



DEPUTY DIRECTOR OF EDUCATION SERVICES

Areas of assigned responsibility: supervision of Langenburg Central School, Macdonald School, Kamsack Comprehensive Institute, Yorkton Regional High School, Technology Services, Home Based Education, Distributed Learning, Distance Learning, Comprehensive School Community Health, Division wide student learning, Sector Plan results, District Coordinator for OurSchool, Division wide curriculum implementation and assessment, First Nations Métis Education, Practical Applied Arts, High School Athletics, and New Teacher Induction and Intern Teachers.

The Deputy Director of Education Services is assigned the following specific areas of responsibilities:

1. Student Welfare

Role Expectations:

- RE 1.1 Provide safe, positive learning environments for students.
- RE 1.2 Provide for the safety and welfare of students while participating in school programs.
- RE 1.3 Acts as, or designates the local attendance counsellor(s) for the Division.

Quality Indicators relative to student well-being:

- QI 1.1 Facilitate environments where students feel safe, and have high levels of intellectual engagement.
- QI 1.2 Provides an analysis of incident reports related to student conduct (suspensions, expulsions, division threat assessments).
- QI 1.3 Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.

2. Educational Leadership

Role Expectations:

- RE 2.1 Provides leadership in all matters relating to education in the Division.
- RE 2.2 Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- RE 2.3 Implements education policies established by the Minister and the Deputy Director.

- RE 2.4 Ensures accurate, regular and effective evaluation of students.
- RE 2.5 Ensure Good Spirit schools provide early learning supports to students with identifiable need(s).

Quality Indicators relative to educational leadership:

- QI 2.1 The Deputy Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 2.2 The Deputy Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 2.3 The Deputy Director meets all timelines with provision for appropriate Deputy Director input relative to the annual review of priorities and outcomes.
- QI 2.4 The Deputy Director ensures the Division's academic results are published.

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensure fiscal responsibility in relation to areas of assigned responsibility.

Quality Indicators relative to fiscal responsibility:

- QI 3.1 Adequate internal financial controls exist and are being followed in areas of responsibility.
- QI 3.2 Reviews expenditures to ensure continuous improvement in terms of value for money.

4. Personnel Management

Role Expectations:

- RE 4.1 Facilitate the selection of Superintendents of Education, Principals, Vice Principals and Teachers and non-certificated staff.
- RE 4.2 Ensures effective evaluation and supervisory processes are developed and implemented to provide for growth and accountability
- RE 4.3 Provide direct supervision of the Learning Support Services department resulting in the achievement of prescribed outcomes in the areas of First Nations Métis education, Student Services, Literacy, Math, Early Years, curriculum implementation, graduation rates and student engagement and well-being.

Quality Indicators relative to personnel management:

- QI 4.1 Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes are developed and effectively implemented within areas of assigned responsibilities.
- QI 4.2 The Deputy Director models a commitment to personal and professional growth.
- QI 4.3 High standards of instruction and professional improvement are fostered.
- QI 4.4 Training of administrators is provided as assigned by the Director.
- QI 4.5 The Deputy Director models high ethical standards of conduct.
- QI 4.6 The Deputy Director implements assigned personnel related administrative procedures (section 400 of the AP manual).

5. Policy and Administrative Procedures

Role Expectations:

- RE 5.1 Implements relevant Board policy and assigned administrative procedures with integrity in a timely fashion.

Quality Indicators relative to policy role:

- QI 5.1 The Deputy Director ensures assigned APs are adhered to.
- QI 5.2 The Deputy Director demonstrates a knowledge of and respect for the role of the Director in policy and administrative procedure processes.
- QI 5.3 The Deputy Director makes timely recommendations regarding assigned administrative procedures to ensure they are kept current and effective.

6. Deputy Director / Director Relations

Role Expectations:

- RE 6.1 Establishes and maintains positive, professional working relations with the Director.
- RE 6.2 Honours and facilitates the implementation of the Director's roles and responsibilities as defined in Policy 12.
- RE 6.3 Provides the information which the Director requires to perform his role.

Quality Indicators relative to Deputy Director/Director relations:

- QI 6.1 Proposed submissions to Board agendas are made in a timely comprehensive manner and in accordance with the prescribed format. Such submissions shall contain balanced, sufficient, concise information and where appropriate, clear recommendations. The Deputy Director has responsibility for preparing the draft accountability reports as assigned by the Director.
- QI 6.2 The Deputy Director keeps the Director informed about Division operations within areas of assigned responsibility.
- QI 6.3 The Deputy Director interacts with the Director in an open, honest proactive and professional manner.
- QI 6.4 The Deputy Director contributes positively to the effectiveness of Administrative Council and Education Council meetings.
- QI 6.5 The Deputy Director implements CEO directions with integrity in a timely fashion, in order for the Director to perform his duties in an exemplary fashion.
- QI 6.6 The Deputy Director develops, for the Director's review and approval, performance metrics in areas of assigned responsibility.
- QI 6.7 The Deputy Director makes recommendations to the Director regarding potential value added Board involvement.

7. Strategic Planning & Reporting

Role Expectations:

- RE 7.1 Supports the strategic planning process.
- RE 7.2 Implements plans as approved.

Quality Indicators relative to strategic planning and reporting:

- QI 7.1 Achieves the key results identified in the Education Sector Strategic Plan (ESSP) within areas of assigned responsibility.
- QI 7.2 Reports at least annually on results achieved within areas of assigned responsibility.

8. Organizational Management

Role Expectations:

- RE 8.1 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial mandates and timelines within areas of assigned responsibility.

Quality Indicators relative to organizational management:

- QI 8.1 Ensures compliance with all Ministry of Education and Division mandates (timelines and quality) within areas of assigned responsibility.
- QI 8.2 Ensures the development of the draft division calendar is prepared for the CEOs consideration.

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure positive external and internal communications are developed and maintained within areas of assigned responsibility.

Quality Indicators relative to communications and community relations:

- QI 9.1 Represents the Division in a positive, professional manner.
- QI 9.2 Manages conflict effectively.
- QI 9.3 Ensures SCCs in assigned schools are provided with the support required by legislation, ministerial mandates and administrative procedures.
- QI 9.4 Consistently demonstrate a commitment to Division values as noted in Policy 1. In addition, consistently model servant leadership and positive ambassadorship.

10. Leadership Practices

Role Expectations:

- RE 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works most directly in carrying out the directives of the Director.

Quality Indicators relative to leadership practices:

- QI 10.1 Provides clear direction.
- QI 10.2 Provides effective educational leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships with staff.
- QI 10.4 Unites people toward achieving the Board's goals.
- QI 10.5 Demonstrates a high commitment to the needs of students.
- QI 10.6 Subordinates trust the Deputy Director.

QI 10.7 Empowers others.

QI 10.8 Effectively solves problems.

Note: Direct reports and principals selected by the Director will be interviewed commencing the 2017-2018 evaluation.

Interviews will be conducted using the questions outlined in Appendix B. The interviews will be individual phone interviews with verbatim comments and a summary report provided to the Deputy Director and Director.

LEADERSHIP PRACTICES INTERVIEW GUIDE

Perceptions of Principals, Direct Reports

The Deputy Director is responsible for the following either personally or through delegation to a subordinate.

1. What evidence can you cite to support or refute the following:
 - a. the Deputy Director provides clear direction?
 - b. the Deputy Director provides effective educational leadership?
 - c. the Deputy Director establishes and maintains positive, professional working relationships with staff?
 - d. the Deputy Director unites people toward achieving the Board's goals?
 - e. the Deputy Director demonstrates a high commitment to the needs of students?
 - f. Subordinates trust the Deputy Director
 - g. the Deputy Director empowers others?
 - h. the Deputy Director effectively solves problems?
2. What does the Deputy Director do, if anything, that helps you do your job?
3. What does the Deputy Director do, if anything, that makes doing your job more difficult?

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