



## SUPERINTENDENT OF SCHOOLS/CEO SEARCH

Due to the impending departure of our Superintendent, the Board of Trustees invites applications for the position of Superintendent of Schools/CEO for the Wolf Creek Public School Division. Duties will commence September 1, 2021 or as mutually agreed.

### The Division

Wolf Creek Public Schools is an easy drive from either of Alberta's two major cities, Calgary and Edmonton. Located in the heart of Central Alberta's parkland, the Division straddles Highway 2, just minutes from the city of Red Deer.

Division office is located in the town of Ponoka (population nearly 7,500), approximately 60 km north of Red Deer, which is our closest major urban center. Six trustees are elected to serve the communities in Alix, Bentley, Blackfalds, Bluffton, Clive, Eckville, Lacombe, Ponoka, Ponoka County and Rimbey.

The Division employs approximately 440 teachers and serves approximately 7,500 students in 21 regular schools, 3 outreach schools, 5 Hutterite Colony schools, and 1 hospital school.

The Division's operating budget for 2020-21 is approximately \$90 million.

### The Region

Agriculture and related research and service industries engage most of the work force in our area. The oil patch, petrochemical, construction, retail trade, and service occupations also employ a considerable number of people. In addition, the Ponoka Centennial Centre for Mental Health and Brain Injury is a significant employer.

All communities provide a wide range of amenities for all ages, including golfing, quality recreational facilities, fishing, museums, and tourist attractions.

### The Candidate

The Board seeks an inclusive visionary transparent team-builder who will generate trust through personal and corporate integrity. This collaborative Division-focused leader will engage effectively with staff, parents and partners, and work productively with the Board while respecting and facilitating the Board's chosen governance role. This individual will successfully lead change efforts and seek continuous improvement.

Candidates must qualify for Alberta teacher certification, a Superintendent Leadership Quality Standard certificate, hold a relevant Master's degree and have an exemplary, broad-based record of educational leadership success.

### More Information

[www.wolfcreek.ab.ca](http://www.wolfcreek.ab.ca)

This competition will remain open until a suitable candidate is found. However, applications received by January 22, 2021 will be assured of careful consideration.

### Applications

Email applications by January 22, 2021, including a cover letter, resume, and a list of at least five references together with complete contact information, in a **single pdf file** to:

Mr. Terry Gunderson  
Alberta School Boards Association  
E: [tgunderson@asba.ab.ca](mailto:tgunderson@asba.ab.ca)  
P: 780.451.7116

### **Academic Qualifications**

- ◆ Master's degree in Education, or related area
- ◆ Must qualify for or hold teaching certification in the province of Alberta
- ◆ Must qualify for or hold the Superintendent Leadership Quality Standard in Alberta
- ◆ Knowledgeable about current Alberta legislation, educational research, issues, and trends

### **Professional Experience**

- ◆ Significant, successful, broad-based educational leadership experience, preferably as a system and a school-based administrator
- ◆ Possesses direct supervisory experience, including knowledge of current classroom conditions
- ◆ Knowledgeable and supportive of rural and urban education differences and issues
- ◆ Knowledgeable and supportive of First Nations, Metis and Inuit culture, education and issues
- ◆ Significant, successful experience working with people of diverse cultures and backgrounds

### **Student Focus**

- ◆ Ensures that each student is provided with a quality education within a welcoming, respectful, safe, caring and inclusive learning environment that fosters and maintains respectful and responsible behaviours
- ◆ Maximizes student learning and student engagement
- ◆ Identifies and addresses learning and relational gaps
- ◆ Committed to student achievement and success in all curricular areas as characterized by outstanding leadership, exemplary staff performance, and learning excellence
- ◆ Maintains a commitment to CTS programming for students
- ◆ Committed to developing twenty-first century learners
- ◆ Promotes positive mental health, social-emotional learning, and healthy relationships within schools and community

### **Rural/Urban Education**

- ◆ Committed to serving in a geographically large and diverse area
- ◆ Recognizes the diversity and interests of Division schools
- ◆ Committed to a diversity of programming in rural/urban settings

### **Leadership Style/Skills**

- ◆ Is a people-focused leader
- ◆ Is an ethical individual who demonstrates personal and corporate integrity
- ◆ Continually demonstrates supportive teambuilding skills
- ◆ Supports the Board's direction in generative governance and community engagement
- ◆ Possesses excellent verbal and written communication skills, as well as active listening skills
- ◆ Demonstrates commitment to innovative and visionary leadership, building on current Division strengths; a "big picture" thinker

- ◆ Committed to a collaborative, transparent approach to decision-making, balanced with the strength to make necessary difficult decisions
- ◆ Builds leadership capacity at all levels within the Division
- ◆ Enhances teacher collective efficacy
- ◆ Sets high standards and holds her/himself and others accountable for meeting those standards
- ◆ Proven ability to effectively work with administrators, staff, parents, and school councils
- ◆ Establishes positive relationships with community-based agencies for the mutual benefit of students
- ◆ Is a positive ambassador within and for the Division
- ◆ Displays the attributes of emotional intelligence
- ◆ Maintains the comprehensive and integrated workplace wellness initiative and models a healthy balance between career and personal life

#### **Board Relations**

- ◆ Keeps the Board informed
- ◆ Displays an ability to facilitate the Board's work in governance and policy matters
- ◆ Contributes to a healthy, positive effective Board-Superintendent working relationship; one that welcomes constructive debate in pursuit of advancing Board priorities
- ◆ Works with the Board to ensure a system approach to shared decision-making
- ◆ Assists the Board in the development of a vision and in its short- and long-term planning
- ◆ Provides balanced and candid reports to the Board on issues and outcomes
- ◆ Completes tasks requested by the Board in a timely and efficient manner
- ◆ Deals with issues and reports back on outcomes; enhances Board success

#### **Management Skills**

- ◆ Respectfully plans for Division improvement in a forward-looking and visionary manner
- ◆ Demonstrates exceptional skills in planning, time management, delegation of duties, and ensuring successful completion of tasks
- ◆ Has the ability to structure the organization for maximum effectiveness
- ◆ Looks at issues from diverse perspectives and considers alternatives
- ◆ Maintains effective Human Resources processes, including hiring and staff evaluations
- ◆ Ensures effectiveness of the Division's emergency plans and administrative systems
- ◆ Ensures the fiscal and physical assets of the Division are well managed
- ◆ Ensures an effective balance between front line classroom support and Division operational needs in budget allocations and Division plans
- ◆ Ensures quality and timely reporting is completed as required by Alberta Education

#### **Communication/Community Engagement**

- Promotes strong community engagement in a manner which strategically advances the interests of the Division, including exploring opportunities for collaborative partnerships at all levels
- Clearly articulates and inspires a shared vision throughout the Division
- Develops, in collaboration with the Board, a strong public relations program within the community
- Demonstrates strong communication and facilitation skills, including networking and public engagement
- Is approachable and has the capability to work effectively with administrators, staff, parents, and school councils within the community context

### ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

#### Specific Areas of Responsibility

##### 1. Student Learning

The Superintendent shall:

- 1.1 Provide leadership in all matters relating to education in the Division.
- 1.2 Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 1.3 Align Division resources and build organizational capacity to support First Nations, Métis and Inuit student achievement.
- 1.4 Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, lifelong learning and citizenship.
- 1.5 Provide leadership in fostering conditions which promote the improvement of educational opportunities for all students.
- 1.6 Support the Board in its use of natural person powers to enhance learning opportunities for students.
- 1.7 Provide leadership in implementing education policies established by the Minister and the Board.
- 1.8 Ensure opportunities for success exist for all students.

##### 2. Student Wellness

The Superintendent shall:

- 2.1 Ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensure that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Develop pathways beyond the residential school legacy for First Nations, Metis and Inuit students.

- 2.4 Ensure the safety and well-being of students while participating in school programs or while being transported on transportation provided by the Division.
- 2.5 Ensure the facilities adequately accommodate Division students.
- 2.6 Act as, or designate, the attendance officer for the Division.

### 3. Fiscal Responsibility

The Superintendent shall:

- 3.1 Ensure the fiscal management of the Division by the Secretary-Treasurer is in accordance with the terms or conditions of any funding received by the Board under the *Education Act* or any other applicable Act or regulation.
- 3.2 Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 3.3 Direct the preparation and the presentation of the budget.
- 3.4 Ensure the Board has current and relevant financial information.
- 3.5 Direct the preparation of the Three-Year Capital Plan for submission to the Board.

### 4. Personnel Management

The Superintendent shall:

- 4.1 Have overall authority and responsibility for all personnel-related issues—except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.
- 4.2 Monitor the performance of all staff and ensure appropriate evaluation processes are in place.
- 4.3 Support staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students.
- 4.4 Ensure the coordination and integration of human resources within the Division.
- 4.5 Ensure that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
- 4.6 Ensure holiday accrual is appropriately managed.

### 5. Policy/Administrative Procedures

The Superintendent shall:

- 5.1 Provide leadership in the planning, development, implementation and evaluation of Board policies.
- 5.2 Develop and keep current an Administrative Procedures Manual which is consistent with Board policy and legislation, and develop and maintain consultative processes for the establishment and review of such procedures.

### 6. Superintendent / Board Relations

The Superintendent shall:

- 6.1 Establish and maintain positive professional working relations with the Board.
- 6.2 Respect and honour the Board's role and responsibilities and facilitate the implementation of that role as defined in Board policy.
- 6.3 Attend all Board meetings and make recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.
- 6.4 Provide the information and counsel which the Board requires to perform its role.
- 6.5 Keep the Board informed on sensitive issues in a timely manner.
- 6.6 Attend, and/or designate, administrative attendance at all committee meetings.
- 6.7 Demonstrate respect, integrity and support, which is conveyed to the staff and community.

## 7. Three-Year Education Planning and Reporting

The Superintendent shall:

- 7.1 Lead the Three-Year Education Planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.
- 7.2 Involve the Board appropriately (Board approval of process and timelines, opportunity for Board input early in the process, identification of strategic priorities and key outcomes, final Board approval of Three-Year Education Plan and approval of Annual Education Results Report).
- 7.3 Implement the plan as approved.
- 7.4 Report regularly on results achieved.

## 8. Organizational Management

The Superintendent shall:

- 8.1 Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 8.2 Report to the Minister with respect to matters identified in and required by the *Education Act* and other provincial legislation.
- 8.3 Review, modify and maintain an organizational chart which accurately delineates lines of authority and responsibility.
- 8.4 Build an organizational structure and promote a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 8.5 Facilitate collaboration with First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis, Inuit and all other students.

## 9. Communications And Community Relations

The Superintendent shall:

- 9.1 Take appropriate actions to ensure positive external and internal communications are developed and maintained.
- 9.2 Ensure parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.3 Build and sustain relationships with First Nations, Métis and Inuit parents, Elders, local leaders and community members.
- 9.4 Act as the Head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.
- 9.5 Pursue opportunities and engages in practices to facilitate reconciliation within the school community.
- 9.6 Participate actively and fosters involvement of staff in community affairs in order to enhance and support the Division's mission.
- 9.7 In consultation with the Board Chair, serves as a spokesperson for the Division for the media and public in order to keep the Division's messages consistent and accurate.

## 10. Leadership Practices

The Superintendent shall:

- 10.1 Practice leadership in a manner that is viewed positively and has the support of those with whom he works most directly in carrying out the directives of the Board and the Minister.
- 10.2 Develop and maintain positive and effective relations with provincial and regional government departments and agencies.
- 10.3 Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.
- 10.4 Demonstrate an understanding of historical, social, economic and political implications of:
  - 10.4.1 Treaties and agreements with First Nations;
  - 10.4.2 Agreements with Métis and Inuit;
  - 10.4.3 Residential schools and their legacy.

Legal Reference: Education Act Section 8, 33, 35.1, 51, 52, 222  
[Freedom of Information and Protection of Privacy Act](#)  
[Trust and Reconciliation Commission Calls To Action](#)  
[Superintendent Leadership Quality Standard](#)

Adopted: August 2004  
Reviewed/Revised: December 2009, November 2013, September 2016, August 2017, September 2019, October 2019