

# CCSSA **Catholic** Leadership Quality Standard

## **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.

This document is a synthesis of the competencies from the Leadership Quality Standard and the Marks of an Excellent Catholic Leader. The intention of this document is to identify the competencies and corresponding indicators of an Excellent Catholic Leader.

Each competency in the standard includes several indicators designed to provide illustrative examples of competent leadership practice.

Quality educational leadership is recognized as second only to quality classroom instruction in contributing to student learning.

## ***The 5 Marks of an Excellent Catholic Leader***

The *5 Marks of an Excellent Catholic Leader* are added at the beginning of the document and are based on the *5 Marks of an Excellent Catholic Teacher & 5 Marks of an Excellent Catholic Leader*, documents produced by the Council of Catholic School Superintendents of Alberta (CCSSA). The Marks of an Excellent Catholic Leader begins with the premise that superb Catholic school leaders are also master Catholic teachers. While embracing the essence of teaching excellence, the Marks of an Excellent Catholic Leader goes beyond teaching to address the roles and responsibilities of both Catholic school and Catholic district leaders.

## ***Vision Statement***

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### **Embodying Catholic Leadership**

A Catholic leader embodies Gospel values and teachings of the Catholic faith, enhances and supports Catholic education permeated in all aspects of leadership and acts in service to the Catholic community.

Achievement of this competency is demonstrated by indicators such as:

- (a) Embracing the dignity of all as Created in the Image of God, ensuring the overall development of the whole person.
- (b) Advocating for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the school reflects a living Catholic vision of the world.
- (c) Intentionally leads and fosters the development and growth of Catholic education through faith permeation.
- (d) Acts as a witness and agent of hope by modelling to all people, a lifestyle consistent with the teachings of the Catholic Church, and active parish life.
- (e) Ensures a communal vision recognizing that God is found with and in each other, while creating and leading a community of faith both within and beyond the school.
- (f) [Add jurisdictional indicators or source material here.](#)

### **Fostering Effective Relationships**

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, **dignity**, and integrity;
- b) demonstrating empathy and a genuine concern for others **through servant leadership**;
- c) creating a welcoming, caring, respectful and safe learning environment;
- d) creating opportunities for parents/guardians, as partners in **Catholic** education, to take an active role in their children's education;
- e) establishing relationships with First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- f) demonstrating a commitment to the health and well-being of all teachers, staff and students **including spiritual wellness**;
- 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 relations and dealing with conflict within the **Catholic** school community **while maintaining the dignity of all**.

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### **Modeling Commitment to Professional Learning**

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, **parish, faith leaders, parish, faith leaders**, and other leaders to build personal and collective professional capacities and expertise; **through a Catholic lens**.
- (b) Actively seeking out feedback and information from a variety of sources to enhance **Catholic** leadership practice;
- (c) Seeking, critically reviewing and applying educational research **and Catholic teachings** 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 **and relevant Catholic documents**.

### **Embodying Visionary Leadership**

The leader collaborates with 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 **Catholic** education that is student-centred and based on sound principles of effective teaching and **Catholic** leadership **rooted in the Gospel message**;
- (b) recognizing **the school** community's **Catholic** values and aspirations and demonstrating an appreciation for diversity;
- (c) collaborating with other leaders, **faith leaders, faith 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**

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 **Catholic** school community equality and respect with respect to the rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* and **the Constitutional Rights of the Catholic School System**;
- (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;
- (i) recognizing **and celebrating God-given gifts, talents and accomplishments of** students and staff.

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### **Supporting the Application of Foundational Knowledge for First Nations Métis and Inuit**

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 **Catholic** 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 **Catholic** school community.

### **Providing Instructional Leadership**

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 **including faith development and spiritual growth**;
- (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 **through a Catholic lens**;
- (d) facilitating mentorship, **faith formation** and induction supports for teachers and principals, as required;
- (e) demonstrating a strong understanding of effective pedagogy and curriculum **including faith permeation**;
- (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, **and spiritual growth**.

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### **Developing Leadership Capacity**

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 **Catholic values**, open dialogue and multiple perspectives;
- (b) identifying, mentoring and empowering teachers in-educational leadership roles **through a Catholic lens**;
- (c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in **Catholic** school life;
- (d) creating opportunities for students to participate in leadership activities and to exercise their voice in **Catholic** school leadership and decision making; and
- (e) promoting team building and shared leadership among members of the **Catholic** school community.

### **Managing School Operations and Resources**

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, ethical leadership **and a Catholic dimension** 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 (**spiritual**, 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.
- (g) **Visions and creates physical spaces that visibly express the external signs of our Catholic faith.**

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## **Understanding and Responding to the Larger Societal Context**

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 **including the provisions for Catholic schools;**
- (b) representing the needs of students at the **Diocese**, 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 **including their implications for Catholic Education**
- (e) facilitating school community members' understanding of local, provincial, national and international issues, and trends, **and their implications for Catholic education.**

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