

Seeing The Big Picture: Leading Upward and Outward LQS Competency 9



CASS Start Right
July, 2022

Ancestral Treaty 7 Territory

Our recognition of this land is an important step in our continued commitment to reconciliation with our Indigenous peoples.



STONEY NAKODA
FIRST NATIONS



Session Overview



- 9:00 Welcome & Large Group Activity
- 9:20 Introduction to LQS Competency 9
- LQS Competency 9 At A Glance
 - Stories of A First-Year Principal – Twice
 - Stories of A First-Year Principal – The Snowball Effect
 - Communication & Relationships
- 9:50 Exploring Dilemmas (group collaboration)
- 10:30 Break
- 10:45 “The Specialists” (group collaboration)
- 11:20 10 Lessons Learned – Templates
- 11:45 Wrap-Up



R

Large Group Activity



Experience in the Room

- First month of teaching (e.g. September, 1997).

Critical Friends in the Room

- Find your demographic group. (e.g. Urban Vice-Principal)

Rural (<20,000)	Urban (>20,000)
Vice-Principals	Vice-Principals
Principals	Principals
Other Leaders	Other Leaders



R/J

LQS Competency 9

Advocate

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.



R

LQS Competency 9

Advocate

Understanding and Responding To The Larger Societal Context

Indicators from the Leadership Quality Standard include:

- (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.



R

LQS Competency 9

Understanding and Responding To The Larger Societal Context (What's It Really Like)



R

Community Partnerships 1



J

Community Partnerships 2



J

Stories of a First Year Principal - Twice

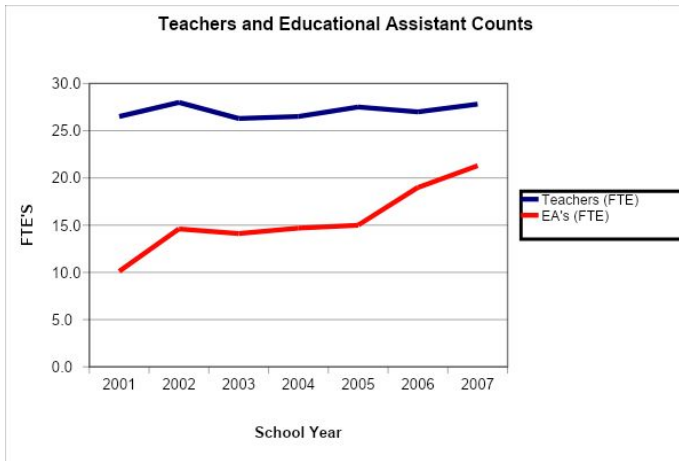
- Sundre High 9-12 (2002) Taking Responsibility and Building Trust



R

Stories of a First Year Principal - Twice

➤ Olds Elementary K-4 Perception vs. Reality (2006)



R

Stories ... The Snowball Effect

21 Day Challenge

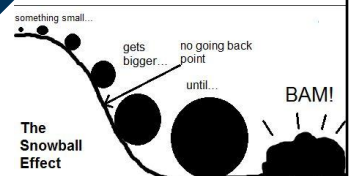
- Considering Positive & Negative Consequences
- Taking the time to make decisions... together

Being Engaged vs. Being the Expert

- Utilize the experience and expertise on your staff

Competency 9 - Community Context

- Every community is unique with different needs
- School Council



J

Stories ... The School Council

Joint General Meeting Agenda
Poplar Ridge School Council and PTA
Wednesday, March 21, 2018
7:00-8:30 p.m. School Staff Room
* indicates written report/attachment provided

- | | |
|---|--------|
| 1. Call to Order & Introductions | 5 min |
| 2. Approval of the Agenda | |
| 3. Approval of the Special Meeting Feb 2, 2018 (email) Minutes* | |
| 4. Financial Report* | 5 min |
| a. Financial Transactions / Status to Date | |
| 5. Principal's Report | 10 min |
| 6. PTA Committee Reports: | 50 min |
| a. Tuesday/Thursday Hot lunch | |
| b. Wednesday Hot Lunch | |
| c. Boston Pizza Operation Education | |
| d. Back to School Supplies | |



J

Communication

Communication with Admin Partner(s)

- Bouncing Ideas: "Convince Me I'm Wrong"
- Map out a plan...Key Messages...United front
- Advice – you don't have to make a decision by yourself

Three Essential Components of Competency 9

- Communication
- Organization
- Follow-Through



J

Communication in Competency 9

“Lack of communication creates a vacuum: critics fill it.”
- Rich Bagin

- Advocating For Youth - Collaboratively
- Internal and External Communication



R

Communication with Parents

“Research indicates that when parents receive frequent and effective communication from their children’s school, their involvement increases, their overall evaluation of educators is more favorable, and their attitudes toward the school and its program improves.”
- Dufour & Eaker



R

Relationships in Your School Division

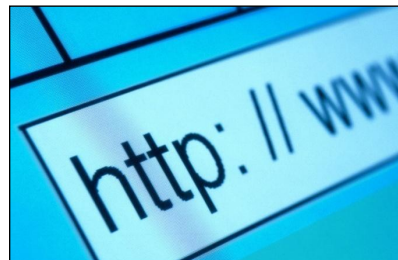
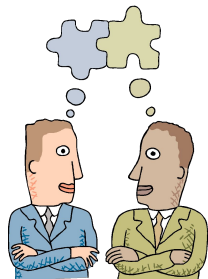
- Communication: “Heads Up”
- Support: Call with solutions in mind. Don’t expect someone else to solve your problems.
- Relationships: Treat your school colleagues and division colleagues with respect. Extend the same courtesies to everyone..



R

Dilemma - A Battle Between Two Rights

- Dilemma (noun): *problem, predicament, quandary, puzzle, perplexity, difficulty, bind, catch 22, impasse, pickle.*



R

An Illustrative Example - BYOD



Two Rights = Dilemma

How to honour & recognize two rights within the school.

- Increased cell phones/ i-Pad/Chromebook usage
- Broadening learning opportunities
- Create respectful digital citizens
- Parental support/growing screen time
- Anywhere, anytime learning



J

Exploring Dilemmas (20 minutes)

Part 1 - Sharing Dilemmas

- The group selects a chairperson/speaker.
- Each participant takes 2 minutes to share a “Competency 9 Dilemma” from their own community or school.
- Don’t solve them – just share 😊



R

Exploring Dilemmas (10 minutes)

Part 2 - Sharing Dilemmas

- The group picks one dilemma to further explore by answering three key questions:
 1. What stakeholders are involved?
 2. What are the perceptions of each stakeholder group?
 3. What **process** should be followed to solve the problem?
- The Chairperson should be prepared to report the group's findings back to the large group.



Beware of the “We Tried That” Syndrome

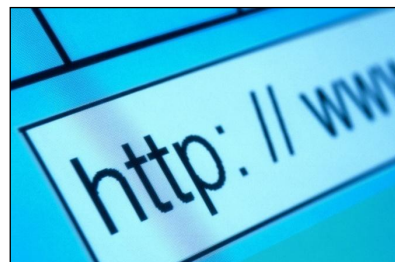
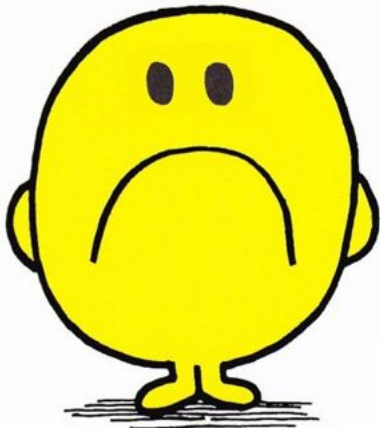


Break (15 minutes)



Competency 9 Warning

Some people will do anything to be miserable...



The Specialists (25 minutes)

- Jody will read the scenario.
- Each participant selects one of the roles outlined.
- Each participant takes 2 minutes develop their role and key messages.
- The Principal facilitates a 15-minute role playing activity that focuses on stakeholders and a process to solve the problem.
- Each Principal should be ready to report back to large group.



Scenario Part 1

In today's world of school-based decision making, the phrase "the buck stops here" places many difficult decisions at the school level. You are an administrator in a middle school (5-8) trying to balance your budget. Traditionally, your school has had an Art/Music Specialist and a Phys. Ed Specialist who both teach every class in the school. This has created great opportunities for students and given teachers prep time. However, this year, the budget is tighter than ever. You have exhausted previous reserves and have worked with central office to try to find additional revenues, but have been told that you must reduce your teaching staff by 1.0 FTE.



Scenario Part 2

You have considered different ways of addressing this challenge and in the end have narrowed to three choices. All three choices achieve a reduction in staffing by 1.0 FTE.

- Have the Art/Music Specialist replace a retiring classroom teacher at the grade 6 level, thus reducing prep time for teachers and having classroom teachers teach their own Art and Music; or
- Have the Phys. Ed. Specialist replace the retiring classroom teacher at the grade 6 level, thus reducing prep time for teachers and having classroom teachers teach their own Phys. Ed.; or
- Increase class sizes at the grade 6 level (from 26 to 34) and keep both the Art/Music and Physical Education Specialists in their current roles.



J

Participant Roles

Phys. Ed. teacher:	Has taught for 10 years; connects well with students – coaches 3 sports; Very popular in the community.
Art/Music teacher:	Has taught for 20 years; students love this teacher; award winning artwork displayed at district offices; outstanding music teacher!
Principal:	New to school; just completing first year – teaches 0.25 FTE in the classroom
Assistant Principal:	Has been in this school for ten years; two as AP – teaches 0.5 FTE in the classroom
Grade 6 Classroom teacher:	Has taught for 15 years; this teacher's students do very well on provincial achievement tests – This is not the teacher who is retiring.
Superintendent:	Recently appointed; not originally from this district; supports fine arts, but has a stronger focus on academics and athletics
Parent:	Very involved with school council; supports all programs but has a focus on fine arts.



J

Activity and Discussion

Role-Playing Activity

Take a few minutes for each participant to prepare to play their chosen role. Then, have the principal or assistant principal facilitate a 15-minute discussion (role-play) about the dilemma. *Note: Other solutions may present themselves during the discussion.*

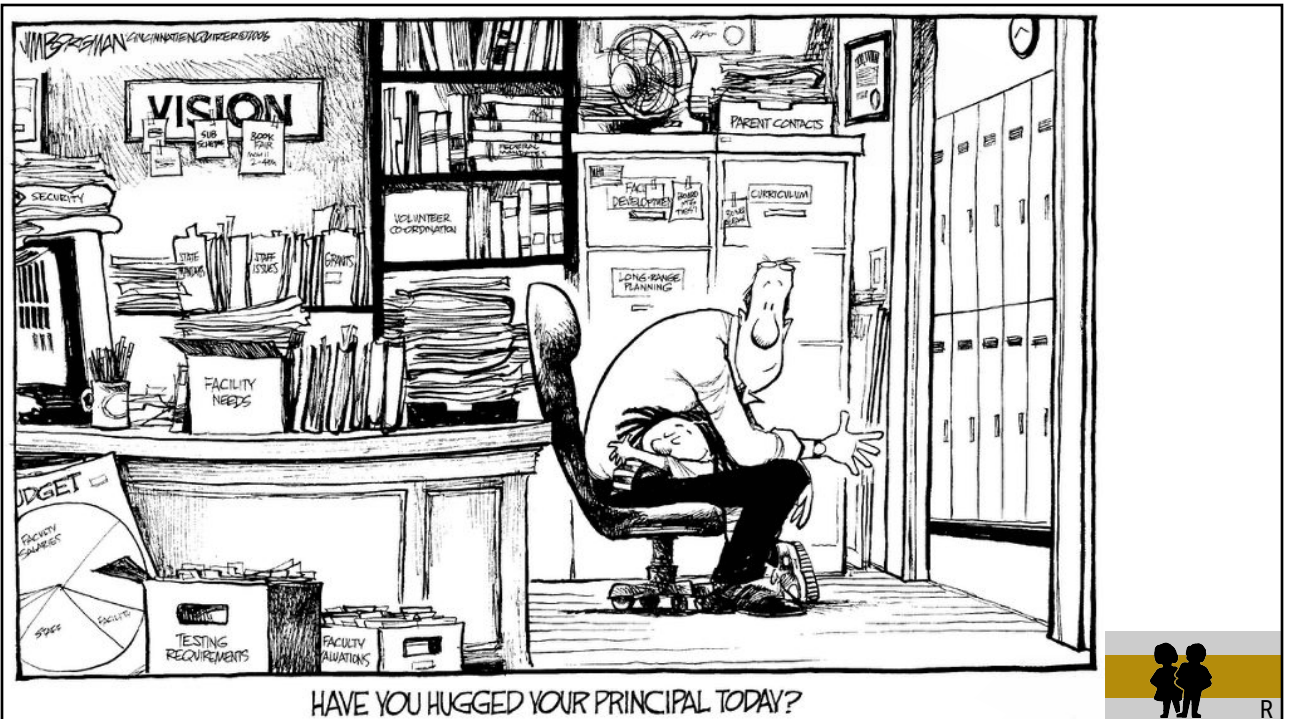
Follow-up Group Discussion

Now, assume that you are all administrators in this situation. Focus on process as you address these three questions:

- What steps would you take to solve the problem?
- Are there other audiences, sources of information that should be considered?
- What are the long term implications of your decision?



J



HAVE YOU HUGGED YOUR PRINCIPAL TODAY?



R

The Changing School Leader

The Ultimate Goal

- Decrease time spent on paperwork and management.
- Increase time spent on relationships, teaching, learning, and school improvement.
- Have a plan for the non-important, non-urgent monkeys



10 Lessons Learned



MISTAKES

IT COULD BE THAT THE PURPOSE OF YOUR LIFE IS
ONLY TO SERVE AS A WARNING TO OTHERS.



1. The Concerned Parent Call

- **Lesson Learned:** Having teachers directly address parental concerns about them is empowering, effective, and professional.
- Be “mindful” when communicating with the teacher.



R

2. Student Transitions

- **Lesson Learned:** A simple process for ensuring smooth student transitions from one grade to another can save time, give a voice to parents, and improve communication.
- Template “[Parent Transition Form](#)”



J

3. New Student Registration

- **Lesson Learned:** Things are not always as they appear. It's important for an administrator to meet each new potential student and their parent/guardian.
- Template "[New Student Interview Guide](#)"



R

4. Staff Feedback in Planning Next Year

- **Lesson Learned:** We sometimes falsely assume that we know staff members' hopes, dreams, and wishes. Asking staff for their feedback is an essential step to planning.
- Template "[Staff Questionnaire](#)"



J

5. Almost Garbage

- **Lesson Learned:** It is important for administrators to separate the “mandatory” and “optional” request items from both inside and outside the school division.



R

6. Expectations

- **Lesson Learned:** Set out your expectations as an administrators at the beginning of the school year. This sets the tone for the year and is integral to building trust in the school culture. Actions speak louder than words.
- Templates “[Expectations](#)” and “[Start-up Staff Meeting](#)”



J

7. Safety and Security Plan

- **Lesson Learned:** Your safety and security plan should be short, simple, and communicated to everyone in the building. Fire, tornado, and lockdown drills are essential.
- Template "[Safety and Security Plan](#)"



R

8. Year End Checklist for Staff

- **Lesson Learned:** A one-page summary for staff at the end of the year will help with communication, eliminate surprises, and get rid of a lot of junk!
- Template "[Year End Checklist](#)"



J

9. Laughter is the Best Medicine

- **Lesson Learned:** We shouldn't take ourselves too seriously. Finding the humour in situations is more important than we think. An important question to ask is, "Does this have the potential to be funny in 10 years?" Most of the time, the answer is "Yes!"



R

10. Your LQS Portfolio

- **Lesson Learned:** Be organized at the beginning of the school year and collect evidence of your leadership competencies. Start a binder or folder for each of the nine sections of the Leadership Quality Standard and collect evidence throughout the year.



J

Bonus Templates

- [Three Year Plan](#)
- [AERR](#)
- [Principal's Task List](#)
- [Student Transition Form](#)
- [Reference Letter Request Form](#)
- [Guest Teacher Handbook](#)



R

Your First Year...



J

They Might Treat You Differently Now...



R

Don't Solve Every Problem, Just Listen...



R

Access to the Templates

- Go to [CASS Start Right](#) Google Folder
- Make a copy of any that interest you.
- You'll notice a few bonus templates (i.e. AERR, 3 Year Plan, Guest Teacher Handbook, Principal's Task List, etc.)

Our Contact Information:

Ray Hoppins

Jody Dennis

rhoppins@cesd73.ca

jdennis@cesd73.ca



R

“

Thank You!

”

