

### 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 staff is delegated 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 shall hire a Catholic Superintendent to serve as the Board's Chief Executive Officer.

Specific areas of responsibility for the Superintendent are designated within faith leadership and managerial responsibilities. Effective, September 1, 2019, the Superintendent's professional practice is regulated by the Superintendent Leadership Quality Standard (SLQS). The Superintendent is expected to meet this standard through practice within the Division. The Superintendent of Schools as referred to in the Education Act, is accountable for the demonstration of all of the competencies identified within the SLQS. In any given context, reasoned professional judgment must be used to determine whether the SLQS is being met. Indicators are deemed to be the methods taken to ensure that competencies are addressed.

The Superintendent is designated as the FOIP head under the Freedom of Information and Protection of Privacy Act.

#### Specific Areas of Responsibility

##### 1. Faith Leadership

The Superintendent shall:

- 1.1 Model involvement in a Catholic faith community and ensure students and staff are provided opportunities for spiritual development within the Division.
- 1.2 Promote collaboration and communication between the schools, the parishes, and the diocese.

##### 2. Management

The Superintendent shall:

- 2.1 Act as, or designate, an attendance officer for the Division.
- 2.2 Ensure the acceptable condition of the Division's physical assets, including the neatness and cleanliness of buildings, and grounds, and the safety,

security and state of maintenance and repair of buildings, grounds, furnishings, and equipment.

- 2.3 Ensure that the Board is updated on the progress of new builds and modernizations in a timely manner.
- 2.4 Have overall authority and responsibility for all personnel-related matters, save and except: the development of mandates for collective bargaining, personnel matters precluded by Board policy, legislation, or collective agreements.
- 2.5 Develop administrative procedures that are consistent with Board policy and provincial policies, regulations, and procedures.
- 2.6 Keep the Board informed on all school jurisdiction matters, especially controversial and / or highly sensitive issues, in a timely and appropriate manner.
- 2.7 Establish criteria from the Board regarding the yearly operational calendar and recommend an operational calendar to the Board.

### 3. **SLQS**

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.

Definitions as they apply to the attainment of the SLQS are as follows:

- “board”, in this document, means the governing body of a separate school authority;
- “competency” means an interrelated set of knowledge, skills, and attitudes developed overtime and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent Leadership Quality Standard;
- “indicators” means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;
- “local community” means community members residing in or near the school authority who have an interest in education and school authority operations, including neighbouring Métis settlements, First Nations and other members of the public;
- “principal” means, for the purposes of this standard, principal as defined in the Education Act, assistant principal, associate principal, or vice principal;
- “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;

- “school authority” means separate school board. Medicine Hat Roman Catholic Separate School Division
- “school community” means the staff of the school authority, along with students, parents/guardians and school council members;
- “school council” means a school council established under the Education Act;
- “school jurisdiction leader” means a central office staff member in a school authority, other than the superintendent, required by their leadership position to hold an Alberta teaching certificate;
- “staff” means all certificated and non-certificated persons whose role in the school authority is to provide educational and support services to students;
- “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;
- “superintendent” means a superintendent appointed by a board pursuant to the Education Act as referred to in the Teaching Profession Act; and,
- “teacher” means an individual who holds a certificate of qualification as a teacher issued under the Education Act.

### 3.1 Competencies

In fulfillment of the SLQS, the Superintendent shall demonstrate competent practice in the following areas as defined:

#### 3.1.1 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.

#### 3.1.2 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.

#### 3.1.3 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.

#### 3.1.4 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.

#### 3.1.5 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.

#### 3.1.6 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.

#### 3.1.7 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.

### 3.2 Indicators

Indicators of achievement associated with each competency shall be as follows:

#### 3.2.1 Building Effective Relationships

- 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 challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

#### 3.2.2 Modeling Commitment to Professional Learning

- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school authority research initiatives, where appropriate; and
- f) 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.

### 3.2.3 Visionary Leadership

- a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- 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 school community's perspectives.

### 3.2.4 Leading Learning

- a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- 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;
- c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e) 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;
- f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective

support, supervision and evaluation practices; and g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

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

- 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;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

### 3.2.6 School Authority Operations and Resources

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

### 3.2.7 Supporting Effective Governance

- 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 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 board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- 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 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;
- 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;
- k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities;
- m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Legal Reference: Education Act sections 14, 33, 222, 224, Superintendent Leadership Quality Standard, 2018  
 Policy adapted from Greater St. Albert Catholic School Division

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