



## SUPERINTENDENT OF SCHOOLS/CEO BLACK GOLD SCHOOL DIVISION

Due to the impending retirement of our current Superintendent, the Board of Trustees invites applications for the position of Superintendent/CEO for Black Gold School Division. Duties will commence January 3, 2024, or as mutually agreed.

### The Division

Our core purpose is to inspire success. Our core values are student-focused learning, relationships, safe supportive environments, passion, and managing resources responsibly. We are proud of our family culture with a strong focus on wellness.

Approximately 12,500 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. A new secondary school will open in Leduc in September 2024. Quality instruction is delivered by approximately 760 teachers with assistance from 670 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. Education and community partners are actively involved in contributing to the operation of the Division.

The 2023/24 operating budget for the seventh largest school authority in the province for 2023/24 is approximately \$158,900,000.

### The Region

Ready access to Edmonton 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.

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 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)

The competition will remain open until October 20, 2023. Interviews for select candidates will be held November 2<sup>nd</sup> (evening) and November 3<sup>rd</sup> (morning).

### Application Deadline

Email by 5:00pm MST October 20, 2023, a cover letter, curriculum vitae, most recent evaluation, and a list of five education references in a single PDF file to:

**Dr. Cindi Vaselenak**  
**Alberta School Boards Association**  
**E: [cvaselenak@asba.ab.ca](mailto:cvaselenak@asba.ab.ca) P: 780.266.0193**



## SUPERINTENDENT OF SCHOOLS/CEO BLACK GOLD SCHOOL DIVISION 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 and superintendent 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 and creates opportunities for student voice
- Committed to achievement and success for all students as characterized by outstanding leadership, ease of school transition, and exemplary learning
- Promotes student wellness through positive mental health, social-emotional learning, and healthy supportive relationships
- Advocates passionately for public education, recognizing the importance of a diverse student population

### Leadership Style

- Demonstrates personal and professional integrity: is honest, sincere, humble, dependable, trustworthy, consistent, and ethical
- Continues to build the Division while maintaining the "family" culture
- Ensures that the vision is achieved through effective learning, teaching and innovative leadership
- Demonstrates political acuity and works effectively with Alberta Education and other Ministerial partners
- Committed to a collaborative, transparent approach to decision-making, balanced with the strength to make necessary difficult decisions
- Establishes a positive, healthy and safe work culture
- 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
- Develops productive relationships with community-based agencies and employee groups
- Ensures the policies and necessary resources, to meet the educational requirements of First Nations, Métis and Inuit students are in place
- Possesses excellent verbal and written communication skills, as well as active listening skills-
- Positive ambassador within and for the Division

- Inspires leadership and builds capacities for future leaders
- Embraces diversity, equity and inclusion
- 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
- Strong in advocacy and advancing the mission of the Division
- 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
- Implements proactive change processes; looks at issues from diverse perspectives and considers alternatives
- Gives recommendations and judgments based on sound rationale
- Involves education partners and communities 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
- Demonstrates experience with and knowledge of change management principles, processes, and tools

### **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 Board of Trustees, 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.

The Superintendent is expected to demonstrate all of the competencies identified in the Superintendent Leadership Quality Standard (SLQS), as determined by Alberta Education.

The Superintendent shall build effective relationships, model commitment to professional learning, provide visionary leadership, sustain a learning culture, support First Nations, Métis, and Inuit education, strategically allocate resources and facilitate effective governance.

#### Specific Areas of Responsibility

##### 1. Educational Leadership

- 1.1 Provides leadership in all matters relating to education in the Division.
- 1.2 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
- 1.3 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
- 1.4 Implements education policies established by the Minister and the Board.
- 1.5 Aligns Division resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- 1.6 Promotes learning environments that contribute to the development of skills, attitudes and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.7 Communicates a philosophy of education that is student-centered, based on data and sound principles of effective teaching and leadership.

##### 2. Student Welfare

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 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.

- 2.3 Ensures the facilities safely and adequately accommodate Division students.
- 2.4 Promotes the social, physical, intellectual, cultural, spiritual and emotional growth needs of students in the overall school environment.
- 2.5 Acts as, or designates, the attendance officer for the Division.

### 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 Education 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, strategically allocating resources in alignment with the Division's goals and priorities.
- 3.4 Ensures the Board has current and relevant financial information.
- 3.5 Directs the preparation of the Three-Year Capital Plan for submission to the Board.

### 4. Personnel Management and Development

- 4.1 Ensures that each staff member is provided with a welcoming, caring, respectful and safe work environment that respects diversity and fosters a sense of belonging.
- 4.2 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.3 Ensures the coordination and integration of human resources within the Division.
- 4.4 Monitors and ensures appropriate support evaluation processes are in place.
- 4.5 Provides and supports staff in accessing professional development and training, as well as the capacity building needed to meet the learning needs of all students.
- 4.6 Establishes and sustains a learning culture in the school community that promotes ongoing, critical reflection on practice, shared responsibility for student success and continuous improvement.
- 4.7 Collaborates with all staff and other superintendents to build professional capacities and expertise.
- 4.8 Actively seeks out feedback and information from a variety of sources to enhance leadership practice and critically reviews educational research and applies it to decisions and practices as appropriate.
- 4.9 Provides leadership to support school authority research initiatives where appropriate.
- 4.10 Engages staff, school jurisdiction leaders, school and local community members to establish a shared understanding of current trends and priorities in the education system.

4.11 Implements the requirements of the *Occupational Health and Safety Act*, including required staff professional development.

5. Policy/Administrative Procedures

5.1 Provides support and leadership in the planning, development, implementation and regular evaluation of Board policies.

5.2 Develops and regularly reviews, to keep current, all Administrative Procedures be consistent with Board policy, priorities and values and provincial policies, regulations and procedures.

5.3 Informs the Board of substantive changes to Administrative Procedures.

6. Superintendent/Board Relations

6.1 Engages in a positive, productive working relationship with the Board, based on mutual trust, respect and integrity.

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 Attends, or designates attendance for, all meetings of the entire Board, provides counsel and/or recommendations on matters requiring Board action by providing accurate information and reports as needed, to ensure informed decision making in a timely and effective manner.

6.4 Attends, or designates attendance for, all committee meetings of the Board.

6.5 Informs the Board of sensitive issues in a timely manner.

7. Strategic Planning and Reporting

7.1 Assists the Board in determining the present and future educational needs of the Division through the development of short-and long-range plans. (Spring and Fall Board Planning and Operational Plan)

7.2 Assists the Board in the development of the Board Work Plan, ensuring time for strategic planning and evaluation.

7.3 Leads the Three-Year Education Planning process including the development of Division goals, budget, facilities, technology, and transportation plans and implements plans as approved. (Develops the Annual Education Results Report (AERR) for Board approval)

7.4 Facilitates a generative Strategic Planning process - including development, implementation, and regular review. (Develops the agenda for Spring and Fall Planning)

7.5 Provides assurance through the appropriate engagement of interested parties. (Council of School Councils and Annual Community Engagement)

7.6 Reports regularly on results achieved, noting areas of success and opportunities for continuous improvement. (Strategic Highlights)

## 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 Education Act.
- 8.3 Oversees the 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.
- 8.4 Delegates responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness.
- 8.5 Reviews, modifies and maintains an organizational chart which accurately delineates lines of authority and responsibility.
- 8.6 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

## 9. Communications and Community Relations

- 9.1 Promotes open, transparent, positive internal and external communications are developed and maintained. (Formal and informal communications with Trustees)
- 9.2 Keeps the Board informed through the provision of appropriate accountability reports. (AERR, Assurance Surveys, ACE Results)
- 9.3 Strives for a high level of satisfaction from the school community regarding the services provided by the Division. (Assurance Surveys, ACE Results)
- 9.4 Communicates relevant information to interested parties in a timely and appropriate manner.
- 9.5 Participates actively in school-based activities in order to enhance and support the Division's core purpose.
- 9.6 Builds and maintains effective relationships both within the Division and the broader education community. (Monthly Superintendent's Report to the Board)
- 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.
- 9.8 Ensures guidelines and best practices for the Division's communications, including social media channels, are adhered to.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly.
- 10.2 Develops and maintains positive and effective relationships with provincial and regional government departments and external agencies.
- 10.3 Works collaboratively with the Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division built on trust, honesty and respect.

- 10.4 Understands historical, social, economic and political implications of Treaties and agreements with First Nations, Métis and Residential Schools and the tenant of Truth and Reconciliation.
- 10.5 Establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.
- 10.6 Engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching and learning.

Legal Reference: Section 8, 11, 53, 52, 222, 223, 224 Education Act  
Freedom of Information and Protection of Privacy Act  
Occupational Health and Safety Act  
Superintendent Leadership Quality Standard

Modified: April 26, 2023 (87/22-23)