



CASS

College of
Alberta School
Superintendents



ASBOA

ASSOCIATION OF SCHOOL
BUSINESS OFFICIALS OF ALBERTA

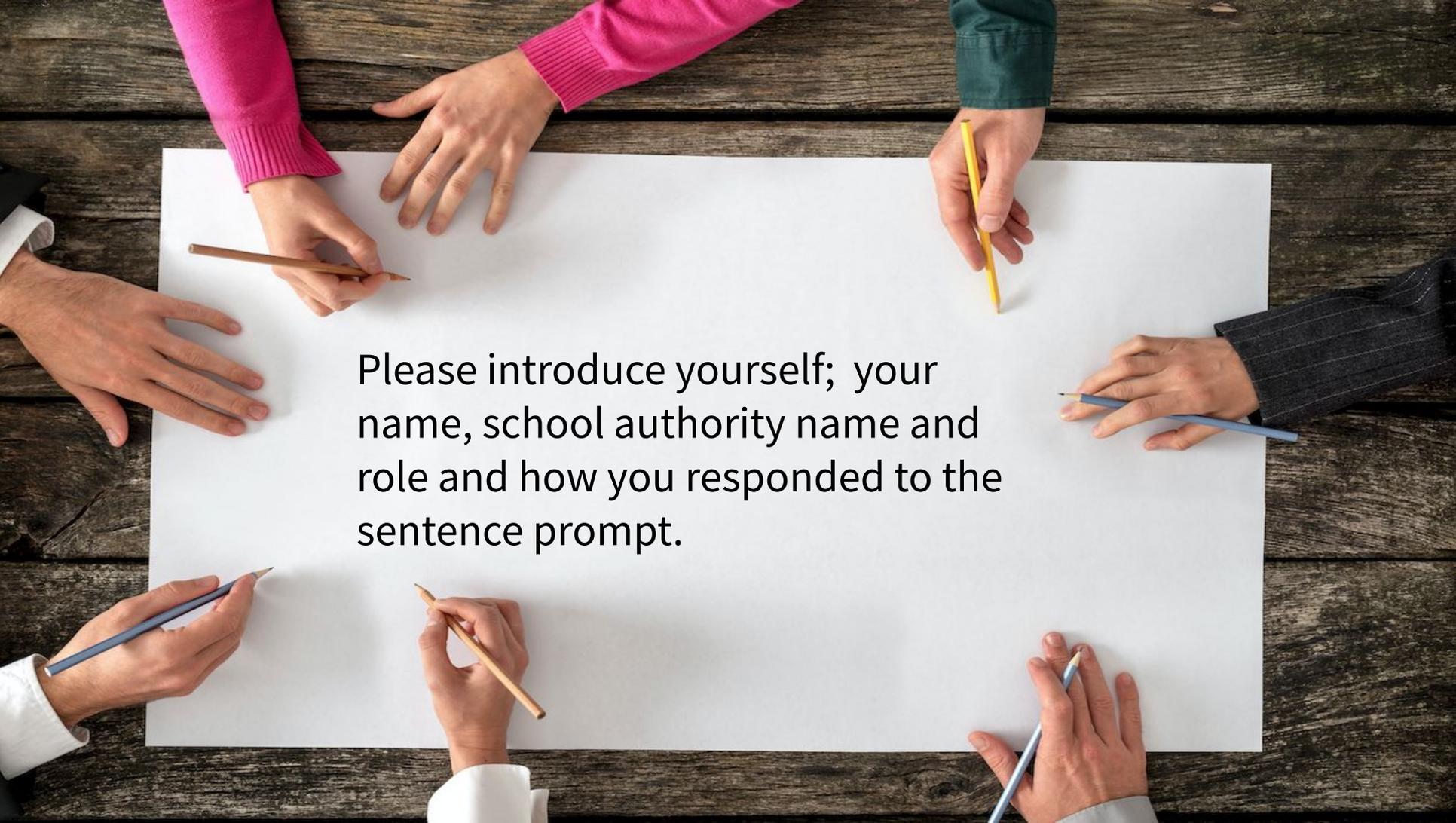
Welcome

**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

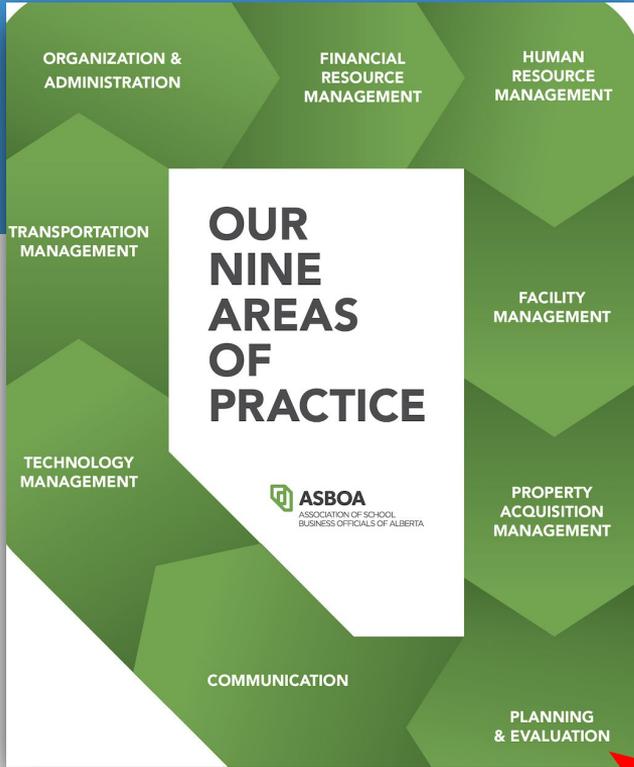
We acknowledge Treaty 7 territory – the ancestral and traditional territory of the Blackfoot Confederacy: Kainai, Piikani and Siksika nations as well as the Tsuu T’ina First Nation and Stoney Nakoda First Nation and the traditional homeland of the Métis Nation of Alberta. We acknowledge the many First 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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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

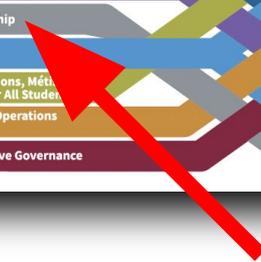
- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis, Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

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



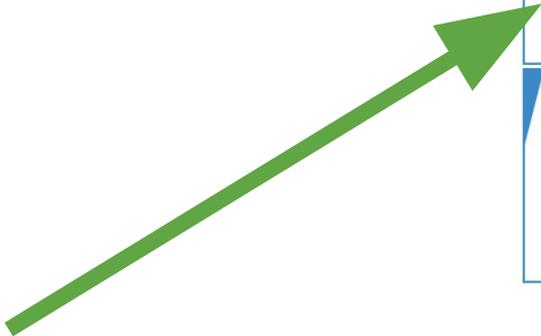
Visionary Leadership

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.



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

- **Building Effective Relationships**
- **Building Commitment to Professional Learning**
- **Building Leadership**
- **Leading Learning**
- **Leading High Quality, Middle and High Education for All Students**
- **Supporting Professional Development**
- **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 Ministerial Order #02/2020



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

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



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

- **Fostering Effective Relationships**
- **Building Commitment to Professional Learning**
- **Building Visionary Leadership**
- **Leading Learning Governance**
- **Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit**
- **Leading Instructional Leadership**
- **Supporting Leadership Capacity**
- **Supporting School Operational Performance**
- **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 #02/2020



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/planning-for-implementation/>

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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



- ✓ 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

- 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

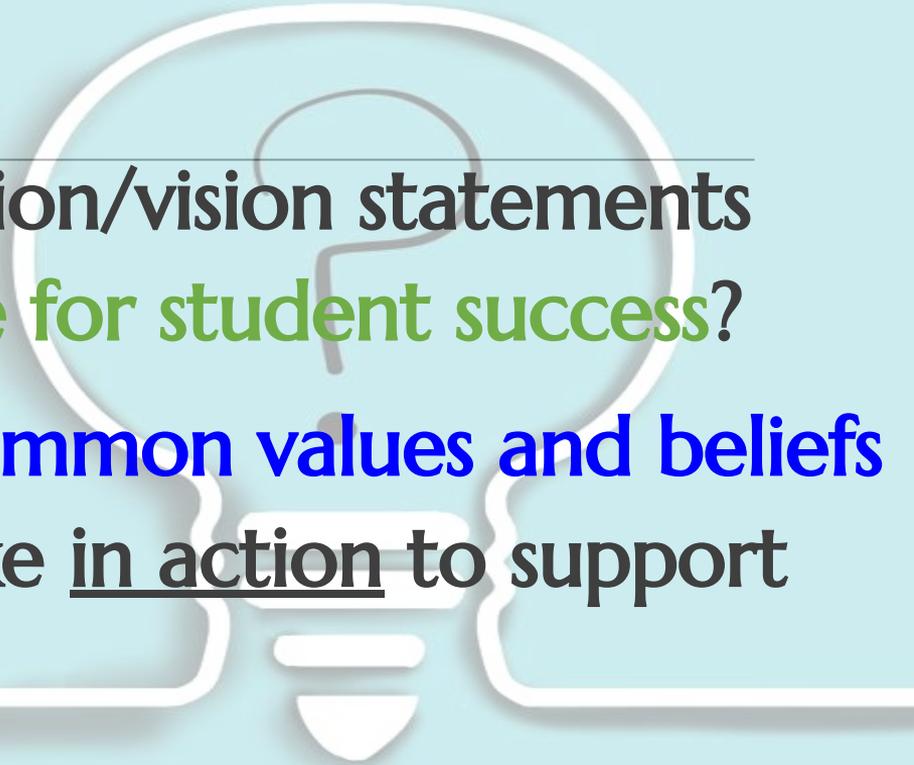
SLQS Competency Components

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

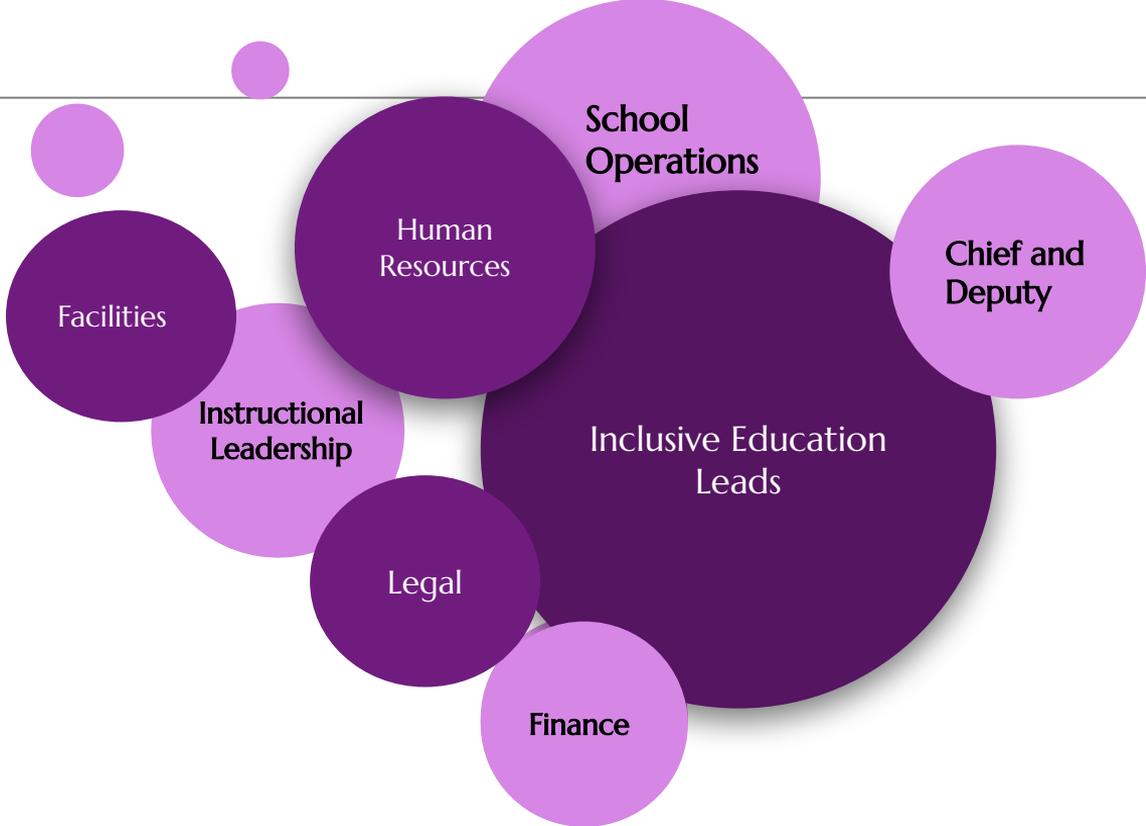
Guiding Questions

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



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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.



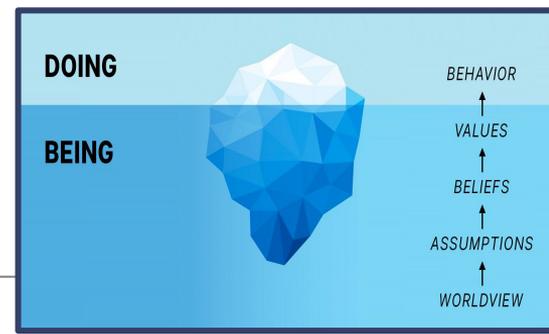
Legislated Mandates



- 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?

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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

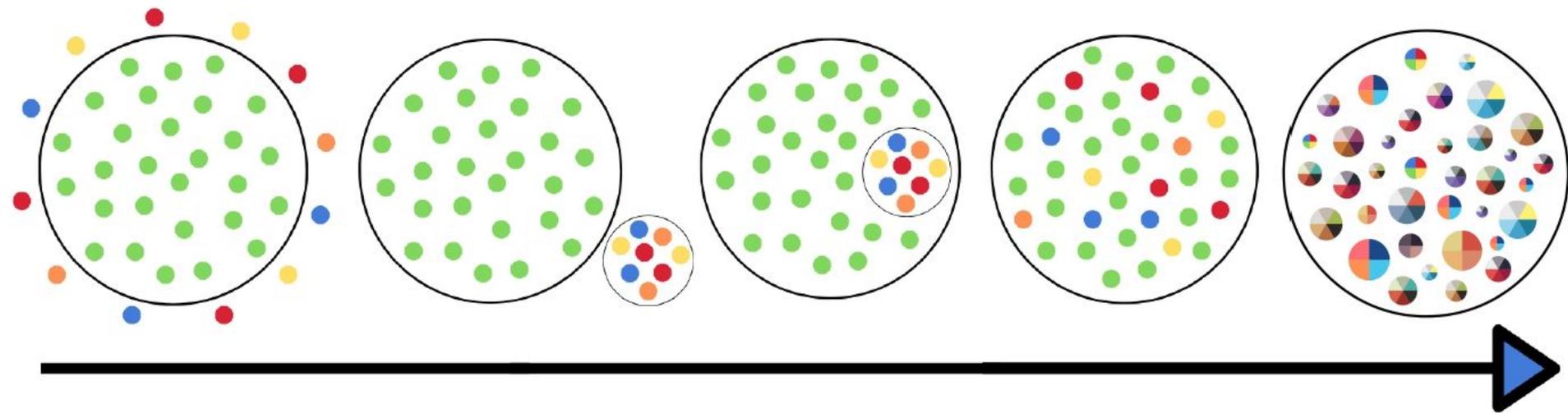
- ★ Holistic, systemic support for all students along a continuum
- ★ Proactive and visionary, while responsive and flexible
- ★ Individual student knowledge and support plans
- ★ Strengths-based with high expectations for students
- ★ Collaborative professional learning environments
- ★ Strong leadership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

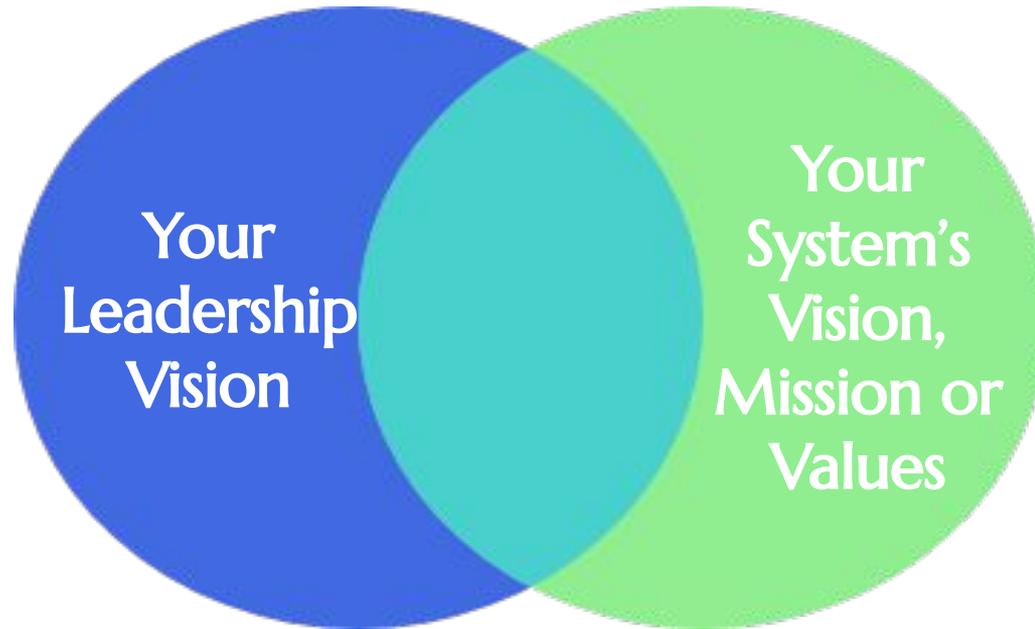
What is your WHY for inclusion?

HOW will you create inclusion in your entire system?

WHAT is inclusion in your system?

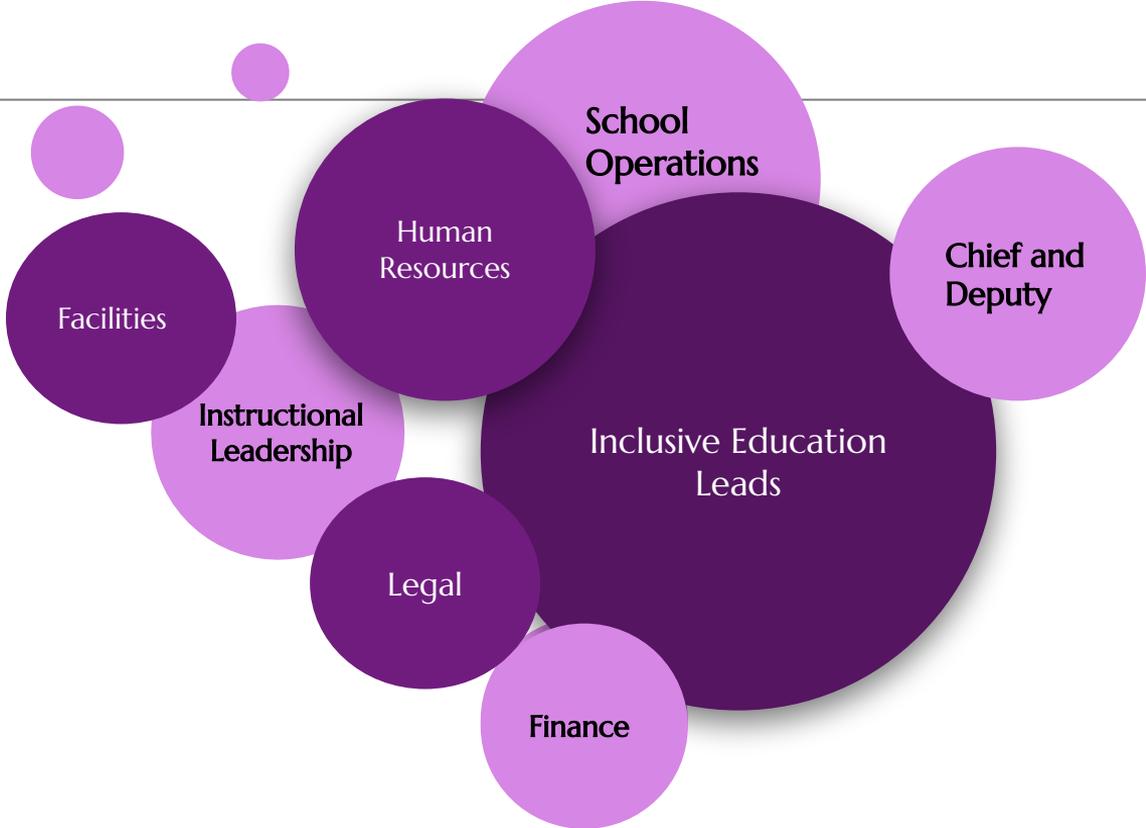
1. State your vision (WHY – HOW – WHAT)
2. As a leader, state what you stand for?
3. What will you not stand for?
4. How will you demonstrate your commitment to this vision in your system? How will people know this?

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...



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?

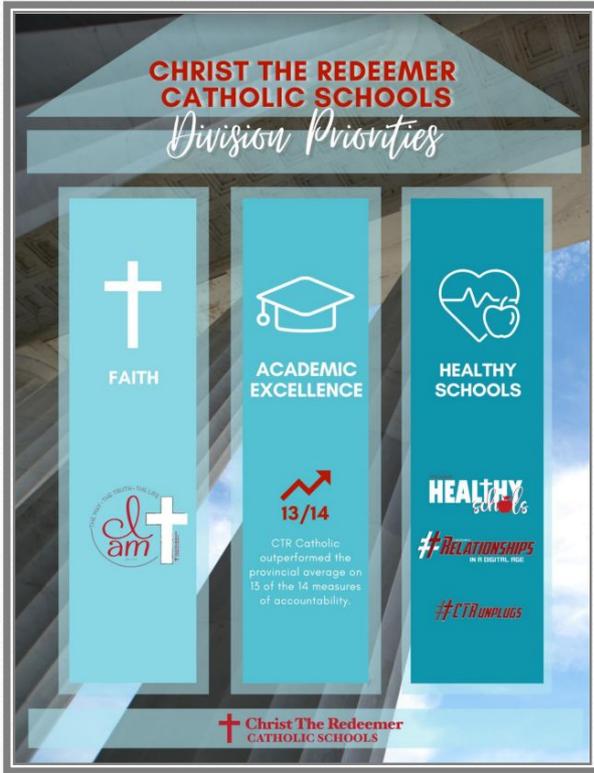


How much of these are within your control?

Creating the Change

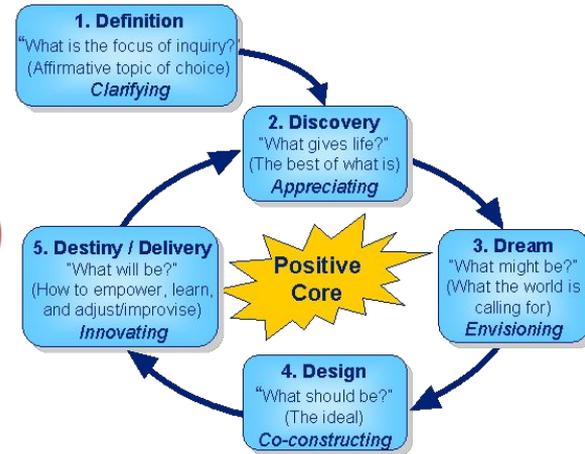
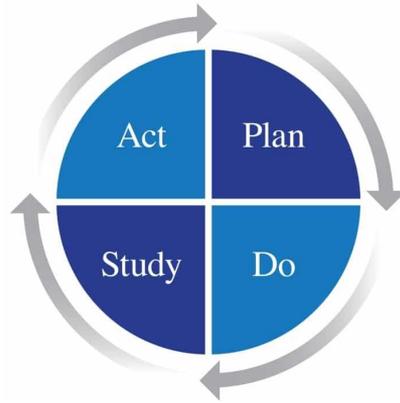
- It is critical for your system to embrace a **proactive and positive vision of inclusion**
- This will require **intentionality, planning, strategic resourcing, and tremendous support**
- However, the shift must be carefully constructed with **focus, centered on student success**

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



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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



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...

