



CASS

College of
Alberta School
Superintendents

Welcome!!!

**Supporting Effective
Governance**

Once settled, please grab a marker and respond to prompts on the charts posted around the room. We will start once you have had a chance to respond and have returned to your table.

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
- 

Module Learning Overview

Wednesday 9:00 - 11:45 Session A	Intro to Module Learning and Professional Practice Standards, Your Governance Story, Do School Boards Matter, Governance Models, Effective Governance - Alberta Examples of Practice Reflection on Growth
1-4:00 Session B	Effective Governance and Superintendent Leadership, Legislation and Research, Dual Role of Alberta Superintendent, Value of CASS, Province District Nexus Reflection on Growth
Thursday 8:15 - 11:30 Session C	Fostering Collaboration, Stories of Governance and rule of civility, SLQS Competency Indicators, Reflection on Growth
Friday 8:15- 11:30 Session D	Deepening the Understanding and Applying the Learning Reflection on Growth

Governance Module Outcomes

Participants will develop, and apply strategies to:

1. Understand good governance and why it is important.
2. Deepen understanding of governance for Board members, Superintendents and System leaders based on what the research says.
3. Examine your own governance practices.

Politics, Governance and System Improvement

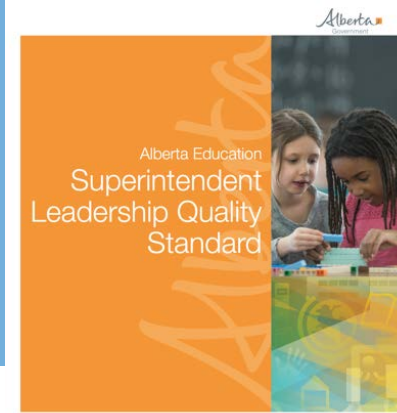
At a time when taking a coherent, system-wide approach to serving all kids and improving schools is more important than ever, effective governance is perhaps the least understood and most underutilized component for success and sustainability. School board members, superintendents, and their local communities especially need to understand and focus on effective governance. (personal communication, August 2018)



Alberta Professional Practice Standards



Alberta Education Terms



“Standard”

A standard (Small S) is a policy that identifies the requirements for the competent professional practice of members of a profession. In turn, Alberta’s “Capital S” Standards adopted by Ministerial Order are authorized under Section 39(1) (f) of the *School Act*. This makes them part of the legislative framework under the *School Act*. Within each of the TQS, LQS and SLQS “Standard” policies is the “standard” statement. This standard is the clear expression of the outcome of competent practice.

PG 4,5

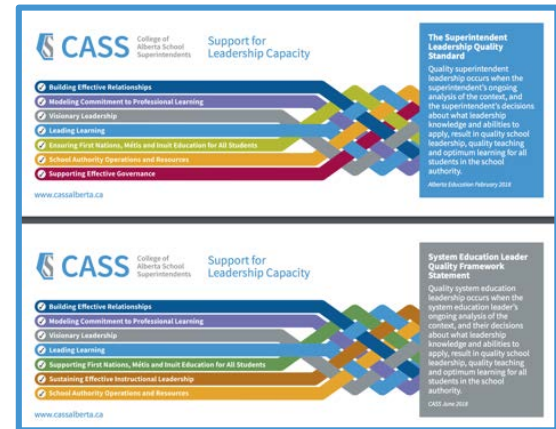
“Competency” means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard; e.g., Supporting Effective Governance “**Descriptor of the competency**” The sentence that describes the competency. 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**” means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;

CASS Terms Support for Implementation

Competency Overview – “Two pager” providing awareness of the competency based on 4 frames: Legal and Key References, Research, Practice in Alberta, Resources.

Learning Modules - are designed to deepen and apply system leader’s professional practice with opportunities to examine Alberta context through a community of inquiry approach based on research.

Braid – Image CASS developed to represent that competencies are interrelated and interdependent.



Superintendent & System Leader Practice Profiles



Superintendent Leadership Quality Standard: PRACTICE PROFILE

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Alberta Education February 2018



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Areas for Growth

- Reflect on your practice and use SLQS 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.
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PG 6-10

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System Education Leader: PRACTICE PROFILE

The System Education Leader Practice Profile is described by competencies system education leaders may consider as part of their role. The competencies in this Practice Profile are from Alberta Education's Superintendent Leadership Quality Standard and the Leadership Quality Standard and are intended to reflect the roles and responsibilities of system education leaders.

Quality system education leadership occurs when the system education leader's ongoing analysis of the context, and their 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.

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Areas for Growth

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School Business Officials Practice Standards Human Resource Practice Profile

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.

- Administration
- Communication
- Facility Management
- Financial Resource Management
- Human Resource Management
- Planning and Evaluation
- Property Acquisition Management
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ASBOA Practice Standards are based on the roles and responsibilities of those working in the business and operations in the education system. ASBOA standards are based on ASBO International standards for the profession.

TO BE AN EFFECTIVE PROFESSIONAL IN SUCH A MULTI-DISCIPLINARY PRACTICE THAT SUPPORTS STUDENT LEARNING, IT TAKES A SPECIAL SET OF KNOWLEDGE, SKILLS AND ATTRIBUTES.

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Areas for Growth

Reflect on your current practice and on the job behavior as they relate to the area of practice to assist you in 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 download the ASBO International self-assessment tools available at <https://asbointernational.org/for-professionals/assessment>



The design for this 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.



Practice Profile

Self Reflection Tool focused on *Indicators*

Supporting Effective Governance












A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.

Indicators	Evidence in Practice / Areas for Growth
<ul style="list-style-type: none">• establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;• ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;• ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Ministry of Education;• ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;• ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;• supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;• implementing board policies and supporting the regular review and evaluation of their impact;• ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;• facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;• building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.•	<ul style="list-style-type: none">•

Learning Modules Reading and Resource Tab

Conferences / Modules

CASS Events 5-Year Schedule Conference Program Archive

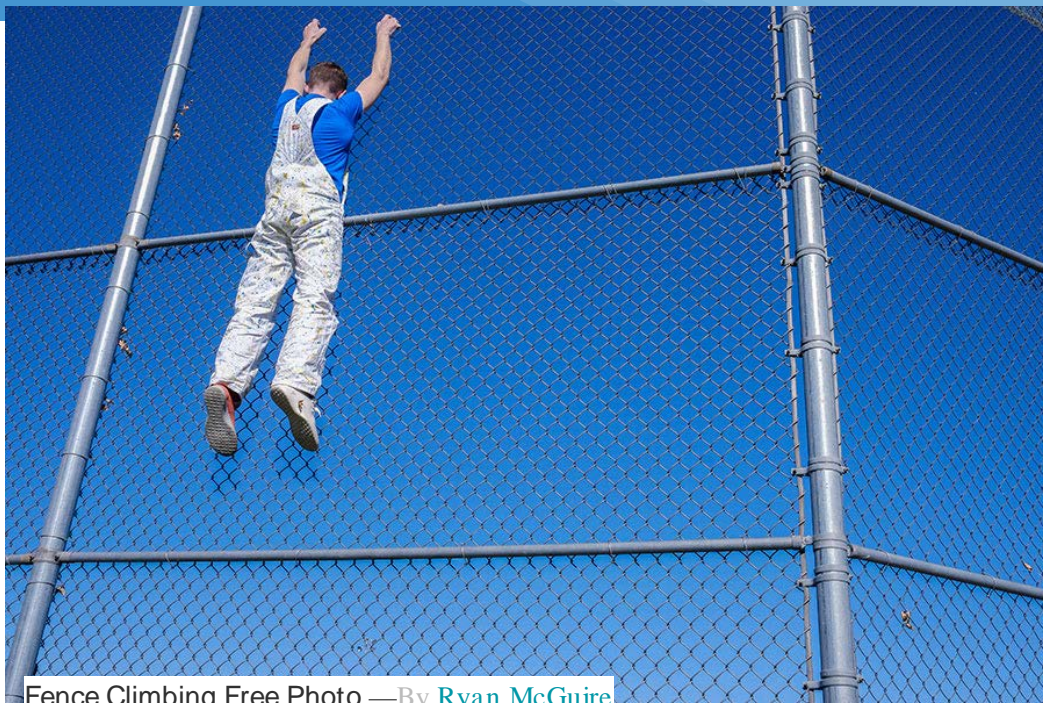
 Certification In-Service	 CASS/ASBOA Summer Learning Conference	 New Members Academy/Mentorship Training	 Mentorship Program
 CASS Fall Conference	 CASS Annual Learning Conference	 First Nations, Métis & Inuit Education Gathering	 Start Right Program for Beginning School Leaders
 Leading for Learning Program for Experienced School Leaders	 Team Leadership Learning	 Partner's Learning Opportunities	

Story vs. Description



Fence Climbing Free Photo —By [Ryan McGuire](#)

A.1 Your Story



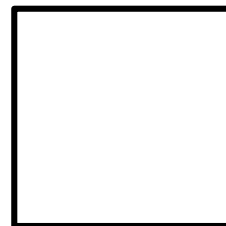
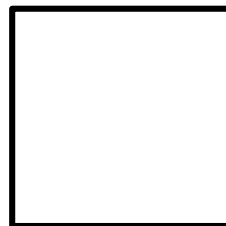
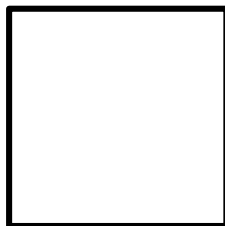
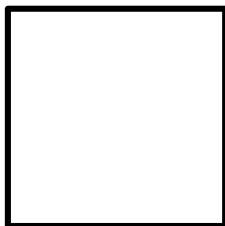
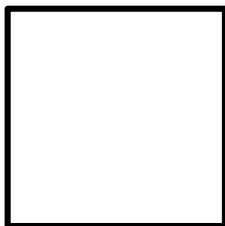
Fence Climbing Free Photo —By [Ryan McGuire](#)

Story Structure

Shared with permission - Dr.
Scott Morrison

Beginning	Middle	End
Good Fortune	Ill Fortune	Good Fortune
Context What is the setting? Who are the characters?	Action What happened?	Result How did it turn out?
Complex Characters	Reversal of Plot	Lesson Learned
<p>I was overjoyed to get my first teaching position.</p> <p>I began presenting on the three techniques I used to get results.</p>	<p>I was placed at a tough junior high school.</p> <p>I thought those I presented to would be enamoured with the research.</p>	<p>I discovered three techniques and improved student performance on PAT's by 20%</p> <p>What the evaluations revealed is that it was the stories, not the research, that conveyed belief.</p>

A.1 Telling your Story



- mindset,
- moral imperative,
- cohesive governance system
- system-wide commitment
- continuous improvement

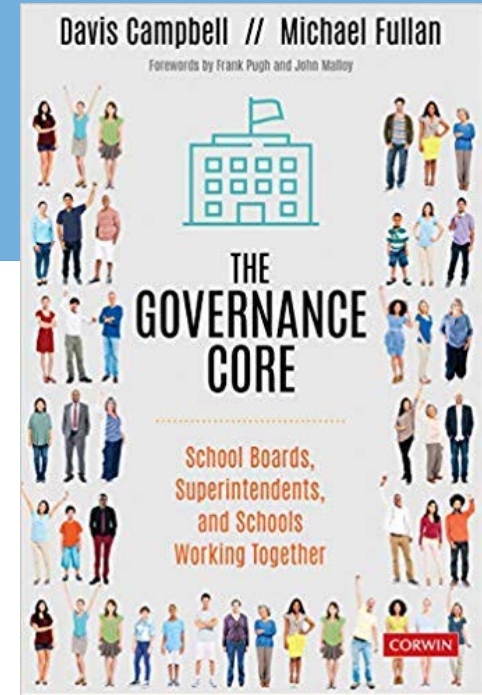
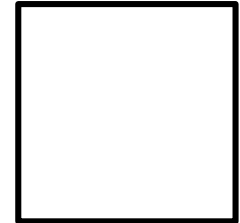
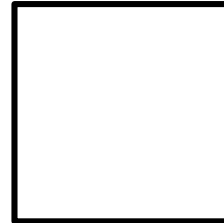
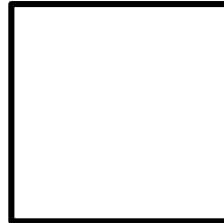
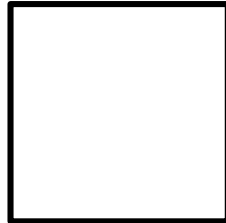
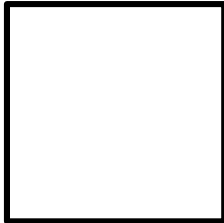


Figure 0.2 Governance Drivers

Negative Drivers	Positive Drivers
1. Focus on school boards	1. Focus on governance
2. Focusing on board behavior	2. Focusing on governance mindset
3. Board presentations (audience)	3. Engaging the board (owner)
4. Counting votes	4. Counting understanding
5. Tactical (operations) driven agenda	5. Strategic (goals) driven agenda
6. Damage control perspective	6. Proactive, forward-thinking culture
7. Care and feeding of the board	7. Supporting the governance functions of the board
8. Board-superintendent relations	8. Board-superintendent cohesion

A.1 Governance Core

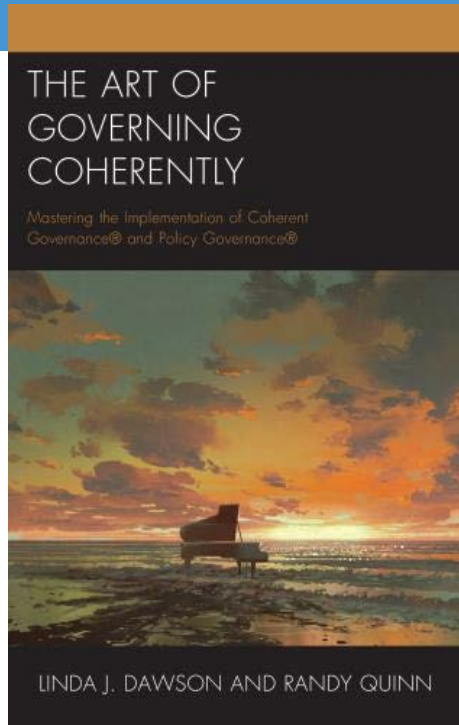
- mindset,
- moral imperative,
- cohesive governance system
- system-wide commitment
- continuous improvement



A.2 Debate - Do School Boards Matter? -

- Identify half of your table group as “yes” and half as “No” respondents in the debate.
- Take 5 mins to discuss with your “yes or no” group how you would like to respond the the topic.
- Allow each person two minutes to share their stance - alternate yes/no etc.

A.3 Governance Models



“ Models are just that: Models.”

A.3 Similarities and Differences

Work in pairs or triads to:

- Identify similarities and differences between the governance models, and
- Indicate strengths and limitations of having a model.

Pat Cochrane - Former Board Chair - CBE

- Importance of having a **Model**
- What does it take to have an **effective Board**?

A.4 Aspects of Effective Governance

Alberta Exemplars of Practice

Brandon's Five Principles

Review research

Identify practice that aligns
with the research

Ontario Governance Committee Five Principles

Review research

Identify practice that aligns
with the research

A.5 Professional Growth/Reflection

How is your practice reflected/informed by what you have learned?

What **questions** have emerged in this session about supporting effective governance within your school authority?



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B.1 Effective Governance & Superintendent Leadership

What does the Legislation/research say?

1. *What strikes you as **hopeful**? Where do you see an opportunity?(e.g., aligned?) (symbol - H)*
2. *Where did you feel most **challenged**? (Symbol C)*
3. *What are the **implications** of this for the superintendent, secretary treasurers, your system leadership team, (e.g. human resource leads) and school trustees? (Symbol I)*

H
C
I

B.1 Alberta Governance Rules, Regulations and Legislation

Legislation in Alberta	Notes
Must do	<i>School Act</i>
Want to do	
Delegate to	

B.2 Superintendent Duties (Section 113 (1) and selected Board policy requirements.

Chief Executive Officer of
the Board

Chief Education Officer of
the School Authority



Province of Alberta

SCHOOL ACT

Revised Statutes of Alberta 2000
Chapter S-3

Current as of April 1, 2018

Office Consolidation

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Alberta Queen's Printer
Suite 700, Park Plaza
10611 - 98 Avenue
Edmonton, AB T5K 2P7
Phone: 780-427-4952
Fax: 780-452-0668

E-mail: qp@gov.ab.ca
Shop on-line at www.qp.alberta.ca

B.2 College of Alberta School Superintendents

VISION: Leadership excellence for world-class public education.

MISSION: The College of Alberta School Superintendents, the professional voice of system education leaders, provides leadership, expertise, and advocacy to improve, promote, and champion student success.

B.2 College of Alberta School Superintendents

Next Steps	Commitment to Practice
Ministry Involvement Via CASS	
Ministry Involvement Via Ministry	

Jeff Johnson - Former Minister of Education

Personal perspectives of the mutual benefits of the province and district leadership working together to support optimum learning for all students.

B.3 Superintendent/System Leadership

Mutual Benefits of the Province-District Nexus

Think, Pair, Square, Share

- Read alone - highlight key concepts/key words.
 - Look for - alignment/coherence with the Boards policies/goals
- Discuss with a colleague and share - What did you find most interesting? Similarities? Differences?
- Join another pair and highlight one item. Record the information for sharing.
- Share with large group

B.4 Professional Growth Reflection

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C.1 - Fostering Collaboration

What does the research say?



= Got it. I know or understand this.

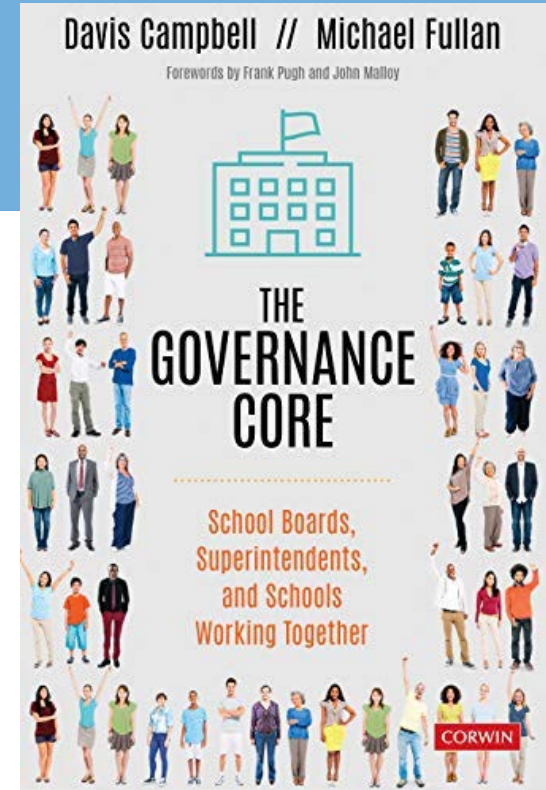


= This is really important information.



= I'd like clarification or elaboration of this material.

C.2 Stories of Governance Manner and Rules of Civility



C.3 Evidence In Practice - Alberta Stories of Practice

1. Review Stories - identify governance indicators
2. Dialogue about promising practices you/your school authority take that would model “Evidence in Practice” for the indicators at your table.

C.4 Professional Growth Reflection

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- 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.

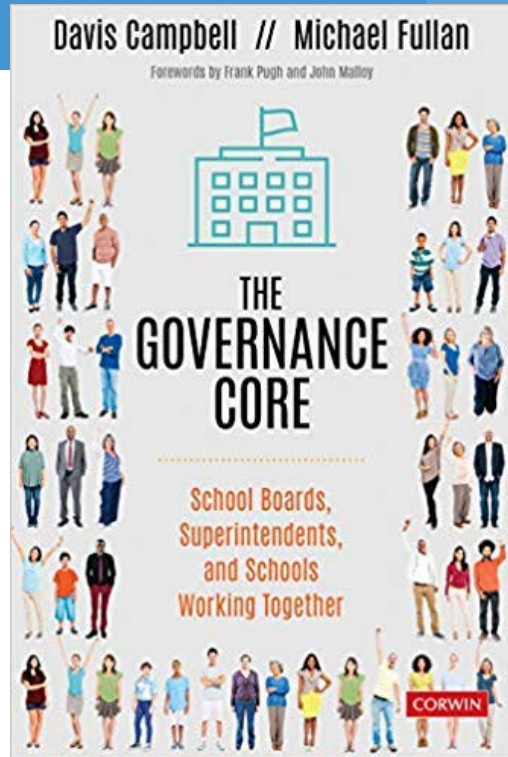
Areas for Growth

- Reflect on your practice and use SLQS 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.alberta.ca/learning-for-implementation/>

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D.1 Tips for Trustees and Superintendents



D.2 Deepening Understanding and Applying the Learning - Coherence with your story

1. Review Stories - identify governance indicators
2. Dialogue about promising practices you/your school authority take that would model “Evidence in Practice” for the indicators at your table.

D.3 Professional Growth Reflection

How is your practice reflected/informed by what you have learned?

What **questions** have emerged in this session about supporting effective governance within your school authority?



School Business Officials Practice Standards

Human Resource Practice Profile

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.

- Administration
- Communication
- Facility Management
- Financial Resource Management
- Human Resource Management
- Planning and Evaluation
- Property Acquisition Management
- Technology Management
- Transportation Management

This profile tool is intended to frame your reflection on your practice. Additional indicators representative for your context, your practice and your plans for growth may be added.

TO BE AN EFFECTIVE PROFESSIONAL IN SUCH A MULTI-DISCIPLINARY ENVIRONMENT THAT SUPPORTS STUDENT LEARNING, IT TAKES A SPECIAL SET OF ATTRIBUTES.

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 in the statements, consider adding it to the Evidence in Practice Column

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



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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 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.

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- Building Effective Relationships
- Nurturing Commitment to Professional Learning
- Visionary Leadership
- Leading Learning
- Promoting Systemic Change and Improving Practice for All Students
- Advancing Equity, Inclusion and Resilience
- 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.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

- Reflect on your practice and use SLQS 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.alberta.ca/learning-for-implementation/>

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Deepening Understanding and Applying the Learning

This learning opportunity was successful because.....

1. Understand good governance and why it is important.
2. Deepen understanding of governance for Board members, Superintendents and System leaders based on what the research says.
3. Examine your own governance practices.

Thank you for the opportunity to learn with you this week!



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

