

SYSTEM EDUCATION LEADER QUALITY PRACTICE GUIDELINES

Background

System Education Leaders serve the interests and needs of the school community within the framework of the larger Division Leadership team and support the superintendent in educational leadership across the school authority. System Education Leaders are school authority leaders who hold a teaching certificate. Division System Education Leaders are expected to provide quality leadership throughout their careers.

The following leadership quality Practice Guidelines and the seven (7) supporting leadership competencies guide the selection, professional growth, supervision and evaluation of Division System Education Leaders. The competencies in this Practice Guidelines are from Alberta Education's Superintendent Leadership Quality Practice Guidelines and the Leadership Quality Practice Guidelines and are intended to reflect the roles and responsibilities of system education leaders.

System Education Leader Quality Practice Guidelines: Quality system education leadership occurs when the system education leader's ongoing analysis of the context, and their 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.

Division System Education Leaders are expected to consistently demonstrate professional leadership practices in keeping with the above leadership quality statement and the following seven (7) leadership competencies. 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.

Division System Education Leaders are responsible to the Superintendent for the implementation of this administrative procedure.

Procedures

1. Competency One – Building Effective Relationships

- 1.1 A system education leader 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..
- 1.2 Achievement of this competency is demonstrated by indicators such as:
 - 1.2.1 collaborating with community and provincial agencies to address the needs of students and their families;
 - 1.2.2 employing team-building strategies and using solution-focused processes to resolve challenges;

- 1.2.3 building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- 1.2.4 modeling ethical leadership practices, based on integrity and objectivity;
- 1.2.5 establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- 1.2.6 facilitating the meaningful participation of members of the school community and local community in decision-making.

2. Competency Two – Modeling Commitment to Professional Learning

- 2.1 A system education leader engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching and learning.
- 2.2 Achievement of this competency is demonstrated by indicators such as:
 - 2.2.1 communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
 - 2.2.2 collaborating with teachers, principals, superintendents and other system leaders to build professional capacities and expertise;
 - 2.2.3 actively seeking out feedback and information from a variety of sources to enhance leadership practice;
 - 2.2.4 seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate;
 - 2.2.5 providing leadership to support school authority research initiatives, where appropriate; and
 - 2.2.6 engaging the members of the school authority to establish a shared understanding of current trends and priorities in the education system.

3. Competency Three – Visionary Leadership

- 3.1 The system education leader supports the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
- 3.2 Achievement of this competency is demonstrated by indicators such as:
 - 3.2.1 ensuring that the vision is informed by research on effective learning, teaching and leadership;
 - 3.2.2 promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
 - 3.2.3 promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
 - 3.2.4 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.

4. Competency Four – Leading Learning

4.1 The system education leader facilitates and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

4.2 Achievement of this competency is demonstrated by indicators such as:

4.2.1 fostering in the school community equality and respect with respect to age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation;

4.2.2 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;

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

4.2.4 promoting collegial relations, collaboration, critical thinking and innovation in the school community;

4.2.5 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; and

4.2.6 supporting the implementation of fair, appropriate, and evidence-informed assessment and evaluation procedures in the school authority to enhance learning, teaching and leadership.

4.2.7

5. Competency Five – Supporting First Nations Métis and Inuit Education for All Students

5.1 A system education leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

5.2 Achievement of this competency is demonstrated by indicators such as:

5.2.1 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;

5.2.2 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;

5.2.3 understanding historical, social, economic, and political implications of:

5.2.4 treaties and agreements with First Nations;

5.2.5 treaties and agreements with First Nations;

5.2.6 legislation and agreements negotiated with Métis; and

- 5.2.7 residential schools and their legacy;
 - 5.2.8 aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
 - 5.2.9 pursuing opportunities and engaging in practices to facilitate reconciliation within the school
6. Competency Six – Sustaining Effective Instructional Leadership
- 6.1 A system education leader ensures that every student has access to quality teaching and optimum learning experiences.
 - 6.2 Achievement of this competency is demonstrated by indicators such as:
 - 6.2.1 building the capacity of teachers, principals and other system leaders to respond to the learning needs of all students;
 - 6.2.2 facilitating authority-wide professional growth, supervision and evaluation processes to ensure that all teachers, principals and other system leaders meet their respective professional Practice Guidelines;
 - 6.2.3 facilitating mentorship and induction supports for teachers, principals and other system leaders in the school authority as required;
 - 6.2.4 supporting principals, other system leaders and superintendents in providing opportunities for members of the school community to develop leadership capacity;
 - 6.2.5 demonstrating a strong understanding of effective pedagogy and curriculum;
 - 6.2.6 developing authority-wide supports that facilitate the use of a variety of technologies to support learning for all students;
 - 6.2.7 ensuring a wide range of data is utilized to inform school and school authority practice and enable success for all students;
 - 6.2.8 facilitating access to resources, agencies and experts within and outside each school community to enhance student learning and development; and
 - 6.2.9 promoting a school authority-wide culture of collaboration, excellence and professionalism.
7. Competency Seven – School Authority Operations and Resources
- 7.1 A system education leader supports the superintendent in managing the school authority operations and strategically allocating resources in the interests of all students and in alignment with the school authority's goals and priorities.
 - 7.2 Achievement of this competency is demonstrated by indicators such as:
 - 7.2.1 providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
 - 7.2.2 ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;

- 7.2.3 delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;;
- 7.2.4 providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- 7.2.5 establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 7.2.6 respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- 7.2.7 recognizing student and staff accomplishments; and
- 7.2.8 implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

Reference: Relevant Legislation & Guidelines