

SUPERVISORY OFFICERS

LEADING & INFLUENCING PUBLIC EDUCATION

Supervisory Officers in Ontario are more commonly known as Superintendents and Directors. Directors are the CEO's within their boards. Their role parallels that of presidents in the private sector.

Superintendents perform a leadership role comparable to vice-presidents. There are two types of Superintendents: "academic" and "business". Directors are appointed from the ranks of academic superintendents.

The Director and Superintendents work together as senior leadership teams in all boards. As a team, the Director and Superintendents are responsible for providing leadership for the corporation. Collectively, the team assumes responsibility for educational, organizational and fiscal leadership within the organization. While the ranks of supervisory officers include Directors and Superintendents who lead at the provincial level, the balance of this paper focuses on the work of Superintendents within district school boards.

Superintendents perform a range of leadership functions including: directing educational program planning, delivery and evaluation; administering special education program and service delivery; supervising schools; managing teaching and non-teaching staff members; ensuring appropriate levels of staff development and overseeing all corporate operations such as business services, payroll, transportation and plant operations.

Ontario requires all Superintendents to hold "Supervisory Officer Qualifications". Academic Superintendents in Ontario are master teachers who hold extensive academic qualifications and have demonstrated exemplary leadership as teachers, curriculum leaders and principals. Business superintendents generally hold business qualifications and have demonstrated expertise in financial and business operations.

Superintendents ensure compliance with:

- Provincial and legislative regulations including the Education Act, the Ontario College of Teachers Act, the Labour Relations Act and the Ontario Human Rights Code,
- District school board policies and procedures, and
- Directions set by the Ministry of Education.

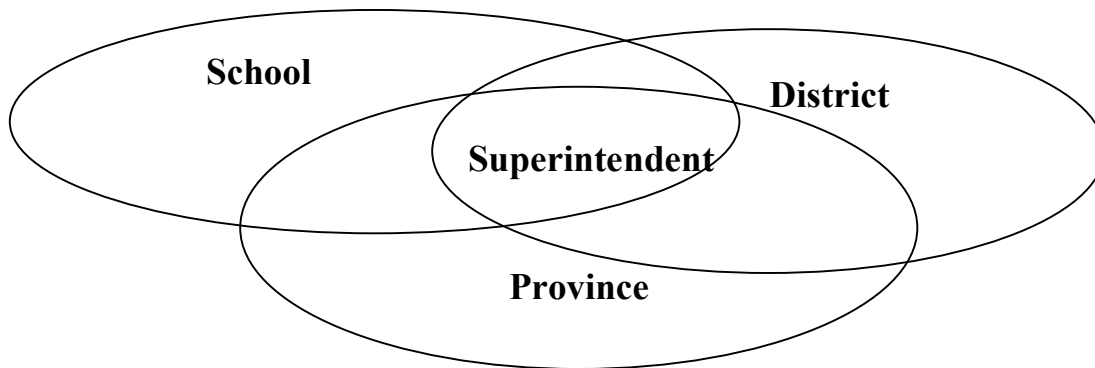
Superintendents influence educational direction at the board and provincial levels by providing professional advice to trustees, the Ministry of Education and the government.

In addition to expertise in their academic and business roles, Superintendents possess exemplary skills in:

- Communication
- Relationship building
- Mediation
- Community partnerships and
- Labour relations.

SPHERES OF INFLUENCE OF SUPERVISORY OFFICERS

Superintendents are leaders in public education. In providing leadership, Superintendents influence public education at three levels: school, district and province.



The tri-level solution focuses on total system transformation through the conscious, deliberate, reflective actions of the state in tri-level capacity building within a framework of accountability. The school /community is the first of these levels; the district or region is the mid level; and the state or policy level is the third.

Michael Fullan

Superintendents at the District Level work with the corporate board and colleagues to:

- provide a clear, consistent and coherent conceptual framework for professional learning that leads to improved student achievement
- supervise school principals and system staff
- address the organizational demands of large, complex corporations

- identify and build leadership capacity at all levels of the organization
- develop, monitor and report on district budgets and facilities management plans
- manage all aspects of labour relations including collective bargaining, contract management, performance appraisal and human resources policies and procedures
- develop accountable, challenging and supportive system cultures
- identify, acquire, mobilize and oversee human and fiscal resources
- provide advice and direction for the corporate board
- build community confidence in and support for public education
- interpret, develop and implement local and provincial legislation, policies and procedures
- ensure equity, accountability and sustainability

Superintendents at the School Level work with Principals to:

- challenge and support individual school leaders and leadership teams
- monitor and improve student achievement
- supervise school staff
- ensure that schools support and learn from each other (lateral capacity building)
- support the acquisition of school resources
- guide and support the school improvement planning process
- ensure equity, accountability and sustainability

Superintendents at the Provincial Level work with the Ministry and government to:

- provide advice and direction on provincial policy
- provide provincial leadership by developing organizations and frameworks to share expertise and exert influence
- inform and influence funding policies and procedures
- advocate for students, schools and districts
- ensure equity, accountability and sustainability

Superintendents influence and are influenced by their view of the future. Superintendents ensure that students in our schools are prepared for life. The sphere of influence is not limited to a student's academic achievement, but includes social, emotional, physical and personal well-being.

Superintendents have a vision for the future, a road map on how to get there and the power to lead and influence public education into the future – for the sake of today's students and tomorrow's society.

May 2005