

## **10. Board Policy *Role of the Superintendent***

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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 for the conduct and operation of the Division. All Board authority delegated to staff is delegated through the superintendent.

Through the Ministerial Order 003/2020, *Superintendent Leadership Quality Standard*, the Superintendent is expected to meet this standard through leadership and managerial responsibilities so that the decisions made will result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

The *Superintendent Leadership Quality Standard* identifies seven competencies that Superintendents must demonstrate in their professional practice:

### **Competencies:**

- **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.
- **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.
- **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.
- **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.
- **Ensuring First Nations, Métis and Inuit Education for all Students.**  
A 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.
- **School Authority Operations and Resources.**  
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.
- **Supporting Effective Governance**  
A superintendent of schools as referred to in the Education Act, as chief executive officer of the board and chief education officer of

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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 Education Act and other provincial legislation.

### **Indicators:**

#### **1. Building Effective Relationships**

- a) collaborating with community and provincial agencies to address the needs of students and their families;
- b) employing team-building strategies and using solution-focused processes to resolve challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

#### **2. Modeling Commitment to Professional Learning**

- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school authority research initiatives, where appropriate; and
- f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

#### **3. Visionary Leadership**

- a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c) promoting in the school community a common understanding of and

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support for the school authority's goals, priorities, and strategic initiatives; and  
d) ensuring 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. Leading Learning**

- a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e) ensuring 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;
- f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

### **5. Ensuring First Nations, Métis and Inuit Education for All Students**

- a) 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;
- b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- c) understanding historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

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### 6. School Authority Operations and Resources

- a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g) recognizing student and staff accomplishments; and
- h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

### 7. Supporting Effective Governance

- a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- b) ensuring 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;
- c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g) implementing board policies and supporting the regular review and evaluation of their impact;
- h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- i) 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;
- j) 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

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trends;

k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;

l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities;

m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

### **Evaluation:**

The Superintendent will be evaluated through this Board Policy and in alignment with the knowledge, skills, and attributes articulated in the *Superintendent Leadership Quality Standard*. This evaluation is conducted on a mutually agreed-upon date between the Superintendent and the Board of Trustees.

### ***Superintendent Performance Assessment Guide***

Evaluation of the Superintendent will be based on the Alberta Education Superintendent Quality Standard. Evidence shall be requested and provided annually in alignment with the indicators located therein and with priorities identified by the Board of Trustees.

[Click here to access the Alberta Education Superintendent Leadership Quality Standard](#)

Whereas Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas the success of all members of the school community in their respective roles requires inclusive environments in which diversity is embraced and its members are welcomed, safe, cared for and respected.

Whereas superintendents play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students are realized.

Whereas quality leadership occurs best when superintendents collaborate with teachers, principals, school jurisdiction leaders, school councils and parents in enabling all students to achieve their potential.

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Whereas the professional practice of teachers, principals, school jurisdiction leaders and superintendents must be informed by current, relevant educational research, with a focus on career-long improvement.

Whereas it is important to recognize the value of a consistent standard of professional practice for all superintendents in the province.

1. Building Effective Relationships
2. Modeling Commitment to Professional Learning
3. Visionary Leadership
4. Leading Learning
5. Ensuring First Nations, Metis and Inuit Education for all Students
6. School Authority Operations and Resources
7. Supporting Effective Governance

### **Evaluation Process**

Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The evaluation will affirm specific accomplishments and identify growth areas.

1. Provides an opportunity for annual evaluation of the Superintendent's performance.
2. Highlights the key role of the Superintendent as the Chief Education Officer for the District to enhance student learning and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed by the school division as a whole.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. The Superintendent will provide concrete evidence of each area included the Superintendent Quality Standards and other areas identified by the Board.
5. Is aligned with and based upon the Superintendent's roles and responsibilities.
6. It is linked to the District's goals and the Ministry's Education Plan requirements.
7. Sets out standards of performance in alignment with The Superintendent Quality Standards. When growth goals are identified, additional standards will be set and agreed to by both the Board and Superintendent to provide clarity of expectations and a means of assessing performance.
8. The evaluation focuses on improvement over time. The second and subsequent

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evaluations include an assessment of the Superintendent's success in addressing growth areas identified in the previous evaluation.

9. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student achievement data are augmented with subjective data provided in surveys.

10. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee, and Board meetings, etc.

11. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

The Superintendent will maintain evidence which will be provided to the Board throughout the year. The purpose is to provide evidence that the Superintendent Quality Standards have been achieved.

Both the Board and the Superintendent will be present during the facilitated evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The details of the evaluation practices and process will be agreed to prior to beginning the process by both the Superintendent and The Board.

During the evaluation session, discussion may include:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
- Identification of any growth goals if deemed appropriate.

The assessments and or conclusions as part of the evaluation will reflect only the corporate Board position. This report will be approved by Board motion. The

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actual evaluation is confidential.

### **Evaluation Criteria**

The criteria for the first evaluation will include all areas identified in the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities.

Legal Reference: Sections 33, 52, 53 and 222, Education Act

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*Freedom of Information and Protection of Privacy Act*

*Ministerial Order 003/2020, the Superintendent Leadership Quality Standard*

Trust and Reconciliation Commission Calls To Action

**Approved:** October 9, 2001

Revised: April 2020