



## ASSISTANT SUPERINTENDENT, INCLUSIVE LEARNING SERVICES SEARCH

The Board of Trustees invites applications for the position of Assistant Superintendent, Inclusive Learning Services for Wolf Creek Public Schools. Duties will commence August 1, 2018 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. The Division office is located in the town of Ponoka (population 7,229), approximately 60 km north of Red Deer, which is our closest major urban center. Six trustees are elected to serve the communities of Alix, Bentley, Blackfalds, Bluffton, Clive, Crestomere, Eckville, Lacombe, Mecca Glen, Ponoka, and Rimbey.

The Division employs approximately 440 teachers, 500 support staff and serves approximately 7,636 students in 24 regular schools, three outreach schools, five Hutterite Colony schools, and one institutional school.

### 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.

***Our Mission: Wolf Creek Public Schools exists to ensure that each student is a successful learner for a lifetime.***

### The Candidate

The successful candidate will be an innovative and forward-thinking proponent of educational excellence to ensure the needs of all students are met, with a specific focus on those with diverse and complex learning needs. A key focus will be to support and actualize the components of the Division Three-Year Education Plan and Alberta Education's Inclusive Education mandate.

The applicant will ideally have considerable experience at more senior levels and an ability to work collaboratively within the Division, with outside agencies, and across ministries to ensure student success. This individual will be committed to building understanding and capacity for inclusion within our schools and school communities; possess a high level of professionalism, empathy and effective listening; and have excellent verbal and written communication skills.

Commitment to continuous improvement of self, others and the organization is expected. The successful candidate will work closely with the Superintendent and a dynamic senior leadership team.

### More Information

For more information, visit our Division website at: [www.wolfcreek.ab.ca](http://www.wolfcreek.ab.ca).

This competition will remain open until a suitable candidate is found. However, applications received by March 26, 2018 will be assured of careful consideration.

### Applications

Email by March 26, 2018 a cover letter, curriculum vitae, and a list of at least five recent 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

### **Academic Qualifications**

- ◆ Master's degree in education or a 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 in the areas of inclusive education and safe and caring learning environments
- ◆ Models life-long learning

### **Professional Experience**

- ◆ Significant, successful, broad-based educational leadership experience, including work as a system leader and a school-based administrator
- ◆ Demonstrated strong classroom experience
- ◆ Knowledgeable and supportive of rural education issues
- ◆ Significant and successful experience supporting diverse learners in teaching
- ◆ Leadership experience through strong implementation of inclusive structures, processes and practices

### **Student Focus**

- ◆ Devoted to meeting the needs of all students, in a twenty-first century context
- ◆ Ensures the provision of quality education to every student in a welcoming, caring, respectful, safe and inclusive environment
- ◆ Committed to citizenship and character development of students
- ◆ Ability to realize the goals set by the province and the Division
- ◆ Ability to maximize student learning and student engagement

### **Leadership Style/Skills**

- ◆ Committed to innovative and visionary leadership, building on current Division strengths
- ◆ Is a dynamic, relational and accomplished leader
- ◆ Is an ethical leader who demonstrates personal and corporate integrity
- ◆ Is committed to a collaborative, transparent approach to decision-making processes, balanced with the strength to make necessary difficult decisions
- ◆ Is committed to building strong working relationships within the Division and with our communities

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- ◆ Is committed to continuous improvement of self, others and the Division
- ◆ Values and builds leadership capacity of all personnel in the Division
- ◆ Ability to maintain high visibility in schools and within the Division
- ◆ Demonstrates strong communication and facilitation skills, including public engagement
- ◆ Ensures accountability of self and others
- ◆ Is politically astute and has the ability to work effectively with Alberta Education and other provincial organizations and ministerial partners
- ◆ Ability to work effectively with other partners – local, regional, provincial, national and international
- ◆ Has the courage to implement change and enables others to do so
- ◆ Is knowledgeable and understanding of and committed to the advancement of technology to enhance learning and organization effectiveness
- ◆ Models a healthy balance between career and personal life
- ◆ Ability to deal well with crisis situations and possess strong conflict resolution and problem-solving skills
- ◆ Ability to lead and manage a team of professionals who support diverse learners, build their leadership skills and capacity to, in turn, support all aspects of inclusion
- ◆ Ability to manage a large budget and deploy resources in an effective, efficient yet fiscally responsible manner
- ◆ Background with First Nations, Métis and Inuit education

## **ROLE OF ASSISTANT SUPERINTENDENT, INCLUSIVE LEARNING SERVICES**

### **Background**

Guided by the Division's mission, vision and belief statements, and our goals, the Assistant Superintendent - Inclusive Learning Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the *School Act* and Board policy.

### **Procedures**

The Assistant Superintendent - Inclusive Learning Services is directly responsible and accountable to the Superintendent. When assigned by the Superintendent, the Assistant Superintendent - Inclusive Learning Services assumes all responsibilities of the Superintendent in the Superintendent's absence.

The Assistant Superintendent - Inclusive Learning Services will have specific responsibilities for:

1. Student Learning
  - 1.1 Ensures students in the Division within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
  - 1.2 Ensures accountability for achievement of approved learning outcomes within areas of responsibility in all schools.
  - 1.3 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
  - 1.4 Ensures appropriate programming is in place for diverse learners.
2. Student Wellness
  - 2.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
  - 2.2 Ensures that a coordinated service delivery model is in place to support student access to programs and services.
  - 2.3 Develops and maintains positive and effective relations with provincial government departments and regional/community agencies which provide services/supports to students.
3. Human Resources Management
  - 3.1 Supervises, evaluates and reviews the performance of "direct reports".

- 3.2 Assists the Superintendent as required with the recruitment and selection of professional staff.
- 3.3 Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.
4. Fiscal Responsibility
  - 4.1 Develops a departmental budget 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.
5. Policy/Administrative Procedures
  - 5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
  - 5.2 Ensures application of Board policies and administrative procedures as required in the performance of duties, and interprets policies, procedures, philosophy and programs of the Division for principals, staff, School Councils and the community.
  - 5.3 Ensures the implementation of administrative procedures related to program, school and student evaluation.
6. Organizational Management
  - 6.1 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.
  - 6.2 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. Communications and Community Relations
  - 7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
  - 7.2 Fosters close ties and develops partnerships with community agencies.
  - 7.3 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.
  - 7.4 Investigates and facilitates resolution of concerns and conflicts.
8. Superintendent Relations
  - 8.1 Establishes and maintains positive, professional working relations with the Superintendent.

- 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 8.3 Provides the information the Superintendent requires to perform his role in an exemplary fashion.

9. Leadership Practices

- 9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Superintendent's expectations.
- 9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 60, 61, 96, 113, 116, 117 [School Act](#)  
[Employment Standards Code](#)  
[Freedom of Information and Protection of Privacy Act](#)  
[Labour Relations Code](#)  
[Occupational Health and Safety Act](#)  
[Teaching Profession Act](#)

Adopted: May 2017  
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