

LEADERSHIP SERVICES

■ FOR SCHOOL LEADERS



The Alberta
Teachers' Association

ATA School Leadership Services

Since the Alberta Teachers' Association (ATA) was founded in 1918 by a dedicated group of teachers and principals, it has been committed to representing both teachers and principal-teachers.

This collegiality is a foundational belief of the ATA, as reflected in Recommendation 29 of *Leading for Learning: Interim Report and Recommendations of the Blue Ribbon Panel on the School Administrator* (2005):

That the Association take steps to protect, maintain and enhance collegiality in Alberta schools. This recommendation could be further realized by bringing administrators together in a conference setting that would focus attention on the Association as the professional organization for all members of the teaching profession.

The ATA offers a wide range of programs and services to teachers who are already in formal leadership roles at the school or division level and those who are aspiring school leaders in informal leadership roles. These programs and services are offered across all program areas of the ATA and also through the work of the Council for School Leadership (CSL), the ATA's specialist council for aspiring and practising school and division leaders in Alberta.

This booklet is available on the ATA website with a listing of leadership services and links:
www.teachers.ab.ca/News%20Room/Publications/Pages/Publications.aspx

The ATA has a responsibility to assist our school leaders by providing programs and supports that will help them to be successful in their roles and ultimately to support teaching and learning in all Alberta schools. Therefore, we would like to hear from you. Please consider providing your voice on what your professional association can do to support you in your role as a school leader by completing this very brief survey.

<https://surveys.teachers.ab.ca/s3/ABleaders>



Seminars

School Leaders Need to Know the Law

This presentation is designed to make administrators more aware of their legal obligations. It provides advice on handling a range of matters administrators face daily, such as negligence, liability, custody and general grievances. In addition, it provides advice to administrators on dealing with teachers who are experiencing difficulty, whose behaviour may or may not warrant disciplinary measures, or whose performance or conduct has been deemed unsatisfactory. The presentation can be tailored to meet the needs of a particular group or offered to a large group.

1.5–3 hours (can be modified to fit the time available) (also offered in French)

Association Services for School Leaders

This presentation describes the various services and programs the ATA offers to school leaders. These services are intended to support school leaders in their role as the accomplished teacher who, through expert leadership, ensures that all students in the school have optimal opportunities to learn and develop.

1.5–3 hours (can be modified to fit the time available)

Common and Emerging Issues for Administrators

School-based administrators deal with a wide range of concerns and make decisions requiring a high level of responsibility and accountability. In addition to addressing issues that administrators confront daily, this presentation provides advice on emerging topics of current interest. Upon request, the presentation can be tailored to meet the particular needs of participants.

1.5–3 hours (can be modified to fit the time available)

Questions School Leaders Ask Teacher Employment Services

This session covers a variety of issues about which school administrators have sought advice from Teacher Employment Services. Based on the time requested, up to 25 of these issues can be examined. This presentation requires a minimum time allocation of 1.5 hours and can be extended to half-day and full-day sessions. It is intended to be interactive, with administrators in attendance being encouraged to ask supplemental questions about the issues identified or questions not included in the presentation booklet.

1.5–3 hours (can be modified to fit the time available)

Investigate or Not: When, Why and How

This session looks at how school administrators should address complaints received about students and teachers. It elaborates on how to differentiate between circumstances that should be investigated by school administrators and those in which the investigation should be left to the school district or the police. The session discusses appropriate protocols and elements that must be considered in order to conduct an appropriate investigation. One's obligation under the rules of natural justice and the Code of Professional Conduct will be discussed. The session will also discuss the school administrator's role when police seek the opportunity to interview students at the school.

1.5–3 hours (can be modified to fit the time available)

Administrators and Counsellors—Confidentiality Issues Related to Student and Counselling Records

This session examines the issue of confidentiality related to counselling sessions—specifically, when disclosure is appropriate and when confidentiality must be maintained. A review of the circumstances in which guidance counsellors must disclose information from counselling sessions will be undertaken. The session also examines both the guidance counsellor's and the school administrator's roles relative to the counsellee's right to privacy. Exploration of this issue will include reporting on criminal acts, suicide disclosures and disclosed threat of physical violence to others. What prevails—the counsellee's common-law privilege to privacy or the right of parents, school administrators and school districts to seek information from a counselling session? Does one's reporting obligation related to pregnancy and abortion advice change in Catholic schools? Obligations under statute—the *Child, Youth and Family Enhancement Act*, the *Freedom of Information and Protection of Privacy Act*, the *Education Act*, the *Student Record Regulation* and the *Teaching Profession Act*—will be reviewed.

1.5–3 hours (can be modified to fit the time available)

Workplace Health and Safety

This session provides an overview of occupational health and safety (OHS) legislation in Alberta and reviews the responsibilities of work site parties (including teachers and school leaders) under that legislation. The workshop also reviews important rights—including the right to know, the right to participate and the right to refuse unsafe work—and the steps teachers should take when they are concerned that their working conditions are unsafe.

1.5–3 hours (can be modified to fit the time available)

You Did What? When Teachers Get in Trouble

This presentation examines a number of topics related to areas about which teachers call Teacher Employment Services for employment advice or representation. It examines protocols for protecting teacher privacy and autonomy when they seek advice, interpersonal professional conflicts, contract and certification issues, employment risks related to role-modelling obligations, problems related to technology, and liabilities associated with providing service for medically fragile students.

1.5–3 hours (can be modified to fit the time available)

Dealing with Harassment

This presentation examines issues of harassment (personal, sexual and general) related to schools. It discusses how to avoid allegations of harassment and the necessary components of an effective harassment policy, as well as what teachers can do when facing unreasonable actions by students and parents, either at the school or through cyberbullying.

1.5–3 hours (can be modified to fit the time available) (also offered in French)

Dealing with Difficult People and Difficult Issues

Hostile conversations with adults in school settings are becoming more common and more intense, and they are extremely stressful for educators. What can schools do to safeguard the school and effectively communicate with those who have a propensity toward volatility? This presentation gives an overview of the rights and responsibilities of students, parents, teachers and school principals, with an emphasis on the knowledge and skills for effective conflict management and conflict resolution. It also provides a brief introduction to the Healthy Interactions program.

1.5–3 hours (can be modified to fit the time available)

Parents and the School

This presentation examines parents' rights and responsibilities and their involvement in decision making in the school. It also examines the rights of schools and teachers relative to student achievement, deportment and program. Where disagreements between parents and the school occur, whose perspective prevails? Topics include handling concerns effectively and what to do when facing overly aggressive parents engaging in harassment-like behaviour.

1.5–3 hours (can be modified to fit the time available)

Potential Liabilities of Dealing with Students with Medical Issues

This presentation focuses on the potential liabilities facing teachers when they are required to deal with medical situations involving students in their classrooms. Among the topics addressed are the standard of care expected of teachers (including expectations regarding the administration of medication), the steps teachers should take to protect students and themselves, and the kinds of policies that should be in place at the school and jurisdiction levels. It also examines the ATA's policy on the responsibilities of teachers related to students with medical needs.

1.5–3 hours (can be modified to fit the time available)

Substitute Teachers: Roles and Responsibilities

This presentation draws from the components of other Teacher Employment Services presentations, with a focus on substitute teachers. Key components are employment issues, legal and procedural concerns, liability risks and protection, dealing with parents, acting professionally, and working with others. It explores some of the unique issues faced by substitute teachers and discusses how to help them feel welcome in the school and how they can be used most effectively. This presentation is tailored to meet the specific needs of the audience and follows an interactive format.

1.5–3 hours (can be modified to fit the time available)

Professional Conduct Is in Order

The Code of Professional Conduct is a guide for teaching that has been approved by teachers for teachers. Because it is referenced in the *Teaching Profession Act*, the code applies to the behaviour of teachers in a broad range of situations. Drawing on scenarios from real-life cases, this presentation describes the standards of professional conduct expected of teachers and explains how the ATA deals with teachers who fail to live up to those standards.

1.5–3 hours (can be modified to fit the time available) (also offered in French)

Teachers and Educational Assistants

This presentation reviews the legislative provisions governing the respective duties of teachers and educational assistants; examines the rights, responsibilities and duties of each group; looks at ways to enhance the relationship between teachers and educational assistants; discusses the proper reporting channels between teachers and educational assistants; and suggests policies that schools and school boards can adopt to ensure that teachers and educational assistants adhere to standards and are held accountable for what they do.

1.5–3 hours (can be modified to fit the time available) (also offered in French)

Teacher Liability Inside and Outside the Classroom

As society becomes more litigious, teachers are becoming increasingly concerned about their liability with respect to the safety of the students in their care. This presentation reviews the underlying principles of teacher liability, examines real-life situations in which teachers were found liable and explains the steps teachers can take to avoid being found negligent. The liability of teachers in such circumstances as accompanying students on field trips, organizing school sports, administering medication and assisting students with special needs will be discussed.

1.5–3 hours (can be modified to fit the time available) (also offered in French)

What Does Teacher Employment Services Do for You?

This presentation describes how the ATA, through Teacher Employment Services, helps teachers, both individually and collectively, solve professional, organizational and collective agreement issues. In addition to outlining the services available, the presentation will give participants an opportunity to ask questions about issues such as transfers, terminations, legal liabilities, contracts of employment, professional misconduct, assignable and instructional time, and leaves.

1.5–3 hours (can be modified to fit the time available) (also offered in French)

What Is the ATA?

Why do I belong to the ATA and pay dues? What does the ATA do for me? This presentation answers these questions and many more. It provides a brief history of the ATA and then covers the ATA's major roles in education in Alberta. Topics include a review of the ATA's program areas and their roles, the ATA's accomplishments, and what the ATA is working toward for the future.

1 hour (can be combined with other presentations) (also offered in French)

School Leaders and the Collective Agreement

Administrators are covered by the same collective agreement as the teachers they supervise. It is important that they know what they can do and what should be referred to the ATA when dealing with issues such as doctor's notes, sick leave and other leaves. Also, collective agreements contain several clauses for administrators that they should be familiar with.

1 hour (can be combined with other presentations)

Time Matters: Assignable and Instructional Time

Assignable and instructional time clauses now exist in all collective agreements in the province. Tracking both assignable and instructional time is important to ensure that teacher entitlements under the collective agreement are respected. This session provides definitions and procedures that will help administrators ensure that they are fairly calculating time for their teachers, including those working part-time.

1 hour (can be combined with other presentations)

Teacher Employment Services–Collective Bargaining

Teacher Employment Services engages in collective bargaining activities on behalf of all members, including those in formal roles of school leadership and those in leadership at the school division level. Recent bargaining focuses for teachers in those roles include a continuous designation for principals after five years of service and seeking gains for school leaders in the area of certification.

1.5 hours (can be modified to fit the time available)

Leading a Learning Community: Creating Inclusive Learning Environments

This workshop guides and supports participants in working collaboratively to develop learning-friendly environments that support inclusion in their schools. It reflects the collegial and collaborative culture of Alberta schools and encourages school staff to work together to consider the academic, social and emotional needs of students. Participants will look at managing resistance, breaking down barriers, and reviewing tools and strategies that have proven successful elsewhere.

2–3 hours (can be modified to fit the time available)

Leading a Learning Community: Developing Our Shared Mission and Vision

Strategic planning is a key element in building a shared commitment to school improvement and developing the staff team. This workshop is designed to facilitate the development of a school's shared mission, vision and values and is customized to align with the school context. Participants will work through a series of collaborative activities and processes to modify an existing statement or to develop new mission and vision statements. Using consensus-building activities, this workshop encourages dialogue and collaboration between members of staff, resulting in a shared commitment to school improvement.

2–3 hours (can be modified to fit the time available)

Leading a Learning Community: Instructional Leadership to Optimize Student Learning and Staff Development

Research tells us that the role of the principal as instructional leader is an extremely important one in today's schools. In this workshop, participants will look at ways to build staff capacity, cultivate a positive school culture and environment, foster strong relationships, and support evidence-informed teaching practices.

2–3 hours (can be modified to fit the time available)

The ATA Women in Educational Leadership Needs Assessment Research—What We Learned

In Alberta, the gap between the number of women who occupy positions of leadership in school jurisdictions and in the ATA and the number of women who are members of the teaching profession is significant. A review of the literature and historical documents shows that this gap has been surprisingly durable over time. Therefore, in the spring of 2019, the ATA launched an online survey to assess what Alberta teachers thought about their experience with respect to educational leadership and gender. The survey explored whether teachers experience gender-based discrimination and how these barriers affect teachers' career progression. In addition, participants were asked to identify what supports they identified as being important to helping women enter into positions of educational leadership.

This session provides an overview of the survey and discusses how this information might assist the work of the ATA and school jurisdictions. Participants will have an opportunity to enhance their awareness of the gendered nature of schools and school divisions in order to build more inclusive leadership teams.

1.5–3 hours (can be modified to fit the time available)

For more information or to book a presentation, contact Lisa Everitt at 780-447-9400 (in Edmonton) or 1-800-232-7208 (toll free in Alberta).

Alberta School Leadership Within the Teaching Profession

This presentation focuses on what was learned from the ATA's 2018/19 research study, conducted in partnership with the University of Alberta. The study explored how school leaders' roles have been changing, the forces influencing the work of school leaders, and the supports school leaders need in order to successfully navigate the opportunities and challenges they face. The findings highlighted growing seismic shifts and clear fault lines and brought to light the impact of growing challenges, such as moral distress, in which school leaders feel constrained in their ability to do the right thing because of factors outside of their control. The data make clear that Alberta school leaders are interested in maintaining a unified profession, with nine out of ten participants strongly believing that their ability to fulfill a leadership role is supported and enhanced by being a member of the same professional organization as the classroom teachers with whom they work. School leadership in the teaching profession, as experienced in Alberta, is not to be taken for granted, as past (and potentially future) provincial governments have threatened to turn principals from being collaborative school leaders (principal-teachers) toward a narrow and limiting management/labour paradigm.

1.5–3 hours (can be modified to fit the time available)

For more information or to book a presentation, contact Lisa Everitt or Phil McRae at 780-447-9400 (in Edmonton) or 1-800-232-7208 (toll free in Alberta).

Compassion Fatigue, Emotional Labour, and Educator Burnout Research Study—Phase One

Working in the Alberta public school system demands emotional labour from teachers, school leaders and other education workers. The impact of emotional labour is not well understood or even researched in the context of education. This presentation shares what was learned in the first phase of a two-year study initiated by the ATA and the Alberta School Employee Benefit Plan (ASEBP) and conducted in partnership with the University of Calgary. It draws upon the literature to define and explain the terms associated with compassion fatigue, emotional labour and burnout and shares the results of an online survey completed by over 2,000 educators in June 2020. It also explores potential mechanisms for encouraging psychological well-being for all educators at both the individual level and the system level.

1.5–3 hours (can be modified to fit the time available)

For more information or to book a presentation, contact Lisa Everitt or Phil McRae at 780-447-9400 (in Edmonton) or 1-800-232-7208 (toll free in Alberta).

Sessions Created for Teachers That Support the Role of School Leader

In addition to ATA seminars created specifically for school leaders, a broad selection of workshops for teachers are available for delivery in English or French. School leaders can also use these workshops in their role as leaders of a learning community and in fulfilling the nine competencies in the *Leadership Quality Standard*. School leaders can book the following workshops for delivery in their school:

Fostering Effective Relationships

- Here Comes Everyone: Teaching in the Culturally Diverse Classroom
- Ici, tout le monde est le bienvenu—enseigner dans une classe interculturelle
- Increasing Student Resilience
- Comment développer la capacité de résilience des élèves
- Trauma-Informed Practice: Safe, Supportive and Self-Regulated Classrooms
- Working with Parents to Promote Student Success
- You’ve Got to Connect! Building Relationships to Motivate, Engage and Encourage Students

Engaging in Career-Long Learning

- Collaborating to Build Capacity and Expertise
- Enhancing Teacher Practice Through Andragogy
- Improving Teaching and Learning Through Professional Growth Plans
- Optimiser l’enseignement et l’apprentissage grâce aux plans de croissance professionnelle
- Creativity—Our Next Generation Depends on It!
- Staff Wellness—Don’t Just Survive—Thrive!
- When Students Get in Trouble—Alternatives to Consider
- Making the Most of a Teaching Life: How to Be Well and Stay Well

Demonstrating a Professional Body of Knowledge

- Creating a Technology-Infused Classroom
- Assessment and Evaluation: Supporting Student Learning
- Engaging All Students—Moving from Fact-Based to Concept-Based Learning Environments
- Hacking the Code—Understanding the Importance of Computational Thinking
- Make Me a Maker—Fostering a Maker Mentality in Your School
- Créons des créateurs—favoriser la pensée créatrice dans votre école
- Project-Based Learning
- The Power of Play—Engaging Learners of All Ages
- Thinking About Learning—Metacognition and Mindfulness

Establishing Inclusive Learning Environments

- Addressing Diverse Learning Needs in Classrooms
- Classroom Management—What Works?
- Gestion de classe—ce qui fonctionne
- Classroom Management—Beyond the Basics
- Let's Talk About Identity, Power and Privilege
- PRISM—Professionals Respecting Individual Sexual and Gender Minorities
- Recognizing and Addressing Anxiety in Schools
- Supporting Positive Behaviour
- Mental Health 101
- Winning Strategies for Classrooms

Applying Foundational Knowledge of First Nations, Métis and Inuit

- Finding Our Way in Indigenous Education—Connecting Hearts and Minds
- Full Circle—Social Implications of Indigenous Realities
- Indigenous Alberta—the Footsteps of Our Ancestors
- Indigenous Content in the New *Teaching Quality Standard*: Moving from Inspiring to Requiring
- Indigenous Education Resources—Where Do I Start?
- Indigenous Ways of Knowing
- Our Shared History, Our Shared Future—a Brief Introduction to Treaties
- Une histoire commune, un avenir à partager—initiation aux traités

Applying Foundational Knowledge of First Nations, Métis and Inuit

- The Blanket Exercise
 - The History and Legacy of Residential Schools
 - Histoire et séquelles du régime de pensionnats
 - The Sixties Scoop—Understanding Implications and Contributing Toward Reconciliation
-

Teachers' Convention (and Other) Presentations

Presentations designed for Alberta school leaders shared at recent teachers' conventions and in other venues:

- Apporter le soutien nécessaire aux enseignants en début de carrière
- Exploring the Possibilities with Alberta Teachers on iTunes U
- Foundations of Teaching Sprints
- Leadership for Learning in the Digital Age
- School Leadership for Transformation: Unleashing the Talent and Vision of a Community
- Support for Administrators of French Immersion Programs
- Teacher Professional Growth Plans
- What You Need to Know About the *Teaching Quality Standard*
- What You Need to Know About the *Leadership Quality Standard*
- Leading Through Uncertainty: How Alberta School Leaders Can Navigate the Path from Crisis to Renewal
- Impact Thinking: The Perils, the Pitfalls and the Possibilities
- Teaching Expertise: What School Leaders Need to Know
- Conversations That Matter
- E-Liability
- Administrators—Investigate or Not: When, Why and How
- Administrators—Questions School Principals Ask Member Services
- Administrators Need to Know the Law
- Workplace Health and Safety
- Dealing with Difficult People and Difficult Issues
- Time Matters: Assignable and Instructional Time

ATA Workshops

Teacher Growth, Supervision and Evaluation

The provincial Teacher Growth, Supervision and Evaluation Policy deals with accountability and continuous professional growth and ensures that a teacher's professional practice is under ongoing supervision. The Teacher Growth, Supervision and Evaluation Policy defines the process, and the *Teaching Quality Standard* defines the competencies for professional practice. This workshop reviews with principals their critical role and the duties they must perform as outlined in the *Education Act* and provincial policy.

2 days (also offered in French)

Enhancing Supervision Skills (Part 2) (follow-up to Teacher Growth, Supervision and Evaluation)

This workshop expands on the concepts discussed in the supervision process as outlined in provincial policy and explores how to develop a school teacher supervision plan that reflects a professional model based on providing meaningful support and guidance to enhance teacher growth and reflection.

Full day (can be modified to fit half day)

Healthy Interactions: Understanding Conflict—a Communications Workshop

Practical communication strategies are helpful for all educators at all school levels. Participants will be provided with an overview of communication and problem-solving skills that can assist in handling concerns when they arise. This presentation is intended to help educators understand how they might deal with concerns in a consistent, comprehensive and credible way that is interest based and fair to everyone. Information will be provided about how the Healthy Interactions program, when implemented throughout a school or district, can benefit all stakeholder groups.

2 days

Practice Review

Alberta's *Teaching Profession Act* was recently amended to make the ATA the first teachers' organization in North America to become responsible for overseeing the competence of its own members. This workshop for division-level leaders provides an overview of practice review, which extends from Teacher Growth, Supervision and Evaluation Policy 2.1.5. It is a process that goes beyond employment. In the interest of students, the public and the profession, a teacher's membership in the ATA may be cancelled or suspended and a recommendation to the minister may be made to suspend or cancel a teacher's teaching certificate, ensuring that the teacher can no longer practise in Alberta.

1 day

ATA Agile Schools Network

The ATA Agile Schools Network is a collaborative initiative designed to boost the quality and equity of Alberta's education system and increase its ability to create a learning ecosystem wherein all students can demonstrate their capabilities at a level that reflects their potential. Through this initiative, networked teams of teachers and school leaders come together in a design hub to create and contextualize targeted teaching practices and enhance outcomes for their students. Since its beginnings in 2014, several thousand Alberta teachers and school leaders have participated in the ATA Agile Schools Network, and demand for presentations is very high.

The ATA Agile Schools Network is designed to

- equip leaders to implement new pedagogies for learning, including learning sprints, in their school context;
- guide leaders to identify the focus for teacher learning, based on evidence of where students are facing key challenges;
- enable team leaders to plan and run effective learning sprints;
- introduce leading research on effective professional learning, teacher expertise and behaviour change and show how to apply it to school improvement work; and
- provide a deeper knowledge to help teams.

The 2020/21 ATA Agile Schools Network activities will include a 12-week leadership cohort program.

For more information on how to participate in the ATA Agile Schools Network, contact Jeff Johnson at 780-447-9473 (in Edmonton) or 1-800-232-7208 (toll free in Alberta) or at jeff.johnson@ata.ab.ca.

ATA School Leader Conferences

Legal Issues for System and School Leaders

System and school leaders are required to practise within a complex set of employment, professional and social parameters set out in various laws, regulations and policies.

This conference seminar is designed to help system and school leaders become more knowledgeable about their legal obligations.

2 days (biennial)

Educational Leadership Academy

Each Educational Leadership Academy experience is crafted to offer a significant professional learning experience to principals, assistant principals, central office personnel, consultants and aspiring school leaders. The focus of the academy changes each year but is always grounded in informing the practice of school leaders and building their capacity to lead innovative change for students in Alberta.

5 days (July or August annually)

For further information, contact Jeff Johnson at 780-447-9473 or jeff.johnson@ata.ab.ca; or Mardi Veinot at 780-447-9470 or mardi.veinot@ata.ab.ca.

Leadership Essentials

The focus of Leadership Essentials is to assist leaders new to their role, within the last five years, by providing programs and supports that will help them be successful in their roles and ultimately to support teaching and learning in all Alberta schools.

Goals of Leadership Essentials

- To provide ongoing knowledge and skill development to leaders new to their role
- To continue to assist leaders new to their role
- To provide awareness around roles and responsibilities, and professional and legal obligations
- To promote ATA services and supports to school and system leaders

2 days

For further information, contact Konni deGoeij at 780-447-9472 or konni.degoeij@ata.ab.ca; or Nikki Cloutier at 780-447-9432 or Nikki.cloutier@ata.ab.ca

Women in Leadership Summit

Each year the Alberta Teachers' Association hosts a conference that explores how gender impacts leadership development for the Association and for school jurisdictions. Activities at the Women in Leadership (WIL) Summit include keynote addresses, speaker sessions, research updates and activities, and networking opportunities for participants. The WIL Summit is available to all Association members.

1 evening and 1 day

For further information, contact Lisa Everitt or Elissa Corsi at 780-447-9400 or 1-800-232-7208 (toll free in Alberta).

Leadership Quality Standard Supports

Symposia

In collaboration with Alberta Education, the Association engaged hundreds of school leaders in a series of symposia geared to providing them with specific information about the Leadership Quality Standard in addition to information about the other two Alberta Professional Practice Standards for the Teaching Profession.

Video Resources—Reflections on Leadership (LQS Competency Video Resources)

Within the focus of school leadership in the teaching profession, a series of short videos has been created featuring practising Alberta school leaders sharing their ideas and points of view about each of the nine competencies of the Alberta Leadership Quality Standard. The videos are short and to the point, and provide an excellent resource, not only for presentations on school leadership, but as a primer for discussion in workshops for teachers in a school setting about all three Alberta professional practice standards for the teaching profession.

- [ATA - Reflections on Leadership—Providing Instructional Leadership](#)
- [ATA - Reflections on Leadership—Modelling Commitment to Professional Learning](#)
- [ATA - Reflections on Leadership—Leading a Learning Community](#)
- [ATA - Reflections on Leadership—Embodying Visionary Leadership](#)
- [ATA - Reflections on Leadership—Fostering Effective Relationships and Trust](#)
- [ATA - Reflections on Leadership—Developing Leadership Capacity](#)
- [ATA - Reflections on Leadership—Providing Instructional Leadership](#)
- [ATA - Reflections on Leadership—Leading a Learning Community 2](#)
- [ATA - Reflections on Leadership—Supporting the Application of Foundational Knowledge About First Nations, Métis and Inuit](#)

5 days (July or August annually)

For further information, contact Jeff Johnson at 780-447-9473 or jeff.johnson@ata.ab.ca; or Mardi Veinot at 780-447-9470 or mardi.veinot@ata.ab.ca.

ATA Print Resources for School Leaders

Leadership Update

The *Leadership Update* is a newsletter intended to provide quick and accessible information to school leaders on some of the many issues facing them and to inform them about services available to them from the Association. Issues are sent to the principals of all Alberta schools and are available in PDF format.

ATA Library—School Leadership LibGuide

Your ATA library contains 40 different web-based LibGuides including one devoted specifically to school leadership. These resources are of great interest to all those who seek to develop their expertise in both teaching and school leadership. The resources are fully searchable and of immense value to school leaders.

You will find the ATA LibGuide for Educational Leadership at <https://teachers-ab.libguides.com/edleadership>.

ATA Online Professional Practice Tool for School Leaders

A comprehensive digital, interactive Reflection on My Professional Practice tool is available to assist teachers and school leaders in reflecting on the knowledge, skills and attributes of their professional practice as related to their professional practice. Personal results of the self-reflection appear in bar graph summary format providing a profile of strengths and considerations for growth plan goals. The new self-reflection tools also include suggested resources to support implementation of the competency indicators found in the standard(s).

Print Resources—Online

A wide variety of resources are available online and in print for aspiring and current school and school-division leaders. See below:

- Professional Growth, Supervision and Evaluation Policy Model for School Leaders
- The Role of the School Leader
- Parent-Friendly Articles
- Preparing Substitute Teachers in Schools
- Coaching to Support Inclusion—A Principal's Guide
- Discussion Paper on Learning Coaches: Support for the Inclusive Classroom
- Exploring the Development of Teacher Efficacy Through Professional Learning Experiences
- Action Research Guide for Alberta Teachers

Research Reports and Publications—Government Program Area

The Government program area has not only created a broad range of Alberta-based research publications of interest to school and division-level leaders but also is a national leader in research in this area having engaged in several collaborative research projects on school leadership in collaboration with the Canadian Association of Principals. Below are the links to these research reports:

- [*2019 Alberta School Leadership Within the Teaching Profession*](#)
- [*2017 The Canadian School Leader: Global Forces and Future Prospects*](#)
- [*2017 A National Study of the Impact of Electronic Communication on Canadian School Leaders*](#)
- [*2016 The Role of the Superintendent and the Teaching Profession*](#)
- [*2016 Building School Leadership Capacity Through Cognitive Coaching*](#)
- [*2014 The Future of the Principalship in Canada: A National Research Study*](#)
- [*2014 A Week in the Life of Alberta School Leaders*](#)
- [*2011 The Future of Teaching in Alberta \(Principal Focus Groups\)*](#)
- [*2010 Evaluating the School Principal: A Professional Model for Enhancing the Leadership Practices of Alberta's School Administrators*](#)
- [*2009 Leadership for Learning: The Experience of Administrators in Alberta Schools*](#)

ATA School Leadership Research Exchange Projects

FINAL, NORCAN and ALICE

In addition to the print research documents noted above, the Government program area of the Alberta Teachers' Association has been a world-recognized leader in research related to the work of school and division leaders within the teaching profession and the important role they play in a school community in bringing about positive change.

Recent examples include FINAL—a multi-year action research exchange project between school leaders, classroom teachers and students in Finland and Alberta; NORCAN—a collaborative research exchange between Alberta, Ontario and Norway focused on leadership in mathematics instruction; and ALICE—a school leadership exchange study focused on rural and remote schools.

ATA Committees

School Leadership Issues and Concerns Committee (SLICC)

SLICC—The School Leadership Issues and Concerns Committee has wide representation (teachers, school leaders, CASS, universities) and meets several times each year to identify issues and concerns of interest to school and division-level leaders and recommend action to Provincial Executive Council.

Women in Leadership

WiL—The Women in Leadership Committee meets several times each year to identify structures and practices to identify opportunities to promote and enhance women’s participation in all aspects of a member’s employment and Association life and recommend action to Provincial Executive Council.

Council for School Leadership—A Specialist Council of the ATA for School Leaders

LeadMeets

The Council for School Leadership (CSL) hosts a wide range of both face-to-face and now online events and workshops for school and division-level leaders. These include LeadMeets wherein CSL members, with recognized expertise in a particular area of leadership practice, share their leadership practices with colleagues in short, timely and effective presentations. LeadMeets are typically organized with a strong social component, which is well-appreciated by those participating in the events. This year, the CSL plans to hold several online LeadMeets and will, if there is a provincial attenuation of COVID restrictions, offer face-to-face LeadMeet opportunities across the province in the spring of 2021.

Workshops and Webinars

The CSL is planning to host a broad range of workshops and webinars online in the 2020/21 academic year. This will include events each month that will appeal to both aspiring and current school and school-division leaders. Additionally, there will be a focus on building events that will help create communities of practice within the cadre of Alberta school and division leaders with the following areas of focus:

- Leadership for social and emotional learning
- Leadership for early childhood education
- Leading a learning community—Teaching Sprints
- Developing leadership capacity
- Women in education leadership

The CSL will organize webinars, book studies and communities of practice each month of the year. Webinars are being planned featuring key leaders in education of interest to school leaders.

Annual Workshops and Events

Dinner with the Minister: For over a decade, the CSL has hosted at least one annual dinner with the minister to allow its members (Alberta's school and division leaders) an opportunity to hear the minister of the day share his or her priorities and, more important, to pose questions to the minister. This year such an event may be planned as an online webinar event or, if there is an attenuation of COVID restrictions in the spring, with face-to-face events.

Women in Education Leadership: The CSL has, for several years now, held annual dinner events featuring keynote presentations from significant women role models in school and division-level leadership. This year, CSL will host several webinars with Barbara Watterston, the author of *Step-In, Step-Up: Empowering Women for the School Leadership Journey* (2019), and will then build a community of practice around a study of Barbara's book. Alberta school leaders will host follow-up sessions to Barbara's webinar.

Advocacy and Representation

CSL executive members, on behalf of its members, participate in a variety of Association and government committees including:

- ATA School Leadership Issues and Concerns Committee
- Leadership Standards Advisory Committee

Canadian Association of Principals

All members of the Council for School Leadership are also members of the Canadian Association of Principals (CAP). The president of the Council for School Leadership is a member of the CAP executive and represents the members of the CSL at all of its annual meetings.

School Leadership Within the Teaching Profession

Beginning in 2018, the CSL spearheaded the School Leadership Within the Teaching Profession movement focused on advancing the conversation of the importance of maintaining the idea of a unified profession and also one in which school leaders in all of their roles are seen as (and see themselves as) "teachers first." This resulted in meetings at uLead that included presidents of teacher organizations and their concomitant principal organizations from across Canada to discuss how this issue could be front and centre across the country. With Canada being effectively the only country in the world where principals are being forcibly evicted from their teacher organizations, this focus and the advocacy the CSL has engaged in is both timely and necessary. The conversation has contributed to an important research focus by the ATA and has also contributed greatly to the work of the STAR-Crossed Action Research Exchange Network.

STAR-Crossed Action Research Exchange Network

The Council for School Leadership has initiated the STAR-Crossed Action Research Exchange Network. This is a new international exchange partnership that is tied to the School Leadership within the Teaching Profession focus in collaboration with Australian public teacher organizations and also the Melbourne Catholic school district. The initiative engages Alberta school principals and a central office leader from each of their school districts with opportunities to expand their knowledge and leadership skills and share exemplary practices in areas of common interest with one another and with other stakeholders within and outside their school, jurisdictions, province and country. A unique facet of the initiative is that it also offers teacher organization to teacher organization collaboration with the president (or representative) from each participating organization sharing in the exchange. Already the initiative has resulted in attendance and presentations at uLead from over a hundred Australian teacher union representatives, department of education officials and ministers of education. In many cases, these presentations were the result of never-before-seen collaboration between the union leaders and department of education officials.

uLead

The annual uLead Conference has become an internationally recognized leading event for school leaders. The majority of the professional learning sessions at uLead—with over 100 individual workshop opportunities each year—are presented by teachers and school or district leaders and for teachers and school or district leaders. The event also provides a unique-in-the-world opportunity for conversation and dialogue between the following broad range of people interested in ideas around school leadership within the teaching profession:

- Classroom teachers
- Assistant principals
- Principals
- Superintendents
- Ministry/department of education officials
- Academics
- Ministers of education

Three-quarters of the participants are Alberta-based aspiring and current school leaders, but uLead stands alone in the world as the largest annual international gathering of school leaders.

Publications: *CSL Magazine*

The CSL publishes an edition of the *CSL Magazine* several times each year, typically in months where the ATA's *Leadership Update* is not published. The magazine contains interesting timely articles for aspiring and current school leaders and division-level leaders that are written by Alberta CSL members and also are drawn from international principal organization publications, when applicable.

Publications: *uLead Podcast*

The CSL regularly publishes podcast episodes in the *uLead Podcast*. These are available around the world in a variety of podcast sources such as Apple Podcasts and Spotify. Recent episodes feature Dr Lynora Saxinger, Dr Michael Rich and Armand Doucet. This relatively new podcast already has hundreds of subscribers.

The Association has a responsibility to assist our school leaders by providing programs and supports that will help them to be successful in their roles and ultimately to support teaching and learning in all Alberta schools. As such, we would like to hear from you. Please consider providing your voice to what your professional association can do to support you in your role as a school leader by completing this very brief survey.

<https://surveys.teachers.ab.ca/s3/ABleaders>







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