

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Competencies



Supporting Effective Governance

A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, 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 School Act and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

- (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- (b) 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;
- (c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- (d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- (e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- (f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- (g) implementing board policies and supporting the regular review and evaluation of their impact;
- (h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- (i) 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;
- (j) 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;
- (k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- (l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
- (m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

✓	Phase I	Phase II	Phase III
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LEGAL AND KEY REFERENCES

School Act, RSA 2000, Chapter S-3

Section 113(3) – Superintendent of Schools – The superintendent shall carry out the duties assigned to the superintendent by the board.

Section 78 – Accountability of Board

<http://canlii.ca/t/5303d>

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

RESEARCH

Governance in Transformation: Alberta School Board Chairs’ Perspectives

Keith Seel (Mount Royal University) and Jim Gibbons (Alberta School Boards Association) conducted a study that presents data from Alberta School Board Chairs regarding their perception of governance transformation. They cite how the practice of governance would need to move from predominantly fiduciary and strategic domains of governance to include “generative governance”.

(Chait, Ryan, & Taylor, 2005)

<http://anserj.ca/index.php/cjnsr/article/download/105/58>

PRACTICE IN ALBERTA



The **Alberta School Boards Association (ASBA)** mission is leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.

www.asba.ab.ca/



The **Public School Boards’ Association of Alberta (PSBAA)** is a group of Alberta public school boards advocating for public education in the province of Alberta. PSBAA champions inclusive public school education with locally elected school boards who are dedicated to student success.

www.public-schools.ab.ca/



The **Alberta Catholic School Trustees’ Association (ACSTA)** represents Catholic trustees in Alberta, Northwest Territories and Yukon. They are committed to a unified voice providing spiritual and political leadership for publicly funded Catholic Education.

www.acsta.ab.ca/

RESOURCES

Policy and Requirements for School Board Planning and Results Reporting

The Ministry of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta’s K – 12 students. This creates an accountability relationship between the Ministry and school authorities.

This site contains requirements for Alberta’s public, separate and Francophone school authorities and schools as well as charter and accredited funded private schools. These documents are available online at <https://education.alberta.ca/school-authority-planning-resources/current-requirements/everyone/planning-documents?searchMode=3>