

Highlights: CASS and ASBOA Summer Learning Conference 2026

On August 11 and 12, a pre-conference offered delegates the opportunity to attend a CEP course: *Sharing Stone Keeper's Wisdom*. This course was offered offsite at the kihcihkaw askî-Sacred Land in Edmonton.

The main conference was held August 12–14 at the JW Marriott Ice District in Edmonton. The event brought together 284 participants from CASS, ASBOA, and other organizations, representing 69% of Alberta's school authorities.

 **CASS** College of
Alberta School
Superintendents **Supporting Professional Growth**



The conference opened with an Elder Blessing from Elder Daphne Alexis of Paul First Nation, Alberta. CASS President Dr. Reagan Weeks and ASBOA President Tanya Scanga welcomed participants. They highlighted the conference's targeted professional development for system education leaders and the value of its interactive learning. They also emphasized the intentional cross-role networking and collaboration designed to build practical strategies and lasting professional support beyond the conference.



Participants had the choice to register in ASBOA sessions (4), or a CASS Continuing Education Program (CEP) course. The four ASBOA sessions were: *Assessing Board-Level Risk and Vulnerability with the TASSE Score Card*; *Reimagining the Delivery of Operations Services through Transformation*; *Fostering Deep Work in a Distracted World*; and *School Surveillance: Student Rights and Implications of AI as K-12 School Security*. The CASS CEP courses offered were: *Changing World, Changing Needs: Engaging the Age of Disruption*; *Developing Leadership Capacity at the System Level: The Ripple Effect*; *Providing Instructional Leadership*; *Relational Leadership Mastery: Building Effective Connections*; *Supporting Equity, Achievement, and Well-Being for Indigenous Student Success*. A new CASS CEP course was piloted: *Developing Political Acumen: Fostering Relationships and Influencing Policy for Student Success*. Additional ASBOA sessions addressed *Communicating Under Pressure* and *Navigating Ethical Dilemmas in Public Leadership*.

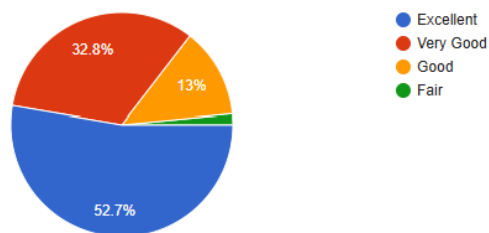
CASS and ASBOA extend their sincere appreciation to facilitators for their contributions and leadership. Conference materials, including [program archives](#), are available for those wishing to review details or revisit sessions from this year's and previous conferences.

CASS and ASBOA Summer Learning Conference 2026 Feedback

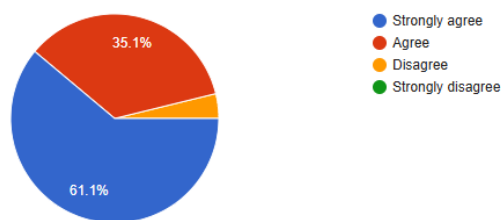
Almost half of the conference delegates (49%) responded to the 2026 Summer Learning Conference survey. Artificial intelligence (AI) assisted with identifying themes and summarizing responses to the open-ended survey questions. The results were reviewed to ensure they accurately reflected participant feedback.

Reflections on My Professional Learning

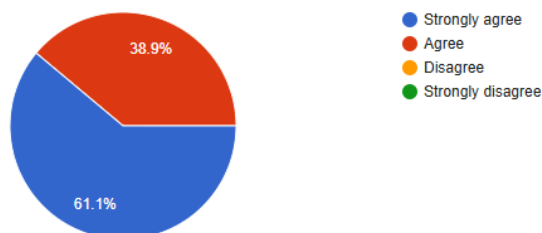
1. *Rate your overall experience participating in this CASS CEP Course or the ASBOA Sessions.*



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:*

- **Collaborative Dialogue and Learning with Colleagues** - The most prominent theme from the feedback was the value of conversation, table talk, collaboration, and learning from colleagues across roles and school authorities. Respondents emphasized that hearing different experiences and perspectives enriched their learning, provided opportunities to exchange strategies, and helped them think about issues beyond their own context. This collaborative dimension was repeatedly described as central to making the professional learning meaningful.
- **Reflection on Leadership Practice and Identity** - Respondents valued having intentional time and structured opportunities to reflect on themselves as leaders. Respondents identified that having time for reflection helped them to examine their leadership practices, clarify their values and purpose, reconsider assumptions, and connect new learning to their current or emerging leadership roles.
- **Relevance and Application to Leadership Contexts** – Respondents identified the importance of learning that was authentic, timely, and directly applicable to respondents' work. Respondents valued opportunities to work with real issues, scenarios, case studies, and current challenges and to consider how learning could be transferred to their school authority, leadership role, or immediate work.
- **Speaker Expertise and Lived Experience** – Respondents repeatedly identified the knowledge, experience, stories, and perspectives of the speakers as contributing to meaningful learning. Particularly valued were real-world examples, anecdotes, and insights from individuals with direct experience, which provided context and credibility.
- **Practical Tools, Strategies, and Resources** – Respondents valued leaving the learning opportunity with ideas, frameworks, strategies, resources, and approaches they could use or adapt in their own contexts. Comments suggest that meaningful professional learning was not simply informative; participants appreciated having tangible learning that could inform leadership practice, planning, conversations, and system-level work.
- **Leadership Identity and Purpose** – Respondents identified opportunities to clarify personal leadership philosophy, purpose, and direction. Respondents described professional learning that helped them articulate who they are as leaders, what is important to their leadership, and how they want to contribute in their roles.

- **Engaging, Intentional Learning Design** – Respondents valued professional learning that incorporated a balance of presentation, active engagement, dialogue, reflection, activities, and varied approaches to learning rather than a predominantly presentation-based format. Pacing, course organization, research-informed content, thoughtful activities, and opportunities to move between individual and collaborative learning contributed to a more engaging experience.
 - **Relational Learning, Storytelling, and Human Connection** – Respondents described the importance of relationships, vulnerability, storytelling, and learning processes that fostered authentic human connection during their professional learning. Respondents particularly valued circle processes, sharing personal perspectives, and the presence and teachings of Elders, describing these experiential approaches as powerful and conducive to deeper learning.
 - **Deeper Understanding of Complex Leadership Environments** – Respondents valued opportunities to broaden their understanding of the complex environments in which system education leaders operate, including political, governmental, relational, instructional, and societal contexts. Responses suggested that meaningful learning helped leaders move beyond day-to-day operational concerns to better understand the larger forces, systems, relationships, and responsibilities shaping their work.
5. *An aspect of this learning opportunity that might be improved is:*
A substantial number of respondents explicitly indicated “none,” “N/A,” “no suggestions,” or described their sessions or course as excellent or well designed. These responses suggest a **high level of overall satisfaction** and indicate that the few improvement themes identified should be understood as opportunities for refinement rather than evidence of broad dissatisfaction. Where suggestions for improvement arose, they focused on allowing more time for collaborative discussion and interaction, reducing content volume to enable greater depth, increasing experiential approaches, and providing more practical tools, strategies, and opportunities for application. 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:*
A significant number of respondents felt that the **existing supports were sufficient** and did not identify additional professional learning needs. Among those who did

identify further supports, the strongest interest was in **continued opportunities to connect, collaborate, and learn with colleagues**, particularly through networking, communities of practice, and ongoing dialogue within and across school authorities. Respondents also valued **continued professional learning opportunities**, including follow-up sessions, access to experts, current research, recommended readings, and opportunities to deepen learning in specific areas. A further priority was having **time and support to apply learning in practice**, including opportunities to reflect, work through problems of practice, hear examples from other school authorities, and revisit learning after the course. Overall, the responses suggest that participants are looking less for entirely new forms of support and more for **ongoing connection, deeper learning, and opportunities to translate their learning into practice**.

7. *As a result of your learning at the 2026 CASS/ASBOA Summer Learning Conference, what have you committed to take action on?*

Respondents' strongest commitments centred on **intentionally applying their learning to their leadership practice, particularly by strengthening relationships, collaboration, reflection, and the development of others**. Most actions fell into five major categories:

- strengthening personal leadership practice;
- building leadership capacity and relationships;
- advancing system priorities;
- strengthening advocacy and external relationships; and
- applying and extending professional learning.

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

Feedback regarding the conference structure was **overwhelmingly positive**, with respondents particularly highlighting the **strong organization, clear communication, smooth registration, high-quality facility**, and **thoughtful learning environment**. While a few individual suggestions were offered regarding the overall conference format, speakers, or facility conditions, these did not occur frequently enough to constitute themes. Overall, respondents described the conference as well organized, professionally supported, and conducive to meaningful learning and collaboration.

SLQS and LQS Competency Information (for CASS Members)

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

Building Effective Relationships was the most frequently identified area of strength (84%), followed by **Modeling a Commitment to Professional Learning** (61%), **Leading Learning** (56%), and **Visionary Leadership** (55%).

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

Supporting Effective Governance was the most frequently identified area for professional growth (50%), followed by **Visionary Leadership** (43%), **School Authority Operations and Resources** (42%), and **Leading Learning** (38%). Other growth priorities included **Ensuring First Nations, Métis and Inuit Education for All Students** (32%), **Building Effective Relationships** (23%), and **Modeling a Commitment to Professional Learning** (22%).

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

Building Effective Relationships was the most frequently identified LQS strength (87%). **Modeling a Commitment to Professional Learning** and **Leading a Learning Community** followed (60% each). Respondents also identified strengths in **Embodying Visionary Leadership** and **Providing Instructional Leadership** (48% each) and **Developing Leadership Capacity** (46%).

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

The leading professional growth priorities were **Foundational Knowledge about First Nations, Métis and Inuit** and **Understanding and Responding to the Larger Societal Context** (35% each). **Developing Leadership Capacity** followed (33%), along with **Embodying Visionary Leadership** (31%) and **Managing School Operations and Resources** (29%).

When comparing this feedback with the 2025 summer conference, the data shows strong continuity. SLQS strengths remained **Building Effective Relationships**, **Modeling a Commitment to Professional Learning**, and **Leading Learning**, while governance and operations continued as growth priorities. In 2026, **Visionary Leadership** also emerged as a prominent growth area. LQS results consistently identified relationship-building as a strength, while **Foundational Knowledge about First Nations, Métis and Inuit** and **Understanding the Larger Societal Context** remained leading growth priorities, reflecting sustained commitment to reconciliation, equity, and systems leadership.