

## The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

### Competencies



## Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- ensuring that the vision is informed by research on effective learning, teaching and leadership;
- promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

## LEGAL AND KEY REFERENCES

### Alberta Education, Ministerial Order on Student Learning (#001/2013)

An order to adopt or approve goals and standards applicable to the provision of education in Alberta

<https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/>

### Alberta Human Rights Act, RSA 2000, Chapter A-25.5

**Preamble:** WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all persons is the foundation of freedom, justice and peace in the world

<http://canlii.ca/t/52kdw>

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

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## RESEARCH

Based on a study exploring effective leadership in selected school districts Leithwood 2017 identified 9 characteristics of effective district leadership: shared vision; coherent instructional vision; use of multiple sources of evidence; focus on organizations learning; job-embedded PD; alignment between management processes and district visions; comprehensive plan for leadership development; policy oriented school board; and effective relationships with all stakeholders (e.g., parents, Ministry).

The results found correspondence between these 9 characteristics and the effectiveness of district leadership in the selected sites. The research has been used in the development of the Ontario Leadership Framework (Leithwood, 2012).

[https://docs.wixstatic.com/ugd/c85d61\\_608c625a7e4c421686f302407aea7f4a.pdf](https://docs.wixstatic.com/ugd/c85d61_608c625a7e4c421686f302407aea7f4a.pdf)

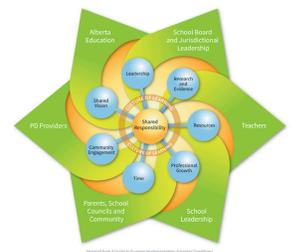
Literature on Visionary Leadership for CASS; Dr. Bonnie L. Stelmach, University of Alberta, 2017

## PRACTICE IN ALBERTA



Leaders and staff from two Alberta K-9 schools used the opportunity of opening a new school to create a culture of learning that truly focused on inspiring all learners through innovative and thoughtful teaching and learning practices. View the Edmonton Regional Learning Consortium (ERLC) video clip to hear their reflections on this rewarding and challenging journey modeling visionary leadership.

<http://essentialconditions.ca/videos/>



Please share your school authorities stories specific to how you address this competency: [admin@cass.ab.ca](mailto:admin@cass.ab.ca). Over time we will post on the CASS website.

## RESOURCES

### CASS and Alberta Technology Leaders in Education ( ATLE) Leveraging Technology Systemically

The Alberta Learning and Technology Policy Framework, or LTPF, (2013) describes Alberta Education's vision for the role of technology in education and establishes a set of policy directions for school authorities. The policy framework includes a focus on student-centred learning and is coherent with the intent of the Ministerial Order on Student Learning.

Strategic and visionary leadership is required to ensure technology is leveraged in support of current and future key areas of focus, such as curriculum, improving First Nations, Métis and Inuit student success, and ensuring inclusive learning environments for all students.

CASS and ATLE have partnered to support system leaders in leveraging technology systemically. Four professional learning guides provide an adapted collaborative inquiry process that offers the opportunity to:

- **Assess:** Use data to determine your school authority's direction
- **Plan:** Identify your area of focus and plan for implementation
- **Act:** Implement strategies and tools to address your area of focus
- **Reflect:** Review and reassess in order to determine next steps

The learning guides offer an opportunity for a collaborative process with your system team that addresses the superintendent leadership quality standard including the competency visionary leadership.

