

Policy 12

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. 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 integration;
- 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.

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

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 specific areas of responsibility, as well as the Superintendent Leadership Quality Standards
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 a selection of school leadership and "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