**LEADERSHIP QUALITY STANDARD**

***REFLECTION AND DISCUSSION***

**COMPETENCY ONE: FOSTERING EFFECTIVE RELATIONSHIPS**

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| **A leader builds positive working relationships with members of the school community and local community.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **acting with fairness, respect and integrity;** |  |  |  |  |
| 1. **demonstrating empathy and a genuine concern for others;** |  |  |  |  |
| **c) creating a welcoming, caring, respectful and safe learning environment;** |  |  |  |  |
| **d) creating opportunities for parents/ guardians, as partners in education, to take an active role in their children’s education;** |  |  |  |  |
| **e) establishing relationships with First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;** |  |  |  |  |
| **f) demonstrating a commitment to the health and well-being of all teachers, staff and students;** |  |  |  |  |
| **g) acting consistently in the best interests of students;** |  |  |  |  |
| **h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue;** |  |  |  |  |
| 1. **communicating, facilitating and solving problems effectively;** |  |  |  |  |
| 1. **implementing processes for improving working relationships and dealing with conflict within the school community;** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY TWO: MODELING COMMITMENT TO PROFESSIONAL LEARNING**

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| **A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;** |  |  |  |  |
| 1. **actively seeking out feedback and information from a variety of sources to enhance leadership practice;** |  |  |  |  |
| 1. **seeking, critically reviewing and applying educational research to inform effective practice;** |  |  |  |  |
| 1. **engaging members of the school community to build a shared understanding of current trends and priorities in the Education system.** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY THREE: EMBODYING VISIONARY LEADERSHIP**

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| **A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| **a) communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;** |  |  |  |  |
| **(b) recognizing the school community’s values and aspirations and demonstrating an appreciation for diversity;** |  |  |  |  |
| **(c) collaborating with other leaders and superintendents to address challenges and priorities;** |  |  |  |  |
| 1. **supporting school community members, including school councils, in fulfilling their roles and responsibilities;** |  |  |  |  |
| **e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement;** |  |  |  |  |
| **f) accessing, sharing and using a range of data to determine progress towards achieving goals;** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY FOUR: LEADING A LEARNING COMMUNITY**

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| **A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms;*** |  |  |  |  |
| 1. **creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe;** |  |  |  |  |
| **c) developing a shared responsibility for the success of all students;** |  |  |  |  |
| 1. **cultivating a culture of high expectations for all students and staff;** |  |  |  |  |
| 1. **creating meaningful, collaborative learning opportunities for teachers and support staff;** |  |  |  |  |
| 1. **establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;** |  |  |  |  |
| 1. **creating an environment for the safe and ethical use of technology;** |  |  |  |  |
| 1. **collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs;** |  |  |  |  |
| 1. **recognizing student and staff accomplishments.** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY FIVE: SUPPORTING THE APPLICATION OF FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS AND INUIT**

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| **A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **understanding the historical, social, economic and political implications of:**   **• treaties and agreements with First Nations;**   * **legislation & agreements with Métis;** * **Residential schools and their legacy;** |  |  |  |  |
| 1. **aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;** |  |  |  |  |
| 1. **enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit;** |  |  |  |  |
| 1. **pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.** |  |  |  |  |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY SIX: PROVIDING INSTRUCTIONAL LEADERSHIP**

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| **(6) A leader ensures that every student has access to quality teaching and optimum learning experiences.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **building the capacity of teachers to respond to the learning needs of all students;** |  |  |  |  |
| 1. **implementing professional growth, supervision and evaluation processes to ensure that all teachers consistently meet the Teaching Quality Standard;** |  |  |  |  |
| 1. **ensuring that student instruction addresses learning outcomes outlined in programs of study;** |  |  |  |  |
| 1. **facilitating mentorship and induction supports for teachers and principals, as required;** |  |  |  |  |
| 1. **demonstrating a strong understanding of effective pedagogy and curriculum;** |  |  |  |  |
| 1. **facilitating the use of a variety of technologies to support learning for all students;** |  |  |  |  |
| 1. **ensuring that student assessment and evaluation practices are fair, appropriate and evidence-informed;** |  |  |  |  |
| 1. **interpreting a wide-range of data to inform school practice and enable success for all students;** |  |  |  |  |
| 1. **facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY SEVEN** **- Developing Leadership Capacity**

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| **A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;** |  |  |  |  |
| 1. **identifying, mentoring and empowering teachers in educational leadership roles;** |  |  |  |  |
| 1. **promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;** |  |  |  |  |
| 1. **creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision-making;** |  |  |  |  |
| 1. **promoting team building and shared leadership among members of the school community.** |  |  |  |  |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY EIGHT: MANAGING SCHOOL OPERATIONS AND RESOURCES**

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| **A leader effectively directs operations and manages resources.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **identifying and planning for areas of need;** |  |  |  |  |
| 1. **applying principles of effective teaching and learning, child development, and ethical leadership to all decisions** |  |  |  |  |
| 1. **aligning practices, policies, decisions, and resources with school and authority visions, goals and priorities;** |  |  |  |  |
| 1. **following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;** |  |  |  |  |
| 1. **facilitating access to appropriate technology and digital learning environments;** |  |  |  |  |
| **f) ensuring school operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |

**COMPETENCY NINE: UNDERSTANDING AND RESPONDING TO THE LARGER SOCIETAL CONTEXT**

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| **A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.** | | | | |
| **Indicators** | **Green – doing GREAT!**  **Orange – could do more**  **Red – need to do more** | | | **Descriptors**  **WHAT DOES THIS LOOK LIKE IN PRACTICE?** |
| 1. **supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;** |  |  |  |  |
| 1. **representing the needs of students at the community, school authority and provincial levels;** |  |  |  |  |
| 1. **engaging local community partners to understand local contexts;** |  |  |  |  |
| 1. **demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education;** |  |  |  |  |
| 1. **facilitating school community members’ understanding of local, provincial, national, and international issues and trends related to education.** |  |  |  |  |
| **PERSONAL REFLECTION** | | | | |
| **Would you consider your current capacity in this Dimension strong, moderate or needing some professional growth? Why?** | | | | |
| **Describe one or two strategies you can implement to build capacity in this area.** | | | | |