

Policy Statement:

LEADS LEADERSHIP ACCREDITATION

The LEADS organization shall establish and conduct, on an on-going basis, a Leadership Accreditation program for its members.

LEADS sponsored learning opportunities shall form the core of the Leadership Accreditation program.

The LEADS Accreditation program will recognize a wide array of professional development activities.

LEADS members must be able to demonstrate that they are committed to continuing professional growth throughout their career.

Policy: LEADS LEADERSHIP ACCREDITATION

ASSUMPTIONS

LEADS believes that an accreditation policy is founded on the following assumptions:

- There is a legal obligation as a professional organization to ensure that the objectives of the LEADS ACT are fulfilled.
- There is a moral imperative and professional responsibility to be current in educational leadership theory and practice.
- The LEADS leadership paper provides the research basis for a leadership program.
- Public confidence and accountability in educational administration leadership is enhanced.

Rationale

The purpose of the LEADS Leadership Accreditation program is to demonstrate that members are competent and current in their professional practice. The following references are provided:

Objects of the League – LEADS Act 1991

Sec 6 (c)

“to raise the status of the profession of educational administration and to develop the highest standards of professionalism, skills and knowledge in all matters relating to the profession of educational administration.”

Sec 6 (d)

“to foster ethical behavior and professional conduct of the membership and to discipline any member guilty of professional misconduct or professional incompetence of his or her duties.”

LEADS Leadership paper – Adopted 2007

“LEADS members must continue to focus their attention on educational leadership for excellence in education, both to meet the high demands for leadership in the province and because of the legal requirements and accompanying moral imperatives imparted to the LEADS organization and its member” p. 3

LEADS Code of Ethics – Bylaws 49-56 Adopted March 1982, Revised March 1984

The Code is derived from the self-imposed professional commitment of the LEADS organization to the public that it will ensure that the standards indicated are met by its members.

1. LEADS members are expected to embrace and strive to understand and practice the core leadership commitments as articulated in the LEADS Leadership paper 2007.
 - Leader of Leaders
 - Servant of Leaders
 - Professional Advocate
 - Steward of high quality education

2. LEADS members are expected to embrace and strive to understand and practice the six fundamental commitments as articulated in the LEADS Leadership Paper 2007.
 - a) Personal conscience
 - b) Professional convictions
 - c) Professional constraints (including compliance to the LEADS Code of Ethics)
 - d) Common ethical principles
 - e) Moral imagination
 - f) Relational reciprocity

3. LEADS members are expected to embrace and adhere to the Code of Ethics and to strive to fulfill the expectations associated with Code.

Code Of Ethics

A. “Members of the League endeavor to be a good citizen and to hold themselves to high ethical standards”

Expectation of members:

- To be responsible citizens who honour and respect democracy and the laws of the land
- To be socially conscious
- To be committed to service to others and the exercise of civic duties
- To be committed to self-discipline and the pursuit of ethical excellence

B. “Members of the League constantly uphold the honour and dignity of their profession in all actions and relations with pupils, colleagues, school board members and the public.”

Expectation of members:

- To maintain public trust
- To be impartial in execution of policies, rules and regulations
- To be respectful of peers, professional courtesy in intentions & relations with other systems
- To be a guardian of public education

C. “Members of the League accept the responsibility to keep abreast of current developments in education and to contribute to the growing body of specialized knowledge, concepts and skills that characterize the professional aspects of school administration.”

Expectations of members:

- To be current in professional knowledge and competencies
- To ensure that the exercise of leadership and leadership development is on-going

D. “Members of the League strive to provide the best possible educational experience and opportunities to all persons in their districts placing the needs of the student above all other considerations.”

Expectations of members:

- To be oriented to the stewardship of meeting the needs of learners
- To strive to protect and to provide resources for equitable distribution

E. “Members of the League applying for positions or entering into contracts seek to preserve and enhance the prestige and status of their profession.”

Expectations of members:

- To honour contracts
- To exercise collegial respect and professional principles

F. “Members of the League implement, in good faith, all provincial regulations and policies duly adopted by the Board.”

Expectations of members:

- To be connected to the ethical principles of public servanthood and civic dutifulness

G. “Members of the League recognize that schools are the public’s business and seek to keep the community fully and honestly informed about its schools, while maintaining confidences entrusted to them in the course of executing the affairs of the schools.”

Expectations of members:

- To understand the democratic nature of public schools which are the public’s business
- To be ethical in seeking to keep the community fully informed about its schools while maintaining confidences related to entrustments

H. “Members of the League shall not permit consideration of private gain or personal interest to affect the discharge of their professional responsibilities.”

Expectations of members:

- To refuse relationships which might interfere with the independent objective judgments of an educational leader
- To avoid commercial and other ventures which might take away from a leader’s full time concern to his/her system
- To avoid a conflict of interest and the use of confidential information for self or other’s profit

Leadership Accreditation Program

LEADS Core Activities

The core of the LEADS sponsored programs are as follows:

LEADS Summer Short Course
LEADS Annual Policy Conference
LEADS Fall Conference

The LEADS Core Leadership areas are as follows:

Strategic Leadership	10 hours
Improving Student Outcomes	10 hours
First Nations & Métis Education	10 hours
Human Resource Management	10 hours
Education Finance	10 hours
Early Learning	10 hours
Communications	10 hours

- Additional Modules may be developed at the direction of the membership.
- A member may request equivalency status for service on committees and international and/or nationally recognized programs.
 - A review of the equivalency request will be undertaken by the Director of Education in consultation with the Executive Director.

Minimum requirements for New Members

1. Participate in the LEADS Summer Short Course within 18 months of employment as a LEADS member.
2. To meet the requirements for all LEADS members as outlined below:

Minimum requirements for all LEADS Members

1. Members are required to complete a minimum of three leadership modules in five years.
2. Members are required to participate in one of the three major conferences per year.
3. Members are expected to attend/participate annually in professional development activities relevant to their professional duties that are verifiable. Those may include:
 - Courses, conferences, seminars
 - Reading/research leading to presentations, reports, articles
 - Formal study leading to an examination or attainment of a designation, diploma or degree
 - Participation as a representative on committees or boards that contributes to professional growth
 - Publications of articles, paper, books
 - Relevant teaching and speaking
 - Serve on the LEADS Executive or as a LEADS appointment to committee
 - Participate in a mentoring relationship with experienced LEADS members.

Monitoring and Reporting

Members will be responsible for ensuring that they comply with the requirements of the accreditation policy.

Members will be required to report their verifiable learning opportunities on a designated Accreditation form and submit it to their Director of Education.

The Director of Education shall ensure that the forms are completed, signed and submitted to the LEADS Executive Director no later than June 30 of each year.

Sanction for Non Compliance

The Executive Director shall submit a report to the Executive no later than September 30 of each year indicating those members who are in non-compliance of the policy. The Executive at its discretion may take disciplinary action in accordance with the process and established procedures for breach of the LEADS Code of Ethics.

Adopted at LEADS Annual Policy Conference March 2, 2010.