

Core Competencies



Global Ends # 4

School board senior administrators and CEBSA members recognize core competencies unique to the administration of Adult & Continuing Education

Core Competencies



“There is no single mix of factors that is optimal under all circumstances. There are, however, a core set of 5 valuable practices which are necessary ingredients for a well-run A&CE program.” (Richard Franz at CESBA workshop)

The review provides a better understanding of how these programs support a continuum of learning designed to provide **learner pathways** for all students.

Identify factors that enable adult learners 21 and over to return to school to complete a high school diploma and/or transition to postsecondary education (*OnSIS Think Tank Report (2009)* and Adult Continuing Education School Improvement Projects)

From: “Comments from Site Visits Categorized by Five Valuable Practices Feb 11 2013”

Core Competencies



Leadership

Annual and Strategic Planning

Key Administrative Support Staff

Professional development of all staff

Internal Strategic Partnerships

External Strategic Partnerships

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“The leadership provided by principals and vice-principals is critical to the development of excellent teaching, excellent schools, and, ultimately, enhanced student achievement.”

(Putting Ontario’s Leadership Framework Into Action, p. 3)

A strong principal ensures that programs offered through A&CE are responsive to student and community needs while minimizing the risk to the board. They do so through a combination of flexibility, collaboration, advocacy, system thinking, and community acumen.

The A&CE principal attends all secondary school principals’ meetings and the A&CE vice-principals also attend all secondary school vice-principals’ meetings. Participants reported that these contacts increased **mutual respect and exchange of knowledge among both groups of leaders and promoted a proactive approach to program intervention.**

An ideal A&CE principal candidate must be a seasoned, **entrepreneurial administrator** who can think on his or her feet while engaging in dialogue with the rest of the system.

Site administrators/coordinators with **intimate knowledge at the local level are better able to create and maintain linkages with community organizations.** Their local knowledge and contacts are shared with the A&CE leader, who in turn can share this information with his or her superintendent when planning and managing programs in the various communities served by the board.

From the document: “Valuable Leadership Practices in Adult and Continuing Education”

Core Competencies



System thinking with a vision

Financial acumen

Flexible in thought and approach

Collaborative

Advocacy

Active participation

Transition

Risk taker

Core Competencies



System thinking with a vision

Establishes important linkages between individual goals, school improvement plans, and school board and provincial priorities

Develops and communicate a shared vision for the school that sets a context for goal-setting

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Financial acumen

Has a strong understanding of finances based on the enrolment registers and the annual Grant for Student Needs technical paper

Helps align resources to priorities

Creates a sustainable model

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Flexible in thought and approach

An entrepreneurial administrator who can think on his or her feet while engaging in dialogue with the rest of the system

Someone who creates mutual respect and exchange of knowledge among groups of leaders at the Board level as well as in the community and promotes a proactive approach to program development

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Collaborative

Networks with other schools and /or districts to learn about effective practices

Shares resources wherever possible

Engage teachers, staff, the school board and the broader community to join in decisions related to resource allocation and share ownership for the results

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Advocacy

Advocates for their programs so that they can build a seamless integration between school board administration and the adult and the continuing education program at the site level.

Leverages board operational and instructional services (e.g., HR, finance and information technologies) in order to provide a continuum of learning within and across communities served by boards

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Active participation

attends all secondary school principals' meetings and the A&CE vice-principals also attend all secondary school vice-principals', guidance and student success meetings developing strong ties in the Board

maintains connection within the community to develop partners that can help provide resources and share best practices

Continues participation with CESBA activities, helps share information among members and non-members

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Transition

Ensures the smooth move from one lead administrator to the next

Plans for change

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Risk Taker

Understands the need for change and growth

Plans for new programs and services that makes it work for the student