

PERFORMANCE ASSESSMENT GUIDE FOR INDIGENOUS EDUCATION LEAD

Role Expectation: Student Learning	Evaluation Evidence	Quality Indicators
1.1 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students including Indigenous students. 1.2 Ensures appropriate Indigenous cultural programming is in place for all students. 1.3 Identifies, develops, and implements land-based learning opportunities for all students. 1.4 Provides leadership and strategies to improve achievement of Indigenous students. 1.5 Supports accountability for achievement of approved learning outcomes by Indigenous students. 1.6 Advances Truth and Reconciliation Calls to Action for all students.	• Assurance measures • Satisfaction surveys • HPSD Education Plan • Annual Education Results Report • Alberta Education feedback • Supervision and evaluation processes • Staff Development Plan • Truth and Reconciliation Calls to Action • Superintendent observations	• Develops innovative ways to enhance learning opportunities for Indigenous students, and in conjunction with principals, implements promising practices. • Develops plans for and monitors the effective implementation of effective programming for Indigenous students. • Develops plans for and assists in the implementation of land-based learning for all students. • Develops new approaches to the solution of significant and complex learning challenges. • Supports analysis of academic performance of Indigenous students and assists principals to develop action plans to address concerns. • Develops initiatives to foster student achievement. • Supports classroom processes to enhance student learning. • Supports the enhancement of Truth and Reconciliation Calls to Action.

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Role Expectation: Student Wellness	Evaluation Evidence	Quality Indicators
2.1 Provides support to ensure that each Indigenous student is provided with a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging. 2.2 Supports the development of pathways beyond the residential school legacy for Indigenous students. 2.3 Develops and maintains positive and effective relations with provincial and federal government departments and regional/community agencies to enhance provision of services/supports to Indigenous students.	• Assurance measures • Satisfaction surveys • Crisis Response Manual • Risk/Threat assessment training • School Education Plans • Three-Year Education Plan/Annual Education Results Report • Interagency Partnerships • Alberta Children's Services initiatives • Alberta Health programs • Family School Liaison Connecting program • Superintendent's observations • Leadership Practices report (when done)	• Monitors the provision of welcoming, caring, respectful and safe learning environments and, in conjunction with principals, addresses identified concerns. • Reviews safe and caring practices of individual schools as opportunities occur. • Design effective programming for Indigenous students related to the residential school legacy and assist principals in implementation. • Establishes and maintains effective relations with provincial and federal government departments and regional/community agencies to maximize Indigenous student wellness and learning.

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Role Expectation: Human Resources Management	Evaluation Evidence	Quality Indicators
3.1 Supervises, evaluates, and reviews the performance of the Indigenous Education Coaches of Language and Culture and Indigenous Education. 3.2 Supports staff in accessing the professional learning and capacity building needed to meet the needs of students.	• Personnel demographics • Supervision and evaluation processes for staff. • Professional development program • Superintendent observations • Leadership Practices report (when done)	• Effectively implements performance appraisal processes for direct reports. • Supports effective staff selection processes. • Contributes to the enhancement of capacity of direct reports to maximize student learning. • Supports the HPSPD professional development program for staff.

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Role Expectation: Fiscal Responsibility	Evaluation Evidence	Quality Indicators
4.1 Develops a departmental budget within the parameters and constraints of the HPSD budget. 4.2 Ensures the proper fiscal management of budget allocations. 4.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of Indigenous cultural programming for all students. 4.4 Operates in a fiscally prudent and responsible manner.	• Budget recommendations • Budget preparation • Budget expenditures • Year-end projections • Value For Money analyses • Superintendent observations •	• Ensures budget recommendation and submission timelines and parameters are met. • Ensures funds are expended as per approved budgets. • Ensures adequate internal financial controls exist and are being followed. • Conducts operational reviews • Ensures financial savings with no reduction in services are achieved, whenever possible. • Accesses available grants and utilizes partnerships for student benefit.

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Role Expectation: Policy/Administrative Procedures	Evaluation Evidence	Quality Indicators
5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility. 5.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility. 5.3 Ensures application of Board policies or administrative procedures as required in the performance of duties.	● Board Policy Handbook ○ new policies ○ revised policies ● Administrative Procedures Manual ○ new procedures ○ revised procedures ● Superintendent observations	● Reviews Board policies impacting areas of responsibility and brings recommendations for any changes to the Superintendent. ● Actively participates with individuals and groups in administrative procedure development and review processes within areas of responsibility. ● Reviews relevant sections of the Administrative Procedures Manual and brings forward recommendations for revision as necessary. ● Ensures application of and adherence to Board policy and administrative procedures within areas of responsibility.

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Role Expectation: Organizational Management	Evaluation Evidence	Quality Indicators
6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives. 6.2 Contributes to an HPSD culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative, and cohesive fashion. 6.3 Facilitates collaboration with Indigenous leaders, organizations, and communities to establish strategic policy directions in support of optimal learning and success of Indigenous students.	• Alberta Education feedback • Emergency preparedness plans/procedures • Personal calendar • Superintendent observations • Leadership Practices report (when done)	• Ensures compliance with Government of Alberta and Board mandates and timelines within areas of responsibility. • Effectively manages time and resources. • Utilizes technology effectively and efficiently. • Utilizes support personnel effectively. • Effectively responds to emergency/crisis situations. • Ensures that First Nations and Métis leaders, organizations and communities are involved in strategic and effective program planning for Indigenous students.

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Role Expectation: Communications and Community Relations	Evaluation Evidence	Quality Indicators
7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility. 7.2 Ensures staff, students, and parents have a high level of satisfaction with the services provided and the responsiveness of the department. 7.3 Builds and sustains relationships with Indigenous parents, Elders, local leaders and community members. 7.4 Pursues opportunities and engages in practices to facilitate Reconciliation within the school community.	• Memos and correspondence • HPSPD publications • Presentations • Satisfaction surveys • Conflict resolution • Indigenous contacts • Reconciliation practices • Superintendent observations • Leadership practices report (when done)	• Ensures information is disseminated as appropriate. • Presents information and speaks effectively at functions. • Develops appropriate program materials relative to areas of responsibility. • Promotes positive public engagement with the HPSPD. • Represents the HPSPD in a positive, professional manner. • Supports effective home-school relations. • Manages conflict effectively. • Responds to unresolved issues within areas of responsibility. • Develops and maintains exemplary relationships with Indigenous personnel. • Actively participates in Reconciliation initiatives in school settings.

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Role Expectation: Superintendent Relations	Evaluation Evidence	Quality Indicators
8.1 Establishes and maintains positive, professional working relations with the Superintendent. 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same. 8.3 Provides information the Superintendent requires to perform the role in an exemplary fashion. 8.4 Serves on such committees as determined by the Superintendent.	• Reports • Personal contacts, emails, phone calls • Committee memberships • Superintendent observations	• Implements directions of the Superintendent in a manner which is marked by high-quality service, effective conflict resolution skills, timely response and positive results. • Interacts with the Superintendent in an open, honest and professional manner with due regard for and in a manner which strengthens the Superintendent relationship with the Board. • Provides balanced, sufficient and concise information (and clear recommendations when appropriate) in reports requested by the Superintendent. • Keeps the Superintendent informed about operations within areas of responsibility, including committee commentary.

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Role Expectation: Leadership Practices	Evaluation Evidence	Quality Indicators
9.1. Practices leadership in a manner that is viewed positively and has the support of those with whom they work in carrying out the Superintendent's expectations. 9.2. Exhibits a high level of personal, professional and organizational integrity. 9.3. Provides for an understanding of the historical, social, economic and political ramifications of: 9.3.1. Treaties and agreements with First Nations; 9.3.2. Agreements with Métis; and 9.3.3. Residential schools and their legacy.	• Self reflection • Superintendent observations • Leadership Practices report (when done)	• Provides clear expectations and direction within areas of responsibility. • Establishes and maintains positive, professional working relationships with others. • Unites people towards common goals. • Demonstrates a high commitment to the needs of students. • Empowers others. • Effectively solves problems. • Models high ethical standards of conduct. • Exercises leadership consistent with the HPSPD's stated vision, mission and values. • Demonstrates an understanding of treaties and agreements with First Nations, agreements with Métis, and residential schools and their legacy.