CASS College of Alberta School Superintendents

ASBOA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA

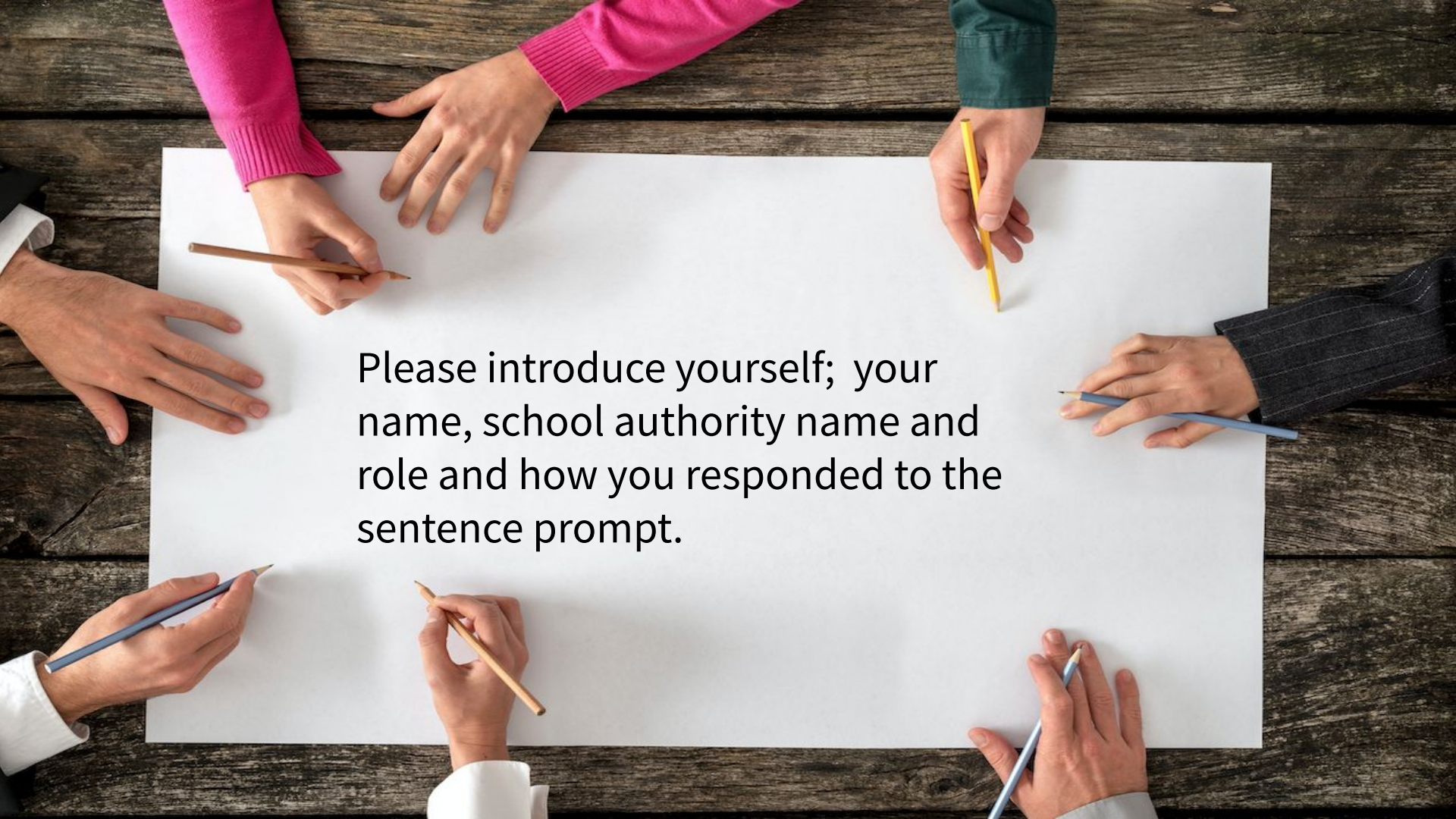
Welcome

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.....

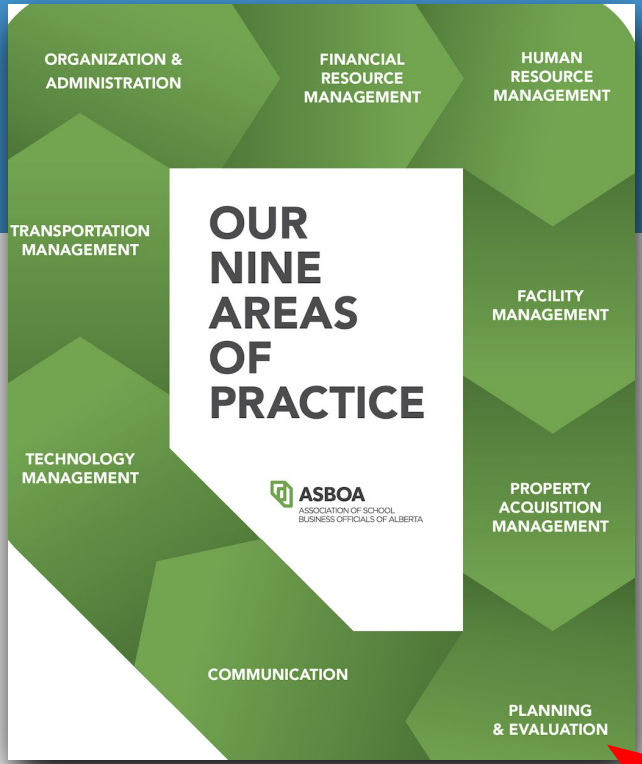
Treaty 7 Land Acknowledgement

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

Tuesday 8:30 - 9 Module Intro Session A 9-12 Dr. Scott Morrison	• Vision and Detail - More Than Words
Session B 1-3:30 Laure Kardynal, Danica Martin, Andrea Holowka, Christina Hoover	• Visionary Leadership - Inclusive Education
Wednesday Session C 8:30 - 12:00 Dr. Bryan Szumlas, Kathleen Kostiuk	• Visionary Leadership - CCSD's Story of Practice: From Words (Mission/Vision) to Actions
Module Conclusion- Sundance Ballroom 12:15 - 12:45 Large group	


ORGANIZATION & ADMINISTRATION
FINANCIAL RESOURCE MANAGEMENT
HUMAN RESOURCE MANAGEMENT
TRANSPORTATION MANAGEMENT
OUR NINE AREAS OF PRACTICE
FACILITY MANAGEMENT
TECHNOLOGY MANAGEMENT
ASBOA
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA
PROPERTY ACQUISITION MANAGEMENT
COMMUNICATION
PLANNING & EVALUATION

CASS
College of Alberta School Superintendents
WELLNESS
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 and 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
Instructional Leadership
Developing Leadership Capacity
Managing School Operations and Resources
Understanding and Responding to the Larger Societal Context

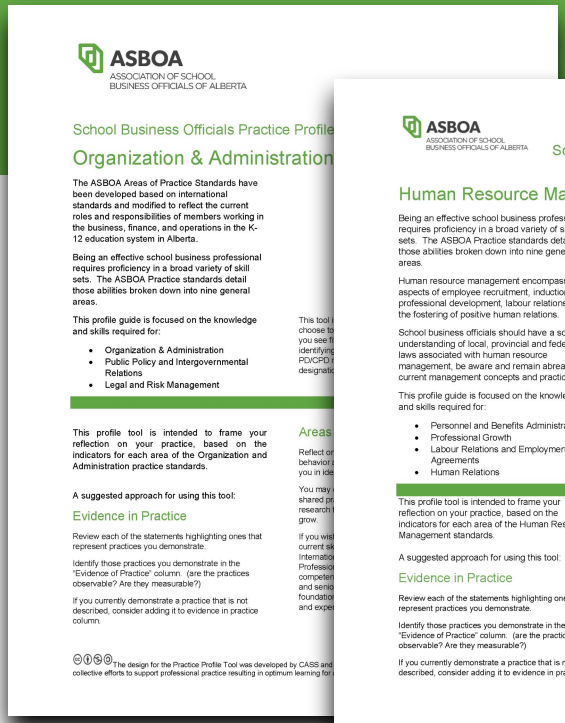
Visionary Leadership
SLQS Competency Components

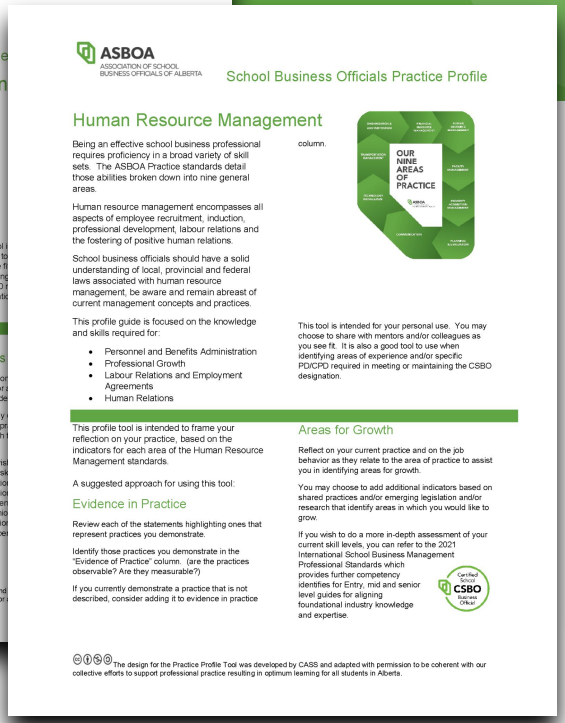
A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

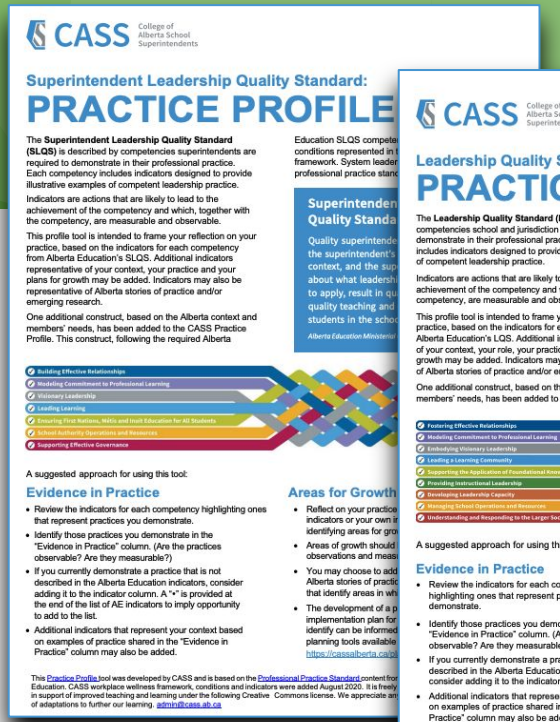
CASS/ASBOA

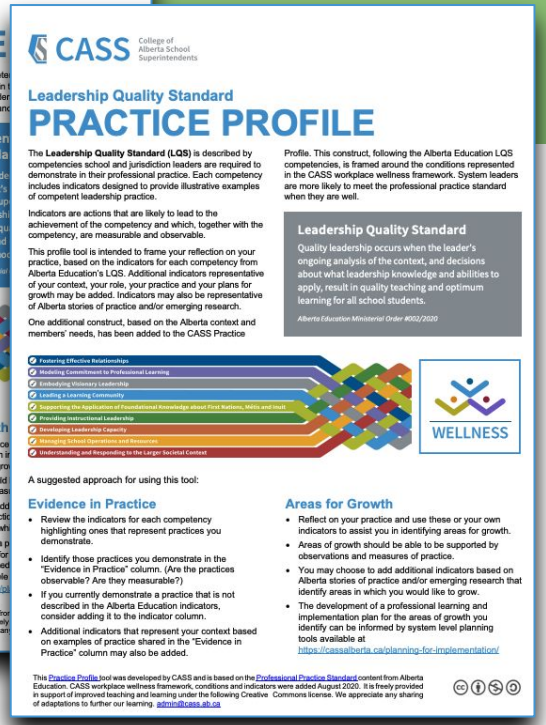
Conference Resource Materials

Professional Practice









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Vision and Detail - More Than Words

Christ The Redeemer CATHOLIC SCHOOLS

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.

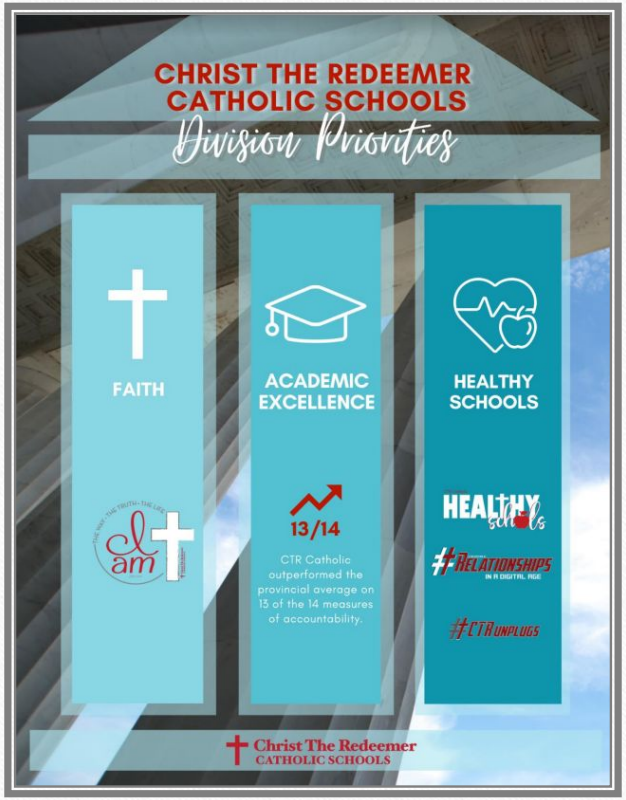
Illustrated through story.

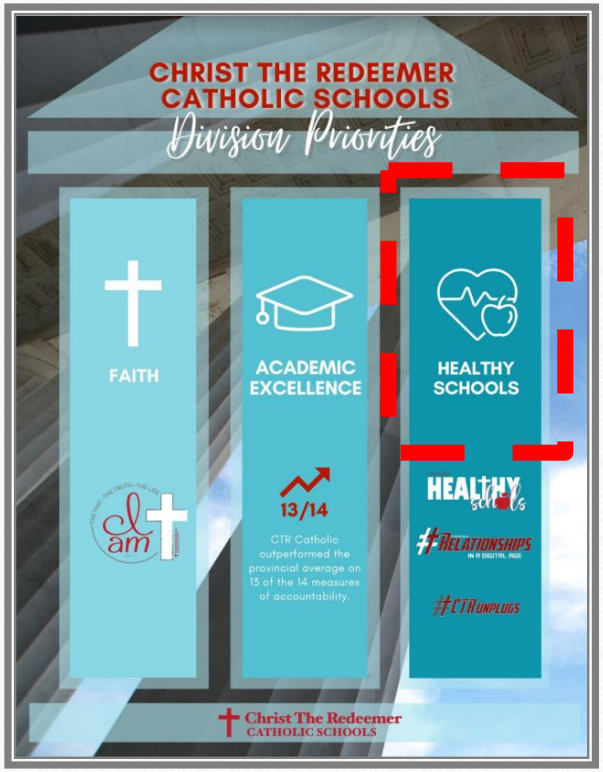
Superordinate and Subordinate Vision

- *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 by fully realized.

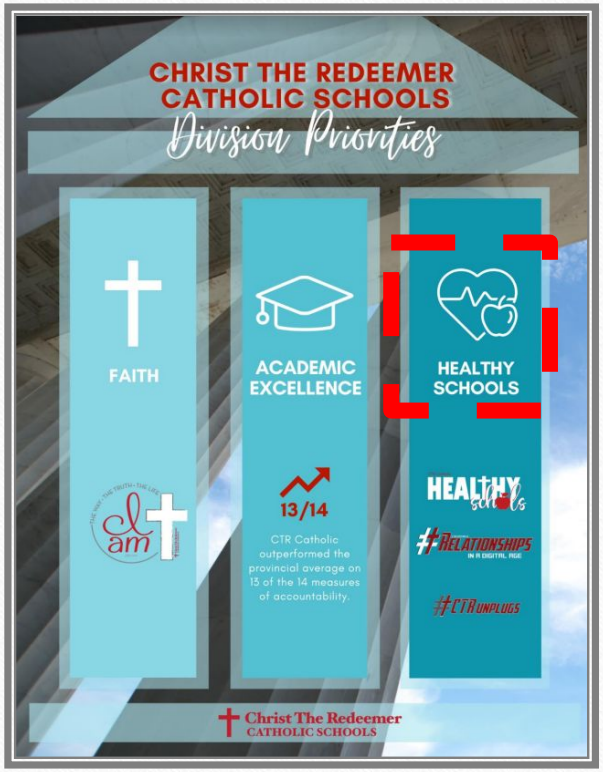
- *Subordinate Vision* is a vision about a desired state of affairs that:
  - focuses on a small or more specific area of the superordinate vision; and
  - impacts some, but not all, the organization; and
  - is small and simple enough to be achieved in a short period of time; and
  - has specific initiatives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

Superordinate Vision





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… *Deficiency Discourse*



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

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

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

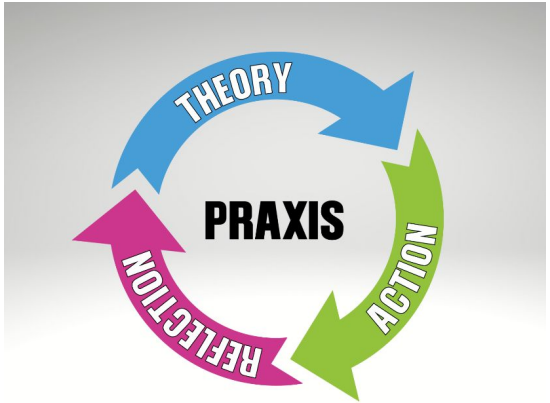
Listening Circle – Each participant shares one big idea. No one comments initially. Open discussion after all have shared.

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



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

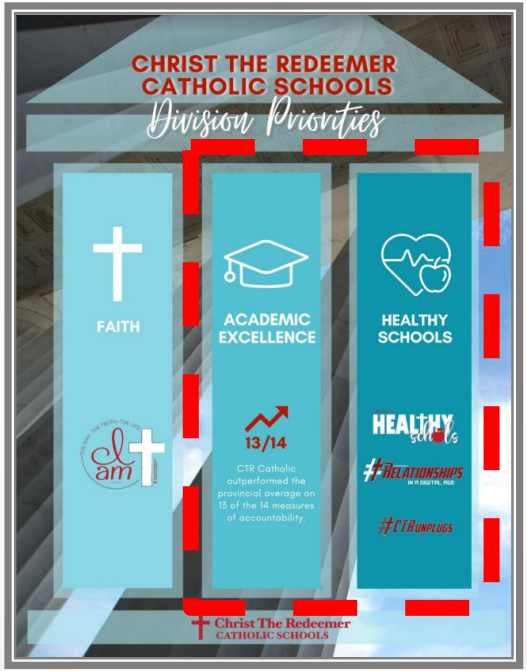
"In many cases, changes in behaviour precede rather than follow changes in belief." (Fullan, 1985)

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.