# ALBERTA TEAM LEADERSHIP SESSIONS



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MOTION LEADERSHIP

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## Alberta Quality Leadership (and Teaching) Standards

| SUPERINTENDENT | PRINCIPAL | TEACHER |
|---|---|---|
| Effective Relationships | | |
| Commitment to Ongoing Professional Learning | | |
| | Instructional Leadership | Professional Knowledge |
| | Leadership Development | |
| Visionary Leadership | | |
| Leading Learning | | Inclusive Learning Environments |
| First Nations, Métis, and Inuit Education for All | | |
| Operations and Resources | | |
| Supporting Effective Governance | Understand & Respond to Larger Context | Adhering to Legal Frameworks & Policies |

## Framing Questions



- ‣ What are the two or three core activities in your strategic plan that can be practiced in common, and on an ongoing basis, among superintendents, principals, and teachers to deepen student learning across your district?
- ‣ What will you do to infuse and support these common practices all the way from the central office to schools?



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."



Exploit/ Leverage

Collaborate    LEADERSHIP FROM THE MIDDLE    Connect

Liberate/ Support

## MACRO-MID-LOCAL LEVEL

Vertical Rapport

- LATERAL MACRO COHESION
  Government & Policy Level
- LATERAL MID-LEVEL COHESION
  School Districts
- LATERAL LOCAL COHESION
  School & Community

–Fullan, 2017

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## SUPERINTENDENT QUALITY LEADERSHIP STANDARD:
### KEY COMPETENCIES

1. Building Effective Relationships
2. Modeling Commitment to Professional Learning
3. Visionary Leadership
4. Leading Learning
5. Ensuring First Nations, Métis, and Inuit Education for All Students
6. School Authority Operations and Resources
7. Supporting Effective  Governance

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## Framing Questions

**CHOICE #1: EXPLOIT/LEVERAGE UPWARD**

- What are the most important opportunities afforded by the current education policy environment in Alberta Education that you can leverage to advance your district's learning agenda?
- What are the most important constraints you face in the policy environment in Alberta? How can you exploit these constraints as opportunities to advance your district's learning agenda?

**Choice #2: Collaborate-Connect Sideways**

- What are one or two leadership standards where you and your team could get much better? How can you leverage existing expertise in other school authorities?

**Choice #3: Liberate/Support Downward**

- What are the two or three most important constraints that teachers and school principals in your school authority face to create the most powerful learning opportunities for students? How can you weaken or altogether get rid of those constraints?

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## Framing Questions

**BUSINESS PLAN 2017–20**
**Education**

**ACCOUNTABILITY STATEMENT**
This business plan was prepared under my direction, taking into consideration the government's policy decisions as of March 3, 2017.

*original signed by*

David Eggen, Minister

**MINISTRY OVERVIEW**
The ministry consists of the Department of Education, the Alberta School Foundation Fund and school jurisdictions.
The ministry provides leadership, direction and oversight in the delivery of an inclusive, student-centred education system, and provides direction to school jurisdictions to inform their planning.
A more detailed description of Education and its programs and initiatives can be found at www.education.alberta.ca.

**STRATEGIC CONTEXT**
The outcomes and key strategies identified in this business plan are aligned with the strategic direction of the Government of Alberta.
Alberta has a world class Kindergarten-to-Grade 12 (K–12) education system, comprised of public, separate, charter, francophone, accredited and private schools, and the province strives continually to make it better in the context of a diversifying economy. Government is committed to ensuring that all Alberta children and students are provided with an education that enriches their lives, prepares them for flexible careers in a diversified economy, and prepares them for success by giving them all the skills and tools they need to be positive role models in their communities. The ministry is embarking on a new curriculum development process that will reflect a balance between students' knowledge and

- How can your school/districts strategic plan cause deeper learning?
- What are two or three actions you could undertake to embed deep learning into the everyday activities of your school authority, schools, and classrooms?

## THEORY OF ACTION

A STATEMENT OR A SERIES OF INTERCONNECTED STATEMENTS THAT CAUSALLY LINK ACTIONS WITH THEIR INTENDED RESULTS.

## IF ... THEN ...

*IF* SCHOOLS ARE EQUIPPED WITH DIGITAL TECHNOLOGIES FOR LEARNING AND WI-FI CONNECTIVITY

*THEN* STUDENT LEARNING WILL IMPROVE.

## Theory of Action: 3 Requirements

1. STATEMENT OF CAUSAL RELATIONSHIP
2. EMPIRICALLY FALSIFIABLE
3. OPEN ENDED

## STATEMENT OF CAUSAL RELATIONSHIP

*IF* SCHOOLS ARE EQUIPPED WITH DIGITAL TECHNOLOGIES FOR LEARNING AND WI-FI CONNECTIVITY.

→ A statement of *deliberate* action

*THEN* STUDENT LEARNING WILL IMPROVE.
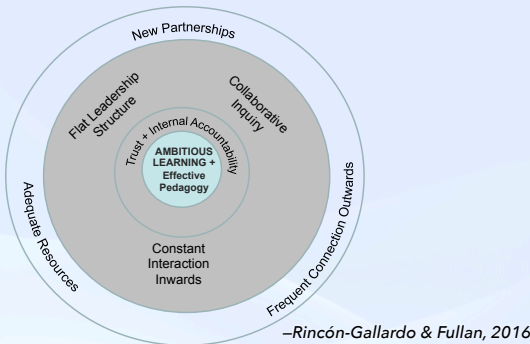
→ An articulation of the intended result

## OPTION #6

### Developing Collaborative Cultures



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## Effective Networks

1. **DEEPEN STUDENT LEARNING AND ENGAGEMENT**
2. **ENHANCE THE PROFESIONAL CAPITAL OF TEACHERS AND LEADERS**
3. **BECOME A FORCE OF WHOLE SYSTEM IMPROVEMENT**

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## Essential Features of Effective Networks in Education



*–Rincón-Gallardo & Fullan, 2016*

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| Essential Features of Effective Networks in Education | | ↑/↓ | Evidence |
|---|---|---|---|
| i. | Focusing on ambitious student learning outcomes linked to effective pedagogy | | |
| ii. | Developing strong relationships of trust and internal accountability | | |
| iii. | Continuously improving practice and systems through cycles of collaborative inquiry | | |
| iv. | Using deliberate leadership and skilled facilitation with flat power structures | | |
| v. | Frequently interacting and learning inwards | | |
| vi. | Connecting outwards to learn from others | | |
| vii. | Forming new partnerships among students, teachers, families, and communities | | |
| viii. | Securing adequate resources to sustain the work. | | |

## SELF-ASSESSING SCHOOL NETWORKS IN YOUR DISTRICT

Think about existing networks of schools in your district. If there are currently no networks of schools in your district, think about a team or network you are most involved in or familiar with.

- What are the 1 or 2 features that these networks are strongest at? Mark them with a ↑
- What are the 1 or 2 features where they could get much better? Mark them with a ↓

What are 2-3 actions you could take to enhance the effectiveness of networks in your district?

**Essential Features of Effective Networks in Education**

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|---|---|---|---|
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## Networks and Central Leadership: A New Partnership

| From… | To… |
|---|---|
| Supply-driven | Demand-driven |
| Compliance-oriented | Learning-oriented |
| Bureaucracy | Movement |

- In what ways is a new partnership of this kind developing in your district?
- What are three actions you could take in the next month to cultivate a partnership of this kind?