



<b>Role Expectation: 1. Building Effective Relationships</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
<p>The Superintendent shall:</p>		
<p>Establish a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.</p>	<ul style="list-style-type: none"> <li>• Collaborating with community and provincial agencies to address the needs of students and their families.</li> <li>• Employing team-building strategies and using solution-focused processes to resolve challenge.</li> <li>• Building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members.</li> <li>• Modeling ethical leadership practices, based on integrity and objectivity.</li> <li>• Establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.</li> <li>• Facilitating the meaningful participation of members of the school community and local community in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at school council meetings when requested, and participation in Council of School Council Meetings.</li> <li>• Satisfaction of the Superintendent’s work as reported by the senior administration team and principals.</li> <li>• Reporting on the meetings and outcomes of the Indigenous Education Advisory Committee (IEAC).</li> <li>• Reporting on changes to Division procedures and practices.</li> <li>• Reporting on meetings with Alberta Education regarding Pembina Hills/ADLC.</li> <li>• Visiting school sites and involvement with staff.</li> <li>• Professional development plan and outcomes for Leadership Meetings.</li> <li>• Formal or informal engagement including such things as digital media, school newsletters, surveys etc. and the ways in which information is reported back to stakeholders.</li> <li>• Grievances and or complaints.</li> <li>• Parent communication.</li> <li>• Partnerships.</li> </ul>

<b>Role Expectation: 2. Modeling Commitment to Professional Learning</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
The Superintendent shall:		
Engage in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.	<ul style="list-style-type: none"> <li>• Communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership.</li> <li>• Collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise.</li> <li>• Actively seeking out feedback and information from a variety of sources to enhance leadership practice.</li> <li>• Seeking and critically reviewing educational research, and applying it to decisions and practices, as appropriate.</li> <li>• Providing leadership to support school division research initiatives, where appropriate.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction Survey results</li> <li>• AERR – Three year Education Plan.</li> <li>• Accountability Pillar results.</li> <li>• Professional development plan and outcomes for Leadership Meetings.</li> <li>• Identifying and reporting on personal professional outcomes and the methods of achieving them.</li> <li>• Personal Professional Development plan/growth plan.</li> </ul>

<b>Role Expectation: 3. Visionary Leadership</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
The Superintendent shall:		
Engage with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.	<ul style="list-style-type: none"> <li>• Ensuring that the vision is informed by research on effective learning, teaching and leadership.</li> <li>• Promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.</li> <li>• Promoting in the school community a common understanding of and support for the school division's priorities and strategies.</li> <li>• Ensuring that the vision expressed in the school division's three year education plan is responsive to the ongoing review of the school division's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Division Professional Development plan and evaluation.</li> <li>• Planning process and timeline.</li> <li>• Division priorities and strategies.</li> <li>• Department assurance reports and information updates.</li> <li>• Media – digital, print, web based.</li> <li>• Technology Plan.</li> </ul>

<b>Role Expectation: 4. Leading Learning</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
<p>The Superintendent shall:</p> <p>Establish and sustain a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.</p> <p>(continued on next page)</p>	<ul style="list-style-type: none"> <li>• Fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.</li> <li>• 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.</li> <li>• Ensuring that all instruction in the school division addresses learning outcomes outlined in programs of study.</li> <li>• Promoting collegial relations, collaboration, critical thinking and innovation in the school community.</li> <li>• 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.</li> <li>• Building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Alberta Education Monitoring Report.</li> <li>• Alberta Education Results Report.</li> <li>• Organizational charts.</li> <li>• Job descriptions.</li> <li>• Administrative Procedures.</li> <li>• PAT and Diploma Results.</li> <li>• High School Completion statistics.</li> <li>• Response to Intervention (RTI).</li> <li>• Student suspension/expulsion statistics.</li> <li>• Regional Collaborative Service Delivery (RCSD) Information Reports.</li> </ul>

	<ul style="list-style-type: none"><li>• Ensuring school division student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.</li><li>• Ensure the performance of all staff is monitored and appropriate. evaluation processes are in place.</li><li>• Act as, or designate, the attendance officer for the Division.</li></ul>	
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<b>Role Expectation: 5. Ensuring First Nations, Metis and Inuit Education for All Students</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
The Superintendent shall:		
Establish the structures and provide the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Understanding historical, social, economic, and political implications of:               <ul style="list-style-type: none"> <li>• treaties and agreements with First Nations</li> <li>• legislation and agreements negotiated with Métis</li> <li>• residential schools and their legacy.</li> </ul> </li> <li>• Aligning school division resources and building organizational capacity to support First Nations, Métis and Inuit student achievement.</li> <li>• Pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting on the meetings and outcomes of the Indigenous Education Advisory Committee (IEAC).</li> <li>• Information reports from First Nations, Metis, Inuit Liaison Workers.</li> </ul>

<b>Role Expectation: 6. School Division Operations and Resources</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
The Superintendent shall:		
<p>Direct school division operations and strategically allocate resources in the interests of all students and in alignment with the school division's goals and priorities.</p> <p>(continued on next page)</p>	<ul style="list-style-type: none"> <li>• Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school division requirements.</li> <li>• Ensuring effective alignment of the school division's human resources to achieve the school division's education plan.</li> <li>• Delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.</li> <li>• Providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities.</li> <li>• Establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.</li> <li>• Respecting cultural diversity and appreciating differing perspectives expressed in the school community.</li> <li>• Recognizing student and staff accomplishments.</li> <li>• Implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Three Year Capital Plan.</li> <li>• IMR Summary.</li> <li>• Auditor's Report.</li> <li>• Auditor's Management Letter.</li> <li>• Quarterly Financial Reports.</li> <li>• Allocation Formula and Budget.</li> <li>• In consultation with the Board Chair serve as/or identify the spokesperson for the Division for the media and the public in order to keep the Division's messages consistent and accurate.</li> <li>• Compliance with Freedom of Information and Protection of Privacy (FOIPP).</li> <li>• Superintendent calendar.</li> </ul>

<p>(continued on next page)</p>	<ul style="list-style-type: none"> <li>• Support the Board in its use of natural person powers to enhance learning opportunities for students.</li> <li>• Ensure the fiscal management of the Division by the Secretary Treasurer is in accordance with the terms or conditions of any funding received by the Board under the <i>Education Act</i> or any other Act or Regulation.</li> <li>• Develop and keep current Administrative Procedures (AP's) that are consistent with Board policy as well as provincial regulations, policies and procedures. The Superintendent shall inform the Board of any changes to AP's. Consultation with the Board will occur prior to any changes to AP's which significantly impact the operations of the Division.</li> <li>• Respect and honour the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.</li> <li>• Attend, or assign designate, to all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as needed to ensure the making of informed decisions.</li> <li>• Maintain an online calendar including events, meetings and locations of</li> </ul>	
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	<p>activities and share this with the Board Chair.</p> <ul style="list-style-type: none"><li>• Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.</li><li>• Report to the Minister with respect to matters identified in and required by the <i>Education Act</i> and provincial legislation.</li><li>• Act as the head of the Division for the purposes of the Freedom of Information and Protection of Privacy (FOIPP) Act.</li></ul>	
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<b>Role Expectation: 7. Supporting Effective Governance</b>	<b>Quality Indicators</b>	<b>Evaluation Evidence</b>
The Superintendent shall:		
<p>A superintendent of the school division, 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 <i>Education Act</i> and other provincial legislation.</p> <p>(continued on next page)</p>	<ul style="list-style-type: none"> <li>• Establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity.</li> <li>• 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.</li> <li>• Ensuring that all students in the school division have the opportunity to meet the standards of education set by the Minister of Education.</li> <li>• Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.</li> <li>• Ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements.</li> <li>• Supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms.</li> <li>• Implementing board policies and supporting the regular review and evaluation of their impact.</li> <li>• Ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective</li> </ul>	<ul style="list-style-type: none"> <li>• Interacts with the Board in an open, honest, pro-active and professional manner.</li> <li>• Ensures high quality management services are provided to the Board.</li> <li>• Implements Board directions with integrity in a timely fashion.</li> <li>• Keeps the Board informed about Division operations and on emergent issues.</li> <li>• Crisis Response Management.</li> <li>• Emergency Preparedness.</li> <li>• Superintendent Calendar.</li> <li>• Administrative Procedures.</li> <li>• Board Policy.</li> <li>• Partnerships.</li> <li>• ADLC Service Agreement.</li> <li>• Three Year Capital Plan.</li> <li>• Facilities Master Plan (FMP).</li> <li>• Infrastructure Maintenance and Renewal (IMR) Summary.</li> </ul>

	<p>professional responsibilities.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Supporting the board in its engagement with the school community to develop a vision of a preferred future for student success.</li> <li>• Facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.</li> <li>• Promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.</li> </ul>	
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**Reference:**

[Education Act](#)  
[Freedom of Information and Protection of Privacy Act \(FOIP\)](#)  
[Truth and Reconciliation Commission Calls To Action](#)  
[Superintendent Leadership Quality Standard](#)

[Policy 11 Board Delegation of Authority](#)  
[Policy 12 Role of the Superintendent](#)  
[Policy 12 Superintendent Evaluation – Appendix B](#)  
[AP 10-03 Administrative Procedures, Forms & Handbooks](#)