CASS College of Alberta School Superintendents

ASBOA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF ALBERTA

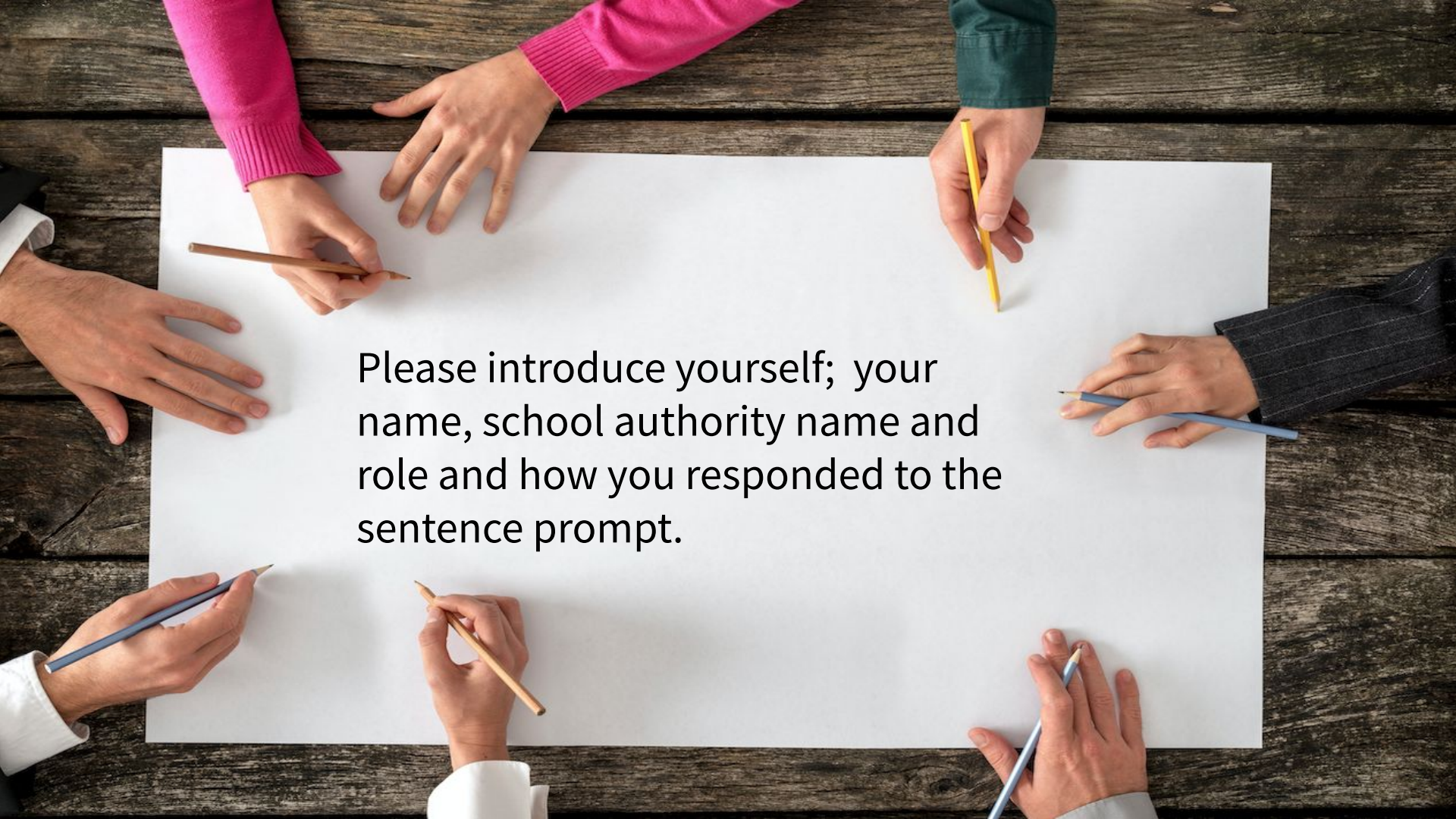
Welcome

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.....

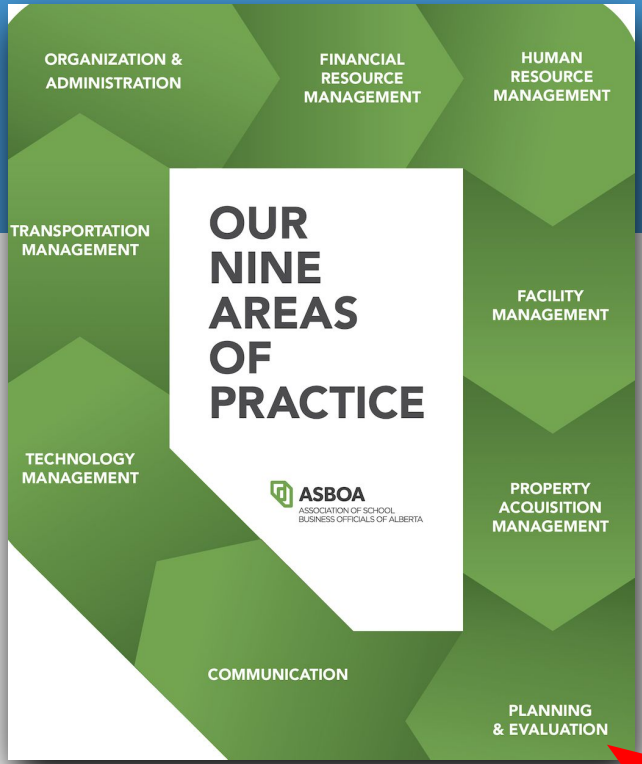
Treaty 7 Land Acknowledgement

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

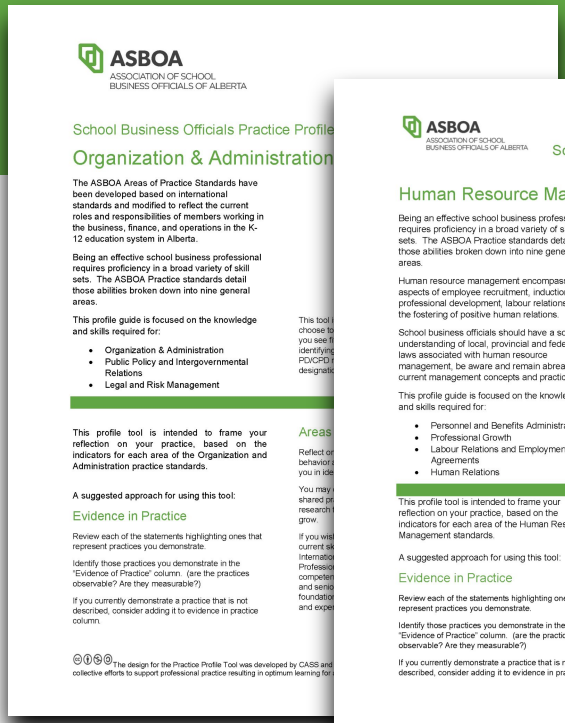
Visionary Leadership
SLQS Competency Components

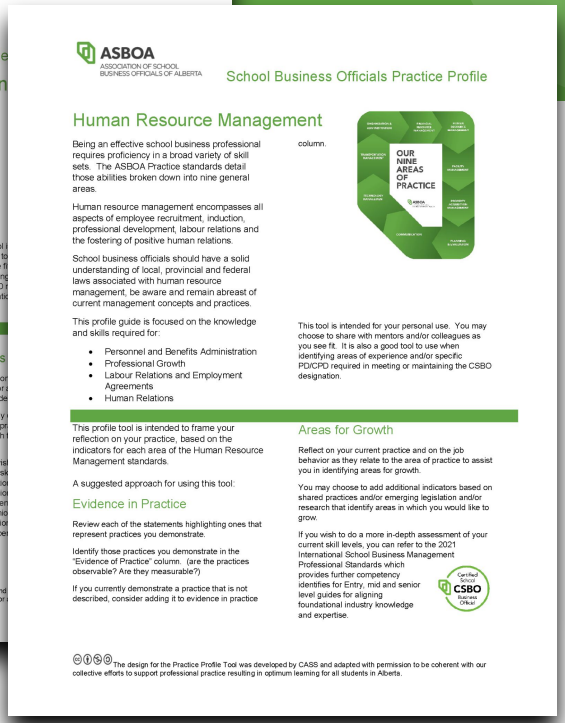
A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

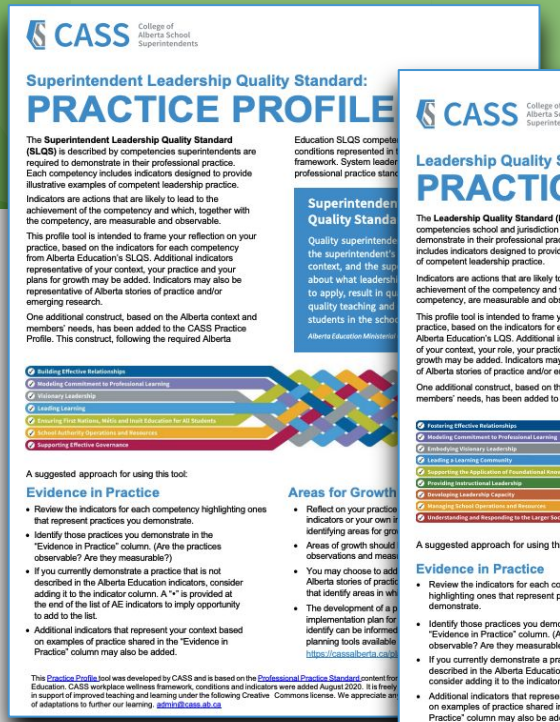
CASS/ASBOA

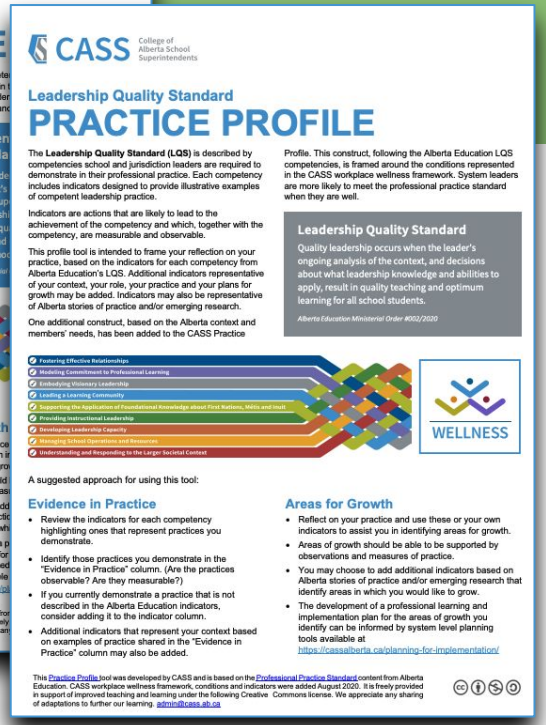
Conference Resource Materials

Professional Practice









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CASS College of Alberta School Superintendents

Visionary Leadership for ALL Students

Laurie Kardynal

Wolf Creek Public Schools

We inspire success, confidence and resilience in every student

Danica Martin

Calgary Board of Education

Andrea Holowka

Golden Hills School Division

Christina Hoover

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?

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

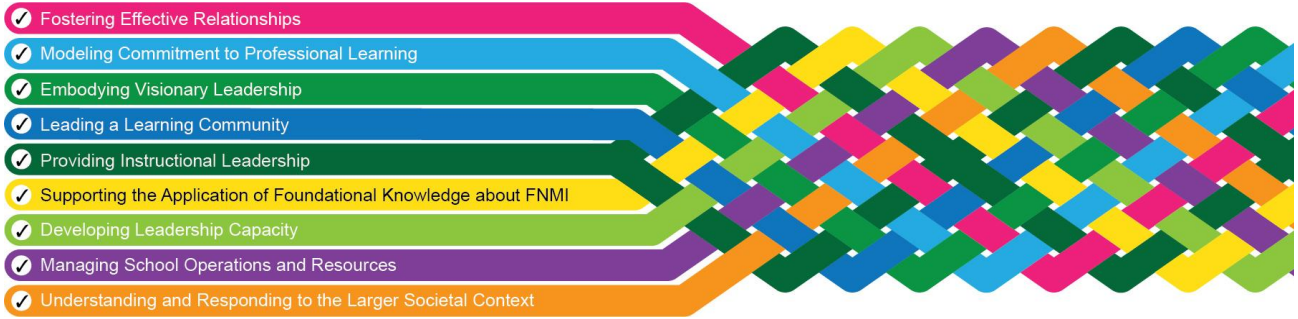
Supporting Implementation of the
Professional Practice Standards
CASS 2018

CC BY NC SA

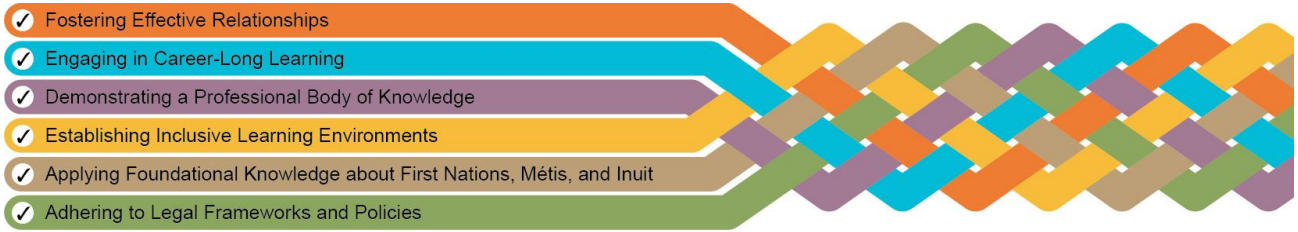
SLQS

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

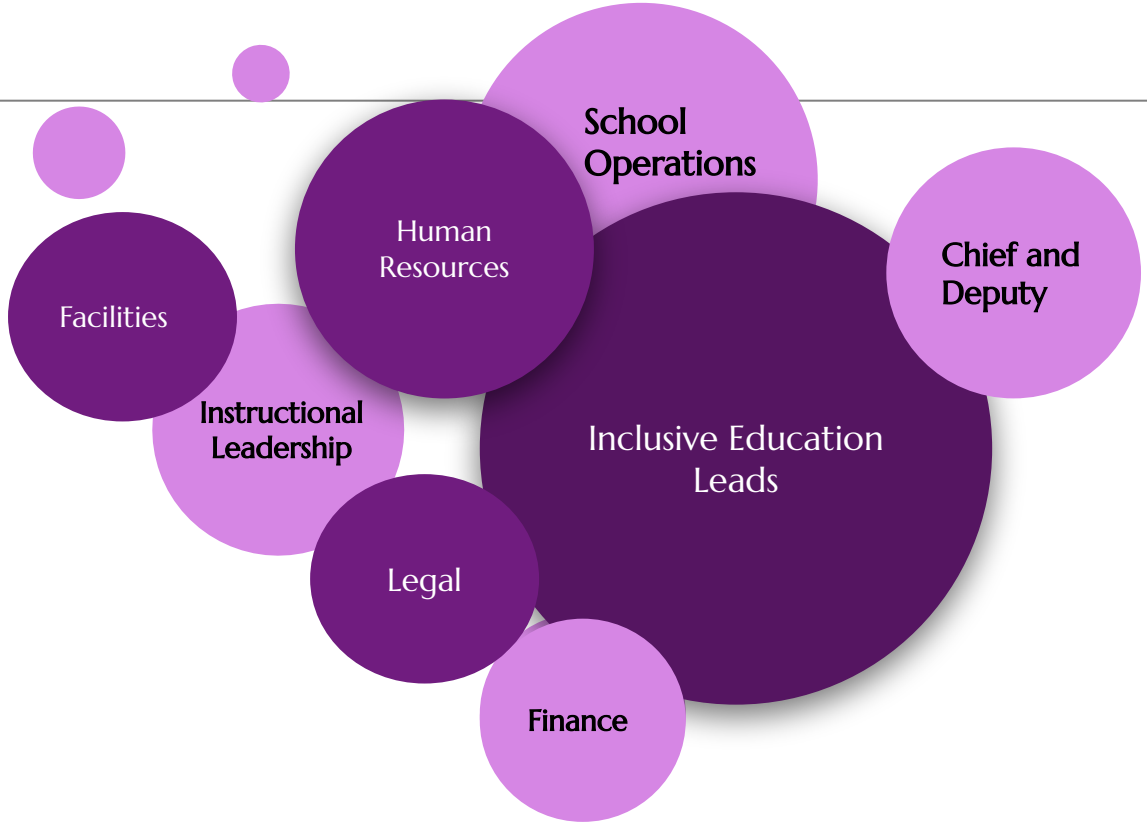
A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

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

Alberta

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?

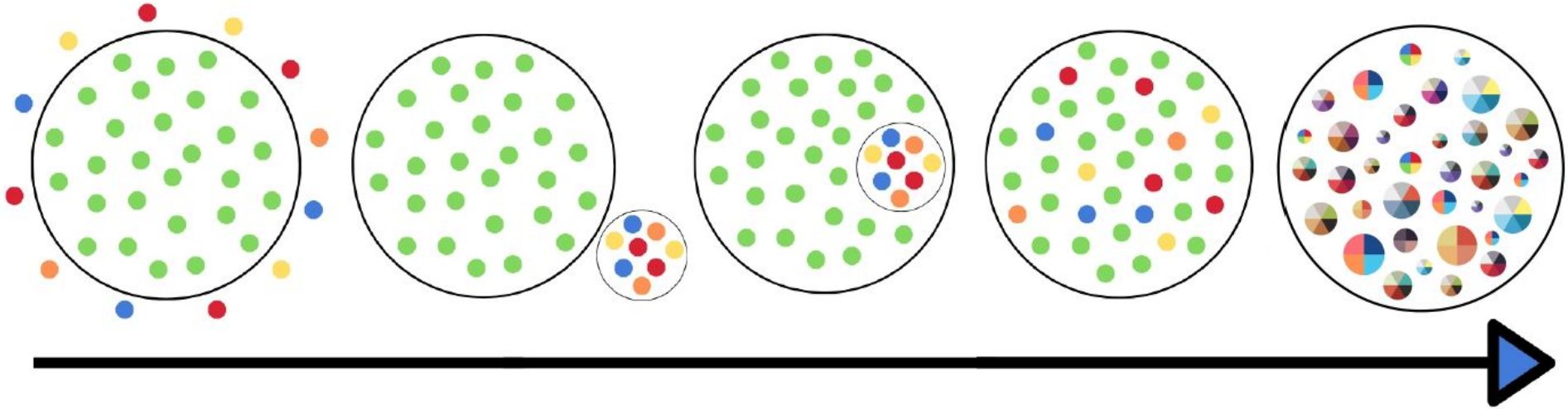
Common Themes Across Research & Legislation

- ★ 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…

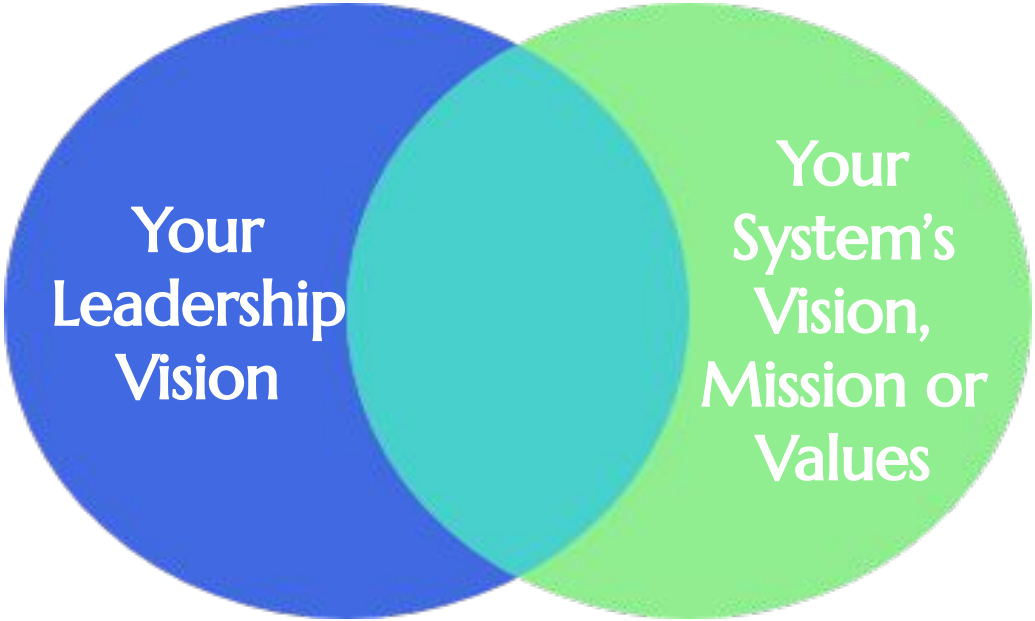
What is your WHY for inclusion?

HOW will you create inclusion in your entire system?

WHAT is inclusion in your system?

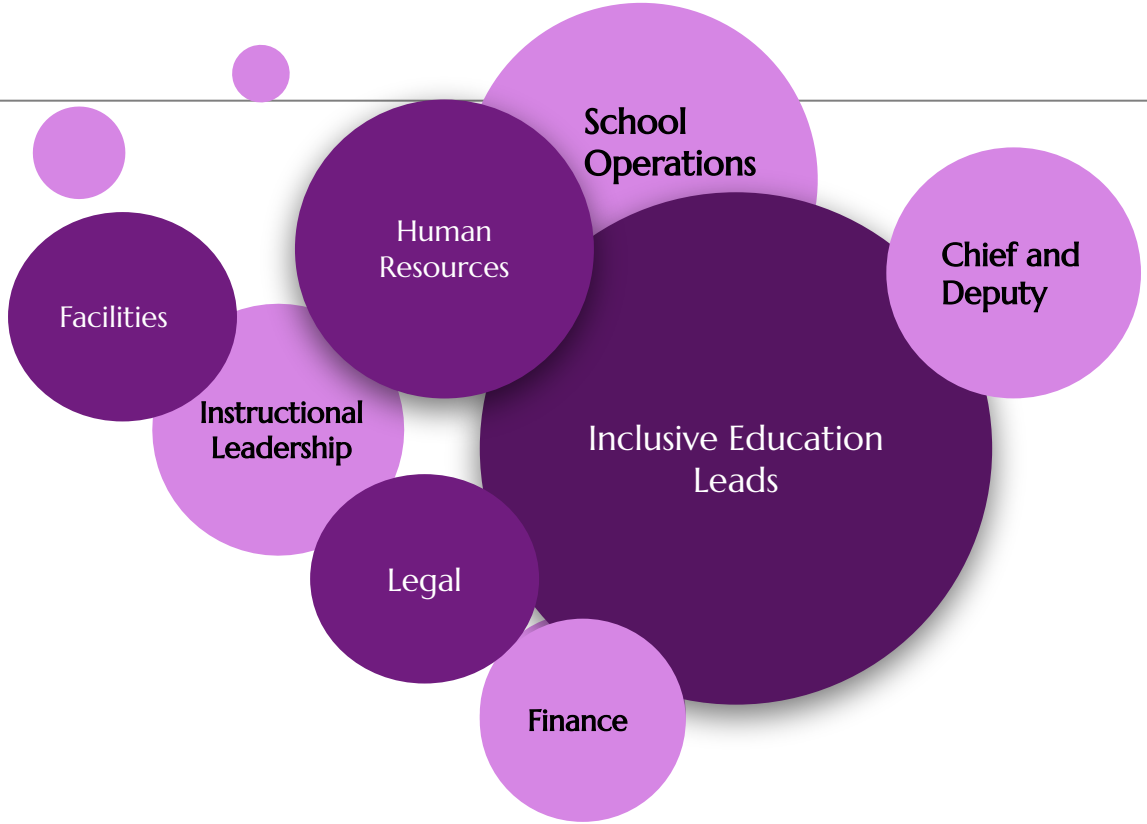
1. State your vision (WHY – HOW – WHAT)
2. As a leader, state what you stand for?
3. What will you not stand for?
4. How will you demonstrate your commitment to this vision in your system? How will people know this?

Systemic Vision



Where are there differences or similarities?

Inclusion is Important for all System Leaders

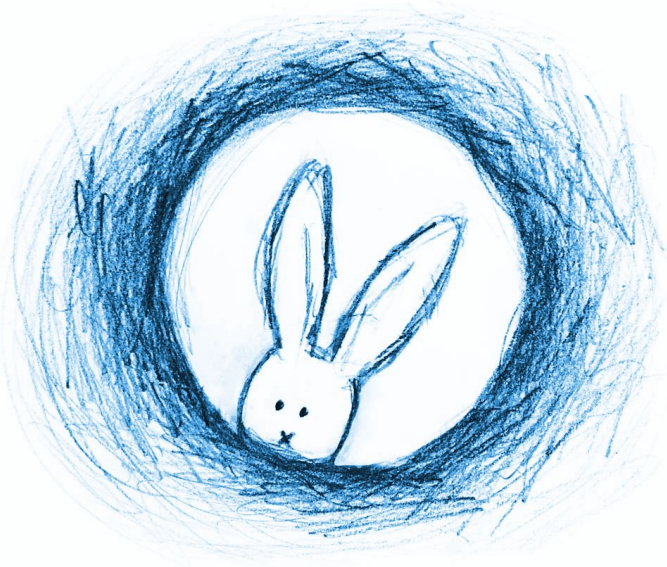


Guiding Questions

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?

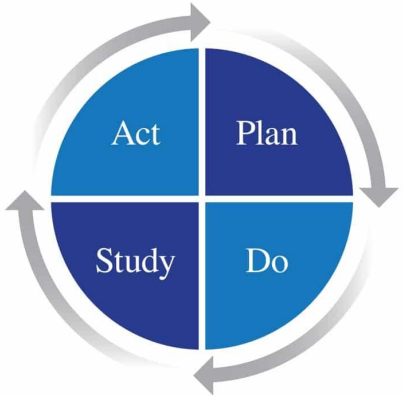
Creating the Change

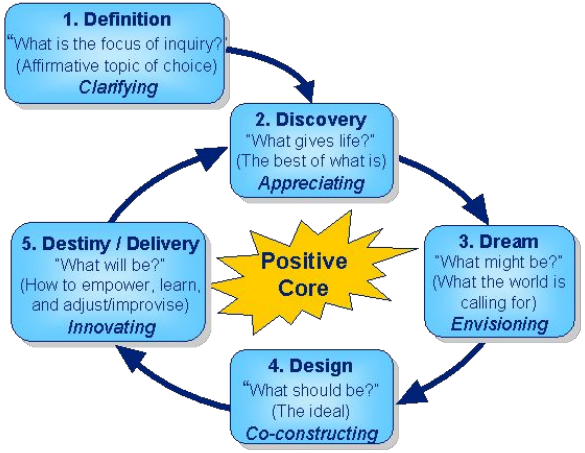
- It is critical for your system to embrace a **proactive and positive vision of inclusion**
- This will require **intentionality, planning, strategic resourcing, and tremendous support**
- However, the shift must be carefully constructed with **focus, centered on student success**

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… *Deficiency Discourse*

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
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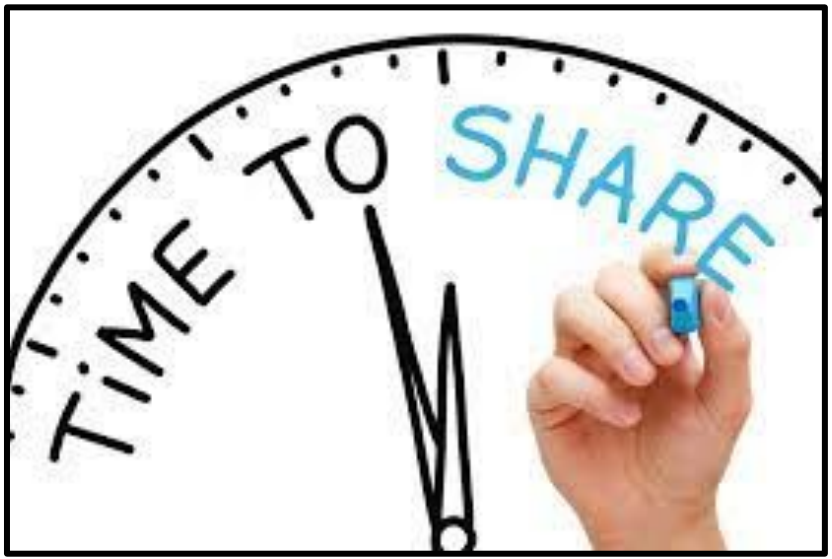
Sharing of Plans



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...