

# LEADERSHIP UPDATE

Volume 8

Number 3

## Action on Leadership: The Alberta School Leadership Framework

Since the release of the *Principal Quality Practice Guideline* (PQPG) in 2009, the committee that crafted the document has continued to develop the Alberta School Leadership Framework (SLF). The committee, consisting of representatives from Alberta's education sector stakeholder organizations and postsecondary institutions, is developing the following framework elements:

- Proposed *Professional Practice Competencies for School Leaders (Competencies)* that apply to principals, assistant principals, associate principals and vice-principals; it will replace the PQPG.
- Quality indicators for programs related to school leaders' preparation, induction and professional learning
- Proposed stakeholder roles and responsibilities for framework implementation and for guiding and directing school leaders in their practice

The *Competencies* and related indicators are an update to the leadership dimensions and descriptors contained in the PQPG and support the minister of education's initiatives to transform Alberta's education system. The *Competencies* include a procedures section related to school leaders' professional growth, supervision and evaluation based on the 1997 *Teacher Growth, Supervision and Evaluation Policy*. The framework will have significant implications for Alberta's school leaders because it frames effective school leadership practice and identifies strategies to support, guide and direct school leaders to ensure successful and fulfilling careers. The

framework will also inform stakeholder initiatives to attract, recruit and retain effective school leaders.

The committee is also developing a comprehensive implementation plan to ensure consistent and effective interpretation and application of the framework elements. A subcommittee has developed draft *Indicators of Quality for School Leader Development Programs in Alberta*, which will be incorporated into the framework implementation plan. The framework implementation plan will help school leaders, school authorities, sponsors of school leader induction and professional learning programs and activities, and post-secondary institutions fulfill the framework's purpose: to ensure that all Alberta schools are served by suitable, highly competent educational leaders who create learning cultures through which each student has an opportunity to engage in quality learning experiences that lead to achievement of the goals of education and address students' learning and developmental needs.

In support of Alberta Education's School Leadership Framework initiative, the ministry has commissioned an extensive study on the current state of school leadership in Alberta, to be undertaken in October/November 2011. Representatives of Alberta's education sector stakeholder organizations and institutions, including the Alberta Teachers' Association, have endorsed the study.

The study will collect data on the state of school leadership in order to define possible gaps between the vision of school leadership in Alberta that is contained in the draft Alberta



**The  
measure of  
success is  
not whether  
you have  
a tough  
problem  
to deal  
with, but  
whether it's  
the same  
problem  
you had last  
year.**

**— John Foster  
Dulles, former  
US Secretary of  
State  
(1953–59)**



School Leadership Framework and current practice and contexts.

The data will be collected through online surveys, telephone interviews and regional focus groups by a contractor, Leger Marketing. The study will focus on how Alberta principals, assistant/vice/associate principals, superintendents and teachers perceive various aspects of school leadership in Alberta.

Leger Marketing representatives will contact participants by telephone or e-mail. Participation in the study is voluntary. All information collected will be used for research purposes only and will be kept confidential, in accordance with Alberta's *FOIP Act*.

The findings will inform the School Leadership Framework Working Committee (the Committee) as it develops an implementation/communication plan for the framework. It is anticipated that the Committee will complete its work on the following three framework elements by spring 2012:

1. Proposed *Professional Practice Competencies for School Leaders*
2. Recommended *Quality Indicators for School Leader Preparation, Induction and Professional Development Programs*
3. Identification of the collective and individual roles and responsibilities of education stakeholders for supporting, guiding and directing school leaders

For further information, contact Dr Bob Garneau, Senior Manager, Professional Standards Branch, at 780-422-8233 (toll-free by first dialing 310-0000), or by e-mail at [Bob.Garneau@gov.ab.ca](mailto:Bob.Garneau@gov.ab.ca).



# Leadership Essentials

---

## FOR ADMINISTRATORS

November 14–15, 2011  
Sheraton Cavalier, Calgary

Open to administrators who are in the first two years of their appointment or administrators new to the province of Alberta. There is no registration fee. Space is limited; apply early. Online registration forms are available at [www.teachers.ab.ca](http://www.teachers.ab.ca). Grant-in-aid for Association members is available (as per Association guidelines).

### Keynote Speakers

Dr Betty Garner—Helping Struggling Students

Dr Phil McRae—Leadership and Sustainability of School Improvement

### Network with colleagues and learn about

Fostering Effective Relations • Embodying Visionary Leadership • Leading a Learning Community • Providing Instructional Leadership • Developing and Facilitating Leadership • Managing School Operations and Resources  
• Understanding and Responding to Larger Societal Context

### Breakout Sessions

- Getting on the Same Page: Discipline Strategies • Leading and Managing a School Effectively
- Understanding Alberta's First Nations, Métis and Inuit People • The Role of the School Administrator in Fostering an Inclusive Learning Community • Top Ten Sections of the *School Act* • Technology Traps and Treasures • Dealing with Difficult People and Difficult Issues • Interpreting and Understanding Collective Agreements • Teacher Safety Net • *Teacher Growth, Supervision and Evaluation Policy 2.1.5* (including Practice Review) • Effective Practices in Teacher Supervision and Evaluation • Dealing with Bullying (including Cyberbullying) • The Principal and Investigations: To Do or Not to Do • Working with Sexual Minorities in Schools: What School Administrators Need to Know • Learning Coaches—Support for the Inclusive Classroom
- The Alberta Professional Practice Competencies for School Leaders, the School Leadership Framework, and Administrator Professional Growth • Support for Administrators of French Immersion Programs

Registration Deadline: November 4, 2011

For further information, please contact Karin Champion at Barnett House at 780-447-9435 (local calls) or 1-800-232-7208 (toll free in Alberta) or visit the ATA's website at [www.teachers.ab.ca](http://www.teachers.ab.ca).



This conference is organized with the Council on School Administration of the Alberta Teachers' Association.



The Alberta Teachers' Association

COOR-70C 2011 08



# Legal Updates

The summer months saw the issue of several legal decisions of interest and importance to Alberta's educational leaders.

## Supreme Court of Canada

*William Lloyd Hamilton v Board of Trustees of the Rocky View School Division No 41 (Alta)*

Source: *Judgments of the Supreme Court of Canada*. August 26, 2011.

In dismissing a motion for a time extension, the Supreme Court of Canada (SCC) opined that, even had the timelines been met, the Court would have dismissed the case of William Lloyd Hamilton versus Rocky View School Division.

This Charter case pivoted on age discrimination and the question of whether or not the lower courts had erred by, among other things, suspending the Charter from government actions and refusing to review alleged breaches of natural justice by the Alberta Human Rights Commission.

This case goes back to 1994, when the school division refused to grant William Hamilton, then aged 62, an interview for a high school teaching position even though his resume indicated that he was qualified for the job. The position for which Hamilton was qualified and one other posted position went to younger teachers. Hamilton brought forward a complaint of age discrimination to the Human Rights Commission. The Commission concluded that there was "a reasonable probability" that the division had discriminated against Hamilton and awarded him \$1,500 in compensation. The division was also advised to notify

Hamilton of any job postings for which he might be qualified for a period of two years and to offer him an interview for those positions. The division rejected the Commission's findings and offered only to assist Hamilton with his job search. In response, Hamilton took his complaint to the courts in April 2009 and expanded his claim beyond age discrimination to include discrimination based on location, malicious falsehood and defamation. The Supreme Court dismissed the case with costs, reporting on the dismissal in the *Bulletin* of August 26, 2011.

## The Online Cases

### Legal Service Through Facebook?

*Knott v Sutherland* (February 5, 2009), Edmonton 0803 02267 (Alta QBM)

Source: Donovan G Plomp, McCarthy Tétrault. "Social Media in the Workplace."

Although this unreported order dates to 2009, its novelty is worth mentioning as it seems to have slipped under the radar. *Slaw.ca* (Canada's online legal magazine) reported that Master Breitkreuz, of the Alberta Queen's Bench, granted an order permitting service to a defendant on the defendant's Facebook page. Precedents have been cited in New Zealand and Australia, but this is likely to be the first such order in Canada. Time will tell if the process of service by Facebook gains acceptance in Canadian jurisdictions.

### Facebookers Don't Enjoy a Reasonable Expectation of Privacy

Source: Amélie Lavertu, McCarthy Tétrault. "Social Media in the Workplace."

Also in August of this year, Quebec's Commission des lésions professionnelles (CLP) issued a ruling saying that Facebook content is "personal" but not "private."

In *Landry et Provigo Québec Inc*, Facebook pages were cited as evidence of psychological harassment by a plaintiff against a defendant coworker and the employer. Provigo sought to have the Facebook content ruled inadmissible, claiming that it was incomplete, hearsay, against Quebec's rules of evidence and in violation of the defendant coworker's Charter privacy rights. In response, the CLP ruled that Quebec law considers Facebook pages to be electronic documents that are equivalent in evidentiary value to printed records and dismissed the completeness argument. The CLP also ruled that the Facebook evidence was reliable and not hearsay. As for privacy, the CLP stated that social media networks rely on the online interaction of users and, therefore, ruled that Facebook content is not shared privately. The CLP ruling makes clear that Facebook pages are not considered private because they are meant to be shared and, therefore, they are not protected under the Charter privacy rights. This CLP ruling aligns with an Ontario Superior Court ruling, which stated that Facebook users have no reasonable expectation of privacy. Another Ontario ruling went so far as to suggest that Facebookers who create protected or limited-access profiles are no different from those who create open profiles. In that case, the Court maintained that the right to access relevant evidence trumps social network privacy rights.

## Intellectual Property News

### Are You on LinkedIn? Read Their Privacy Policy Lately?

4 October 2011

Source: Chelsi Nakano. "How To: Getting Control of Your LinkedIn Privacy Settings."

This past June, LinkedIn amended its privacy policy. In short, LinkedIn

granted itself the right to use members' personal information to "create and distribute advertising relevant to the user's ... LinkedIn experience." Moreover, this collection and use of personal information is now LinkedIn's default setting.

If LinkedIn members do not wish their information used in this way, they must opt out by resetting their profile. If not, LinkedIn states that they

... sometimes pair an advertiser's message with social content from LinkedIn's network in order to make the ad more relevant. When LinkedIn members recommend people and services, follow companies, or take other actions, their name/photo may show up in related ads shown to you.

Conversely, when you take these actions on LinkedIn, your name/photo may show up in related ads shown to LinkedIn members. By providing social context, we make it easy for our members to learn about products and services that the LinkedIn network is interacting with. (LinkedIn.com)

Does this new approach put LinkedIn in violation of Canadian privacy laws? That is for the Privacy Commissioner of Canada to decide. Stay tuned.



**Q & A**  
**GORDON THOMAS**  
Executive Secretary

**Q:** A teacher on staff is currently away on medical leave, but our report cards are due. What can I ask the teacher to do with regard to preparing class report cards?

**A:** The short answer is nothing.

When a teacher is on sick leave, it is because his or her doctors do not consider the teacher able to work. Therefore, the obligation to perform school-related duties ceases during periods of sick leave. It is reasonable to expect all mark books, assignments, etc, to be accessible for the substitute teacher's use. If these are not readily available, then brief contact by e-mail or phone to ask about the location of these materials, perhaps with an offer to pick them up if they are at the teacher's home, is appropriate. Any request for further work is not appropriate.

However, this raises the question of the responsibilities that all teachers hold. Each day, every teacher should leave his or her classroom materials in good order so it is easy for a substitute teacher to pick up the reins. That means completing long-term plans as required and keeping unit plans in an accessible place. It also means ensuring that the daily plan book is up to date and detailed enough that the substitute teacher can easily determine what has already been completed and what is left to complete. With respect to report cards, the assessment outline for the unit, completed assignments and the recording of their marks should also be readily available. If the medical leave is foreseen (such as scheduled surgery), additional preparation, such as two or three days of planning, might be reasonable; any longer is not, because by this time the pace of the learning will have varied, and the substitute teacher, also a professional, should take on the full teaching assignment.

While we all expect to return to work tomorrow, there is always a possibility that a health concern or family emergency may intervene.

## Interesting Link to Review

<http://www.youthprivacy.ca/en/index.html>

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

**Feedback is welcome. Please contact Konni deGoeij, associate coordinator, administrator assistance, Member Services, at [konni.degoeij@ata.ab.ca](mailto:konni.degoeij@ata.ab.ca).**

# Combined Fall Professional Development Area Conference and Curriculum Seminar—An Invitational Symposium on Curriculum Design for Informed Transformation: Creating a Great School for Every Student, November 4–5, 2011, Edmonton

Alberta Education is working with the Association to devise the principles that will guide the redesign of curriculum. The profession believes that the guiding principles should support teachers in their role as pedagogical leaders. To this end, the Invitational Symposium on Curriculum Design for Informed Transformation: Creating a Great School for Every Student, will be held at the Sutton Place Hotel, 10235 101 Street, Edmonton. The following are the goals of the symposium:

- Consider the international successes and challenges for curriculum design and development

- Enhance understanding of the curriculum design challenges and opportunities for Alberta
- Consider and reflect on guiding principles for designing new provincial curricula

This symposium follows from the Alberta Education symposium Goals and Standards for K–12 Education and Student Learning Outcomes: Designing Transformation Together, which was held in September 2011. Approximately 350 participants representing a variety of education stakeholders participated in the development of a

new ministerial order for student learning at that symposium, which signalled the ministry's commitment to engage the profession and other education stakeholders in the redesign of provincial curricula, beginning with the development of a new set of student learning outcomes. The draft ministerial order will be shared at the Association's November invitational symposium, which the Association is cohosting with Alberta Education.

For more information, contact Michael Podlosky, Coordinator, Professional Development, at 780-447-9400 or 1-800-232-7208.

