



## **Board Leadership Quality Standard**

April 2022

Prairie Land Public School Division Board of Trustees believe that its fundamental obligation is to preserve and enhance the public trust in education. The Board Leadership Quality Standard identifies six domains that the Prairie Land Board of Trustees will use to guide governance and system leadership.

For this to occur, quality governance and leadership must be at the core of the board collective and woven through the ongoing analysis of context and subsequent Board's decisions that result in a system that exemplifies excellence locally, divisionally and provincially.

The Board Leadership Quality Standard is described and demonstrated by indicators in the following domains:

- Ensuring Effective Governance.
- School Authority Operations and Resources.
- Visionary Leadership.
- Building Effective Relationships.
- Modelling Commitment to Professional Learning.
- Ensuring First Nations, Metis and Inuit Education for All Students.

## Ensuring Effective Governance

**Prairie Land Public School Division Board of Trustees, as identified in *Section 33* of the *Education Act*, has the responsibility to act as a partner in education for the benefit of the community. In an effort to fulfill its governance role, the Board reports to the Minister of Education on all matters as identified in the *Education Act* and other provincial legislation.**

Achievement of this competency in this domain is demonstrated by indicators such as:

- a) ensuring all Prairie Land Public School Division students enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- b) establishing and sustaining a productive working relationship with the Superintendent, based on mutual trust, respect and integrity;
- c) working collaboratively with fellow Trustees in the fulfilment of the Board's governance functions in the fiduciary, strategic and generative realms;
- d) ensuring that all students have the opportunity to meet the standards of education set by the Minister of Education;
- e) collaborating with staff, school communities and cultural organizations to establish direction for student achievement and the development of the Prairie Land Public School Division Education Plan;
- f) ensuring and monitoring that the Board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- g) ensuring that the Board's fiscal and resource management is in accordance with all statutory and regulatory requirements;
- h) implementing Board policies and supporting the regular review and evaluation of their impact;

- i) building the capacity of the Superintendent 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;
- j) communicating and celebrating Prairie Land Public School Division's goals, priorities and achievements; and
- k) promoting constructive relations with provincial agencies and education stakeholder organizations.

## **School Authority Operations and Resources**

**Prairie Land Public School Division Board of Trustees directs the school division operations and strategically allocates resources in the interests of all students and in alignment with the school jurisdiction's goals and priorities.**

Achievement of this competency in this domain is demonstrated by indicators such as:

- a) delegating responsibility to the Superintendent, where appropriate, to enhance operational efficiency and effectiveness within the standards established through written board policies;
- b) providing for the support, ongoing supervision and evaluation of the Superintendent in relation to Board Policy and the Superintendent Leadership Quality Standard;
- c) accepting the ultimate responsibility for the care, management, fiscal oversight and control of the school division while understanding that the staff will conduct the day-to-day operations within the school division;
- d) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- e) establishing funding guidelines on fiscal and resource management in accordance with all statutory, regulatory and school community requirements;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community; and
- g) recognizing students, staff, divisional, and community accomplishments in their pursuit of excellence.

## **Visionary Leadership**

**Prairie Land Public School Division Board of Trustees will engage with the school community in implementing a vision of student success, based on common values and beliefs.**

Achievement of this competency in this domain is demonstrated by indicators such as:

- a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b) using clear, focused, attainable and measurable goals and outcomes to support gains in student achievement;
- c) promoting innovation and supporting continuous improvement to support staff in their professional practice;
- d) advocating and providing for learning through a rigorous curriculum and effective technology within a safe and secure environment;

- e) creating organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement;
- f) using student achievement results and other indicators to assess progress toward school division goals and compliance with school board policies and provincial legislation;
- g) promoting in the school community a mutual understanding of and support for Prairie Land Public School Division's Foundational Statements;
- h) ensuring the Superintendent is responsive to the vision of the Prairie Land Education Plan; and
- i) fostering in Prairie Land Public School Division, equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

## Building Effective Relationships

**Prairie Land Public School Division Board of Trustees will establish a welcoming, caring, respectful and safe learning environment by building positive and productive relationship with members of the school community and the local community.**

Achievement of this competency in this domain is demonstrated by indicators such as:

- a) modeling ethical leadership practices, based on integrity and objectivity;
- b) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations;
- c) developing communication strategies to build trust between the school board and the Superintendent, staff, students and the community;
- d) collaborating with our communities to address the needs of students and their families;
- e) collaborate with Provincial Agencies for the benefit of education and the needs of Prairie Land Public School Division;
- f) utilizing public relations strategies that support the flow of information in and out of the school division;
- g) building and sustaining relationships with all of our cultural communities; and
- h) employing team-building strategies and using solution-focused processes to resolve challenges.

## Modelling Commitment to Professional Learning

**Prairie Land Public School Division Board of Trustees will engage in professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership.**

Achievement of this competency in this domain is demonstrated by indicators such as:

- a) understanding the philosophy of student-centered education based on principles of effective leadership;
- b) actively seeking information from a variety of sources to enhance Trusteeship, governance and leadership;
- c) providing leadership and support to the Superintendent; and

- d) providing opportunity and direction for the Superintendent, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

## **Ensuring First Nations, Metis and Inuit Education for All Students**

**Prairie Land Public School Division Board of Trustees establishes the structures and provides the resources necessary for the Division to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency in this domain is demonstrated by indicators such as:

- 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) understanding historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis;
  - residential schools and their legacy;
- c) 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;
- 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.