

Superintendent Leadership Quality Standard: PRACTICE PROFILE

The **Superintendent Leadership Quality Standard (SLQS)** is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice Profile. This construct, following the required Alberta

Education SLQS competencies, is framed around the conditions represented in the CASS workplace wellness framework. System leaders are more likely to meet the professional practice standard when they are well.

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 and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education Ministerial Order #002/2020



A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column. A "*" is provided at the end of the list of AE indicators to imply opportunity to add to the list.
- Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

Areas for Growth

- Reflect on your practice and use the SLQS indicators or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system-level planning tools available at <https://cassalberta.ca/planning-for-implementation>

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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none">(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. <ul style="list-style-type: none">•	<ul style="list-style-type: none">•
	<p>Areas for Growth</p> <ul style="list-style-type: none">•

Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none">(a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;(b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;(c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;(d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;(e) providing leadership to support school authority research initiatives, where appropriate; and(f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system. <ul style="list-style-type: none">•	<ul style="list-style-type: none">•
	<p>Areas for Growth</p> <ul style="list-style-type: none">•

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Indicators

Achievement of this competency is demonstrated by indicators such as:

- (a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- (b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- (c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- (d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

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Evidence in Practice

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Areas for Growth

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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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none">(a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>;(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. <p>•</p>	<p>•</p>
	<p>Areas for Growth</p> <p>•</p>

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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none">(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:<ul style="list-style-type: none">• 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. <p>•</p>	<ul style="list-style-type: none">•
	<p>Areas for Growth</p> <ul style="list-style-type: none">•

School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none">(a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;(b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;(c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;(d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;(e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;(f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;(g) recognizing student and staff accomplishments; and(h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning. <p>•</p>	<p>•</p>
	<p>Areas for Growth</p> <p>•</p>

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.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (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 fulfillment 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. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<p>Areas for Growth</p> <ul style="list-style-type: none"> •



CASS Workplace Wellness Framework

System leaders are more likely to meet the professional practice standard when they are well.

Well-being: Integrates mental and physical health through improved dimensions of physical, mental, and social emotional states.

The role of system leaders includes supporting themselves, school leaders, teachers, other staff, and students. A comprehensive and integrated workplace wellness plan will address the well-being needs of all involved in supporting optimum learning for students in Alberta.

CASS incorporated the wellness image alongside the standard to reinforce the importance of having the wellness capacity to meet the professional practice standard. The following conditions from the CASS workplace wellness framework are intended to address personal and system workplace wellness.

Workplace Wellness Conditions and Indicators	Evidence in Practice related to your contribution in addressing workplace wellness
<p>Achievement is demonstrated by indicators of the 5 conditions in the CASS workplace wellness framework.</p> <p>A Comprehensive and Integrated Approach</p> <ol style="list-style-type: none"> 1. The plan addresses the wellness needs of all leaders, teachers, staff, and students within the physical, mental, and social-emotional dimensions of well-being. 2. The plan gathers the people and resources to develop the school authority workplace wellness plan. <p>Leadership, Shared Vision, and Commitment</p> <ol style="list-style-type: none"> 1. Support and communicate a shared and aligned vision that was collaboratively developed. 2. Advocate for and model the school authority's workplace wellness plan. <p>Evidence and Research</p> <ol style="list-style-type: none"> 1. Is based on data collected that informs which practices to implement. 2. Includes evidence collected over time to better understand the impact of workplace wellness practices. <p>Roles and Responsibilities</p> <ol style="list-style-type: none"> 1. Roles and responsibilities within the school authority and among key partners enable collaboration for joint planning and implementation and 2. School authority and school staff collaborate with community partners to identify best, promising, and emerging practices related to workplace wellness considering staff and students. <p>Systemic Professional Learning</p> <ol style="list-style-type: none"> 1. A workplace wellness professional learning plan is comprehensive and integrated with the school authority's overall professional learning plan. 2. The workplace wellness plan provides for professional learning related to self-care as well as supporting staff and student wellness. 	<ul style="list-style-type: none"> •
<p>CASS Workplace Wellness Resources—including A Planning and Implementation Guide can be found at https://cassalberta.ca/resources/wellness/</p>	<p>Areas for Growth</p> <ul style="list-style-type: none"> •

