

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



Ensuring First Nations, Métis and Inuit Education for All Students

A superintendent establishes the structures and provides 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.

Achievement of this competency is demonstrated by indicators such as:

- (a) 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;
- (b) 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;
- (c) understanding historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- (e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

LEGAL AND KEY REFERENCES

School Act: Section 113 – Superintendent of Schools

The superintendent shall supervise the operation of schools and the provision of education programs in the district or division.
<http://canlii.ca/t/5303d>

Business Plan 2017-2020

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

<http://www.finance.alberta.ca/publications/budget/budget2017/education.pdf>

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

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RESEARCH

Alberta Education – Partners in Research Promising Practices in Supporting Success for Indigenous Students - OCED

<http://bit.ly/2wwdaNf>

United Nations Declarations on the Rights of Indigenous Peoples

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

PRACTICE IN ALBERTA

Ensuring First Nations, Métis and Inuit Education for all Students requires an understanding and application of foundational knowledge and building effective relationships.



ARPDC

Empowering the Spirit: This **Alberta Regional Professional Development Consortia (ARPDC)** website provides support for all levels within school jurisdictions to increase awareness, understanding and application of First Nations, Métis and Inuit histories, perspectives and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and Reconciliation Commission Calls to Action for education. <http://empoweringthespirit.ca>

Successful Practices in FNMI Education Collaborative Framework Building Relationship Companion Resource

Alberta Education Collaborative Frameworks serves as a guide to strengthen collaborative processes between school authorities, parents, communities and other stakeholders, as they work together to improve the educational outcomes of First Nations, Métis and Inuit students.

<https://education.alberta.ca/media/482147/collaborative-frameworks-building-relationships.pdf>

Please share your school authorities stories specific to how you address this competency: admin@cass.ab.ca.

Over time we will post on the CASS website.

RESOURCES

Sharing Histories, Cultures and World Views



In June 2016, Alberta Education, the Alberta Teachers' Association (ATA), the National Centre for Truth and Reconciliation (NCTR) and Alberta Regional Professional Development Consortia (ARPDC), College of Alberta School Superintendents (CASS), Alberta School Boards Association (ASBA), and Alberta Association of Deans of Education (AADE) and Alberta Education signed the Joint Commitment to Action to ensure that all students learn about the histories, cultures and world views

of First Nations, Métis and Inuit peoples. The **ATA** has begun to fulfill its commitment by establishing the Walking Together: Education for Reconciliation Professional Learning Project.

<http://bit.ly/2lezC9u>

The **NCTR** at the University of Manitoba is the permanent home for all statements, documents and other materials gathered by the Truth and Reconciliation Commission (TRC). It is a place to learn about the historical, social, economic and political implications of residential schools.

<http://nctr.ca/map.php/>