



## SUPERINTENDENT OF SCHOOLS/CEO BLACK GOLD REGIONAL DIVISION No. 18

Due to the impending retirement of our current Superintendent, the Board of Trustees invites applications for the position of Superintendent/CEO for Black Gold Regional Schools. Duties will commence July 1, 2019 or as mutually agreed.

### **The Division**

Here in Black Gold, our core purpose is to inspire success, and our core values are student-focused learning, relationships, supportive environment, passion, and managing resources responsibly.

Approximately 11,500 students from kindergarten to grade twelve and approximately 400 children in pre-kindergarten are enrolled in 28 community schools, 2 outreach locations, 1 home-based school and 1 Hutterite Colony school. Quality instruction is delivered by approximately 705 teachers with assistance from 525 support staff.

The Division, directly south of Edmonton, extends from the New Sarepta area in the east to the Warburg area in the west. It is growing quickly in population and includes the municipalities of Beaumont, Calmar, City of Leduc, Leduc County, Devon, Thorsby and Warburg. The Division Office is located in Nisku.

The seven-member Board is committed to participative decision-making and a collaborative approach to system operation and policy/procedure development. Stakeholder groups are actively involved in contributing to the operation of the Division.

The operating budget for the seventh largest school authority in the province for 2018/19 is approximately \$135,750,000.

### **The Region**

Ready access to the international airport and the City of Edmonton and surrounding areas makes Nisku an especially attractive location. The area is renowned for its hosting of sporting and cultural events. Opportunities for educational, recreational and artistic pursuits throughout the year abound in the region!

Farm, acreage and city living provide diversity and options. It is an area with a colourful history and a very promising future.

### **The Candidate**

The Board seeks an individual with broad educational leadership experience and demonstrated strong system/school leadership and classroom proficiency.

This position will be of interest to a highly skilled individual who demonstrates personal and professional integrity, is a student-centered, dynamic, innovative and visionary leader who can build on current Division strengths, can lead meaningful engagement with communities, and can work collaboratively with Alberta Education and other stakeholders and partners.

This highly ethical, politically astute educator will be firmly committed to student achievement and success, have a unique capability to develop leadership potential and will possess an ability to nurture a Division climate marked by staff wellness and positive working relationships.

This individual will highly value an involved Board, will support the leadership development of individual Board members and will demonstrate exceptional management skills.

The successful candidate must qualify for Alberta teaching certification, hold a Master's degree in education or a related area as a minimum, and have broad-based leadership experience.

### **More Information**

[www.blackgold.ca](http://www.blackgold.ca)

This competition will remain open until a suitable candidate is found. Applications received prior to January 27, 2019 are assured careful consideration.

### **Applications**

Email by January 27, 2019, a cover letter, curriculum vitae, most recent evaluation, and a list of at least five education references 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**



**BLACK GOLD REGIONAL SCHOOLS**  
**SUPERINTENDENT OF SCHOOLS/CEO SEARCH**  
**IDEAL CANDIDATE PROFILE**

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**Qualifications/Experience**

- ◆ Master's degree in Education, or related area, as a minimum
- ◆ Must qualify for or hold teaching certification in the province of Alberta
- ◆ Knowledge of current legislation, educational research, issues, and trends
- ◆ Significant, successful, broad-based educational leadership experience (including work as a system and school-based administrator)
- ◆ Possesses direct supervisory experience, including knowledge of current classroom conditions
- ◆ Demonstrates strong school leadership and classroom experience
- ◆ Knowledgeable and supportive of rural and urban education differences and issues
- ◆ Familiar with various system-wide and site-based decision-making models
- ◆ French language skills considered an asset

**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
- ◆ Devoted to meeting student needs first
- ◆ Committed to student achievement and success in all curricular areas as characterized by outstanding leadership, exemplary staff performance, and learning excellence
- ◆ Promotes positive mental health, social-emotional learning, and healthy relationships within schools and community
- ◆ Advocates passionately for public education, recognizing the importance of a diverse student population

**Leadership Style**

- ◆ Demonstrates a high degree of both personal and professional integrity: is honest, sincere, humble, dependable, trustworthy, consistent, and ethical
- ◆ Committed to a collaborative, transparent approach to decision-making, balanced with the strength to make necessary difficult decisions
- ◆ Committed to building strong working relationships within the Division
- ◆ Establishes a positive, healthy and safe work culture
- ◆ Sets high standards and holds her/himself and others accountable for meeting those standards
- ◆ Committed to continuous improvement of self, others, and the organization
- ◆ 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
- ◆ Possesses excellent verbal and written communication skills, as well as active listening skills
- ◆ Positive ambassador within and for the Division
- ◆ Models a healthy balance between career and personal life

### **Board Relations**

- ◆ Values working with the Board, supporting and respecting Board decisions and working to achieve Board-approved goals
- ◆ Assists the Board in the development of a vision and in its short- and long-term planning
- ◆ Advises the Board of opportunities as well as risks, challenges or threats in a timely manner
- ◆ Imparts options and alternatives, along with their implications, to the Board
- ◆ Provides balanced and candid reports to the Board on issues and outcomes
- ◆ Completes tasks requested by the Board in a timely and efficient manner
- ◆ Fosters and supports the leadership development of Board members
- ◆ Supports the Board's direction in generative governance and community engagement

### **Management Skills**

- ◆ Maintains a positive, solution-oriented climate
- ◆ Respectfully plans for Division improvement in a forward-looking and visionary manner
- ◆ Utilizes a well-developed annual planning cycle
- ◆ Exceptional skills in planning, time management, delegation of duties, and ensuring successful completion of tasks
- ◆ Employs effective change processes; looks at issues from diverse perspectives and considers alternatives
- ◆ Gives recommendations and judgments based on sound rationale
- ◆ Involves stakeholders in a meaningful way
- ◆ Maintains effective Human Resources processes, including hiring and staff evaluations
- ◆ Ensures effectiveness of administrative systems
- ◆ Supervises and evaluates Division schools, programs, and services
- ◆ Ensures the fiscal and physical assets of the Division are well managed
- ◆ Ensures quality and timely reporting is completed as required by Alberta Education
- ◆ Provides timely notice for, and makes judicious use of, administration meetings and committee structures

### **Political Skills**

- ◆ Demonstrates political acuity and works effectively with Alberta Education and other Ministerial partners
- ◆ Understands and manages political situations
- ◆ Exercises common sense in consideration of various internal and external stakeholder perspectives

### **Communication/Community Engagement**

- Strong community engagement in a manner which strategically advances the interests of the Division, including exploring opportunities for collaborative partnerships at local, provincial, and national levels
- Clearly articulates and inspires a shared vision throughout the Division
- 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 Welfare
  - 1.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - 1.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
  - 1.3 Ensures the facilities adequately accommodate Division students.
  - 1.4 Acts as, or designates, the attendance officer for the Division.
2. Educational Leadership
  - 2.1 Provides leadership in all matters relating to education in the Division.
  - 2.2 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
  - 2.3 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
  - 2.4 Implements education policies established by the Minister and the Board.
3. Fiscal Responsibility
  - 3.1 Ensures the fiscal management of the Division by the Associate Superintendent, Business and Finance is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
  - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
  - 3.3 Directs the development of and monitors the budget for the Division.<Insert Text>
4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
  - 4.2 Ensures the coordination and integration of human resources within the Division.
  - 4.3 Monitors and improves the performance of all staff.<Insert Text>
5. Policy/Administrative Procedures
- 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
  - 5.2 Implements Board policy with integrity.
  - 5.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
6. Superintendent/Board Relations
- 6.1 Establishes and maintains positive, professional working relations with the Board.
  - 6.2 Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
  - 6.3 Provides the information which the Board requires to perform its role in a timely manner.
7. Strategic Planning and Reporting
- 7.1 Ensures the strategic planning process is developed for:
    - 7.1.1 Three Year Education Plan;
    - 7.1.2 Division goals;
    - 7.1.3 Budget;
    - 7.1.4 Facilities plans;
    - 7.1.5 Technology plans; and
    - 7.1.6 Transportation plans.
  - 7.2 Implements plans as approved.
  - 7.3 Involves the Board appropriately.
  - 7.4 Reports regularly on results achieved.<Insert Text>
8. Organizational Management
- 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
  - 8.2 Reports to the Minister with respect to matters identified in and required by the School Act.

8.3 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

## 9. Communications and Community Relations

9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.

9.2 Keeps the Board informed through the provision of appropriate accountability reports.

9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.

9.4 Participates actively in school-based activities in order to enhance and support the Division's core purpose.

9.5 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.<Insert Text>

## 10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively in carrying out the directives of the Board and the Minister.

10.2 Develops and maintains positive and effective relationships with provincial and regional government departments and external agencies.

10.3 Works collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115 School Act  
Freedom of Information and Protection of Privacy Act