

Policy 11 ROLE OF 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 for the conduct and operation of the Division. All Board authority to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

1. Embodying Catholic Leadership

A Catholic leader embodies Gospel values and teachings of the Catholic Faith, enhances and supports Catholic education permeated in all aspects of leadership and acts in service to the Catholic Community.

Achievement of this competency is demonstrated by indicators such as:

- 1.1 Embracing the dignity of all as Created in the Image of God, ensuring the overall development of the whole person;
- 1.2 Advocating for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the school reflects a living Catholic vision of the world;
- 1.3 Intentionally leads and fosters the development and growth of Catholic education through faith permeation;
- 1.4 Acts as a witness and agent of hope by modelling to all people, a lifestyle consistent with the teachings of the Catholic Church, and active parish life.;
- 1.5 Ensures a communal vision recognizing that God is found with in each other, while creating and leading a community of faith both within and beyond the school;

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 local community.

Achievement of this competency is demonstrated by indicators such as:

- 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, Metis and Inuit parents/guardians, Elders, local leaders, parish 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; and
- 2.6 Facilitating meaningful participation of members of the school community and local faith community in decision-making.

3. Modelling 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.

Achievement of this competency is demonstrated by indicators such as:

- 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, parish, faith leaders, school jurisdiction leaders and other superintendents to build professional capacities and expertise; through a Catholic lens.
- 3.3 Actively seeking out feedback and information from a variety of sources to enhance Catholic leadership practice;
- 3.4 Seeking and critically reviewing education research and Catholic teachings and applying it to decisions and practices as appropriate;
- 3.5 Providing leadership to support school authority research initiatives, where appropriate; and
- 3.6 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 and relevant Catholic documents.

4. Visionary Leadership

A Superintendent engages with the Catholic school community in implementing a vision of a preferred future for student success, based on common faith values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- 4.1 Ensuring that the Catholic vision is informed by research on effective learning, teaching and Catholic leadership rooted in the Gospel message;
- 4.2 Promoting innovation and continuous improvement by building structures and developing strategies to support staff in personal faith development and professional growth in effectively teaching religious education programs;
- 4.3 Promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and
- 4.4 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 the requirements identified in provincial legislation and incorporates school and faith community's perspectives.

5. Leading Learning

A Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, share responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

- 5.1 Fostering, in the Catholic school community, equality and respect with regard to rights as provided in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* and the *Constitutional Rights of the Catholic School System*;
- 5.2 Providing learning opportunities based on research-informed principals of effective teaching, learning and leadership to support building capacity of all members of the school community to fulfill their educational roles;
- 5.3 Ensuring that all instruction in the school authority addresses learning outcomes outlined in the program of studies;
- 5.4 Promoting collegial relations, collaboration, critical thinking and innovation in the school community;

- 5.5 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;
- 5.6 Building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- 5.7 Ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

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

A Superintendent establishes 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.

Achievement of this competency is demonstrated by indicators such as:

- 6.1 Supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and Inuit and all other students;
- 6.2 Engaging and collaborating with neighbouring First Nations, and Metis leaders, organizations and communities to optimize learning success and development of First Nations, Métis and Inuit and all other students.
- 6.3 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;
- 6.4 Aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- 6.5 Pursuing opportunities and engaging in practices to facilitate reconciliation within the Catholic school community.

7. School Authority Operations and Resources

A Superintendent directs Division operations and strategically allocates resources in the interests of all students and in alignment with Division goals and priorities.

Achievement of this competency is demonstrated by indicators such as:

- 7.1 Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- 7.2 Ensuring 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; and

7.9 Visions and creates physical spaces that visibly express the external signs of our Catholic faith.

8. Supporting Effective Governance

A Superintendent as chief executive officer of the Board and chief education officer of the Division, provides the Board with information, advice and support required for the fulfillment of the Board's governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

- 8.1 Establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- 8.2 Ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging;
- 8.3 Ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- 8.4 Ensures that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- 8.5 Ensuring 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 Ensuring 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 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; and
- 8.13 Promoting constructive relationships between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

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References:
Sections 8, 33, 35.1, 51, 52, 222 Education Act
Freedom of Information and Protection of Privacy Act
Superintendent Leadership Quality Standard
CCSSA Catholic Leadership Quality Standard

Policy 11 APPENDIX A – SUPERINTENDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

The evaluation process provides for both accountability and growth, and the strengthening of the relationships between the Board and the Superintendent. The written report will affirm specific accomplishments and identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment. Features of the evaluation process include:

1. Provides for an annual written evaluation of the Superintendent's performance by the end of June.
2. Highlights the identified goals and the Superintendent Leadership Quality Standards (SLQS) of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
3. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators e.g. fiscal management.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment guide identifies the Superintendent Leadership Quality Standard competencies and indicators as well as the identified goals, which describe expectations in regard to each assigned role.
5. Is aligned with and based upon the Superintendent Leadership Quality Standards and the identified goals. The Board policy is consistent with this evaluation document.
6. Is linked to the school authority's goals and the Ministry's Assurance Framework requirements.
7. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
8. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent 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 an electronic portfolio which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the portfolio is to provide proof that the Superintendent Leadership Quality Standard competencies and indicators as well as the identified goals have been achieved. Therefore, evidence will be organized in regard to the Superintendent Leadership Quality Standard.

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 Superintendent will only be absent from the room just prior to the evaluation and for the period when the Board constructs the conclusion section. The evidence examined will be in the form of internal reports or external reports. An external report is one from an external source such as an auditor or the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the Superintendent. A prime example would be a Faith Leadership accountability report. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Superintendent/Board Relations.

During the evaluation workshop, a written evaluation report will be facilitated, which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (Superintendent Leadership Quality Standard and identified goals);
- 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; and
- A "conclusion: section followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only corporate Board position. This report will be approved by Board motion. The actual report is a confidential document. A signed copy will be provided to the Superintendent and a second signed copy will be placed in her/his personnel file held by the Division.

Evaluation Criteria

The criteria for the evaluation will be those set out in the Superintendent Leadership Quality Standard and identified goals. 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 evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The Board may wish to engage the services of an external consultant to assist the Board in establishing the evaluative process. The Board must ensure that the process is mutually agreeable between the Board and the Superintendent. Where there is disagreement, the decision will rest with the Board and all decisions will be communicated to the Superintendent

by June 30th of each year.

The Superintendent Leadership Quality Standard and identified goals is the Performance Assessment Guide, which is intended to clarify for the Superintendent the performance expectations held by the corporate Board. This guide is also intended to be used by the Board to evaluate the performance of the Superintendent regarding each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators and identified evidence will determine whether, or to what extent, the quality indicators and identified growth goals from previous performance evaluation(s) have been achieved.

Timelines for Evaluations

Evaluations will be conducted annually (May-June).

Policy 11 APPENDIX B – INTERVIEW GUIDE

INTERVIEW QUESTIONS FOR TRUSTEES

Provide Evidence/Superintendent

Data collection through phone interviews for the evaluation of the superintendent will be done by gathering evidence to support the role, as defined in Policy 11, by asking trustees the following:

1. Provide an example where the superintendent demonstrates **faith leadership**.
2. How does the superintendent demonstrate effective **fiscal management**?
3. Provide an example where the superintendent demonstrates **educational leadership**.
4. How does the superintendent demonstrate effective **personnel management**?
5. Provide an example where the superintendent provides leadership in the **development and implementation of policy**.
6. Provide an example how the superintendent builds positive **professional relations with the board**.
7. Provide an example of how the superintendent builds **community relations**.
8. Provide an example that illustrates how the superintendent leads the **planning process**.
9. Provide an example that illustrates how the superintendent demonstrates **organizational management**.
10. Do you have additional information or supporting evidence that you want included on the evaluation report?

Policy 11 APPENDIX B – INTERVIEW GUIDE

INTERVIEW QUESTIONS FOR PRINCIPALS, SENIOR ADMINISTRATION

Provide Evidence/Superintendent

The superintendent of schools as referred to in the Education Act is accountable for the demonstration of competencies identified in the Superintendent Leadership Quality Standard (SLQS). Data collection through phone interviews for the evaluation of the superintendent will be done by gathering evidence to support the SLQS competencies by asking division leaders the following:

1. Provide an example where the superintendent demonstrates **faith leadership**.
2. How does the superintendent **build effective relationships**?
3. How does the superintendent **model commitment to professional learning**?
4. Provide an example where the superintendent demonstrates **visionary leadership**.
5. How does the superintendent **lead learning**?
6. Provide an example where the superintendent **ensures First Nations, Métis, and Inuit education for students**.
7. Provide an example where the superintendent directs school authority **operations and resources** in the interests of students and in alignment with division priorities.
8. How does the superintendent empower yourself and others to effectively solve problems?
9. Do you have additional information or supporting evidence that you want included on the evaluation report?