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TOPIC: Basic Beliefs, Commitments and Expectations

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REGULATION

BASIC BELIEFS, COMMITMENTS, AND EXPECTATIONS

This document describes the basic beliefs, commitments, and expectations of the Superintendent of Schools and leadership staff of Edmonton Public Schools about our work; the work of other staff in the Division; our students, their parents, and the community; about the way we view each other, and the organization. These allow us to achieve what needs to be achieved.

About Our Work

The Work

We define our work as:

Actions teachers and principals take to ensure superb results from all students, and actions taken by all other staff to ensure support for the achievement of these superb results.

Belief Statements

Our vision is to achieve **Superb Results From All Students**, and we believe:

1. 100% of students should complete high school by Alberta Education's standards.
2. Students who meet prerequisite criteria for grade 10 level courses should complete and pass the courses.
3. 100% of students should leave grade 3 reading at a 3rd grade level measured by HLATs.

Expectations

We are focused on **Supporting Teaching and Learning** using the following expectations as a framework to employ in providing this support.

Expectations for Schools

1. Implement a school wide instructional focus
2. Develop professional collaboration teams to improve teaching and learning
3. Identify, learn and use effective research-based teaching practices
4. Implement a targeted professional development plan that builds expertise in selected best practices
5. Realign resources (people, time, talent, energy and money) to support the instructional focus
6. Engage families and the community in supporting the instructional focus
7. Set SMARTe targets (**specific, measurable, attainable, relevant, timely, for every student**)

8. Engage the principal as instructional leader.

Expectations for Central Services

1. There is obvious evidence that the environment and culture of each Decision Unit demonstrates, through its words, deeds, and actions, that it supports the Division-wide focus on The Work: Superb Results from all Students.
2. There is obvious evidence of collaboration within each Decision Unit, and between each DU and schools, trustees, departments and other DU's to support The Work: Superb Results from all Students.
3. There is obvious evidence that each Decision Unit has aligned its resources - time, people, and dollars - to support The Work: Superb Results from all Students.
4. Each Decision Unit has set at least two SMARTe targets regarding improving service and support to schools. One is around an external measure, such as Customer Satisfaction Surveys; and one is around a local measure such as response time. Results are easily available and publicly posted. The data is part of an internal accountability system that is used as a lens for decision-making.

About Necessary Organizational Conditions for Success

As a service organization, we ensure that our practices, the staff's roles and responsibilities, the objective setting and planning system, our staff selection and training programs, and our monitoring and evaluation system, are aligned so that each is directed toward achieving our Mission, Priorities, and standards.

Our communications are open. People can go to anyone in the Division for information.

The crucial work of the Division is done by teachers in the classroom. Everyone else provides support to that work.

The most crucial leadership in the Division is provided by the principal.

We do everything in our power to free the staff from unnecessary constraints, so that the Mission of the Division can be achieved.

We work continuously to improve the achievements of each of our staff and students.

We demonstrate ownership of our work, and the collective work of the Division.

About Our Relationships

We behave with integrity in our relationships with each other, with staff, students, and parents; with the Board; with the community; and with Alberta Learning. We are always representing the Division.

We demonstrate advocacy for public education.

We actively promote and maintain a relationship of mutual trust, confidence, and respect among staff, our students, their parents, and the community.

We do not, knowingly or carelessly, by omission or commission, misinform, mislead, or withhold information which should be disclosed, or do anything else to cast doubts upon the honesty, integrity, or motives of others.

If offended by a colleague's actions, we advise the person within 24 to 48 hours. If not, the issue will be dropped forever.

We put all agendas on the table.

We provide constructive and uncontaminated feedback.

We seek to understand the basis for decisions, and demonstrate total commitment once the decision has been made.

We are judged against the results expected of us, and we are also judged in terms of our contribution to the success of each of the other members of the leadership staff.

We are accountable.

We do not blame the students, the parents, or the community when we fall short of our own expectations, and their expectations of us.

We accurately and consistently measure our performance, and freely share information with our publics.

In all our actions, we demonstrate that we are continuous learners, skilled in and committed to critical self-appraisal and improved individual and team performance.

We openly acknowledge the contributions of staff. We do everything in our power to promote an environment of trust and encouragement for all staff.

We are a team.

REFERENCES

AD.BP - Vision, Mission, Values and Priorities

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments