



POLICY 12

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. As the sole employee of the Board, all Board authority delegated to the staff of the Division is delegated through the Superintendent.

The Superintendent must demonstrate a commitment to serving the public interest by providing exemplary educational leadership. This commitment requires a high standard of practice that maintains honor and dignity, and provides every student an inclusive education with relevant, thought provoking and empowering life-based learning opportunities. The superintendent needs to be an accomplished leader and teacher who will ensure each student is provided the opportunity to achieve optimum learning.

The Superintendent ensures:

1. Student Well-Being

- 1.1 That each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 1.2 The safety and well-being of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.3 To act as, or designate, the local attendance officer for the Division.
- 1.4 That the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 1.5 The facilities adequately accommodate Division students.

2. Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community. The superintendent provides exemplary leadership by building trust and effective relationships within the school division community.

- 2.1 Collaborating with community and provincial agencies to address the needs of students and their families.
- 2.2 Employing team-building strategies and using solution-focused processes to resolve challenges.
- 2.3 Building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members.
- 2.4 Modeling ethical leadership practices, based on integrity and objectivity.
- 2.5 Establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
- 2.6 Facilitating the meaningful participation of members of the school community and local community in decision-making.
- 2.7 Board decisions and directional statements are communicated to the school division and community in a timely and accurate manner.
- 2.8 Trust and effective relationships are built and sustained with staff members, students, school councils, parents/guardians, Board members, Alberta Education and other stakeholders.
- 2.9 Effective team-building, consensus-building, problem-solving and conflict resolution.
- 2.10 Communications and Community Relations.
 - 2.10.1 That appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
 - 2.10.2 That parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
 - 2.10.3 That in consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.
- 2.11 External Influences on Education
 - 2.11.1 Consideration of the external political, economic, legal and cultural contexts affecting the school division.
 - 2.11.2 Consideration of provincial, national and global issues and trends affecting the school division.
 - 2.11.3 Strong advocacy for public education.
 - 2.11.4 Partnerships are used to enhance public education.

3. Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

- 3.1 Communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership.
- 3.2 Collaborating with teachers, principals and other superintendents to build professional capacities and expertise.
- 3.3 Actively seeking out feedback and information from a variety of sources to enhance leadership practice.
- 3.4 Seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate.
- 3.5 Providing leadership to support school authority research initiatives, where appropriate.
- 3.6 Engaging the members of the school authority to establish a shared understanding of current trends and priorities in the education system.
- 3.7 To facilitate professional development and training sessions for staff.
- 3.8 The implementation of effective leadership development programs.
- 3.9 Leadership capacity is built.

4. Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs. The superintendent provides exemplary leadership by ensuring the school system's culture is characterized by shared values and beliefs, and a collective vision that focuses on student learning. Leadership and building leadership capacity is the responsibility of everyone within the division.

- 4.1 That the vision is informed by research on effective learning, teaching and leadership.
- 4.2 Promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.
- 4.3 Promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives.

- 4.4 That the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.
- 4.5 High levels of student achievement and staff performance are promoted.
- 4.6 School system planning is evidence-based.

4.7 Ethical Leadership

The superintendent provides exemplary leadership by modeling and inspiring ethical behavior that honors the principles of integrity, objectivity, and protection of the public interest.

- 4.7.1 Decisions are ethical and are in the best interests of students.
- 4.7.2 Personal actions are consistent with *CASS Code of Professional Conduct*.

5. **Leading Learning**

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement. The superintendent provides exemplary leadership by ensuring each student has access to programs to meet provincial and school system goals.

- 5.1 Fostering in the school community equality and respect with respect to age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation.
- 5.2 Providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to build the capacity of all members of the school community to fulfill their educational roles.
- 5.3 That all instruction in the school authority addresses learning outcomes and goals outlined in provincial legislation and programs of study.
- 5.4 Promoting collaboration, critical thinking and innovation in the school community.
- 5.5 That staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students.
- 5.6 Building principals' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.

5.7 Student assessment and evaluation practices in the school authority are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

5.8 Student Learning

5.8.1 Students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.

5.8.2 That learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

5.8.3 Providing leadership in fostering conditions which promote the improvement of educational opportunities for all students.

5.9 Instructional Leadership

5.9.1 Each student has the opportunity to develop a strong foundation for citizenship, employment, leadership, life-long learning and to be a partner in their own learning.

5.9.2 Each student has access to appropriate programming based on individual learning needs.

5.9.3 Each teacher consistently meets the Alberta Teaching Quality Standard.

5.9.4 Exemplary instructional practices are identified, implemented and supported.

5.9.5 Opportunities are provided for teachers to share their practice and engage in reflective dialogue and collective inquiry about teaching and learning.

5.9.6 Student assessment is used to inform and shape instruction.

5.9.7 School administrators provide effective instructional leadership and organize their staff in a manner so that learning and administrative functions are carried out effectively.

5.9.8 Student and staff accomplishments are recognized and celebrated.

6. **First Nations, Métis and Inuit Education for All Students**

The Superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

- 6.1 Supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students.
- 6.2 Engaging and collaborating with neighboring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students.
- 6.3 Understanding historical, social, economic, and political implications of:
 - Treaties and agreements with First Nations
 - Agreements with Métis
 - Residential schools and their legacy
- 6.4 Aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement
- 6.5 Pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

7. Organizational Leadership and Management

A Superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

- 7.1 Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements.
- 7.2 Effective alignment of the school authority's human resources to achieve the school authority's education plan.
- 7.3 Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.
- 7.4 Providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.
- 7.5 Establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
- 7.6 Respecting cultural diversity and appreciating differing perspectives expressed in the school community.
- 7.7 Recognizing student and staff accomplishments.
- 7.8 Implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

- 7.9 The fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other Act.
- 7.10 The Board has current and relevant financial information.
- 7.11 Directs the preparation of the Three-Year Capital Plan for submission to the Board.
- 7.12 Organizational Leadership and Management
 - 7.12.1 School plant, equipment and support systems operate safely, effectively and efficiently.
 - 7.12.2 Organizational structures and operational plans provide clear direction for all activities within the school division.
- 7.13 Personnel Management
 - 7.13.1 The overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
 - 7.13.2 And monitors the performance of all staff and ensures appropriate evaluation processes are in place.
 - 7.13.3 The coordination and integration of human resources within the Division.
 - 7.13.4 That each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
- 7.14 Human Resources Leadership
 - 7.14.1 Recruitment strategies lead to the selection of qualified and effective staff.
 - 7.14.2 All staff members are supervised and evaluated in accordance with school division requirements.
 - 7.14.3 Staff development programs are aligned with provincial, school division, and school continuous improvement plans.
 - 7.14.4 Contractual obligations with staff are fulfilled.
 - 7.14.5 Principles of fundamental justice are followed in dealing with all staff performance issues.

8. **Supporting Effective Governance**

A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and

reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.

- 8.1 Establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity.
- 8.2 That all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 8.3 That all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education.
- 8.4 That the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.
- 8.5 That the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements.
- 8.6 Supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms.
- 8.7 Implementing board policies and supporting the regular review and evaluation of their impact.
- 8.8 The support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.
- 8.9 Facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development.
- 8.10 Building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.
- 8.11 Supporting the board in its engagement with the school community to develop a vision of a preferred future for student success.
- 8.12 Facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.
- 8.13 Promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.
- 8.14 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.15 Reviews modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.

8.16 Building an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Superintendent / Board Relations (“The First Team”)

The Superintendent of Schools, as Chief Executive Officer of the Board and Chief Education Officer of the school division, ensures that each student is provided the opportunity to achieve optimum learning.

- 9.1 Respects and honors the Board’s role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 9.2 Attendance at all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 9.3 Provides the information and counsel which the Board requires to perform its role.
- 9.4 Keeps the Board informed on sensitive issues in a timely manner.
- 9.5 Attends, and/or designates, administrative attendance at all committee meetings.
- 9.6 Demonstrates respect, integrity and support, which is conveyed to the staff and community.
- 9.7 Each staff member is accountable to the Board through the Superintendent.
- 9.8 That the Board is provided with information, advice and support necessary to fulfill its governance role.
- 9.9 His/her work with the Board is respectful, collegial and cooperative.
- 9.10 Board policies are translated into administrative procedures where required.
- 9.11 Service delivery and other operations comply with Board policies and school division administrative procedures.
- 9.12 Board policies and school division administrative procedures are congruent with provincial and federal requirements.

Legal Reference: Section 14, 113, 114, 115 School Act
DRAFT Superintendent Leadership Quality Standard

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