



# Palliser Regional Schools

## Palliser Centre

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### ROLE OF THE SUPERINTENDENT BOARD OF TRUSTEES

POLICY TITLE	ROLE OF THE SUPERINTENDENT
POLICY HOLDER	Board of Trustees Palliser Regional Schools
ORIGINAL DATE	
REVIEW DATE	
REVISED DATE	
NEXT REVIEW	

#### Policy Statement:

The Board has the responsibility to appoint a Superintendent.

The Superintendent is the Chief Executive Officer of the Board and the Chief Educational Officer of the Division. The Board is adopting the Alberta Education School Authority Leadership Quality Standard” (DRAFT) as a basis for the Role of the Superintendent

#### Board Action:

#### School Authority 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 and goals outlined in provincial legislation and programs of study.

WHEREAS quality leadership occurs best when school authority leaders collaborate with teachers, school leaders, school councils and parents in supporting student success.

WHEREAS the practice of teachers, school leaders and school authority leaders must be informed by current, relevant educational research, with a focus on career-long improvement.

WHEREAS the success of all members of the school authority community in their respective roles requires inclusive environments in which diversity is embraced and its members feel welcome, safe, cared for and respected.

WHEREAS school authority leaders 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 it is important to recognize the value of a consistent standard of practice for all school authority leaders in the province.

1. In the context of this policy,
  - (a) “board”, in this document, means the governing body of a public school authority, separate school authority, francophone regional authority or charter school operator;
  - (b) “competency” means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality teaching and optimum learning as required by the *School Authority Leadership Quality Standard*;
  - (c) “indicator” means an action taken that could lead to the achievement of the competency and which, together with the competency, is measurable and observable;
  - (d) “local community” means citizens residing in or near the school authority who have an interest in education and school authority operations, including neighbouring First Nations and other members of the public;
  - (e) “principal” means principal as defined in the *School Act*;
  - (f) “reconciliation” means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties.
  - (g) “school authority” means a public school board, separate school board, Francophone Regional Authority, charter school operator or accredited private school operator;
  - (h) “school community” means the staff of the school authority, along with students, teachers and other school staff members, parents/guardians and school council members;
  - (i) “school authority leader” means a superintendent of schools, deputy superintendent, associate and assistant superintendents, as well as other locally identified school authority educational leaders certificated to teach in Alberta;
  - (j) “school council” means a school council established under the *School Act* or a parent advisory council established under the *Private Schools Regulation*;
  - (k) “standard”, as summarized in the *School Authority Leadership Quality Standard*, means the clear expression of the outcome of competent practice;
  - (l) “staff” means all certificated and non-certificated persons whose role in the school authority is to provide educational services to students;



(m) “student” means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;

(n) “superintendent” means a superintendent of schools as referred to in the *School Act*; and

(o) “teacher” means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

## 2. The *School Authority Leadership Quality Standard*

Quality school authority leadership occurs when the school authority leader’s ongoing analysis of the context, and the school authority leader’s decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

3. The *School Authority Leadership Quality Standard* applies to school authority leaders. Superintendents of schools are accountable for the demonstration of all competencies while other school authority leaders are accountable for the demonstration of those competencies directly related to their assigned role and leadership designation. In any given context, reasoned professional judgment must be used to determine whether the *School Authority Leadership Quality Standard* is being met.
4. Every school authority leader, in providing educational services to students and/or staff, must:
  - (a) be certificated to teach in Alberta,
  - (b) fulfill the applicable provincial requirements, and
  - (c) meet other applicable requirements for school authority leaders, as defined in local policy.
5. The *School Authority Leadership Quality Standard* is described by the following competencies and indicators:

### **Building Effective Relationships**

- (1) The school authority leader 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.

Achievement of this competency is demonstrated by indicators such as:

- (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

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- challenges; and using a progressive discipline approach as required
- (c) modeling ethical leadership practices, based on integrity and objectivity;
  - (d) establishing constructive relationships with staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholders; and
  - (e) facilitating the meaningful participation of members of the school community and local community in decision-making.

### **Modeling Commitment to Professional Learning**

- (2) A school authority leader engages in career-long professional learning and ongoing critical reflection, identifying and acting on opportunities for enhancing leadership, teaching, and learning.

Achievement of this competency is demonstrated by a number of indicators, such as:

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

### **Visionary Leadership**

- (3) The school authority leader engages with the school community in the development and implementation of a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- (a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- (b) building structures to support staff in professional collaboration, innovation, and continuous improvement;
- (c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, roles and responsibilities; and
- (d) ensuring that the school authority's education plan is aligned with the school community's vision, meets all requirements identified in provincial legislation and is responsive to the ongoing analysis of the school authority's achievements.



### Leading Learning

- (4) A school authority leader establishes and sustains a learning culture in the school community that promotes critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and acceptance with respect to age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation;
- (b) 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;
- (c) promoting collaboration, critical thinking and innovation in the school community;
- (d) 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;
- (e) building school leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- (f) ensuring student assessment and evaluation practices in all school authority educational settings that are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

### First Nations, Métis and Inuit Education for All Students

- (5) A school authority leader establishes the structures, resources and provision of services 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:

- (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;
  - agreements with Métis; and
  - residential schools and their legacy;
- (d) aligning system resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and

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- (e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school authority community.

### **Managing School Authority Operations and Resources**

- (6) A school authority leader directs operations and manages resources in the interests of all students and in alignment with the school authority's vision and priorities.

Achievement of this competency is demonstrated by indicators such as:

- (a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and board requirements;
- (b) ensuring effective alignment of the organization's human resources to achieve the school authority's strategic 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 environments;
- (f) respecting the cultural diversity and differing perspectives of the school authority community;
- (g) recognizing student and staff accomplishments; and
- (h) implementing programs and procedures for the effective management of human resources in support of capacity-building, knowledge-transfer and succession planning.

### **Supporting Board Governance**

- (7) A superintendent of schools, 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.

Achievement of this competency is demonstrated by indicators such as:

- (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 outcomes as 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 school authority's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;

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- (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 between the board and 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 board's and staff's capacity to predict, communicate and respond to emergent environmental factors, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- (k) reporting to the Minister on all matters required of the superintendent of schools, as identified in the *School Act*;
- (l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
- (m) promoting constructive relations between the board and staff, provincial authorities, post-secondary institutions and education stakeholders.

**Scope and Limitations of Superintendent:**

As delegated by the Board and directed by legislation

**Information and Monitoring Requirements:**

- Annual Evaluation of the Superintendent