

Cornerstone Christian Academy
Teacher Growth, Supervision and Evaluation - Policy

BACKGROUND

The Academy's *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each of our teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. The Cornerstone Board, Early Childhood Services (ECS) staff, our principal and all teachers are responsible for facilitating quality improvement through each staff members quest to be committed to a career-long professional growth process.

As per **Alberta Education's POLICY**, school authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 001/2020) are the foundation for the Academy's approach to this policy.

1. DEFINITIONS used in this Policy,

- a) "ECS operator" means a board or person approved under section 21 of the **Education Act** to provide an early childhood services program;
- b) "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- c) "notice of remediation" means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:
 - (i) the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - (ii) the remediation strategies the teacher is advised to pursue, and
 - (iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable time lines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- d) "Policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister;
- e) "policy" means the policy implemented by Cornerstone Christian Academy
- f) "principal" means
 - (i) a principal as defined in the **Education Act**,

- (ii) a superintendent or designee in respect to fulfilling obligations under section 218 of the **Education Act**, or for purposes of making recommendations under the Certification of Teachers Regulation, or
 - (iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.
- g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;
 - h) "supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 197 of the **Education Act** and exercises educational leadership;
 - i) "teacher" means
 - (i) an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 196 of the **Education Act**, or
 - (ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 198 of the **Education Act**.
 - j) "teacher professional growth" means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;
 - k) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

2. PROCEDURES

General

1. Cornerstone Christian Academy shall implement a policy consistent with this Policy that:
 - a) applies to all teachers unless otherwise stipulated in this Policy,
 - b) provides a review mechanism,
 - c) is consistent with the teaching quality standard,
 - d) is readily available to the public, and
 - e) details when and how often information summarizing implementation of the policy will be reported to the public.
2. This policy shall be developed and implemented in consultation with the teachers of the school.

Teacher Growth

1. A teacher employed by Cornerstone:
 - a) under a probationary contract or continuing contract, or
 - b) under other provisions of the **Education Act** if required by the policy of the school authority or ECS operator,is responsible for completing during each school year an annual teacher professional growth plan that:
 - (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,
 - (ii) shows a demonstrable relationship to the teaching quality standard, and
 - (iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:
 - (i) the principal, or
 - (ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

An annual teacher professional growth plan:

- (a) may be a component of a long-term, multi-year plan; and
 - (b) may consist of a planned program of supervising a student teacher or mentoring a teacher.
1. At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Teacher Growth 1(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with the Teacher Growth Procedures.
 2. If a review finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.
 3. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Supervision Procedures 1(c) and Evaluation Procedures 1.
 4. Despite this, a principal may identify behaviours or practices that may require an evaluation under Supervision Procedure 1(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

1. A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:

- (a) providing support and guidance to teachers;
- (b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and
- (c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

1. (1) The evaluation of a teacher by a principal may be conducted:
 - a) upon the written request of the teacher;
 - b) for purposes of gathering information related to a specific employment decision;
 - c) for purposes of assessing the growth of the teacher in specific areas of practice,
 - d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- (2) A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.
2. On initiating an evaluation, the principal must communicate explicitly to the teacher:
 - (a) the reasons for and purposes of the evaluation;
 - (b) the process, criteria and standards to be used;
 - (c) the timelines to be applied; and
 - (d) the possible outcomes of the evaluation.
3. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.
4. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

Other

1. This Policy does not restrict:
 - (a) a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or
 - (b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the **Education Act**.
2. Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy

Reference

Teaching Quality Standard Ministerial Order # 001/2020 (Appendix A)

Leadership Quality Standard (Appendix B)

Education Act, Sections 21, 196, 197, 198, 218

Private School Regulations Section 9(1)(b)

Teaching Quality Standard

Whereas Alberta’s teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

1. In the context of this document:

- a. **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- b. **“inclusive learning environment”** means a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- c. **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d. **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- e. **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- f. **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- g. **“school council”** means a school council established under the *Education Act* or a parent advisory council established under the Private Schools Regulation;
- h. **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- i. **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

- 3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- a. acting consistently with fairness, respect and integrity;
- b. demonstrating empathy and a genuine caring for others;
- c. providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- d. inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- e. collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- f. honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. collaborating with other teachers to build personal and collective professional capacities and expertise;
- b. actively seeking out feedback to enhance teaching practice;
- c. building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- d. seeking, critically reviewing and applying educational research to improve practice;

- e. enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- f. maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3

A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- a. planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - » acquiring, applying and creating new knowledge;
 - » communicating and collaborating with others;
 - » critical thinking; and
 - » accessing, interpreting and evaluating information from diverse sources;

- consider student variables, including:
 - » demographics, e.g. age, gender, ethnicity, religion;
 - » social and economic factors;
 - » maturity;
 - » relationships amongst students;
 - » prior knowledge and learning;
 - » cultural and linguistic background;
 - » second language learning;
 - » health and well-being;
 - » emotional and mental health; and
 - » physical, social and cognitive ability;
- b. using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- c. applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

4

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- b. using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- c. communicating a philosophy of education affirming that every student can learn and be successful;
- d. being aware of and facilitating responses to the emotional and mental health needs of students;
- e. recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- f. employing classroom management strategies that promote positive, engaging learning environments;
- g. incorporating students' personal and cultural strengths into teaching and learning; and
- h. providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

5

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a. understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- b. supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- c. using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- d. supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Adhering to Legal Frameworks and Policies

6

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- a. maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act* and other relevant legislation;
- b. engaging in practices consistent with policies and procedures established by the school authority; and
- c. recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Leadership Quality Standard

Whereas Alberta’s teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas principals and school jurisdiction leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve their potential.

Whereas principals and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

Whereas the *Leadership Quality Standard* provides a framework to support the professional growth, supervision and evaluation of all principals and school jurisdiction leaders.

Whereas students, parents and other partners in education should be confident that Alberta principals and school jurisdiction leaders demonstrate the *Leadership Quality Standard* throughout their careers.

Whereas it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

1. In the context of this document:

- a. **“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 *Leadership Quality Standard*;
- b. **“inclusive learning environment”** means a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- c. **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d. **“leader”** means a principal or school jurisdiction leader;
- e. **“local community”** means community members who have an interest in education and the school community, including neighbouring Métis settlements, First Nations and other members of the public;
- f. **“principal”** means, for the purposes of this standard, principal as defined in the *Education Act*, assistant principal, associate principal or vice principal;
- g. **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing intercultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- h. **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- i. **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- j. **“school council”** means a school council established under the *Education Act* or a parent advisory council established under the Private Schools Regulation;
- k. **“school jurisdiction”** means a public school board, separate school board, Francophone regional authority, or charter school operator;
- l. **“school jurisdiction leader”** means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- m. **“staff”** means all certificated and non-certificated persons whose role in the school is to provide educational and support services to students;
- n. **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- o. **“superintendent”** means a superintendent appointed by a board pursuant to the *Education Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and
- p. **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

2. The Leadership Quality Standard:

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

3. The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *Education Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the *Leadership Quality Standard* is being met.

4. The *Leadership Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1 | A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- a. acting with fairness, respect and integrity;
- b. 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, Métis 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;
- i. communicating, facilitating and solving problems effectively; and
- j. implementing processes for improving working relationships and dealing with conflict within the school community.

Modeling Commitment to Professional Learning

2 | A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;

- b. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- c. seeking, critically reviewing and applying educational research to inform effective practice;
- d. engaging members of the school community to build a shared understanding of current trends and priorities in the education system.

Embodying Visionary Leadership

3 | A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- 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;
- d. 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; and
- f. accessing, sharing and using a range of data to determine progress towards achieving goals.

Leading a Learning Community

4 | A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. 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*;
- b. 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;
- d. cultivating a culture of high expectations for all students and staff;
- e. creating meaningful, collaborative learning opportunities for teachers and support staff;
- f. establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- g. creating an environment for the safe and ethical use of technology;
- h. collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- i. recognizing student and staff accomplishments.

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

5

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a. understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- b. aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- c. 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; and
- d. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Providing Instructional Leadership

6

A leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- a. building the capacity of teachers to respond to the learning needs of all students;
- b. implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;
- c. ensuring that student instruction addresses learning outcomes outlined in programs of study;
- d. facilitating mentorship and induction supports for teachers and principals, as required;
- e. demonstrating a strong understanding of effective pedagogy and curriculum;
- f. facilitating the use of a variety of technologies to support learning for all students;
- g. ensuring that student assessment and evaluation practices are fair, appropriate and evidence-informed;
- h. interpreting a wide range of data to inform school practice and enable success for all students; and
- i. facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

Developing Leadership Capacity

7

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- a. demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- b. identifying, mentoring and empowering teachers in educational leadership roles;
- c. promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;

- d. creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and
- e. promoting team building and shared leadership among members of the school community.

Managing School Operations and Resources

8 | A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- a. identifying and planning for areas of need;
- b. applying principles of effective teaching and learning, child development and ethical leadership to all decisions;
- c. aligning practices, procedures, policies, decisions and resources with school and school authority visions, goals and priorities;
- d. 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;
- e. facilitating access to appropriate technology and digital learning environments; and
- f. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

Understanding and Responding to the Larger Societal Context

9

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- a. supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- b. representing the needs of students at the community, school authority and provincial levels;
- c. engaging local community partners to understand local contexts;
- d. demonstrating an understanding of local, provincial, national and international issues and trends and their implications for education; and
- e. facilitating school community members' understanding of local, provincial, national and international issues and trends related to education.

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