

POLICY 12: ROLE OF THE SUPERINTENDENT

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The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. The Superintendent directs school operations towards the achievement of the educational goals established by the Board and the direction provided by Board's mission, vision and strategic plan. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

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 sustains relationships with First Nations, Métis and Inuit parents/guardians, Elders/Knowledge Keepers, 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.

2. Modelling 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 seeks 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. 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.

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.

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 collaborates 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:
 - i. treaties and agreements with First Nations;
 - ii. legislation and agreements negotiated with Métis; and
 - iii. 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 engages in practices to facilitate reconciliation within the school community.

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 appreciates 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

7. Supporting Effective Governance

- a. establishes and sustains 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 to 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 supports the regular review and evaluation of their impact;
- h. ensuring the support, ongoing supervision and evaluation of 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; and
- m. promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations

Additional Responsibilities

1. The Superintendent or designate is assigned the duties as attendance officer for the Division in accordance with section 8 of the Education Act.
2. The Superintendent or designate will act as the "designated head" for all Freedom of Information and Protection of Privacy Act situations.
3. The Superintendent will continually explore extraordinary and alternative funding sources, including possible revenue-generating initiatives.
4. The Superintendent will facilitate and encourage effective joint use of Division resources.

Legal Reference:

Section 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

History:

Prepared: September 2003

Amended: March 2020

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