

CASS / Alberta Education Annual Learning Conference 2018 Highlights

324 Alberta system leaders, representing approximately 87% of Public, Separate, Francophone, Charter and 7 First Nations School authorities, attended the CASS/Alberta Education Annual Conference on March 21-23.

A strong majority of participants (87-89%) shared that this learning opportunity contributed to their awareness and understanding of the SLQS. 90- 94% shared that, based on their roles as a system leader, they plan to apply their learning in their school authority and learned ideas to lead professional practice standard implementation.

Aspects of the conference that participants found most meaningful included collaboration opportunities with their own team as well as with other school authorities. When asked what could be improved the most often mentioned comment was a request for more team time for learning and plan together.

Items identified to further support professional learning on SLQS implementation included both a **leadership focus** e.g., district examples of rolling out implementation, team time for school authority planning and a **personal learning focus** e.g. practice profile identifying exemplary practice of the competencies.

Presentation resources from this conference are available under the conference reading and resource tab at: <http://cassalberta.ca/conferences-workshops/cass-alberta-education-annual-learning-conference-2/>

The opportunity to extend district planning and learning in 30-minute personalized conversations, with keynotes Michael Fullan or Santiago Rincón-Gallardo was made available to school authority teams. The following executive summary of these conversations includes highlighted key themes and responses. These themes /responses are described in relationship to the competencies in the Superintendent Leadership Quality Standard (<http://cassalberta.ca/professional-learning>).

The majority of school districts' area of focus centered on advancing their own professional learning and the leadership required to lead implementation of the professional practice standard(s). Conversations reflect the integral interrelationship and interdependence among all of the SLQS competencies.

Building Effective Relationships

When resistance is occurring know how to engage people to move forward. Articulate clearly examples but state that you are not going to force people. Focus on wellbeing rather than ill being”

Modeling Commitment to Professional Learning

The standards are not ‘tools to be implemented’ but rather should serve as catalysts to change ‘the culture of learning’ in schools and divisions.

Give new life to a growth mindset. People have to become learners to be effective. As leaders, you need to lead and learn in equal measure. Create conditions where you get better feedback. Explore

what might work for us? What might not work for us? Make it easy to disagree. The trend is towards collaborative professionalism for system leaders as well as teacher/school principles. For example, PLC's, collaborative professionalism needs to be guided by social, decisional factors, research in examining student work and learning"

Visionary Leadership

Focus on a culture of learning throughout the district with constant exposure, feedback, practice. Amplify visibility of early adopters. Use the group to change the group. Practice change mindset. Establish 3 out of 4 goals for your district and encourage schools to initiate one unique for their school under two conditions:

- that they follow district goal,
- and need to report back to district on their goal.

This support building a district culture without being too top down and or laissez-faire.

Leading Learning/ Ensuring First Nations, Métis and Inuit Education for All Students

A learning organization learns laterally and vertically as its progresses through learning. The nature, process and direction of change needs to be jointly determined. People need to feel that they are going somewhere.

Precision is not prescription. Autonomy and collaboration are necessary. Learn to do from doing it (autonomy) and guide the coalition of your system through consistency of message((collaboration). Leadership needs to be strong to be capable of leading the process toward a jointly determined outcome.

School Authority Operations and Resources/ Supporting Effective Governance

If staff care for themselves then they can better care for their students. Focus on targeting belonging and engaging to improve wellbeing for all within a welcoming caring and respectful learning environment.

CASS Fall Conference November 7-9, 2018 Deerfoot Inn and Casino

Based on positive feedback from the delegates who completed the evaluation survey the format for the Fall Conference will mirror the schedule from the CASS/Alberta Education Annual Conference and the Team Leadership Learning Approach. Key facilitators have not been identified but a focus on learning from colleagues will be explored

Michael Fullan offered a summary message about the opportunity to be with us:

"In my consultations with Division teams CASS members are focused on the learning agenda like never before. Next steps - develop enhanced strategies to learn from each other" Fullan March 2018

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.