



# TRUSTEE Leadership Quality Standards

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*Living and  
Learning  
in our  
Catholic  
Faith*



CALGARY CATHOLIC  
SCHOOL DISTRICT

## CALGARY CATHOLIC TRUSTEE LEADERSHIP QUALITY STANDARDS

In Alberta's publicly funded school system a trustee is a person who is elected by, and accountable to, the local community to serve a Board of Education in accordance with the School Act. As governors of a Catholic school district, Trustees have a dual role; Trustees are accountable to the minister through the School Act and to the local bishop through Canon Law. The Board of Trustees of the Calgary Catholic School District are members of the Alberta School Boards Association and the Alberta Catholic School Trustees' Association; both of these organizations have policy handbooks which clearly define the role of a trustee. We support these policy statements.

The new Education Act also defines the roles and responsibilities of elected boards and holds boards accountable to be responsible stewards and to engage in a generative governance process that includes the broader community in achieving optimal student success. The Board of Trustees of the Calgary Catholic School District, in its efforts to govern with excellence, has developed the Trustee Leadership Quality Standards as a self-assessment tool to assist individual members of the board to achieve the highest level of leadership. The Trustee Leadership Quality Standards is comprised of four major components that encompass the primary elements of governing the Calgary Catholic School District;

1. Catholicity
2. Visionaries
3. Engagers
4. Advocates

The Education Act holds boards responsible for recruiting a Chief Superintendent to carry out the day-to-day operations of the school district and to ensure that governance and organization structures promote and support student well-being and success. The Board of Trustees of the Calgary Catholic School District believes that the Chief Superintendent and the Board share the responsibility in accomplishing district and provincial goals. While recognizing that management and governors have distinct and separate roles, it is through collaboration and working as a team that we provide leadership, establish goals and develop structures to enhance the continual improvement and student success.

Looking forward, it is imperative that as Trustees of the Calgary Catholic School District we recognize and embed, within our governance structures, provincial initiatives such as *Inspiring Education*, as well as legislation such as the Education Act because these will have an impact on school boards and governance practices.

It is the desire of the Board of Trustees that the Trustee Leadership Quality Standards assist individual trustees to measure their own personal growth in fulfilling their role and responsibility to govern with excellence.

# Catholicity

Level Standard	Emerging Adequate Alignment to Standards	Practicing Meaningful Alignment to Standards	Embedding Significant Alignment to Standards
<p><b>1. Ensures that our Catholic Faith is central to the work of the board and is embedded in board policies.</b></p>	<ul style="list-style-type: none"> <li>• Recognizes and values Catholic education.</li> <li>• Basic understanding of how policy development directs the Chief Superintendent to ensure quality religious education and the permeation of Catholic faith for all students and staff.</li> <li>• Limited awareness of and ability to understand the role of key performance indicators (KPIs) and monitoring reports to evaluate student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Reliable knowledge regarding the need for Catholic education.</li> <li>• Participates in the process of religious education policy development.</li> <li>• Able to apply knowledge and has a greater understanding of the purpose of KPIs and monitoring reports to evaluate student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong working knowledge of historical and current realities regarding Catholic education.</li> <li>• Demonstrates in-depth knowledge and understanding specific to crafting relevant policy for student success.</li> <li>• Diligently reviews KPIs and monitoring reports for compliance and evidence of student success.</li> </ul>
<p><b>2. Models the Gospel values of a Shepherd Leader.</b></p>	<ul style="list-style-type: none"> <li>• Basic understanding and knowledge about the characteristics of a Shepherd Leader.</li> <li>• Limited awareness of district culture and diversity and the supports needed to create a safe and caring environment for students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the competencies of a Shepherd Leader is reflected in communication and in the presentation of views.</li> <li>• Conversant with issues regarding the diversity of our staff and students, supports available and aware of district policy and regulation relative to a safe and caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently models the characteristics of a Shepherd Leader.</li> <li>• Anticipates and plans for the provision of supports needed to support a safe and caring environment for a diverse student and staff population.</li> </ul>

## Catholicity

Level Standard	Emerging Adequate Alignment to Standards	Practicing Meaningful Alignment to Standards	Embedding Significant Alignment to Standards
<b>3. Works effectively with Parish communities.</b>	<ul style="list-style-type: none"> <li>Understands the importance of an open, transparent and responsive dialogue with the parish community.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively promotes an open, transparent and responsive dialogue with the parish community.</li> </ul>	<ul style="list-style-type: none"> <li>Extensively and innovatively promotes an open, transparent and responsive dialogue with the pastor and the parish community and builds relationships with the pastoral leadership.</li> </ul>
<b>4. Recognizes the importance of evangelization while being committed to one's journey in faith.</b>	<ul style="list-style-type: none"> <li>Basic understanding of their faith journey within their role as a Catholic trustee.</li> <li>Has an appreciation of the Bishop's role in Catholic education.</li> <li>Aware of the role of Alberta Catholic School Trustees' Association (ACSTA) in promoting and preserving Catholic education.</li> </ul>	<ul style="list-style-type: none"> <li>Builds capacity and displays a better understanding of catholicity and the role of a Catholic trustee.</li> <li>Supports the role of the Bishop in Catholic Education.</li> <li>Supports mandate and vision of ACSTA through participation at general meetings and conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Models catholic values and has a clear understanding of the role and responsibilities of a Catholic trustee.</li> <li>Has an understanding of, and values the important role of the Bishop on moral issues.</li> <li>Actively supports ACSTA in its role to promote and preserve Catholic education.</li> </ul>

## Visionaries

Level Standard	Emerging Adequate Alignment to Standards	Practicing Meaningful Alignment to Standards	Embedding Significant Alignment to Standards
<p><b>1. Provide the structure, resources, and stewardship to govern with excellence.</b></p>	<ul style="list-style-type: none"> <li>• Understands the relationship between the Chief Superintendent and the Board of Trustees.</li> <li>• General knowledge of how provincial and national associations impact the role of Trustees.</li> <li>• Basic understanding of the Trustees' fiduciary and strategic governance responsibilities.</li> <li>• Basic understanding of how policy governance and monitoring reports measure the district's success.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition and understanding of the roles and responsibilities of the Board and the Chief Superintendent to work as a "first team".</li> <li>• Engages in the activities and the business of associations.</li> <li>• Has a workable knowledge of how Board policy ensures resources are effectively utilized.</li> <li>• Actively pursues professional development opportunities to deepen understanding of how governance policies and monitoring enhance district performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a thorough understanding of how policy supports the "first team" relationship of the Board and the Chief Superintendent.</li> <li>• Demonstrates leadership and knowledge of the relationship between the associations and the Board.</li> <li>• Has a comprehensive understanding of how legislation and Board policy holds the Board accountable for effective use of resources.</li> <li>• Understands and modifies policy in response to monitoring of district performance.</li> </ul>

## Visionaries

Level Standard	Emerging Adequate Alignment to Standards	Practicing Meaningful Alignment to Standards	Embedding Significant Alignment to Standards
<p><b>2. Ensures that planning and decision making are based on a shared mission, vision and values.</b></p>	<ul style="list-style-type: none"> <li>• Appropriately articulates a shared vision that is the foundation for planning and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a shared vision that is the foundation for planning and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Astutely articulates a shared vision that promotes an environment of caring through open dialogue and is the foundation for planning and decision making.</li> </ul>
<p><b>3. Regularly engages stakeholders in the review of the district mission, vision and values.</b></p>	<ul style="list-style-type: none"> <li>• Has an awareness of the need for the district to have shared mission, vision and values to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the need to review and evaluate the shared mission, vision and values to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningfully engages in, and provides for stakeholders participation in achieving district mission, vision and values to ensure student success.</li> </ul>
<p><b>4. Anticipates, understands, and responds to the political, social, economic, legal and cultural contexts which impact Catholic education.</b></p>	<ul style="list-style-type: none"> <li>• Aware of complex issues that have an impact on Catholic education and its continued growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Is proactive, informed and able to respond to the complex issues which impact Catholic education.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates, and responds with vigilance to the forces that have the potential to impact Catholic education.</li> </ul>

## Engagers

Level Standard	Emerging Adequate Alignment to Standards	Practicing Meaningful Alignment to Standards	Embedding Significant Alignment to Standards
<b>1. Ensures an understanding of internal and external communication protocols.</b>	<ul style="list-style-type: none"> <li>Aware of the communication protocols but inconsistent in its application.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently applies communication protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Effortlessly applies communication protocols.</li> </ul>
<b>2. Promotes the generative engagement of all members of the community to ensure diverse needs are reflected.</b>	<ul style="list-style-type: none"> <li>Limited awareness of stakeholders and methods of engagement.</li> <li>Ineffective engagement of stakeholders.</li> <li>Inconsistently engages in discussions during routine review of feedback from consultation meetings with various stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and engages stakeholders and seeks to understand what their interests are.</li> <li>Actively listens and values input from stakeholders.</li> <li>Diligently reviews all input and openly discusses the merits of the input.</li> </ul>	<ul style="list-style-type: none"> <li>Is innovative in engaging traditional and non-traditional stakeholders and demonstrates genuine interest and reflects shared responsibility.</li> <li>Demonstrates non-judgmental listening and ensures the participation of stakeholders by engaging in dialogue, providing information and seeking clarification.</li> <li>Synthesizes the input generated from consultations to influence decisions whenever reasonable or prudent to do so.</li> </ul>

## Advocates

Level Standard	Emerging Adequate Alignment to Standards	Practicing Meaningful Alignment to Standards	Embedding Significant Alignment to Standards
<p><b>1. Identifies and lobbies for predictable and sustainable funding to provide quality Catholic education to our diverse learners.</b></p>	<ul style="list-style-type: none"> <li>• Has a basic understanding of the diverse needs of students, trends and the environment that impact student learning.</li> <li>• Has a basic awareness of district and Alberta Education expectations and how they are linked to policy and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates responsibility for improving personal capacity in understanding the diverse needs of students and can identify relevant partners.</li> <li>• Collaboratively works with administration and stakeholder groups to ensure the success of diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluent in trends impacting students and effectively advocates for inclusive and equitable access to meet their diverse needs.</li> <li>• Uses policy and principles to direct resources to ensure that the district meets expectations for student success.</li> </ul>
<p><b>2. Actively promotes and protects publicly funded Catholic education.</b></p>	<ul style="list-style-type: none"> <li>• Limited understanding of the continuous role and responsibility that Trustees' have in promoting and protecting publicly funded Catholic education.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the need for consistent involvement to provide excellent publicly funded Catholic education.</li> </ul>	<ul style="list-style-type: none"> <li>• Is vigilant in engaging all stakeholders to promote the value of publicly funded Catholic education.</li> </ul>