



**A Shared Vision of Outstanding Leadership
For
Wild Rose Public Schools**

FINAL COMMITTEE DRAFT : January 12, 2011

Creating Powerful Learning Environments



A Shared Vision of Outstanding Educational Leadership Wild Rose Public Schools

One of our goals in Wild Rose Public Schools is to develop and sustain a strong, identifiable culture of outstanding educational leadership, exemplary teaching and excellence in student learning. We have defined this culture as “the beliefs, knowledge, skills and attributes relative to high-performance educational leadership, teaching and learning that are consistently, expertly and creatively put into practice by the entire staff of a school division, relative to respective roles, thereby creating opportunities for each student to achieve optimal learning”.

We believe educational leaders “become what they aspire to” and are not content to set our sights on a minimal or “acceptable” performance standard. We also recognize the cause-effect relationship between outstanding educational leadership, exemplary teaching and excellence in learning. For those reasons, we have developed the following *Shared Vision of Outstanding Educational Leadership* for our school division. We define outstanding educational leadership as “the expert, consistent and creative application of the fundamentals of educational leadership practice, thereby creating opportunities for every student to have ongoing access to exemplary teaching and opportunities to achieve optimal learning”. The *Shared Vision of Outstanding Educational Leadership* complements the Division’s *Shared Vision of Exemplary Teaching*.

The *Shared Vision of Outstanding Educational Leadership* describes our core beliefs about educational leadership practice, and the fundamental actions we undertake that are consistent with our beliefs. We have expressed the fundamental actions in the form of affirmations that show the type of educational leaders we are becoming on a consistent basis. The affirmations are specific, observable commitments that we are making to our school communities. They are also a powerful description of the influences educational leaders have on instructional practice and student learning. It is to be noted that each set of affirmations has been cross-referenced to Alberta Education’s *Principal Quality Practice Guideline*.

What follows is our commitment to making outstanding educational leadership, exemplary teaching and excellence in learning the norm in Wild Rose Public Schools. We commit to applying the expressed core beliefs and fundamental actions consistently, expertly and creatively so that all students have the best possible opportunities to learn

- The principal promotes the development of leadership capacity within the school community - students, teachers and other staff, parents and the school council for the overall benefit of the school community and education system.

Principal Quality Practice Guideline

- The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community – students, teachers and other staff, parents, school council and others who have an interest in the school.
- The principal understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.

Suggested Resources

I. Jurisdiction Resources

- 1. *Shared Vision of Exemplary Teaching for Wild Rose Public Schools***
- 2. *Administrative Procedure 413 : Wild Rose Public Schools***
- 3. *Teaching and Learning Scan (being developed)***

II. Provincial/External Resources

- 4. *The Alberta School Act***
- 5. *The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta***
- 4. *The Teaching Quality Standard for the Province of Alberta***
- 5. *Alberta Education's Teacher Growth, Supervision and Evaluation Policy***
- 6. *Alberta Education's Program of Studies***
- 7. *Alberta Teacher's Association Code of Professional Conduct***