

Supporting Effective Governance Professional Learning Module 2022

PARTICIPANT GUIDE



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.
MINISTERIAL ORDER #R02/2018

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.
MINISTERIAL ORDER #R02/2018



Supporting Effective Governance - - Professional Learning Module

This learning module will provide CASS and ASBOA members with a foundation to understand supporting effective governance and to engage in personal growth planning using the CASS and/or ASBOA Practice Profile.

Throughout each of the areas of focus, the opportunity to apply the content from the Professional Learning Module to your own context, to share and hear individual stories of practice with colleagues and learn from the facilitators and one another will be provided.

With Gratitude – Professional Thanks

Thank you to researchers from the Werklund School of Education and Galileo Education Network who contributed to the original content and design of the Professional Learning Modules. Dr. Jim Brandon, Dr. Naomi Johnson, and Dr. Dennis Parsons contributed to the design of the Supporting Effective Governance Module. (2018). Thank you as well to Foundations for the Future Charter Academy Superintendent Roger Nippard and to Director of Leadership Learning Dr. Naomi Johnson, who facilitated the *Supporting Effective Governance Professional Learning* module at the 2019 CASS/ASBOA Summer Learning Conference.

Returning to Professional Module Learning in 2022, professional thanks to Sandy McDonald (Grande Prairie Public School Division), Dr. Jessie Shirley (Grande Prairie & District Catholic Schools) and Bob Stewart (Peace Wapiti Public School Division) for the design and facilitation of materials this year. CASS and ASBOA members who have attended this module previously, and provided feedback, have also contributed to the design and delivery of this professional learning resource.

OVERVIEW

Learning modules are designed to deepen and apply system leaders’ professional practice with opportunities to examine Alberta context through a “community of inquiry” approach based on research. Learning modules begin with a focus on personal capacity leading to the valuable role system leaders play in supporting quality school leadership and teaching to create optimum learning for all students in Alberta. Through professional collaboration with other system leaders, you will co-construct strategies for building shared and distributed approaches to overall leadership in your systems. You will develop and enact a responsive and empowering plan to continuously enable high quality leadership and teaching for all students, and to cultivate an interdependent and coherent learning system, supporting effective governance.

This professional learning module will support your growth as you determine. The learning has been designed based on the following outcomes, content, competencies, or areas of practice.

Supporting Effective Governance Module Outcomes

Participants will develop, and apply strategies to:

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 and 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 Competency: Supporting Effective Governance*.

Learning Module Overview: *Throughout each of the three sessions described below, participants will be given the opportunity to apply the content from the Learning Module to their own context, to share individual stories of practice, to investigate the Supporting Effective Governance Competency from the perspective of their own context and to engage in personal growth planning using the CASS and/or ASBOA Practice Profile.*

Session A:	Research Overview, Stories of Alberta Practice, Legislation Framework, Governance Models, Canada and Alberta Context
Session B:	Dual Role of Alberta Superintendent, CASS organization support, Coherence Making for Mutual Benefit, Valuable Role of Leading from the Middle
Session C:	Fostering Collaboration, Politics of Governance, Competency Indicators
Session D:	Tips for Superintendents, Deepening Understanding and Applying the Learning - Coherence with your story

This learning opportunity will support your professional growth based on your practice standard (CASS) or area of practice (ASBOA):

Superintendent Leadership Quality Standard (SLQS) Competencies



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.

Association of School Business Officials of Alberta: Areas of Practice Public Policy and Intergovernmental Relations



A school business official provides leadership and direction to ensure best practices regarding the political and legislative process as it relates to school board operations.

- Develop, interpret, evaluate, and apply policies and roles of all relevant authorities.
- Understands the role and influence of special interest groups. Understand and analyze the political and legislative process as it relates to local school board elections; municipal governments, provincial legislatures, and other government jurisdictions.
- Use the skills necessary to interpret and evaluate local school board policies and administrative procedures to ensure consistent application in the daily operation of the school district.

Learning materials for these modules will be posted online at:

<https://cass.ab.ca/professional-learning-modules/>

SESSION A

Coherence: CASS and ASBOA Professional Practice, School Authority Leadership

Alberta Education Professional Practice Standard(s)

Alberta Education states that a **professional practice standard** identifies the competency requirements for members of a profession.

This CASS image demonstrates the relationship between the SLQS, the LQS and the TQS representing the similarities amongst the standards. (i.e., context, decisions about knowledge and abilities to apply) and clearly puts education's core work, *optimizing student learning for ALL students*, as the result. Alberta Education MINISTERIAL ORDER #002/2020



Association of School Business Officials of Alberta (ASBOA) Areas of Practice

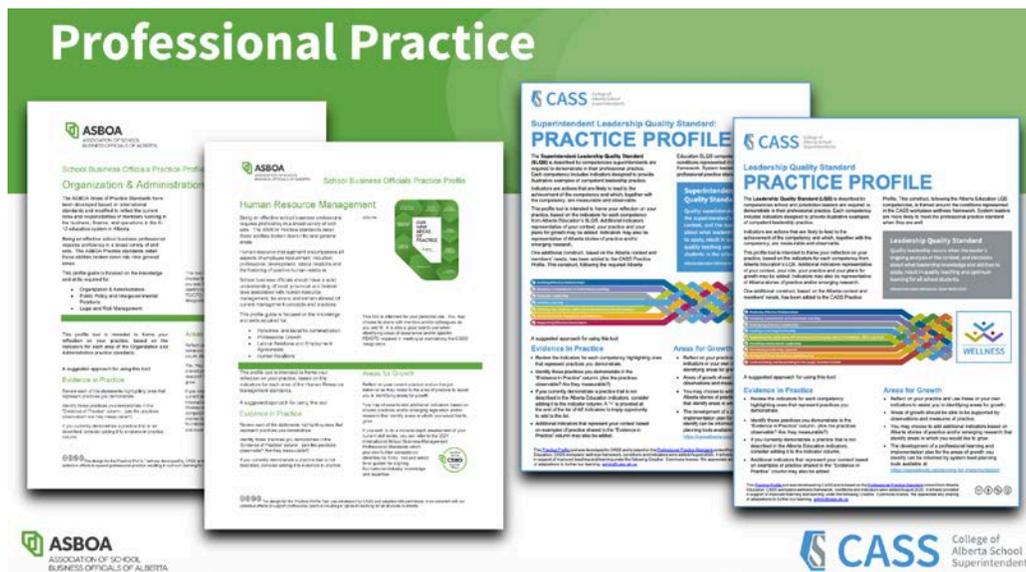
Secretary Treasurer, Associate Superintendent of Business and Financial Services, Treasurer, Corporate Secretary, Assistant Secretary Treasurer, Manager of Finance, Associate Superintendent of HR, Purchasing Directors, Accountants, School business managers, Communications, Facilities and Transportation directors – are all School Business Officials.

The Areas of Practice document addresses the role of school business officials and their importance to the overall educational management. It provides a framework for the performance of SBO duties, certification requirements, training requirements and ethical practices. ASBOA have developed Areas of Practice based on international standards and modified to reflect current roles and responsibilities of members working in business, finance, and operations in the K-12 education system in Alberta.

ASBOA and CASS, school authority leaders in Alberta, have collective efforts that result in optimum learning for all students.



Reflection on Practice, Planning for Professional Growth



Practice Profiles are intended to frame your reflection on practice, based on the indicators for the competencies in the SLQS or LQS, or ASBOA Areas of Practice. 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.

As you experience this professional learning module the practice profile will assist as both a reflection and growth resource. For example:

- What evidence from your practice can you share in relation to the learning just experienced?
- What areas of growth might you wish to address?

CASS members download Printable or fillable versions of the Practice Profile at

<https://cassalberta.ca/resources/practice-profile/>

ASBOA members download Practice Profiles at:

<https://asboalberta.ca/305557/Page/Show?ClassCode=Page&Slug=areas-of-practice>

A.1 Research Overview

- Campbell, D. and Fullan, M. (2019). *The governance core*. Corwin.
- Campbell D., Fullan, M., Kavanagh, B., and Adam, E. (2021). *The taking action guide for the governance core*. Corwin.
- Dawson, L. J. and Quinn, R. (2019). *The art of governing coherently*. Rowman and Littlefield.
- Quinn, R. and Dawson, L.J. (2019). *Good governance is a choice*. Rowman and Littlefield.
- Zarichny, D. M. (2021). *Supporting Effective School Board Governance. The Organizational Improvement Plan at Western University*, 213. Retrieved from <https://ir.lib.uwo.ca/oip/213>
- Werklund School of Education, University of Calgary research references (Session B)
- Others?

A.2 What is your Story?

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

A.3 Do School Boards Matter?

From A to Z

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A.4 Effective Governance

Activity 1 One-minute recap!

Activity 2 Governance Working Styles

1. Read through each Governance Working Style.
2. Determine what style best describes you.
3. Discuss your choice with your group, giving reasons for your choice.

Governance Working Style	Description	Behaviors
Data Driven	Data Driven people like hard data and real numbers. Strengths are in analyzing data, logical processing, and solving complex problems.	Preferred Question: What? Known for: I think Primary focus: Evidence based. Wants to take time to do things right
Bottom Line	Bottom line people want to see tasks completed., lists checked, and projects tackled. They are action-oriented, wanting to make a decision and move forward.	Preferred Question: How? Known for: I will Primary focus: Works quickly and efficiently
Relationship	Relationship people define an issue according to its impact on children and families. They care about the process. They are supportive, expressive, and emotionally oriented.	Preferred Question: How? Known for: I feel Primary focus: Processes need to be done harmoniously
Visionary	Visionaries are 'big picture'-oriented in their approach. They serve as a catalyst for change, inventing solutions to problems, and integrating and synthesizing disparate ideas. They often create the vision and inspire others to believe in it.	Preferred Question: What if? Known for: I want Primary focus: Everything weighed within the context of the 'big picture'
Historian	Historians' views are formed by past experiences in the division. Their dialogue is often shaped by strategies and efforts that did or did not work in the past.	Preferred Question: When? Known for: I remember Primary focus: Reflection on past practices

Source: Campbell, Fullan, Cavanagh, and Adam (2021). *The Taking Action Guide for The Governance Core*, p. 33. Corwin.

Activity 3 Analysis of Governance Working Styles

1. Discuss and record your answers to each question.
2. Discuss the benefits of a multi-style governing board.
3. State one thing you might do different at your next board meeting.

How does each style contribute to our effectiveness?	
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	
What are challenges in working with each of the styles?	
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	
What is the best way to collaborate with each of the styles?	
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	

Source: Campbell, Fullan, Cavanagh, and Adam (2021). *The Taking Action Guide for The Governance Core*, p. 34. Corwin.

A.5 Context Matters

Activity 1 Stop/Stop/Continue

When working with your Board of Trustees, identify practices you want to STOP doing, START doing, and CONTINUE doing.

We will STOP....	What is the plan to discontinue this practice?	What is the timeline to discontinue this practice?	Who are the personalities involved in this change?	How will you inform people of this change?
We will START....	What is the plan to make this happen?	Who will be involved?	What is the timeline to begin this practice?	What does success look like?
We will CONTINUE...	How will we ensure we are still improving in this area?	What supports are needed?	Who will be involved?	What does improvement look like?

Activity 2 Personal Reflection

What is your plan to ensure that trustees engage and agree with the Effective Governance approach?

SESSION B

B.1 Effective Governance and Superintendent Leadership

What Does the Legislation Say?

Individual and Table Protocol

Based on the intersection of legislation, research and practice,
Record your thoughts to the questions below alongside the text.

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)*

Legislation: Province of Alberta Education Act

The *Education Act* sets out the goals, roles and responsibilities of Alberta's Early Childhood Services to Grade 12 (ECS-12) education system. The role of the Superintendent is outlined in Section 222.

<https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

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.

(2) Where a board appoints or reappoints a superintendent of schools under subsection (1), the board must notify the Minister in the form and manner required by the Minister of the appointment or reappointment within 14 days after the date of the appointment or reappointment.

(3) The superintendent is the chief executive officer of the board and the chief education officer of the school division.

(4) The superintendent shall carry out the duties assigned to the superintendent by the board.

(5) The superintendent shall supervise the operation of schools and the provision of education programs in the school division, including, but not limited to, the following:

(a) implementing education policies established by the Minister.

(b) ensuring that students have the opportunity in the school division to meet the standards of education set by the Minister.

(c) ensuring that the fiscal management of the school division by the treasurer or secretary-treasurer is in accordance with the terms or conditions of any grants received by the board under this Act or any other Act.

(d) providing leadership in all matters relating to education in the school division.

(6) The superintendent shall report to the Minister with respect to the matters referred to in subsection (5)(a) to (d) at least once a year.

(7) A report required under subsection (6) must be in the form and contain the information required by the Minister.

What Does the Research Say?

Effective Governance and Superintendent Leadership

Brandon (2016)

Enlightened district leadership plays a key role in strengthening governance at all three levels of the Canadian education system. At the school board level, effective superintendents work with trustees to meaningfully engage members of the wider community in understanding and supporting their district's strategic plans for the learning, engagement, and well-being of all students. At the school level, district leadership teams foster the collective leadership capacity of principals so that the voices of teachers, students, and parents have greater influence in shaping direction. At the provincial level, proactive trustees and district administrators actively contribute to policy interdependence by engaging in policy discourse, advocating for local needs, and providing feedback to the Ministry.

Johnson (2017)

Most boards want to remove themselves from the preoccupation of the day-to-day work of the organization, but still need to feel that they have operational accountability to their owners. This type of policy served that purpose. According to Dawson & Quinn (2011): "Operational Expectation policies allow the Board either to direct that certain actions occur or prohibit those conditions and actions the Board would find unacceptable." (p. 4). There are two components to these policies: "do this" and "don't do this."

Galway, Sheppard, Wiens, and Brown (2013)

A national study by Galway, Sheppard, Wiens, and Brown (2013) presented the perceptions of school board trustees and district superintendents on the governance roles and effectiveness of school boards, and the governance roles of provincial governments.

Several near-synonymous themes emerged from the (trustee) focus group data relating to roles in maintaining local autonomy, including regional representation, maintaining a community-based presence, the importance of local culture, and localized decision making. Other roles included accountability for student learning, financial accountability, oversight of the professional staff, advocacy and negotiation with government, and serving as a middle layer or buffer between government and the school community. (p. 14)

How are our Stories of Practice coherent with the research? Address the legislation?

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

B.2 Effective Governance and Superintendent Leadership

The Dual Role of the Alberta Superintendent

Bill 55 – College of Alberta School Superintendents Act received royal assent, April 23, 2021. The act outlines future for CASS as it stipulates the recognition of the superintendency and those system leaders who opted out from the Teaching Profession Act as having unique professional status within the field of education. Helping to elevate the profession of system leaders, this legislation aims to strengthen K-12 education and, most importantly, support the provision of better outcomes for students. Some components, such as the Minister no longer approving superintendent appointments, came into force upon proclamation. However, most changes come into force in September 2022.

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1. CASS has legislated status which compels superintendents, deputy superintendents, personnel who have elected out of the ATA and are engaged in administrative positions as a teacher leader in the office of a school authority to be a regulated member. A teacher leader who is a regulated member of CASS is known as a System Education Leader.
2. Further to Section 71 of the *CASS Act*, regulated membership in CASS grants the title of “System Education Leader” to all regulated members.
3. Only System Education Leaders within public, separate, francophone, and charter authorities may be regulated members.
4. Prior to March 2022, System Education Leaders were destined, effective September 1, 2022, to be regulated for conduct and competency by CASS under the provisions of the *CASS Act*. CASS would assume the role currently assumed by the registrar within the *Practice Review Teacher and Teacher Leader Regulation*.
5. Now that Bill 15: *The Education (Reforming Teacher Profession Discipline) Amendment Act, 2022* has received Royal Assent, an arm’s length Commissioner’s Office will be established to address complaints regarding conduct and competency of teachers, teacher leaders (including principals), and System Education Leaders. The *CASS Act* will be amended to remove regulatory processes of conduct and competency that were previously outlined in the legislation.

The CASS Act specifies powers and objects for our organization in sections 4 and 5 of the legislation. The *CASS Act* also stipulates that the College is to create bylaws that includes actions taken by the College that are not inconsistent with the Act. Significant changes have already been made and will be made in the future regarding this matter.

This explains why the CASS membership will be receiving bylaws for acceptance in two phases. The first phase happened in the Spring at our Annual Conference. This is where the Foundational Statements were validated. Please see the information below.

A transitory Bylaws document that provides CASS’ foundational statements, its membership categories, and its belief statements, was approved in principle by CASS membership at the annual general meeting in March 2022. A final review of the definitions and terminology will be reviewed by the Board for presentation at the fall annual general meeting, October 2022.

Section A – CASS Foundational Statements

Vision, Mission, Values, and Objects of the College

- 1-1 Vision of the College: Leadership and System Excellence
- 1-2 Mission of the College: CASS supports building system leadership excellence to ensure optimal learning for all students.
- 1-3 The values of the college are correlated with its desired outcomes as follows:

Values	Objects
Students are first	We believe that the aims of education, educational leadership, and financial support for education must place student learning at the forefront of all decision making.

Promotion of the Public Interest	<p>We increase public interest in the importance of education and public knowledge of the aims of education.</p> <p>We improve the Teaching Profession and its leadership through professional practice.</p> <p>We are dedicated to assessing, and as required, disciplining regulated members with respect to unprofessional conduct.</p>
Respect for the Individual members	<p>We value each member equally.</p> <p>Each regular member has one vote.</p> <p>We practice collegiality and networking to build a community of practice.</p>
Trustworthiness	<p>We build trust through transparency in our organization. Our organization will be conducted in an open manner with all members having access to operation information.</p> <p>We provide a consistent message on behalf of CASS, speak as if with a single voice.</p>
Spirit of collaboration	<p>We seek to involve appropriate educational partners or stakeholders in our processes.</p> <p>We clearly define the purpose of each outreach at the outset to be collaborative or consultative.</p> <p>We practice interdependency and strive to find mutual benefits in our efforts.</p> <p>We cooperate with other organizations and bodies in Canada and elsewhere having similar aims or objects.</p>
Learnedness – respect For research and best practices	<p>We ensure that our positions are based on effective research and quality/defensible information.</p> <p>We develop and implement continuing education programs and resources to improve the knowledge and skills of members.</p> <p>We stress the life-long responsibility of our members to our Code of Professional Conduct.</p> <p>We carry out research and publish materials designed to maintain and improve the competence of members.</p>
Integrity	<p>We expect our members to practice their system education leadership in accordance with the Code of Professional Conduct of the College of Alberta School Superintendents.</p>

Common Interests and Goals of Membership

- 1-4 The members of the College will further a collegial organization of system education leaders to meet broad common interests and goals. To demonstrate their professionalism, and bring greater specificity to the vision, mission, values, and principles of practice of the College, common interests and goals will include, but not be limited to, the following:

1-4-1 To serve the needs of public education by:

- a. seeking to sustain improvement in student learning.
- b. influencing the director of education and making any representations that it considers requisite to promote a high quality of education.
- c. speaking publicly on issues affecting the learning needs of students.
- d. speaking publicly about the contribution public education makes to the development of community and society.
- e. generating alliances with key provincial stakeholders in support of public education.

1-4-2.1 To serve the public interest by:

- a. protecting the public, particularly Alberta students, in all matters relating to the profession of system education leader.
- b. fostering ethical behavior and professional conduct of its membership and disciplining any member guilty of professional misconduct or professional incompetence in the performance of duties, and
- c. requiring its regulated members to practice system education leadership in accordance with the Code of Professional Conduct.
- d. contributing to the consideration of educational issues through the development and communication of “learned positions” on such issues and
- e. promoting the needs of public education in Alberta and cooperating with other educational agencies including the Minister of Education, the Alberta Teacher’s Association, the Alberta School Boards Association, post-secondary institutions in Alberta, the Association of School Business Officials of Alberta and the Alberta School Council Association in all matters relating to education.
- f. overseeing the operations of the Alberta Regional Professional Development Consortium to ensure that professional learning supports the business plan of the Government of Alberta and the needs of school authorities throughout the province.

1-4-3 To serve the needs of its members by:

- a. promoting and upholding professional standards of performance for system education leaders.
- b. developing high standards of professionalism, skills and knowledge in all matters relating to the profession of system education leader.
- c. providing and organizing a continuing competence program, which will assist its regulated and provisional regulated members with maintaining competence and enhancing the provision of professional services.
- d. creating an environment that sustains strong collegial networks thereby developing a sense of community amongst its membership.
- e. providing advice to its membership regarding contracts of employment, compensation, professional and personal supports as required.

Restrictions on the College

1-5 No action taken by the College shall limit the authority of the Chief Superintendent’s employer under the *Education Act* and the Chief Superintendent’s contract of employment.

1-6 The College shall not negotiate employment agreements, including compensation, on behalf of any or all of its regulated or non-regulated members.

Belief Statements of the College

1-7 The College of Alberta School Superintendents has established belief statements to assure that the vision, mission, values, and common goals of its members may be made applicable to emerging matters impacting education. These statements have also been developed with consideration for how CASS furthers effectiveness in three basic roles:

- Applying regulatory authority with its membership with respect to upholding standards of conduct and competency in support of the public interest.
- Serving as a learned body of system educational leaders who are ready to offer expertise to other educational partners and Alberta Education.
- Influencing through collaborative advocacy, decision making at the Ministerial level that will enhance the effectiveness of school authorities, school system leadership, teachers, and learning outcomes for students.

Leadership and Governance

- The executive on behalf of the College plays an important role in being responsive to requests from Alberta Education and other educational partners.
- Local zones play an important role in communicating topics of interest for advocacy or resolution by the CASS Board of Directors.
- The LQS and SLQS leadership standards are essential documents in informing how governance and operations are complementary in achieving student success.
- Effective leadership requires the delineation between administration and governance.
- Evidence and research must guide decision making within a relationship-focused dynamic between educational partners.
- CASS has a necessary role in furthering the continuing education needs of its members.
- CASS is uniquely placed in providing system leadership-focused feedback and support to Alberta Education and other educational partners on educational issues.
- Authority within the education system is a shared responsibility of the province and locally elected school boards.

Finance

- Methods and procedures for financing education should promote the exercise of local autonomy of school jurisdictions, providing flexibility according to board educational priorities, and with a preference for general rather than categorical grant structures.
- Jurisdictional funding must be linked to student enrollment and identified needs, rather than achievement outcomes.
- Federal taxing power should be used to guarantee high quality education to all Canadian youth, prioritizing First Nation, Métis, and Inuit students.
- Financial resourcing should enhance a sound educational program that allows for appropriate programming support, enrichment, and extension according to the needs of the student.
- Alberta Education should set standards for school authorities and First Nation, Métis, and Inuit authorities to monitor success in relation to Education Service Agreements (ESAs).

Education Program

- All youth are entitled to an educational program designed to meet their abilities, needs, and interests.
- The Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS), and the Superintendent Leadership Quality Standard (SLQS) are essential foundational documents dedicated to professional

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practice. These documents provide a reflective framework for professional learning and standards that must be met in the public interest. Collectively, these standards are pathways to teaching and leadership excellence that are dedicated to supporting continuing education intended to ensure optimal student learning.

- CASS should support Alberta Education in the development of high-quality curriculum, instruction, and assessment.
- Alberta Education should create a framework for learning that would facilitate the transition of students into rewarding and fulfilling futures.

Personnel/Certification

- Certification should be the basis through which teaching, principals, teacher leaders, and superintendents are professionally regulated.
- School boards must collaboratively work with post-secondary institutions in the development of teacher education, practicum, and leadership formation programs that are needed within the province.
- The regulated status of principals within the *Teaching Profession Act* is essential in furthering the goals of education for school authorities.

The second phase will be the complete approval of the Bylaws by the membership which further to the *CASS Act*, will occur within 60 days of September 1. Therefore, an AGM will be held at the FALL conference the entire bylaw package that includes the previous information as well as the Colleges governance framework, registration requirements, and criteria for participation within the continuing education program of the College.

Moving forward, the College will have three unique roles:

1. providing for a **collegial network** of members to further understanding of matters impacting system education leadership.
2. articulating a learned perspective on matters impacting K – 12 Education for education partners, and most importantly the Ministry of Education; **“Collaborative Advocacy”**
3. assuring in the public interest that a continuing education program for regulated membership is put into effect and monitored to ensure member accreditation (the program will be ready for completion by March 2024).

The only “regulatory” role that the college will now have will be assuring that members complete the continuing education program requirements as established by the College. A Continuing Education Program Committee (formerly the SLQS Professional Learning Committee) consisting of members throughout the province, is currently working to develop these expectations. CASS Principal Leadership Consultant, Dr. Gloria Antifaiff, is currently working with the committee to further this work.

B.3 Superintendent/System Leadership

Mutual Benefits of the Province-District Nexus:

What Does the Research Say?

Think, Pair Share Protocol

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- Read alone and highlight key concepts and keywords in relation to “mutual benefits of the province-District nexus”.
- Discuss with a partner. Similarities? Differences? How can CASS and ASBOA support and leverage ministry and school authority needs?
- Join another group of 2 (4 together – “a square”) and share: highlight one key item you all agree on - an item that inspires you in your work. Record for sharing on the interactive slide.

Mutual Benefits at the Province–District Nexus

Brandon, (2016)

Operating from a policy interdependence perspective benefits educational governance at the provincial level in at least two ways. First, legislative agendas and policy ideas can be strengthened through ongoing engagement with trustees and administrators who bring forward perspectives from the broader geographic, demographic, social, and economic spectrum. When the combined and more fully articulated views of the organizations representing teachers, school boards, superintendents, school councils and other members of the educational policy community are factored into this ongoing dialogue, greater policy interdependence and enhanced student success can accrue. Second, implementation tends to go more smoothly when the voices of those who are impacted have been solicited, heard, acknowledged, and acted upon through the design and adoption phases. Even more success is achieved when attention continues to be paid to these perspectives throughout the implementation phase.

Governing from a policy interdependence perspective also benefits school districts. A growing body of research indicates that savvy district leaders often see provincial policies as mechanisms for achieving local goals. Their strategic engagement with the Ministry of Education can take a number of forms, including active interpretation of provincial initiatives in light of local needs, mobilization of local resources, and actively participating in provincial decision-making processes. Three distinct approaches to working with the government’s agenda have been identified in this literature: (a) complying with the government’s initiatives and implementing them well; (b) supplementing the province’s initiatives in order to increase local impact; and (c) leveraging the initiatives in the interests of the district’s priorities.

Successful districts actively engage with government initiatives and resources in order to strengthen support for their own strategic directions. Successful ministries of education focus on student success, encourage collaboration across the system, and encourage multiple pathways to student success. Policy interdependence can provide the theoretical foundations for effective governance and student success in our complex and evolving educational realities.

Louis, Anderson and Thomas (2012)

Found that superintendents “see state policies as a vehicle for achieving local goals” and that smaller districts more generally view state education agencies “as a source of support: medium and larger districts have other sources that are more important” (p. 203). The researchers suggest that district authorities should develop “networks that engage with state policy development and adaption”, particularly in relation to district needs and priorities. (p. 225)

Leithwood (2010)

Suggests that strategic engagement with the Department of Education includes:

- Active “interpretation” of provincial initiatives in light of local needs
 - Mobilization of local resources
 - Active engagement of provincial decision making and provincial decision makers
 - Proactive efforts to influence the provincial agenda to support local priorities and needs.
- Three distinct approaches to working with the government’s agenda for change were identified.
- First, complying with the government’s initiatives and implementing them well.
 - Second, supplementing the government’s initiatives in order to increase their local impact.
 - Third, leveraging the initiatives in the interests of the district’s priorities.

Business Plan 2022-25

Education

Mandate and Structure

The Ministry of Education provides leadership, direction, and oversight in the delivery of a student-centred education system that promotes the success of children and students and provides assurance to the public. Alberta Education supports choice within the education system, recognizing that public schools, separate schools, francophone schools, independent (private) schools, charter schools, alternative programs, early childhood services programs and home education programs are integral in providing a variety of options in education programs for students and parents.

Alberta Education develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through the administration of provincial assessments. The ministry supports student success in learning by enabling students to develop foundational knowledge, understanding and skills that are needed to become lifelong learners who are inspired to pursue their interests and aspirations, achieving fulfilment and success, while contributing to their communities and the world.

The ministry works collaboratively with First Nations, Métis, and Inuit students, parents, Elders, governments, organizations, communities and partners in striving for excellence in Indigenous education. Alberta Education supports First Nations, Métis, and Inuit students in prospering through their learning journeys. High standards for teachers, school leaders, and school authority leaders are maintained by the ministry by ensuring that their preparation and professional growth focus on the competencies needed to help students achieve their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and learning for all.

The ministry charts the course for the education system and oversees the administration of education programs and services. The department’s mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. This includes upholding high standards of professional practice and conduct in the teaching profession by improving transparency and increasing accountability. School divisions’ mandates are to provide K–12 education, including educational services, establish policies for the provision of those educational services, and maintain and repair school facilities. School division leaders attend to local and

College of Alberta School Superintendents (CASS) cassalberta.ca | Association of School Business Officials of Alberta (ASBOA) <https://asboalberta.ca/>

societal context, implement strategic direction, consider policy implementation and manage resources to enable learning supports, quality teaching and leading, and student achievement.

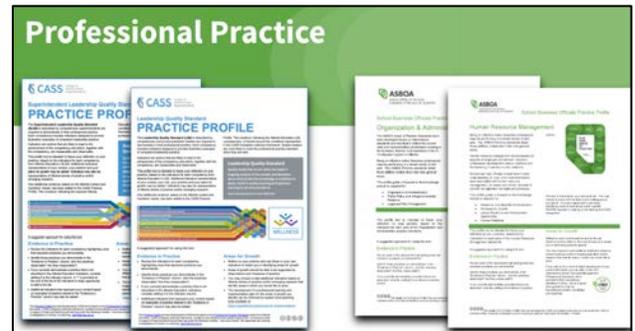
The department continues to provide ongoing guidance on operational issues related to COVID-19. Alberta Education is working to understand and address the long-term impacts of COVID-19 on mental health and educational achievement.

Outcome One: Alberta's students are successful

Key Objectives

- 1.1 Implement new, province wide K–6 curriculum with a focus on English Language Arts and Literature, Math, and Physical Education and Wellness.
- 1.2 Increase opportunities for hands-on learning experiences through collegiate high schools, apprenticeship programs and vocational education.
- 1.3 Implement Grades 1 and 2 assessments in language and math to help assess progress in the critical early years.
- 1.4 Modernize provincial student assessment by developing and implementing online assessment capabilities.

B.4 Professional Practice and Planning for Growth – Reflection Time



SESSION C

C.1 Fostering Collaboration Among Professionals, Trustees and the Wider Community: What Does the Research Say?

Research Summaries

1. School Boards as Stewards of the Community Conversation About Schools

A Rallis, Shibles & Swanson (2002) indicate that one important purpose of school boards is to connect the public to its schools, and as such they are “stewards of the community conversation about schools.” To fulfill this task, they suggest, school boards and school trustees have to provide a range of invitational forums - formal school board meetings being only one - for such conversations characterized by *inclusion*, *dialogue* and *deliberation*. This requires a proactive stance from school boards that:

1. seeks out multiple voices and ensures that they are listened to.
2. fosters a process whereby different perspectives are properly explained and understood; and,
3. when choices are to be made between different courses of action, they are well reasoned and carefully articulated

A It is through these processes that trustees demonstrate their integrity and their commitment to the educational well-being of the community’s children, and cultivate the support needed to make difficult decisions that invariably go with the role.

2. School Board Contributions to Student Success

Leithwood (2010) found that in highly effective school systems, trustees contribute to student success in two major ways.

- A**
- a. by focusing their work on supporting and monitoring progress being made in implementing the system’s strategic multi-year plan.
 - b. by nurturing the wider community’s understanding and support for their system’s efforts to support student success.

He further advises that systems adopting a policy governance model should provide ongoing training for all elected board members, system leaders, and staff. This approach fosters collaboration and interdependency between professional and elected system leaders. (p. 13)

3. Governance as Collaborative Community Engagement

A Young (2010) argues that community engagement is a core function of school boards and school trustees in the 21st century. He stresses the importance of ongoing public participation in the educational processes as critical to a healthy public school system.

4. Nurturing Effective School Governance

A Brandon, Turner, Donlevy, and Parsons (2017)

Effective school and school system leaders understand that school councils do important work and make a variety of significant contributions to school and division learning cultures. Through two-way connections – partnerships – school councils help educators and school trustees to better understand community contexts and, at the same time, take steps to help schools maintain positive learning environments

B Brandon (2016)

Recent research on effective governance at the school level has yielded at least two important findings. The first is that highly effective school councils are now frequently participating as members of the *collective leadership* teams in schools and school districts. Collective leadership is the total amount of influence attributable to all the participants in a given educational system: teachers, parents, principals, district office staff, and community members. This is good news for students in view of the evidence that in schools “with more democratic collective leadership practices that include parents in influential positions, student achievement is higher.” District leadership support of schools in their parent engagement initiatives has greater effects on student success than system efforts to engage parents.

B The importance of the organizations frequently known as *councils of school councils* in strengthening system-level planning, deepening community engagement, and assuring public confidence is another important research finding. Ongoing connections among school council representatives across a school system can be of tremendous help to leaders navigating transformative change. Sustained community dialogue on important educational initiatives can build support and/or guide course adjustments.

5. Building Engagement Capacity in Schools

B Louis, Leithwood, Wahlstrom & Anderson (2010) advise districts to develop policies and clear expectations that support community and parental engagement. They further suggest a system of incentives that principals may need to increase the influence of parents and community members within schools (incorporating indicators of parental and community involvement into principal assessment practices, for example).

District engagement policies can have long-lasting effects on principals. The more principals get used to interacting with the community, the more open they become to involving outside stakeholders in school improvement efforts. The role of the principal in interpreting district engagement policies and in creating and communicating school level expectations for parent engagement is critical. (p. 11)

System and school leadership practices that engage parents and community members in service of student learning have a significantly positive impact as demonstrated by Leithwood (2008, 2011, 2012) and additional research reports cited. From this literature, the following four district leadership strategies are identified:

1. The district provides school staffs with helpful opportunities to acquire the capacities needed to productively engage parents *in schools*.
- B** 2. The district provides school staffs with helpful opportunities to acquire the capacities they need to assist parents in creating *conditions in the home* that support the success of their children at school.
3. The district has a formal policy on parent engagement and conducts periodic audits across schools about the extent to which that policy is being implemented. School staffs and parents are asked for evidence as part of these audits.
4. Community groups are routinely recognized for their contribution and support and consulted on almost all decisions affecting the community. School system staff are regularly members of these groups themselves.

C Gordon and Louis (2012) found that schools with more collaborative and inclusive leadership achieved stronger learning results than those with similar demographic profiles that operated with less emphasis on collective leadership. District policies that promote school/community engagement increase participation and encourage principals to interact with the community. They recommend that *“... district leaders engage in dialogues with principals about what openness to community and parental involvement means in practice, beyond merely establishing policies and structures. Pertinent topics for such discussions would include the value of partnering with parents and community members in school-improvement efforts, parents as vital partners in the learning process, the importance of shared leadership, and the critical role that the community plays in every child’s life.”* (p. 105)

C Brandon, Hanna, Morrow, Rhyason, & Schmold (2013) Maguire’s (2003) study, for example, had “more links with community partners and agencies capable of supporting students” (p. 10). Similarly, Ragland et al. (1999) emphasized the relationships between the superintendent and parents, as well as between the superintendent and members of the school board. These relationships depended on creating trust which, once it was established, allowed for the alignment of everyone’s efforts in the service of raising achievement levels. Skrla et al. (2000) and Skrla and Scheurich

(2001) found that not only the superintendent, but also other district level leaders, school board members, and members of the wider community were involved in the effort to create an equity-focused school system in response to the Texas state accountability system. These districts nurtured active alliances with business, government, and other community groups.

C **Leithwood, Anderson, Mascall and Straus (2009)** maintain that effective parent engagement accounts for as much as fifty per cent of the variation in student achievement across schools. As such, influencing variables on the “Family Path” is a high leverage option for school leaders (p.8).

D **Robinson (2011)** contends that schools need to employ a wide range of strategies to engage parents. Further, teachers need appropriate support and professional development to effectively engage parents. The focus should be on increasing teachers’ knowledge of the school’s communities, their confidence in communicating with parents from diverse backgrounds, and ways of utilizing community resources for learning (p. 141).

Perhaps most important is that school leaders have the knowledge and skills required to build trust to fashion stronger community-school relationships. Such school conditions make it easier for parents and teachers to work together to improve students’ engagement and achievement (p. 136).

Brandon and Hanna (2014)

D Survey, interview and documentary data indicate that many school councils are now very well integrated into the functioning of their schools and school systems. Effective school and school system leaders understand that school councils do important work and make a variety of significant contributions to school and division learning cultures. Through two-way connections – partnerships – school councils help educators to better understand community contexts and, at the same time, take steps to help schools maintain positive learning environments.

Relationships are foundational to school council effectiveness. The principal’s approach to working with members of the school council is particularly important in the relationship-building process. Relational trust between the principal and the chair is, and will continue to be, a vital contributor to how well the school council functions as an inspired partner in student success as the educational system moves forward with the transformational agenda.

D Engagement in school and system planning can play an important role in strengthening parent – educator partnerships. Participants in our study consistently indicated that school council members feel valued when their voices are included in such planning processes. More importantly, our findings reinforce research that demonstrates a strong relationship between such involvement and improved student learning (Gordon & Louis, 2012). Though the linkages between school council involvement and measures of student success are indirect, study participants and other research provide reason to believe that such engagement can be an important contributor.

Councils of school councils can serve as important vehicles for strengthening system-level planning and for deepening community engagement during this time of educational transformation. Evidence from the four cases is instructive on the benefits of fostering inspired partnerships of this kind. Ongoing connections with school council representatives across a school system can be of tremendous help to leaders navigating change. Sustained community dialogue on important and emerging educational initiatives and issues can

build support and/or guide course adjustments to better address varying needs. These networks can provide an important two-way communication conduit.

Questions for reflection

1. Are any themes evident in the research summaries with respect to the Board's engagement with stakeholders?
2. What is the Superintendent's role in supporting the Board's collaborative efforts with different system stakeholders?
3. What opportunities exist for the Superintendent with respect to supporting the Board's engagement efforts with system stakeholders?
4. What challenges exist for the Superintendent with respect to supporting the Board's engagement efforts with system stakeholders?
5. What considerations related to the Board's engagement with system stakeholders do other members of the system leadership team need to keep in mind as they engage in their work to realize the division's priority goals?

C.2 Identifying Behaviour Patterns to Get to Yes

Identifying Behavior Patterns to Get to “Yes!”

Anonymous, Superintendent
California School District

One of the greatest challenges to coherence is when a superintendent is working with stakeholders and the governing board to implement a major change in curriculum to improve instructional outcomes for students. Equally challenging is navigating the competing interests trustees face from various stakeholders including teachers, site leaders, and the community. Recently, an urban district in California faced and overcame such challenges when systemically implementing a targeted initiative rooted in student data. While the data generated was from students in classrooms, moving the initiative forward was grounded in the relational capital built over several years working with district stakeholders, and, most important, the governing board. Valuing the learning from these relationships allowed the superintendent and staff to think differently, adjust approaches, and get the district to “Yes!”

With math results flat—only 24% of students meeting or exceeding state standard proficiency, there was an urgent need to change math instruction. Taking learning from an intentional network of present and past superintendents throughout the state, the superintendent sought an opportunity with a professional development company. The company offered a lesson design that supported standards and pedagogy and provided staff with ongoing assistance in their classrooms, with the students. Even with this support, the district raced against time. Knowing the students could not wait another year, a quick decision was necessary, leading to a short timeline of implementation of new materials, making traditional models of adopting curriculum not possible. Key stakeholders and some trustees had mixed feelings about this approach. The 4th year superintendent relied on the relationships built over time to accomplish the task.

The superintendent understood that purposeful action was needed for the board to fully understand the urgency and opportunity available through the proposed initiative. In order to provide a deep dive

(Continued)

(Continued)

into the program and respect the differing learning styles of trustees, the superintendent held individual meetings with each board member to process the assessment results and to discuss what the results meant for the students of the district. Further, the superintendent listened to the concerns of each board member to better understand their perspective. Staff provided additional information by engaging the board during regular board meetings to introduce the curricular initiative and the potential it presented for the district. These efforts resulted in the board approving this intense math initiative by unanimous vote. Although this was a huge success, it was only the beginning of the efforts needed to allow the implementation of the initiative to succeed.

Within a month of implementation, a vocal minority of original critics of the program, including some staff, continuously fed negative information to the board. During this time the superintendent and program staff continued to keep the board up to date, stressing the data and the lack of success the students were experiencing in the current math program while presenting the successes the company had accomplished in similar districts. Opportunities for positive teacher and leader voices to be heard were created, particularly those who were less vocal but supported the implementation and were experiencing early successes with students. Trustees were dealing with competing information, and it was apparent that without experiencing compelling evidence, the district could lose an excellent opportunity to support students and teachers.

Using knowledge of specific board dynamics, the superintendent shifted the approach during implementation. It was decided to involve individual trustees where the action is—the classroom—in order to directly address the negative perceptions of the program. The goal was to allow them to see the instruction in action and hear from teachers and students. As a result, hearing the positive impact the program was having directly from students and teachers began to drown the voices of opposition. The influence of board members who had experienced the program firsthand became more compelling than the opinions of naysayers.

The results of the implementation in the first year of the initiative was a district-wide increase of 3% in math student achievement. These results were promising. In subsequent years, as more and more teachers embraced implementation and grew in their capacity to provide math instruction to the students of the district, even higher results were expected.

Questions for Reflection

1. What was the desired outcome the Superintendent was trying to achieve?
2. What challenges existed for the Superintendent's implementation plan?
3. What was the Board's role in identifying the desired outcome and creating the implementation plan?
4. What was the Board's role in supporting the implementation plan?
5. What deliberate actions did the Superintendent take to engage the Board and enlist their support for the implementation plan?

C.3 Creating our Own Alberta Stories of Practice

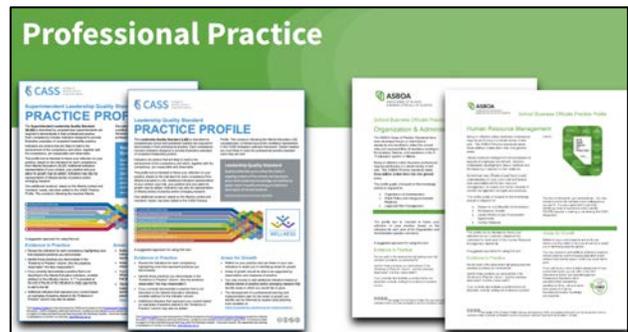
What is the issue/topic and why is it important to the division? What challenges exist re: this issue/topic?

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.4 Professional Practice and Planning for Growth – Reflection Time



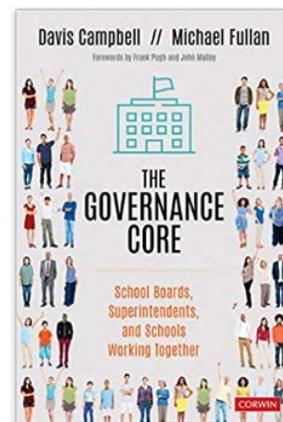
SESSION D

D.1 Tips for Superintendents

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.
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.

The Governance Core

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



4 A's Learning Process Advance Organizer

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

The Taking Action Guide for the Governance Core

Davis Campbell, Michael Fullan, Babs Kavanaugh, Eleanor Adam

Page 112

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

Based on your learning – how might you change the negative drivers in your story to positive drivers?

The Dance Floor Is Not the Balcony

Ronald Heifetz

King Hussein bin Talal Senior Lecturer in Public Leadership

Founding Director of the Center for Public Leadership

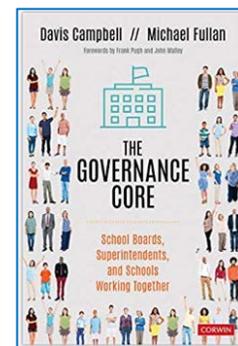
John F. Kennedy School of Government

Harvard University, Cambridge, MA

Let's say you are dancing in a big ballroom.... Most of your attention focuses on your dance partner, and you reserve whatever is left to make sure you don't collide with dancers close by.... When someone asks you later about the dance, you exclaim, "The band played great, and the place surged with dancers."

But, if you had gone up to the balcony and looked down on the dance floor, you might have seen a very different picture. You would have noticed all sorts of patterns ... you might have noticed that when slow music played, only some people danced; when the tempo increased, others stepped onto the floor; and some people never seemed to dance at all.... the dancers all clustered at one end of the floor, as far away from the band as possible.... You might have reported that participation was sporadic, the band played too loud, and you only danced to fast music.

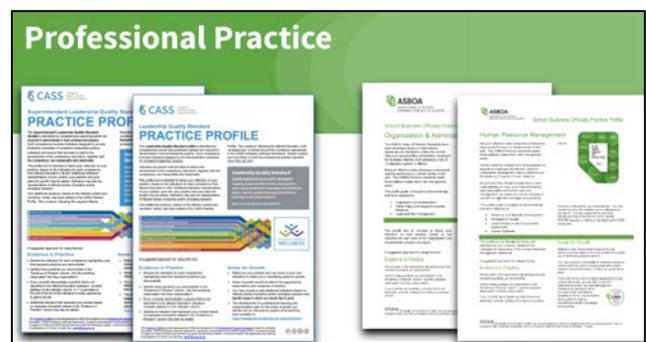
... The only way you can gain both a clearer view of reality and some perspective on the bigger picture is by distancing yourself from the fray. (Heifetz & Linsky, 2002)



Campbell and Fullan 2019 page 37

The message here is clear. Having a governance mindset means spending most of your time in the balcony or the helicopter getting an aerial macro view of the situation. Only then can a trustee see the complete picture or system. Whenever a board or, more likely,

D.3 Professional Practice and Planning for Growth – Reflection Time



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