Leading for Learning Short Course for School and System Leaders

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.

I am aware and I honour that some participants are joining us from other Treaty areas in Alberta/Canada.

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
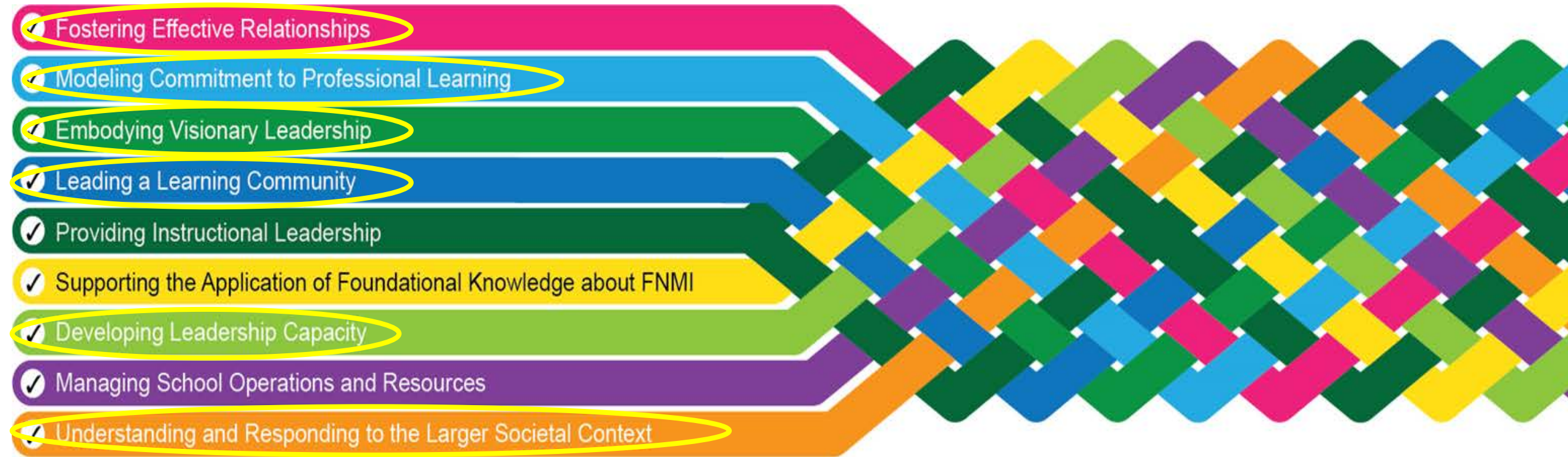- ✓ Supporting Effective Governance

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

Leading for Learning Course for School and System Leaders

CASS College of Alberta School Superintendents

LQS

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- ✓ Modeling Commitment to Professional Learning
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CASS College of Alberta School Superintendents

Assurance, Engagement and Success

Andrea Holowka, CCSD

Leading for Learning

July 6, 2021, 12:45-3:15

Introductions

I'd like to get to know you!

Self Rating Poll

On a scale of 1-10 (10 being the highest),

What is your knowledge, comfort and proficiency in knowing the provincial planning and results reporting requirements?

Self Rating Poll

On a scale of 1-10 (10 being the highest);

How **critical** to your work is the development of district or school plans and results reports?

Planning and Reporting

Can be seen as an act of compliance

When done well, it can:

- Situate a learning organization within their priorities
- Allow for goal setting that places student success at the centre
- Create ways to measure and share this success internally and externally
- Reinforce the importance of your vision (your why) to everyone involved with your system/school

Start with "Why" (Simon Sinek)

Reflection – Large Group Discussion

Take 2 minutes and consider:

How would you explain your "why" as an educational leader?

How would you explain your school's "why" to a prospective parent or staff member?

Sharing…

Assurance – Beyond Compliance

Planning and reporting is meant to establish a continuous improvement cycle

Student centered goals should drive all decisions within the organization

Context and stakeholder input is key

All requirements exist in the "Funding Manual for School Authorities 2021-2022 School Year"

Section K – Requirements for School Authority Planning and Results Reporting

Overview of Cycle

- Focus on results, context, stakeholder input, provincial direction

- Consider research and evidence-based practices

- Focus on student growth and achievement

- Allocate budgets and resources according to priorities and goals

- Measure, monitor and adjust

- Report results

- Set new targets

- Continue dialogue with stakeholders throughout process

District Education Plans + Annual Education Results Reports (AERR) + School Plans = Assurance

Overview of Education Plan Requirements

District Education Plan:

- **3-5 year** timeframe (term or rolling)

- Published and updated **annually**

- Must include: **outcomes**, performance **measures**, **strategies** and plans to monitor and **report**

- Should reflect **provincial** (in Business Plan) and **local** priorities

- Meant to depict the **desired future** district experience for students

- Must demonstrate clear **connection to AERR**

- **Stakeholder** engagement must be noted

- Other requirements (budget, capital plan, IMR spending, accountability statement)

- Must be publicly posted by **May 30**

Annual Education Results Report Requirements

- Required Alberta Education Assurance Measures (AEAMs) must be included

- Data analysis and linkage to Education Plan is essential

- Student Learning AEAMs: PAT & Diploma results, local measures

- Other AEAMs: high school completion, citizenship, engagement, education quality, WCRS environments, access to supports, Indigenous improvement measures, inclusive education access, parental involvement, budget/finance, stakeholder engagement, assurance systems, local context, accountability statement, whistleblower protection

- Must be publicly posted by November 30

School Plans

- Are to reflect and align with the school authority's Education Plans

- Results must also be reported

- Each school authority determines their own process, content and format for School Plans

- Must also utilize evidence-informed decision-making, assurance to their communities and demonstrate accountability practices

- You will need to draw on school-based AEAMs and other data sources to demonstrate such assurance

Breakout 1 – Data Usage Question

Providing evidence will allow you to know if your goal has been met.

Required Alberta Education Assurance Measures (AEAMs):
- PAT & Diploma results
- High school completion
- Citizenship
- Student learning engagement
- Education quality
- Welcoming, caring, respectful and safe learning environments
- Student access to supports & services
- Indigenous student success & improvement measures
- Inclusive education access (continuum of supports)
- Parental involvement

Local measures

BREAKOUT QUESTIONS

1. What **data is most important** to your school/jurisdiction to determine success to yourselves and your stakeholders?
2. What **data challenges or gaps** do you face right now? Ideas on how to overcome these?

Pick a recorder to report back. It is critical that we learn from each other.

See you back in 15 minutes!

Breakout Debrief

What did your group think?

1. What **data is most important** to your school/jurisdiction to determine success to yourselves and your stakeholders?

2. What **data challenges or gaps** do you face right now? Ideas on how to overcome these?

Plan + Leadership = Student Success

- Leadership is required

- Must be student centered

- What aspects of leadership have the greatest impact on student success?

- Does this ring true for you?

- Thoughts?

Leadership Approaches

To achieve these goals, leadership is critical!

Let's brainstorm in the chat **different types of leadership** approaches that we may think about in the literature.
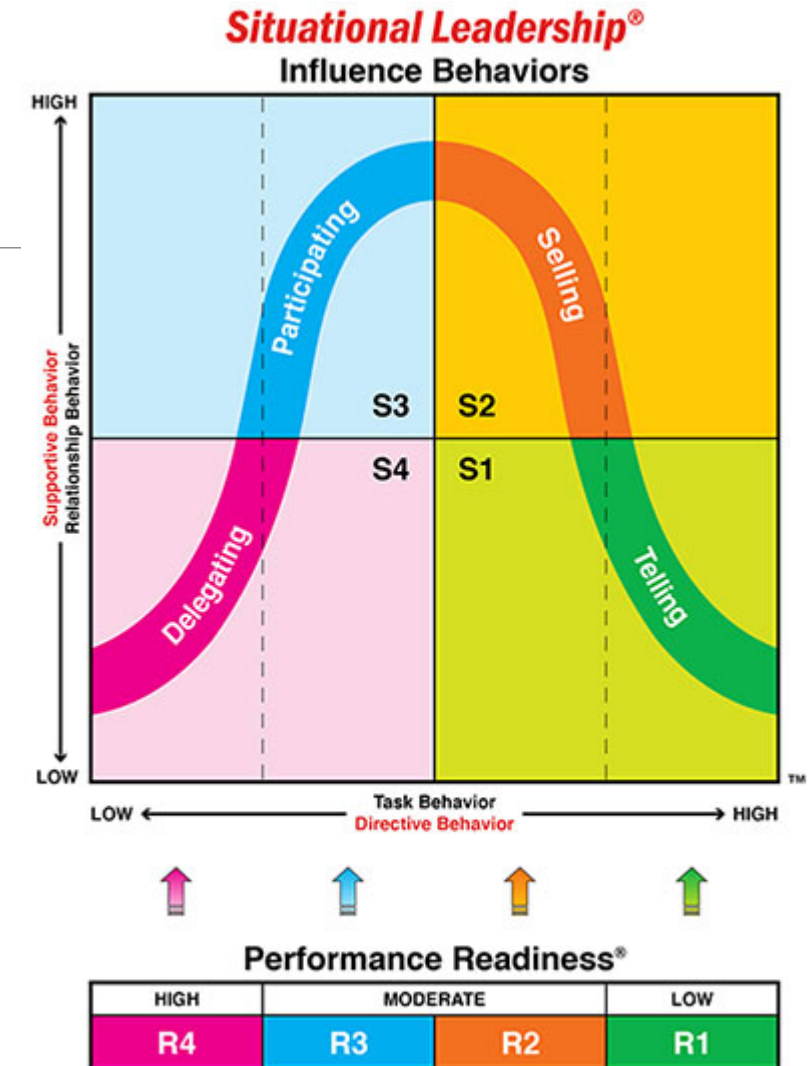
Please **add as many** leadership approaches you can think of into the chat.

Leadership Approaches

The Six Leadership Styles (Goleman)

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientious-ness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results form a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Goleman, Daniel, "Leadership that Gets Results" Harvard Business Review. March-April 2000 p. 82-83.

More Leadership Approaches

https://jonathansandling.com/leadership-styles-blog-series/

And more!

LEADERSHIP STYLES & FRAMEWORKS
How leadership styles and frameworks have evolved and what periods they were/are developing.

BEHAVIORAL LEADERSHIP THEORY
Focus on the behaviors of the leader, such as autocratic, democratic, charismatic. Understanding on the effect of behaviors, but rarely any thoughts on adapting or changing behaviors.

20s-70s

TRAIT THEORY
Primary focus on the traits, skills, characteristics and attributes of the leader. These theories exclude adaption to circumstances or situations.

30s-60s

CONTINGENCY THEORIES
Situation dependent theories start emerging. Leadership behavior and circumstances are combined. Leaders should start adapting their behaviors depending on circumstances
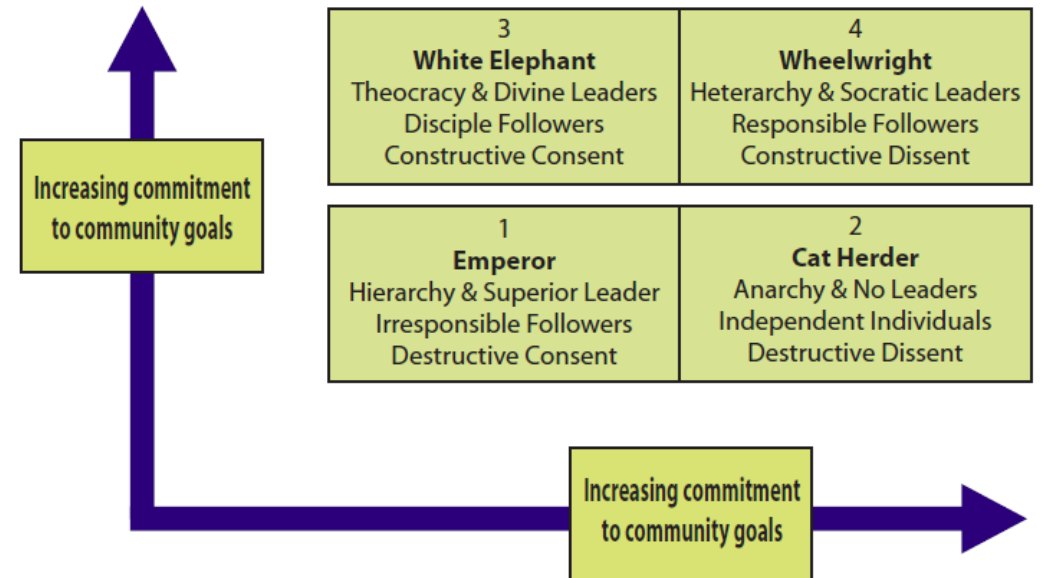
70s-

EI THEORIES
Additional theories, often taking situation circumstances into account, that also focus on Emotional Intelligence emerges.

90s-

https://www.leadershipahoy.com/leadership-styles/

Increasing commitment to community goals

3 **White Elephant** Theocracy & Divine Leaders Disciple Followers Constructive Consent	4 **Wheelwright** Heterarchy & Socratic Leaders Responsible Followers Constructive Dissent
1 **Emperor** Hierarchy & Superior Leader Irresponsible Followers Destructive Consent	2 **Cat Herder** Anarchy & No Leaders Independent Individuals Destructive Dissent

Increasing commitment to community goals

https://iveybusinessjournal.com/publication/leadership-ltd-white-elephant-to-wheelwright/

Breakout – 15 minutes

Discuss:

1. What is your preferred (comfortable) leadership approach? Do you have a back up (second favourite)?

2. What current/past contexts require you to shift to different leadership approaches?

3. How do these approaches best support your goals to improve outcomes for students?

Breakout Debrief

What did your group think?

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Leadership Approaches – Consideration of Followers and Contexts

LQS Competency 1 – Fostering Effective Relationships

LQS Competency 9 – Larger society context
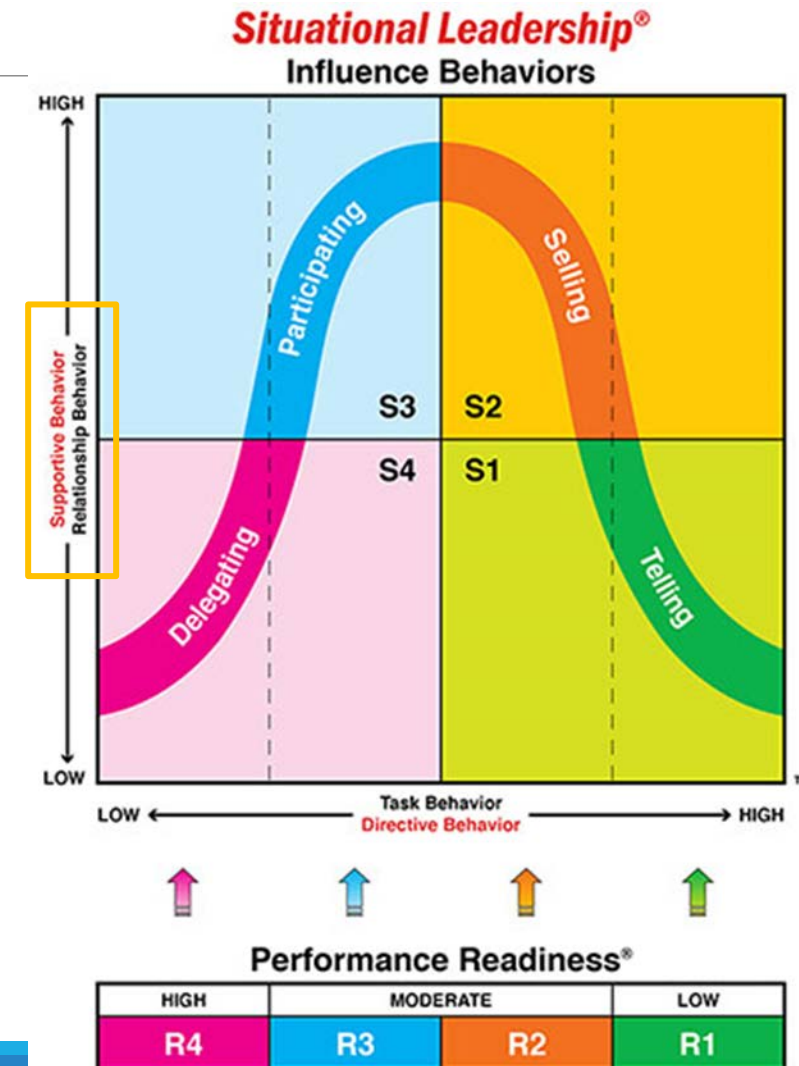
Emotional Intelligence – Read the Room

Part of achieving goals involves bringing others alongside
Relationship development is key to building trust and understanding followers' needs

The Six Leadership Styles (Goleman)

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Situational Leadership®
Influence Behaviors

Supportive Behavior / Relationship Behavior

HIGH — LOW

Participating — Selling
Delegating — Telling

S3 | S2
S4 | S1

Task Behavior / Directive Behavior
LOW ← → HIGH

Performance Readiness®

HIGH	MODERATE		LOW
R4	R3	R2	R1

Scenario Overview

You have been appointed to the principal of a school in an affluent neighbourhood with very involved parents. The previous principal was beloved by most staff and parents as he was able to maintain the status quo and comfort level for most teachers in their traditional, seasoned practices.

As you review the **student performance data**, you see above provincial achievement on PAT scores across the board. **Parental involvement** scores are also very high.

However, in reviewing the other AEAMs, you notice that students report lower than provincial scores for **welcoming, caring, respectful and safe learning environments**.

Some parents of students begin to share with you concern about **lack of individualized programming** for their children with diverse learning needs and challenges with teachers adhering to IPP accommodations, goals and strategies. This corresponds with lower scores for AEAMs on **access to supports and services**.

Scenario 1 - Continued

The school has a very active school council with high levels of parent attendance at meetings and volunteering in classes.

In reviewing the previous Education Plan, goals are directed toward improving PAT results and improving the climate and culture of the school through formation of student council led school spirit activities.

Additionally, a nearby large condo complex has been converted to subsidized housing, bringing in many new registrants who are new to Canada.

It is now October. According to your school division, you must begin to develop a school plan for the upcoming school year. It is due to your Area Director's office in 6 weeks.

Scenario is also found at: https://docs.google.com/document/d/1Lvb8Xj-OGlyz-Br8UmSBozvTspnf_4oQ9gwIUWrw72A/edit?usp=sharing

School Plan Planning!

In small groups, create a strategic plan you would follow to develop a school plan. Include the steps you will take within the next 6 weeks and beyond.

Consider:

- How can you articulate a new "why" for your school?
- What leadership approach(es) would you use?
- Who you need to involve?
- How will you engage with them?
- What data will you want to highlight?
- How will you use this to set goals?
- What data are you missing? What gaps might exist that you need to address differently?
- What is the desired future outcome(s)?
- How will you be able to know if you achieved this outcome? How will you share this with internal and external stakeholders?

Feel free to represent this visually or verbally when we return from our debrief. Be creative!
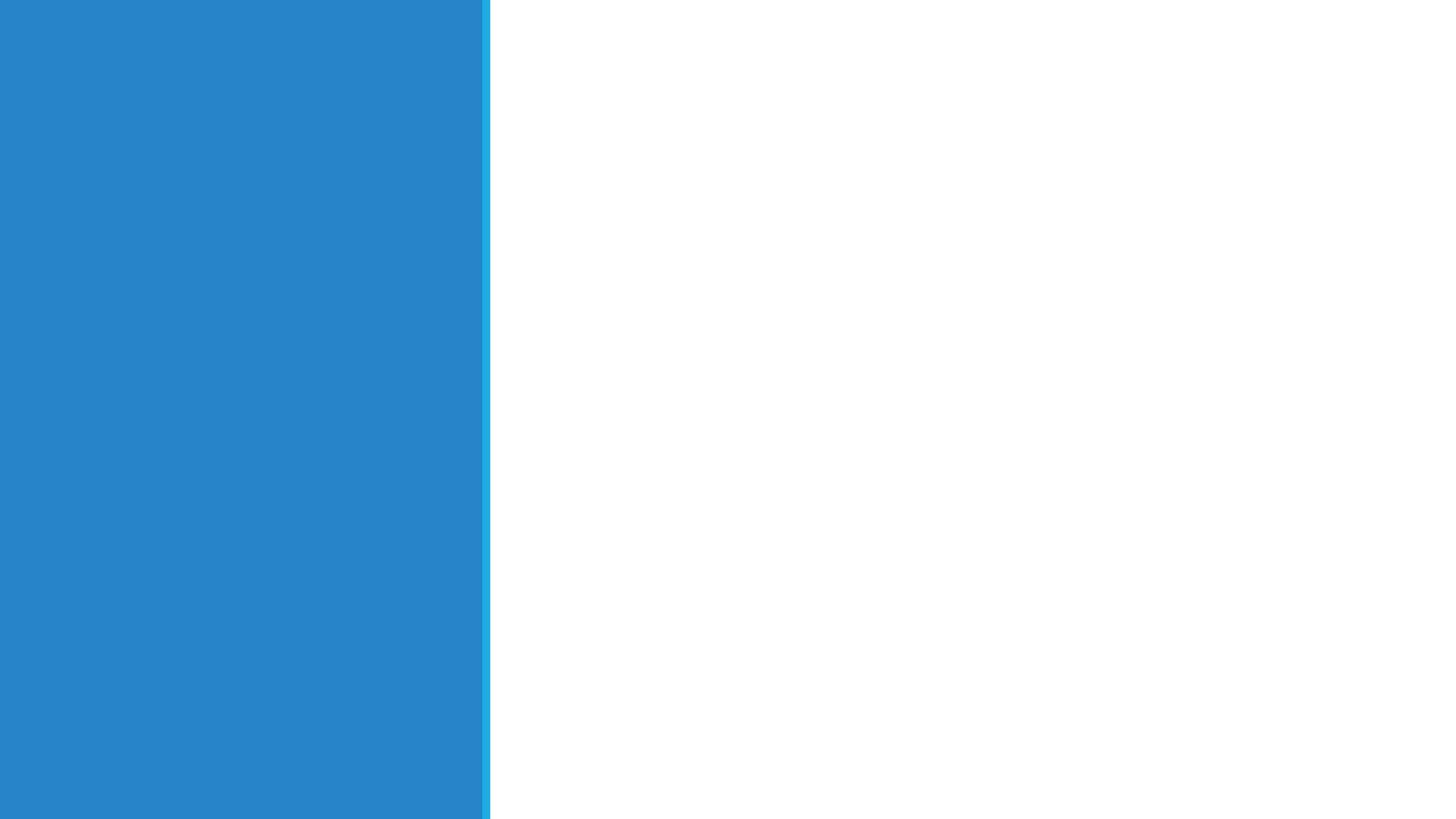
Debrief – Each group to share
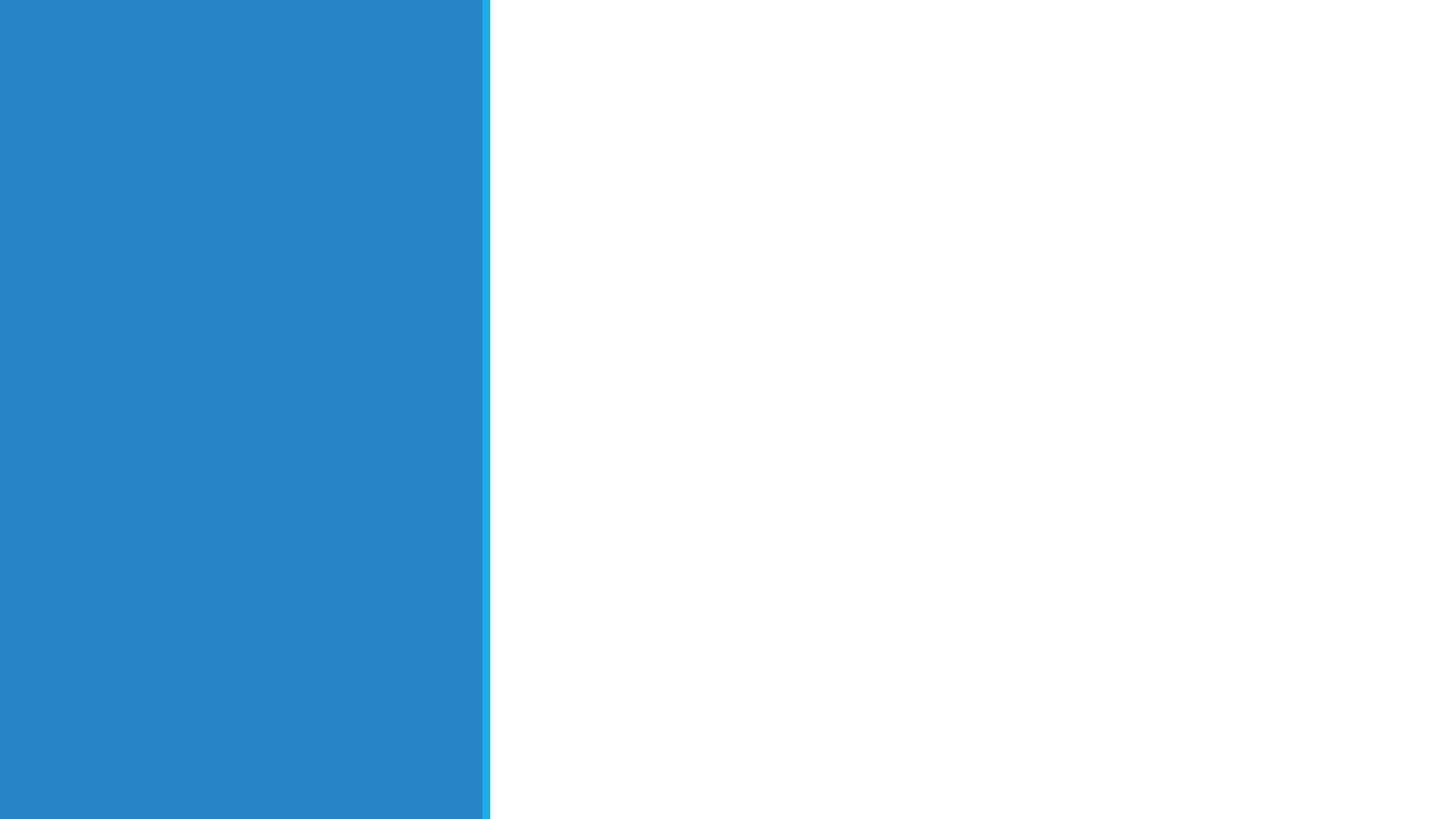

shutterstock.com · 1168648546

District or School Plan

Iterative Cycle of Reflective Improvement

Not meant to be a compliance event

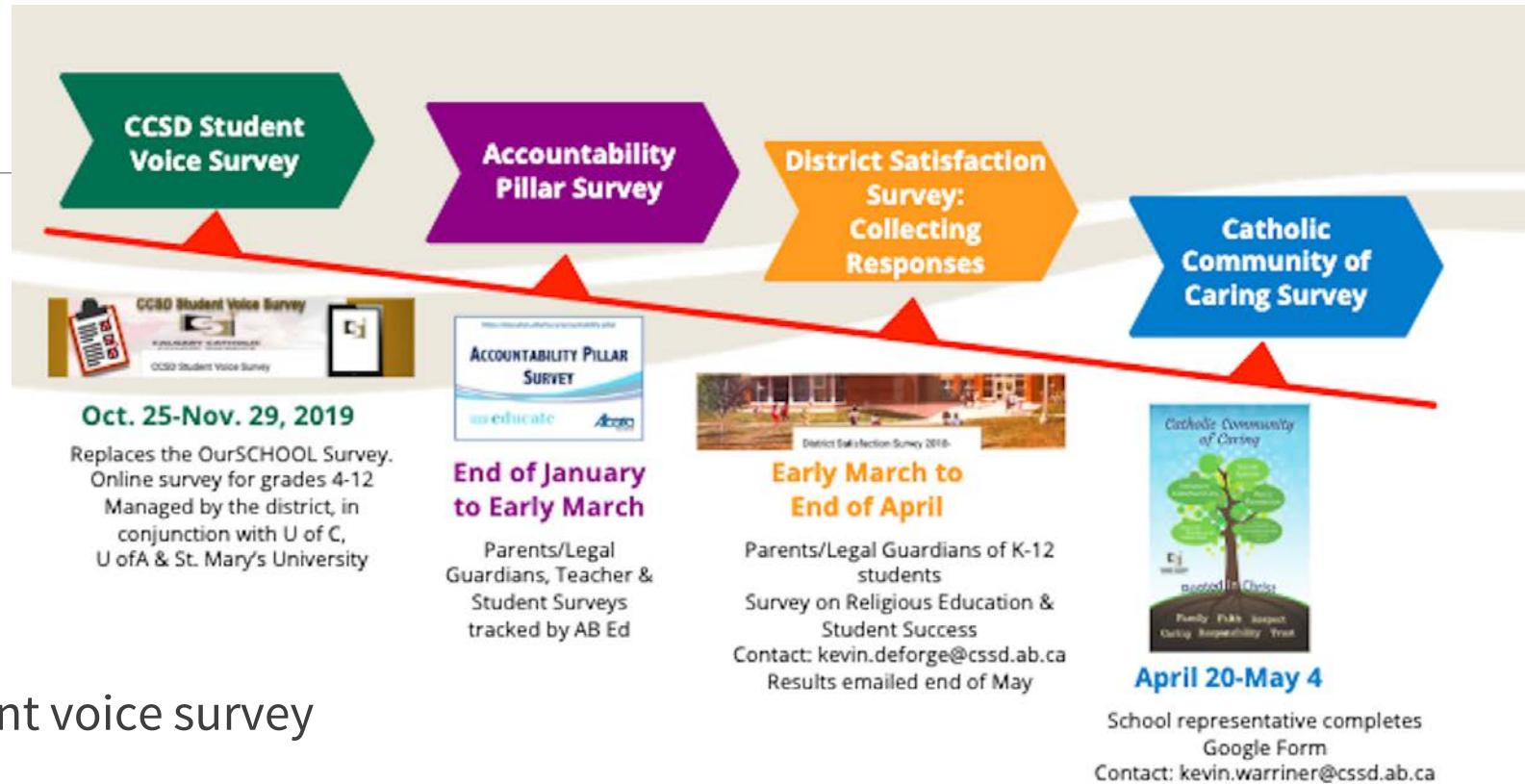Great leadership is required to situate this as the central document for the school/district

SCHOOL NAME

2020-2023 School Education Plan

(change the background to your school colour)

Living & Learning in our Catholic Faith

Faith   *Excellence in Teaching and Learning*   *Relationships*

Priority	Strategic Goal Area (select one in each priority area)	School Goal	Baseline data (current reality)	Target data (desired reality)	Strategy	Short Report (completed as data becomes available)
Faith Formation	• Faith formation for students and staff • Focus on Catholic Community of Caring and permeation of faith • Celebrating and advocating for our Catholic education					
Student Success	• Student-centred learning and assessment practices • Understanding and supporting the diversity of needs for students' success • Supporting staff in championing students' needs					
Wellness	• Knowing and supporting the social emotional wellness of all students • Supporting staff wellness					
First Nations, Métis and Inuit	• Reconciliation by integrating foundational knowledge of First Nations, Métis, and Inuit perspectives within the curriculum • Supporting First Nations, Métis and Inuit students' success					

CCSD School Plans Template - outline

Priority	Strategic Goal Area (select one in each priority area)	School Goal	Baseline data (current reality)	Target data (desired reality)	Strategy	Short Report (completed as data becomes available)
Faith Formation	• Faith formation for students and staff • Focus on Catholic Community of Caring and permeation of faith • Celebrating and advocating for our Catholic education					

- For each Priority:
  - Strategic Goal Area (select one in each priority area; delete the rest)
  - School Goal
  - Baseline data (current reality)
  - Target data (desired reality)
  - Strategy (ies)
  - Short Report (completed as data becomes available)

Data Sources

CCSD Student Voice Survey

Accountability Pillar Survey

District Satisfaction Survey: Collecting Responses

Catholic Community of Caring Survey

Oct. 25-Nov. 29, 2019
Replaces the OurSCHOOL Survey. Online survey for grades 4-12 Managed by the district, in conjunction with U of C, U of A & St. Mary's University

End of January to Early March
Parents/Legal Guardians, Teacher & Student Surveys tracked by AB Ed

Early March to End of April
Parents/Legal Guardians of K-12 students
Survey on Religious Education & Student Success
Contact: kevin.deforge@cssd.ab.ca
Results emailed end of May

April 20-May 4
School representative completes Google Form
Contact: kevin.warriner@cssd.ab.ca

Student voice survey

Accountability pillar reports - Extranet

District satisfaction survey when available (not this year)

CCC data – social justice initiatives, sacramental preparation

Other sources of data – school specific

Living & Learning in our Catholic Faith - FAITH, HOPE, LOVE

Faith   Excellence in Teaching and Learning   Relationships

Priority	Strategic Goal Area (select one in each priority area)	School Goal	Baseline data (current reality)	Target data (desired reality)	Strategy	Short Report (completed as data becomes available)
Faith Formation	• Focus on Catholic Community of Caring and permeation of faith • Celebrating and advocating for our Catholic education	• To build a strong faith community in collaboration with the church, Notre Dame High School, and feeder schools through conversation around the importance of GrACE.	• Participation Data from Feeder Schools and ND Family. • Promotion of GrACE throughout the School Year. • Student Voice Survey - experiences that make you feel closest to God. • # of students participating in the Alpha Program	• Increase the number of Elementary/JH Feeder school participants: 2019–2020 5 Schools Participated. Target 2020-2021 7 Schools. • Creation of a Notre Dame GrACE Newsletter and monthly announcements. • Increase the number of student participation in Alpha from 25 students to 30.	• Continue with the Gathering of GrACE initiative that was started last year. We will be inviting both Elementary and Junior High Feeder Schools to ND for the Gathering of GrACE in May. We will invite other stakeholders in including parents/School Council and Ascension Parish. • Educating students on what the ALPHA program is by promotion of activities and meetings.	•
Student Success	• Student-centered learning and assessment practices • Supporting staff in championing students' needs	• Teachers focusing on formative and summative assessments, as well as reassessment opportunities, to support students' academic success.	• Dip results, HS completion rates, Drop-out rate, Post-secondary transition rate, Rutherford eligibility, Dip Participation (4+ exams), Work Preparation • Student Assessment Centre Records.	• Increase current Acceptable Standard from 88.5% to 90.0%. • Increase current Standard of Excellence from 22.5% to 23.5%. • Increase the number of students accessing Assessment Center for Re-Assessments from 2367 students in 2019-2020 to 2600 students in 2020-2021.	• Provide teachers with the opportunity to collaborate and discuss assessment practices and teaching outcomes through Embedded Professional Growth opportunities. • Teachers focus on exam strategies through both PRIDE PERIOD and classes to ensure proper preparation for Diplomas and classroom assessments	•
Wellness	• Knowing and supporting the social emotional wellness of all students • Supporting staff wellness	• To provide opportunities for students and staff to understand and reflect on wellness in and out of school.	• Number of activities for students/staff focusing on strengths, wellness, and personal struggles. • Provide Strategies and supports for students through the development of programs and initiatives.	• Youth Champion student group focusing on wellness. 24 Students in 2019-20 increase to 30 students 2020-21.	• Mental Health Awareness Week/Bully Awareness Week. Organizing different student events focusing on student and staff mental health. • The development of a Google Classroom to facilitate Mental Health literacy. This will also allow access to resources and School Counsellors. This is a response to COVID-19.	•

First Nations, Métis and Inuit	• Reconciliation by integrating foundational knowledge of First Nations, Métis, and Inuit perspectives within the curriculum	• To celebrate, recognize and educate students and staff to continue our ongoing commitment to the process of reconciliation.	• Student Voice survey Results. No Data currently for 2019-20.
			• Aboriginal Studies 30 classes offered at Notre Dame High School.
				• Add two questions to Student Voice survey regarding students' awareness around knowledge of FNMI for this school year.
				• In 2019-20 there was one section of Aboriginal Studies 30 with 35 students. Currently there are two sections with 55 students.
				• Currently Social Justice Club/ND Global recognizes through FNMI activities twice a
					• FNMI Activities for Social Justice/ND Global:
					  • Indigenous Awareness Week (Sept 28-Oct 2)
					    - Orange Shirt Day – Sept 30.
					    - Development of FNMI video by students for entire school.
					  • Presentation of Metis week (Nov 15-21)
					    - Video created by students and staff
					    - Guest presenters
					  • The dedication of ND Global focusing on
						•

Consider YOUR School Plan

Chat with a partner – invite feedback

- How do you create the plan?
- What are some areas of focus that align with your district?
- What are your local needs/strengths?
- How will you work to elevate your plan's importance to all stakeholders?
- How will you keep the plan alive throughout the year?

Consider YOUR district's plan

Imagine that your chief has asked for your advice on developing the educational plan for your jurisdiction

- What would you recommend that your district's "why" should be?
- What are the essential goals or priorities in your district's education plan?
- What is your district doing well that should continue?
- What are they doing well that they can stop?
- What are some significant areas of growth for your jurisdiction?
- How would you suggest the division's plan be created?

Chat with a partner for 10 min and report back

Personal Learning Goals - LQS
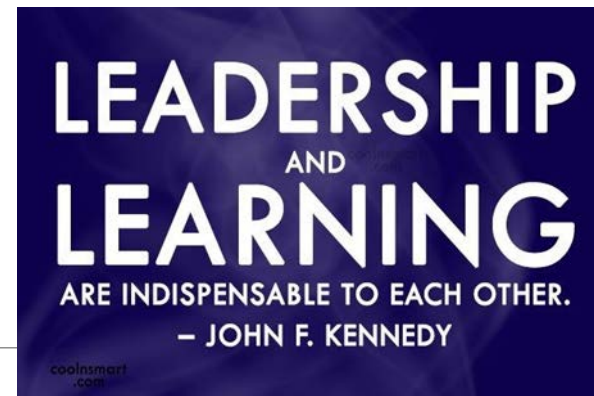
- Leadership growth never ends. How will you use this focus on Education Planning moving forward?
- Write yourself a letter on https://www.futureme.org/ for September 15th that will remind you of what you learned today!

Many thanks!

Thank you for your time today

Leaders must always grow to be effective

Never stand still!

Thanks for your ongoing leadership in supporting our schools, students and families through planning, leading and growing