CASS
College of Alberta School Superintendents

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.

Alberta Education February 2018

WELLNESS

✓ **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**

Welcome!

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Alberta Education 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

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

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

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Welcome - CASS Role Alike
An opportunity to…

1. advance and promote the cause of education in Alberta
2. improve leadership practice by collaborating with role alike colleagues
3. communicate CASS' focus on Leadership Excellence and its continuing education programs
4. cooperate with other organizations with similar purposes

Child and Youth Well-Being Review

Child and Youth Well-Being Review

Final Report

Classification: Public

Alberta
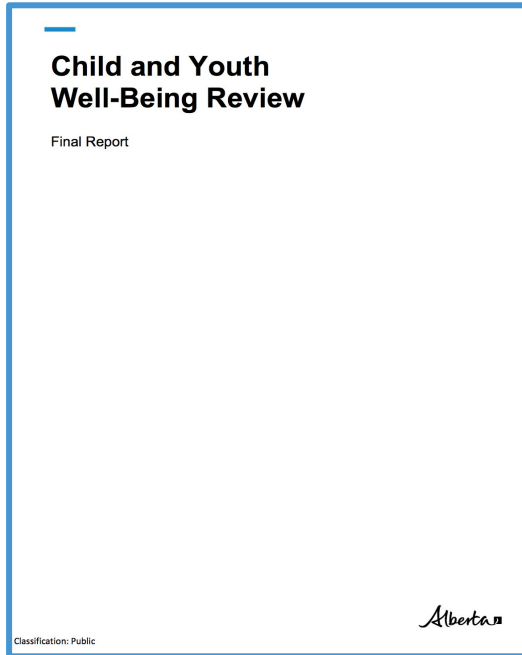
" [The Child and Youth Well-Being Review](#) was established to better understand the full scope of the psychological, social, educational and physical effects related to COVID-19 pandemic on children and youth."

Child and Youth Well-Being Review

Adult and youth surveys
- 9,176 Albertans through 2 separate online surveys from May 27 to July 31, 2021.

Telephone town halls
- 6 telephone town halls where 659 Albertans shared their stories

Stakeholder engagement
- 16 round table sessions were held with 127 Albertans representing 98 organizations

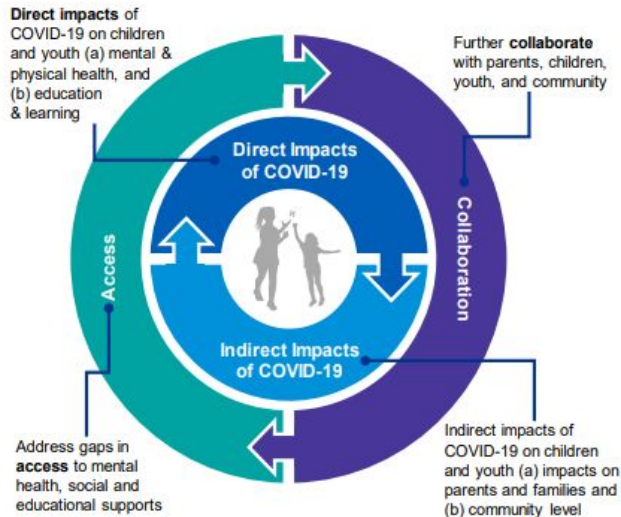**Written Submissions**
- 96 written submissions

Literature review
- To identify emerging evidence

Child and Youth Well-Being Review

Summary: Research Framework

Direct impacts of COVID-19 on children and youth (a) mental & physical health, and (b) education & learning

Further **collaborate** with parents, children, youth, and community

Access

Collaboration

Direct Impacts of COVID-19

Indirect Impacts of COVID-19

Address gaps in **access** to mental health, social and educational supports

Indirect impacts of COVID-19 on children and youth (a) impacts on parents and families and (b) community level

Review panel mandate

- address gaps in accessing mental health, social and educational supports, services and programs

- further collaborate with parents, children, youth, and community stakeholders to improve current programs and services

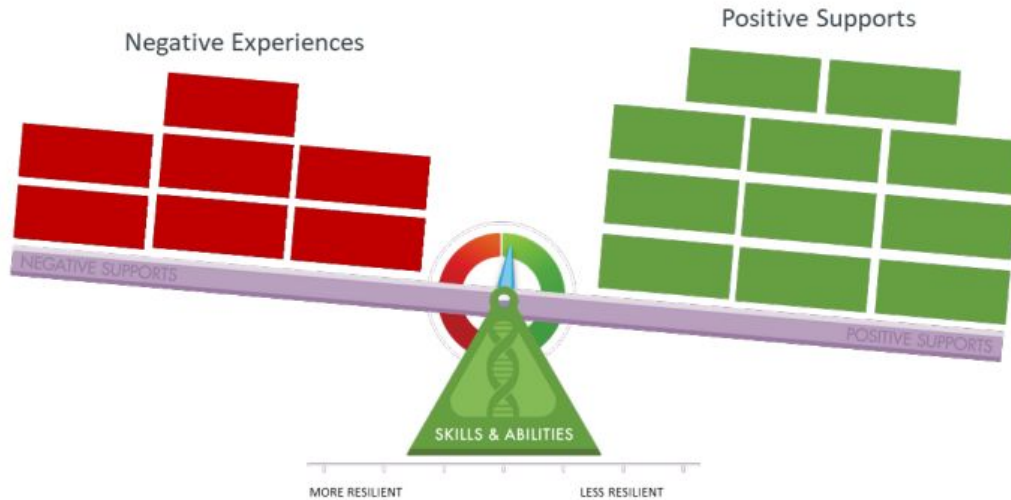- monitor COVID-19 impacts on children and youth over time

Outcome

- *Government:* A cross-ministry action plan will be developed after the recommendations have been reviewed

- *School Districts and community organizations:*

Child and Youth Well-Being Review

Illustration: Well-being and resiliency "scale"[3]

COVID-19 impacted the 'scale' of positive vs negative experiences for many children and youth.
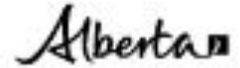
Child and Youth Well-Being Review

Recommendation #4: Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.

- Schools across the province have long acted as "hubs" or access points to identify support opportunities, assess needs, and connect children and youth to supportive interventions.
- Healthy school communities can also strengthen promotive and protective factors for students.
- With school closures and disruption of support networks, it became more evident that the current approach needs to be stronger and *more intentional* .

CASS Reflective Question: Schools serve as hubs for social and community connection, and as critical resources for both prevention and early intervention. What actions are you taking to intentionally foster community-level partnerships?
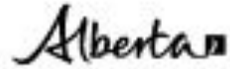
Child and Youth Well-Being Review

Recommendation #7: Advance existing and create new supports where necessary for those adults who are helping children and youth navigate adverse experiences during the pandemic.

- Relationships with caring adults who are positive role models can prevent Adverse Childhood Experiences and improve future outcomes for young people.
- The panel heard a clear theme that the adults within existing systems play essential social and emotional support roles.
- Staff across education systems have themselves been impacted by the pandemic, experiencing not only disruption in their work and home lives, but a range of stressors that can impact their own well-being and resiliency, which can in turn affect their ability to effectively support children and youth.

CASS Reflective Question: What actions are you taking to intentionally attend to the well-being of the adults within your system?
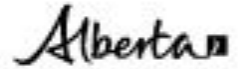
Child and Youth Well-Being Review

Recommendation #8: Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decision to strengthen school capacity to respond.

- COVID-19 has not only disrupted learning, but also regular systems to assess and monitor educational indicators.
- Two years of system data, has been lost, along with a number of the more nuanced assessments and studies that are typically available.
- Learning gaps may also be disproportionate for different populations, and may require different interventions to address.

CASS Reflective Question: What actions are you taking to intentionally track, measure, and understand the learning impacts across your system?

Child and Youth Well-Being Review

Recommendation #10: Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.

- The findings of the review identified significant gaps in mental health, education, and social data.
- Each of the panel's recommendations should be supported and accompanied by accelerated research, measurement, and data sharing, because it is difficult to act without the right information.
- New information gathering is required to address gaps. For example, early childhood development data is not systematically collected, and information gaps were identified related to domestic violence, preschool children, and access to community-based supports.
- It is not enough to collect better data and evidence; it is also important that the data is timely and can be applied to inform decisions.

CASS Reflective Question: What actions are you taking to intentionally track, measure, and understand well-being and resilience across your system?

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Recommendations: 4,7,8,10

- **Recommendation #4:** Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.
- **Recommendation #7:** Advance existing and create new supports where necessary for those adults who are helping children and youth navigate adverse experiences during the pandemic.
- **Recommendation #8:** Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decision to strengthen school capacity to respond.
- **Recommendation #10:** Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.

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CASS Pro-Spective - Child and Youth Well-being Project

https://cassprospective.ca

- CASS Pro-Spective Project
- Recc on table, online
- Table introductions
- System education leaders sharing in response to reflection question
- Record ideas

Recommendations: 4,7,8,10

- **Recommendation #4:** Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.
- **Recommendation #7:** Advance existing and create new supports where necessary for those adults who are helping children and youth navigate adverse experiences during the pandemic.
- **Recommendation #8:** Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decision to strengthen school capacity to respond.
- **Recommendation #10:** Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.

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Workplace Wellbeing 101

Discover the key ingredients to develop a thriving workplace and Find out how investing in a socially and mentally healthy workplace leads to happier, healthier students.

https://k12wellatwork.ca/workplace-wellbeing

What is a healthy workplacein K-12 education?

What is wellbeing?

Characteristics of a Healthy Workplace

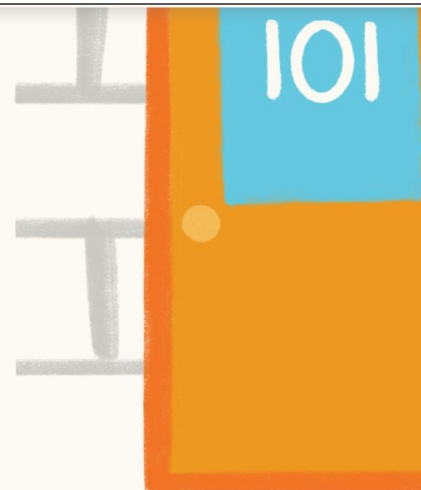What is mental health?

Why does a healthy workplace in K-12 education matter?

Better Return On Investment (ROI)

Key Facts: Stress in the K-12 Education Workplace

A Legal Responsibility

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Leadership Quality Standard

Teaching Quality Standard

Supporting Implementation of the Professional Practice Standards CASS 2018

Leadership Quality Standard

Superintendent Leadership Quality Standard

Teaching Quality Standard

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result in optimum learning for all students.

and the teacher's decisions about which pedagogical knowledge and abilities to apply,

Quality teaching occurs when the teacher's ongoing analysis of the context,

Supporting Implementation of the
Professional Practice Standards
CASS 2018