



CASS

College of
Alberta School
Superintendents



ASBOA

ASSOCIATION OF SCHOOL
BUSINESS OFFICIALS OF ALBERTA

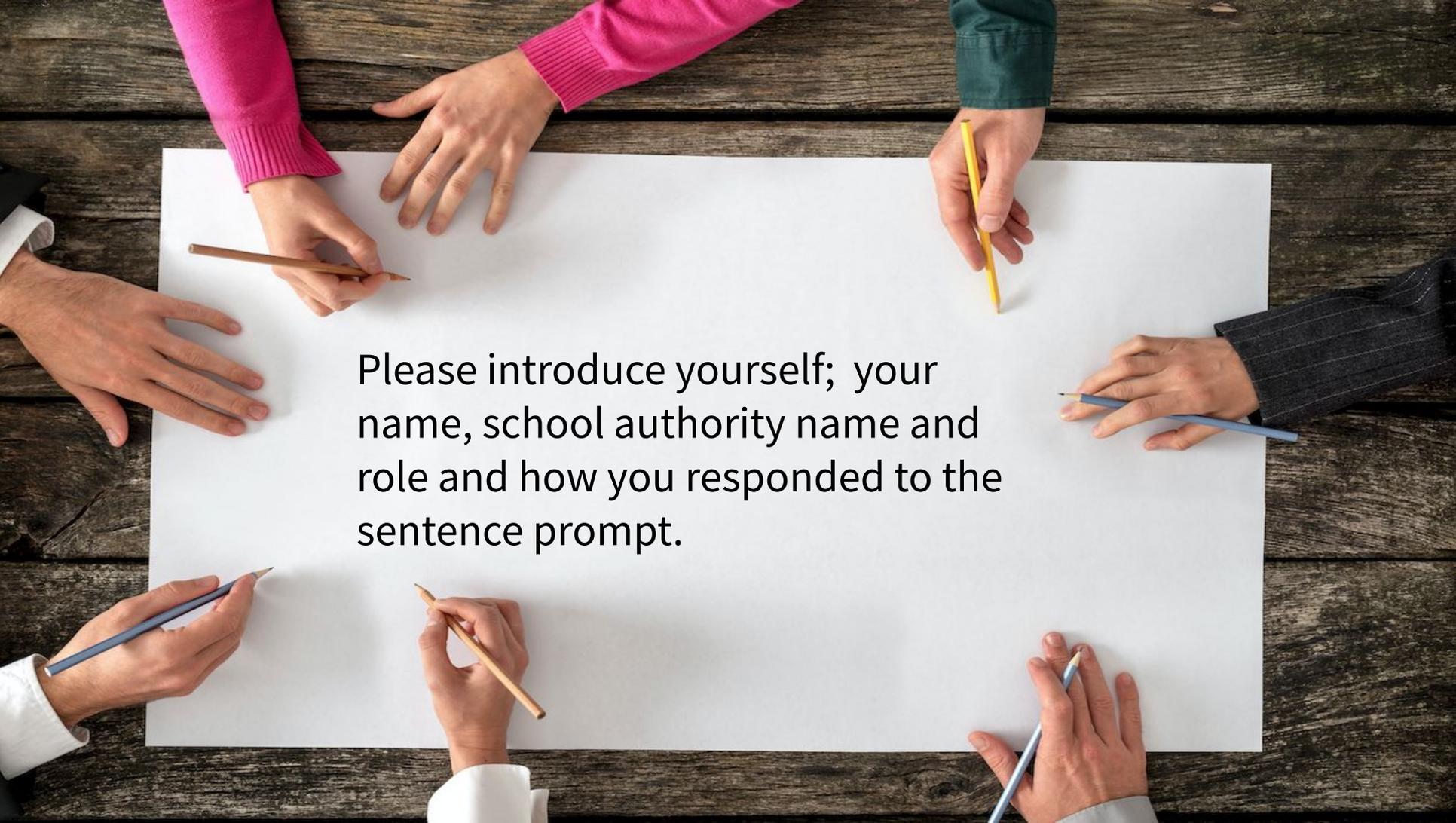
Welcome

**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

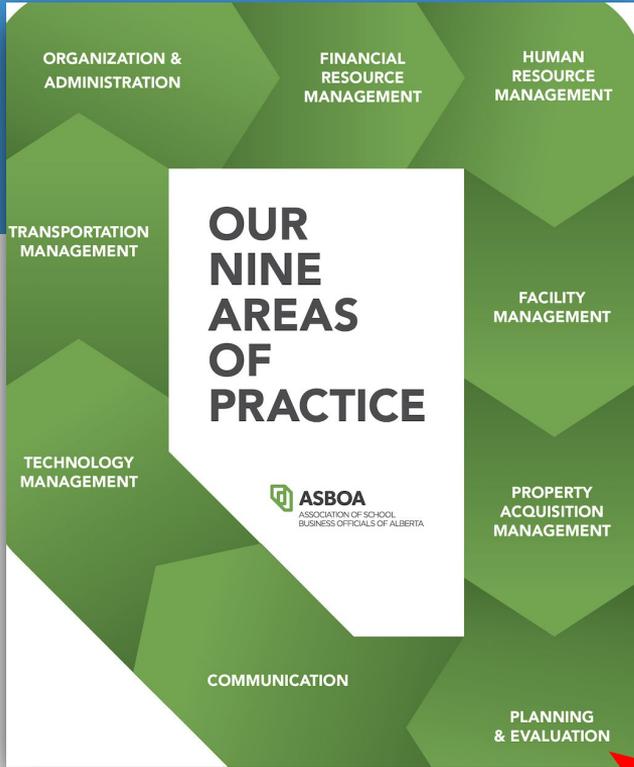
We acknowledge Treaty 7 territory – the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika nations as well as the Tsuu T’ina First Nation and Stoney Nakoda First Nation and the traditional homeland of the Métis Nation of Alberta. We acknowledge the many First 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>Tuesday 8:30 - 9 Module Intro Session A 9-12 Dr. Scott Morrison</p>	<ul style="list-style-type: none">● Vision and Detail - More Than Words
<p>Session B 1-3:30 Laure Kardynal, Danica Martin, Andrea Holowka, Christina Hoover</p>	<ul style="list-style-type: none">● Visionary Leadership - Inclusive Education
<p>Wednesday Session C 8:30 - 12:00 Dr. Bryan Szumlak, Kathleen Kostiuk</p>	<ul style="list-style-type: none">● Visionary Leadership - CCSD's Story of Practice: From Words (Mission/Vision) to Actions
<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



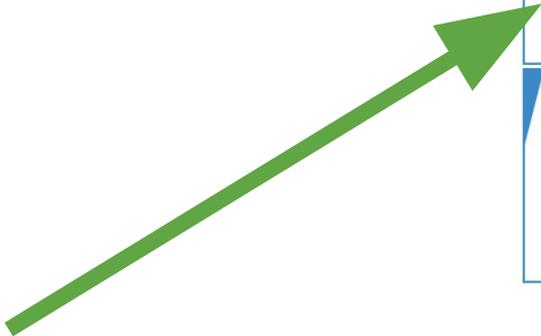
Visionary Leadership

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 PD/CPD 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.



The design for the Practice Profile Tool was developed by CASS and adapted with permission to be coherent with our collective efforts to support professional practice resulting in optimum learning for all students in Alberta.



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

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 Alberta Education Measure

Areas for Growth

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

Areas of growth should observations and meas

You may choose to add Alberta stories of practice that identify areas in wh

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



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. Fostering 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. Fostering Instructional Leadership
- 7. Promoting Leadership Capacity
- 8. Supporting School Operational Excellence
- 9. Understanding and Responding to the Larger Societal Context

A suggested approach for using this tool:

Evidence in Practice

Review the indicators for each competency highlighting ones that represent practices you demonstrate.

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

If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.

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

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://cassab.ca/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



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

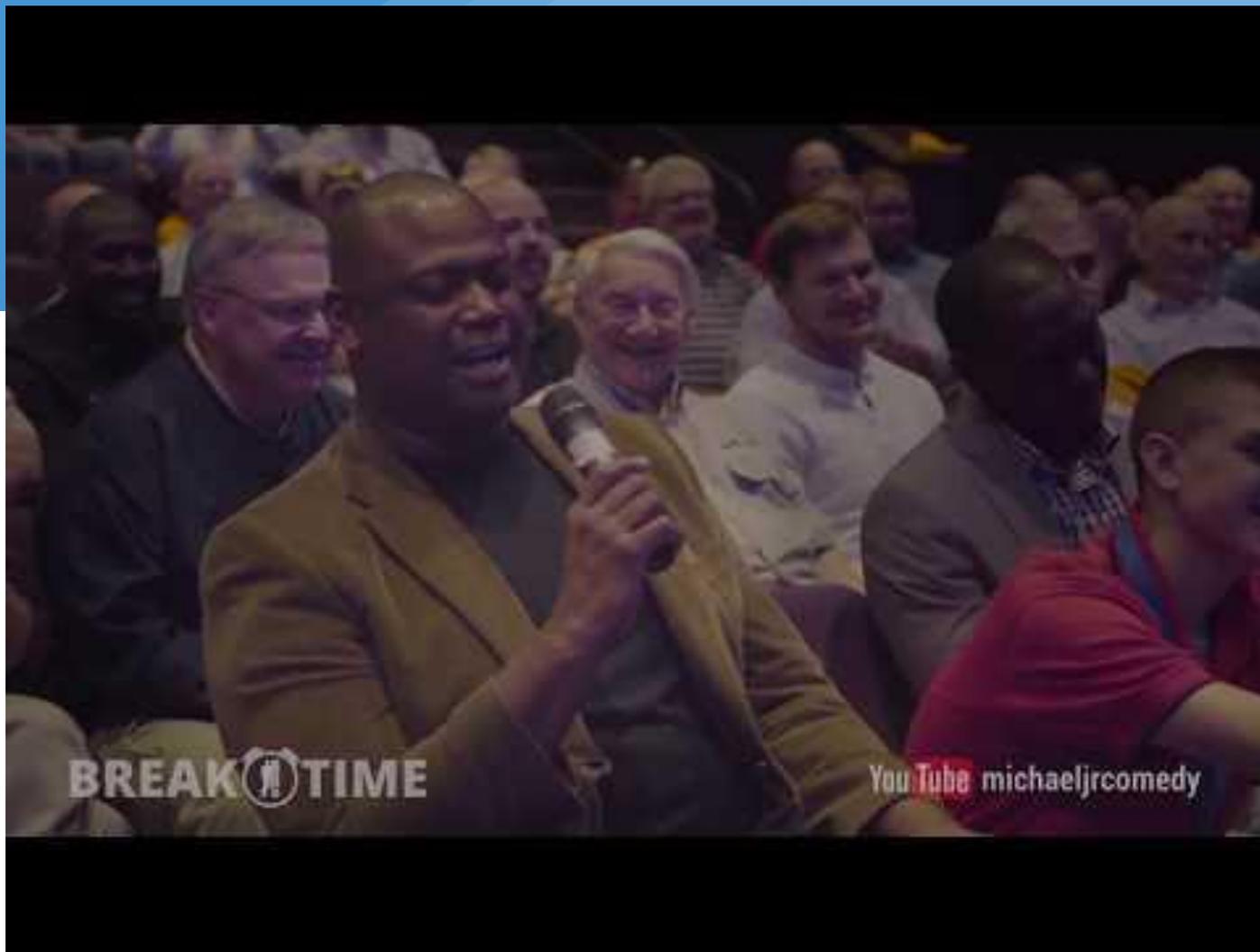


Leadership Meetings

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.

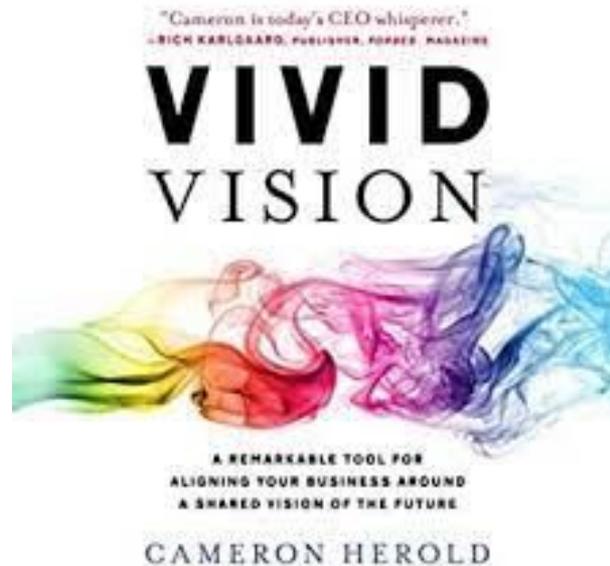
Excellence in Teaching and Learning - Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.

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”*



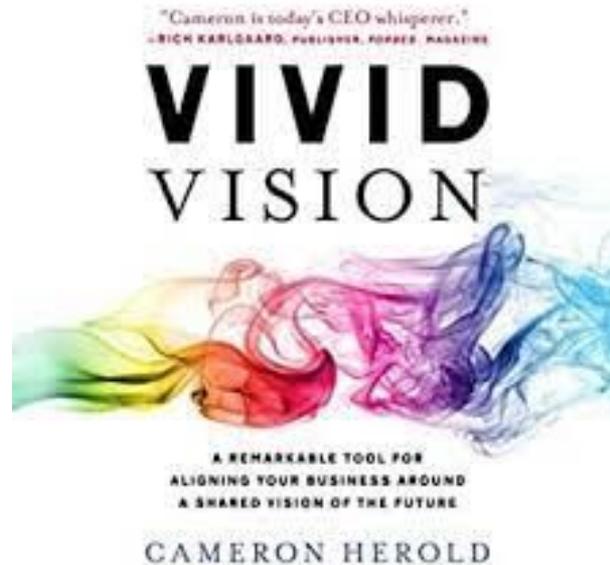
Research: Vision and Mission

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

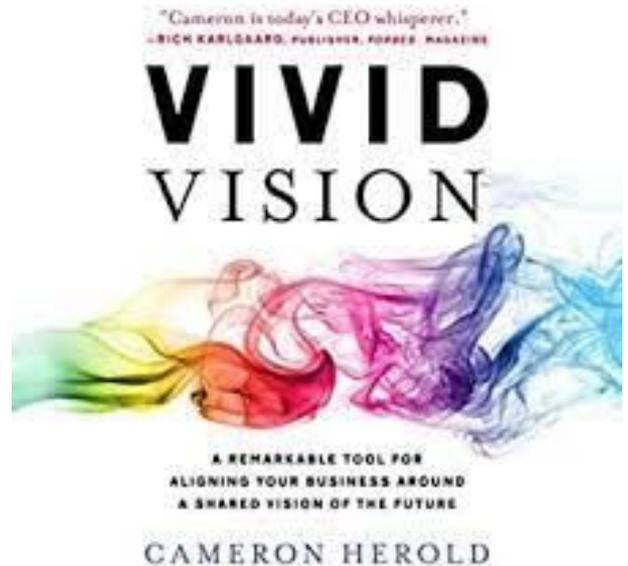


Cameron argues that you need to align people in your organization by having a vivid vision.

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)

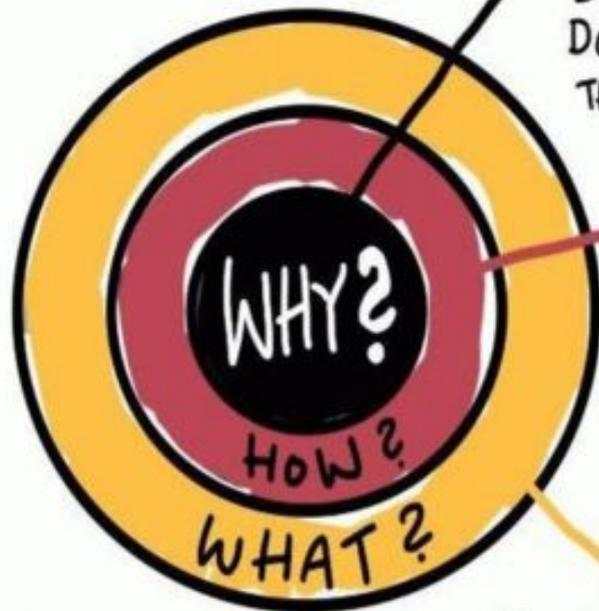
So, as a “First Team” we sought the help of an external facilitator. Politically this is advantageous too.

**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

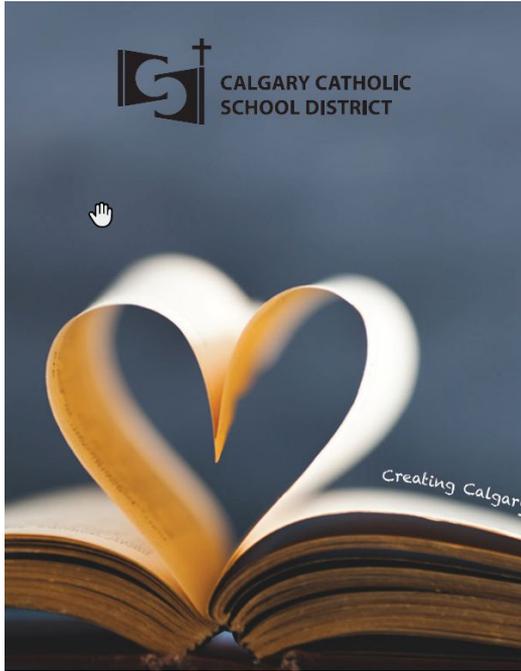
WHY

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

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?

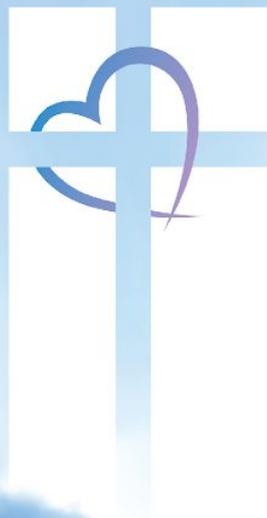
- ThoughtExchange™ is an online fee for service engagement tool that is useful in obtaining input from large numbers of stakeholders (district-wide)
- “Call outs” allow for the communication of facts and information through conversation

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.



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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**,
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realize **their full potential**.

Road Map: From Words to Actions



Vision/Mission



Board Priorities



Three Year Plans



District Implementation



Leadership Meetings

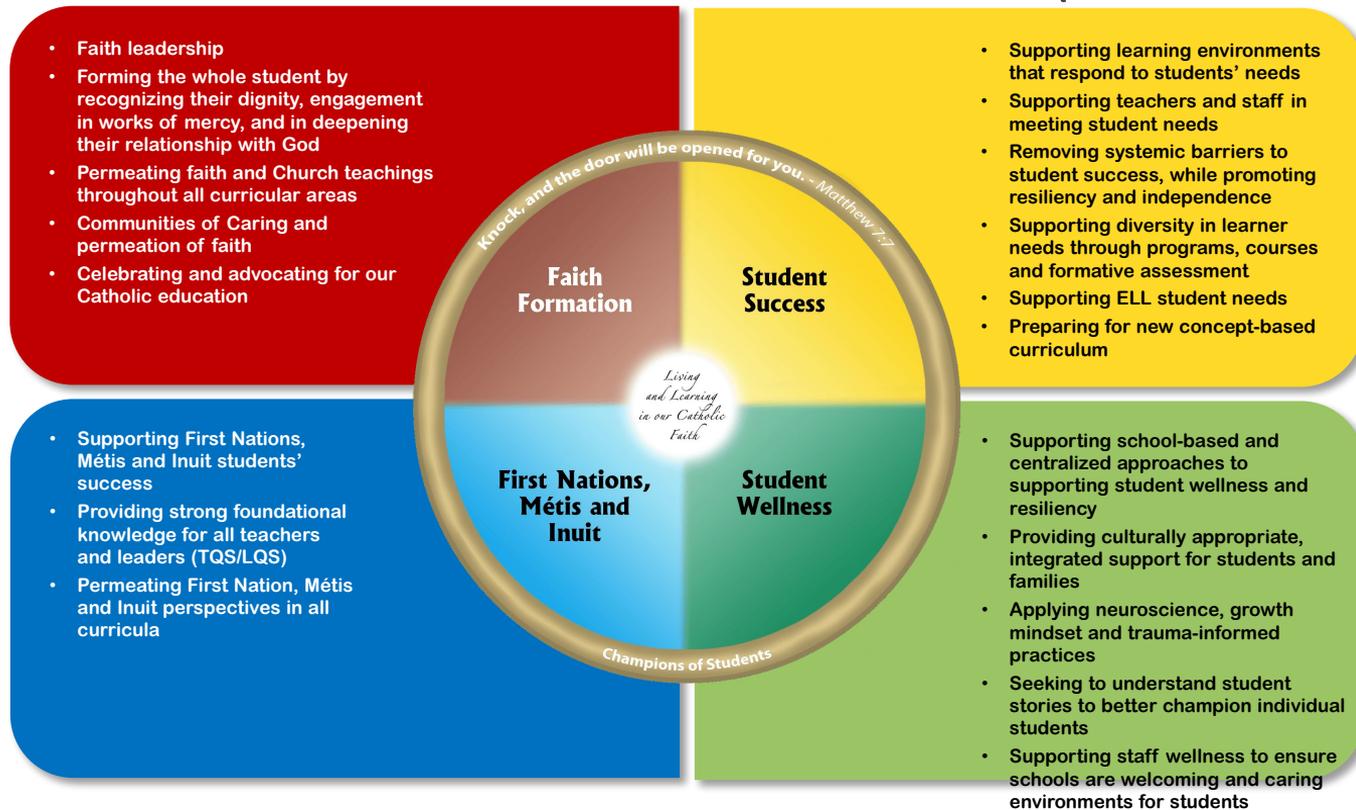
School Plans

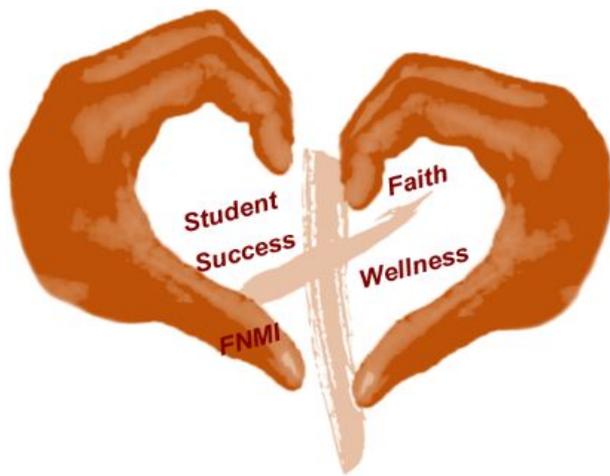
Professional Growth



College of
Alberta School
Superintendents

Board of Trustee Priorities (2019-2020)





“Less is More”

Reducing the bullets under the priorities may be helpful

Research demonstrates that:

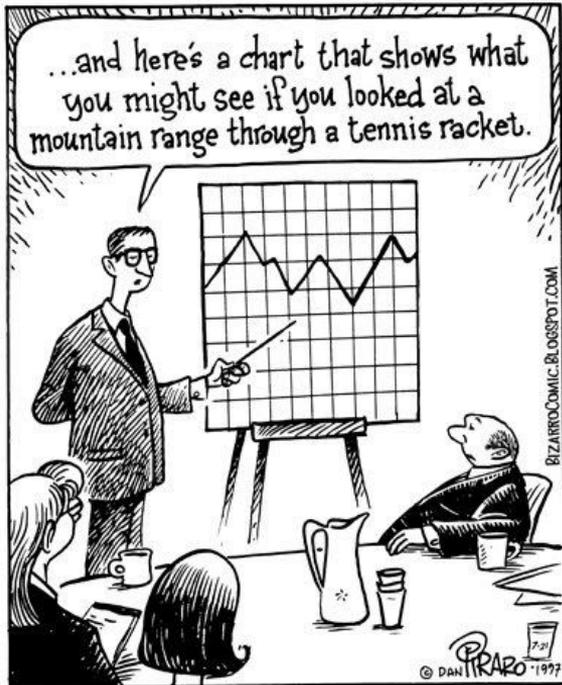
“Focusing on a few clear, widely understood priorities on teaching and learning leads to powerful results for the learning and welfare of all children”

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

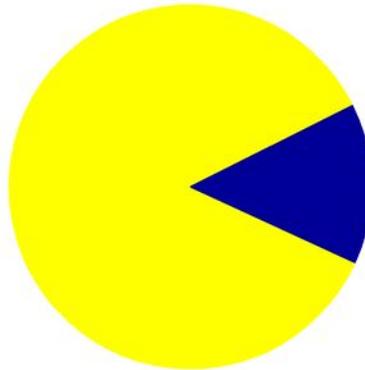
When we consider our areas of focus, can we reduce our focal points to create clearer goals for Calgary Catholic?

Visionary Leaders Use Data

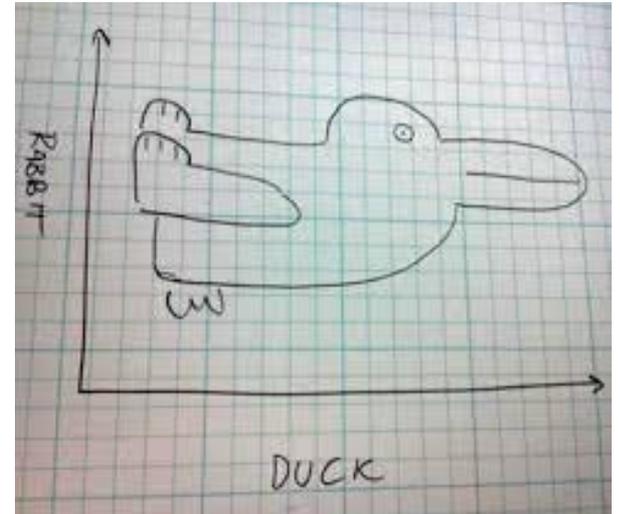
What data do you consider to inform your focal points?



Percentage of pie graph that looks like Pac-Man.



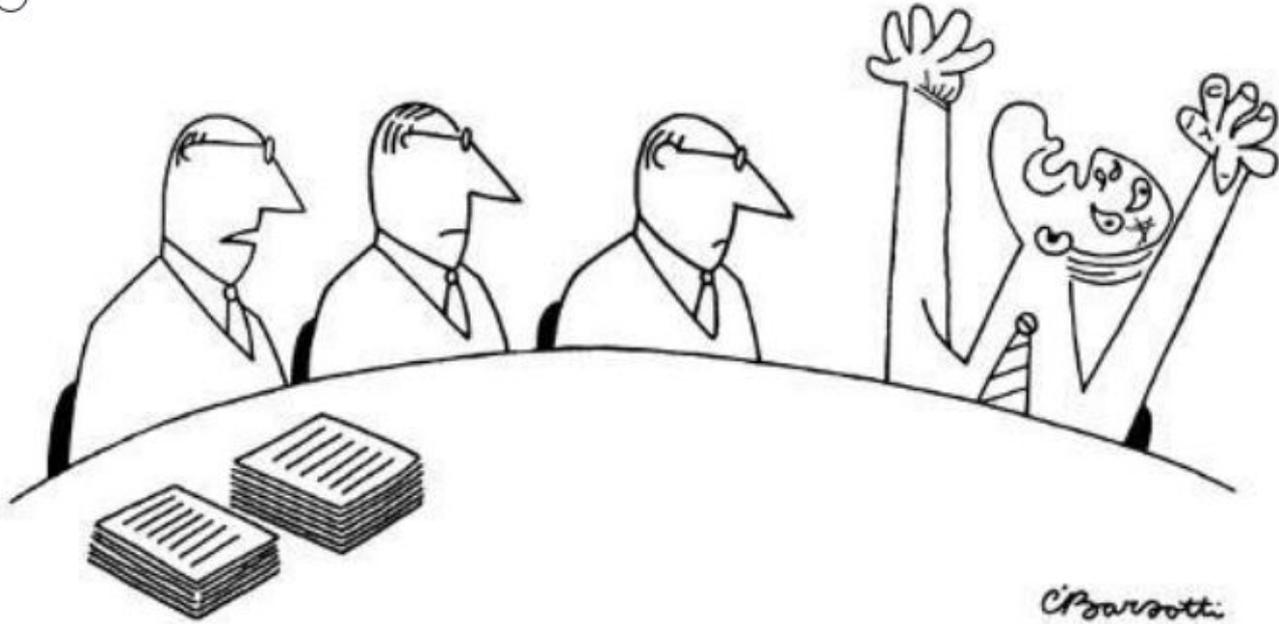
- Looks like Pac-Man
- Doesn't look like Pac-Man



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	Student Learning Engagement	84.6	84.8	n/a	85.1	85.6	n/a	n/a
	Citizenship	81.1	82.4	82.5	81.4	83.2	83.1	High
	3-year High School Completion	90.9	90.8	88.0	83.2	83.4	81.1	Very High
	5-year High School Completion	91.5	92.3	91.8	87.1	86.2	85.6	High
	PAT: Acceptable	n/a	n/a	75.8	n/a	n/a	73.8	n/a
	PAT: Excellence	n/a	n/a	21.8	n/a	n/a	20.6	n/a
	Diploma: Acceptable	n/a	n/a	85.5	n/a	n/a	83.6	n/a
	Diploma: Excellence	n/a	n/a	23.9	n/a	n/a	24.0	n/a
Teaching & Leading	Education Quality	88.5	88.1	89.4	89.0	89.6	90.3	High
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	86.9	n/a	86.1	87.8	n/a	n/a
	Access to Supports and Services	81.0	82.5	n/a	81.6	82.6	n/a	n/a
Governance	Parental Involvement	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"> - 122 Responses - 66.94 % responded that the four priorities still effectively represented the work and priorities of CCSD - 58.26 % said "No" to removing any priorities - 51.30% said "No" to adding new priorities 	<ul style="list-style-type: none"> - 842 Responses - 79.36 % responded that the four priorities still effectively represented the work and priorities of CCSD - 88.48 % said "No" to removing any priorities - 75.67% said "No" to adding new priorities 	<ul style="list-style-type: none"> - 55 Responses - 77.36 % responded that the four priorities still effectively represented the work and priorities of CCSD - 92.59 % said "No" to removing any priorities - 83.02% said "No" to adding new priorities
<p>Comments Themes:</p> <ul style="list-style-type: none"> - All relevant, a balanced approach. All important. - Most important: Faith/Students' Successes - Indigenous students could be grouped with other diverse groups - Redefine Racial Justice - Too vague—more specifics - Add focus on environment and physical health. 	<p>Common Themes:</p> <ul style="list-style-type: none"> - Represents a healthy balance, well rounded** - There's work to be done still; too soon to change - Culturally Responsive Teaching would encompass all diversity and equity - Add environment and physical wellness. 	<p>Comments/Themes</p> <ul style="list-style-type: none"> - Represent a healthy balance, well rounded - These might seem simple but are actually very complex - There's work to be done still; not ready to change or update - Manageable and meaningful - Should all four quadrants be represented equally? Aren't Students' Successes and Wellness the most important? - Shouldn't Faith underscore all?



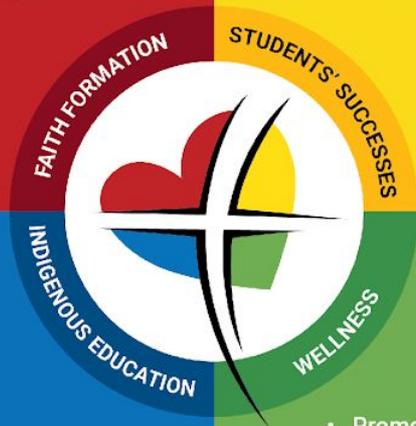
Board of Trustees Priorities: 2022-2023

- 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

- 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

- 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

- 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.

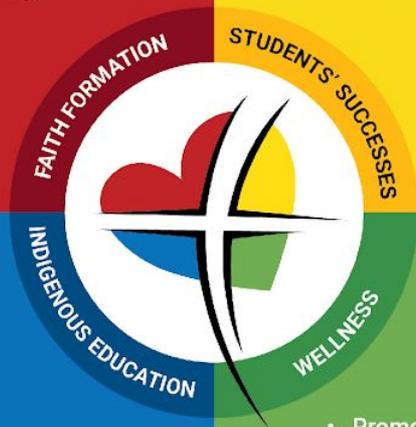
Competencies

- 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
 - Supporting Effective Governance
-

Board of Trustees Priorities: 2022-2023

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

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



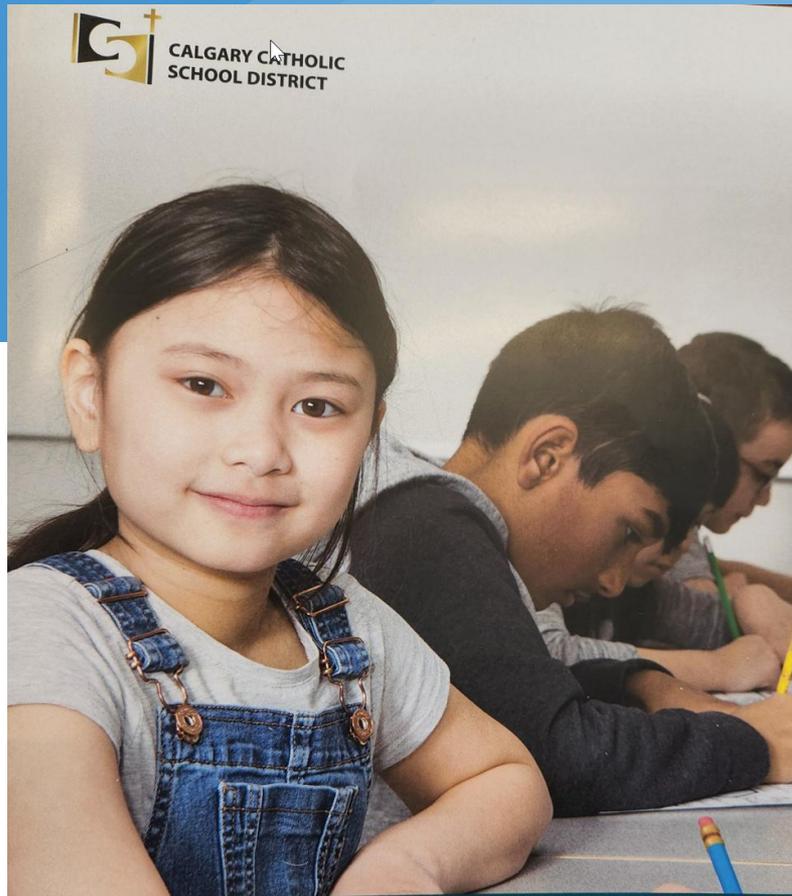
District Implementation



Leadership Meetings School Plans Professional Growth



CCSD - Three Year Education Plan



 CALGARY CATHOLIC
SCHOOL DISTRICT

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.

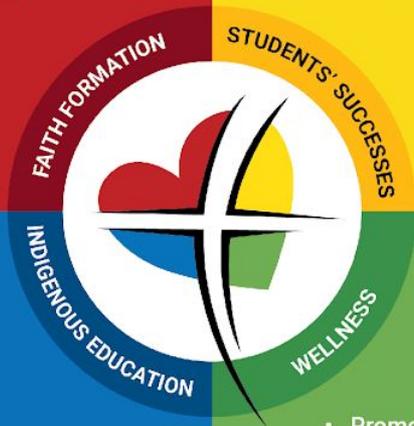
Board of Trustees Priorities: 2022-2023

- 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

- 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

- 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

- 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.

- 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

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 20th 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 & 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"> See District Priority Focal Points 		<p>Potential ways to report on reality: e.g.</p> <ul style="list-style-type: none"> Social Justice activities Students receiving 	<p>Same data sets with targets</p>		
Students' Success	<ul style="list-style-type: none"> See District Priority Focal Points 		<p>e.g.</p> <ul style="list-style-type: none"> MIPI F&P 			
Wellness	<ul style="list-style-type: none"> See District Priority Focal Points 		<p>e.g.</p> <ul style="list-style-type: none"> Student Voice survey questions on student well-being 			



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

May 29: Indigenous (TBD) **June 21:** *National Indigenous Peoples Day*

MIP Activity/Feedback: CCSD Story of Practice

Vision/Mission,

1. Board Priorities
2. Leadership Meetings
3. School Plans
4. 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.

Groups of two, join another group displaying same number. Quick share.

One spokesperson shares highlights, key words, common themes with greater group

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

- ✓ 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



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 provided about work to quality student outcomes.

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"> (a) ensuring that the vision is informed by research on effective learning, teaching and leadership; (b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration; (c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and (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. 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

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