

PROFESSIONAL PRACTICE STANDARDS FOR SCHOOL AUTHORITY LEADERS

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TEACHING AND LEADERSHIP EXCELLENCE



PREMISE

- A collaborative effort to ensure that there is an excellent teacher in every classroom and excellent leaders in the education system.
- Interacts with the *School Act (Education Act)*, *Teaching Profession Act*, Regulations, Teaching Quality Standard, and the Teacher Growth, Supervision and Evaluation Policy.

TEACHING AND LEADERSHIP EXCELLENCE



THE SIX THEMES

1. Alternative Pathways
2. Currency of Practice for Teachers, School and System Leaders
3. Processes for Conduct and Competency
4. Beginning Teacher/Leader Support and Mentorship
5. Teaching and Leadership Practice Standards
6. Teacher/Leader Growth, Supervision and Evaluation Policy

TEACHING AND LEADERSHIP EXCELLENCE



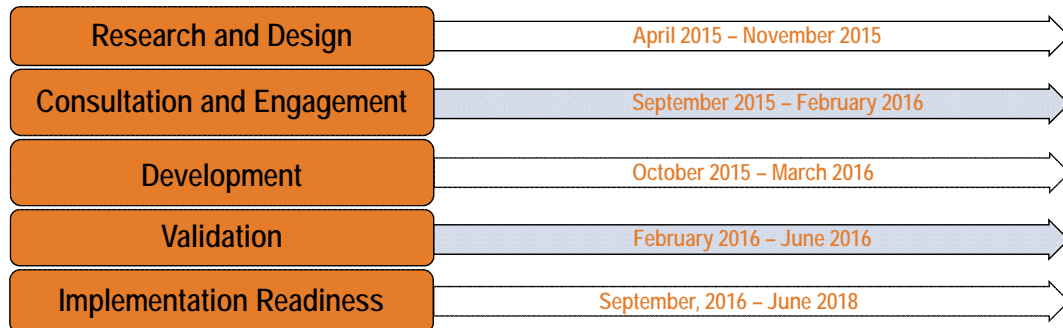
ESTABLISHING AN ADVISORY COMMITTEE



PRACTICE STANDARDS FOR TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS



COMMUNICATION



PRACTICE STANDARDS FOR TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS



WHY ARE THE STANDARDS IMPORTANT?

A. The Standards Guide Teacher and Leader:

- Preparation
- Certification
- Mentorship and induction
- Career-long learning and development
- Supervision and Evaluation

B. The Standards Provide Public Assurance

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WHY ARE THE STANDARDS IMPORTANT?

This is what stakeholders have been saying:

- *“To ensure that every student is taught by an excellent teacher, supported by exemplary school and system leaders”*
- *“The new standards are an opportunity to reflect on and embrace today’s societal changes and requirements. By working collectively we can improve student learning by enhancing our teaching and leadership capacities.”*
- *“To create a culture of teaching and leadership quality and excellence in order to build a better tomorrow, today”.*
- *“I owe all my successes in life to a great public education system”*

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WHAT FORMAT FEATURES ARE COMMON TO EACH STANDARD?

-
- **Recitals** provide an overarching foundation – they set out the principles on which the standard is based
 - **Definitions...**
 - Each “**standard**” incorporates a set of “**competencies.**” **Indicators** are provided as illustrative examples for each of the competencies
 - **Reasoned professional judgement** is a necessary underpinning for determinations about whether the standard(s) is being met in a given context
 - **Planned regular review** of the standards will ensure currency and relevancy

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WHAT CONCEPTUAL FEATURES ARE COMMON TO EACH STANDARD?

- **Alignment across the standards** puts the focus on exemplary teaching in every Alberta classroom, supported by outstanding school and system level leadership
- **Expectation** to meet all competencies
- **Reasoned professional judgement** is a necessary underpinning for determinations about whether the standard(s) is being met in a given context
- **Planned regular review** of the standards will ensure currency and relevancy

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COMPETENCIES IN THE TEACHING QUALITY STANDARD

- Engaging in Career Long Learning
- Demonstrating a Professional Body of Knowledge
- Fostering Effective Relationships
- Establishing Inclusive Learning Environments
- Applying Foundational Knowledge about First Nations, Métis and Inuit
- Adhering to Legal Frameworks and Policies

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COMPETENCIES IN THE SCHOOL LEADERSHIP QUALITY STANDARD

- Modeling a Commitment to Professional Learning
- Fostering Effective Relationships
- 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

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BACKGROUND TO THE SCHOOL AUTHORITY LEADERSHIP QUALITY STANDARD

- Environmental (Multi-jurisdictional) Scanning
- *CASS Practice Standard (2008)* and research informed *CASS Framework for School System Success*
- ASBA policy on *Role of the Superintendent* and Sample *Performance Assessment Guide*
- Alberta research on highly effective system leadership – Brandon, Negropones and others
- Recognition of dual role of superintendent as chief executive officer of the board and chief education officer of the system

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WHO IS THE SCHOOL AUTHORITY LEADER?

- In the context of the *School Authority Leadership Quality Standard (SAQLS)*, the school authority leader means a superintendent of schools, deputy superintendent, associate and assistant superintendents and other locally identified school authority leaders required by their positions to be certificated to teach in Alberta.

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TO WHOM DOES THE SCHOOL AUTHORITY LEADERSHIP QUALITY STANDARD APPLY?

- *The Superintendents of Schools (as referred to in the School Act) is accountable for the demonstration of all the competencies identified in the School Authority Leadership Quality Standard (SALQS). Other school authority leaders are accountable for the demonstration of those competencies directly related to their assigned role(s) and leadership designation(s).*

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School Authority Leadership Quality Standard

School Act (s.113) – Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division

- **School Act highlights key superintendent roles in:**
 - Implementing education policies established by the Minister
 - Ensuring students have the opportunity to meet the standards of education set by the Minister
 - Ensuring sound fiscal management of the division
 - Providing leadership in all matters related to education

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School Authority Leadership Quality Standard – Proposed Competencies

-
- Building Effective Relationships
 - Modeling Commitment to Professional Learning
 - Visionary Leadership
 - Leading Learning
 - First Nations, Métis and Inuit Education for all Students
 - Managing School System Operations and Resources
 - Supporting Effective Board Governance

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School Authority Leadership Quality Standard: Highlighted Competencies

First Nations, Métis and Inuit Education for all Students

- Education Business Plan Outcome Two: Ministry works collaboratively with First Nations, Métis and Inuit communities and the education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students
- Focus on First Nations, Métis and Inuit education is intended for all school authorities, including those with limited populations of First Nations, Metis' and Inuit students

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School Authority Leadership Quality Standard: Highlighted Competencies

Supporting Effective Board Governance

- Superintendent/Board Relationship is critical
- Boards are accountable for the resources to support student success and for providing public assurance on teacher, school leader and school authority leader quality
- Governance team actively engages the community in ongoing dialogue to deepen everyone's understanding of issues and trends

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PLACEMAT (GROUP) DISCUSSION on the SALQS

- *What do you see as the strengths of the draft SALQS?*
- *Which of the competencies “stand out” for you? Why?*
- *What are the implications for boards, arising from the adoption of a provincial “practice standard” for school authority leaders?*
- *What questions, suggestions or concerns come to mind as you consider the “standard” and the associated competencies?*
- *What supports will boards need to ensure successful implementation of the new standard?*

Towards a Framework for Implementation



Guiding Principles for Implementation of the Practice Standards:

- **Equitable Opportunity**
- **Focus on Student Learning**
- **Collaboration**
- **Learning**
- **Community Engagement**
- **Sustainability**
- **Flexibility/ Multiple Pathways**
- **Innovation**
- **Accountability and Responsibility for Professional Practice**

Thank you and safe travels!