Alberta Quality Leadership (and Teaching) Standards

<table>
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<tr>
<th>SUPERINTENDENT</th>
<th>PRINCIPAL</th>
<th>TEACHER</th>
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<tbody>
<tr>
<td>Effective Relationships</td>
<td>Instructional Leadership</td>
<td>Professional Knowledge</td>
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<tr>
<td>Commitment to Ongoing Professional Learning</td>
<td>Leadership Development</td>
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<td>Visionary Leadership</td>
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<td>Leading Learning</td>
<td>Inclusive Learning Environments</td>
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<td>First Nations, Métis, and Inuit Education for All</td>
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<td>Operations and Resources</td>
<td>Understand &amp; Respond to Larger Context</td>
<td>Adhering to Legal Frameworks &amp; Policies</td>
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<tr>
<td>Supporting Effective Governance</td>
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Framing Questions

» What are the two or three core activities in your strategic plan that can be practiced in common, and on an ongoing basis, among superintendents, principals, and teachers to deepen student learning across your district?

» What will you do to infuse and support these common practices all the way from the central office to schools?

“I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO.”
Superintendent Quality Leadership Standard:
Key Competencies

1. Building Effective Relationships
2. Modeling Commitment to Professional Learning
3. Visionary Leadership
4. Leading Learning
5. Ensuring First Nations, Métis, and Inuit Education for All Students
6. School Authority Operations and Resources
7. Supporting Effective Governance

Framing Questions

Choice #1: Exploit/Leverage Upward

What are the most important opportunities afforded by the current education policy environment in Alberta Education that you can leverage to advance your district’s learning agenda?

What are the most important constraints you face in the policy environment in Alberta? How can you exploit these constraints as opportunities to advance your district’s learning agenda?

Choice #2: Collaborate-Connect Sideways

What are one or two leadership standards where you and your team could get much better?

How can you leverage existing expertise in other school authorities?

Choice #3: Liberate/Support Downward

What are the two or three most important constraints that teachers and school principals in your school authority face to create the most powerful learning opportunities for students?

How can you weaken or altogether get rid of those constraints?

Framing Questions

- How can your school/districts strategic plan cause deeper learning?
- What are two or three actions you could undertake to embed deep learning into the everyday activities of your school authority, schools, and classrooms?
THEORY OF ACTION

A STATEMENT OR A SERIES OF INTERCONNECTED STATEMENTS THAT CAUSALLY LINK ACTIONS WITH THEIR INTENDED RESULTS.

IF ... THEN ...

*IF* SCHOOLS ARE EQUIPPED WITH DIGITAL TECHNOLOGIES FOR LEARNING AND *Wi-Fi* CONNECTIVITY

*THEN* STUDENT LEARNING WILL IMPROVE.

Theory of Action: 3 Requirements

1. **STATEMENT OF CAUSAL RELATIONSHIP**
2. **EMPIRICALLY FALSIFIABLE**
3. **OPEN ENDED**

STATEMENT OF CAUSAL RELATIONSHIP

*IF* SCHOOLS ARE EQUIPPED WITH DIGITAL TECHNOLOGIES FOR LEARNING AND *Wi-Fi* CONNECTIVITY.

A statement of *deliberate action*

*THEN* STUDENT LEARNING WILL IMPROVE.

An articulation of the intended result
**OPTION #6**

**Developing Collaborative Cultures**

**Effective Networks**

1. **Deepen Student Learning and Engagement**
2. **Enhance the Professional Capital of Teachers and Leaders**
3. **Become a Force of Whole System Improvement**

**Essential Features of Effective Networks in Education**

i. Focusing on ambitious student learning outcomes linked to effective pedagogy
ii. Developing strong relationships of trust and internal accountability
iii. Continuously improving practice and systems through cycles of collaborative inquiry
iv. Using deliberate leadership and skilled facilitation with flat power structures
v. Frequently interacting and learning inwards
vi. Connecting outwards to learn from others
vii. Forming new partnerships among students, teachers, families, and communities
viii. Securing adequate resources to sustain the work.
Think about existing networks of schools in your district. If there are currently no networks of schools in your district, think about a team or network you are most involved in or familiar with.

- What are the 1 or 2 features that these networks are strongest at? Mark them with a ↑
- What are the 1 or 2 features where they could get much better? Mark them with a ↓

What are 2-3 actions you could take to enhance the effectiveness of networks in your district?

### Essential Features of Effective Networks in Education

<table>
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<tr>
<th>Evidence</th>
<th>↓</th>
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<tbody>
<tr>
<td>Focusing on ambitious student learning outcomes linked to effective pedagogy</td>
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<td>👩‍💻</td>
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<td>💰</td>
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### Networks and Central Leadership: A New Partnership

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<th>From...</th>
<th>To...</th>
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<tbody>
<tr>
<td>Supply-driven</td>
<td>Demand-driven</td>
</tr>
<tr>
<td>Compliance-oriented</td>
<td>Learning-oriented</td>
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<tr>
<td>Bureaucracy</td>
<td>Movement</td>
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- In what ways is a new partnership of this kind developing in your district?
- What are three actions you could take in the next month to cultivate a partnership of this kind?