialogue.

Conduct Environmental Scan
- What currently exists that supports quality standards of practice? (e.g. policy, practice, research, supports for professional learning)
- How do your district vision, mission and/or goals support staff capacity?

Participant Needs Assessment
- What data currently exists that identifies professional learning needs? Current staff capacity? (e.g. student learning data, staff survey data, other support organization data)
- How might you collect data on the professional learning needs of your team?
- Can you collaborate with others to collect data? (e.g. CASS, ARPDC, ATA)

Develop PD Program Goals
- Based on your district's vision and mission, school plans, as well as data analysis of individual needs, what will your goals for professional learning be?
- How will your goals include a focus on both staff capacity and the impact on student learning?
- Are goals different for the district, the school, and the individual staff member?

Identify Possible PD Strategies
- Which professional learning designs best suit the diverse needs of your team?
- What professional learning opportunities are offered by other organizations? (e.g. CASS, ATA, ARPDC, AAC, post secondary programs)
- How will professional learning be ongoing and sustained?
- How will the impact of your professional learning plan be measured?

Finalize Action Plan and Measures
- Does the plan contain goals, learning designs and strategies, ways to measure i
and the necessary resources to actualize the plan?
- How will the plan be communicated? Resourced?
- What will you accept as evidence that staff capacity has been enhanced?

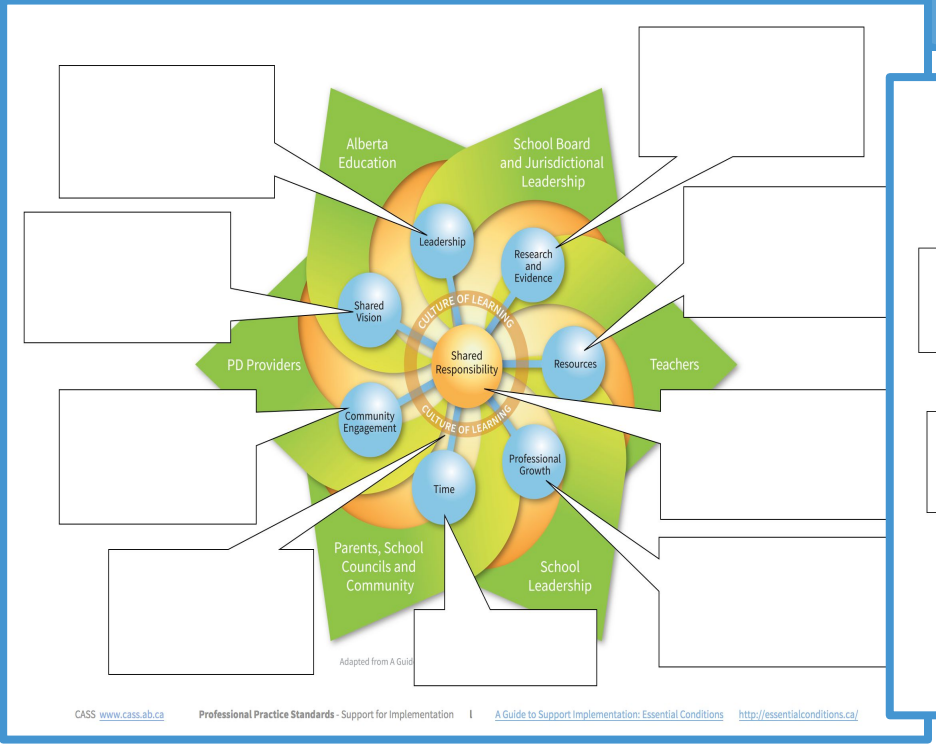
Implement Action Plan
- Based on the stakeholders involved in developing the plan, how will they conti
be involved in supporting implementation and monitoring impact?
- How often will you collect and analyze data to know your efforts are having an impact?

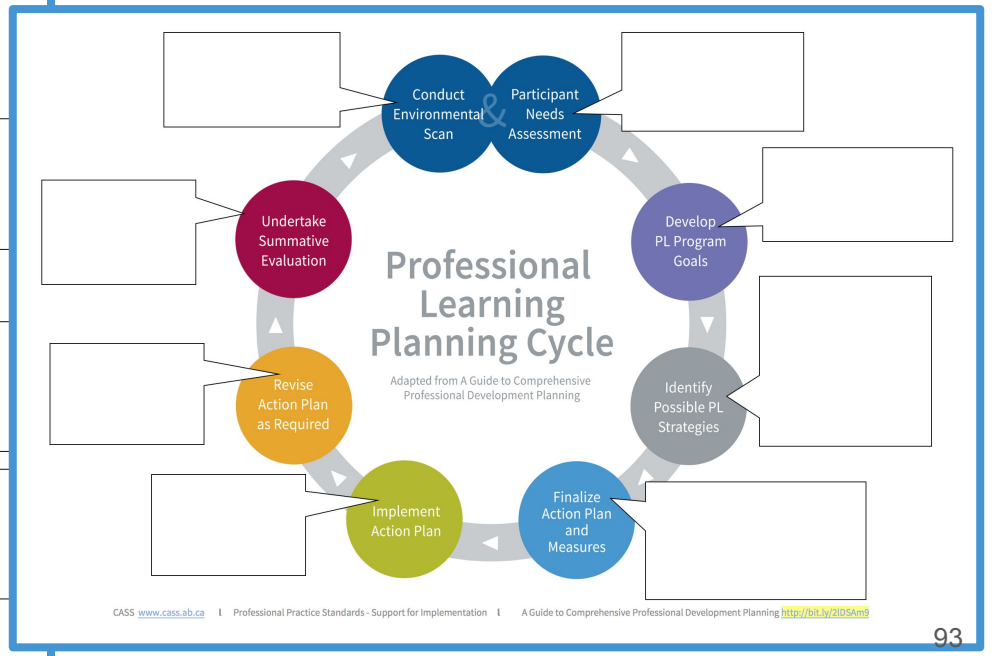
Revise Action Plan as Required
- Based on data you have collected and analyzed, how will you adapt your plan?
- Is the comprehensive plan influencing practice and student learning?

Undertake Summative Evaluation
- Did the plan meet its goals? (e.g. student learning)
- Did the plan meet participants' needs? (e.g. enhanced practice)

Professional Learning Design Questions

Strategic Planning





2018 Slides

School Boards - A voluntary, political and organizational structure.

Vancouver Board

Dismissed by Minister

International Context

National Context