



## EMPLOYMENT OPPORTUNITIES

Associate Superintendents of Learning (two positions)

Northland School Division No. 61

*"Every student is a lifelong learner and successful in life."*

Tansi, Edlánat'e, Hello! Join us for an exciting career opportunity to make a difference in student success!

The Superintendent invites applications for two positions of Associate Superintendent of Learning for Northland School Division No. 61. Duties will commence April 1, 2017 or as mutually agreed.

Do you enjoy working with people in small, remote communities? Are you passionate about the future successes of Indigenous children and youth? Do you want to make a difference?

Northland School Division is recognized as being culturally and geographically unique. We provide student centered learning opportunities to primarily First Nation and Métis students located in the northern half of Alberta. We serve approximately 2600 students and employ 500 staff in 24 schools. While the Division Office is located in Peace River, you will be located in one of three communities within the Division. An elected Board of Trustees will come into place in October, 2017.

Our goal is to give our students a springboard to academic success. As one of the Associate Superintendents you will be a fundamental part of making the necessary changes for the children we serve.

The Associate Superintendent will be responsible and held accountable to the Superintendent for providing leadership and coordination of all curricular and instructional programs within a group of Northland Schools through, but not restricted to, the following components:

- Working directly and collaboratively with Division Office staff, principals and instructional staff to ensure that initiatives related to enhanced student achievement are implemented and meet provincial objectives. This will include Curriculum Redesign, High School Redesign, Early Learning Programs, Dual Credit and Off-campus Work, as well as other transformational initiatives.
- Working directly and collaboratively with First Nations and Métis leaders, organizations and communities to establish strategic directions in support of optimal learning success and development of First Nations and Métis students.
- Working directly and collaboratively, will be engaged in the Regional Collaborative Service Delivery model in a group of school communities and will be engaged in the development of inclusive education practices.

- Working directly and collaboratively with principals and instructional staff, to ensure that provincially prescribed Programs of Study and Board-mandated programs are being followed and evaluated for effectiveness and excellence.
- Working directly and collaboratively with Division administration and instructional staff to identify, plan, implement, and evaluate Division professional learning and mentorship projects.
- Working directly and collaboratively with Division Office staff, principals and school staff to develop pathways beyond the residential school legacy.

It is expected that the Associate Superintendent will spend a significant amount of time working with staff in schools. The Associate Superintendent will perform other tasks as may from time to time be assigned by the Superintendent.

The successful candidate will possess:

- A working knowledge of education/societal issues relevant to the First Nations and Métis community and past experience in promoting educational access for Indigenous learners and leaders;
- An understanding of historical, social, economic and political implications of treaties and agreements with First Nations, agreements with Métis and of residential schools and their legacy;
- Comprehensive knowledge of teaching pedagogy, structures and systems that support inclusive learning and community development;
- Personal attributes that demonstrate the ability to serve in a dynamic, engaged and collaborative environment;
- Outstanding interpersonal and communication skills;
- Successful experience as a school-based and/or Division administrator;

AND

- A Master's degree with a major in an educational discipline would be preferred; must be eligible for a Permanent Teaching Certificate in the Province of Alberta;
- An in-depth understanding of Indigenous cultures will be considered an asset;
- Proficiency in Cree and/or Dene will also be considered an asset.

**For more information:**

Northland School Division: [www.nsd61.ca](http://www.nsd61.ca)

The competition will remain open until a suitable candidate is found. Applications received prior to January 30, 2017 are assured of careful consideration.

**Applications:**

E-mail by January 30, 2017, a cover letter, curriculum vitae, and a list of five recent references in one single PDF document to:

Terry Gunderson  
 Alberta School Boards Association  
 E: [tgunderson@asba.ab.ca](mailto:tgunderson@asba.ab.ca) P: (780) 451-7116



## Administrative Procedure 451

### Role of Associate Superintendent

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#### Background

Guided by the Division's mission, vision, values and beliefs, the Associate Superintendents will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act, the Northland School Division Act and Board policy.

The Associate Superintendents are directly responsible and accountable to the Superintendent. In the absence of the Superintendent, an Associate Superintendent shall assume all responsibilities of the Superintendent.

#### Procedures

Within his/her geographical area of responsibility, the Associate Superintendent will have specific responsibilities:

##### 1. Student Learning

- 1.1 Provides leadership to meet student needs and program goals within the provincial K-12 curriculum.
- 1.2 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs.
- 1.3 Provides leadership and strategies to improve student achievement.
- 1.4 Ensures the effective implementation of curriculum in schools.
- 1.5 Provides support for initiatives to facilitate curricular outcomes.
- 1.6 Ensures accountability for achievement of approved learning outcomes in schools.
- 1.7 Ensures learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- 1.8 Coordinates school/program reviews and evaluations as requested.
- 1.9 Provides a forum for the discussion of issues, trends and changes in instruction, curriculum and instructional support.

##### 2. Student Wellness

- 2.1 Ensures that each student is provided with a welcoming, caring, respectful and safe environment that respects diversity and fosters a sense of belonging.
- 2.2 Ensures that the social, physical, intellectual, cultural, spiritual and emotional growth needs of students are met in the overall school environment.
- 2.3 Contributes to the development of pathways beyond the residential school legacy.
- 2.4 Ensures that a coordinated service delivery model is in place to support student access

to programs and services.

- 2.5 Develops and maintains positive and effective relations with national and provincial government departments, and regional/community agencies which provide services/supports to students.
- 2.6 Performs the function of Attendance Officer pursuant to the provisions of the School Act.
  - 2.6.1 Ensures strategies, procedures and practices are upheld.
  - 2.6.2 Monitors student attendance patterns within the schools.

### 3. Human Resources Management

- 3.1 Supervises, evaluates and reviews the performance of “direct reports” and Principals.
- 3.2 Ensures that Principals:
  - 3.2.1 Implement education policies established by the Minister and the Board;
  - 3.2.2 Meet the standards in the Principal’s Quality Practice Guideline;
  - 3.2.3 Are accountable for program delivery at individual schools;
  - 3.2.4 Are accountable for achievement of approved learning outcomes in instructional programming;
  - 3.2.5 Implement and support Division-wide initiatives; and
  - 3.2.6 Acknowledge, respect and understand the roles and procedures that govern support services within the Division Office in relation to schools and communities.
- 3.3 Works with the Director of Human Resources to identify and design programs to develop leadership capacity.
- 3.4 Works with the Director of Human Resources to identify and design an effective Beginning Teacher Induction Program.
- 3.5 Works with the Director of Human Resources to identify and design processes to recruit, hire and evaluate administrators and teachers.
- 3.6 Provides opportunities for the professional development of staff, with specific emphasis on accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and all other students.

### 4. Fiscal Responsibility

- 4.1 Develops a budget within areas of responsibility within the parameters and constraints of the Division budget.
- 4.2 Ensures the proper fiscal management of budget allocations.
- 4.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
- 4.4 Operates in a fiscally prudent and responsible manner.
- 4.5 In conjunction with the Secretary-Treasurer, acts on grant opportunities.

## 5. Policy/Administrative Procedures

- 5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
- 5.2 Works with the Director of Human Resources in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.
- 5.3 Ensures application of Board policy and Administrative Procedures as required in the performance of duties.
- 5.4 Ensures policy/administrative procedures interpretation and assistance to support principals.

## 6. Technology Services Leadership

- 6.1 Provides leadership in ensuring that the vision and direction of technology planning aligns with Division priorities and goals.
- 6.2 Ensures ongoing technology infrastructure supports student and staff learning.
- 6.3 Ensures technical support services are provided to all school sites.
- 6.4 Coordinates the professional development of school and department staff relative to technology.

## 7. Organizational Management

- 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.
  - 7.1.1 Reviews school year calendars to ensure Ministerial requirements are met.
- 7.2 Contributes to a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
- 7.3 Oversees school operations through the supervision of Principals.
- 7.4 Ensures staff has a high satisfaction with the services provided and the responsiveness of personnel within areas of responsibility.
- 7.5 Facilitates collaboration with First Nations and Métis leaders, organizations and communities to establish strategic policy directions in support of optimal learning success and development of First Nations, Métis and all other students.

## 8. Communications and Community Relations

- 8.1 Ensures parents/guardians have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 8.2 Builds and sustains relationships with First Nations and Métis parents/guardians, Elders, local leaders and community members.
- 8.3 Pursues opportunities and engages in practices to facilitate reconciliation within the

school community.

- 8.4 Attends Local School Board Committee meetings, as requested, to provide information or resolve concerns within areas of responsibility.

## 9. Superintendent Relations

- 9.1 Establishes and maintains positive, professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides advice, recommendations and prepares reports which the Superintendent requires to perform his role in an exemplary fashion.
- 9.4 Attends Board, Committee and Administrators' meetings as requested by the Superintendent, and arranges other meetings as required.
- 9.5 Works cooperatively with the Division Executive Team to implement Division plans, projects and initiatives.
- 9.6 Performs any duties that are delegated by the Superintendent.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.
- 10.3 Ensures that meaningful collaboration arises from relationships built on trust, honesty and respect.
- 10.4 Understands historical, social, economic and political implications of:
  - 10.4.1 Treaties and agreements with First Nations;
  - 10.4.2 Agreements with Métis;
  - 10.4.3 Residential schools and their legacy.

Adopted/Revised: Jan 09/17

Reference: Sections 14, 16.2, 20, 45, 45.1, 60, 61, 96, 113, 116, 117 School Act  
Employment Standards Code  
Freedom of Information and Protection of Privacy Act  
Labour Relations Code  
Teaching Profession Act