



**CASS**

College of  
Alberta School  
Superintendents



**ASBOA**

ASSOCIATION OF SCHOOL  
BUSINESS OFFICIALS OF ALBERTA

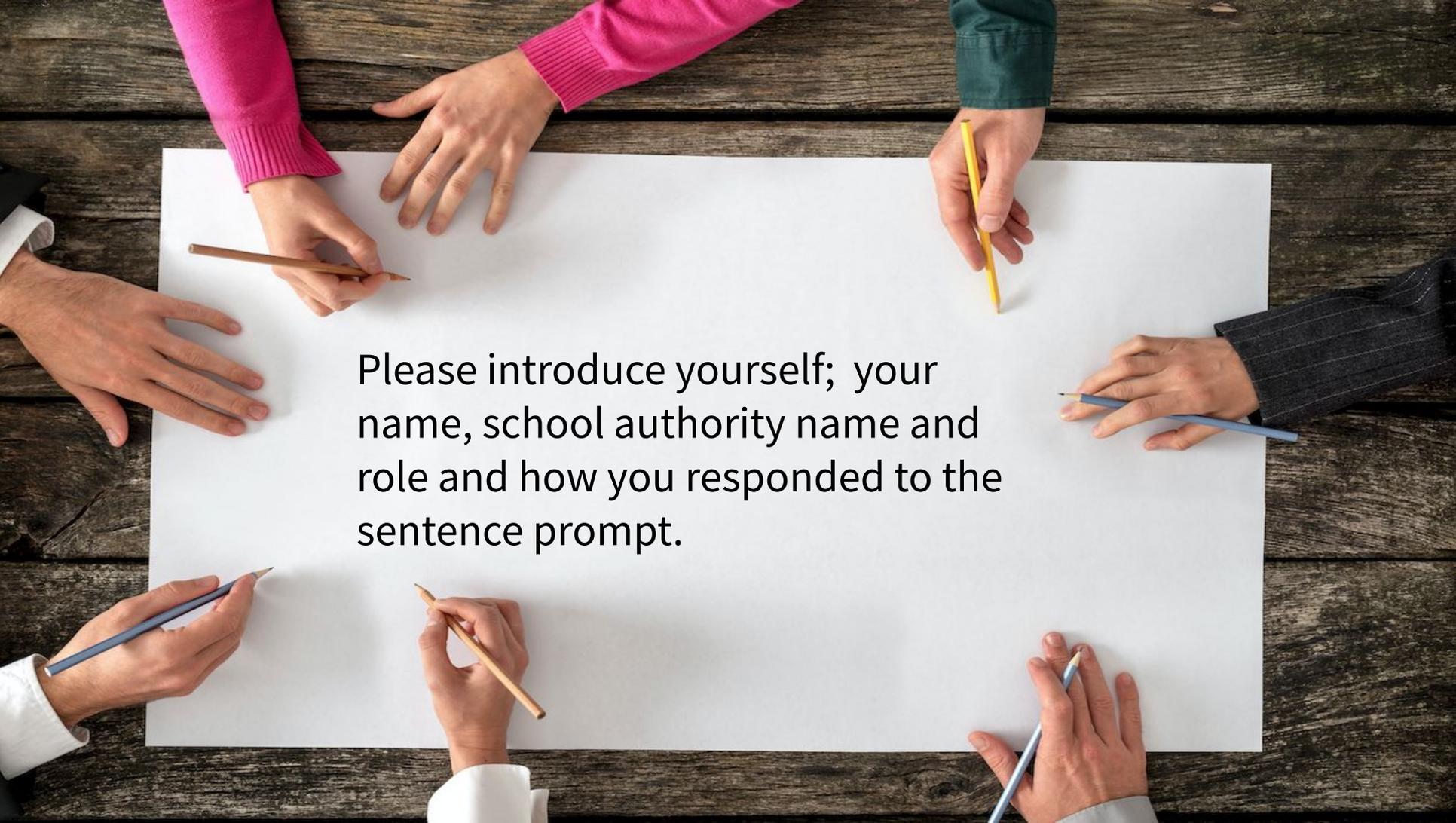
**Welcome**

**Visionary  
Leadership**

Once settled, please grab a marker and respond to **one** of the charts posted around the room with the sentence prompt:  
**This session will be successful for me if.....**

# Treaty 7 Land Acknowledgement

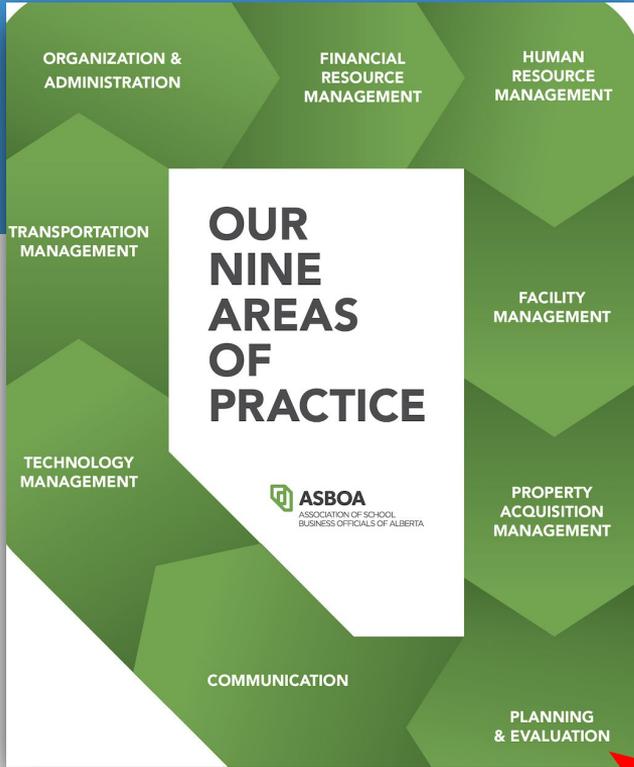
We acknowledge Treaty 7 territory – the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika nations as well as the Tsuu T’ina First Nation and Stoney Nakoda First Nation and the traditional homeland of the Métis Nation of Alberta. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



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

# Module Learning Overview

<p><b>Tuesday</b> 8:30 - 9 Module Intro Session A 9-12 Dr. Scott Morrison</p>	<ul style="list-style-type: none"><li>● Vision and Detail - More Than Words</li></ul>
<p>Session B 1-3:30 Laure Kardynal, Danica Martin, Andrea Holowka, Christina Hoover</p>	<ul style="list-style-type: none"><li>● Visionary Leadership - Inclusive Education</li></ul>
<p><b>Wednesday</b> Session C 8:30 - 12:00 Dr. Bryan Szumlak, Kathleen Kostiuk</p>	<ul style="list-style-type: none"><li>● Visionary Leadership - CCSD's Story of Practice: From Words (Mission/Vision) to Actions</li></ul>
<p>Module Conclusion- Sundance Ballroom 12:15 - 12:45 Large group</p>	



**CASS**

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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 and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

MINISTERIAL ORDER #002/2020

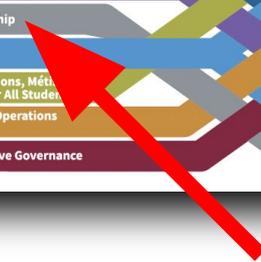
- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis, Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

### 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 #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Supporting Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



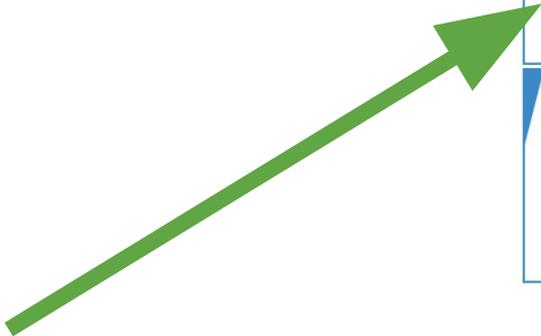
# Visionary Leadership

## SLQS Competency Components

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

# CASS/ASBOA

## Conference Resource Materials



### Events / Professional Learning

Conference Program Archive

Event Planner 4-year Calendar



CASS/ASBOA Summer Learning Conference



New Members Academy/Mentorship Training



Leading for Learning Program for Experienced School Leaders



Start Right Program for Beginning School Leaders



CASS Fall Conference



Online Learning



First Nations, Métis & Inuit Education Gathering



CASS Annual Learning Conference

# Professional Practice



## School Business Officials Practice Profile Organization & Administration

The ASBOA Areas of Practice Standards have been developed based on international standards and modified to reflect the current roles and responsibilities of members working in the business, finance, and operations in the K-12 education system in Alberta.

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.

This profile guide is focused on the knowledge and skills required for:

- Organization & Administration
- Public Policy and Intergovernmental Relations
- Legal and Risk Management

This profile tool is intended to frame your reflection on your practice, based on the indicators for each area of the Organization and Administration practice standards.

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, consider adding it to evidence in practice column.

The design for the Practice Profile Tool was developed by CASS and collective efforts to support professional practice resulting in optimum learning for



## School Business Officials Practice Profile

### Human Resource Management

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.

Human resource management encompasses all aspects of employee recruitment, induction, professional development, labour relations and the fostering of positive human relations.

This profile guide is focused on the knowledge and skills required for:

- Personnel and Benefits Administration
- Professional Growth
- Labour Relations and Employment Agreements
- Human Relations

This profile tool is intended to frame your reflection on your practice, based on the indicators for each area of the Human Resource Management standards.

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, consider adding it to evidence in practice



This tool is intended for your personal use. You may choose to share with mentors and/or colleagues as you see fit. It is also a good tool to use when identifying areas of experience and/or specific POCPO required in meeting or maintaining the CSBO designation.

### Areas for Growth

Reflect on your current practice and on the job behavior as they relate to the area of practice that you are identifying areas for growth.

You may choose to add additional indicators based on shared practices and/or emerging legislation and/or research that identify areas in which you would like to grow.

If you wish to do a more in-depth assessment of your current skill levels, you can refer to the 2021 International School Business Management Professional Standards which provides further competency identifies for Entry, mid and senior level guides for aligning foundational industry knowledge and expertise.



## 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.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice Profile. This construct, following the required Alberta

- 1. Building Effective Relationships
- 2. Building Commitment to Professional Learning
- 3. Building Leadership
- 4. Leading Learning
- 5. Promoting First Nations, Métis and Inuit Education for All Students
- 6. Supporting Professional Development
- 7. 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. A "\*" is provided at the end of the list of AE indicators to imply opportunity to add to the list.

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

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Education. CASS workplace wellness framework, conditions and indicators were added August 2020. 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](http://admin@cass.ab.ca)

Education SLQS compete conditions represented in framework. System leader professional practice stand

### Superintendent Quality Standard

Quality superintendent the superintendent's context, and the sup about what leadership to apply, result in quality teaching and students in the school.

- 1. Building Effective Relationships
- 2. Building Commitment to Professional Learning
- 3. Building Leadership
- 4. Leading Learning
- 5. Promoting First Nations, Métis and Inuit Education for All Students
- 6. Supporting Professional Development
- 7. Supporting Effective Governance

### Areas for Growth

Reflect on your practice and indicators or your own identifying areas for growth.

Areas of growth should observations and measu

You may choose to add Alberta stories of practice that identify areas in which you would like to grow.

The development of a p implementation plan for identify can be informed planning tools available at <https://cass.ab.ca/bel>

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## Leadership Quality Standard PRACTICE PROFILE

The Leadership Quality Standard (LQS) is described by competencies school and jurisdiction leaders 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 LQS. Additional indicators representative of your context, your role, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice

- 1. Building Effective Relationships
- 2. Building Commitment to Professional Learning
- 3. Building Visionary Leadership
- 4. Leading Learning
- 5. Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- 6. Supporting Instructional Leadership
- 7. Supporting Leadership Capacity
- 8. Understanding and Responding to the Larger Societal Context

A suggested approach for using this tool:

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.

Profile. This construct, following the Alberta Education LQS competencies, is framed around the conditions represented in the CASS workplace wellness framework. System leaders are more likely to meet the professional practice standard when they are well.

### 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.

Alberta Education Ministerial Order #022/2020



### Areas for Growth

Reflect on your practice and use these 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://cass.ab.ca/bel/planning-for-implementation/>

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education. CASS workplace wellness framework, conditions and indicators were added August 2020. 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](http://admin@cass.ab.ca)



# Vision and Detail - More Than Words



**Dr. Scott Morrison**

## Focus Questions:

1. What action is associated with the division's vision?
2. How do you demonstrate the vision is being implemented?
3. How is the vision communicated?



We will *not* start  
with why.

We will focus on  
implementation and  
communication of  
vision.



Vision without action is  
dream. Action without vision  
is a nightmare.



Illustrated through story.

# Superordinate and Subordinate Vision

- *Superordinate Vision* is a vision about a desired state of affairs that:
  - is large and focuses on a major area of need; and
  - impacts most in the organization; and
  - takes years to be fully realized.
- *Subordinate Vision* is a vision about a desired state of affairs that:
  - focuses on a small or more specific area of the superordinate vision; and
  - impacts some, but not all, the organization; and
  - is small and simple enough to be achieved in a short period of time; and
  - has specific initiatives to achieve.

# Superordinate Vision

**CHRIST THE REDEEMER  
CATHOLIC SCHOOLS**  
*Division Priorities*

**FAITH**

**ACADEMIC EXCELLENCE**

**HEALTHY SCHOOLS**

**cl am**

**13/14**

CTR Catholic outperformed the provincial average on 13 of the 14 measures of accountability.

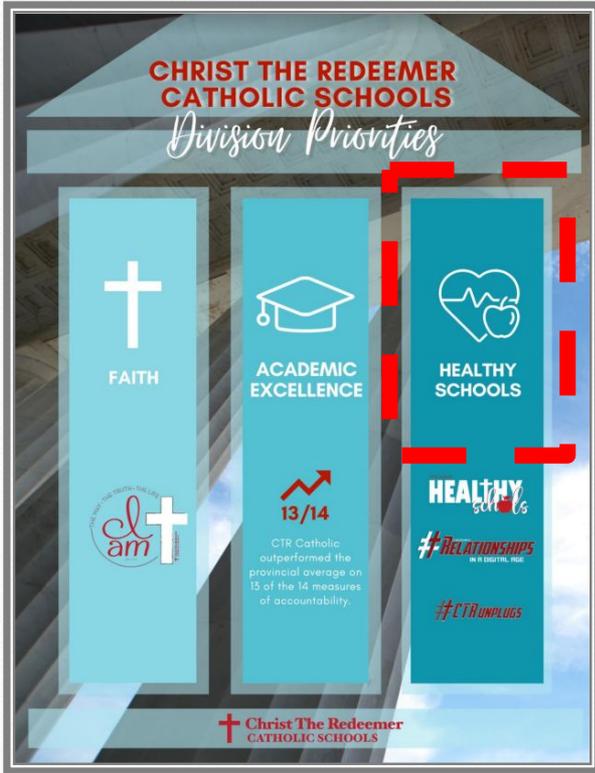
**HEALTHY SCHOOLS**

**#RELATIONSHIPS**  
IN A DIGITAL AGE

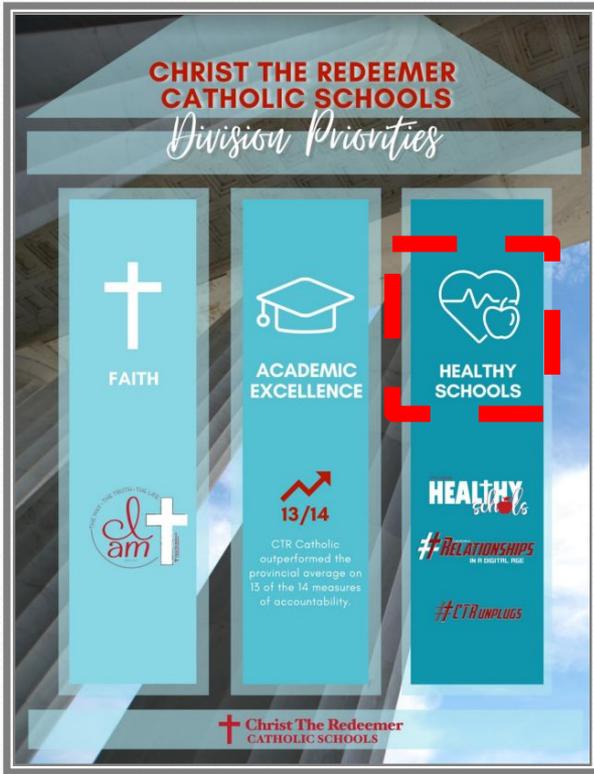
**#CTRUNPLUS**

**Christ The Redeemer  
CATHOLIC SCHOOLS**

The infographic is set against a background of a classical building facade. It features three vertical teal bars. The first bar contains a white cross icon and the word 'FAITH'. The second bar contains a white graduation cap icon and the words 'ACADEMIC EXCELLENCE'. The third bar contains a white heart and apple icon and the words 'HEALTHY SCHOOLS'. Below these bars are various logos and statistics, including 'cl am', a red upward-pointing arrow with '13/14', and social media-style hashtags like '#RELATIONSHIPS' and '#CTRUNPLUS'. The bottom of the infographic features the organization's name and logo.



Superordinate Vision	Subordinate Vision	Initiative
Healthy Schools	Staff Wellness	13 Dimensions of Workplace Wellness
	Student Mental Health	Universal Mental Health Strategies
	Truth and Reconciliation	First Nation, Metis, and Inuit Focus Group
	Relationships	#Relationships in a Digital Age
	Regulation	ARC Educational Assistants
	Student Mental Health	Social Workers in Schools... <i>Deficiency Discourse</i>



## Non-Negotiable of Initiatives

1. Socially constructed by teams
2. Gather to focus on theory and/or practice *at least* 3 times
3. Distributed over time
4. Individual accountability for implementation....developing practice-in-practice
5. Action orientation
6. Evidence of direct impact on students
7. Assessed in some way



# Deficiency Discourse

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*At-risk students will leave the school with social and emotional wellness as a means to create Healthy Schools.*

Unpacking  
*Deficiency*  
*Discourse*

- There is only one problem with the story...

# Unpacking *Deficiency Discourse*

## Subordinate Visions and Initiatives

- *Deficiency Discourse* is a story about an initiative focused on a subordinate vision.
- It applies to one school and one area of need (severely dysregulated students) to create a desired state of affairs to achieve a subordinate and help achieve a superordinate vision.

# Unpacking *Deficiency Discourse*

## Vision Story

- It's a *vision story* not a *vision statement*.
- Which is more memorable?
  - At-risk students will leave the school with social and emotional wellness as a means to create Healthy Schools.
  - or
  - *Deficiency Discourse*

# Unpacking *Deficiency* *Discourse*

## Vision and Detail

- The story provides suggested details and strategies to help achieve the vision.

# Unpacking *Deficiency* *Discourse*

## Touchstone

- The story is a touchstone regarding the superordinate vision of *Healthy Schools*.

# Unpacking *Deficiency* *Discourse*

## Managing Operations and Resources

- The hybrid counseling solution uses existing resources in a more efficient way to more effectively meet student needs.
- Strategy is turning what you have into what you need to get what you want (Santiago Rincón-Gallardo).
  - **What we have:** We had a social worker at another school, time, money for a three-day visit, and Zoom.
  - **What we need:** Reorganized delivery to add an in-person component.
  - **What we want:** Better social work support for students.

# Unpacking *Deficiency* *Discourse*

## An Aspirational Narrative

- Bennis (as cited in Sergiovanni, 2009) notes, “vision refers to the capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization” (p.10).
- The story is an aspirational narrative used to describe a desired state of affairs.

# Unpacking *Deficiency Discourse*

## The Story's an Antenarrative (Boje, 2012)

- **Ante** – before
  - **Ante** – bet
  - Antenarrative = vision story for the future
- Caveat - Antenarratives are rarely used in a performative way as I have. They emerge naturally as educators vision together. Polyphonic voices craft them in fragmented ways. It is far better to tell real stories!*
- I have a dream...
  - Every child needs a champion...

# Unpacking *Deficiency* *Discourse*

- And it is more memorable than the vision statement, but why?

# Unpacking *Deficiency* *Discourse*

## Transportation Theory (Green & Brock, 2000)

- Transported listeners identify with characters, care about their problems, and are immersed in the emotion of their experiences.
- Transportation theory is why we cry during sad movies and get sappy during a romance...we become the characters and appropriate their emotions.

# Unpacking *Deficiency* *Discourse*

- And transported listeners remember stories and they are easily *available* in conscious thought...

# Unpacking *Deficiency* *Discourse*

## Availability Heuristic (Tversky & Kahneman, 1973)

- Heuristic – an approach to problem solving that employs a practical, but not perfect, method.
  - As opposed to an algorithm: a process or set of rules to be followed in calculations or other problem-solving operations.
- Vivid information, such as a story, is more memorable and more likely recalled, so it is more *available* in conscious thought.
- Listeners remember stories better and they can inspire solutions to new problems.

Facilitator – Most years as a principal

Recorder/Reporter – Most years as a vice-principal

Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

Big Idea – develop one big idea about vision agreed upon by the group...one sentence.

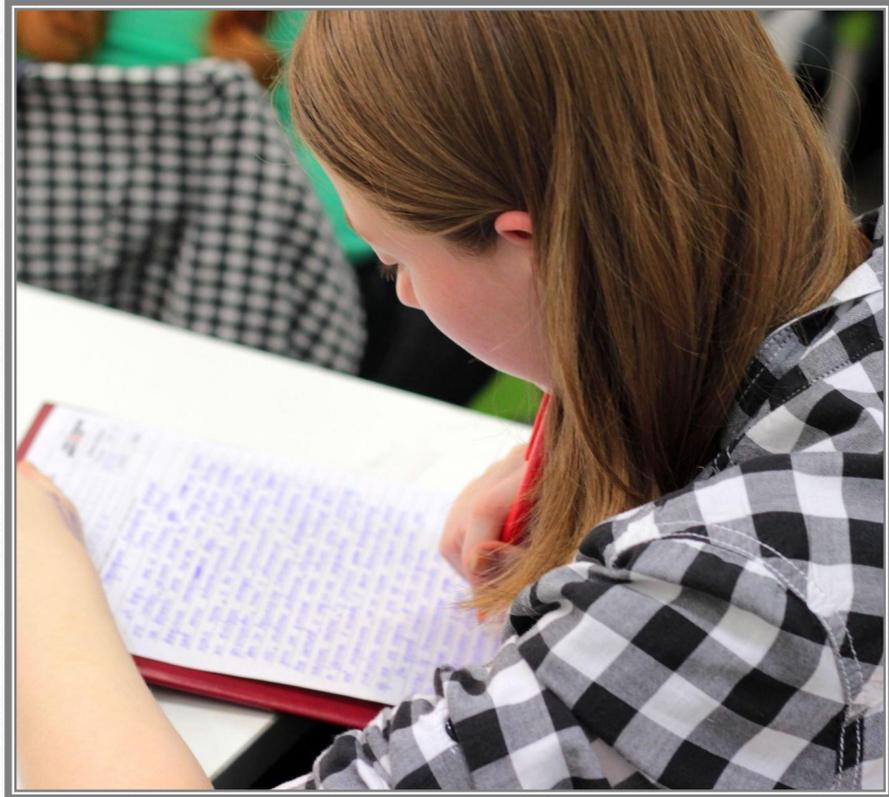
Concepts discussed:

- Subordinate visions and their related initiatives help achieve superordinate vision
- Vision stories, not statements: *Deficiency Discourse*
- Vision and detail are inseparable
- Strategy is turning what you have, into what you need, to get what you want
- Vision is a desired state of affairs described to induce commitment
- Antenarratives as aspirational vision stories
- Transportation Theory
- Availability Heuristic

# The 12

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*Students will leave our schools as skilled, passionate, and engaged readers and writers in our quest for Academic Excellence.*



# Unpacking *The 12*

## Initiative as Touchstone

- Create talented, passionate, and engaged readers and writers in our quest for *Academic Excellence*.
- A **touchstone** of Academic Excellence

# Unpacking *The 12*

## Managing Operations and Resources Financial Risk Reduction

- The pilot project approach minimizes financial risk by limiting participation, PD expenses, and substitute costs.
- *The greatest antidote to anxiety is to start doing the work.* Pilot projects allow you to get started without navel gazing.
- Pilot projects are small and nimble, minimizing the negative impact of an unsuccessful implementation.
- Pilot projects reduce the risk of initiative fatigue on your most valuable resource...your staff.

# Unpacking *The 12*

## Managing Operations and Resources Scaling

- The plan to scale over time is contingent on the success of the first cohort...the pilot. Gamaliel's principle.
- [Hattie](#) (Minute 4:29, 2014) described a new university leader who came from the business community. He described him as one of the finest leaders he's had the opportunity to work with. He shared a story about a business leader's perspective on how many individuals you need in a school/organization to scale a change initiative. The business leader said, "Do you realize that gaining 20% of the market in business is considered a monopoly?". Hattie said this changed his perspective. He didn't need to get the whole school...he just needed to start with 20%.
- Use invitational pilots and follow-up cohorts to get to 20% over time.

# Unpacking *The 12*

## Selective Attention and the Symbolic Leader

- Sergiovanni (2007) suggests, "...by emphasizing selective attention (the symbolic leader) signals to others what is of importance and value" (p.9).
- *Deficiency Discourse* and *The 12* are stories that give selective attention to *what's important around here*.

# Unpacking *The 12*

## Micro-Vision Touchstones

- **Touchstones** of the *Academic Excellence* superordinate vision...
  - Readers and Writers Workshop
  - Early Reading Intervention
  - Early Numeracy Intervention
  - Enhanced Reading
  - Precision Reading
- **Three Things**...any superordinate vision should have at least three subordinate visions and related initiatives that serve as short-term, small-scale touchstones.

# Unpacking *The 12*

## Leading a Learning Community Socially Negotiated in a Community of Practice

- This was experiential learning while being exposed to the pedagogy....socially negotiated, practice-in-practice.
- The action to achieve the vision adhered to best practice in professional learning.

# Unpacking *The 12*

## Leading a Learning Community Accountability for Implementation

- Participation required both learning in a community of practice and individual accountability as teachers committed to opening their classrooms to project leaders and colleagues.

Facilitator – Most pets

Recorder/Reporter – Most siblings

Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

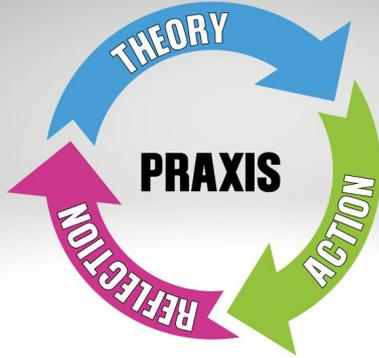
Big Idea – develop one big idea about vision agreed upon by the group

Concepts discussed:

- Subordinate vision as touchstone for superordinate vision
- The pilot project model reduces financial, and other, risks
- Scaling occurs over time and visions should be long-term anyway
- Selective attention and the symbolic leader
- 3-things - Superordinate visions should have at least 3 subordinate visions with related initiatives that serve as touchstones
- Achieving vision should be a product of social negotiation in a collaborative community of practice
- Individual and collective accountability for implementation of the vision should be considered.

# Praxis Makes Perfect

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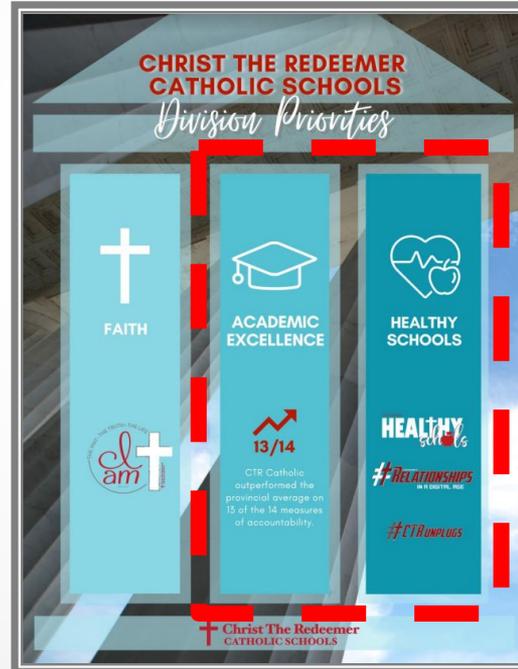
**The process by which a theory, lesson, skill is enacted, embodied, or realized.**

*"In many cases, changes in behaviour precede rather than follow changes in belief." (Fullan, 1985)*

*Teachers will have a high sense of self-efficacy knowing that students are learning at high levels and experiencing social and emotional wellness as a means to promote Academic Excellence and Healthy Schools.*

Unpacking  
*Praxis*  
Makes  
Perfect

## A Process to Achieve Superordinate Visions of Academic Excellence and Healthy Schools



Unpacking  
*Praxis*  
*Makes*  
*Perfect*

**Vision Responds to  
Needs Arising from Within**

- Teachers wanted more control over PLC's
- Teachers concerned about learning loss
- Teachers were concerned about students' mental health

# Unpacking *Praxis* Makes Perfect

## Execution of Vision Applies Loose, Tight Leadership

- Tight:
  - Ensure 50% of the PLC's are teacher-directed
  - Develop one academic excellence strategy and one universal mental health strategy.
  - Ensure pedagogy is research-based and supported research in research by meta-analytical research.
- Loose:
  - Answer critical questions: What's the specific academic and mental health deficiency? How do we address it?
  - Teams identify the need to address
  - Teams select the strategy to address the need
-

Unpacking  
*Praxis*  
*Makes*  
*Perfect*

**Subordinate Vision = Lesson Plan**  
**Superordinate Vision = Long Range Plan**

- Achieving a superordinate vision is a **long-range plan, not a lesson plan.**
- Minimum standard: Three different collegial learning opportunities, distributed over time per year.
  - Identifying total learning time available (one hour to five hours).
  - Identify all organizational learning days and work backwards.
  - Socially constructed, developing practice in practice, rather than individually and in isolation.

Unpacking  
*Praxis*  
*Makes*  
*Perfect*

## Limiting Action on Achieving Vision

- **Priorities:** The greatest threat to your first priority...is your second priority (Canic, 2021).
- One learning loss strategy. One universal mental health strategy.
- **Allow for Delay:** It's 'not right now' rather than 'not ever'.

# Unpacking *Praxis* *Makes* *Perfect*

## Sources of Collective Teacher Efficacy

“It isn’t just growth mindset; it’s not just ‘rah-rah’ thinking” (Hattie, 2018)

- **Mastery Experiences:** Educators’ personal experiences of success
- **Vicarious Experiences:** Watching other educators successfully perform the task
- **Social Persuasion:** Telling stories of past successes, reminding educators of their ability, pep talks
- **Affective States:** Excitement or joy for successes or the work being accomplished... emphasize success and provide feedback on success.

(Prelli, 2016)

# Unpacking *Praxis* *Makes* *Perfect*

*Praxis Makes Perfect...*

*Teachers had used the action orientation of praxis to engage in mastery experiences. They used the reflection orientation of praxis to vicariously experience the success of colleagues and the social persuasion of the teams during reflection provided mutual support and raised their affective states.*

How were each of the sources of collective teacher efficacy in play?

- **Mastery Experiences:** Educators' personal experiences of success
- **Vicarious Experiences:** Watching other educators successfully perform the task
- **Social Persuasion:** Telling stories of past successes, reminding educators of their ability, pep talks
- **Affective States:** Excitement or joy for successes or the work being accomplished... emphasize success and provide feedback on success.

Facilitator – Most years as a system leader

Recorder/Reporter –

Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

Big Idea – develop one big idea about vision agreed upon by the group

Concepts discussed:

- Process to achieve superordinate vision is as much a scheduling consideration as anything. How much collaborative learning time is allotted?
- Vision should address needs arising from within the organization
- Loose, tight leadership is required when distributing leadership to achieve vision
- Achieving a vision is a long-range plan, not a lesson plan.
- Three things. Are there at least three tangible touchstones serving as evidence you're focused on achieving the vision.
- Your greatest threat to your top priority is your second priority...limit subordinate visions and their initiatives.
- Collective teacher efficacy...mastery experiences, vicarious experiences, social persuasion, affective states.

# Visionary Leadership for ALL Students



Laurie Kardynal



**Wolf Creek Public Schools**

*We inspire success, confidence and resilience in every student*



Danica Martin

## Focus Questions:

How do your current mission/vision statements support a **preferred future for student success**?

What are your system's **common values and beliefs** and what do these look like in action to support ALL students?



**Calgary Board of Education**

Andrea Holowka



Christina Hoover



# Treaty 7 Land Acknowledgement

I acknowledge that I am on Treaty 7 territory, the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, the Kainai. I also acknowledge the TsuuT'ina and the Stoney Nakoda First Nations, and the traditional homeland of the Métis and all the peoples who make their home in the Treaty 7 regions of southern Alberta.

# Agenda

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- ✓ Welcome and Introductions
- ✓ Defining Inclusion
- ✓ Research and Legislation
- ✓ Vision Statements for Inclusion
- ✓ Creating Plans for Inclusion



Supporting Implementation of the Professional Practice Standards CASS 2018



# SLQS

- ✓ 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

# LQS

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Providing Instructional Leadership
- ✓ Supporting the Application of Foundational Knowledge about FNMI
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

# TQS

- ✓ Fostering Effective Relationships
- ✓ Engaging in Career-Long Learning
- ✓ Demonstrating a Professional Body of Knowledge
- ✓ Establishing Inclusive Learning Environments
- ✓ Applying Foundational Knowledge about First Nations, Métis, and Inuit
- ✓ Adhering to Legal Frameworks and Policies

# Presenter Introductions

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- Andrea Holowka, Superintendent of School Improvement, Calgary Board of Education
- Christina Hoover, Director of Learning, Golden Hills School Division
- Laurie Kardynal, Assistant Superintendent of Learning Services, STAR Catholic
- Danica Martin, Assistant Superintendent of Education Services, Wolf Creek Public Schools



# Visionary Leadership

## SLQS Competency Components

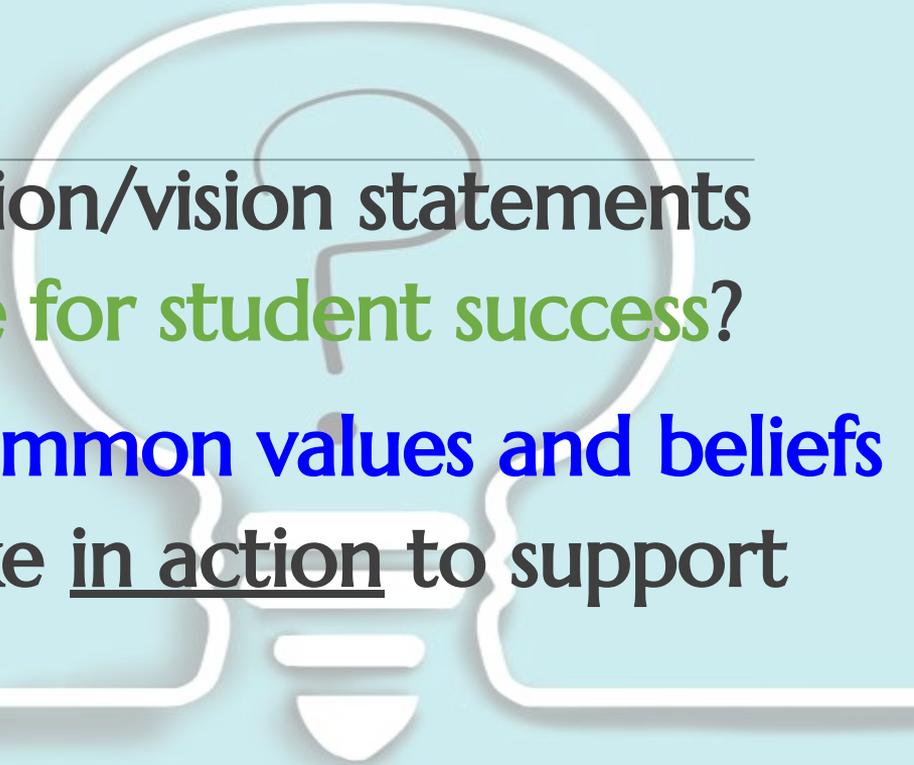
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A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

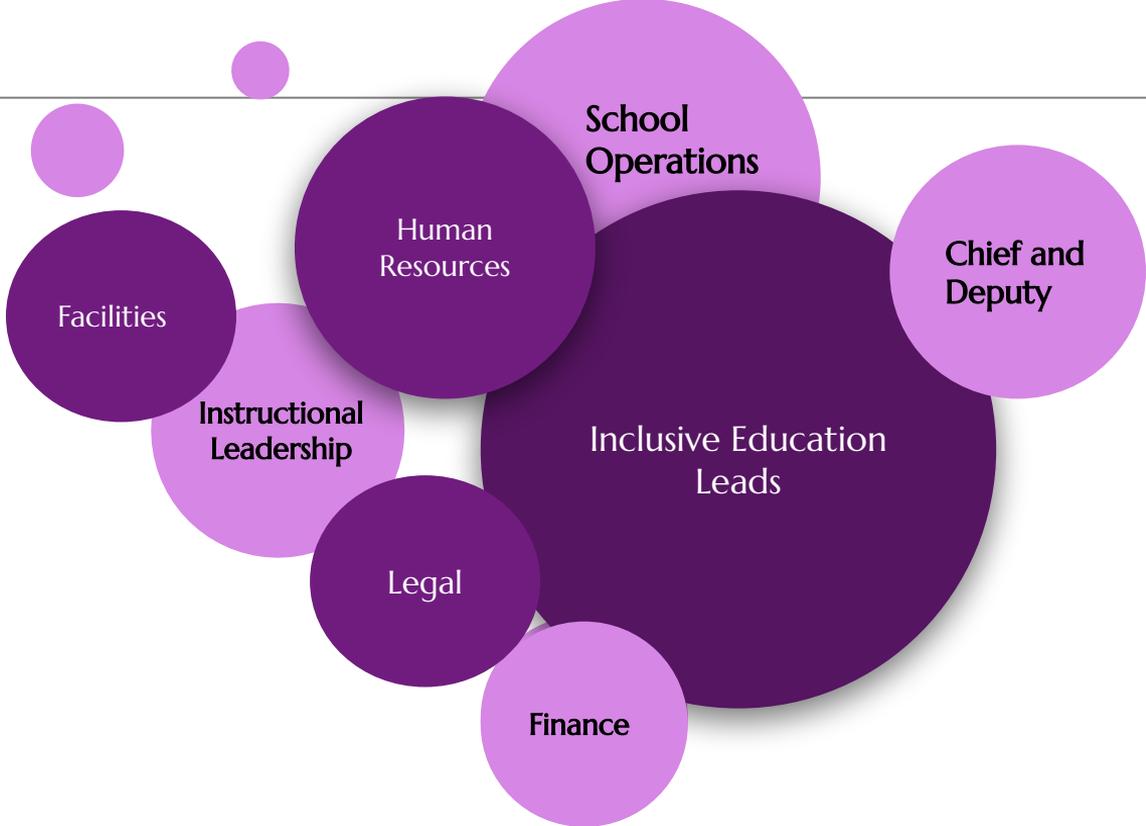
## Guiding Questions

How do your current mission/vision statements support a **preferred future for student success**?

What are your system's **common values and beliefs** and what do these look like in action to support **ALL** students?



# Inclusion is Important for all System Leaders



# What does inclusion mean to you?

---

Brainstorm words that describe **inclusion** in education



[www.menti.com](http://www.menti.com)

# How Does Alberta Education Define Inclusion?

---

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.



<https://www.alberta.ca/inclusive-education.aspx>

# Further from Alberta Education...

---

- It is a **value-based** approach to accepting responsibility for all students. It also means that all students will have **equitable opportunity to be included** in the typical learning environment or program of choice.
- The creation of a truly inclusive education system in the province requires a **shared responsibility** of all educational stakeholders.



# Legislated Mandates

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- Alberta Education Act
- Alberta Learning's *Standards for Special Education* (2004)
- Human Rights Acts (federal and provincial)
- *Moore v. British Columbia* (case law in education)
- Implementing a Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders (July 2022)

# What Does Inclusion Include?

If we consider these aspects of the definition...



- In Alberta, inclusive education is a **way of thinking and acting** that demonstrates **universal acceptance of, and belonging for, all** students.
- It is a **value-based approach to accepting responsibility for all** students. It also means that all students will have **equitable opportunity** to be included in the typical learning environment or program of choice.

Then...

# What Does Inclusion *Include* ?



What areas (or topics) would  
fall under the umbrella of  
inclusive education?

[www.menti.com](http://www.menti.com)

# Areas Within Inclusion

---



- Which topics did you also think to include?
- Which did you not consider?
- Are there any that surprise you?
- Do any provide with you a new consideration as a leader?

# Common Themes Across Research & Legislation

---

- ★ Holistic, systemic support for all students along a continuum
- ★ Proactive and visionary, while responsive and flexible
- ★ Individual student knowledge and support plans
- ★ Strengths-based with high expectations for students
- ★ Collaborative professional learning environments
- ★ Strong leadership among school and system leaders

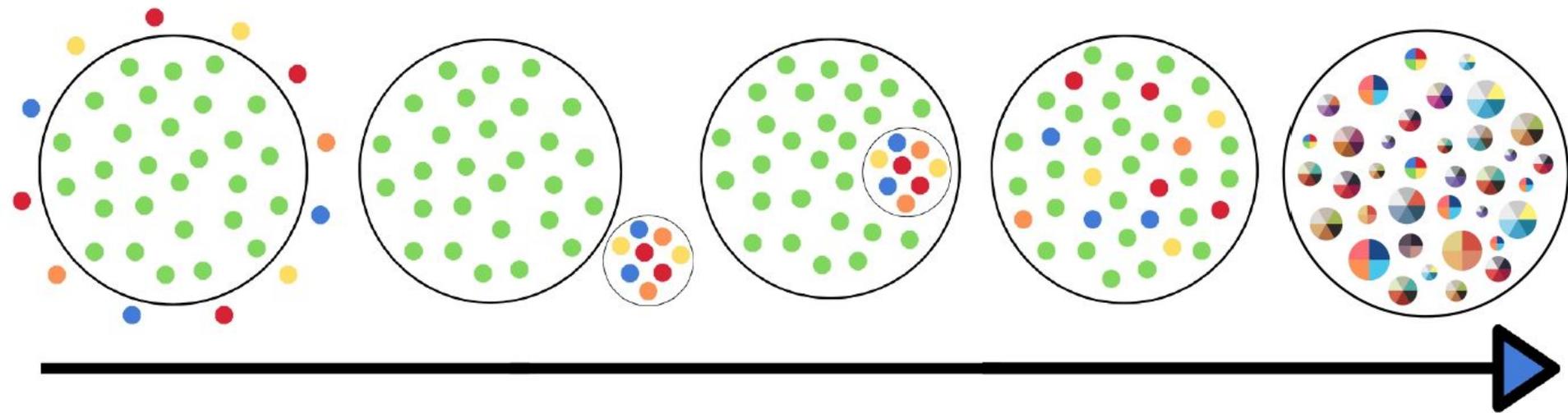
# Visionary Leadership

---



- This is a critical area within the SLQS and LQS that can lead to inclusion
- Leaders must have a **vision for inclusion** and be able to clearly articulate it to their stakeholders
- The positive vision is the first step toward change

# WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

# As a System Leader...

---

What is your WHY for inclusion?

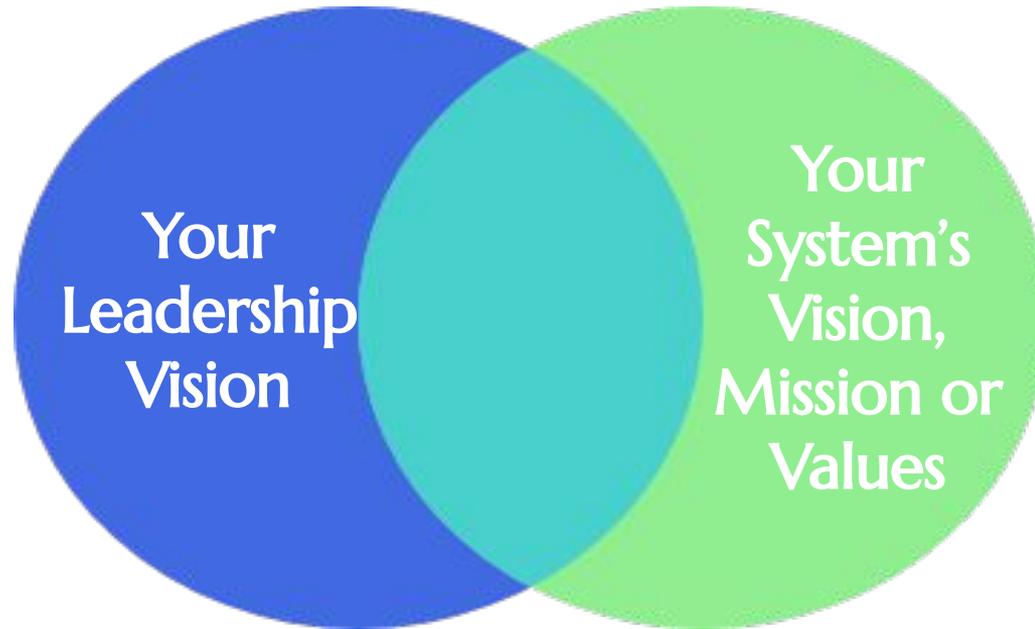
HOW will you create inclusion in your entire system?

WHAT is inclusion in your system?

1. State your vision (WHY – HOW – WHAT)
2. As a leader, state what you stand for?
3. What will you not stand for?
4. How will you demonstrate your commitment to this vision in your system? How will people know this?

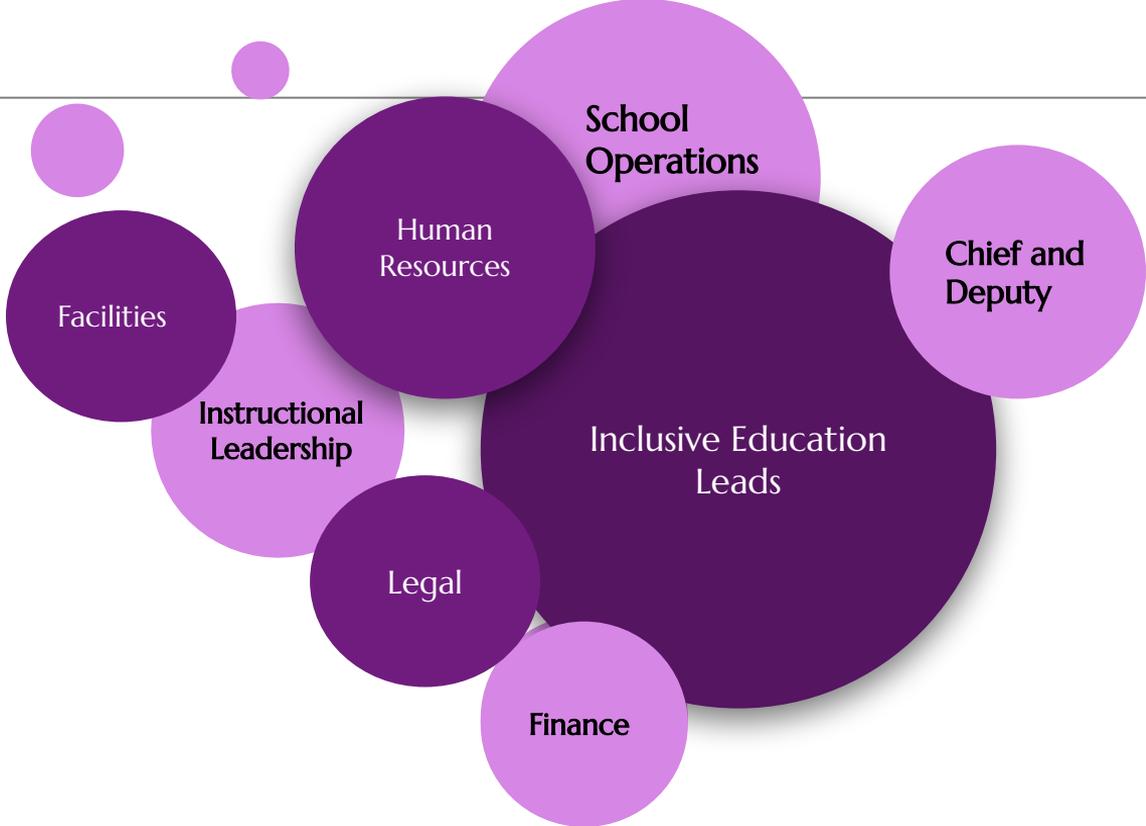
# Systemic Vision

---



**Where are there differences or similarities?**

# Inclusion is Important for all System Leaders



## Guiding Questions



How do your current mission/vision statements support a **preferred future for student success**?

What are your system's **common values and beliefs** and what do these look like in action to support **ALL** students?

# There is Never Enough...

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But we have to do something!

# Stay Out of the Weeds by Naming the Weeds

What are some of the most pressing issues in inclusive education?



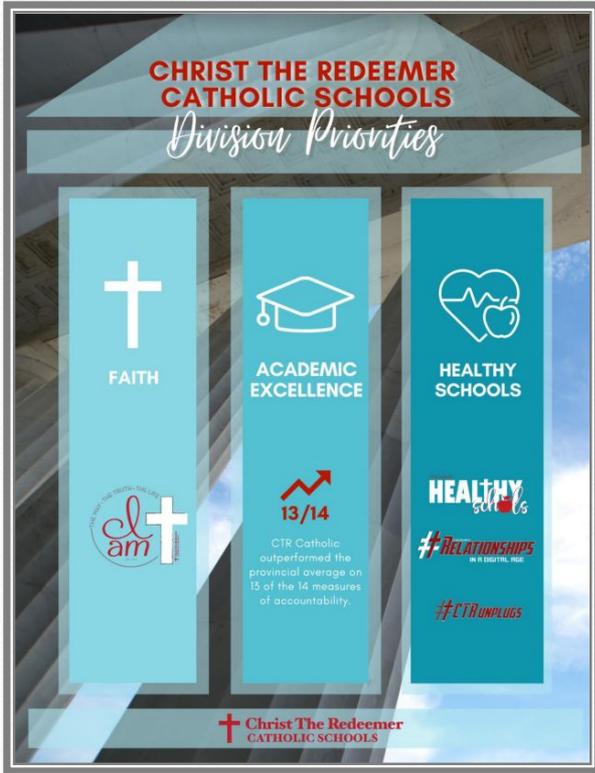
How much of these are within your control?

# Creating the Change

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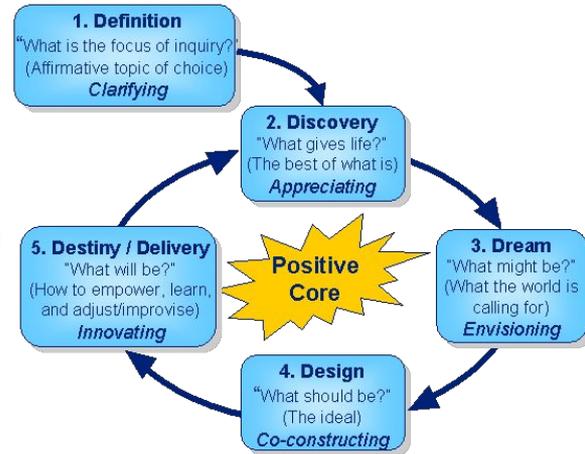
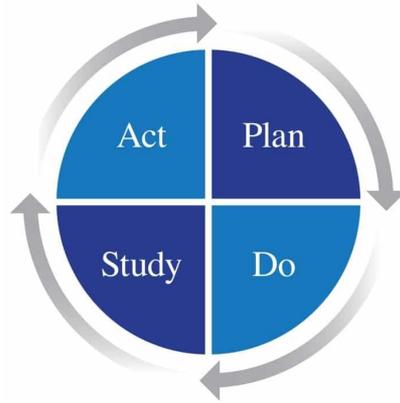
- It is critical for your system to embrace a **proactive and positive vision of inclusion**
- This will require **intentionality, planning, strategic resourcing, and tremendous support**
- However, the shift must be carefully constructed with **focus, centered on student success**

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.



Superordinate Vision	Subordinate Vision	Touchstone Initiative
Healthy Schools	Staff Wellness	13 Dimensions of Workplace Wellness
	Student Mental Health	Universal Mental Health Strategies
	Truth and Reconciliation	First Nation, Metis, and Inuit Focus Group
	Relationships	#Relationships in a Digital Age
	Regulation	ARC Educational Assistants
	Student Mental Health	Social Workers in Schools... <i>Deficiency Discourse</i>

# Models for Change Planning



# Change Planning

---

Use any method, however must have four essential components:

Thinking	Planning	Actioning	Reflecting
Plan	Do	Study	Act
Awakening	Mobilization	Acceleration	Institutionalization
Explore	Develop	Take Action	Evaluate
Discover	Dream	Design	Deliver
Plan	Act	Assess	Reflect

# Topics of Focus - Vision, POP and Plan

- Make a new plan based on our previous **Menti** topics



[www.menti.com](http://www.menti.com)

# Create a Plan for Inclusion Based on Topic of Choice

---

- Select an issue within this topic
- Decide upon a **specific problem** you wish to change
- Create a change plan using any of the four stage models

Thinking	Planning	Actioning	Reflecting
Plan	Do	Study	Act
Awakening	Mobilization	Acceleration	Institutionalization
Explore	Develop	Take Action	Evaluate
Discover	Dream	Design	Deliver
Plan	Act	Assess	Reflect

# Sharing of Plans

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# What Are Your Next Steps?

---

- As you consider your school, table share of next steps for considering enacting the vision and plan for inclusion in your system



# Community of Practice

---

Resuming soon!



# To Conclude

---

- Inclusion includes many topics and circumstances
- Making a vision for inclusion is an upstream investment
- While it is easy to be reactive, try to become a proactive leader
- And...



# With Gratitude...

---





**CASS**

College of  
Alberta School  
Superintendents



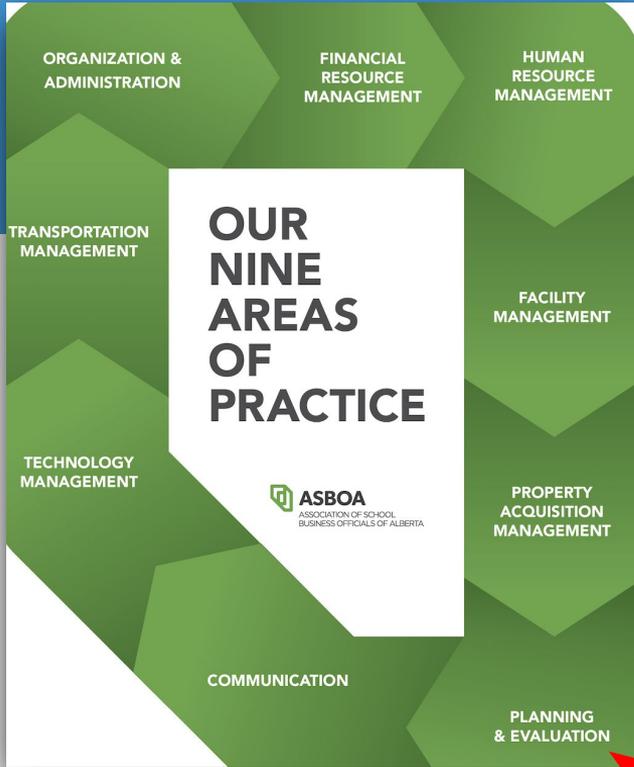
**ASBOA**

ASSOCIATION OF SCHOOL  
BUSINESS OFFICIALS OF ALBERTA

**Welcome**

**Visionary  
Leadership Part #3**

As we gather this morning take a moment and reflect upon the previous two sessions:  
Discuss at your table ideas that resonated with you.



**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 and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

MINISTERIAL ORDER #002/2020

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

### 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 #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Supporting Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



# Module Learning Overview

<p><b>Tuesday</b> 8:30 - 9 Module Intro Session A 9-12</p>	<ul style="list-style-type: none"><li>● Vision and Detail - More Than Words</li></ul>
<p>Session B 1-3:30</p>	<ul style="list-style-type: none"><li>● Visionary Leadership - Inclusive Education</li></ul>
<p><b>Wednesday</b> Session C 8:30 - 12:00</p> <p>Module Conclusion- Sundance Ballroom 12:15 - 12:45 Large group</p>	<ul style="list-style-type: none"><li>● Visionary Leadership - CCSD's Story of Practice: From Words (Mission/Vision) to Actions</li></ul>

# CCSD's Story of Practice: From Words (Mission/Vision) to Action

## Focus Questions:



**Dr. Bryan Szumlas**



**Kathleen Kostuik**

How do you engage with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs?

Striving towards a vision: How can you move from words to actions?



# Land Acknowledgement

The Creator gifted us with this land that we are blessed to share and care for together.

The Calgary Catholic School District acknowledges that the land we gather on,

**Mohkinstsis**, is the ancestral territory of the **Siksikaitsitapi**:

(Moh-kin-stsis)

(Sik-sik-aye-sit-a-pee)

the **Siksika**, **Kainai**, **Piikani** and **Amskapi Pikuni**.

(Sik-sik-a)

(Gay-aynah)

(Pee-gun-ee)

(Ahm-skah-pee Pee-gun-ee)

We acknowledge all the Treaty 7 signatories, including the **Tsuut'ina** people,

(Soot'ina)

as well as the **Iyarhe** Nakoda Nations: **Bearspaw**, **Chiniki** and **Wesley**.

(Ae-yar-hay)

(Chin-l-kee)

This land is also the home of **Métis** Nation Region 3

and all others who call this place home.



CALGARY CATHOLIC  
SCHOOL DISTRICT





# Road Map: From Words to Actions



**Vision/Mission**



**Board Priorities**



**Three Year Plans**

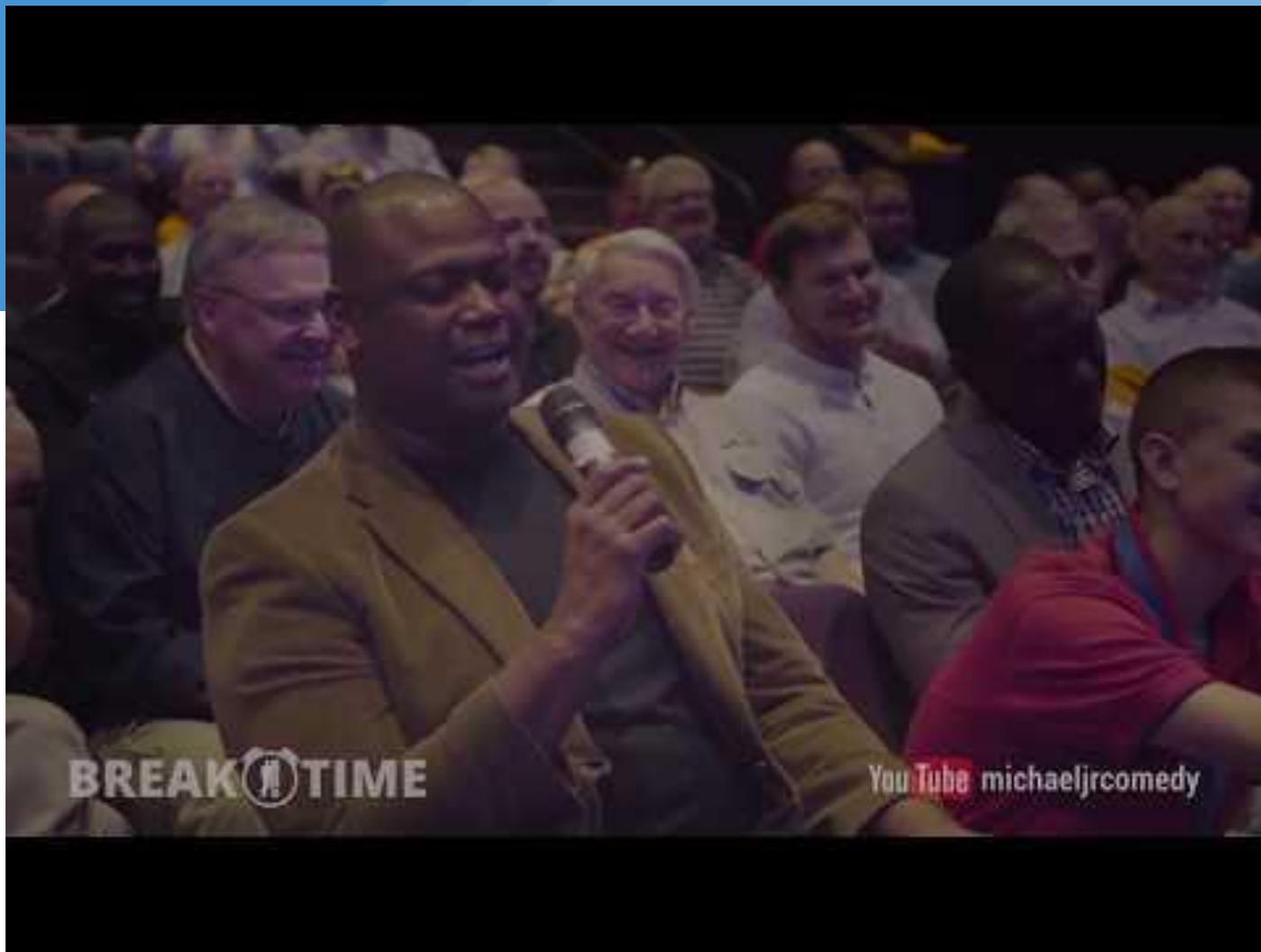


**District Implementation**



Leadership Meetings   School Plans   Professional Growth

# Know your Why?



# Calgary Catholic's Process of Reflecting upon our Vision and Mission

## Vision vs Mission

Our Challenge....



# Our Starting Point - Mission / Vision Statements

Organizational  
Statements



## Mission:

*Living and  
Learning in Our  
Catholic Faith*

## Vision Statements:

**Faith** - Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modelling of our faith.

**Relationships** - Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

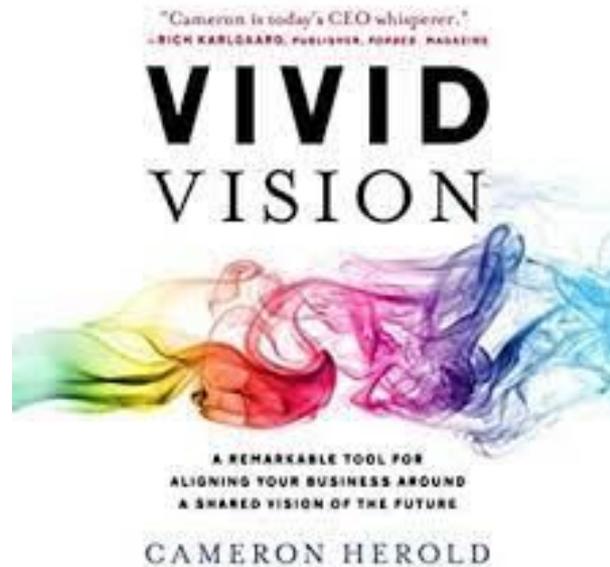
**Excellence in Teaching and Learning** - Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.

# Research: Vision and Mission

**Visionary Leadership (a)...informed by research ....**

*Vivid Vision by Cameron Herold  
(2017)*

*“A remarkable tool for aligning  
your Business around a shared  
vision of the future”*



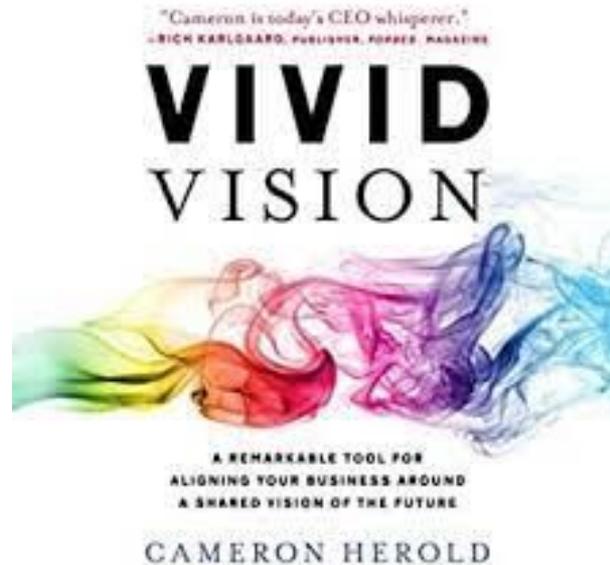
# Research: Vision and Mission

## Chapter 1: The Current Landscape

“No one in the organization can read your mind” (p. 9)

Have you laid out a clear map with a destination? (p. 10)

Is your Vision and Mission working for you? How do you know?



# Research: Vision and Mission

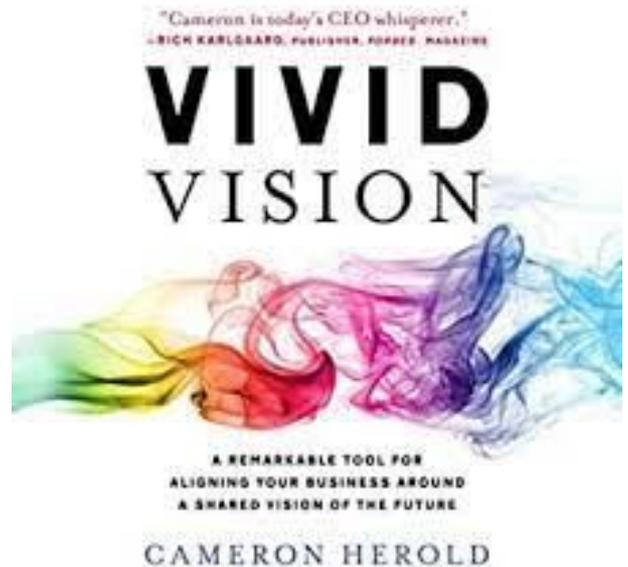


Cameron argues that you need to align people in your organization by having a vivid vision.

Vision Exercise:

Imagine something that you don't have like your dream vacation house. Think of your senses to describe it. Write down a few phrases about what it would be like. Be prepared to share with a partner.

Importance of visualization: Imagine your organization is like your vacation house. Need for blue prints...workers



# Vision and Mission Renewal - Began with Our Trustees

Board Policy 2: “Provide overall direction for the District by establishing and reviewing vision and mission”.

Chief Superintendent: “Provides leadership in all matters relating to education in the district” (Policy 12)

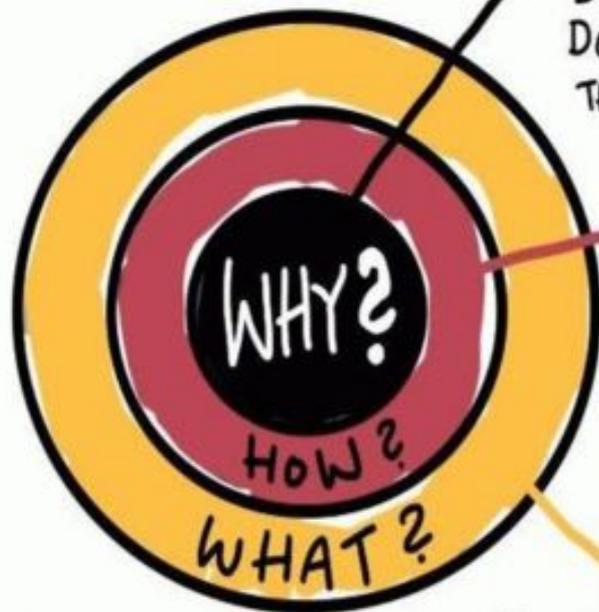
So, as a “First Team” we sought the help of an external facilitator. Politically this is advantageous too.

**How to  
Write a  
Mission  
Statement that  
Doesn't  
Suck -**



3

# GOLDEN CIRCLE



WHY DO YOU DO WHAT YOU DO? WHAT IS THE PURPOSE?

HOW DO YOU DO WHAT YOU DO?

WHAT DO YOU DO?

IDEA: SIMON SINEK

# START

HOW GREAT LEADERS INSPIRE EVERYONE TO TAKE ACTION

# WITH

SIMON SINEK

WITH A NEW PREFACE AND AFTERWORD

# WHY

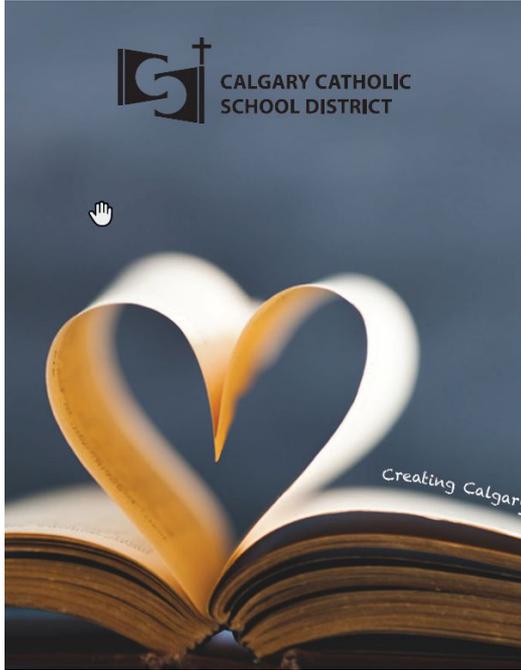
## PROPOSAL

**Vision - Why do we (CCSD) exist? – May need some refining.**

---

Proposal to meet, share and discuss with principals who in turn share with school councils and staff so that we can gather more feedback around our vision.





Help us with our “Why”. Complete the following: \_\_\_\_\_

Living and Learning in Our Catholic Faith so that

---

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# We Took Our Time

Sought input from April 2020 to February 2022

Leaders were a major group

School Councils (Parents)

Trustees

Staff

# Calgary Catholic School District

## What Did the Consultation Look Like?

- ThoughtExchange™ is an online fee for service engagement tool that is useful in obtaining input from large numbers of stakeholders (district-wide)
- “Call outs” allow for the communication of facts and information through conversation

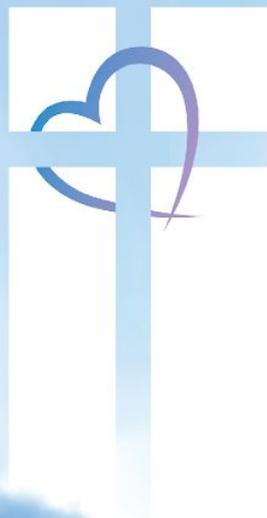
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ThoughtExchange™ process as a starting point, internal and external stakeholders will be asked to consider the following:

- What does it mean to live and learn in our Catholic faith?
- What sets Calgary Catholic School District apart from other school districts?
- What impact do we hope to have by living and learning in our Catholic faith?



## Mission and Vision



Living and **LEARNING**  
in our **Catholic Faith**,  
so that **STUDENTS**,  
**centred** IN CHRIST,  
realize **their full potential.**

Adopted by the Board of Trustees  
on February 23, 2022

# OLD vs NEW - Our Renewal

**Mission:** *Living and Learning in Our Catholic Faith*

**Vision Statements:**

**Faith** - Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modelling of our faith.

**Relationships** - Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

**Excellence in Teaching and Learning** - Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.



Living and **LEARNING**  
in our **Catholic Faith**,  
so that **STUDENTS**,  
**centred** IN CHRIST,  
realize **their full potential**.

# Another Perspective

# THE VISION TEST



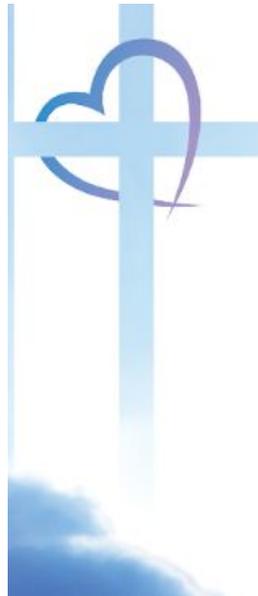
# Vision or “Just Cause” Test



To what extent is the vision - Resilient?

To what extent is the vision Inclusive?

To what extent is the vision Service Oriented?



Living and **LEARNING**  
in our **Catholic Faith**,  
so that **STUDENTS**,  
**centred** IN CHRIST,  
realize **their full potential**.

# Road Map: From Words to Actions



**Vision/Mission**



**Board Priorities**



**Three Year Plans**



**District Implementation**

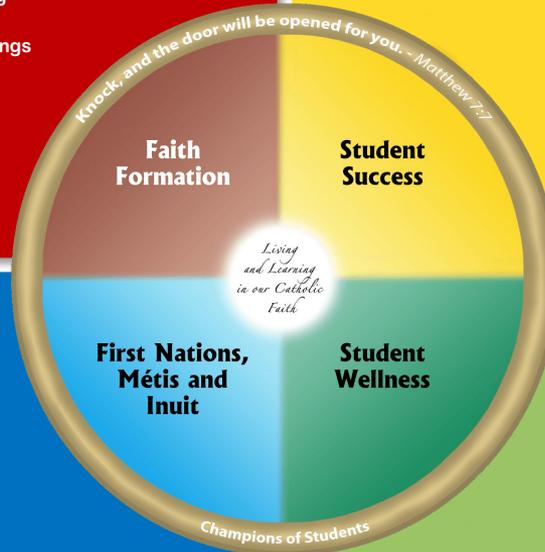


Leadership Meetings   School Plans   Professional Growth

# Board of Trustee Priorities ( 2019-2020)

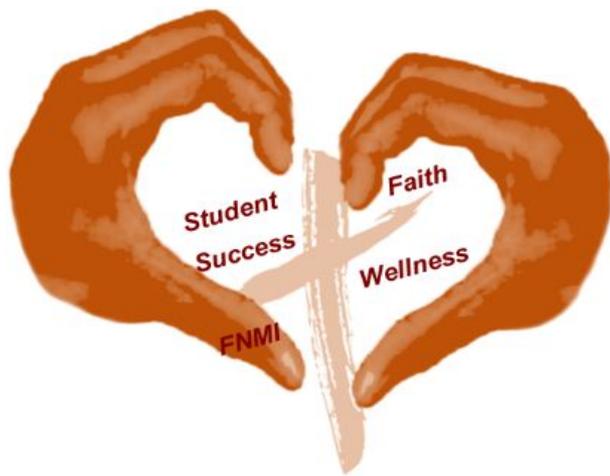
- Faith leadership
- Forming the whole student by recognizing their dignity, engagement in works of mercy, and in deepening their relationship with God
- Permeating faith and Church teachings throughout all curricular areas
- Communities of Caring and permeation of faith
- Celebrating and advocating for our Catholic education

- Supporting First Nations, Métis and Inuit students' success
- Providing strong foundational knowledge for all teachers and leaders (TQS/LQS)
- Permeating First Nation, Métis and Inuit perspectives in all curricula



- Supporting learning environments that respond to students' needs
- Supporting teachers and staff in meeting student needs
- Removing systemic barriers to student success, while promoting resiliency and independence
- Supporting diversity in learner needs through programs, courses and formative assessment
- Supporting ELL student needs
- Preparing for new concept-based curriculum

- Supporting school-based and centralized approaches to supporting student wellness and resiliency
- Providing culturally appropriate, integrated support for students and families
- Applying neuroscience, growth mindset and trauma-informed practices
- Seeking to understand student stories to better champion individual students
- Supporting staff wellness to ensure schools are welcoming and caring environments for students



“Less is More”

---

Reducing the bullets under the priorities may be helpful

Research demonstrates that:

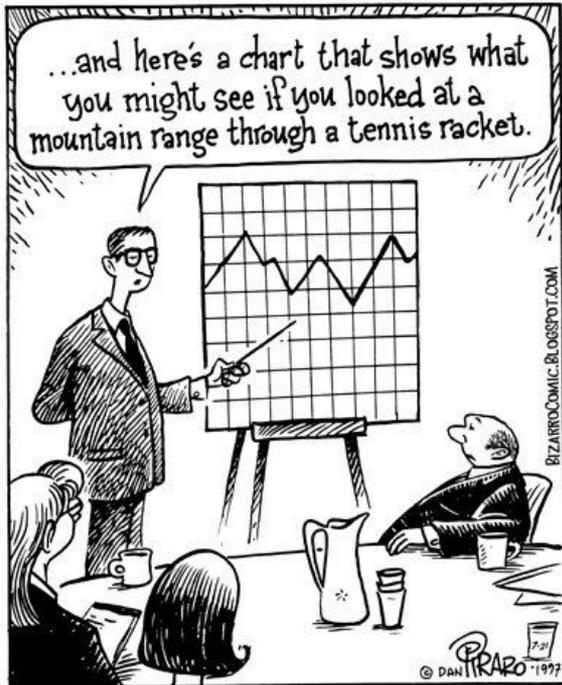
“Focusing on a few clear, widely understood priorities on teaching and learning leads to powerful results for the learning and welfare of all children”

(Brandon, Hanna, Morrow, Rhyason, Schmold, 2013)

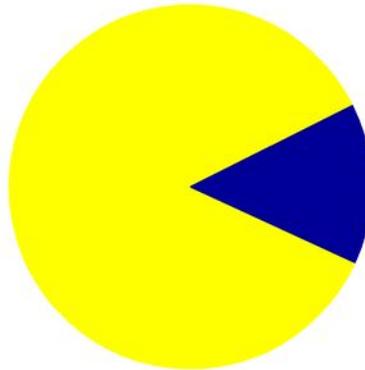
When we consider our areas of focus, can we reduce our focal points to create clearer goals for Calgary Catholic?

# Visionary Leaders Use Data

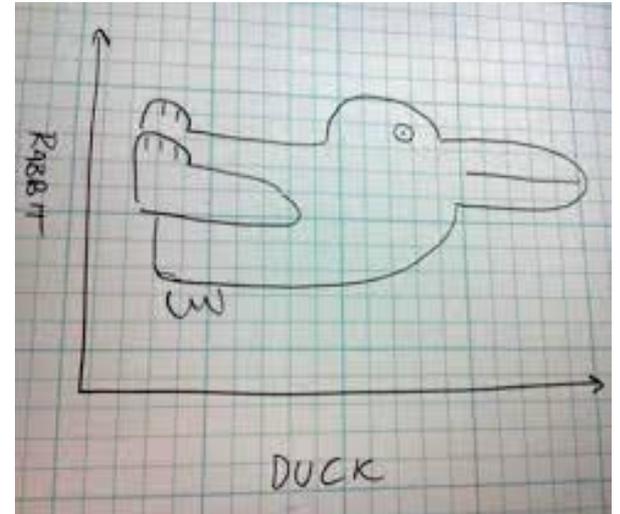
What data do you consider to inform your focal points?



**Percentage of pie graph that looks like Pac-Man.**



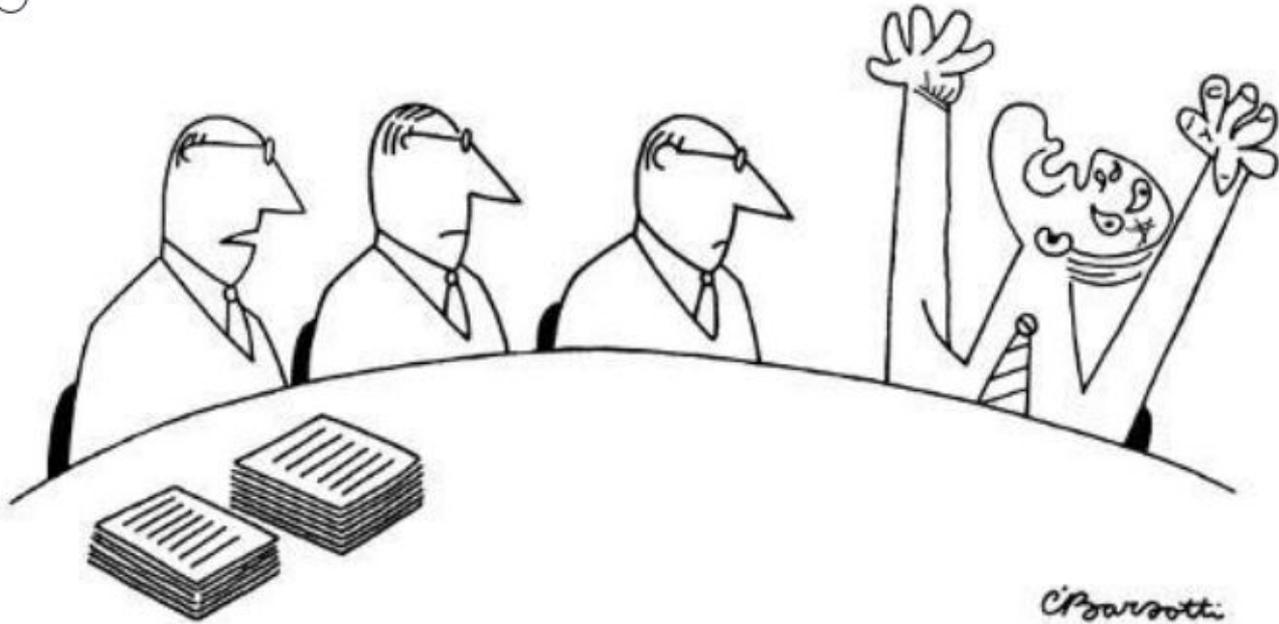
- Looks like Pac-Man
- Doesn't look like Pac-Man



# Assurance Data

Authority: 4010 The Calgary Roman Catholic Separate School Division

Assurance Domain	Measure	Calgary Roman Catholic Separat			Alberta			Achievement
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.6	84.8	n/a	85.1	85.6	n/a	n/a
	<a href="#">Citizenship</a>	81.1	82.4	82.5	81.4	83.2	83.1	High
	<a href="#">3-year High School Completion</a>	90.9	90.8	88.0	83.2	83.4	81.1	Very High
	<a href="#">5-year High School Completion</a>	91.5	92.3	91.8	87.1	86.2	85.6	High
	<a href="#">PAT: Acceptable</a>	n/a	n/a	75.8	n/a	n/a	73.8	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	21.8	n/a	n/a	20.6	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	85.5	n/a	n/a	83.6	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	23.9	n/a	n/a	24.0	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.5	88.1	89.4	89.0	89.6	90.3	High
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.6	86.9	n/a	86.1	87.8	n/a	n/a
	<a href="#">Access to Supports and Services</a>	81.0	82.5	n/a	81.6	82.6	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	79.0	78.8	80.1	78.8	79.5	81.5	High



*“Just a few more pages, Hansen, and we’ll take a short break.”*



# Board Priorities: Stakeholder Feedback

## Stakeholder Engagement

Stakeholder involvement is vital to the development of the district's priorities and Education Plan. Feedback from the January Board Priorities survey offered the opportunity to be responsive to identified needs and incorporate their input.

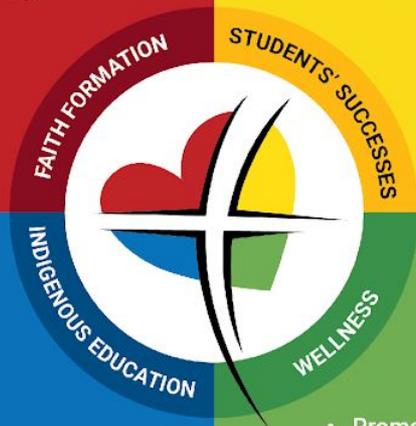
Board Priorities Survey Feedback Summary: January 2022		
Parents	Staff	Shepherd Leadership Council
<ul style="list-style-type: none"> <li>- 122 Responses</li> <li>- 66.94 % responded that the four priorities still effectively represented the work and priorities of CCSD</li> <li>- 58.26 % said "No" to removing any priorities</li> <li>- 51.30% said "No" to adding new priorities</li> </ul>	<ul style="list-style-type: none"> <li>- 842 Responses</li> <li>- 79.36 % responded that the four priorities still effectively represented the work and priorities of CCSD</li> <li>- 88.48 % said "No" to removing any priorities</li> <li>- 75.67% said "No" to adding new priorities</li> </ul>	<ul style="list-style-type: none"> <li>- 55 Responses</li> <li>- 77.36 % responded that the four priorities still effectively represented the work and priorities of CCSD</li> <li>- 92.59 % said "No" to removing any priorities</li> <li>- 83.02% said "No" to adding new priorities</li> </ul>
<p>Comments Themes:</p> <ul style="list-style-type: none"> <li>- All relevant, a balanced approach. All important.</li> <li>- Most important: Faith/Students' Successes</li> <li>- Indigenous students could be grouped with other diverse groups</li> <li>- Redefine Racial Justice</li> <li>- Too vague—more specifics</li> <li>- Add focus on environment and physical health.</li> </ul>	<p>Common Themes:</p> <ul style="list-style-type: none"> <li>- Represents a healthy balance, well rounded**</li> <li>- There's work to be done still; too soon to change</li> <li>- Culturally Responsive Teaching would encompass all diversity and equity</li> <li>- Add environment and physical wellness.</li> </ul>	<p>Comments/Themes</p> <ul style="list-style-type: none"> <li>- Represent a healthy balance, well rounded</li> <li>- These might seem simple but are actually very complex</li> <li>- There's work to be done still; not ready to change or update</li> <li>- Manageable and meaningful</li> <li>- Should all four quadrants be represented equally? Aren't Students' Successes and Wellness the most important?</li> <li>- Shouldn't Faith underscore all?</li> </ul>



## Board of Trustees Priorities: 2022-2023

- Encountering Christ through the formation of students and staff
- Embracing Catholic Communities of Caring, committed to service, unity, solidarity and justice
- Supporting, celebrating and enhancing, publicly funded Catholic education

- Honouring and understanding the shared responsibility of integrating foundational knowledge of Indigenous peoples' perspectives
- Embracing and supporting Indigenous students' success and belonging
- Nurturing successful and enduring relationships with Indigenous communities



- Creating optimal student-centred learning and assessment practices
  - Supporting the diversity of learning needs for students' successes
  - Providing professional growth to support students' educational journeys
- Supporting and enhancing students' and staff mental, physical and spiritual health
- Promoting social relationships that respect the person, justice, equity, diversity and inclusion

Living and Learning in our Catholic Faith, so that students, centred in Christ, realize their full potential.

# Networking Break



Support for Implementation –  
Superintendent Professional Practice



## 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

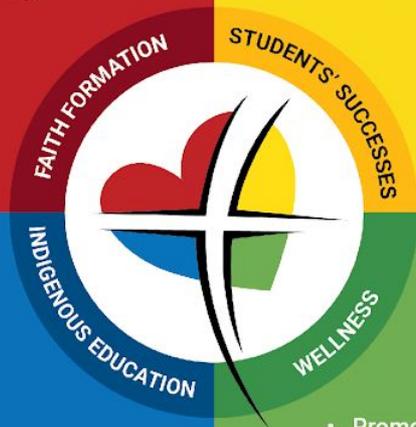
- ✓ Building Effective Relationships
- Modeling Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
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# Putting the words into actions....

Facilitated Conversation about the Board Priorities

## **Discussion Questions:**

- a. What do you like about the CCSD priorities?
- b. What do you wonder about?
- c. How do these priorities compare to yours'?

# Road Map: From Words to Actions

**Vision/Mission**



**Board Priorities**



**Three Year Plans**



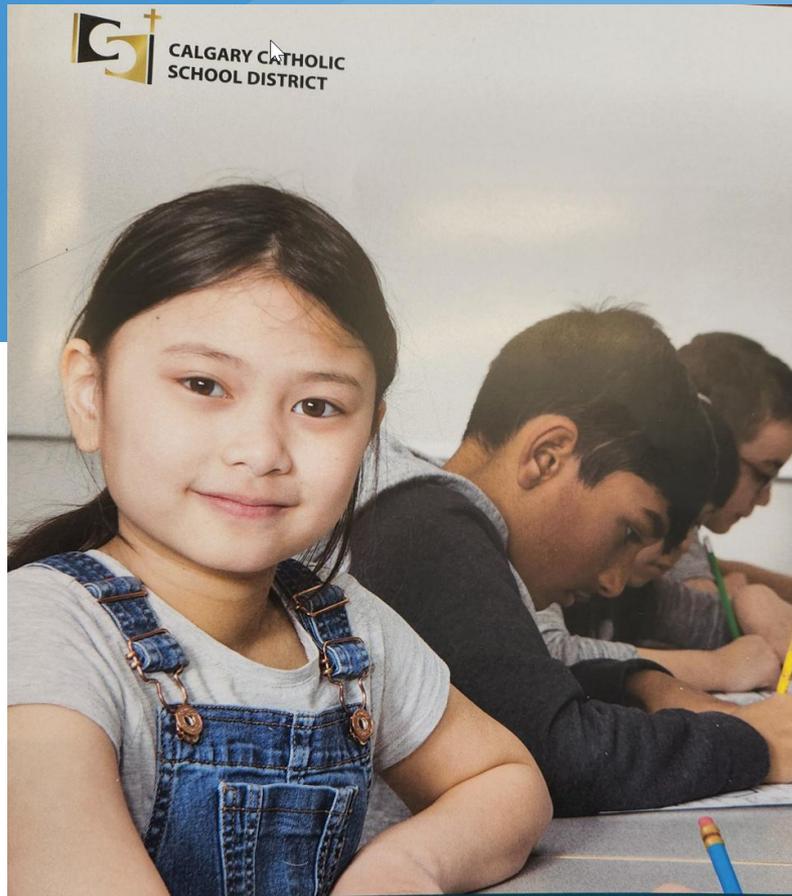
**District Implementation**



Leadership Meetings    School Plans    Professional Growth



# CCSD - Three Year Education Plan



Calgary Catholic School District  
**2022–2025 Three-Year Education Plan**

# Three Year Education Plans

## District Priority: Faith Formation

### Links to Alberta Education Business Plan Outcomes:

- Local Outcomes

### Focal Points:

1. Encountering Christ through the formation of students and staff.
  - Supporting Implementation and Formative Experiences (Table A)
2. Embracing Catholic Communities of Caring committed to service, unity, solidarity and justice.
  - Catholic Communities of Caring (Table B)
3. Supporting, celebrating and enhancing publicly funded Catholic education.
  - Chapel Spaces and Parish Engagement (Table C)

### 2020–2023 Faith Theme:

"Faith, hope, and love abide, these three; and the greatest of these is love." (1 Corinthians 13:13)

2020-2021 Focus: Faith

2021-2022 Focus: Hope

2022-2023 Focus: Love

## District Priority: Students' Successes

### Links to Alberta Education Business Plan Outcomes:

- Alberta's students are successful.
- Alberta has excellent teachers, school leaders and school authority leaders.
- Alberta's K–12 education system is well governed and managed.

### Focal Points:

1. Creating optimal student-centred learning and assessment practices.
  - Assessment Guidelines and Practices (Table D)
  - Grades 1–3 Assessments and Interventions (Table E)
  - New Curriculum Implementation (Table F)
  - Access to Technology (Table G)
2. Supporting the diversity of learning needs for students' successes.
  - Pediatrician Pilot (Table H)
  - Diverse Learning Data Tool: Education Forms (Table I)
  - English Language Learning (ELL) Benchmarks (Table J)
  - English Language Development (ELD) Program Support (Table K)
3. Providing professional growth to support students' educational journeys.
  - Professional Growth Delivery (Table L)

# Three Year Education Plans

A picture containing text, drawing, painting

Description automatically generated

## District Priority: Wellness

### Links to Alberta Education Business Plan Outcomes:

- Alberta's students are successful.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

### Focal Points:

1. Supporting and enhancing students' and staff mental, physical and spiritual health
  - Student Wellness (Table M)
  - Staff Wellness (Table N)
2. Promoting social relationships that respect the person, justice, equity, diversity and inclusion.
  - Justice, Bias and Discrimination (Table O)

## District Priority: Indigenous Education

### Links to Alberta Education Business Plan Outcomes:

- First Nations, Métis and Inuit students in Alberta are successful.

### Focal Points:

1. Honouring and understanding the **shared** responsibility of integrating foundational knowledge of Indigenous peoples' perspectives.
  - Foundational Knowledge (Table P)
2. Embracing and supporting Indigenous students' success and belonging.
  - Students' Success and Belonging (Table Q)
3. Nurturing respectful and enduring relationships with Indigenous communities.
  - Nurturing Relationships (Table R)

# Road Map: From Words to Actions



**Vision/Mission**



**Board Priorities**



**Three Year Plans**



**District Implementation**





# Leadership Meetings

## **Shepherd Leadership Council Meetings:**

School and District Leaders

Consistent format for presentations linked to Priorities/Colors

## **Administration Meetings:** Joint Principals, Senior High Principals, Vice Principal and Assistant Principals

Following Faith Formation/Liturgy:

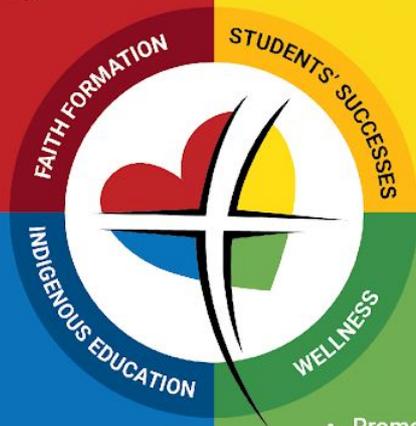
- Chief's Update
- Learning Services: Based on Board Priorities with Council Executive Input
- Council Items: Operational Items from Council Executive

\*\*Presentations are forwarded to all attendees to use as they wish with their greater staffs and teams.

## Board of Trustees Priorities: 2022-2023

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FAITH FORMATION



- Creating optimal student-centred learning and assessment practices
  - Supporting the diversity of learning needs for students' successes
  - Providing professional growth to support students' educational journeys



STUDENTS' SUCCESSES

# New Curriculum Implementation

- Welcome Dr. Lynn Leslie – New Curriculum Implementation Supervisor
- Budget allocation for implementation– mid May
- May 20<sup>th</sup> PG Day – 9:00 – 10:30 a.m.
  - 90 Minute Presentation for K-6 Schools
    - Comparison of Old vs New Curriculum
    - Road Map for Implementation
    - ePd learning modules – school-based activities
    - Needs assessment feedback and working-group opportunities
    - Request for school contact person (administrator and teacher)



- Honouring and understanding the shared responsibility of integrating foundational knowledge of Indigenous peoples' perspectives
- Embracing and supporting Indigenous students' success and belonging
- Nurturing successful and enduring relationships with Indigenous communities





## WELLNESS

- Supporting and enhancing students' and staff mental, physical and spiritual health
- Promoting social relationships that respect the person, justice, equity, diversity and inclusion



# School Plans

“Less is More”

Manageable

Living Documents

District and School Focus- Lots of flexibility, lots of choice depending on the individual school community



**CALGARY CATHOLIC  
SCHOOL DISTRICT**

# School Plans Template

<p style="color: red; text-align: center;">INSERT SCHOOL LOGO</p>		SCHOOL NAME 2022-2025 School Education Plan & AERR (change the background to your school colour)				
		<i>Living &amp; Learning in our Catholic Faith so that, Students, centred in Christ, realize their full potential.</i>				
Priority	Strategic Goal (select one in each priority area)	School Goal	Baseline data (current reality)	Target data (desired reality)	Strategy	Short Report (completed as data becomes available)
	<p>All goal areas are important and expected to be occurring at each school site. This School Education Plan template allows you to highlight <u>one</u> aspect in each priority area for focussed improvement while continuing support in the other areas.</p>	<p>These should expand more specifically on the goal provided in the previous column. More information on these goals is provided in the District Three-Year Education Plan.</p>	<p>Data or descriptor of current reality can be provided. Use of provincial, district or survey data should be included whenever possible. The following data should be included: AEAM survey results (student performance data) and Student Voice Survey Other locally obtained data can also be provided (e.g., school-based surveys or student achievement).</p>	<p>The targeted data or reality should provide a target in data or descriptor of how a successful outcome would appear within your school. What impact will this goal have on your students/school?</p> <p><i>*Surpassing own performance and the provincial performance.</i></p>	<p>How do you achieve this desired outcome/target/data? What strategies would your school need to utilize? Consider those based in research and good practices, as well as ways to focus on short and long-term achievement.</p>	<p>Provide brief short and long-term updates on how this goal is being achieved. Final analysis as part of the AERR is required.</p>
Faith Formation	<ul style="list-style-type: none"> <li>See District Priority Focal Points</li> </ul>		<p>Potential ways to report on reality: e.g.</p> <ul style="list-style-type: none"> <li>Social Justice activities</li> <li>Students receiving</li> </ul>	<p>Same data sets with targets</p>		
Students' Success	<ul style="list-style-type: none"> <li>See District Priority Focal Points</li> </ul>		<p>e.g.</p> <ul style="list-style-type: none"> <li>MIPI</li> <li>F&amp;P</li> </ul>			
Wellness	<ul style="list-style-type: none"> <li>See District Priority Focal Points</li> </ul>		<p>e.g.</p> <ul style="list-style-type: none"> <li>Student Voice survey questions on student well-being</li> </ul>			



# School Plans

Information Session- Leadership Meetings

- District vs. School-based Three Year Plans

Template Shared

Numerous working sessions, with facilitators, provided



# Professional Growth: District Wide

Three-Prong Approach:

**District Portion- *Pre-Recorded*** (Guideline: 1.5 hours)

**School-Based Portion** (Guideline: 1.5 hours)

**Individual Time** (Guideline: 1.5 hours)

- With optional sessions offered (Virtual and in-person sessions based on *priority* focus of the Professional Growth Day)



# Professional Growth: District Wide

## CCSD Professional Growth Day Schedule 2022-2023

**Aug 30:** District Opening Mass

**Aug 31:** Curriculum/SPED (DL/T&L-rotation)

**Sept. 30:** *National Day for Truth and Reconciliation*

**Oct 21:** LSP/Assessment/Analysis- T&L and DL

**Nov 1:** Faith Day #1

**Dec 22:** Wellness/Faith (TBD)

**Jan 30:** Racial Justice (TBD)

**March 17:** Faith Day #2



# MIP Activity/Feedback: CCSD Story of Practice

1. **Vision/Mission,**
2. **Board Priorities**
3. **Leadership Meetings**
4. **School Plans**
5. **PG Organization**

**Q: What topic resonated with you? What is your take-away from that topic?**

Raise your hand with the corresponding number of topic that most resonated with you.

Find a partner in the room with same number? Quick share

Final  
Thought:  
Find your  
Vision

**FIND A  
VISION**



# Thank you for the opportunity to learn with you today!



Support for Implementation –  
Superintendent Professional Practice



## 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

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# Final Reflections of the Three Sessions

## 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 Leader

Quality of the support context, about what to apply quality student

#### Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(a) ensuring that the vision is informed by research on effective learning, teaching and leadership;</li> <li>(b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;</li> <li>(c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and</li> <li>(d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>Areas for Growth</p> <ul style="list-style-type: none"> <li>•</li> </ul>

Based on lessons learned from research, stories of practice shared in this three part session and your own personal reflection, *what are areas you wish to focus your growth?*