Administrative Procedure 440
Human Resources

LEADERSHIP QUALITY STANDARD

BACKGROUND

Westmount Charter School is committed to high-quality school leadership that advances its charter mandate and creates the conditions for all students and staff to thrive. As reflected in Westmount's leadership expectations:

"Westmount's school-based administrators are accomplished teachers of students who are gifted who provide quality leadership in the provision of optimum learning and opportunities for development of all students in the school."

Within Westmount's unique K-12 congregated gifted education setting, school-based administrators demonstrate the knowledge, skills, and attributes necessary to provide effective instructional and organizational leadership. In alignment with Alberta's Leadership Quality Standard (LQS), they foster safe, caring, respectful, inclusive, and engaging learning environments that support student achievement, well-being, and growth.

Effective leadership recognizes the diverse academic, social, emotional, and developmental needs of gifted learners, including those who are twice-exceptional. It is grounded in positive relationships, trust, collaboration, and shared responsibility, while fostering a culture of high expectations, evidence-informed practice, innovation, and continuous improvement. Through intentional leadership, school-based administrators strengthen staff well-being, belonging, and collective efficacy, creating the conditions for educators and students to thrive.

The Leadership Quality Standard establishes the professional expectations for school-based administrators and provides the foundation for professional growth, supervision, evaluation, and continuous improvement. Its nine interconnected leadership competencies and associated indicators represent the knowledge, skills, and attributes required for effective leadership. School-based administrators exercise professional judgement in applying these competencies within Westmount's charter mandate and educational context.

PROCEDURES

1. 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:

   1.1 acting with fairness, respect and integrity;

   1.2 demonstrating empathy and a genuine concern for others;

   1.3 creating a safe and caring environment that fosters and maintains respectful and responsible behaviours;

   1.4 creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;

   1.5 establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;

   1.6 demonstrating a commitment to the health and well-being of all teachers, staff and students;

   1.7 acting consistently in the best interests of students;

   1.8 engaging in collegial relationships while modeling and promoting open, collaborative dialogue;

1.9 communicating, facilitating and solving problems effectively; and

1.10 implementing processes for improving working relationships and dealing with conflict within the school community.

2. 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, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Achievement of this competency is demonstrated by indicators such as:

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

2.2 actively seeking out feedback and information from a variety of sources to enhance leadership practice;

2.3 seeking, critically reviewing and applying educational research to inform effective practice; and

2.4 engaging members of the school community to build a shared understanding of current trends and priorities in the education system.

3. Embodying Visionary Leadership

A leader collaborates with the 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:

3.1 communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;

3.2 recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;

3.3 collaborating with other leaders and superintendents to address challenges and priorities;

3.4 supporting school community members, including school councils, in fulfilling their roles and responsibilities;

3.5 promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and

3.6 accessing, sharing and using a range of data to determine progress towards achieving goals.

4. 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:

4.1 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*;

4.2 creating an inclusive learning environment in which all students and staff are cared for, respected and safe;

4.3 developing a shared responsibility for the success of all students;

4.4 cultivating a culture of high expectations for all students and staff;

4.5 creating meaningful, collaborative learning opportunities for teachers and support staff;

4.6 establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;

4.7 creating an environment for the safe and ethical use of technology;

4.8 collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and

4.9 recognizing student and staff accomplishments.

5. Supporting the Application of Foundational Knowledge about 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:

5.1 understanding the historical, social, economic, and political implications of:

5.1.1 treaties and agreements with First Nations;

5.1.2 legislation and agreements negotiated with Métis; and

5.1.3 residential schools and their legacy;

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

5.3 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

5.4 pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

6. 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:

6.1 building the capacity of teachers to respond to the learning needs of all students;

6.2 implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;

6.3 ensuring that student instruction addresses learning outcomes outlined in programs of study;

6.4 facilitating mentorship and induction supports for teachers and principals, as required;

6.5 demonstrating a strong understanding of effective pedagogy and curriculum;

6.6 facilitating the use of a variety of technologies to support learning for all students;

6.7 ensuring that student assessment and evaluation practices are fair,

appropriate, and evidence-informed;

6.8 interpreting a wide range of data to inform school practice and enable success for all students; and

6.9 facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

7. 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:

7.1 demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;

7.2 identifying, mentoring and empowering teachers in educational leadership roles;

7.3 promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;

7.4 creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and

7.5 promoting team building and shared leadership among members of the school community.

8. Managing School Operations and Resources

A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

8.1 identifying and planning for areas of need;

8.2 applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;

8.3 aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities;

8.4 following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;

8.5 facilitating access to appropriate technology and digital learning environments; and

8.6 ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

9. 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:

9.1 supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;

9.2 representing the needs of students at the community, school authority and provincial levels;

9.3 engaging local community partners to understand local contexts;

9.4 demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and

9.5 facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.

Cross Reference:	*Education Act* *Leadership Quality Standard* AP-445 Administrator Growth, Supervision and Evaluation
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