



The Superintendent is the Chief Executive Officer of the Charter Board and the Chief Education Officer of the School, reporting directly to the corporate Board, and is accountable to the Charter Board for the conduct and operation of the School. All Charter Board authority delegated to the staff of the School is delegated through the Superintendent. The Superintendent is expected to adhere to 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.

Specific Competencies and Areas of Responsibility

1. **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.
2. **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.
3. **Visionary Leadership** – The superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
4. **Leading Learning** - 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.
5. **Ensuring First Nations, Metis and Inuit Education for All Students** – The superintendent establishes the 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.
6. **School Authority Operations and Resources** – The 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.
7. **Supporting Effective Governance** – The superintendent of schools as referred to in the School Act, as chief executive office 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 School Act and other provincial legislation.

Reference:

Education Act s. 8, 11, 52, 53, 54, 222, 223, 224
Freedom of Information and Protection of Privacy Act
Superintendent Leadership Quality Standard (2020)

Appendix A – Policy 12

Superintendent Leadership Quality Standard:

PERFORMANCE PROFILE



This tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education.

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
Achievement of this competency is demonstrated by indicators such as: <ul style="list-style-type: none"> (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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Open, two-way communications with all stakeholders – students, parents, staff, Board of Directors, partners <input type="checkbox"/> Communiques to community members <input type="checkbox"/> Facilitation of engagement with members of learning community <input type="checkbox"/> Attendance at School Council meetings <input type="checkbox"/> Mentoring school-based administrators
	Areas for Growth <ul style="list-style-type: none"> <input type="checkbox"/>

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Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research.

Indicators	Evidence in Practice
Achievement of this competency is demonstrated by indicators such as:	<ul style="list-style-type: none"> <input type="checkbox"/> Leading professional learning for Board, administrators and staff <input type="checkbox"/> Leads external learning where appropriate i.e. TAAPCS <input type="checkbox"/> Stakeholder engagement sessions <input type="checkbox"/>



<ul style="list-style-type: none"> (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. 	<p style="text-align: center;">Areas for Growth</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
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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"> (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. (e) Supports the development of a long term strategic plan focused on developing programs and expanding access to girls only education 	<div style="border-bottom: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <input type="checkbox"/> Outcomes identified by the Charter Board are achieved <input type="checkbox"/> Analyzes context and formulates plans for continued success and sustainability <input type="checkbox"/> Short and long-range plans are developed to meet the needs of the school and provide for continuous improvement <input type="checkbox"/> Charter goals are clear to all stakeholders; strategies to achieve them are dynamic </div> <p style="text-align: center;">Areas for Growth</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops three-year education plans <input type="checkbox"/> Conducts analysis of trends and ensure principal develops action plans to address any concerns <input type="checkbox"/> Supports development of initiatives to foster student achievement

<p><i>Rights Act and the Canadian Charter of Rights and Freedoms;</i></p> <p>(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;</p> <p>(c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;</p> <p>(d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;</p> <p>(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;</p> <p>(f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and</p> <p>(g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Short and long-range plans are developed to meet the needs of the school and provide for continuous improvement <input type="checkbox"/> Ensures review and analysis of provincial achievement results to inform future practice <input type="checkbox"/> Ensures parents and students are satisfied with improvement in student achievement
	<p>Areas for Growth</p> <ul style="list-style-type: none"> <input type="checkbox"/>

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

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

School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and 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"> (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; (i) Acts as or designates the attendance officer for the school 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures compliance with accepted accounting practices <input type="checkbox"/> Ensures adequate internal financial controls exist and are being followed. <input type="checkbox"/> Ensures management letter recommendations are addressed. <input type="checkbox"/> Ensures all contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made. <input type="checkbox"/> Informs the CharterBoard annually about incurred liabilities. <input type="checkbox"/> Ensures variance analysis and year-end projections are provided quarterly. <input type="checkbox"/> Ensures budget development process is transparent and the budget is submitted within Alberta Education timelines, when established. <input type="checkbox"/> Ensures the Capital Plan is developed. <input type="checkbox"/> Ensures financial information is communicated. <input type="checkbox"/> Informs the CharterBoard immediately regarding pending litigation. <input type="checkbox"/> Expends funds as per approved budgets. <input type="checkbox"/> Informs the CharterBoard annually about incurred liabilities. <input type="checkbox"/> Ensures annual external audit is carefully conducted
	<p>Areas for Growth</p>
	<ul style="list-style-type: none"> <input type="checkbox"/>

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 responsibilities.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; (b) keeping the Charter School Board informed of all school matters, especially controversial or highly sensitive issues, in a timely and appropriate manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements Charter Board directions with integrity in a timely fashion. <input type="checkbox"/> Provides support to the Board re: advocacy efforts on behalf of the School. <input type="checkbox"/> Prepares and makes available Charter Board agendas to Directors in sufficient time to allow for appropriate Director preparation for the meeting. <input type="checkbox"/> Keeps the Charter Board informed about School operations.

<p>(c) 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;</p> <p>(d) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education and the Charter Board;</p> <p>(e) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;</p> <p>(f) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;</p> <p>(g) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;</p> <p>(h) implementing board policies and supporting the regular review and evaluation of their impact;</p> <p>(i) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;</p> <p>(j) 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;</p> <p>(k) 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;</p> <p>(l) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;</p> <p>(m) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and</p> <p>(n) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides the Charter Board with balanced, sufficient, concise information and clear recommendations in agendas. <input type="checkbox"/> Supports the Charter Board in building governance capacity <input type="checkbox"/> Interacts with the Charter Board in an open, honest, pro-active and professional manner <input type="checkbox"/> Creates and executes a communications' plan to support Charter Board goals and work for the school
	<p style="text-align: center;">Areas for Growth</p>
	<ul style="list-style-type: none"> <input type="checkbox"/>

Calgary Girls School Society adapted the CASS Practice Profile tool.

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