

LQS – Competency Indicators Related to Human Resources/Wellness

Fostering Effective Relationships

- acting with fairness, respect, and integrity
- demonstrating empathy and a genuine concern for others
- creating a welcoming, caring, respectful and safe learning environment
- demonstrating a commitment to the health and well-being of all teachers, staff and students
- engaging in collegial relationships while modeling and promoting open, collaborative dialogue
- communicating, facilitating and solving problems effectively
- implementing processes for improving working relationships and dealing with conflict within the school community

Modeling Commitment to Professional Learning

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

Embodying Visionary Leadership

- recognizing the school community's values and aspirations and demonstrating an appreciation for diversity
- promoting innovation, enabling positive change, and fostering commitment to continuous improvement

Leading a Learning Community

- fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms
- 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
- creating meaningful, collaborative learning opportunities for teachers and support staff
- recognizing student and staff accomplishments.

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

- aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement
- 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

Providing Instructional Leadership

- implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the Teaching Quality Standard
- facilitating mentorship and induction supports for teachers and principals

Developing Leadership Capacity

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- demonstrating consultative and collaborative decisionmaking that is informed by open dialogue and multiple perspectives
- identifying, mentoring, and empowering teachers in educational leadership roles
- promoting team building and shared leadership

Managing School Operations and Resources

- identifying and planning for areas of need
- aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals, and priorities