

## ROLE OF THE 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 delegated to the staff of the Division is delegated through the Superintendent.

### Specific Areas of Responsibility

1. Visionary and Faith Leadership:

*The 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.*

The Superintendent:

- 1.1. Identifies trends and issues related to faith development
- 1.2. Ensures that the vision is informed by research on effective learning, teaching and leadership
- 1.3. Makes recommendations regarding means to improve effectiveness of the Division's faith development program
- 1.4. Promotes 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
- 1.5. Promotes, in the school community, a common understanding of and support for the Division's goals, priorities and strategic initiatives
- 1.6. Facilitates cooperative religious initiatives involving school, home and parish and ensures religious celebrations are organized by schools
- 1.7. Ensures that the vision expressed in the Division's education plan is responsive to the ongoing review of the Division's achievements, and incorporates school and faith community perspectives

2. Educational Leadership

*The 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.*

The Superintendent:

- 2.1. Fosters, in the 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
- 2.2. Provides 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
- 2.3. Ensures that all instruction in the Division addresses learning outcomes outlined in the program of studies
- 2.4. Promotes collegial relations, collaboration, critical thinking and innovation in the school community

- 2.5. Conducts an analysis of student success and ensures school principals develop action plans to address concerns
- 2.6. Ensures 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
- 2.7. Builds principals' and school jurisdiction leaders capacities and hold them accountable for providing instructional leadership through effective support, supervision and evaluation practices
- 2.8. Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement
- 2.9. Ensures Division student assessment and evaluation procedures are fair, appropriate, evidence-based and used to enhance learning, teaching and leadership

### 3. Building Effective Relationships

*The 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*

The Superintendent:

- 3.1. Collaborates with community and provincial agencies to address the needs of students and their families
- 3.2. Employs team-building strategies and using solution focused processes to resolve challenges
- 3.3. Builds and sustains relationships with First Nations, Metis and Inuit parents/guardians, Elders, local leaders, parish and community members
- 3.4. Models ethical leadership practices, based on integrity and objectivity
- 3.5. Establishes constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations
- 3.6. Develops and effectively implements quality recruitment, orientation, staff development and supervision processes
- 3.7. Fosters high standards of instruction and professional improvement (Teaching Quality Standards, School Leader Quality Standard)
- 3.8. Facilitates meaningful participation of members of the school community and local faith community in decision-making

### 4. Division Operations and Resources

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

The Superintendent

- 4.1. Provides direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements
- 4.2. Ensures the Division operates in a fiscally responsible manner, including adherence to Public Sector Accounting Standards
- 4.3. Ensures that adequate internal financial controls are being followed and school-based funds are expended as per approved budgets
- 4.4. Ensures that the Board has current and relevant financial information relative to the budget and financial statements
- 4.5. Ensures effective alignment of Division human resources to achieve the Division

#### Educational Plan

- 4.6. Provides for the support, ongoing supervision and evaluation of all staff members in respect to their respective professional responsibilities
- 4.7. Establishes data-informed strategic planning and decision-making processes that are responsive to changing contexts
- 4.8. Respects cultural diversity and appreciates differing perspectives expressed in the school community
- 4.9. Recognizes student and staff accomplishments
- 4.10. Implements programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning

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

*The Superintendent establishes structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.*

##### The Superintendent:

- 5.1. Supports staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Metis and Inuit and all other students
- 5.2. Engages and collaborates with neighbouring First Nations, Metis and Inuit leaders, organizations and communities to optimize learning success and development of First Nations, Metis and Inuit and all other students
- 5.3. Exhibits an understanding of historical, social and political implications of:
  - Treaties and agreements with First Nations
  - Legislation and agreements negotiated with Metis, and
  - Residential schools and their legacy
- 5.4. Aligns Division resources and builds organizational capacity to support First Nations, Metis and Inuit student achievement
- 5.5. Pursues opportunities and engages in practices to facilitate reconciliation within the school community

#### 6. Supporting Effective Governance

*The 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*

##### The Superintendent:

- 6.1. Establishes and sustains a productive working relationship with the Board, based on mutual trust, respect and integrity
- 6.2. Ensures 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
- 6.3. Ensures that all students in the Division have the opportunity to meet the standards of education set by the Minister of Education
- 6.4. Ensures that the Board's plans, resource allocations, strategies and procedures lead to the achievement of the Board's goals and priorities
- 6.5. Ensures that the Board's fiscal and resource management is in accordance with all statutory, regulatory and Board requirements
- 6.6. Supports the Board in the fulfillment of its governance functions in the fiduciary,

strategic and generative realms

- 6.7. Implements Board policies and supports the regular review and evaluation of their Impact, and develops administrative procedures in alignment with Board policy
  - 6.8. Ensures the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities
  - 6.9. Facilitates collaboration among the Board, staff and First Nations, Metis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Metis and Inuit student achievement and development
  - 6.10. Builds 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
  - 6.11. Supports the Board in its engagement with the school community to develop a vision of a preferred future for student success
  - 6.12. Facilitates ongoing public communication about the Board's operations and the achievement of its goals and priorities
  - 6.13. Promotes constructive relationships between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations
  - 6.14. Keeps the Board informed about Division operations and, in a timely manner, on sensitive issues
7. Modelling Commitment to Professional Learning  
*The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching and learning*

The Superintendent:

- 7.1. Communicates a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership
- 7.2. Collaborates with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise
- 7.3. Actively seeks out feedback and information from a variety of sources to enhance leadership practices
- 7.4. Seeks out and critically reviews educational research and applies it to decisions and practices, as appropriate
- 7.5. Provides leadership to support Division research initiatives, where appropriate
- 7.6. Engages 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
- 7.7. Models Catholic faith and ensures that Catholicity is an important focus of the Division

References:

Sections 8, 33, 35.1, 51, 52, 222 Education Act  
Freedom of Information and Protection of Privacy Act  
Truth and Reconciliation Commission Calls to Action  
Superintendent Leadership quality Standard