

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



Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with community and provincial agencies to address the needs of students and their families;
- (b) employing team-building strategies and using solution-focused processes to resolve challenges;
- (c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- (d) modeling ethical leadership practices, based on integrity and objectivity;
- (e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- (f) facilitating the meaningful participation of members of the school community and local community in decision-making.

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>

School Councils Regulation, Alberta Regulation 113/2007: Section 13

Responsibilities of board: A board must provide the school council with an opportunity to provide advice to the school on mission, policies, annual education plan, annual results report and budget.
<http://canlii.ca/t/52ssn>

Children First Act, SA 2013, Chapter C-12.5: Section 2(e)

The Children's Charter: while reinforcing and without in any way derogating from the primary responsibility of parents, guardians and families for their children, that individuals, families, communities and governments have a shared responsibility for the well-being, safety, security, education and health of children.
<http://canlii.ca/t/528f6>

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

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RESEARCH

The interpersonal skills and collaborative orientations of effective superintendents are foundational contributors to their success and, more significantly, to the success of their school systems. Relational trust (Bryk & Schneider, 2002), ethical conduct, and integrity contribute to a productive, safe, and secure school system culture. The importance of paying attention to the cultivation of professional relationships within schools and within communities is well established in the district leadership literature (Leithwood; 2008, 2010a, 2010b, 2011, 2012, 2016; Robinson, 2011; Ryan, 2006; Steele, 2010; Timperley, 2011, Whelan, 2009).

The Alberta School Superintendent: Leadership Competencies for Complex Times, A paper prepared for CASS; Dr. Jim Brandon and Dr. Jacqueline Ottmann, University of Calgary, 2017

PRACTICE IN ALBERTA

Building Effective Relationships focuses on building positive connections with members of the school community (students, teachers, families) as well as the broader local and provincial community.

This selected example focuses on collaborating with parents:



Collaborating with Parents

Titles include: Parents are Powerful Partners. Building Relationships, Family Centered Collaboration, Respecting Cultural diversity, Building Relationships and Trust, Active Listening, Resolving Differences Through Collaboration, Collaborating for Smooth Transitions, Solution Focused Collaboration

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

Collaborating to Support Students

Schools are most effective in addressing the needs of all children, youth and their families when school authorities, staff members, parents and community partners work collaboratively.

Collaborative Practices

This resource is designed to help school authorities and their partners understand how to build a school community that supports collaboration. It also shows how they can access supports and services that address the needs of children, youth and their families within the context of school and community.

This resource includes a series of videos, conversation guides, knowledge sharing materials and a research library.
<https://education.alberta.ca/collaborating-to-support-students/>

Working Together Toolkit

The purpose of the Working Together Toolkit is to help superintendents, division office leaders, principals, school leaders and education partners build capacity and develop partnerships.

<https://education.alberta.ca/media/1089038/searchabletoolkit.pdf>
