

Highlights: CASS and ASBOA Summer Learning Conference 2025

This year, a pre-conference offered delegates the opportunity to attend one of two CEP courses: *Sharing Stone Keeper's Wisdom* and *Appuyer la gouvernance efficace*.

The main conference was held August 14–16 at the JW Marriott Ice District in Edmonton. The event brought together 260 participants from CASS, ASBOA, and other organizations, representing 87% of Alberta's school authorities.

The conference opened with an Elder Blessing from Lorraine Meneen, a proud member of the Tallcree First Nation. CASS President Mike McMann and ASBOA Board Chair Tanya Scanga welcomed participants to the conference by emphasizing the importance of partnership, collaboration, and shared purpose. They reflected that both organizations are guided by professional practice standards that support the success of all Alberta students, noting, "Through collaboration and networking, we create meaningful outcomes that support the success of all students across Alberta. These professional relationships are key to the work we do together in every corner of the province."



CASS College of Alberta School Superintendents Supporting Professional Growth



Participants had a choice to register in one returning or one of five new CASS Continuing Education Program courses: *Leading and Managing School Authority Operations and Resources*, *Providing Instructional Leadership*, *Relational Leadership Mastery: Building Effective Connections*, *Supporting Effective Governance: Hacks and Heuristics*, *Supporting Equity, Achievement, and Well-Being for Indigenous Student Success*, and *Visionary Leadership in Action: Implementing a Continuum of Supports and Services*. Two ASBOA sessions addressed *Communicating Under Pressure* and *Navigating Ethical Dilemmas in Public Leadership*.

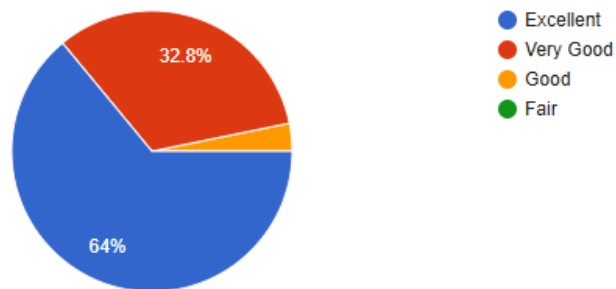
CASS extends sincere appreciation to facilitators for their contributions and leadership. Conference materials, including [program archives](#), are available for those wishing to review details or revisit sessions from this year's and previous conferences.

CASS and ASBOA Summer Learning Conference 2025 Feedback

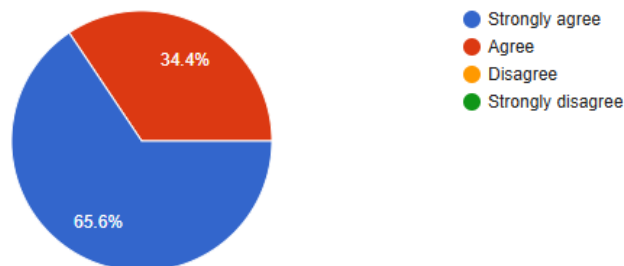
Nearly half of the conference delegates (48%) responded to the 2025 Learning Survey for the Summer Learning Conference.

Reflections on My Professional Learning

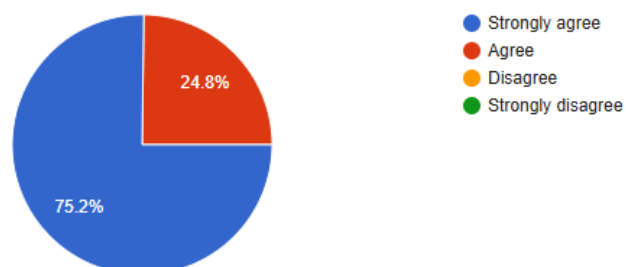
1. *Rate your overall experience with participating in this CASS CEP Course or ASBOA Sessions.*



2. *This professional learning opportunity contributed to my understanding of the professional practice standard or ASBOA's Areas of Practice.*



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



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

- **Collaboration and Connection** – This was the most frequently cited theme. Respondents valued table discussions, networking, and opportunities to learn from colleagues across the school authorities.
- **Practical Application and Relevance** – Respondents valued sessions that linked directly to their work as system leaders, such as governance, instructional leadership, and financial management.
- **Presenters and Content** – Respondents stated the expertise, credibility, and authenticity of presenters contributed significantly to the perceived value. Delegates expressed appreciation for storytelling, real-world examples, and a well-planned structure for the courses.
- **Reflection and Personal Growth** – Respondents cited time to reflect during the learning as meaningful both leadership identity and values in practice.
- **Integration of Theory, Research, and Practice** – Respondents appreciated evidence-based, theory-informed content that connected leadership frameworks to real scenarios.
- **Structured Learning Design** – Respondents described courses as well-paced, thoughtfully sequenced, and balanced between presentation, discussion, and activity.
- **Validation and Affirmation** – Respondents appreciated being affirmed in their direction and validated through shared experiences.
- **Innovation and Emerging Topics** – Respondents indicated that sessions introducing AI applications, ethics, and digital innovation were particularly impactful.

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

Respondents expressed a **very high level of satisfaction**, frequently noting that the sessions required no improvements. Where a few suggestions arose, they focused on time and pacing, differentiated depth for experience levels, and enhanced opportunities for interaction and applied learning. Respondents appreciated the collaborative design and facilitation quality, while recommending extended time, updated materials, and more intentional structures for reflection and networking to further enrich the experience.

6. *One thing I require to further support my professional learning is:*

Respondents identified **ongoing and practical learning opportunities** as essential to their continued professional growth. They emphasized the need for **time to apply**

learning, mentorship and **networking opportunities**, and **deeper exploration of specialized leadership topics** such as governance, budgeting, Indigenous education, equity, and AI. Requests for access to resources, exemplars, and structured follow-up further highlight the desire for sustained and applied professional learning beyond the conference or course setting.

7. *As a result of your learning at the 2025 CASS/ASBOA Summer Learning Conference, what have you committed to take action on?*

Respondents described a strong sense of commitment to action, reflection, and application following the conference. Most actions fall into six major categories:

- relational and ethical leadership;
- governance enhancement;
- instructional and operational improvement;
- Indigenous education and inclusion;
- data-informed and reflective practice; and
- AI, innovation, and professional learning continuation.

8. *Comments/suggestions regarding the structure of this learning opportunity (e.g. facility, registration process, communication).*

Respondents overwhelmingly expressed **high satisfaction** with the structure, organization, and delivery of the 2025 CASS/ASBOA Summer Learning Conference. The majority of comments highlighted excellent facilities, seamless registration and communication, strong facilitation, and meaningful learning design.

Specific feedback was minimal and primarily focused on minor logistical adjustments, content pacing, or accessibility considerations (cost, travel, temperature, and session timing). The feedback overall affirms that the conference was a **well-organized, high-quality professional learning experience**.

SLQS and LQS Competency Information (For CASS Members)

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

Respondents most frequently identified their top strengths in the *Superintendent Leadership Quality Standard* (SLQS) as **Building Effective Relationships**, **Modeling Commitment to Professional Learning**, and **Leading Learning**.

While the competencies Visionary Leadership, School Authority Operations and Resources, and Supporting Effective Governance were also selected by many



participants, they appeared with slightly less frequency. Ensuring First Nations, Métis and Inuit (FNMI) Education for All Students appeared less often, suggesting continued focus and professional learning are needed in this area.

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

Respondents are prioritizing professional growth in **Supporting Effective Governance**, **School Authority Operations and Resources**, and **Ensuring First Nations, Métis, and Inuit (FNMI) Education for All Students** in the *Superintendent Leadership Quality Standard (SLQS)*.

This contrasts with the previous question (areas of greatest strength), where the highest-rated areas were relational and instructional. Collectively, this indicates that system education leaders are moving from individual and relational proficiency toward systemic leadership capacity building, focusing on governance, operations, and equity as key areas of continued growth.

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

The most frequently cited areas of strength were **Building Effective Relationships**, **Providing Instructional Leadership**, **Developing Leadership Capacity**, and **Modeling Commitment to Professional Learning**. Fewer respondents identified strengths in Understanding and Responding to the Larger Societal Context or Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit (FNMI), signaling ongoing opportunities for growth in these areas.

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

Respondents are primarily focusing their professional growth on **Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit (FNMI)** and **Understanding and Responding to the Larger Societal Context** which are two areas that reflect a strong commitment to equity, inclusion, and contextual leadership in Alberta's education system.

This represents a clear evolution from the previously identified strengths (which centered on Building Effective Relationships and Instructional Leadership). The focus of current growth efforts shows that system education leaders are intentionally extending their learning to include reconciliation, systems awareness, and adaptive leadership in complex social environments.