



CASS

College of
Alberta School
Superintendents

Once settled, please grab a marker and respond to prompts on the charts posted around the room. We will start once you have had a chance to respond and have returned to your table.

Welcome: Building Effective Relationships

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CASS and**

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Werklund School of Education/U of Calgary**

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

- ✓ Building Effective Relationships
 - ✓ Modeling Commitment to Professional Learning
 - ✓ Visionary Leadership
 - ✓ Leading Learning
 - ✓ Ensuring First Nations, Métis and Inuit Education for All Students
 - ✓ School Authority Operations and Resources
 - ✓ Supporting Effective Governance
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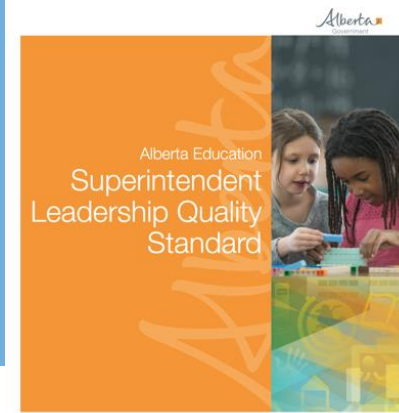
Deepening Understanding and Applying the Learning

This learning opportunity will be successful if...

Participants develop, and apply strategies to create an action plan that

- builds positive and learning-focused relationships with members of the jurisdiction, school and local communities.
- strengthens professional relationships within and across the system and with key stakeholders.
- facilitates meaningful participation of members of the school jurisdiction, school, and local communities.

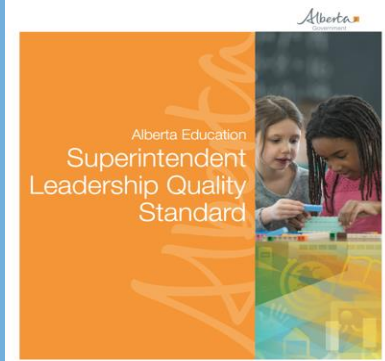
Alberta Education Terms



“Standard”

A standard (Small S) is a policy that identifies the requirements for the competent professional practice of members of a profession. In turn, Alberta’s “Capital S” Standards adopted by Ministerial Order are authorized under Section 39(1) (f) of the *School Act*. This makes them part of the legislative framework under the *School Act* . Within each of the TQS, LQS and SLQS “Standard” policies is the “standard” statement. This standard is the clear expression of the outcome of competent practice.

Alberta Education Terms



“competency” means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard; e.g., Visionary Leadership

“Descriptor of the competency” The sentence that describes the competency. A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

“indicators” means actions that are likely (such as) to lead to the achievement of the competency and which, together with the competency, are measurable and observable;

Caution: Superintendent Leadership Quality Standard (SLQS)

- System Leadership is a team sport. All system leaders have a role to play in everyone meeting their respective standards.
- Thus, when we say “Superintendent” in this workshop, we mean ALL: Chief, Deputy, Assistant, Associate...and any system leader.
- Honestly, we need to be more focused on how our team actions can positively affect student learning than the Standards.
- The Standards do, however, provide a great framework for our learning.

Remember...

- “Nothing in education happens until it happens to a student.”
– Len Luders, former Sup’t, Red Deer Public Schools

Practice Profile

Case Study Reflection Tool focused on *Indicators*

Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Indicators

- collaborating with community and provincial agencies to address the needs of students and their families;
- employing team-building strategies and using solution-focused processes to resolve challenges;
- building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- modeling ethical leadership practices, based on integrity and objectivity;
- establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- facilitating the meaningful participation of members of the school community and local community in decision-making.
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Evidence in Practice / Areas for Growth

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Takeaways...

- Covey's emotional bank account? It's not relationships for the sake of relationships. It's relationships for the sake of leadership in learning!
- The Standard is the goal. The competencies are a braid...
- Superintendents are held solely responsible for the successes and failures of the school division, but good superintendents also realize that leadership is a team sport. They cannot succeed alone.
 - Window and mirror...

Step 2: Building Positive Relationships with Communities

- It's not just enough to be a good person or “nice”. (Although it helps and it is preferable to being nasty...) Admittedly, there is an art and science.
- Positive relationships with communities are a result of AT LEAST the following:
 - common goals (priorities),
 - a sincere desire for a relationship plus
 - intentional processes.

Del's Dilemma...Visibility: Lack of Building Presence

- Question: What is the biggest complaint that staff have about “the suits”? What does it symbolize in their minds?
- It's about culture...
- Habits of Success
 - Think: High Traffic Times
 - How do you let people know you were there when their doors were closed?
 - “Hamster droppings”
 - Email...twitter...Yours???
- But that's hard in a big system... yes, but think Tommy Chang...think team...

Building Relationships: Special Cases, Communities that need to function as teams.

- Board – ultimately the superintendent is their only employee.
Legally, the Board only has power as a team (Corporate Board).
- Executive Team (Senior District Team) – your support network.
- Principals – the biggest influencers in each school community.
 - Are you a system of schools or a school system?
 - Do your Board members and principals believe they represent the interests of their schools and communities or the interests all students? Do exec team members only care about their dep't?

Successful Boards – Brandon et. al, Alberta Framework for School System Success

- Help create a climate of excellence that makes achieving the vision possible.
- Use divisional beliefs and vision for student learning and well-being as the foundation for strategic planning and ongoing board evaluation.
- Focus most policy making on the improvement of student learning and well-being consistent with divisional vision and beliefs.
- Maintain productive relationships with senior staff, school staffs, community stakeholders, and provincial education officials.
- Avoid becoming involved in school system administration (i.e. day to day operations).
- Support and act, individually, in accordance with decisions by the Board of Trustees, as a whole.
- Is this your Board? Turn and Talk where might you be stronger? Weaker?

Advice...for building relationships with Boards.

- Take advantage of transitions: new personnel, new Boards, new Board members to learn together...
- Learning is the work. You want to be a model for the organization. (C of W)
 - Eg. The annual policy review “reminds” them of their role.
- “The more we teach and not tell, the better off we are.” – Todd Whittaker.
- Every Board is different...the issue of mentorship.
 - What did we commit to? Not – your out of line...
- Yours?

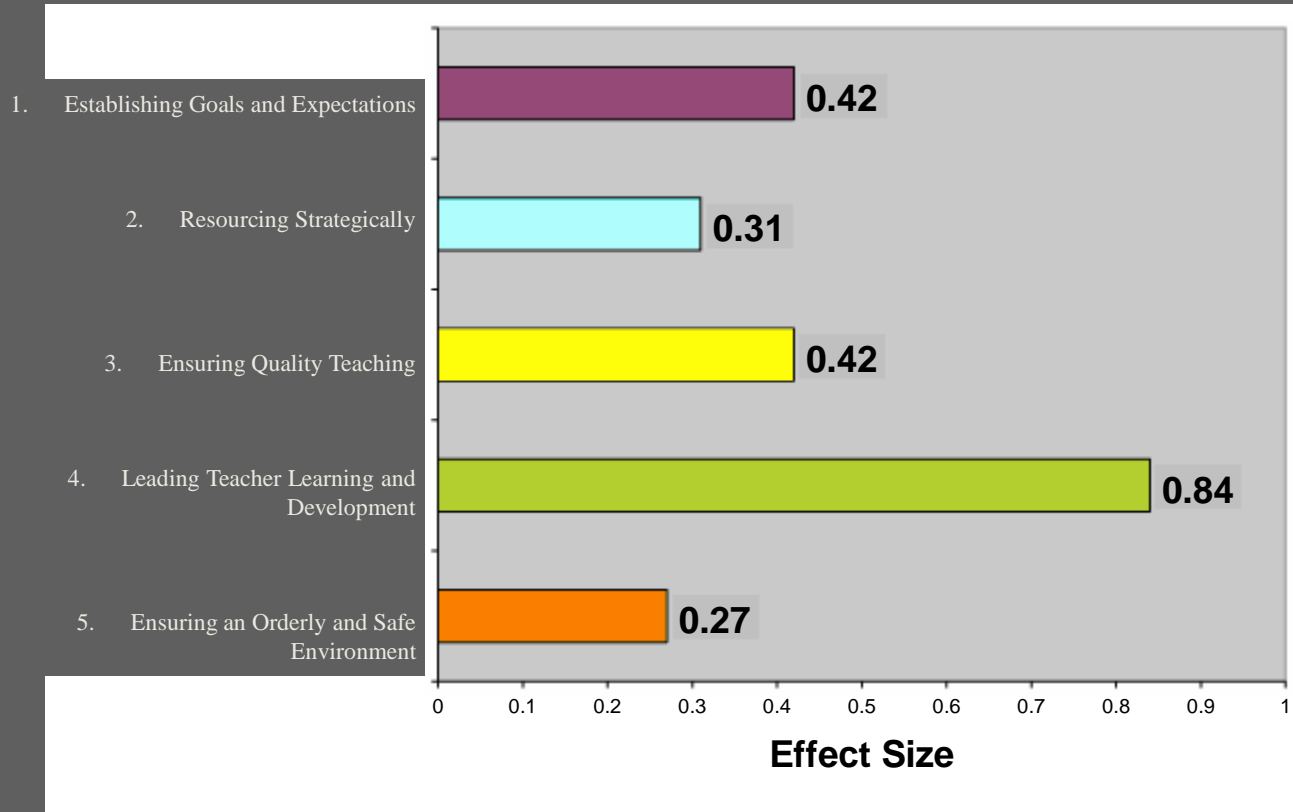
Senior District Team

- The best teams have productive conflict but also have 100% public commitment to the decision.
- There will be pressure for you to have a confidential “mea culpa” on difficult decisions.
 - Note: They do not make you look good. They simply make everyone look bad...especially you (weak).
- Research: you get you model: in learning, culture, behavior – Brandon.
 - Team Learning and Knowledge Building.
- Determinants of Trust (A.7) – which of these are undermined when team members do not have 100% public agreement on decisions? Turn and Talk...

Principals – “the keys”

- They open doors to many of your communities...and also can close them.
- They also have a huge impact on learning (optimum) both teacher and student.

Five Dimensions of Student-Centred Leadership – Viviane Robinson (2014)



Resistance – (Muhammad)

“Drop Your Tools” Firefighters: People choose death over change!

- Level One – people persist when they are given no reasons to change.
 - Need to address purpose.
- Level Two – people persist when they don't trust the people in charge.
 - Need to address relationship. Starts with showing vulnerability.

“Drop Your Tools” Firefighters: People choose death over change!

- Level Three – people keep their tools in frightening situations because the alternative is even more frightening.
 - May need to address “skills” or capacity.
- Level Four – people persist because change may mean admitting failure....(not always just stubborn)
 - May need to address all three... starting with relationships (TRUST)

Patrick Lencioni – Reflect on your Board, Exec Team and Principals as teams... A.8



Thinking Systemically: Six Secrets of Change (Fullan)

- Systems learn – expectation that learning and sharing are a cultural commitment.
- Love Your Employees – window and mirror
- Connect Peers and Purpose
- Capacity Building Prevails
- Transparency Rules
- Learning is the work
- Cultures always win... “Culture eats structure for breakfast” – Lazotte

Deepening Understanding and Applying the Learning

Reeves: Leadership for Learning Framework

Achievement of Results	Lucky High Results, Low Understanding of Antecedents Replication of Success Unlikely	Leading High Results, High Understanding of Antecedents Replication of Success Likely
	Losing Low Results, Low Understanding of Antecedents Replication of Failure Likely	Learning Low Results, High Understanding of Antecedents Replication of Success Likely
	Antecedents of Excellence	

Imagine a school where you become a better educator just by being part of the staff. Imagine a school division where this exists everywhere... (Marzano, 2008)

Teacher	School	District	Student
P50	P50	P50	P50
P84	P50	P50	P63
P98	P50	P50	P74
P50	P84	P84	P59
P50	P98	P98	P67

Why system work is important...Math (Marzano, 2008)

Teacher	School	District	Student
P50	P50	P50	P50
P84	P50	P50	P67 (+4)
P98	P50	P50	P76 (+6)
P50	P84	P84	P61 (+2)
P50	P98	P98	P71 (+4)

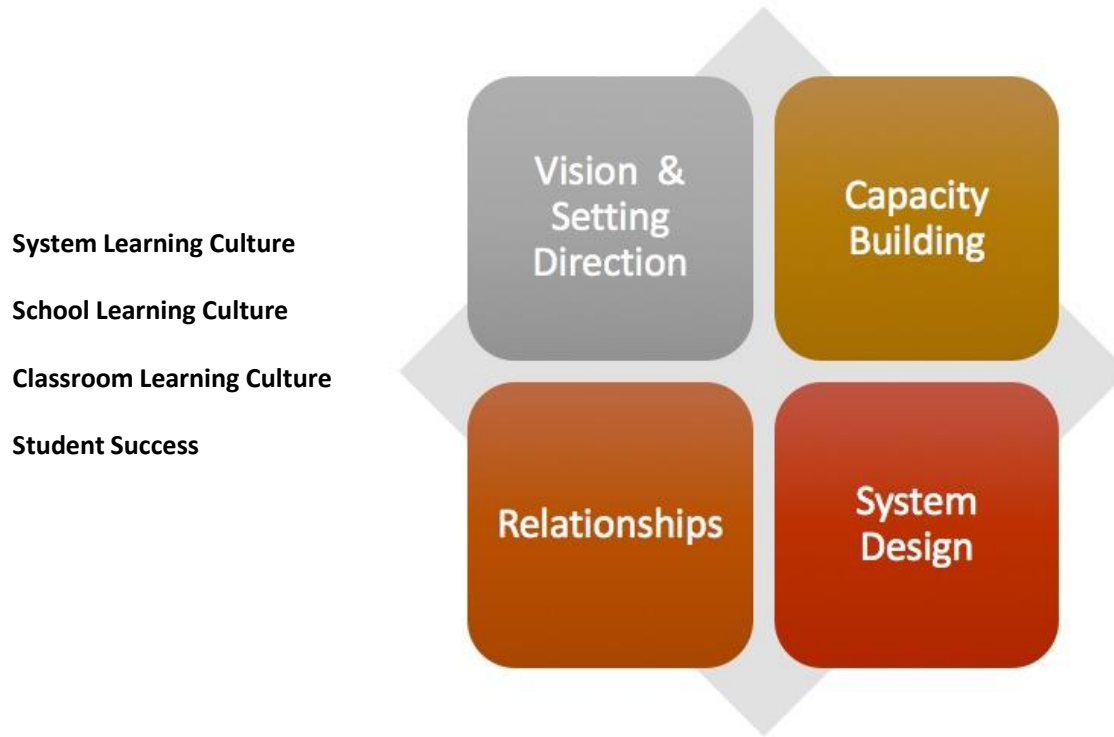
What makes a P98 system?

- Leithwood had 12 categories from his research (meta-analysis of 31 studies)
- Revised in 2013 down to 9 Dimensions.

Leithwood (2013) 9 Dimensions

1. a broadly shared mission, vision and goals founded on ambitious images of the educated person;
2. a coherent instructional guidance system;
3. deliberate and consistent use of multiple sources of evidence to inform decisions;
4. learning-oriented organizational improvement processes;
5. job-embedded professional development for all members;
6. budgets, structures, personnel policies and procedures, and uses of time aligned with the district's mission, vision and goals;
7. a comprehensive approach to leadership development;
8. a policy-oriented board of trustees;
9. productive working relationships with staff and other stakeholders.

Framing System Leadership in Alberta



*Leithwood, 2008, 2010, 2011; Leithwood & Louis, 2012; Marzano & Waters, 2009;
Brandon, Hanna, Morrow, Rhyason, & Schmold, 2013*

Alberta Framework for School System Success

Vision and Direction Setting	Capacity Building	Relationships	System Design
D1 – Focus on student learning D2 - Curriculum and Instruction D3 – Uses of Evidence	D4 - System Efficacy D5 – Leadership for Learning D6 – Professional Learning	D7 – School/system connections D8 – Parent and community engagement D9 – School board leadership	D10 - System Alignment D11 – System Improvement D12 – Leveraging Technology