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## SUPERINTENDENT OF EDUCATION: CURRICULUM, ASSESSMENT & INSTRUCTION

<b>Portfolio:</b>	Education Services
<b>Reports Directly to:</b>	Deputy Director of Education Services
<b>Reports Indirectly to:</b>	Director of Education
<b>Direct Reports:</b>	#
<b>Department/Location:</b>	Good Spirit Education Complex – Yorkton, SK
<b>Salary Range:</b>	Superintendent Grid – 5 steps
<b>Last Updated:</b>	April 20, 2021

### Profile

Guided by Good Spirit School Division's foundational statements, the Superintendent of Education is an inspirational leader and an integral part of the Administrative and Education Council teams. The Superintendent must provide a full range of accessible, trusted, and professional services for the Division in the area of **Curriculum, Assessment and Instruction**. Leadership will be provided to ensure the school division's effectiveness in the areas of curriculum, assessment, classroom environments, student support services, interventions, digital learning, inclusive environments, attendance, innovative programming, indigenous ways of knowing and student safety are in alignment with the provincial sector plan. This position will be a part of a team responsible for coordinating provincial sector plans with those of the school division and schools.

The Superintendent is responsible for a healthy, productive and engaged work environment aligned with the Division's Mission, Vision and Values. The Superintendent assists the Deputy Director in fulfilling the general and specific aspects of their work as defined in the Education Act and Board Policy and will represent the Division in an ethical, positive and professional manner. This position works toward 4 strategic focus and long-term goals: Student & Family; Internal Process; People Capacity and Financial Stewardship.

Without restricting the generality of the overview above, the Superintendent shall perform such duties and responsibilities as may be assigned including but not restricted to the following:

## 1. Student Welfare

### Role Expectations:

- RE 1.1 Provide safe, positive learning environments for students in areas of assigned responsibility through curriculum, assessment and instruction.
- RE 1.2 Ensure curriculum, assessment and instruction provides for the safety and welfare of students.

### Quality Indicators relative to student well-being:

- QI 1.1 Facilitate environments where students feel safe and have high levels of intellectual engagement as the result of curriculum, assessment and intervention.
- QI 1.2 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 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 policies and procedures are in place for the evaluation of students within areas of assigned responsibility

### Quality Indicators relative to educational leadership:

- QI 2.1 The Superintendent 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 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 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 those employees as indicated on the GSSD organizational chart 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 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 models high ethical standards of conduct.

QI 4.6 The Superintendent 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 ensures assigned APs are adhered to.
- QI 5.2 The Superintendent demonstrates a knowledge of and respect for the role of the Director in the administrative procedure processes.
- QI 5.3 The Superintendent makes timely recommendations regarding assigned administrative procedures to ensure they are kept current and effective.

## 6. Superintendent / 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 / 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 has responsibility for preparing the draft accountability reports as assigned by the Director.
- QI 6.2 The Superintendent keeps the Deputy Director informed about Division operations within areas of assigned responsibility.
- QI 6.3 The Superintendent interacts with the Deputy Director in an open, honest proactive and professional manner.
- QI 6.4 The Superintendent contributes positively to the effectiveness of Administrative Council and Education Council meetings.
- QI 6.5 The Superintendent 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 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 provincial sector plan 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 School Community Councils 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.