

Highlights: 2024 CASS Fall Conference

The 2024 CASS Fall Conference, hosted at the Deerfoot Inn and Conference Centre in Calgary on November 6-8, 2024, attracted 379 delegates, representing 85% of the school authorities in the province. Delegates at the CASS Fall Conference were offered a variety of professional learning opportunities aligned with competencies identified in the Alberta *Leadership Quality Standard* (LQS) and the *Superintendent Leadership Quality Standard* (SLQS). For regulated members, attendance and participation at the conference equated to earning 10 CEP credits toward their annual accreditation requirement.



For the pre-conference, two CEP courses were introduced in a hybrid delivery model. The hybrid delivery model included 5 hours of in-person learning at the pre-conference, followed by 2 online sessions (2 ½ hours each). *Developing Leadership Capacity at the System Level: The Ripple Effect* was facilitated by Danica Martin and Sonja Dykslag. *Leading Learning* was facilitated by Shan Jorgenson-Adam and Dr. Rita Marler, as well as Dr. Kelly Harding who joined the facilitators to present.

On Wednesday evening, CASS President Dr. Clint Moroziuk, Superintendent of Schools for Greater St. Albert Catholic Schools, opened the conference with a welcome message and opening remarks for the conference. Elder Gerald Meguinis from the Tsuut'ina Nation in Treaty 7 Territory provided an Edler blessing. Delegates organized into [Communities of Practice](#) designed to support system education leaders in demonstrating professional competence and engaging in ongoing reflection about their own professional practice.

During the remainder of the conference, delegates registered in 3 of 18 sessions. Thank you to the facilitators who donated time and expertise in developing sessions. Be sure to check the [conference program archives](#) for further information on this conference and previous CASS conferences.

2024 CASS Fall Conference Feedback

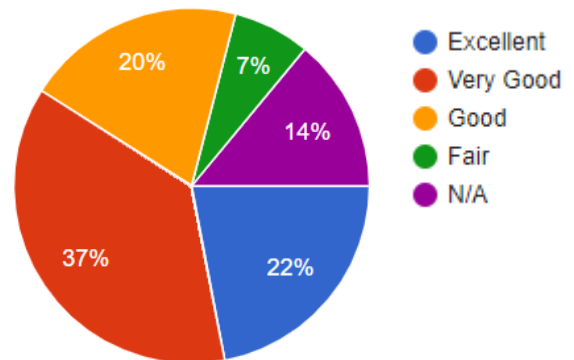
The 2024 CASS Fall Conference Learning Survey received responses from 26% of the conference delegates.

Communities of Practice Pilot

The Communities of Practice pilot is demonstrating positive results. Among delegates who rated their experience as excellent, very good, or good, the percentage increased from 60.4% at the 2024 Summer Conference to 79% at the 2024 Fall Conference.

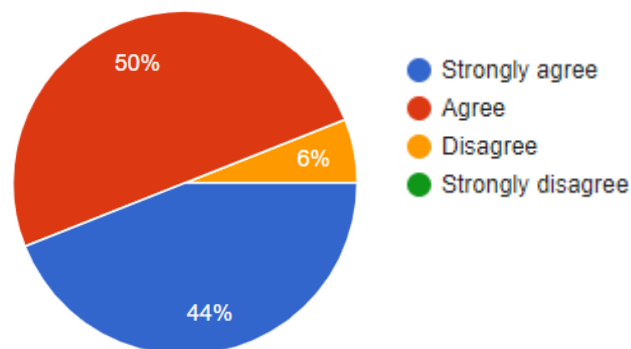
What supports do you need for your Community of Practice (CoP) to be successful?

- Dedicated time & flexibility - Emphasis on the importance of having sufficient, scheduled time at CASS conferences and between them to maintain momentum.
- Structure – More structured approach especially for those that are new or missed the initial introduction.
Consistent
- Consistent Membership & Focus – Maintain continuity by ensuring CoP members share common interests.
- Ongoing Support – Appreciation expressed for the CoP templates resources, and facilitation to help groups stay organized and impactful.

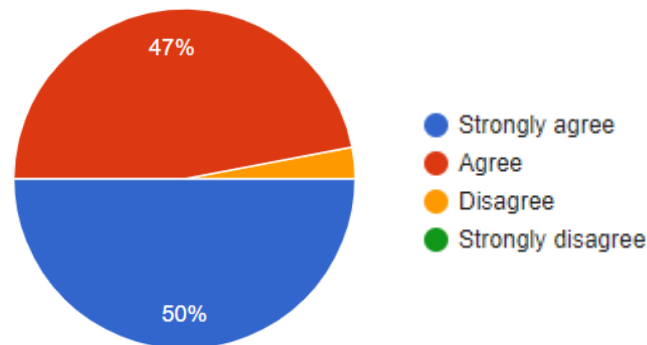


Reflections on My Professional Learning at the Conference

1. *This professional learning opportunity contributed to my understanding of the professional practice standard or ASBOA's Areas of Practice. (e.g., content-related to one or more competency)*



2. *I plan to apply my learning in my school authority.*



3. *An aspect of this learning opportunity that made it meaningful is:*

- Peer connections and networking – Respondents consistently highlighted the value of meeting and talking with colleagues from other school authorities. Hearing real-world examples, sharing challenges, and exploring solutions together fostered collaboration and strengthened professional relationships.
- Relevant Topics and Practical Takeaways - Sessions offered timely, applicable content that directly related to participants’ local contexts. Many appreciated immediately usable strategies and resources that could inform or enhance their own school authority practices.
- Diverse Perspectives and Stories of Practice - Presenters and participants representing various school authorities provided case studies, authentic examples, and personal insights. Learning from others’ successes, challenges, and practical experiences helped participants reflect on their own practices and consider new approaches.
- Opportunities for Discussion and Reflection - Built-in time to discuss, plan, and reflect during and after sessions was seen as crucial. Participants noted that group conversations—both structured and informal—enhanced understanding, encouraged problem-solving, and prompted ideas they could bring back to their work.

4. *An aspect of this learning opportunity that might be improved is:*

- Session Environments – Consider space, layout, temperature, and sound for each room. More consistent microphone use needed from the presenters.
- Session Design and Structure – Appreciation for longer sessions, while others preferred shorter sessions. Interactive formats were appreciated and kept participants engaged.
- Relevance and Alignment – Ensure session descriptions in alignment to content being presented.
- Resource Availability – Sharing of slide decks and materials in advance or during the sessions appreciated.

5. *One thing I require to further support my professional learning is:*
 - Continued learning and resources for Communities of Practice.
 - More sessions for HR, AI, Visionary Leadership, and Leveraging Data
 - Ongoing opportunities to connect - but also acknowledgement and appreciation for the valued networking opportunities that do occur.

6. *Which SLQS competencies do you feel are your areas of greatest strength?*

The top 3 SLQS competencies participants felt were their areas of greatest strength were building effective relationships, modeling commitment to professional learning, and leading learning.

7. *On which SLQS competencies are you focusing your professional growth?*

The top 3 SLQS competencies participants are focusing their professional growth are visionary leadership, leading learning, and supporting effective governance.

8. *Which LQS competencies do you feel are your areas of greatest strength?*

The top 3 LQS competencies participants felt were their areas of greatest strength were building effective relationships, modeling commitment to professional learning, and leading a learning community.

9. *On which LQS competencies are you focusing your professional growth?*

The top 3 LQS competencies participants are focusing their professional growth are embodying visionary leadership, supporting the application of foundational knowledge about First Nations, Métis and Inuit, and developing leadership capacity.

10. *Comments/suggestions regarding the structure of this learning opportunity (e.g. facility, registration process, communication).*
 - Registration process positive, location of the facility convenient, appreciation for the food choices, and overall conference coordination was well received.

Overall, participants found the conference to be a well-organized, valuable learning experience. They appreciated the convenient facility, engaging sessions, and opportunities for collaboration with colleagues across various districts. Many attendees noted the thorough planning and excellent hospitality, and welcoming atmosphere. The combination of relevant topics, ample networking time, and practical insights contributed to a positive, collegial environment that left participants feeling energized and eager to apply their new knowledge and connections to their own professional contexts.