



SCHOOL-BASED LEADERSHIP IN ASD-W

FEBRUARY 20, 2025

DIRECTORS OF SCHOOLS TO DISTRICT EDUCATION COUNCIL





Why is school leadership important?

“All schools deserve great leaders, not by chance, but by design.

(Lassiter, Fisher, Frey & Smith, 2022.)






Why is school leadership important?

TABLE 5.2


Comparing Teacher and Principal Effects on Student Achievement

Average increase in student achievement associated with:	Math	Reading
Moving from a teacher at the 25th percentile of teacher effectiveness to one at the 75th percentile	0.23 SD [≈] 3.7 months of learning <i>Averaged across all students in the teacher's classroom</i>	0.17 SD [≈] 3.8 months of learning
Moving from a principal at the 25th percentile of principal effectiveness to one at the 75th percentile	0.18 SD [≈] 2.9 months of learning <i>Averaged across all students in the principal's school</i>	0.12 SD [≈] 2.7 months of learning

Notes: SD = standard deviation. Teacher effects estimates based on Hanushek and Rivkin (2010). The months-of-learning conversions are based on gains for the typical fifth-grader reported in Bloom et al. (2008), using assumptions explained on page 39.



ASD-W currently
has 152
administrator
positions.



70 principals
82 vice-principals

11 schools – 0 VPs
45 schools – 1 VP
11 schools – 2 VPs
3 schools – 3+ VPs



Council of Atlantic Ministers
of Education and Training
Conseil atlantique des ministres
de l'Éducation et de la Formation

Atlantic Provinces Standards *of Practice for* School-based Administrators

CAMET LEADERSHIP STANDARDS

Council of Atlantic Ministers of Education and Training

and

Newfoundland and Labrador Department of Education and Early Childhood Development

New Brunswick Department of Education and Early Childhood Development

Nova Scotia Department of Education and Early Childhood Development

Prince Edward Island Department of Education and Lifelong Learning

July 2020



ASD-W
Anglophone School District West



These standards of practice and their indicators are a growth model that describes the knowledge, skills, competencies, and values that reflect the highest ideals to be attained by current and future school-based administrators.

The standards should guide professional learning provided by educational authorities to support the ongoing personalized learning of school-based administrators.

There are eight (8) standards of practice.

CAMET LEADERSHIP STANDARDS



CAMET LEADERSHIP STANDARDS



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NB Lead is a leadership strategy developed by the Department of Education and Early Childhood Development in collaboration with the New Brunswick Teachers' Association (NBTA), the province's four anglophone school districts, and the University of New Brunswick (UNB). It aims to establish a cohesive approach to support current and aspiring school leaders in the anglophone education sector in their professional leadership journey.

- **Professional Learning Opportunities**
- **the Aspiring Leaders Program**
- **the NB Collective Leadership Network**
- **Release Days for Administrators**





How do Directors of Schools support school leadership?

- Meetings (in-person and virtual)
- Provincial Principals' Conference
- Support of individual growth process
- Support and coaching day to day



The duties of a principal include

(a) preparing, in consultation with PSSC and the school improvement plan and coordinating its implementation.

Education Act 28(2)

ASD-W Improvement Process and Plan Writing Flowchart

Full print version as an appendix

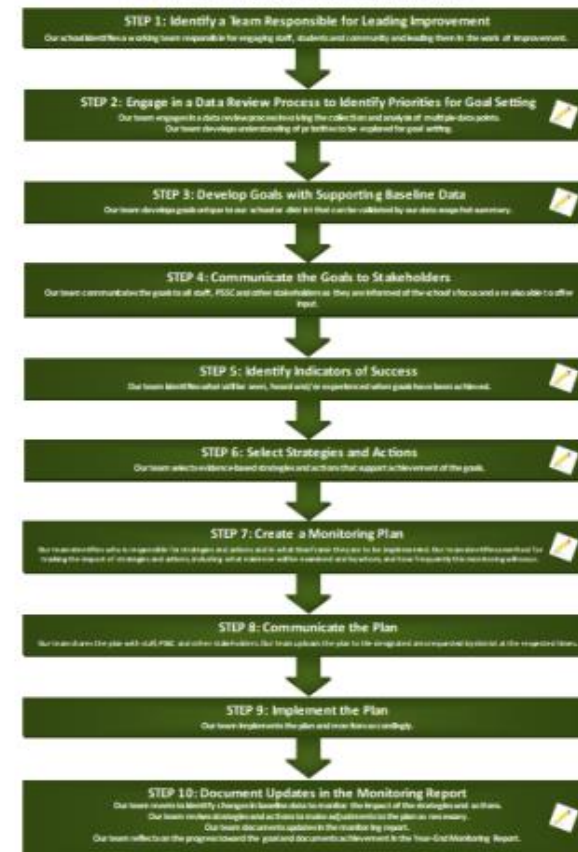


ASD-W Improvement Process and Plan Writing Flowchart

Purpose: This document seeks to guide your team through the process of improvement. It is designed to provide you with an understanding of each component and a pathway to successful improvement plan development, writing and implementation.

How to use: Follow the pathway outlined to engage in the improvement process and write your plan. Use the ASD-W Improvement Plan Writing Criteria Checklist to verify the writing of each component in your plan.

Indicators (component of the Improvement Plan) that are assessed in your plan



Last updated August 2018





**ASD-W Priority 3
2024-2025:**

**Leadership and
Teaming**



ASD-W Schools will progress from meeting 59% of school plan goals to 75% of school plan goals as identified in their 2024-2025 school plan by June 2025.



Succession Planning

- The NBTA is projecting that **2/3** of current school-based administrators provincially will no longer be in the role within five years.
- In ASD-W, projections are that **45%** are likely to retire in five years.



SUMMARY OF THE NEW REQUIREMENTS FOR AN INTERIM PRINCIPAL CERTIFICATE AS OF FEBRUARY 1ST 2023.

The Registrar may issue an interim principal's certificate to the holder of a teacher's certificate 5 or 6 who has at least 5 years of teaching experience and who has completed the university training as well as the modules described below:

University Training

Three university graduate level courses, one in each of the following areas: <ul style="list-style-type: none">o School Administrationo Supervision of Instruction ando Assessment and Evaluation in Education.	<u>OR</u>	A Master's Degree in School Administration from a Canadian or a US university with at least 24 credits in school administration.
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+ Training Modules

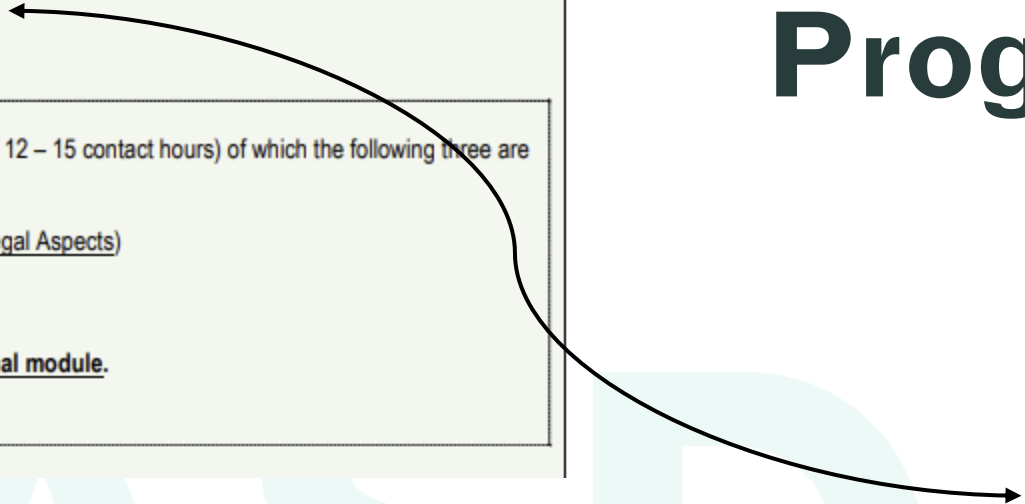
Six approved modules sponsored by the school district (modules must be comprised of 12 – 15 contact hours) of which the following three are compulsory:

- o Legal Aspects (not required if the candidate has a graduate course in Legal Aspects)
- o School Inclusion
- o School Improvement Planning/School Performance Review

The course Culturally and Linguistically Inclusive Schools may replace an optional module.

The course Fierce Conversations may replace an optional module.

Leadership Development Program



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THANK YOU

Darla Day, Fredericton Education Centre

Gina Dunnett, Oromocto Education Centre

Julie Kilcollins, Woodstock Education Centre