

DIRECTOR OF EDUCATION WAG – Role Expectations & Quality Indicators

Presenters:

Glen Gantefoer

Kevin Garinger

April Blondeau



WAG Committee Members

WAG includes representatives from: LEADS, SASBO, Directors of Education, Superintendents of HR, and Board Members.

Committee Members	Participating Organization/Division
April Blondeau	SSBA - Committee Chair
Ben Grebinski	LEADS - Executive Director
Quintin Robertson	LEADS - President
Kevin Garinger	LEADS – President Elect
Jaime Valentine	SASBO - Executive Director
Dianne Ford	SASBO - CFO
Diana Welter	SASBO - Superintendent of HR
Christine Boyczuk	Board Member – Holy Trinity
Glen Gantefoer	Board Member – Light of Christ
Jaime Smith-Windsor	Board Member – Saskatchewan Rivers Public SD

Purpose of WAG Committee

- The WAG of Education Sector Stakeholders came together to review *Role of the Director – Appendix B – Performance Assessment Guide*
- Review Included:
 - Current State Analysis - Role of the Director – Appendix B
 - History & Changing Role of the Director
 - Best Practice Research - Appraisal
 - Engaging stakeholders
 - Recommend a Revised Appendix B – Quality Indicators for Divisions to adopt if they so wish

Current State Analysis

The WAG focused on the following questions when analyzing the Role Expectations & Quality Indicators:

- Are the Quality Indicators providing evidence that the Role Expectations are being met?
- Are there any competencies missing that are not currently being assessed?
- Are the Quality Indicators relevant for the Director Education/CEO role?

Stakeholder Engagement

- Met with:
 - Directors of Education
 - Saskatchewan Catholic School Boards Association
 - Faith Leadership
 - Board Members on the Committee provided the Board Member perspective

Historical Analysis

- WAG Committee members met with Directors of Education to discuss:
 - Shifts in the Director role over the years
 - Work Load
 - Rural v.s Urban differences
 - Governance Shift

Analysis – Current Role of Director

- Expanding Role & Emphasis on:
 - Strategic Planning
 - Crisis Management & Risk Management
 - Business Continuity
 - Communications/Media
 - Client Expectations
 - Director/Board Relationship
 - Increased Health Component of staff & students
 - Truth & Reconciliation
 - Educational Leadership

Director of Education - Feedback

Quality Indicator Gaps – these need to align with the appropriate Role Expectations. This committee found that although it was tasked with analyzing and recommending changes to the **Appendix B – Quality Indicators**, it found it was impossible to do so without assessing and making recommendations to the required **Director Role Expectations** as well. The following Director Role Expectations were missing which are more reflective of today's expectations of a Director:

- EDIA
- Reconciliation
- Risk Management
- Social Responsibility
- Governance
- Faith Leadership – needs to be a separate Role Responsibility added to the Catholic School Division Appendix B

Director of Education - Feedback

Director Performance Appraisal

- Needs to be a continuous process, not just a snapshot in time.
- Directors want it to be a more formative process that occurs throughout the year and want all work to be considered rather than year-end accomplishments only.
- Directors feel the appraisal process should be a mutually agreed to process between the Director and the Board.

Director of Education - Feedback

Director Evidence Package

- Creates a lot of work on behalf of the Director.
- They are finding the Evidence Package they put together not referred to or reviewed in any detail.
- Some feel it becomes a duplicate process because they have provided accountability reports throughout the year to their boards and then must also provide the year-end report within the Director Evidence Package.

Director of Education - Feedback

Board Member Training in Conducting Appraisals

- Needs to be training for Board Members on how to effectively conduct appraisals.
- Appraisal process needs to be clear.
- Needs to be an Accountability piece.
- Delegation of Authority needs to be clear.

Director of Education - Feedback

360 Degree Tools

- Include the Directors when picking 360 interviewees
- Current process – it is not clear how the interviewees are chosen

Analysis – Shifts in Appraisal Processes

- Appraisal is central to good governance
- Appraisal makes clear the core responsibilities of the Director but is also central to:
 - The performance of the organization
 - The actualization of the Board's Strategic Plan
 - Influencing change and innovation in the organization
- Appraisal is about learning and growth and the performance of the system, empowering the Director, not just compliance

WAG Recommendations

- Continue with Peer/360 Degree Interviews
- Training for Board Members - Director Appraisals
- Do away with Director Evidence Package
- Consider alternatives such as tracking and recognizing Accountability Reports given by the Director throughout the year as part of the on-going assessment and recognition the Director is meeting the role responsibilities

WAG Recommendations Continued

- Utilize the appraisal process to identify and support Director learning and growth in areas that have seen significant change (e.g. EDIA, Risk Management, Social Responsibility, Governance, Communications Media)

Revised Director of Education RE's & QI's Document

Revised Role Expectations include:

1. Student Learning & Well-being
2. Educational Leadership & Leadership Practices
3. Governance
4. Fiscal Responsibility
5. Human Resource Management
6. Policy & Administrative Procedures
7. Director/Board Relations & Governance Support
8. Strategic Planning & Reporting
9. Organizational Management
10. Communications & Community Relations
11. Leadership Practices
12. Faith Leadership is embedded

Note: Equity/Inclusion, Reconciliation, Risk Management, Social Responsibility QI statements are embedded within the Quality Indicators.

Director of Education REs and QIs with Embedded Faith Leadership - Appendix B – (Double click image to be redirected to full document)



Director of Education – Role Expectations (REs) & Quality Indicators (QIs) with Embedded Faith Leadership - Appendix B

Student Learning & Well-being

- Role Expectations for the Director relative to Student Learning & Well-being includes:
 - RE 1.1 Providing safe, positive learning environments by ensuring high-quality teaching and learning that includes learning about oneself, others, and the world.
 - RE 1.2 Providing healthy and sustainable physical and social environments that protect, respect, and include all students.
 - RE 1.3 Providing for the safety and well-being of students while participating in school-sanctioned programs.
 - RE 1.4 Ensuring student transportation is provided with due regard for safety, reasonable access to educational opportunities, fiscal responsibility, and efficiencies of time.
 - RE 1.5 Ensuring that student attendance and engagement are tracked and developing mitigation strategies as required.
 - RE 1.6 Develop a liturgical calendar and ensuring a comprehensive set of related classroom activities are provided to students.
 - RE 1.7 Ensuring relevant and appropriately timed religious celebrations are organized by schools and other school division sites.
 - RE 1.8 Ensuring all students are provided with opportunities to learn about and grow in the Catholic faith.
- Quality Indicators relative to Student Learning & Well-being includes:
 - QI 1.1 Facilitating environments where students feel a sense of belonging and have high levels of intellectual engagement.
 - QI 1.2 Ensuring regular actions are taken to ensure busses and facilities are safe and healthy.
 - QI 1.3 Providing an analysis of incident reports related to student conduct (i.e., suspensions, expulsions, division threat-risk assessments).
 - QI 1.4 Developing and adhering to policy and procedures related to student suspension hearings while emphasizing student learning continuity.
 - QI 1.5 Analyzing incident reports related to student injuries resulting in insurance claims.

Questions