

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

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 #002/2020



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 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://cassalberta.ca/planning-for-implementation/>

Fostering Effective Relationships

A leader builds positive working relationships with members of the school community and local community.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) acting with fairness, respect and integrity; (b) demonstrating empathy and a genuine concern for others; (c) creating a welcoming, caring, respectful and safe learning environment; (d) creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education; (e) establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members; (f) demonstrating a commitment to the health and well-being of all teachers, staff and students; (g) acting consistently in the best interests of students; (h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue; (i) communicating, facilitating and solving problems effectively; and (j) implementing processes for improving working relationships and dealing with conflict within the school community. <p>(Add additional indicators here. Box will expand to accommodate additional text and bullets)</p> <ul style="list-style-type: none"> • 	<p>(Add content here. Box will expand to accommodate additional text and bullets)</p> <ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <p>(Add content here. Box will expand to accommodate additional text and bullets)</p> <ul style="list-style-type: none"> •

Modeling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise; (b) actively seeking out feedback and information from a variety of sources to enhance leadership practice; (c) seeking, critically reviewing and applying educational research to inform effective practice; (d) engaging members of the school community to build a shared understanding of current trends and priorities in the Education system. <ul style="list-style-type: none"> • 	Evidence in Practice
	Areas for Growth
	<ul style="list-style-type: none"> •

Embodying Visionary Leadership

A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership; (b) recognizing the school community's values and aspirations and demonstrating an appreciation for diversity; (c) collaborating with other leaders and superintendents to address challenges and priorities; (d) supporting school community members, including school councils, in fulfilling their roles and responsibilities; (e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and (f) accessing, sharing and using a range of data to determine progress towards achieving goals. <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms</i>; (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe; (c) developing a shared responsibility for the success of all students; (d) cultivating a culture of high expectations for all students and staff; (e) creating meaningful, collaborative learning opportunities for teachers and support staff; (f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning; (g) creating an environment for the safe and ethical use of technology; (h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and (i) recognizing student and staff accomplishments. 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <p>(a) understanding the historical, social, economic, and political implications of:</p> <ul style="list-style-type: none"> • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy; <p>(b) aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;</p> <p>(c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and</p> <p>(d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.</p> <ul style="list-style-type: none"> • 	Areas for Growth
	<ul style="list-style-type: none"> •

Providing Instructional Leadership

A leader ensures that every student has access to quality teaching and optimum learning experiences.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) building the capacity of teachers to respond to the learning needs of all students; (b) implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the <i>Teaching Quality Standard</i>; (c) ensuring that student instruction addresses learning outcomes outlined in programs of study; (d) facilitating mentorship and induction supports for teachers and principals, as required; (e) demonstrating a strong understanding of effective pedagogy and curriculum; (f) facilitating the use of a variety of technologies to support learning for all students; (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed; (h) interpreting a wide range of data to inform school practice and enable success for all students; and (i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development. <ul style="list-style-type: none"> • 	Areas for Growth
	<ul style="list-style-type: none"> •

Developing Leadership Capacity

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives; (b) identifying, mentoring and empowering teachers in educational leadership roles; (c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life; (d) creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and (e) promoting team building and shared leadership. <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

Managing School Operations and Resources

A leader effectively directs operations and manages resources.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) identifying and planning for areas of need; (b) applying principles of effective teaching and learning, child development, and ethical leadership to all decisions; (c) aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities; (d) following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students; (e) facilitating access to appropriate technology and digital learning environments; and (f) ensuring operations align with provincial legislation, regulations and policies, and the policies. <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

Understanding and Responding to the Larger Societal Context

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system; (b) representing the needs of students at the community, school authority and provincial levels; (c) engaging local community partners to understand local contexts; (d) demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and (e) facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education. <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p> <ul style="list-style-type: none"> •



CASS Workplace Wellness Framework

System leaders are more likely to meet the professional practice standard when they are well.

Well-being: Integrates mental and physical health through improved dimensions of physical, mental, and social emotional states.

The role of system leaders includes supporting themselves, school leaders, teachers, other staff, and students. A comprehensive and integrated workplace wellness plan will address the well-being needs of all involved in supporting optimum learning for students in Alberta.

CASS incorporated the wellness image alongside the standard to reinforce the importance of having the wellness capacity to meet the professional practice standard. The following conditions from the CASS workplace wellness framework are intended to address personal and system workplace wellness.

Workplace Wellness Conditions and Indicators	Evidence in Practice related to your contribution in addressing workplace wellness
<p>Achievement is demonstrated by indicators of the 5 conditions in the CASS workplace wellness framework.</p> <p>A Comprehensive and Integrated Approach</p> <ol style="list-style-type: none"> 1. The plan addresses the wellness needs of all leaders, teachers, staff, and students within the physical, mental, and social-emotional dimensions of well-being. 2. The plan gathers the people and resources to develop the school authority workplace wellness plan. <p>Leadership, Shared Vision, and Commitment</p> <ol style="list-style-type: none"> 1. Support and communicate a shared and aligned vision that was collaboratively developed. 2. Advocate for and model the school authority's workplace wellness plan. <p>Evidence and Research</p> <ol style="list-style-type: none"> 1. Is based on data collected that informs which practices to implement. 2. Includes evidence collected over time to better understand the impact of workplace wellness practices. <p>Roles and Responsibilities</p> <ol style="list-style-type: none"> 1. Roles and responsibilities within the school authority and among key partners enable collaboration for joint planning and implementation and 2. School authority and school staff collaborate with community partners to identify best, promising, and emerging practices related to workplace wellness considering staff and students. <p>Systemic Professional Learning</p> <ol style="list-style-type: none"> 1. A workplace wellness professional learning plan is comprehensive and integrated with the school authority's overall professional learning plan. 2. The workplace wellness plan provides for professional learning related to self-care as well as supporting staff and student wellness. 	<ul style="list-style-type: none"> •
<p>CASS Workplace Wellness Resources including <i>A Planning and Implementation Guide</i> can be found at https://cassalberta.ca/resources/wellness/</p>	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

