

# LEADERSHIP UPDATE

Volume 14

A publication for Alberta's school administrators

Number 1



## Welcome back!

We hope that, as school leaders, you had a truly restful summer! As you begin the 2017/2018 academic year, please take a few moments to review the many upcoming professional learning events available to support your work throughout this year.

## Professional Learning Opportunities and News

To obtain information about upcoming professional learning events and programs for school leaders you need only remember the following phrase—**www.uLead.ca**—to access up-to-date news about school leadership in Alberta, provincial and regional professional learning events, and the uLead conference that takes place every year. This year, uLead will take place from April 15–18. Please visit [uLead.ca](http://uLead.ca) on a regular basis as the events and news will change frequently. For more information see page 10.

## International Education Exchange Program

Short-term administrator exchanges are available as two-week job shadow experiences for Alberta school leaders. Participants are billeted by their exchange counterpart and work shadow in their exchange partner's school for one to two weeks. They then host their counterpart for one to two weeks so they can experience the Alberta education system. Administrators arrange cultural visits to correspond with the interests of both parties. Opportunities exist in Australia, Germany, Spain, Denmark and the United Kingdom. Exchanges overseas occur during the summer months and counterparts are hosted in Alberta in September or October. Participants require an Alberta Permanent Professional Teaching Certificate and the approval of their superintendent. For a successful, engaging experience, participants should be flexible, adaptable, positive, open to other cultures and comfortable with ambiguity. They should also have demonstrated leadership qualities. Interested? Find out more at [www.ieep.ca](http://www.ieep.ca).

**“Effective teacher learning is the core lever for improving student learning.”**

**Simon Breakspear**

To find archived issues of *Leadership Update*, go to [www.teachers.ab.ca](http://www.teachers.ab.ca) and click on Publications > Other Publications > School Administrators.

Feedback is welcome. Please contact Jeff Johnson, executive staff officer, Professional Development, at [jeff.johnson@ata.ab.ca](mailto:jeff.johnson@ata.ab.ca).



Council for  
School Leadership

# Leadership Essentials for Administrators (November 20–21)

We are pleased to share some timely information about the Leadership Essentials for Administrators (LEA) Conference in Calgary from November 20–21.

The LEA Conference is an annual event for school leaders (principals or assistant principals) serving in their first five years in the role, and for administrators who have recently moved to Alberta from outside of the province. LEA is a strong support to new school leaders in Alberta and will feature many concurrent sessions to assist those attending in their roles.

This year LEA will feature two keynote presenters. Sam Sellar, a highly respected scholar from the University of Manchester, UK, will deliver the opening keynote presentation on the future of educational assessment and school leadership.

Simon Breakspear, from Agile Schools in Australia, will be the closing keynote presenter. Breakspear's presentations are always well received by Alberta school leaders. He will share information on the subject of innovation for better learning.

Registration is open right now at <https://atapd.ca/initiative/lea>.



*Left, the room is captivated by last year's LEA speakers Carol Campbell (left) and Simon Breakspear (above).*



# ATA Agile Schools Network

The ATA Agile Schools Network is a collaborative initiative which seeks to boost the quality and equity of Alberta's education system and increase our ability to create a learning ecosystem where *all* students can demonstrate their numeracy skills at a level that reflects their potential. More than 70 classroom teachers, together with their school leadership teams and a district lead teacher from each participating school district, have been engaged in a process that sees innovative networked teams come together in a design hub to create and contextualise targeted teaching practices to enhance K–9 numeracy outcomes for their students. The Agile Schools Network is fully scaleable—it will grow because, as teachers and school leaders learn the techniques involved in driving positive change in their schools they, in turn, can train the next cohort (or innovation hub) and pass on the “how to” of the process of *learning sprints*.

Throughout the past year at Barnett House the first ATA Agile Schools Network cohort met to learn together and identify potential focus areas for each individual teacher for the 2017/2018 school year. They learned how to design and implement an *improvement sprint*, a team-based method for improving student

outcomes in their classrooms and schools. They also set goals for conducting an improvement sprint in their classrooms between August and November. An improvement sprint involves a teacher defining a teaching or learning challenge, understanding what is causing that challenge, designing a solution for the challenge, and implementing the designed solution in a sprint over one to four weeks. The teacher then engages in a review of the process and a subsequent reset.

If the solution works, it is scaled up within the school. If the proposed solution does not work, then the teacher goes through another quick sprint process in an attempt to solve the challenge he or she has identified. A key to the success of this process is that it is the teacher in the classroom who is identifying the challenges he or she wishes to address. These challenges are not identified for the teacher through district or provincial standardized tests, for example, but are set by each teacher in a way that makes sense for the teacher's classroom and school. School leaders are an integral part of each school team and participate fully in the process.

Teachers in the network do not just scale up their solutions within their school with their peers. Innovative

solutions to the learning challenges that teachers have been identifying are being shared with colleagues from other schools in the cohort and will be shared provincewide as well.

There is a great deal of interest throughout the province in the ATA Agile Schools initiative. One of the most positive elements of the program is that it represents teacher-driven change from the classroom level and incorporates classroom teachers, school leaders and district-level leaders working together collaboratively, by design. This year two new cohorts with over 200 participants in Edmonton and Calgary with a broad range of schools participating will continue to learn and grow through the ATA Agile Schools Network and the learning sprints process.

More information about the ATA Agile Schools Network is available at <https://vimeo.com/ideafactory/review/186492968/3cab8d8eaa> or by contacting Jeff Johnson at [jeff.johnson@ata.ab.ca](mailto:jeff.johnson@ata.ab.ca).

The article on the following page shares some strategies school leaders can employ to embrace agile leadership for learning. It has been reprinted with the permission of the author.

# Embracing Agile Leadership for Learning

## *How leaders can create impact despite growing complexity*

*Dr Simon Breakspear*

*Executive Director, Agile Schools*

*Research Fellow, Education University of Hong Kong*

### **The need for a better ‘how’**

I remember being in a hotel foyer in beautiful Whistler a few years back, meeting with the conference committee to put the finishing touches on my contribution to a 2-day retreat for a district in British Columbia, when a principal opened up the discussion to vent her frustration about her typical conference experiences. “Let me just open by saying we don’t need to hear another out-of-town keynote speaker tell us about why education needs to change. I think if you start tomorrow telling us the world has changed and that education needs to shift we might just change our speaker before the coffee break! We know why we must change, and we even have a good idea of what we should focus on. Now we want to know how we can lead it.”

I completely empathised with her point of view (and appreciated her vocalising it!). In the work that I had been doing with school and system leaders around the world I was hearing a common refrain: Leaders don’t want another what, they want a better how.

The expectations on school leaders to effectively lead improvement, innovation and change have never been greater. Schools are being asked to lift student achievement in literacy and numeracy, develop high-order capabilities, meet the needs of an ever-

increasing diversity of learners, embrace research-informed practice, design innovation learning environments, create collaborative cultures, and harness rich data to evidence impact. There has never been a more exciting time to be involved in the work of educational change. Yet, coupled with the new opportunities, are growing levels of complexity, ambiguity and resistance. Working out how to meet these often competing demands in a context of continual change, will require agile leaders of learning with the capabilities to improve learning and teaching, and navigate change, within the complex-relational environments of contemporary schools (Breakspear 2016; Lichtenstein et al. 2006).

### **Complex and relational challenges**

Leading meaningful and sustainable changes in teaching and learning are complex-relational problems, not just complicated. The theoretical and practice difference between facing complicated and complex problems is critical (Snowden and Boone 2007). When facing complicated problems leaders can map out the step-by-step response required from the start to finish before they begin. The improvement work is a process of analysis, identifying the evidence-based answer and then following the

plan to implement the solution with fidelity. Traditional change leadership does this well. The leader tries to figure out the answer for everyone, and then tries to build buy-in so that they stick to the plan. Change is viewed as a simple, predictable and linear process. This approach works well when managing resources or ensuring a certain amount of instructional or professional learning time is accounted for. Budgeting and timetabling in a school can be a nightmare of a task, left to a poor deputy principal over a few late nights, but they are complicated problems, not complex.

In contrast to complicated problems, changes in teaching practices and improvements in student learning across a range of valued outcomes are complex problems that require a process of continual experimentation, learning and refinement. There are no ready-made solutions that can simply ‘plug-and-play’ into a unique classroom and school context.

Whilst the growing educational research evidence base can support the design of frameworks and interventions that synthesise ‘what works best’ (eg, Hattie 2008; EFF 2016), the core challenge is to find ways to ensure that ‘what works best’ can actually work across the unique contexts of a diverse school system or classrooms (Durlak

and DuPre 2008; Lendrum and Humphrey 2012). Any change in roles, relationships, workplace practices or organisational routines have ramifications how people—students, staff and community—will need to engage in the teaching, learning and schooling process. In addition, leaders need to lead their people through a process of learning new values, beliefs and behaviours. This creates often overlooked complexities in our change work with the potential for unanticipated responses and consequences (Axelrod and Cohen 1999; Miller and Page 2007). As a consequence, models of simple, sequential improvement moving from analysis, to planning to implementation and then evaluation are bound to frustrate us.

Take for example the implementation of a new research-based approach to early-years literacy. Whilst the development of an approach to literacy based on the best available research evidence is a complicated activity, the effective implementation of the program across diverse school contexts is truly complex (Meyers and Brandt 2015). There is no clear recipe of steps that educational leaders can use to move through from beginning to end to ensure an improvement in literacy learning outcomes. The introduction of this program will involve substantial changes and learning by many teachers and students, all of whom will need to engage in sustained behavioural and attitudinal change (Spillane, Reiser and Reimer 2002). The classrooms themselves, even within the same school, will differ substantially depending on the diversity of student learning needs. Teachers will vary

considerably in their background knowledge, pedagogical expertise and relationships with students (Coburn 2004). Furthermore, instructional coaches and middle-level leaders tasked with the work of professional learning and development will have large variations in their capacity to build the knowledge, skills and motivation of staff to unlearn their old approaches to literacy and adopt the new approach (Blazar and Kraft 2015). This is all complicated further by potential changeover of staff each year where the hard-won capacity which has been built is lost during the course of the implementation period. In my experience it is possible that at the end of a 3-year implementation process none of the teachers from year one are still working in the same school or within the year groups of focus. As a consequence of these sources of variability in any school there is no clear, simple set of predictable steps to achieve the desired outcome that can be seen from the outset. It is a complex problem, and traditional approaches to leading change are unlikely to be effective in achieving the levels of student learning growth we desire.

### Embracing Agile Approaches

Traditional change approaches push school leaders to employ a misguided decades-old formula for school improvement: Write a detailed multi-year improvement plan, set broad objectives for improvement, define specific milestones for progress projected years into the future, announce changes to the entire staff and then implement with fidelity. At the end of the process, evaluate the impact and start the process again. The problem is that the challenges we now

face in education don't really fit with this approach. More often than not we face situations where we are unsure about the problems we are trying to solve and the solutions that might work in our context.

The good news is, there are approaches to leading change—agile ways of working—that are more suited to the complex and deeply human dynamics of effective school change. The ability to be agile—responsive, quick to spot emerging problems or opportunities, and work in short-iterative cycles of adaptation, learning, and improvement—is a critical meta-capability for the future of school leadership at all levels.

Rather than engaging in efforts to create perfect, detailed plans and milestones and then implementing the strategy with fidelity, agile approaches embrace the inherent complexity and ambiguity of change processes in complex-relational environments. As complex challenges do not have a simple, neat plan that can be seen from the beginning, agile leaders must work with the knowledge they have, and remain open to the reality that new information and insights may lead them back to re-evaluate an earlier part of their work, including the very definition of the goals themselves. In agile approaches, it is assumed that you can never know everything from the beginning of the process, and much of what you think you do know may turn out to be wrong. To act under these circumstances educational leaders must increase what I have coined their *ambiguity tolerance*; to help their teams to get moving before they feel entirely ready, because that is the only way to become ready to attack the problem. In the past educational leaders often felt

they needed to assert their credibility by knowing the answer and having a clear and detailed plan before they began the change work. Now they must lead by demonstrating the capacity and commitment to rapidly 'learn-by-doing.'

## Evaluative thinking

Agile leaders disciplined their inquiry processes by seeking and harnessing evidence of impact throughout the change process, rather than waiting for a final evaluation. This evidence collection is used to steer and refine our efforts in the process of leading the change. The concept of 'evaluative thinking' provides a helpful framework for educational leaders to embrace this new approach to evidence and innovation. Earl and Timperley (2015) have described this process:

Having a continuous cycle of generating hypotheses, collecting evidence, and reflecting on progress allows ... opportunities to try things, experiment, make mistakes and consider where they are, what went right and what went wrong, through a fresh and independent review of the course and the effects of the innovation. (p 8)

The collection and analysis of evidence is the engine room of learning in agile change and implementation. Leaders need to keep an open and inquiry stance in response to the evidence they are collecting. Rather than wanting to know whether the innovation worked or not in a final sense, they are interested in a more nuanced understanding of what is working now, for whom, when and under what conditions. This approach to evaluation is appropriate for agile,

iterative work, as it is sensitive to the realities that implementation work is an unfolding endeavour with the need for continual learning, and responsiveness to roadblocks and challenges. Each new cycle of evidence enables the formation of a new iteration of the approach with a higher likelihood of creating the desired impact on student learning.

## Developing psychological safety

The active development of relational trust and psychological safety is crucial to any sustainable educational change process. Leading change in schools is a social process; it requires winning and sustaining the trust and discretionary effort of the educators and students who make up a school's culture and its daily practices (Bryk and Schneider 2002; Moolenaar and Daly 2012). The importance of trust in change processes cannot be overstated. Google's data-based studies of leadership qualities in its own organisation found that high-

impact managers were distinguished by the extent to which their teams saw them as consistent and trustworthy (Brock 2015, pp 187–195). These qualities are key for team members to feel that they have freedom to take risks and learn the new approaches. The work of Harvard academic Amy Edmondson has highlighted the critical importance of actively building 'psychological safety' when seeking to improve the performance of teams (Edmondson 2012). In the context of schools it will be critical to attune middle-level leaders to need to create team dynamics, where trailing (and often failing!) with new approaches is supported within a culture of professional learning.

## Adopting an Agile Change Process

Agile change is a collective process of disciplined inquiry that moves through three phases: 1) clarify 2) incubate 3) amplify.

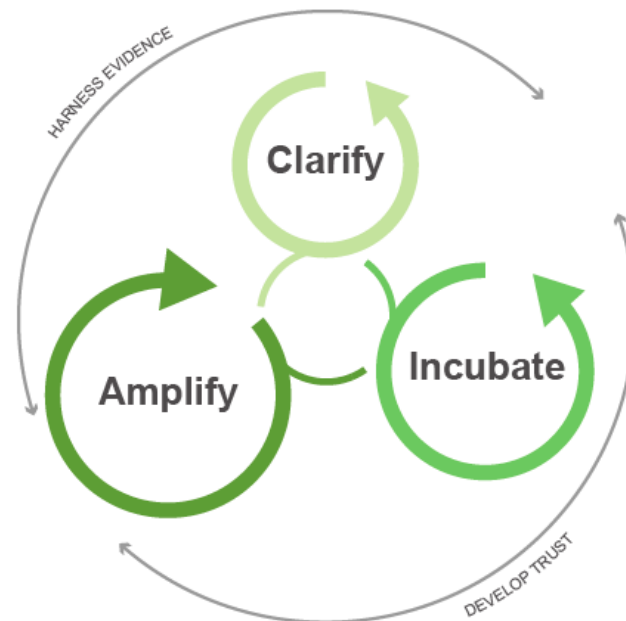


Figure 1. The three phases of agile change

## 1. Clarify – Pursuing less but better

Clarify is the first phase of an agile change process. Here leaders work with their teams to determine the smallest number of changes necessary to have the desired impact on learning. Schools have never been busier places and the lives of educators never more hectic. More initiatives, programs and ‘next big ideas’ enter our working lives, creating a state of low-impact exhaustion. The reality is that our schools and our staff have only so much time and human resources to devote to a new initiative. Financial and human capital are scarce. Educators already bear a high cognitive load in their day-to-day work. They are thus very sensitive to change fatigue and exhaustion.

Agile leaders adopt a counter-intuitive approach of maximising their impact by focusing on the disciplined pursuit of less but better. Agile leaders know that by focusing their teams’ limited time, energy and resources on the smallest number of high-leverage initiatives, they can actually achieve greater impact. Prioritising a small number of areas for improvement is crucial to achieving impact. Agile Leaders trade the low impact of doing too many things for the high impact of choosing to create tangible improvement in a few areas at a time. Prioritisation and selection of which areas to improve is a crucial process based on the evidence of current student learning, and the capacity of the team or organisation to respond. Unrealistic improvement plans cause serious pain and frustration and typically result in capitulation by staff halfway through the implementation process. Leaders work with their teams

to generate ‘good enough’ answers to three critical questions:

1. What impact are we seeking to make and why?
2. What evidence-informed changes will we make?
3. How will we know if it is working?

## 2. Incubate—Searching for solutions

Complex challenges aren’t best solved by scaling up a ready-made solution from outside. Agile leaders need to be able to engage in a search and discovery journey of designing short, disciplined experiments in order to test and adapt solutions in their unique context. Rather than an ‘implementation-as-delivery’ approach, leaders should adopt a more responsive style of implementation-as-learning, where planning and ‘doing’ are linked through rapid iterative cycles of learning. As Tony Bryk and colleagues write in their work applying improvement science in education, “deliberately learning our way to better outcomes is, in fact, how organisations improve quality and how interventions scale” (Bryk, et al 2015, p 177).

During the Incubate phase, volunteer teams work through a systematic approach to develop, refine and test new approaches. They move through multiple design and test loops in order to learn how to gain improvement in their unique context. The key discipline here is to be willing to implement on a small scale, so that the team can more readily learn through real world development cycles. Early experiments can be simple, fast, cheap prototypes. Later on, as the evidence of effectiveness and useability increases, leaders can run more structured test cycles as they seek to

prove that the approach can have a positive impact on a small scale within their school.

This incubation phase can help to de-risk the early phase of the innovation and improvement work, and ensure that leaders only scale-up across their schools what they have already proven to be effective. Furthermore, disciplined incubation can support the process of gaining buy-in from more sceptical colleagues, as they can see a working ‘proof point’ of the change within their own school context.

## 3. Amplify – Getting more of what is working

The capacity to amplify is critical for leaders who are working to move from a pocket of excellent or innovative activity towards a new common practice across the organisation. Amplifying is all about mastering the change dynamics needed to curate processes of social learning, behaviour change and the creation of new organisational routines. Agile leaders pay close attention to simplifying the change required so that the new approaches are both more effective and easy to pick up and adopt. During this phase, leaders work hard to build capacity by curating opportunities for social learning between colleagues. They also set up the physical environment, timetable and incentives to support the easier adoption of the changes. The goal of amplification is to create new organizational routines and cultures that enable the new approach to become embedded. Amplification can take 6 to 18 months. But it is worth moving slowly in order to sustainable shift routines and habits of practice.

## Better all the time

Leaders of learning are being asked to tackle learning challenges that are both important and complex. Unfortunately, the traditional education improvement planning and change management approaches provided to (or often forced on!) school leaders are not necessarily helping them with the pioneering change tasks in front of them. Default approaches to change are often too rigid, and built on inaccurate assumptions of simple linear change that can be planned and then delivered over a period of one to three years. Furthermore, they don't take into

account the complexities of working with people, nor the ambiguities of innovating in unfamiliar territory, beyond their current repertoire of available 'know-how'.

Agile leadership offers a hopeful path forward with a new dynamic approach to the work of leading educational change. Agile leaders adopt a fundamental mindset of seeking to get *better all the time*. They don't expect rapid large-scale transformation whereby deep change happens through one big surge. Rather they aim to make small, critical changes that they can improve through disciplined action. Deep down agile leaders know and embrace the realisation

that improvement is not an event, but rather a collective journey—of getting better all the time—with no true end. They embrace the quest, and have a sense that every month, every term, every year they can find new and better ways to improve student learning. So let's become agile to create greater impact!

*This article is based on Dr Breakspear's forthcoming book called Agile Leadership, to be published by Corwin Press in early 2018. For more information about agile leadership and agile approaches to teacher learning, visit [www.agileschools.com](http://www.agileschools.com).*

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# Distinguished Leadership Awards

The Council for School Leadership (CSL) is pleased to invite nominations from throughout Alberta for the CSL Alberta Distinguished Leadership Awards, with recipients being honoured in May 2018. Please consider nominating a deserving school leader for this honour.

The CSL Distinguished Leadership Awards create a learning community of outstanding principals throughout Alberta who can share professionally, interact collegially and act as mentors to new colleagues to provide avenues for research and the sharing of best practices. The corps of distinguished Alberta school leaders are people who are looking to challenge the status quo,

improve learning in their contexts, and be equipped for higher levels of leadership. These individuals will become role models in the Council for School Leadership, a vibrant network of educational leaders with the confidence and capabilities to lead innovative change for 21st-century learning.

The deadline for nominations is midnight, April 1, 2018. All nominees must be active members of the Council for School Leadership to be eligible to receive the award. Nominees can join the CSL at any time by going to [bit.ly/joinsl](http://bit.ly/joinsl). Complete your nomination online at [tinyurl.com/CSL-Leadership](http://tinyurl.com/CSL-Leadership) following the guidelines below.

## What will I need to do?

- Compose a short description of your nominee's leadership in each of Alberta's Principal Quality Practice Competencies.
- Provide proof that your nominee has consented to being nominated (required), and his or her school name, school telephone number and email address.
- Provide supporting evidence of your nominee's leadership in each of the following Principal Quality Practice Competencies:
  - Fostering effective leadership
  - Embodying visionary leadership
  - Leading a learning community
  - Providing instructional leadership
  - Developing and facilitating leadership
  - Managing school operations and resources
  - Understanding and responding to the larger societal context

Detailed information about the Principal Quality Practice Competencies can be found at [tinyurl.com/PQPCOMPTEENCY](http://tinyurl.com/PQPCOMPTEENCY). Prior to submitting the survey you will also have an opportunity to enter additional comments regarding the nominee, should you wish to do so.



# Call for Proposals for the uLead Conference April 15–18, 2018

Planning for uLead 2018 is underway, and the call for proposals for both English and French language sessions has now begun.

Do you have a school leadership story to share with colleagues from around the world? The uLead 2018 Conference offers a unique opportunity for an exchange of ideas with the world's leaders in education. The theme for uLead 2018 is *Leading Schools by Design*, and it will seek to prompt attending delegates to think about those intentional actions taken by education leaders at a school or

system level to bring forth particular learning outcomes. The resulting conversation will range from how we intentionally design the physical structures that we teach and learn in, to design theory in education, to how we might transform our education system to ensure vibrant public education as we go forward.

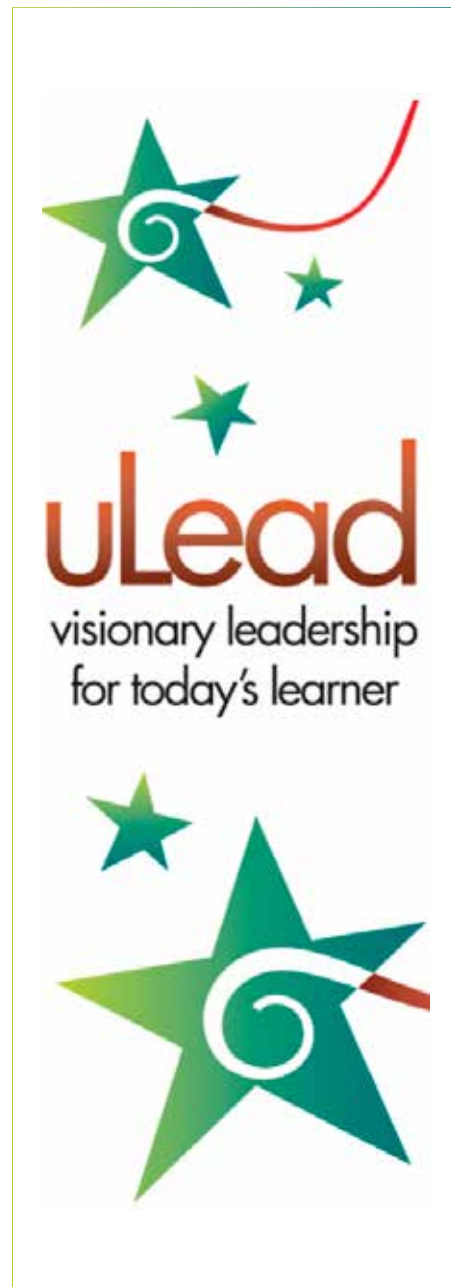
If you wish to offer a presentation at uLead 2018, visit [tinyurl.com/present-at-ulead18](http://tinyurl.com/present-at-ulead18) to submit your proposal as soon as possible. We would love for you to share your Alberta leadership story with the world.

## Register for uLead Conference 2018

Registration for uLead 2018 is now open. Join educational leaders from around the world in the beautiful world-heritage location of Banff, Alberta, a setting that has been called the jewel of the Rockies, at Canada's premier conference for school-based, district-level, and provincial and state education leaders. It will feature a wide array of engaging, world-class keynote speakers, and we expect 1000 principals, assistant principals, district leaders, national ministers of education, and education ministry

representatives from around the world to attend. Spouses and family members will also have myriad opportunities to explore Banff, one of the most pristine wilderness areas in the world, during the conference.

uLead 2018 is sponsored by the Council for School Leadership. Registration is now open at [tinyurl.com/ulead18](http://tinyurl.com/ulead18), with super-early-bird discounts for those registering prior to October 15, 2017, and continued early-bird discounts for those registering prior to the end of December 2017.



# Great Sources of News for School Leaders

Are you searching for interesting articles and ideas about school leadership? You will find some very timely articles in a range of school leadership publications that are available online.

*Canadian Association of Principals (CAP) Journal* is published quarterly and is the official voice of the Canadian Association of Principals. Find it at <http://cdnprincipals.org/blog/category/cap-journal/>.

*European School Heads Association (ESHA) Magazine* is published regularly throughout the year and contains articles that highlight issues Alberta school leaders share with their European colleagues. Subscribe to it for free at [www.esha.org/eshamagazine/](http://www.esha.org/eshamagazine/).

*Principal* is an award-winning magazine written specifically for K–8 principals and published by the National Association of Elementary School Principals (NAESP). You'll find the latest issue at [www.naesp.org/principal-mayjune-2017-next-level-leadership/principal-mayjune-2017-next-level-leadership](http://www.naesp.org/principal-mayjune-2017-next-level-leadership/principal-mayjune-2017-next-level-leadership). You may also wish to check out their blog, The Principal's Office, which is full of great tips for school leaders, at [www.naesp.org/front-page-blog-archive](http://www.naesp.org/front-page-blog-archive).

*Principal Leadership* is a publication of the National Association of Secondary School Principals (NASSP) that focuses on school leaders' real needs, offering them practical, hands-on strategies for improving their schools in a constantly evolving educational environment. The latest issue is available at [www.nassp.org/news-and-resources/publications/principal-leadership/principal-leadership-archives/principal-leadership-volume-18-2017-18/principal-leadership-september-2017?SSO=true](http://www.nassp.org/news-and-resources/publications/principal-leadership/principal-leadership-archives/principal-leadership-volume-18-2017-18/principal-leadership-september-2017?SSO=true).

The Australian Institute for Teaching and School Leadership (AITSL) has a massive, searchable and free collection of scholarly research materials on school leadership. Access AITSL's comprehensive archive at [www.aitsl.edu.au/school-leadership-e-collection](http://www.aitsl.edu.au/school-leadership-e-collection).

iTunes U—Each month new courses and materials are added to the Alberta Teachers on iTunes U site at [tinyurl.com/ATAiTunes](http://tinyurl.com/ATAiTunes), or scan the QR code on this page. Currently, new courses on Alberta's School Leader Standards are being added to the site.

# Alberta Teachers on iTunes U

This month we highlight a course called, It's Our Time AFN Education Tool Kit. The course provides an opportunity to look in-depth at a wide range of indigenous education materials created by the Assembly of First Nations, including numerous multitouch digital books. It is well worth subscribing to and is full of good ideas that school leaders and teachers should consider regarding their work. To access the It's Our Time AFN Education Tool Kit, visit <https://itunes.apple.com/ca/course/its-our-time-afn-education-tool-kit/id1199604596>.



# Council for School Leadership

As an Alberta school principal or assistant principal you are encouraged to select the Council for School Leadership as your automatically renewing specialist council. If you are not already a member of the Council for School Leadership, please take a moment today to go to [bit.ly/joincsl](http://bit.ly/joincsl) and follow the steps to join this school leadership specialist council. It is custom-made for school leaders and aspiring school leaders.

