

Seeing The Big Picture in School Leadership

CASS Start Right
July, 2023



Session Overview

- 8:20 Welcome & Large Group Activity – **Group Collaboration**
- 8:30 Introduction to LQS Competencies 8 & 9
- Competency 8 & 9: LQS, Analogy, Examples
 - Big Picture: Communication, Relationships
- 8:50 Understanding Dilemmas and Examples – **Group Collaboration**
- Two Dilemmas: The Cell Phones and The Specialists
- 9:15 Exploring Dilemmas – **Group Collaboration**
- 10:00 The Big Picture: 53 Timely Tasks and Topics
- 10:05 10 Lessons Learned – Templates
- 10:15 Wrap-Up, Takeaways, and Reflections



Large Group Activity - Our Experience

When was your first month of teaching? (e.g. September, 1997)

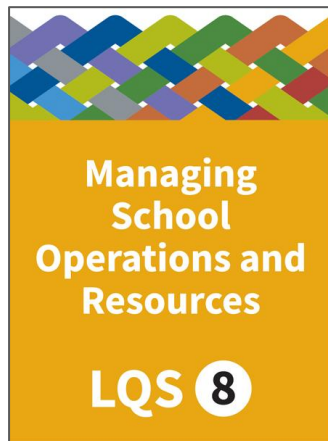


LQS Competency 8

Plan

Managing School Operations and Resources

A leader effectively directs operations and manages resources.



LQS Competency 8:

Plan

Managing School Operations and Resources

- (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 and processes of the school authority.



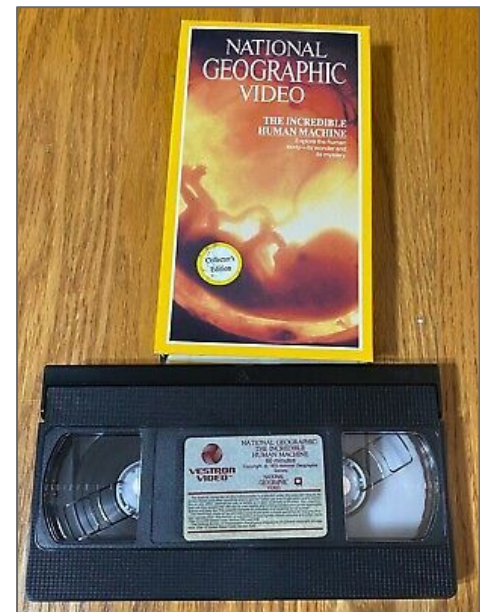
LQS Competency 8

Managing School Operations and Resources (What It Might Feel Like...But Don't Worry)



LQS Competency 8: Big Picture Example 1

➤ Sundre High 9-12 (1999)

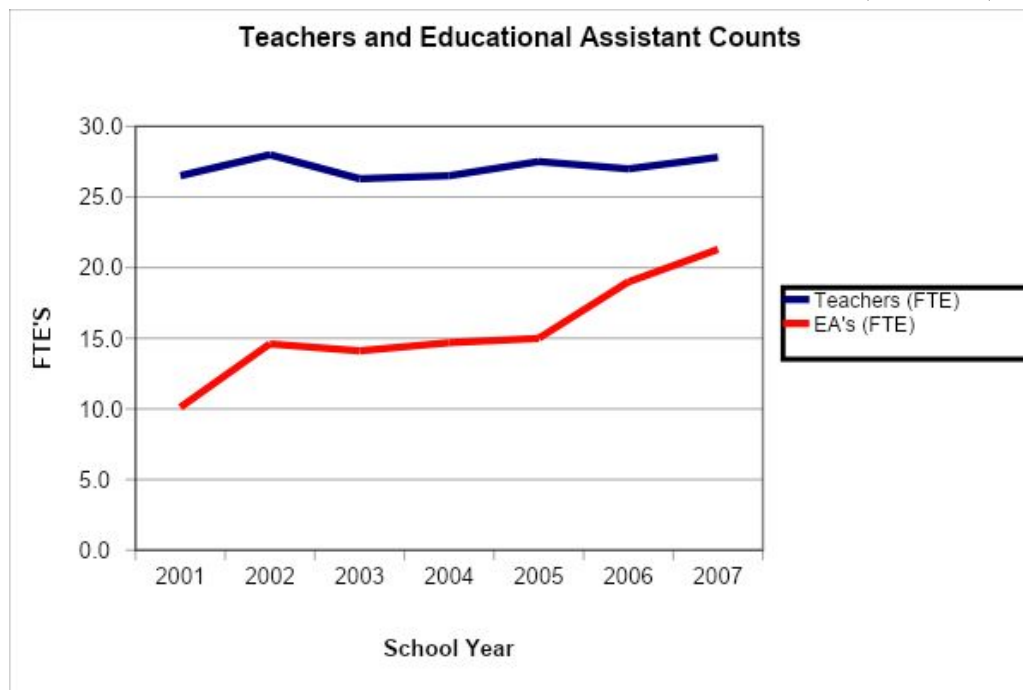


Financial, Physical & Human Resources



LQS Competency 8: Big Picture Example 2

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

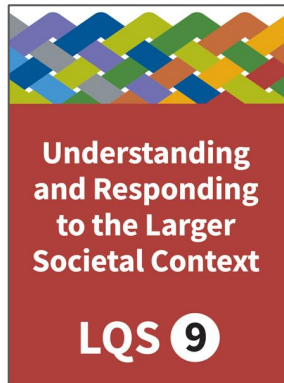


Human Resources
'Our People'



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.



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.



LQS Competency 9

Understanding and Responding To The Larger Societal Context (What It Might Feel Like...But Don't Worry)



LQS Competency 9: Big Picture Example 1



LQS Competency 9: Big Picture Example 2

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 | |



Communication: Big Picture

- Admin Partner
- Office Team
- Staff - Internal
- School Council Executive
- Parents & Community - External
- Division Office Staff
- Your Trustee
- Follow-Through

***“Lack of communication
creates a vacuum:
critics fill it.”***

- Rich Bagin



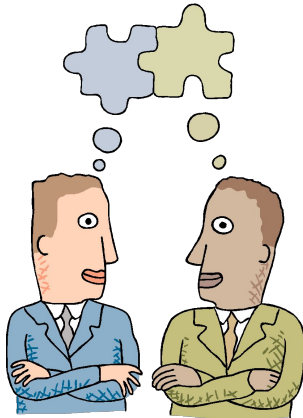
Relationships

Treat your students, parents, colleagues, stakeholders, division staff, and everyone around you with respect. Extend the same courtesies to everyone..



Dilemma - A Battle Between Two Rights

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



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



An Illustrative Example - The Specialists



Two Rights = Dilemma

Reduced enrollment across the school means that either.

- One of the Art Teacher or Phys.Ed Teacher will replace a retiring classroom teacher at the grade 6 level, thus having classroom teachers teach their own Art and Music; or
- Increase class sizes at the grade 6 level (from 26 to 32) and keep both the Art Teacher and Phys. Ed Teacher in their specialties and increase prep-time for teachers.



Beware of the “We Tried That” Syndrome



Exploring Dilemmas (20 minutes)

Part 1 - Sharing Dilemmas

- The group selects a chairperson/speaker. (fun, most hair)
- Timer (2 minutes)
- Each participant takes 2 minutes to share a “Competency 8 or 9 Dilemma” from their own school or community.
- Don't solve them – just share 😊



Your Table's One Dilemma (10 minutes)

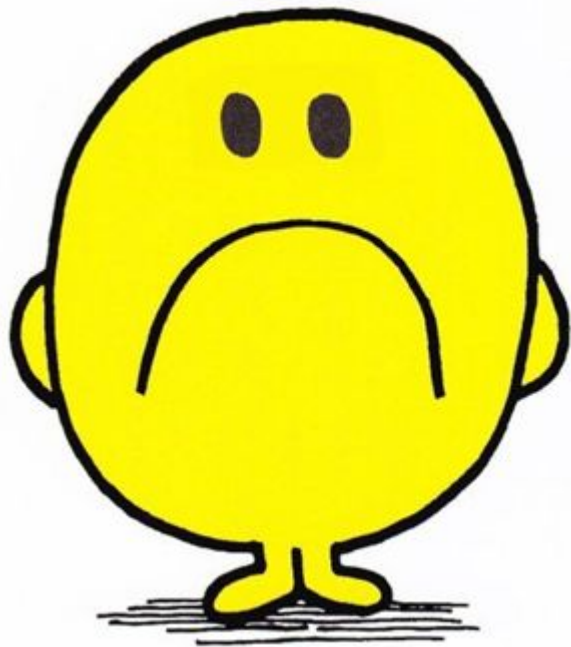
Part 2 - Sharing Dilemmas

- 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.
- Jody and Ray will hear back from 5-6 tables.



Competency 8 & 9 Warning

Some people will do anything to be miserable...



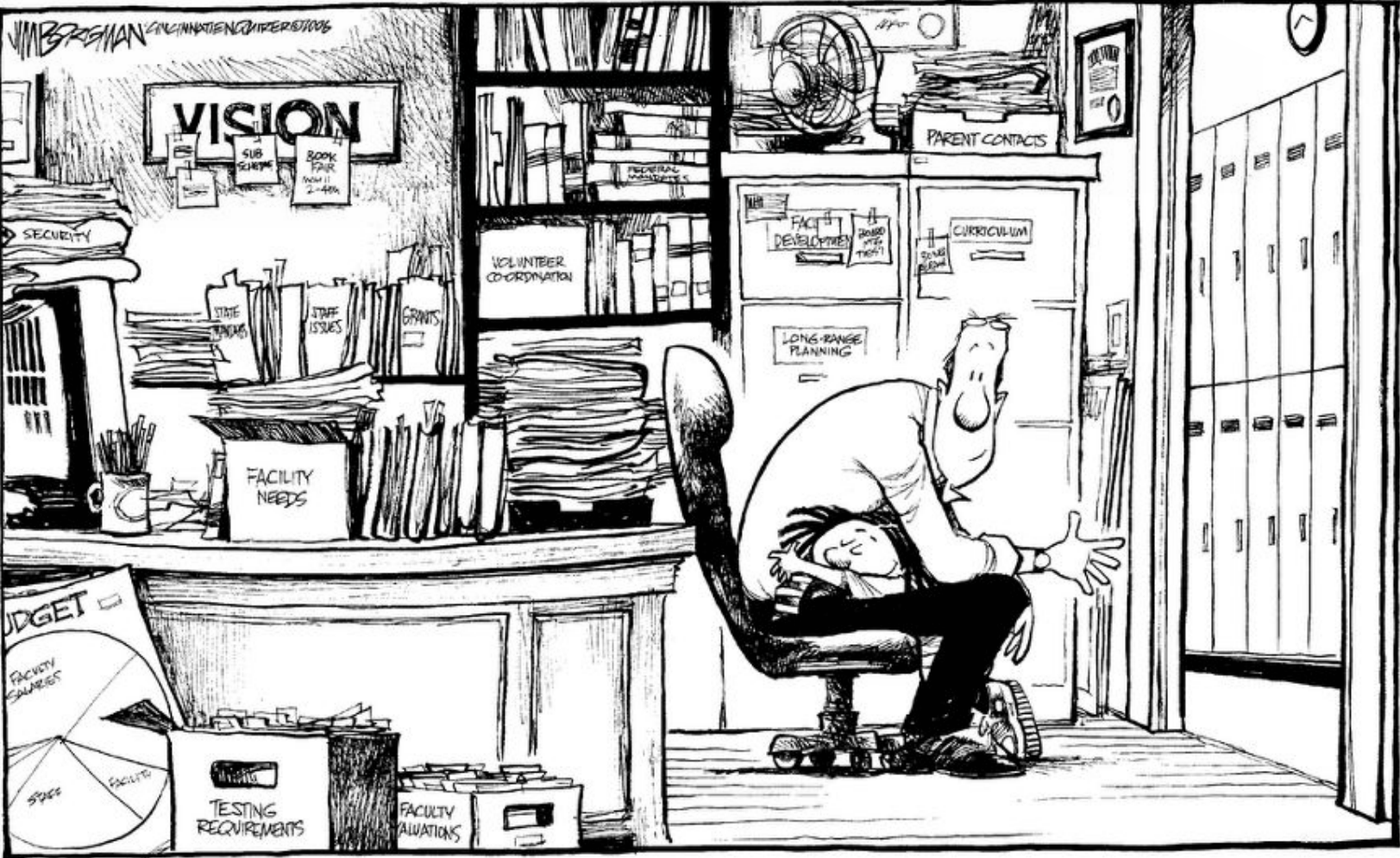
53 Timely Tasks and Topics - Big Picture



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





WIM BRISMAN CINCINNATI OHIO 1976

VISION

SECURITY

SUB
SCRIPTS

BOOK
FAIR
1991-1992

STATE
FUNDS

STAFF
ISSUES

GRANTS

FACILITY
NEEDS

BUDGET

FACULTY
SALARIES

STUD
FACULTY

TESTING
REQUIREMENTS

FACULTY
AWARDS

VOLUNTEER
COORDINATION

FEDERAL
PROGRAMS

FACT
DEVELOPMENT

PARENT
CONTACTS

CURRICULUM

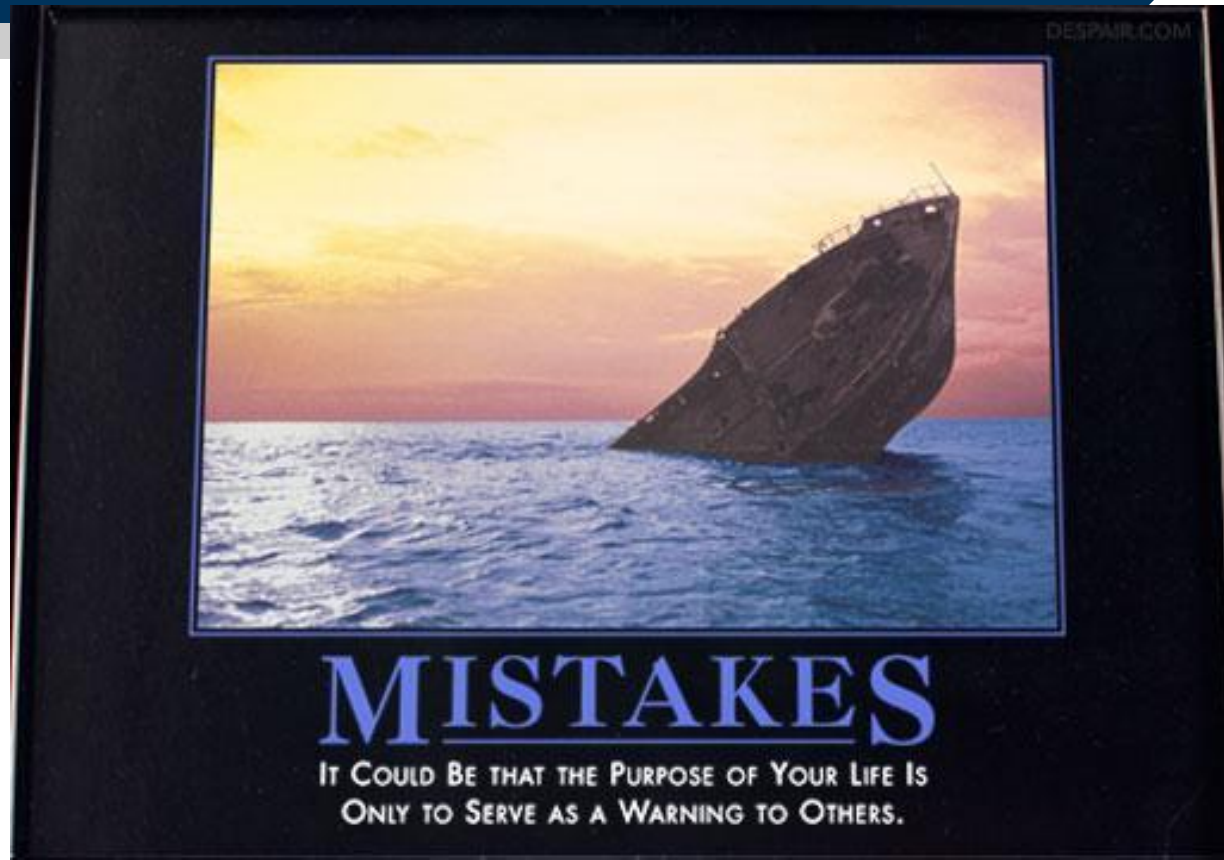
LONG-RANGE
PLANNING

HAVE YOU HUGGED YOUR PRINCIPAL TODAY?



R

10 Lessons Learned



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.



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](#)”



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](#)"



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](#)"



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.



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](#)”



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](#)”



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](#)”



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!"



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.



Bonus Templates

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



Your First Year...



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





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.)

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Thank You!

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