

Leading for Learning Short Course for School and System Leaders



College of Alberta
School Superintendents

LEADERSHIP AND
SYSTEM EXCELLENCE



Leading for
Learning Program
for Experienced
School 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

LQS





Assurance, Engagement and Success

Andrea Holowka, CBE
Leading for Learning
July 6, 2022

Agenda

- Introductions
- Developing a Vision
- Assurance & Data
- Leadership
- Examples of System and School Plans
- Ethical Leadership
- Growing Forward

Introductions

- A little about me
- I'd like to get to know you!



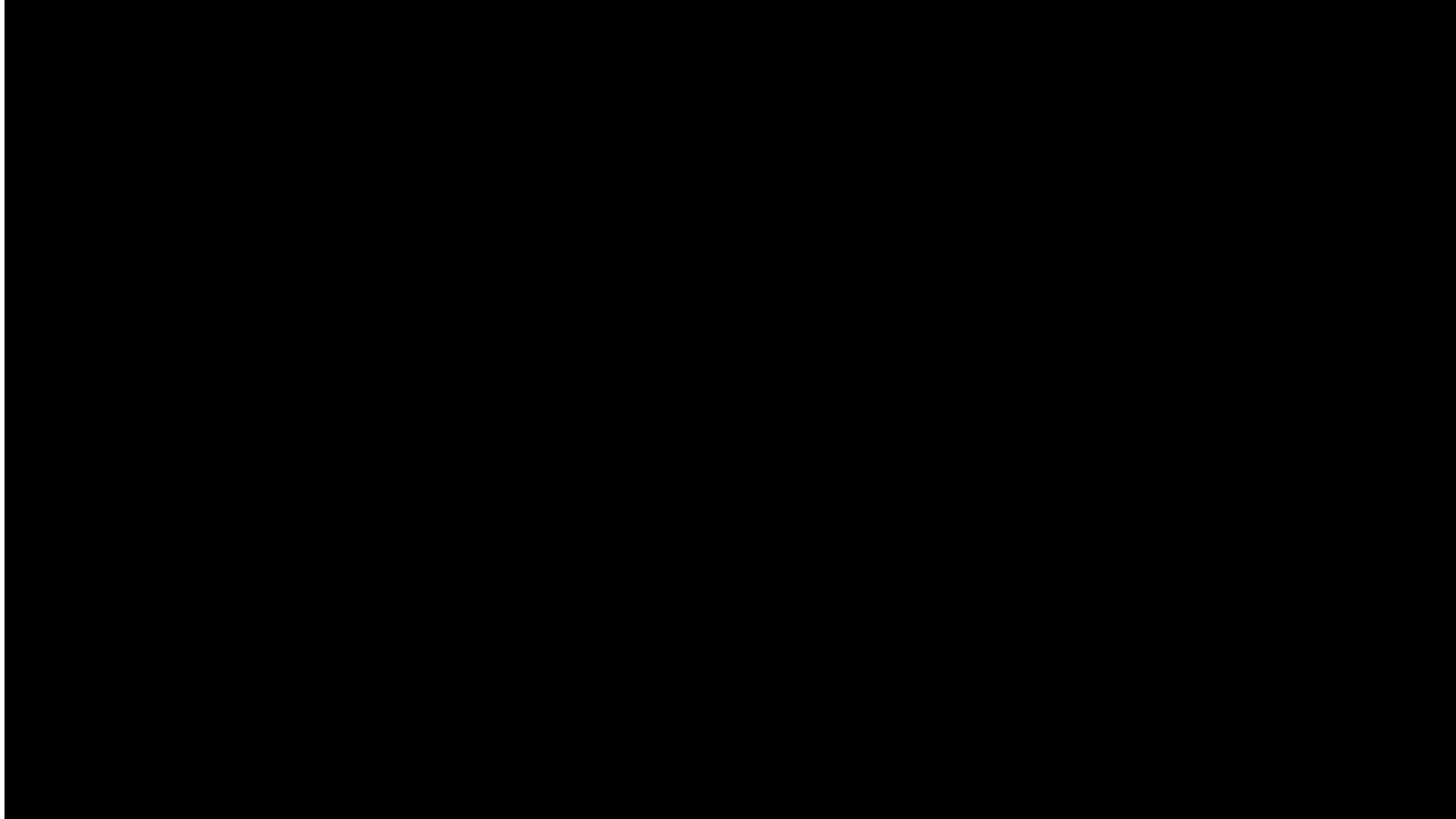
What is your “why”?

Assurance 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)



What is Your Why?

Take 10 minutes and write your statement:

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?



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?



Provincial Assurance Requirements: 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



Alberta Education Assurance Framework

Funding Manual for School Authorities 2022/23 School Year

For school jurisdictions, accredited funded private schools and private ECS operators with children/students in ECS to grade 12



MARCH 2022

Alberta

- 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

School Authority 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

BUDGET 2022
GOVERNMENT OF ALBERTA | 2022-25

Ministry Business Plan
Education

Overview of Education Plan Requirements

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



School Plans

- Alignment with system's plans
- Must reflect and include data/evidence driven goals
- Autonomy of school authority in template
- Must reflect assurance and accountability



Data Usage Reflection & Table Talk

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

Breakout Debrief

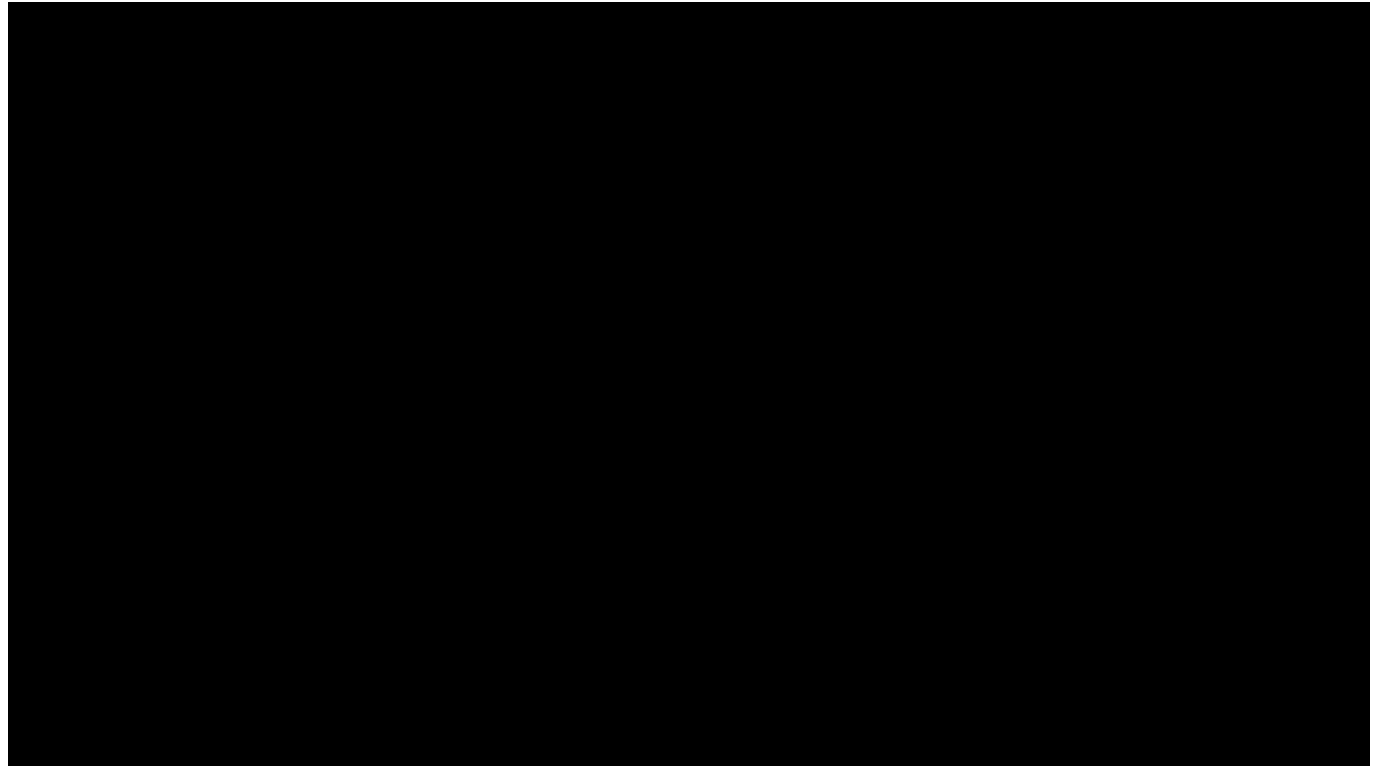


What did your group think?

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?
-
- What aspects of the video were most impactful as you consider your leadership?



Leadership Approaches

To achieve these goals, leadership is critical!

Let's brainstorm about **different types of leadership** approaches that we may think about in the literature.

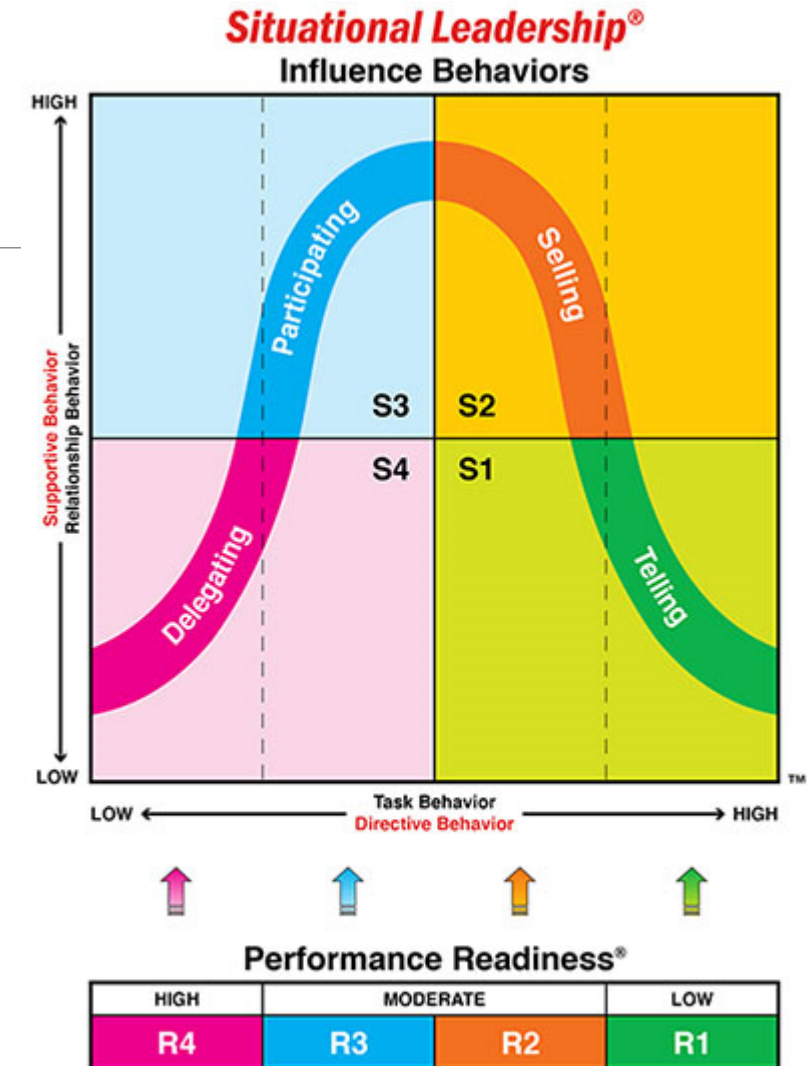
Individually and silently come up with a list of as many types of leadership approaches you can think of.

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	Conscientiousness, 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 from 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.



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More Leadership Approaches

**LITTLE MISS
AUTOCRATIC**



**LITTLE MISS
DEMOCRATIC**



**LITTLE MISS
TASK-ORIENTED**



**LITTLE MISS
SERVANT**



LEADERSHIP STYLES

**LITTLE MISS
RELATIONSHIP-ORIENTED**



**LITTLE MISS
CHARISMATIC**



**LITTLE MISS
LAISSEZ FAIRE**



**LITTLE MISS
BUREAUCRATIC**



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

BRAND CAMP

8 TYPES OF LEADER

FOLLOW ME!
OOH, WAIT,
A SHINY
NEW THING



VISIONARY


by Tom Fishburne

SORRY, OUR
PLAN DOESN'T
SPECIFY BATHROOM
BREAKS



OPERATOR

MAYBE WE
SHOULD JUST
TAKE A
VOTE



COMPROMISER

WHEN I SAY
JUMP, YOU
SAY HOW
HIGH



DRILL SERGEANT

YOU GUYS
ROCK! WHO
WANTS
PIZZA?



CHEER LEADER

OUR STRATEGY
IS WHOEVER
I TALKED
TO LAST



PARROT

BLAH BLAH
BLAH BLAH
BLAH BLAH
BLAH BLAH



WIND BAG

PLAY HARBALL
AND GIVE
IT 110%

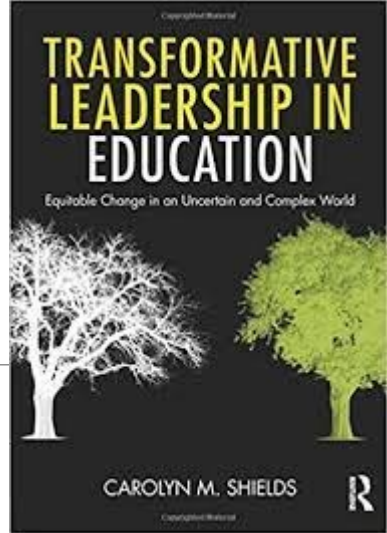


COACH

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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

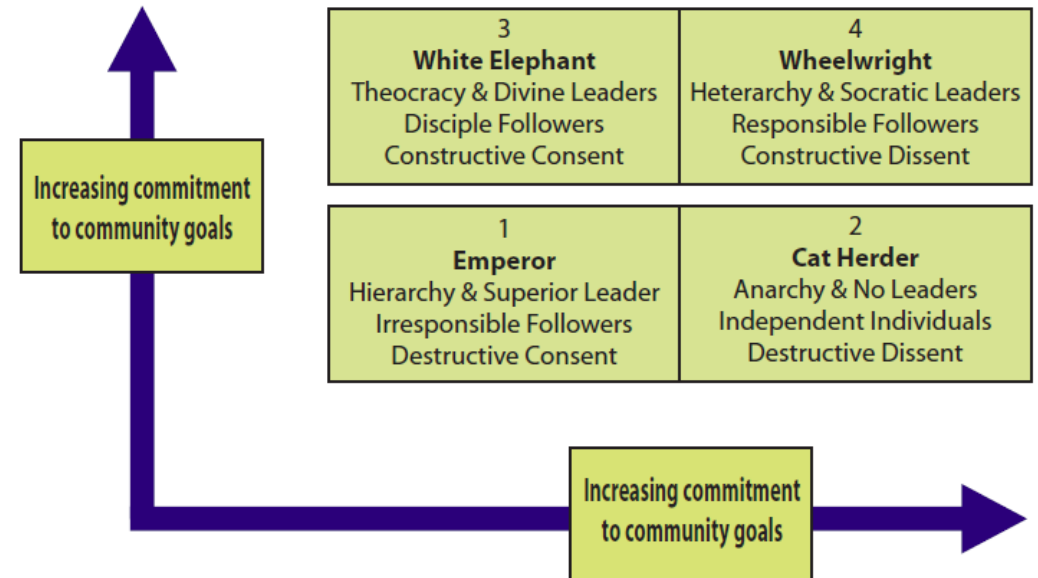
70s-

EI THEORIES

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

90s-

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



<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?

1. What is your preferred (comfortable) leadership approach? Do you have a back up (second favourite)?
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Leadership Approaches – Consideration of Followers and Contexts

LQS Competency 1 – Fostering Effective Relationships

Fostering Effective Relationships

1

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

LQS Competency 9 – Larger society context

Understanding and Responding to the Larger Societal Context

9

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

Leadership Quality Standard

Alberta Education



MINISTERIAL ORDER #002/2020

Alberta

Emotional Intelligence – Read the Room

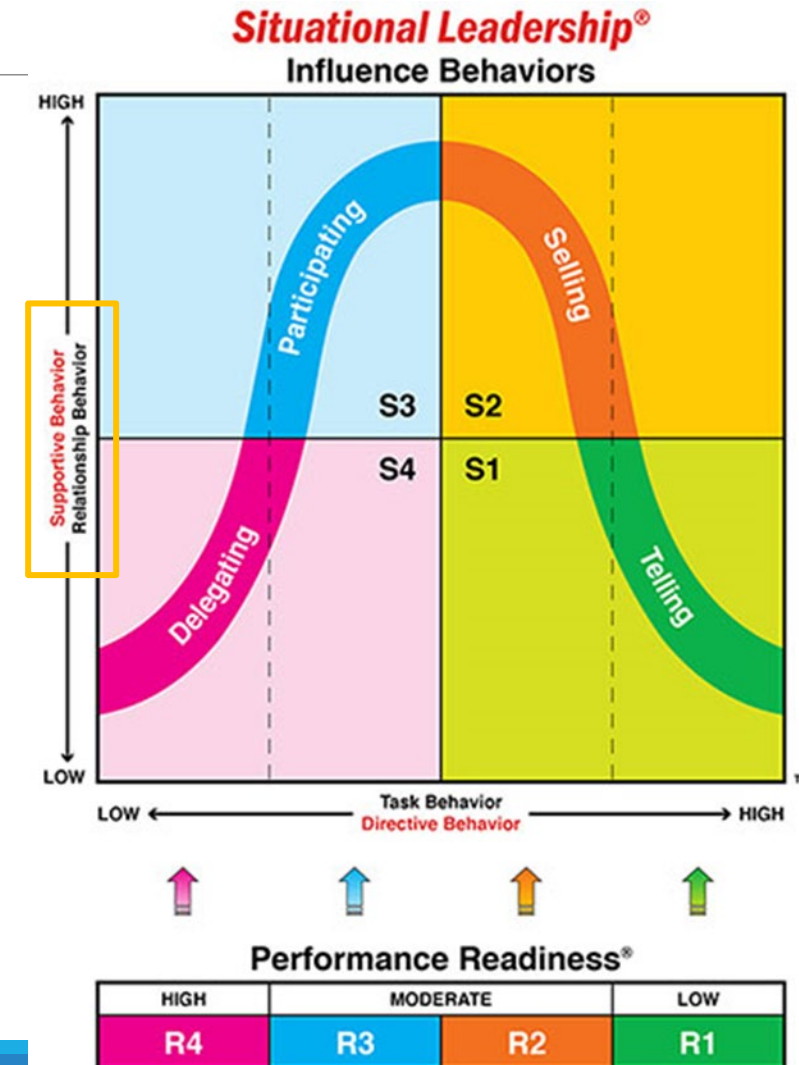
Part of achieving goals involves bringing others alongside

Relationship development is key to building trust and understanding followers' needs

The Six Leadership Styles (Goleman)

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Switching Gears

- We have considered:
 - Vision development
 - Assurance basics
 - Leadership approaches
- Let's dive into planning more deeply...



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 - 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.

School Plan Planning!

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

Consider:

1. How can you articulate a new “why” for your school?
2. What is the desired future outcome(s)?
3. What data will you want to highlight?
4. How will you use this to set goals?
5. What data are you missing? What gaps might exist that you need to address differently?
6. What leadership approach(es) would you use?
7. Who you need to involve? How will you build ownership?
8. How will you engage with them?
9. 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!**

Break Time



Debrief – Each group to share



Assurance Framework & Coherence

- System and school
- Processes, requirements and purpose
- The foundation of our collective work



District & School Plans

- Iterative Cycle of Reflective Improvement
- Not meant to be a compliance event
- Importance of leadership
- Coherence



Example:

CBE's Education Plan

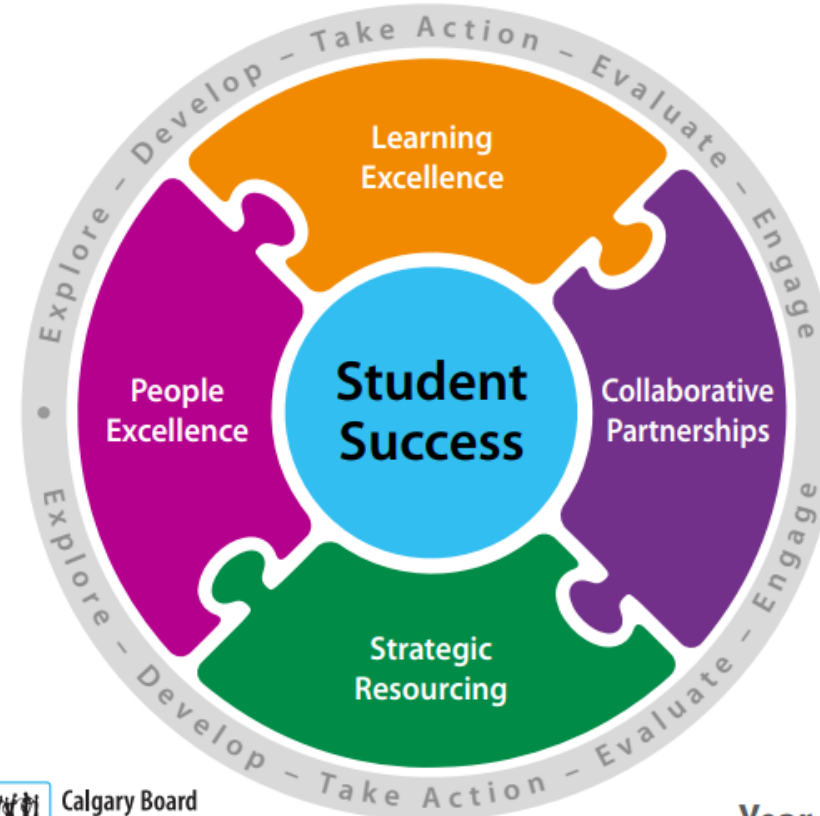
- Three year plan
- Time bound (not rolling)

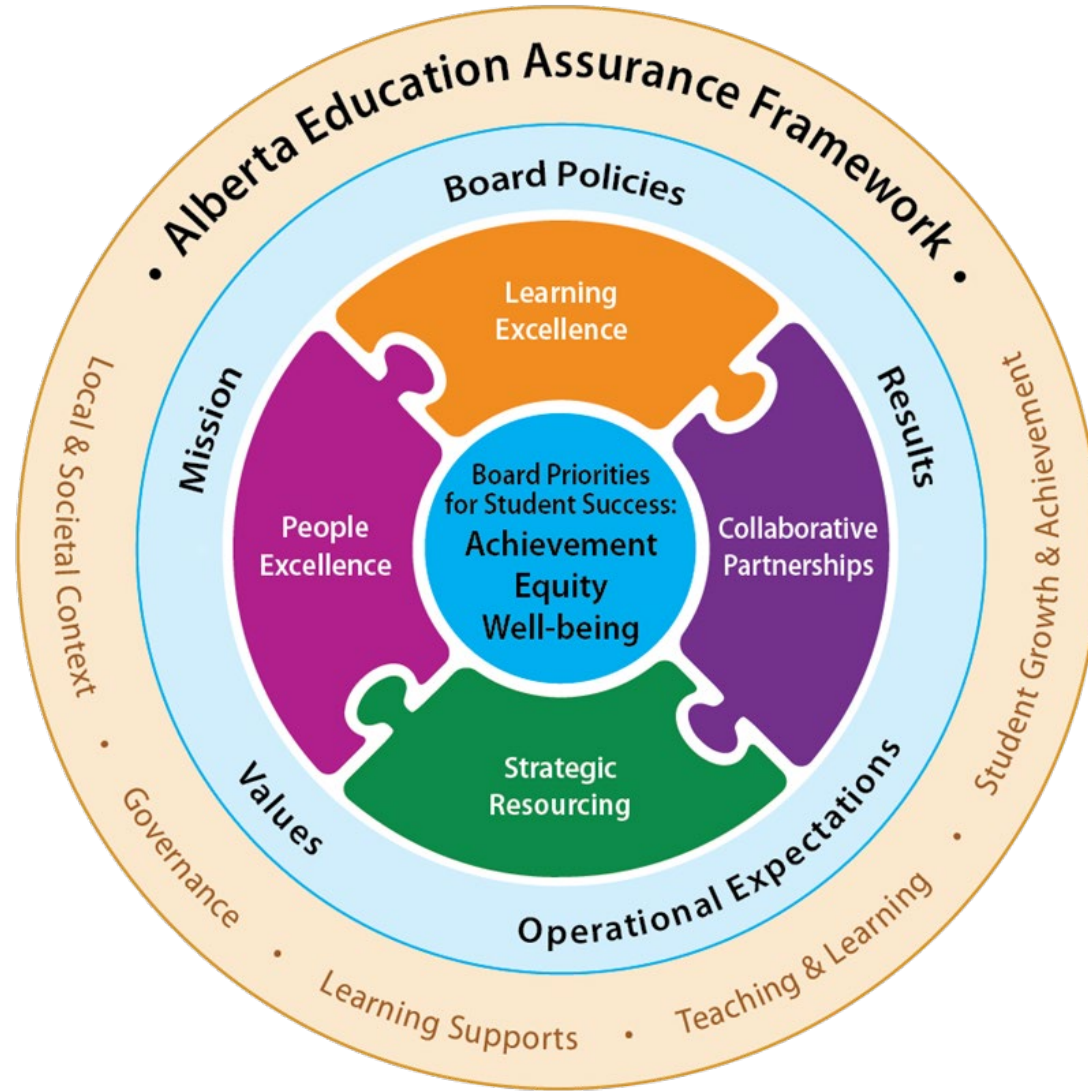
CBE Education Plan | 2021-2024



Mission | Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Values | Students come first – Learning is our central purpose – Public education serves the common good.





Goal Setting

- 4 simple goals
- Key outcomes
- Key actions
- Key measures



Learning Excellence

Create strong student achievement and well-being for lifelong success

KEY OUTCOMES	KEY MEASURES
Students achieve excellence in literacy <ul style="list-style-type: none"> System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices) School Development plans include a literacy goal Implementation of new K-3 English Language Arts and Literature curriculum 	Provincial Measures <ul style="list-style-type: none"> Provincial Achievement Tests Diploma Examinations Alberta Education Assurance Measure Survey High School Completion Rate (3 yr, 5 yr) Local Measures <ul style="list-style-type: none"> Early Years Evaluation (EYE) Reading Readiness Screening Tool (RRST) LeNs and CC3 Literacy Assessments (Gr. 1-3) Numeracy Assessments (Gr. 1-3) English Language Learner Language Proficiency Benchmarks Report Card results Language Arts, Mathematics, Health, & Career and Life Management (CALM) School Development Plan Goals and Measures Oral Proficiency Benchmark Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE) Attendance data CBE Student Survey OurSCHOOL Survey Requests for support from Indigenous Education Team Transition Plans for Gr. 9 Indigenous students Student Voice School Learning Team Referrals Area Learning Team Supports
Students achieve excellence in mathematics <ul style="list-style-type: none"> System-wide Implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices) School Development plans include a mathematics goal Implementation of new K-3 Mathematics curriculum 	
Students who self-identify as Indigenous are supported to experience improved achievement and well-being <ul style="list-style-type: none"> System-wide implementation of CBE Indigenous Education Holistic Lifelong Learning Framework Utilize professional learning to support CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action 	
Students access learning opportunities and supports that address their diverse learning needs and well-being <ul style="list-style-type: none"> Refine CBE continuum of supports and services to align to student needs A collaborative response is used in school and system-based responses to meet the holistic needs of each student Enhance system and school-based collection and use of student data to monitor achievement and well-being for all students including students who self-identify as Indigenous, English language learners and students with identified special education needs Track, monitor and identify planned actions in schools to support student progress to achieving high school completion System-wide implementation of a student Well-being Framework <ul style="list-style-type: none"> School Development Plans include a well-being goal Implementation of new K-6 Physical Education and Wellness curriculum System-wide implementation of strategies to advance anti-racism, diversity and inclusion including CBE CARES Implement planning and supports to respond to impacts of COVID-19 on learning and well-being across grade levels Refine and advance K - 12 <i>Assessment and Reporting in CBE</i> 	

CBE's School Development Plans

Data Story

Refer to *Data Process within School Development Planning*

2020-21

1. Collaborate - What did the staff see as concerns (phrase as questions)? -

-
-
-
-

2. Inquire – What data did you examine to confirm or deny what was surfaced in Collaborate step?

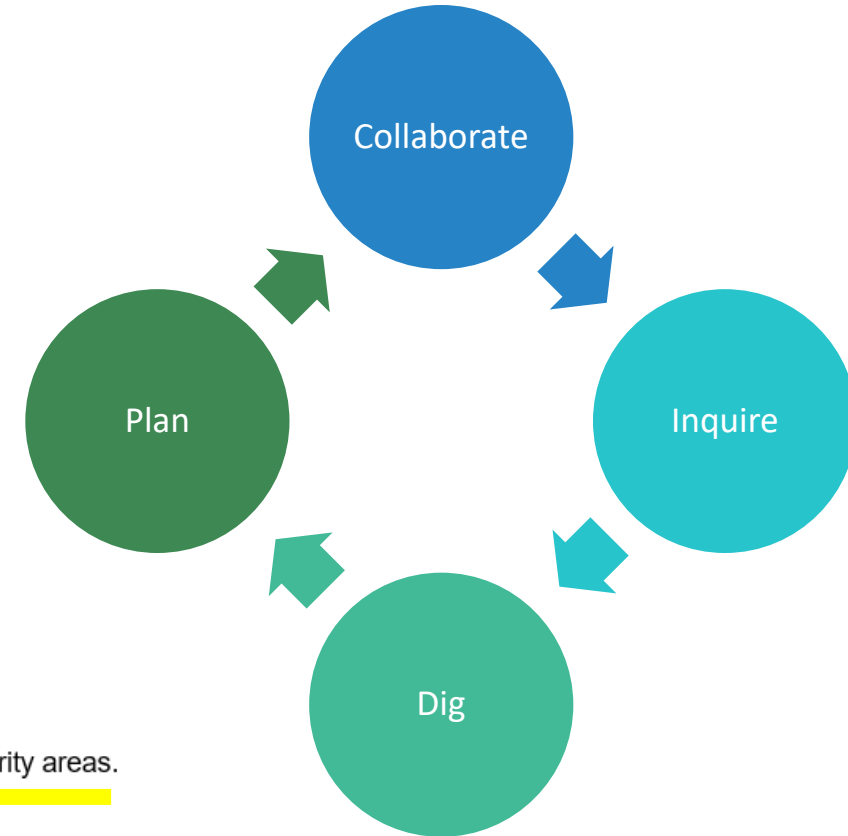
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-
-

3. Dig – What other data did you examine to prioritize areas of concern?

-
-
-
-

4. Plan – Based on your data, what are your priority areas for the next two years? Attach the data that support your choice of priority areas.

- Literacy
- Mathematics
- Well-Being for Learning
- Additional Program of Study

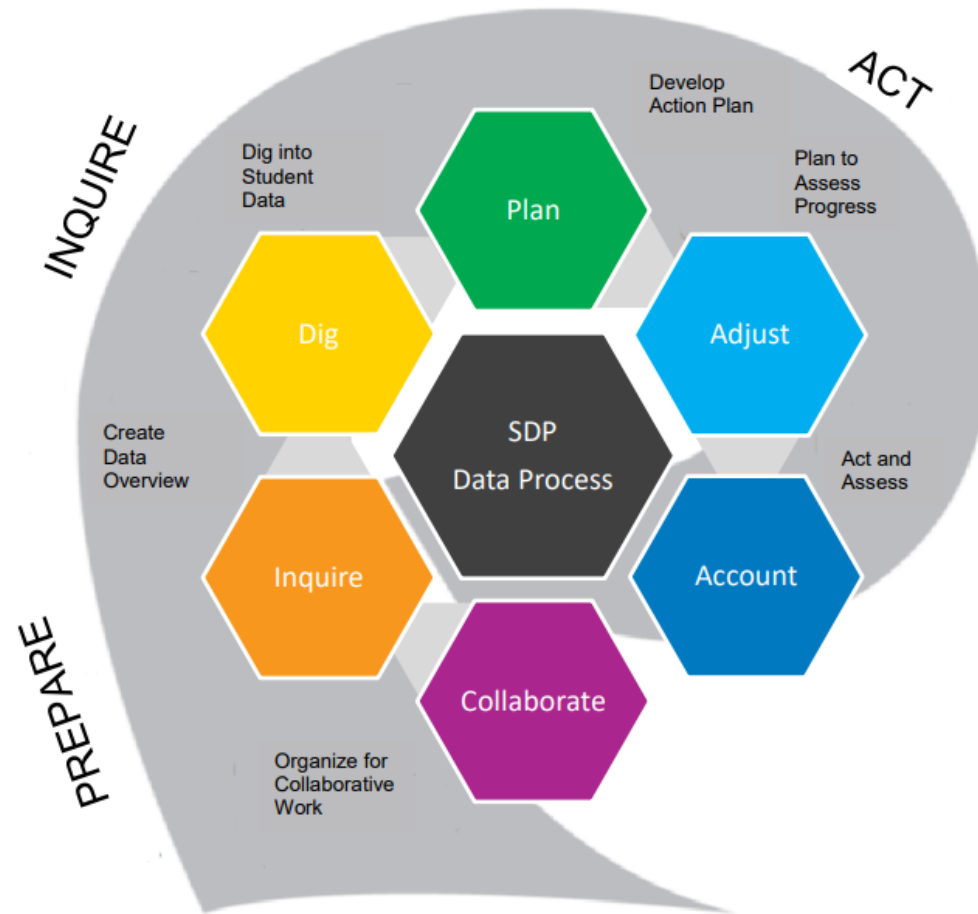


School Development Plans

Cyclical Process:

- Prepare the team
- Explore the current reality
- Dig into data
- Create action plan
- Assess
- Collaborate

Repeat



Incremental Measures

- Learning sprints
- 6 week cycles
- School-wide accountability
- Evidence collection



Rapid Action Plan

Adapted from Simon Breakspear's Resources

This tool supports schools in determining the strategic actions and professional learning staff will engage in within the Instructional Actions and Resource section of the school development plan (SDP) in order to positively impact student learning and see improvement towards SDP goals.

What are the most important OBJECTIVES to achieve?

Who will take the lead and responsibility?

What is the timeline for delivery?

What resources, support or capacity will be needed?

What barriers could get in the way of successful completion?

<i>Literacy</i>				
<i>Mathematics</i>				
<i>Well-Being for Learning</i>				

CBE's Data Sources – Provincial and Local

Provincial Measures:

- PAT/Diploma
- Alberta Education Assurance Measures (AEMS)
 - Performance - high school completion, drop-out, Rutherford, post-secondary transition
 - Perception - safe and caring, school improvement, work preparation, citizenship, program access, parental involvement, education quality
- Disaggregated data – All students, Indigenous, ELL, Special Education Codes

Local Measures:

- Lens, CC3
- Report Card data
- Student work
- Surveys – internal, third party (e.g. EYE, OurSCHOOL)
- Course completion
- Credits
- Attendance
- Behavioural (suspensions, expulsions)
- Transitions
- IPP Benchmark levels
- Requests for support

Consider YOUR School Plan

Chat with a partner – invite feedback

- How do you create your school 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 SYSTEM'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 data is most critical?
- 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?



Ethical Leadership

- Imperative to all leadership
- Central in system leadership
- Starratt's framework (1996):
 - Ethic of care
 - Ethic of justice
 - Ethic of critique



Ethics and the LQS

- Grounded in LQS:
 - Fostering Effective Relationships
 - Embodying Visionary Leadership
 - Managing School Operations and Resources
 - Understanding and Responding to the Larger Societal Context



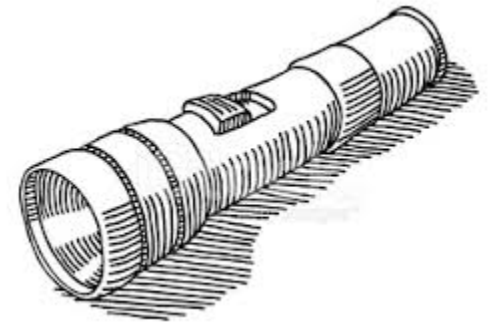
Planning and Ethics

- In thinking about your upcoming decisions this spring for the 2022-2023 school year, what considerations, structures, and follow up are you contemplating as a leader that reflect each of the ethical dimensions?
 - Ethic of care
 - Ethic of justice
 - Ethic of critique
- When applying each of these to **decisions** related to your school plan, budget, staffing and key actions within your system's Education Plan, which of these ethical perspectives might be most important?



The Importance of Ethics

- Decision-making tool
- Critical for providing rationale to stakeholders
- Allows for pathways through complex problems
- Sheds light on the grey



Leadership as a Journey

- My path to leadership
- Intentionality vs need



In service of...

- The school
- The system
- The common good



You want me to do what?



What I have learned...

- Openness to serve
- Growth is critical
- The importance of collaboration

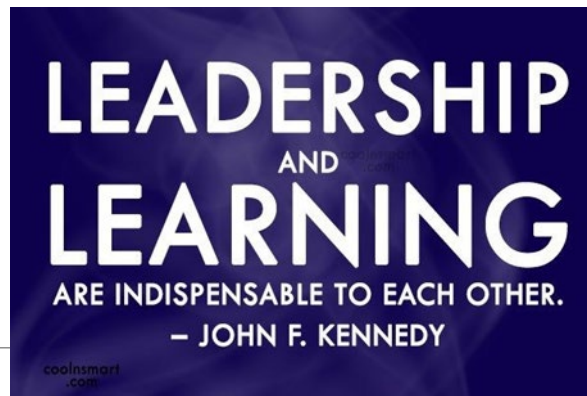


Prioritizing Work

- Constant tending
 - Organization
 - Task analysis
 - Relationships
 - My growth



Personal Learning Goals - LQS



Modeling Commitment to Professional Learning

- 2** | A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.

Embodying Visionary Leadership

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

Leading a Learning Community

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

Developing Leadership Capacity

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

- Leadership growth never ends.
- How will you use this focus on Education Planning, Leadership and Assurance moving forward?

A note to your future self

<https://www.futureme.org/>

Inspire your current self by setting forward a desired future state for your leadership journey.

Be kind and congratulate your future self for where they have gotten to.

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

