

## Policy 12

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### **ROLE OF THE SUPERINTENDENT**

The Superintendent is the Chief Executive Officer 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 the Superintendent may be delegated to staff of the Division through the Superintendent.

In order to meet the requirement of the Education Act, the mandate of trust given them by the Catholic electorate in the Division and the duty to deliver a Catholic educational program in conformity with the Bishop's direction, the Board will hire a Superintendent of Catholic faith to serve at the Board's Chief Executive Officer.

#### **Specific Areas of Responsibility**

1. Faith Leadership and Advocate of Catholic Education
  - 1.1 Models involvement in a Catholic faith community.
  - 1.2 Follows a lifestyle and deportment in harmony with Catholic teachings and principles.
  - 1.3 Ensures students and staff are provided opportunities for faith formation within the Division.
  - 1.4 Promotes and facilitates collaboration and communication between the schools, the parishes and the archdiocese.
  - 1.5 Seeks to strengthen the Catholic schools' identity in the four communities and the province.
  - 1.6 Ensures all students participate in religious education courses and student formation each year.
2. Student Welfare
  - 2.1 Ensures that each student is provided with a welcoming, safe and caring environment that fosters and maintains respectful and responsible behaviours.
  - 2.2 Ensures that learning environments contribute to the development of skills and habits necessary for life-long learning and citizenship.
  - 2.3 Ensures that learning environments contribute to the development of employability skills and habits necessary for success as contributing members of society.
  - 2.4 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the

Division.

- 2.5 Ensures the facilities adequately accommodate Division students.
  - 2.6 Acts as, or designates the local attendance officer(s) for the Division.
3. Educational Leadership
    - 3.1 Provides leadership in all matters relating to Catholic education in the Division.
    - 3.2 Ensures all students in the Division have the opportunity to meet the standards of education set by the Minister.
    - 3.3 Implements policies established by the Minister and the Board.
    - 3.4 Provides for the professional development and faith formation of staff and administrators required to support programs and services.
4. Fiscal Responsibility
    - 4.1 Ensures 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 Education Act or any other applicable Act or regulation.
    - 4.2 Ensures the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.
    - 4.3 Ensures financial expenditures reflect the educational priorities in the Education Plan.
    - 4.4 Ensures sufficient and appropriate insurance coverage.
5. Human Resources Management
    - 5.1 Has overall authority and responsibility for all personnel-related matters except: the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.
    - 5.2 Hires faith-filled, practicing Catholics for school-based leadership positions.
      - 5.2.1 Ensures where possible that school leadership has a priority to hire staff that are faith-filled, practicing Catholics.
    - 5.3 Provides leadership in the supervision and evaluation of all principals, administrators, teachers and Division staff.
    - 5.4 Establishes organizational roles for staff and arranges the employment of staff necessary to conduct the affairs of the Division.
6. Policy / Administrative Procedures
    - 6.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
    - 6.2 Develops, maintains and communicates Administrative Procedures that are

consistent with Board and provincial policies, regulations and procedures.

6.3 Informs the Board of revisions to the Administrative Procedures Manual.

## 7. Superintendent / Board Relations

7.1 Establishes and maintains positive, professional working relations with the Board.

7.2 Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.

7.3 Superintendent, or designate, attends 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 decision.

7.4 Provides the information and counsel which the Board requires to perform its role.

7.5 Keeps the Board informed of Division matters in a timely and appropriate manner.

7.6 Keeps the Chair informed of controversial and/or highly sensitive issues.

7.7 Attends, and/or designates, administrative attendance at all Board / Committee meetings.

7.8 Demonstrates mutual respect and support, which is conveyed to the staff and community.

## 8. System Planning and Reporting

8.1 Projects and articulates the vision of the Division.

8.2 Leads the Education Planning process including the development of Division goals, budget, facilities and transportation plans.

8.3 Implements plans as approved.

8.4 Involves the Board appropriately in the Assurance process (to include but not limited to Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).

8.5 Reports regularly on results achieved.

## 9. Communications and Community Relations

9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

9.2 Ensures parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.

9.3 Participates actively in community affairs in order to enhance and support the Division's mission.

9.4 Effectively markets the Elk Island Catholic Schools to internal and external publics.

- 9.5 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relations with provincial and regional government departments and agencies.
- 10.3 Develops positive and effective relations with educational partners including parishes, neighboring divisions, municipal partners and other community organizations and groups.

Legal Reference: *Education Act*, SA 2012, c E-0.3, ss. 8, 33, 35.1, 51, 52, 222, 223, 224  
Freedom of Information and Protection of Privacy Act  
Truth and Reconciliation Commission Calls to Action  
Superintendent Leadership Quality Standard  
Superintendent of Schools Regulation  
Certification of Teachers and Teacher  
Practice Review of Teachers and Teacher Leaders Regulation Teaching Profession Act

The following Appendices are applicable to Policy 12.

- Appendix A: Superintendent / CEO Evaluation Process, Criteria and Timelines  
Appendix B: Superintendent / CEO Evaluation Guidelines  
Appendix C: Superintendent Leadership Quality Standard: Practice Profile (College of Alberta School Superintendents)

## **SUPERINTENDENT / CEO EVALUATION PROCESS, CRITERIA AND TIMELINES**

The evaluation process, criteria and timelines:

1. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
2. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of improvement, while others will identify areas where greater emphasis is required due to changes in the environment.
3. Complies with the Superintendent of Schools Regulation. This requires that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
4. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
5. 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, human resource management, faith formation, quality education, transportation, and other.
6. 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 areas of improvement. Performance assessment identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
7. Is aligned with and based upon the Superintendent's roles and responsibilities, as well as the Superintendent Leadership Quality Standards referenced in Appendix C.
8. Is linked to the Division's priorities. The current Education Plan directly links the Superintendent's performance to the Assurance process, which includes the Division's priorities.

9. Sets out standards of performance. The quality indicators utilized in the evaluation process 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.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in Division surveys.
12. Elicits evidence to subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
13. Ensures Board feedback is provided regularly. Such feedback will be annual based on the timelines for evaluation as provided below and supported by specific examples, and will focus on areas over which the Superintendent has authority.

### **Criteria for Evaluations**

The criteria for the first evaluation will be those set out in Appendix B and additionally 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. The Role Expectations as provided in the source documents listed in Appendix B will be utilized in the design of the evaluation.

For the first and final evaluation and upon request of the Board of Trustees, an independent consultant will collect data relative to leadership practices by interviewing all school leadership and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

Appendix B is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This appendix is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each quality indicator. The Board and the Superintendent will be present during the 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 may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will reflect the corporate Board position.

### **Timeline for Evaluations**

Evaluations will be conducted annually as per Appendix B.

### **SUPERINTENDENT / CEO EVALUATION GUIDELINES**

The evaluation of the Superintendent will be dependent on the following factors:

1. The Superintendent will receive an independent evaluation on the first year and the final year of his or her contract. The same process can be invoked at any time during the contract if the majority of Trustees deem that one is warranted or is necessary.
2. During the remaining years a comprehensive survey tool, along with the Board of Trustee's and Superintendent's reflections based on observable evidence, will be utilized for the purposes set out in the School Act for annual superintendent evaluations.
3. The timelines for the evaluation will be on the anniversary date of hiring in the first year of employment. The following years will be based on the school calendar year. The final evaluation (fifth year) will be conducted six months prior to the end of the contract as a transitioning period is required for ministerial approval.

#### **Evaluation and Feedback Criteria**

In addition to the Elk Island Catholic Schools' policy, the following resources in Appendix B should be considered or utilized when evaluating the Superintendent:

1. Alberta Education Superintendent Leadership Quality Standard
2. Catholic Education: Marks of an Excellent Catholic Leader
3. Alberta Regulation 98/2019 – Education Act- Superintendent of Schools Regulation (online reference)
4. Alberta Regulation 84/2019 – Education Act – Certification of Teachers and Teacher Leaders Regulation (online reference)
5. Alberta Regulation 92/2019 – Education Act – Practice Review of Teachers and Teacher Leaders Regulation

Appendix C provides a sample survey tool constructed utilizing the reference documents in Appendix B.



## Superintendent Leadership Quality Standard:

# PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice. Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education’s SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

### The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent’s ongoing analysis of the context, and the superintendent’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.

*Alberta Education February 2018*



A suggested approach for using this tool:

## Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the “Evidence in Practice” column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.
- Additional indicators that represent your context based on examples of practice shared in the “Evidence in Practice” column may also be added.

## Areas for Growth

- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at <https://cassalberta.ca/planning-for-implementation/>

This [Practice Profile](#) tool was developed by CASS and is based on the [Professional Practice Standard](#) content from Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of adaptations to further our learning. [admin@cass.ab.ca](mailto:admin@cass.ab.ca). *EICS has adapted to include the 5 marks of a Catholic leader and the integration of Catholic indicators provided by CCSSA.*



## Embodying Catholic Leadership

A superintendent demonstrates the knowledge, skills and attitudes that embody Catholic leadership as demonstrated by the 5 marks of a Catholic leader

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>a) Embracing the dignity of all as created in the image of God, ensuring the overall development of the whole person.</li> <li>b) Decisions are rooted in Gospel teaching, ensuring that all that happens in the school reflects a Catholic worldview.</li> <li>c) Directs and fosters faith permeation ensuring the religious dimension is inherent in all learning and in the ethos of the school.</li> <li>d) Acts as a witness and agent of hope modelling a Catholic lifestyle consistent with the teachings of the Catholic Church and active parish life.</li> <li>e) Ensures a communal vision, inspired by faith, in partnership with the parish and diocese.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

## 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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>a) collaborating with Catholic community and provincial agencies to address the needs of students and their families;</li> <li>b) employing team-building strategies and using solution-focused processes to resolve challenges, through servant leadership;</li> <li>c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;</li> <li>d) modeling ethical leadership practices, based on integrity, objectivity, and dignity;</li> <li>e) establishing constructive relationships with students, staff, school councils, parents/guardians, parish community, employee organizations, the education ministry and other stakeholder organizations;</li> <li>f) facilitating the meaningful participation of members of the parish community, Catholic school community and local community in decision-making.</li> <li>g) demonstrating a commitment to the health and well-being of all teachers, staff and students, including spiritual wellness.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>Areas for Growth</b></p>
	<ul style="list-style-type: none"> <li>•</li> </ul>

## 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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(a) communicating a philosophy of Catholic education that is student-centered and based on sound principles of effective teaching and leadership through a Catholic lens;</li> <li>(b) collaborating with teachers, principals, school jurisdiction leaders, faith leaders, and other superintendents to build professional capacities and expertise;</li> <li>(c) actively seeking out feedback and information from a variety of sources to enhance Catholic leadership practice;</li> <li>(d) seeking and critically-reviewing educational research, Catholic teachings, and applying it to decisions and practices, as appropriate;</li> <li>(e) providing leadership to support school authority research initiatives, where appropriate; and</li> <li>(f) engaging teachers, principals, school jurisdiction leaders, faith leaders, school community and local community members to establish a shared understanding of current trends, Catholic teachings, and priorities in the education system.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

## 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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"><li>(a) ensuring that the Catholic vision is informed by research on effective learning, teaching and Catholic leadership, rooted in Gospel values;</li><li>(b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;</li><li>(c) promoting in the Catholic school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and</li><li>(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 Catholic school community's perspectives.</li></ul> <p>•</p>	<p>•</p>
	<p><b>Areas for Growth</b></p> <p>•</p>

## 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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(a) fostering in the Catholic school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>; and the Constitutional Rights of the Catholic School system;</li> <li>(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;</li> <li>(c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;</li> <li>(d) promoting collegial relations, collaboration, critical thinking and innovation in the Catholic school community;</li> <li>(e) ensuring that staff have access to Catholic resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;</li> <li>(f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and</li> <li>(g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

## 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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(c) understanding historical, social, economic, and political implications of:                             <ul style="list-style-type: none"> <li>• treaties and agreements with First Nations;</li> <li>• legislation and agreements negotiated with Métis; and</li> <li>• residential schools and their legacy;</li> </ul> </li> <li>(d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and</li> <li>(e) pursuing opportunities and engaging in practices to facilitate reconciliation within the Catholic school community.</li> </ul> <p>•</p>	<p>•</p>
	<p><b>Areas for Growth</b></p> <p>•</p>

## 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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;</li> <li>(b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;</li> <li>(c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;</li> <li>(d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</li> <li>(e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts, and aligned to Catholic dimension;</li> <li>(f) respecting cultural diversity and appreciating differing perspectives expressed in the Catholic school community;</li> <li>(g) recognizing student and staff accomplishments; and</li> <li>(h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.</li> </ul> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

## 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 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	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> <li>(a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;</li> <li>(b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning Catholic environment that respects diversity and fosters a sense of belonging;</li> <li>(c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;</li> <li>(d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</li> <li>(e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;</li> <li>(f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;</li> <li>(g) implementing board policies and supporting the regular review and evaluation of their impact;</li> <li>(h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</li> <li>(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;</li> <li>(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 trends;</li> <li>(k) supporting the board in its engagement with the Catholic school community to develop a vision of a preferred future for student success;</li> <li>(l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and</li> <li>(m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>