

SUPERINTENDENT OF EDUCATION

Areas of assigned responsibility: supervision of Davison, Esterhazy High, Grayson, Melville Comprehensive, Miller, PJ Gillen, Preeceville, Sturgis Composite, Sturgis Elementary Schools, Practical Applied Arts, High School Athletics, New Teacher Induction and Intern Teachers. The Superintendent of Education is assigned the following specific areas of responsibilities:

1. Student Welfare

Role Expectations:

- RE 1.1 Provide safe, positive learning environments for students in areas of assigned responsibility.
- RE 1.2 Provide for the safety and welfare of students while participating in school programs.

Quality Indicators relative to student well-being:

- QI 1.1 Facilitate environments where students feel safe, and have high levels of intellectual engagement in areas of assigned responsibility.
- QI 1.2 Provides an analysis of incident reports related to student conduct (suspensions, expulsions).
- QI 1.3 Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.
- QI 1.4 Monitoring the safety of practical and applied arts teaching environments.

2. Educational Leadership

Role Expectations:

- RE 2.1 Provides leadership in all matters relating to education in areas of assigned responsibility.
- RE 2.2 Ensures students within areas of assigned responsibility have the opportunity to meet the standards of education set by the Ministry.
- RE 2.3 Implements Board policies and administrative procedures relevant to areas of assigned responsibility.
- RE 2.4 Ensures accurate, regular and effective evaluation of students within areas of assigned responsibility.

Quality Indicators relative to educational leadership:

- QI 2.1 The Superintendent of Education conducts an analysis of student success and ensures development of action plans to address concerns within areas of assigned responsibility.
- QI 2.2 The Superintendent of Education identifies trends and issues related to student achievement in areas of assigned responsibility to inform the setting of yearly priorities and outcomes.
- QI 2.3 The Superintendent of Education meets all timelines with provision for appropriate Deputy Director input relative to the annual review of priorities and outcomes within areas of assigned responsibility.

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 staff within areas of assigned responsibility subject to the provisions of Policy 15.
- RE 4.2 Ensures effective evaluation and supervisory processes are developed and implemented to provide for growth and accountability in areas of assigned responsibility.
- RE 4.3 Provide direct supervision of the practical and applied arts consultant resulting in the achievement of prescribed outcomes and student 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 Superintendent of Education models a commitment to personal and professional growth.

- QI 4.3 High standards of instruction, research based practices and professional improvement are fostered in areas of assigned responsibility.
- QI 4.4 Training of administrators is provided in areas of assigned responsibility.
- QI 4.5 The Superintendent of Education models high ethical standards of conduct.
- QI 4.6 The Superintendent of Education 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 Superintendent of Education ensures assigned APs are adhered to.
- QI 5.2 The Superintendent of Education demonstrates a knowledge of and respect for the role of the Director in the administrative procedure processes.
- QI 5.3 The Superintendent of Education makes timely recommendations regarding assigned administrative procedures to ensure they are kept current and effective.

6. Superintendent of Education / Deputy Director Relations

Role Expectations:

- RE 6.1 Establishes and maintains positive, professional working relations with the Deputy 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 Deputy Director and Director require to perform their roles.

Quality Indicators relative to Superintendent of Education/Deputy Director relations:

- QI 6.1 Proposed submissions to Board agendas are made to the Deputy Director 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 Superintendent of Education has responsibility for preparing the draft accountability reports as assigned by the Director.

- QI 6.2 The Superintendent of Education keeps the Deputy Director informed about Division operations within areas of assigned responsibility.
- QI 6.3 The Superintendent of Education interacts with the Deputy Director in an open, honest proactive and professional manner.
- QI 6.4 The Superintendent of Education contributes positively to the effectiveness of Administrative Council and Education Council meetings.
- QI 6.5 The Superintendent of Education implements Deputy Director directions with integrity in a timely fashion, in order for the Deputy Director to perform her duties in an exemplary fashion.
- QI 6.6 The Superintendent of Education develops, for the Deputy Director's review and approval, performance metrics in areas of assigned responsibility.

7. Strategic Planning & Reporting

Role Expectations:

- RE 7.1 Supports the strategic planning process.
- RE 7.2 Implements plans as approved in areas of assigned responsibility.

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 and 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.

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 assigned responsibilities.

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 Superintendent of Education.
- QI 10.7 Empowers others.
- QI 10.8 Effectively solves problems.

Note: Principals selected by the Deputy 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 (and selected indirect) Reports

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

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