

ADMINISTRATION

Policy 300-R (A)

Administrative Responsibilities – Regulation A

Administrators work under the direction of the Superintendent, who is the Chief Executive Officer of the Board.

They may be educators or other professional staff² and may have school-based responsibilities or district-wide responsibilities. School-based administrators will all be educators. District-based administrators may be educators or other professional staff (i.e., Business Administrators, Personnel Administrators, Continuing Education Administrators or Technology Administrators).

In carrying out the duties assigned by the Superintendent or delegated by their immediate supervisor, educational administrators also have legal authority as defined in the School Act for either a superintendent, an assistant superintendent, a director of instruction, a principal, a vice-principal or a secretary treasurer. However, various titles may be used locally to describe their function within the organization. Administrators not specifically referred to in the School Act have the duties and authority assigned by the Superintendent or delegated by their immediate supervisor.

Lines of Authority

The legal authority of the Board is enacted through the Superintendent, who is responsible for the operation of the school district in accordance with the Board's policies and resolutions.

Lines of authority are established by the Superintendent to enable administrators to direct the actions of staff and allocate resources in order to achieve the school district's goals and purposes.

The Superintendent or designate assigns and reassigns administrators to their duties. The Board may also authorize the Superintendent to assign non-administrative staff to supervisory duties as defined in Collective Agreements.

Administrators can delegate aspects of their authority but they cannot delegate responsibility.

Administrators, and other staff, are expected to freely and actively share information with others, whether within their particular line of authority or not, as necessary to enable them to best fulfill their roles. Staff is not restricted to lines of authority for communications involving information, advice, guidance or assistance.

Supervision and Evaluation

Supportive supervision³ is beneficial for all staff. Therefore, the Board will provide a process of supportive supervision for the Superintendent, and the Superintendent will provide a process for administrators. This will be developed and conducted collaboratively.

Administrators, in turn, are expected to encourage and support staff in continuous learning that will improve their effectiveness, efficiency and job satisfaction. They will do so, among other ways, by modeling, by providing formative feedback and by facilitating access to learning opportunities and programs.

Administrators may also conduct formal evaluation of staff performance and employ progressive discipline when necessary to correct behaviour. This will be done in a manner consistent with the provisions of collective agreements and legal statutes. When formal evaluation is deemed to be necessary, staff will be advised in writing of the purpose and processes of the evaluation before it commences.

²In this context, "educators" are those who are members of the B.C. College of Teachers. All other staff are referred to as "support staff."

³ Supervision has a formal meaning of oversight and/or direction. It is often also associated with evaluation. However, in this context and for district purposes, supervision is intended to mean a supportive process of formative feedback intended to encourage continuous work embedded learning. Supervision is conducted in partnership with staff and should involve two-way communication that helps both the supervisor and the person being supervised to better understand their role and impact, and thus to improve performance. It is distinct from evaluation.