

SUPERINTENDENT OF INDIGENOUS EDUCATION

Portfolio:	Education Services
Reports Directly to:	Director of Education
Direct Reports:	5
Department/Location:	Good Spirit Education Complex – Yorkton, SK
Salary Range:	Superintendent Grid – 5 steps
Last Updated:	September 5, 2023

Profile

Guided by Good Spirit School Division’s foundational statements, the **Superintendent of Indigenous Education** is 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 **Indigenous Education**. Leadership will be provided to ensure the school division’s effectiveness in the Indigenization of curriculum, assessment, school environments, attendance policies and traditional ways of knowing are in alignment with the provincial sector plan. This position will be a part of a team of 6 Superintendents and a Director of Education 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 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.

Without restricting the generality of the overview above, the Superintendent shall perform such duties and responsibilities as may be assigned including the following:

1. Student Welfare

Role Expectations:

- RE 1.1 Provides leadership and support in all matters related to indigenizing K-12 curriculum and school cultures.

- RE 1.2 Provides safe, positive learning environments for First Nation and Metis students in areas of assigned responsibility through the supervision of curriculum, assessment and instruction.
- RE 1.3 Ensure curriculum, assessment and instruction provides for the safety and welfare of First Nation and Metis students.
- RE 1.4 Establishes and leads the Indigenous student advisory council for the purpose of advancing Indigenous student engagement within GSSD schools.

Quality Indicators relative to student well-being:

- QI 1.1 Facilitate environments where First Nation and Metis 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 First Nation and Metis student wellness. The Superintendent of Indigenous Education prepares and provides an analysis of incident reports related to Indigenous student conduct.
- QI 1.3 The Superintendent of Indigenous Education assists the Director of Education in monitoring and evaluating Indigenous student engagement within the GSSD schools

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 First Nation and Metis 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 First Nation and Metis 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 First Nation and Metis 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 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 / 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 require to perform their roles.

Quality Indicators relative to Superintendent / Director relations:

- QI 6.1 Proposed submissions to Board agendas are made to the 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 Director informed about Division operations within areas of assigned responsibility.
- QI 6.3 The Superintendent interacts with the 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 the Director directions with integrity in a timely fashion, in order for the Director to perform their duties in an exemplary fashion.
- QI 6.6 The Superintendent develops, for the 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.
- QI 9.5 Act as a liaison between the Director of Education and Indigenous Student Achievement Coaches, Indigenous Community Workers, Indigenous Student Success Coach and the Cultural Advocate.
- QI 9.6 The Indigenous Student Success Consultant serves as a liaison between the Director of Education and First Nation Métis representatives and First Nations Chief and Council for Cote First Nation, Keeseekoose First Nation, Key First Nation and Little Bone First Nation.

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.

Qualifications

- Bachelor of Education along with a Master's degree in an Education related discipline
- Eligibility for LEADS membership
- 5 - 7 years' administration experience preferably in a Pre-K – 12 educational environment
- Valid Class 5 Driver's License
- Self-declared Indigenous Ancestry from the traditional Treaty 4 territory

Knowledge, Skills and Abilities

- Strong interpersonal skills with a proven ability to build trusting, collaborative work environments.
- Ability to deal with people sensitively and professionally at all times.
- Excellent knowledge of all education and best practices.
- An understanding of current trends, developments in Pre-K to Grade 12 education
- Ability to lead change and people while building capacity for sustained improvement throughout the Division and ensuring this change aligns with the Division's Strategic Plan.
- Ability to design and deliver training and professional development.
- Analytical with the ability to recognize areas of concern or opportunity for efficiencies.
- Demonstrated fiscal management skills and understanding of budgeting processes.
- Willingness to embrace change and encourage others to continually foster improvement.
- Effective communication skills with the ability to forge positive relations with a variety of educational partners and employee groups.
- On-going commitment to personal professional growth and development.

Competencies

- Shows commitment to the organizational vision and strategic goals by acting in accordance with organizational expectations. Uses knowledge of the organization and business to solve issues and accomplish goals and strategies while complying with policies, procedures and practices.
- Demonstrates effective organizational skills resulting in the organization's compliance with all legal, Ministerial and Board mandates and timelines. Ensures work is consistently completed and accurate within expected timeframes.
- Takes personal ownership and responsibility for the quality and timeliness of work and is expected to seek clarification on any matters of concern. Demonstrates reliability and integrity on a daily basis.
- Displays a positive attitude toward others, their work, schools and the division. Provides exceptional service to customers (internal and external) by displaying professional and respectful behaviours with timely proactive responses.



Our Motto
Our Mission
Our Values
Our Vision

Students Come First
Building Strong Foundations to Create Bright Futures
Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance
Learning Without Limits...Achievement For All

- Respectful of the confidential nature of the position and will keep confidential any and all information acquired during the course of employment. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)*.
- Models a commitment to personal and professional growth with high ethical standards of conduct.

Working Conditions

- Out of Scope based on a 12- month calendar
- Some travel may be required