

Welcome

Supporting Effective Governance Continuing the Conversation



Michael Borgfjord



**CALGARY
GIRLS
CHARTER
SCHOOL**

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Bevan Daverne

Superintendent Leadership Quality Standard (SLQS) and Leadership Quality Standard (LQS)

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.

MINISTERIAL ORDER #002/2020

Alberta Education

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.

MINISTERIAL ORDER #002/2020

Alberta Education

- ✓ 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

- ✓ 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



Supporting Implementation of the Professional Practice Standards CASS 2018



Superintendent Leadership Quality Standard

Supporting Effective Governance

A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.





CASS

College of Alberta
School Superintendents





Professional
Learning
Modules

Building Effective Relationships

Visionary Leadership

Leading Learning

Ensuring First Nations, Métis and Inuit Education for All

Supporting Effective Governance

Leading for Inclusion

Employment Law

-  Supporting Effective Governance Participant Guide 2022
-  Supporting Effective Governance Presentation 2022
- 2019 Supporting Effective Governance Module Participant Guide
- 2018 Supporting Effective Governance Module Participant Guide
- Governance Slides

Modelling the interview matrix: Groups of three, identify 1,2,3

- 1 interviews 2, 3 summarizes for recording purposes
- 2 interviews 3, 1 summarizes for recording purposes
- 3 interviews 1, 2 summarizes for recording purposes
- Begin with a short overview of “You” and then respond to the question



CALGARY
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Modelling the interview matrix: Groups of three, identify 1,2,3

- 1 interviews 2 3 summarizes for recording purposes (3-5 mins)
- 2 interviews 3 1 summarizes for recording purposes (3-5 mins)
- 3 interviews 1 2 summarizes for recording purposes (3-5 mins)

Supporting the Board's knowledge and skills related to the governance relationship with the Superintendent of Schools.

- How do you build relationships with the Board? (e.g., Board chair and/or Trustee) Share your story and conclude with “Lessons Learned”.



CASS Pro-spective



CASS College of Alberta School Superintendents

New Member Registration | Upcoming Events | Contact Us

Site Search

Home | About Us | Professional Learning | Events | Resources | Member Information | Contact Us | **CASS Pro-spective**

CASS Pro-spective

Share your pro-spective (professional perspective)

The College of Alberta School Superintendents offers a collegial network of members that provides a learned perspective on matters impacting K-12 education. Being engaged in professional dialogue creates learning and collaboration opportunities among members. Sharing research and practice, in support of the needs of public education, offers perspective and learning on leadership practices that will result in *quality school leadership, quality teaching, and optimum learning for all students in the province.*

This site provides engagement opportunities that are framed around current and emergent education topics.

Strategies to capture members research, practice and expertise include:

Discussions: Nurture discussion, dialogue and debate. **Ideas:** Offer thoughts or suggestions. **Stories:** Members share a story of professional practice.



PROJECT

Supporting Effective Governance

The intent of this project is to gather superintendents "lessons learned" in relation to Supporting Effective Governance.

[View Project](#)

CASS Pro-spective

Share your pro-spective (professional perspective)

How do you build relationships with the Board? (e.g., Board chair and/or Trustee)

Share your story and conclude with “Lessons Learned”.



PROJECT

Supporting Effective Governance

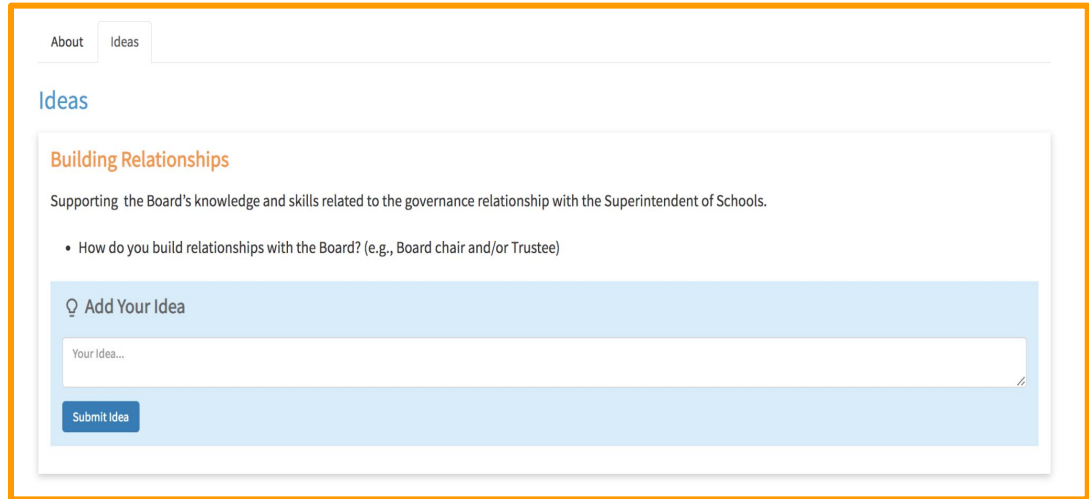
The intent of this project is to gather superintendents "lessons learned" in relation to Supporting Effective Governance.

[View Project](#)

CASS Pro-spective

How do you build relationships with the Board? (e.g., Board chair and/or Trustee)

Share your story and conclude with “Lessons Learned”.



The screenshot shows a web interface for submitting ideas. At the top, there are two tabs: 'About' and 'Ideas', with 'Ideas' selected. Below the tabs, the word 'Ideas' is displayed in blue. The main content area is titled 'Building Relationships' in orange. Underneath, there is a description: 'Supporting the Board's knowledge and skills related to the governance relationship with the Superintendent of Schools.' A bulleted list contains the question: '• How do you build relationships with the Board? (e.g., Board chair and/or Trustee)'. Below the list is a light blue box with a magnifying glass icon and the text 'Add Your Idea'. Inside this box is a text input field with the placeholder 'Your Idea...' and a 'Submit Idea' button at the bottom left.




Modelling the interview matrix: Groups of three, identify 1,2,3

- 1 interviews 2 3 summarizes for reporting purposes (3-5 mins)
- 2 interviews 3 1 summarizes for reporting purposes (3-5 mins)
- 3 interviews 1 2 summarizes for reporting purposes (3-5 mins)

Supporting the Board's knowledge and skills related to the governance relationship with the Superintendent of Schools.

- How do you build relationships with the Board?
(e.g., Board chair and/or Trustee)
Share your story and conclude with “Lessons Learned”.



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[View Project](#)



Break




Sharing



Modelling the interview matrix: Groups of three, identify 1,2,3 (same process)

Building Relationships: Strategies and approaches on working with Boards on the governance role

- How did you address a situation when a trustee may move beyond their governance role? (e.g., Superintendent actions or Trustees actions)



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[View Project](#)



Sharing



CASS Supports

How can CASS best support you in your growth in relation to:

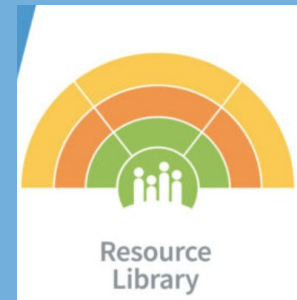
Supporting effective governance?

Supporting Effective Governance

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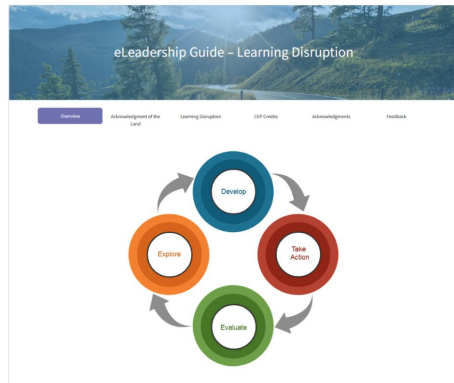
CASS Supports for Professional Practice



eLeadership Guides

Please select an eLeadership Guide:

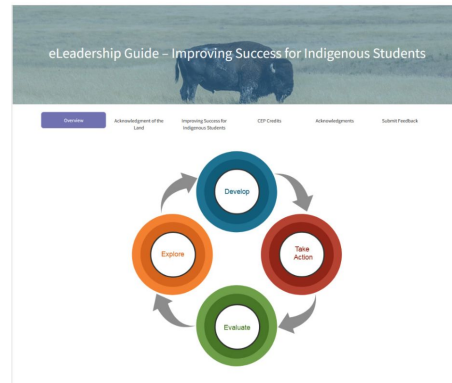
Learning Disruption



This eLeadership guide will examine research about system education leadership during learning disruption and provide opportunities for participants to listen to stories of practice, about targeted interventions to address learning disruption, from a system education leader perspective.

[View Resource](#)

Improving Success for Indigenous Students



This eLeadership guide will examine research about system education leadership to improve learning success for Indigenous students within the provincial school system and provide opportunities for participants to listen to stories of practice on intentional strategies to improve success from a system leader perspective.

[View Resource](#)

Thank you & please thank your colleagues for the conversations!

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