

Role of the Superintendent**Preamble**

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer for the Academy. The Superintendent reports directly to the Gwynne Valley Rural Academy Society, and is accountable to the Board of Directors for the conduct and operation of the school.

Areas of responsibility, competencies and indicators as outlined in the Superintendent Leadership Quality Standards.

1. Building Effective Relationships
2. Modeling Commitment to Professional Learning
3. Visionary Leadership
4. Leading Learning
5. Ensuring First Nations, Metis and Inuit Education for all Students
6. School Authority Operations and Resources
7. Supporting Effective Governance

The annual evaluation of the Superintendent shall be conducted in accordance with Attachment A - Superintendent Evaluation Process

Specific Areas of Responsibility

1. Student Learning
 - 1.1. Provides leadership in all matters relating to education in the Academy.
 - 1.2. Ensures students in the Academy have the opportunity to meet or exceed the standards of education set by the Minister.
 - 1.3. Ensures that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
 - 1.4. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
 - 1.5. Provides leadership in implementing education policies established by the Minister and the Board.
2. Student Welfare
 - 2.1. Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 2.2. Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
 - 2.3. Ensures the safety and well-being of students whether or not it occurs within the school building, during the school day or by electronic means.
 - 2.4. Ensures the facilities adequately accommodate Academy students.

- 2.5. Acts as, or designates, the attendance officer for the Academy.
3. Fiscal Responsibility
 - 3.1. Ensures the fiscal management of the Academy by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other Act.
 - 3.2. Ensures the Academy operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3. Directs the preparation and the presentation of the budget.
 - 3.4. Ensures the Board has current and relevant financial information.
 - 3.5. Directs the preparation of the Three-Year Capital Plan for submission to the Board.
4. Personnel Management
 - 4.1. Has overall authority and responsibility for all personnel-related matters, except those personnel matters precluded by legislation, collective agreements or Board policy.
 - 4.2. Monitors the performance of all staff and ensures appropriate evaluation processes are in place.
 - 4.3. Facilitates professional development and training sessions for staff.
 - 4.4. Ensures the coordination and integration of human resources within the Academy.
 - 4.5. Ensures that each staff member and contractor is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
5. Policy/Administrative Procedures
 - 5.1. Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations
 - 6.1. Engages in and maintains positive, professional working relations with the Board.
 - 6.2. Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
 - 6.3. Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
 - 6.4. Provides the information and counsel which the Board requires to perform its role.
 - 6.5. Keeps the Board informed on sensitive issues in a timely manner.
 - 6.6. Attends, and/or designates, administrative attendance at all committee

- meetings.
- 6.7. Demonstrates respect, integrity and support, which is conveyed to the staff and community.
- 7. Strategic Planning and Reporting
 - 7.1. Leads a generative Strategic Planning engagement process.
 - 7.2. Assists the Board in determining the present and future educational needs of the Academy through the development of short- and long-range plans.
 - 7.3. Involves the Board appropriately (Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).
 - 7.4. Implements plans as approved.
 - 7.5. Reports regularly on results achieved.
 - 7.6. Develops the Annual Education Results Report for Board approval.
- 8. Organizational Management
 - 8.1. Demonstrates effective organization skills resulting in Academy compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2. Reports to the Minister with respect to matters identified in and required by the Education Act and provincial legislation.
 - 8.3. Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
 - 8.4. Builds an organizational structure and promotes an Academy culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 9. Communications and Community Relations
 - 9.1. Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
 - 9.2. Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Academy.
 - 9.3. Maintains effective relationships within the system and the community served by the system.
 - 9.4. Acts as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
 - 9.5. In consultation with the Board Chair, serves as a spokesperson for the Academy for the media and public in order to keep the Academy's messages consistent and accurate.
- 10. Leadership Practices
 - 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
 - 10.2. Develops and maintains positive and effective relations with provincial and

- regional government departments and agencies.
- 10.3. Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.

Legal Reference: Section 8, 11, 33, 35.1, 52, 53, 222, 223, 224 Education Act
Freedom of Information and Protection of Privacy Act
Superintendent Leadership Quality Standard

Superintendent Evaluation Process

The evaluation process::

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas requiring improvement while others will identify areas where greater emphasis is required due to changes in the environment.
2. Complies with the contract between the Board and the Superintendent includes performance evaluation criteria and processes and provision for regular annual written evaluation of the Superintendent's performance.
3. Highlights the key role of the Superintendent as the Chief Education Officer for GVRA to enhance student achievement and success for all children.
4. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence (see Criteria for Evaluations).
6. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
7. Is aligned with and based upon the Superintendent's roles and responsibilities. The Board policy is consistent with the evaluation document.
8. Is linked to GVRA's goals. The Strategic Planning and Reporting section directly links the Superintendent's performance to the Strategic Planning process, which includes these goals.
9. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas. (Initial Process not necessarily applicable)
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with

- subjective data provided in surveys.
12. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
 13. Ensures Board feedback is provided regularly. Such feedback will be timely, provided annually, supported by specific examples, and will focus on areas over which the Superintendent has authority.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in a Performance Assessment Guide established by the Board of Directors. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities. An external consultant will collect data relative to leadership practices by interviewing all principals and all “direct reports”. “Direct reports” are defined to be those individuals who report directly to the Superintendent on the GVRA’s organizational chart.