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
- Modeling Commitment to Professional Learning
- Visionary Leadership
- ✓ Leading Learning
- Ensuring First Nations, Métis and Inuit Education for All Students
- School Authority Operations and Resources
- Supporting Effective Governance

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

(a) 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;

(b) 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;

(c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;

(d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;

(e) 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;

(f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and

(g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

LEGAL AND KEY REFERENCES

School Act, RSA 2000, c Chapter S-3 section

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.

Section 3 – Diversity in shared values – All education programs offered and instructional materials used in schools must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.
http://canlii.ca/t/5303d

Ministerial Order on Student Learning in Alberta (#001/2013)
https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/

This resource is intended to support this stage of implementation:

✓ Phase I	Phase II	Phase III

Alberta Education: Programs of Study
https://education.alberta.ca/programs-of-study/programs-of-study/

Learning and Technology Policy Framework
https://education.alberta.ca/media/1046/learning-and-technology-policy-framework-web.pdf

Legal References provided by Teresa Haykowsky, Partner McLennan Ross LLP

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RESEARCH

Leithwood June 2013 paper titled _Strong Districts and Their Leadership_ offers important insight in describing strong districts and the role superintendents and system leaders have. His conclusion includes these summary statements:

Districts contribute to their students' learning … to the extent that they develop nine key characteristics or conditions. These characteristics encompass districts' purposes, the coherence of instructional guidance systems, how and what evidence district staffs use for decision making, the nature of their improvement process and approaches to capacity building; these key characteristics also include the extent to which elements of the organization are aligned around district purposes and priorities, approaches to leadership development, the nature of trustee governance and the quality of relationships throughout district and beyond. When strong district leaders develop the characteristics and conditions of strong districts, the best available evidence indicates that their impact on student learning is likely to be substantial. Page 34,35
http://www.ontariodirectors.ca/downloads/Strong%20Districts-2.pdf

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PRACTICE IN ALBERTA

Alberta Education Inclusive Education

Educational practices that are flexible and responsive to the strengths and the needs of individual students can create inclusive learning experiences that ensure all students are successful.
See video resources: https://education.alberta.ca/inclusive-education/inclusive-education/?searchMode=3

Engaging All Learners Website – ARPDC

This collection of professional learning resources can be used to build capacity through self-study, in-school professional learning communities, and district-wide learning opportunities.
Videos, Learning Guides and text resources:
http://www.engagingalllearners.ca/learning-supports/

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.

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RESOURCES

Indicators of Inclusive Schools: Continuing the Conversation – Alberta Education
https://education.alberta.ca/media/482253/indicators_of_inclusive_schools.pdf

Ministerial Order on Student Learning Cross–Curricular Competencies – ERLC
http://erlc.ca/resources/resources/cross_curricular_competencies_overview/

ARPDC Moving Forward with High School Redesign
http://abhsredesign.ca/

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions
https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf

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