

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

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### 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.

- **QI 1.6** Utilizing performance metrics to monitor and evaluate operational performance relative to student learning and well-being.
- **QI 1.7** Facilitating cooperative religious initiatives involving school, home, and parish.

## Educational Leadership & Leadership Practices

- Role Expectations for the Director relative to Educational Leadership includes:
  - **RE 2.1** Providing leadership in all matters relating to education in the Division.
  - **RE 2.2** Ensuring students in the Division can meet the standards and outcomes of education set by the Ministry of Education.
  - **RE 2.3** Implementing education policies established by the Ministry of Education and the Board.
  - **RE 2.4** Ensuring accurate assessment and evaluation of student achievement.
  - **RE 2.5** Ensuring ongoing learning supports are provided to students in vulnerable circumstances and with identifiable need(s).
  - **RE 2.6** Actualizing the Division's vision, mission, values through progressive actions to ensure currency for all learners.
  - **RE 2.7** Demonstrating an authentic commitment and actions towards reconciliation as outlined in the *Truth and Reconciliation Commission of Canada: Calls to Action Report*.
  - **RE 2.8** Providing staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.
  - **RE 2.9** Ensuring staff are provided opportunities for spiritual development within the Division.
- Quality Indicators for the Director relative to Educational Leadership includes:
  - **QI 2.1** Analyzing student achievement and ensuring the development of action plans to address concerns and gaps.
  - **QI 2.2** Identifying trends and issues related to student achievement, informing yearly priorities and outcomes.
  - **QI 2.3** Meeting all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
  - **QI 2.4** Ensuring the Division's achievement results are published.
  - **QI 2.5** Compliance with all regulatory requirements with Ministry of Education and community expectations (i.e., annual report and community reports).
  - **QI 2.6** Championing the Calls to Action by promoting reconciliation events and initiatives.
  - **QI 2.7** Modeling involvement in a Catholic faith community.
  - **QI 2.8** Encouraging staff to participate in and support Catholic functions in the parish where they reside.

## **Governance**

- Role Expectations for the Director relative to Governance includes:
  - **RE 3.1** Ensuring that one's understanding, training, and professional development of governance practices is current and relevant and is embedded in the operations of the school division.
  - **RE 3.2** Ensuring the facilitation of governance training and professional development for all school division leadership team members.
  - **RE 3.3** Working cooperatively with Board Member in enhancing governance practices.
  
- Quality Indicators relative to Governance includes:
  - **QI 3.1** Facilitating professional learning for in-school administrators and division office leadership staff, as required.
  - **QI 3.2** Engaging in ongoing professional learning related to board governance.
  - **QI 3.3** Providing recommendations and supports the Board in accessing governance training.

## **Fiscal Responsibility**

- Role Expectations for the Director relative to Fiscal Responsibility includes:
  - **RE 4.1** Ensuring the fiscal management of the Division is following the terms or conditions of any funding received by the Board.
  - **RE 4.2** Ensuring the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - **RE 4.3** Ensuring that insurance coverage is in place to adequately protect assets, indemnify liabilities, and provide for proper risk management.
  - **RE 4.4** Ensuring that current service agreements are in place and honored with First Nation authorities.
  
- Quality Indicators relative to Fiscal Responsibility includes:
  - **QI 4.1** Developing budgets following the Board's budget framework and aligned with the Division's Strategic Plan.
  - **QI 4.2** Compliance with generally accepted accounting practices.
  - **QI 4.3** Establishing and following adequate internal financial controls.
  - **QI 4.4** Administering all collective agreements and contracts, so staff and contracted personnel are paid appropriately, and appropriate deductions are made.
  - **QI 4.5** Ensuring that all accounts adhere to policy and funds are used for the intended purpose.
  - **QI 4.6** Informing the Board annually about incurred liabilities and immediately regarding pending litigation.

- **QI 4.7** Reviewing expenditures to ensure continuous improvement in value for money.
- **QI 4.8** Implementing the external Auditors' recommendations promptly.
- **QI 4.9** Developing long-term financial plans to ensure division sustainability in areas such as Preventative Maintenance and Renewal and capital plans.

## Human Resource Management

- Role Expectations for the Director relative to Human Resource Management includes:
  - **RE 5.1** Providing overall authority and responsibility for all human resource-related processes and actions (i.e., the development of mandates for collective bargaining and those human resource matters precluded by legislation, collective agreements, or Board policy).
  - **RE 5.2** Ensuring that the Division attracts, retains, motivates, and develops a highly qualified workforce to ensure student learning and well-being.
  - **RE 5.3** Ensuring that effective evaluation and supervisory processes are developed and implemented for growth and accountability.
  - **RE 5.4** Ensuring that diversity and equity policies and practices are in place which respects all employees.
  - **Re 5.5** Ensuring that the Division policy related to employment criteria is respected.
- Quality Indicators for the Director relative to Human Resource Management includes:
  - **QI 5.1** Quality recruitment, orientation, onboarding, staff development, disciplinary, evaluation, and supervision processes are developed and effectively implemented.
  - **QI 5.2** Modeling a commitment to personal and professional growth.
  - **QI 5.3** Fostering high-quality teaching and professional improvement.
  - **QI 5.4** Creating a highly effective leadership team to ensure the Division's objectives and outcomes are met.
  - **QI 5.5** Modeling high ethical standards of conduct.
  - **QI 5.6** Modeling behaviours that promote a safe and open work environment and high employee morale.
  - **QI 5.7** Establishing and maintaining a system for managing staff performance and growth and holding supervisors accountable for achieving performance goals.

## Policy and Administrative Procedures

- Role Expectations for the Director relative to Policy and Administrative Procedures includes:
  - **RE 6.1** Implementing Board policy and direction with integrity in a timely fashion.

- **RE 6.2** Developing, implementing, and updating Division administrative procedures to ensure alignment with Board policy.
- **RE 6.3** Demonstrating governance knowledge & tools while providing advisement to the Board.
- Quality Indicators for the Director relative to Policy and Procedures includes:
  - **QI 6.1** Ensuring that Board policy is adhered to.
  - **QI 6.2** Demonstrating knowledge of and respect for the role of the Board in policy processes.
  - **QI 6.3** Providing administrative services, including policy research services required by the Board.
  - **QI 6.4** Ensuring that administrative procedures are kept current while following the Board's intent.
  - **QI 6.5** Strengthening the Catholic schools' identity in the community and province.
  - **QI 6.6** Ensuring Division practices and policies reflect the organizations' Catholic identity.

### **Director/Board Relations & Governance Support**

- Role Expectations for the Director relative to Director/Board Relations includes:
  - **RE 7.1** Establishing and maintaining a positive, professional working relationship with the Board.
  - **RE 7.2** Honoring and facilitating the implementation of the Board's roles and responsibilities as defined in Board policy.
  - **RE 7.3** Providing the information the Board requires to perform its role.
- Quality Indicators for the Director relative to Director/Board Relations includes:
  - **QI 7.1** Preparing and distributing Board agendas and the Director's reports to trustees to allow for appropriate trustee preparation for the meeting.
  - **QI 7.2** Keeping the Board informed about Division operations, challenges, and celebrations.
  - **QI 7.3** Providing the Board with open, balanced, sufficient, concise information and clear recommendations for action items in agendas.
  - **QI 7.4** Engaging with the Board in an open, honest, pro-active, and professional manner.
  - **QI 7.5** Providing support to the Board regarding advocacy and lobby efforts on behalf of the Division.
  - **QI 7.6** Ensuring high-quality management services are provided to the Board.
  - **QI 7.7** Providing the Board with correspondence directed to the Board or trustees.
  - **QI 7.8** Implementing Board directions through Board motion with integrity in a timely fashion.
  - **QI 7.9** Providing recommendations regarding potential value-added Board involvement.

## Strategic Planning & Reporting

- Role Expectations for the Director relative to Strategic Planning & Reporting includes:
  - **RE 8.1** Facilitating the strategic planning process.
  - **RE 8.2** Implementing strategic actions as approved.
  - **RE 8.3** Involving the Board throughout the planning, implementation, and reporting process, allowing for appropriate Board oversight.
  - **RE 8.4** Providing accountability reports at least annually on results achieved.
  - **RE 8.5** Facilitating the identification and development of mitigation strategies for areas of risk to the organization.
  - **RE 8.6** Supporting the Board to engage the public to ensure broader community involvement.
  - **RE 8.7** Identifying trends and issues related to faith development.
  - **RE 8.8** Making recommendations to improve the effectiveness of the Division's faith development program.
- Quality Indicators for the Director relative to Strategic Planning & Reporting includes:
  - **QI 8.1** Developing the Strategic Plan, budget, and operational actions according to timeline ensures the Board's ability to provide direction and oversight.
  - **QI 8.2** Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
  - **QI 8.3** Reporting at least annually on results achieved.
  - **QI 8.4** Reporting on identified risk factors to the Division.
  - **QI 8.5** Working collaboratively with the Board to mitigate high-impact risk areas.

## Organizational Management

- Role Expectations for the Director relative to Organizational Management includes:
  - **RE 9.1** Demonstrating compliance with all legislative, legal, Ministerial, and Board mandates and timelines.
  - **RE 9.2** Reporting to the Minister of Education concerning matters identified in and required by the Education Regulations and Education Act.
  - **RE 9.3** Ensuring the efficient functioning of the Division through continuity planning.
  - **RE 9.4** Building an organizational culture that is conducive to high performance.
  - **RE 9.5** Ensuring risks are identified, assessed, analyzed, addressed, reported, and monitored.
- Quality Indicators for the Director relative to Organizational Management includes:
  - **QI 9.1** Ensuring divisional compliance with all Ministry of Education and Board mandates (timelines and quality).

- **QI 9.2** Reporting on and following facility project budgets and construction schedules and providing timely variance reports to the Board.
- **QI 9.3** Preparing for effective crisis management through the development and implementation of business continuity plans and procedures.
- **QI 9.4** Utilizing formal and informal staff & board feedback to continuously assess, monitor, and reinforce high performance culture.
- **QI 9.5** Mitigating risks by identifying and analyzing potential issues that could negatively impact school division initiatives or projects and ensures the steps are taken to control and eliminate the risk.
- **QI 9.6** Ensuring the Board is aware of potential risks and plans to mitigate such risks.

## **Communications & Community Relations**

- Role Expectations of the Director relative to Communication & Community Relations includes:
  - **RE 10.1** Taking appropriate actions to ensure positive and open external and internal communications are developed and maintained.
  - **RE 10.2** Acting as the Head of the organization for the Local Authority Freedom of Information and Protection of Privacy (LA FOIP) Act.
  - **RE 10.3** Demonstrating visibility within the Division and sector that is productive and purposeful.
  - **RE 10.4** Demonstrating a commitment to interagency collaboration and partnership building.
  
- Quality Indicators for the Director relative to Communications & Community Relations includes:
  - **QI 10.1** Representing the Division in a positive, professional manner.
  - **QI 10.2** Managing and resolving conflict effectively through the development and implementation of procedures and processes.
  - **QI 10.3** Ensuring that Board initiatives and priorities are disseminated to inform the community.
  - **QI 10.4** Working cooperatively with the media to represent the Board's views/positions.
  - **QI 10.5** Facilitating an open system in which information is shared and feedback considered.
  - **QI 10.6** Actively engaging with the Ministry of Education, educational partner organizations, parents, SCCs, and the broader community to enhance student learning & well-being.
  - **QI 10.7** Promoting collaboration and communication between the schools, the parish, and the diocese.

## Leadership Practices

- Role Expectations for the Director relative to Leadership Practices includes:
  - **RE 11.1** Practicing leadership in a manner that is viewed positively and has the support of those with whom he/she/they works most directly in carrying out the directives of the Board and the Minister of Education.
  
- Quality Indicators for the Director relative to Leadership Practices includes:
  - **QI 11.1** Providing a clear, attainable vision and direction for the Division.
  - **QI 11.2** Providing effective educational leadership.
  - **QI 11.3** Establishing and maintaining positive, professional working relationships with staff and community.
  - **QI 11.4** Uniting people toward achieving the Board's goals.
  - **QI 11.5** Demonstrating a high commitment to the needs of students.
  - **QI 11.6** Acting in a trustworthy manner through transparency and honesty.
  - **QI 11.7** Delegating tasks appropriately while empowering others.
  - **QI 11.8** Effectively solving problems.
  - **QI 11.9** Acting as the primary advisor and resource for all.
  - **QI 11.10** Following, both personally and professionally, a lifestyle and deportment in harmony with Catholic teaching and principles.

## Additional Considerations

1. Serving the Saskatchewan Catholic School Boards Association (SCSBA) as required.
2. Actively working to accomplish professional faith goal.
  - Having a professional faith goal that you present to the Board regularly (annually, quarterly, etc.), and how is the Director held accountable to this goal?