

Leaders

INTERNATIONAL

Executive Search



PARKLAND
SCHOOL DIVISION

OPPORTUNITY PROFILE

Superintendent



About Parkland School Division

Parkland School Division (PSD) is a dedicated provider of quality public education, serving more than 90,000 residents living west of Edmonton. The Division is large in area, spanning almost 2,450 square kilometres, but small enough that students, parents and staff learn each other's faces and names quickly. Attendance areas stretch as far west as Tomahawk and Entwistle and include rural areas south of Spruce Grove and Stony Plain, with the North Saskatchewan River providing a natural southern boundary all the way to Devon.

PSD is respected within the provincial education community and continues to strengthen that distinct reputation by focusing on the needs of local families. The Division is attuned to shifts in local demographics, including family types, cultures, beliefs, diverse learning needs, socioeconomic situations and settings, as we serve rural, urban and remote communities. Efforts are made to ensure that every student, regardless of location or ability, has access to the educational services they need.

The Division continually expands the variety of unique learning opportunities available in our schools and local facilities through strong relationships with community partners. One example is our Nature-Based Kindergarten program, which allows students to step into the world outside their classroom to better connect with our local environment.

PSD believes that our students' well-being plays a key role in their overall success. As such, we have designed our Wellness Initiative to support the well-being of our students. The program helps students develop social and emotional skills that build resilience and a healthy sense of self, while fostering a supportive environment that sustains staff wellbeing. This strong foundation enables our community to reach beyond itself and engage in social responsibility and citizenship, reinforcing the idea that a strong community is as important as individual expression and pride in oneself.

Our division is home to more than 12,600 students across 23 schools and several alternative learning locations.

We operate one of the largest student transportation systems in the province, responsible for safely transporting over 7,800 student riders.

Parkland School Division is a place where all are welcome, supported and encouraged, so that everyone can be a part of our children's learning.

For more information, visit: www.psd.ca



The Opportunity

The position of Superintendent is the most influential and impactful role at PSD and will be responsible for continuing to build upon the excellent foundation already in place to better meet the needs of students.

The Board of Trustees is seeking a leader with significant, successful, broad-based educational leadership experience, ideally at both the school and system levels. This leader will meet the requirements of the Alberta Superintendent Leadership Quality Standard, which defines the professional expectations that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work.

The Superintendent of Schools, as defined in the Education Act, serves as the chief executive officer of the Board and the chief education officer of the school authority. In this role, the Superintendent supports the Board's governance responsibilities by providing timely information, sound advice, and professional guidance, while also fulfilling all reporting obligations to the Minister as required under the Education Act and other provincial legislation.

Central to this role is the development and maintenance of strong, effective relationships. The Superintendent works closely with the Board and cultivates positive relationships with provincial and municipal government departments, external agencies, provincial organizations, as well as community members and volunteers, recognizing that these relationships are critical to the Board's effectiveness and the success of the school authority.

Roles and Responsibilities

The Superintendent is responsible to the Board of Trustees for the ongoing management and operation of all affairs of PSD. The Board recognizes that although the Superintendent is fully accountable to the Board, they must be given appropriate authority to carry out their responsibilities. The Superintendent has delegated responsibility and authority for:

Student Welfare

- Establish a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the invested partners and the local community.
- Sustain a learning culture in the school community that promotes shared responsibility for student success and continuous improvement.
- Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- Maintain students' safety while participating in school programs or while being transported to or from school programs on transportation provided by the Division.

Educational Leadership

- Provide leadership in all matters relating to education in the Division including directing school operations and strategically allocating resources in the interests of all students and in alignment with the school district's goals and priorities.
- Foster a culture in which leadership is a shared responsibility throughout the organization.
- Ensure students in the Division have the opportunity to meet the standards of education set by the Minister and encourage innovation in pedagogy.
- Through collaborative partnerships with First Nation, Métis, Inuit and other community partners, continue to deliver Indigenous programming as an essential part of the framework of education in schools.
- Foster innovative approaches and continuous improvement in operational and educational practices.
- Maintain high visibility within the Division and provide support and advise principals on matters related to school operations.

Fiscal Management

- Oversee the fiscal management of the Division by the Associate Superintendent, Corporate Supports and Services, 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.
- Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- Uphold financial transparency and stable financial performance in a changing and challenging fiscal environment.

People and Culture

- Align employees around a clear vision and shared priorities. Provide the conditions, resources, autonomy, and capabilities needed to enable teams to prioritize effectively in support of the overall strategy.

- Actively and systematically develop the leadership skills, autonomy and career development of direct reports. Support direct reports in taking on appropriate challenges and constantly growing their skills while ensuring they have the appropriate tools, supports, resources and mentorship required for success.
- Maintain a comprehensive succession strategy that ensures continuity of leadership.
- Establish organizational roles across the Division, including central office and school leadership, and arrange the employment of staff necessary to support divisional operations.
- Have overall authority and responsibility for all people-related matters except those matters precluded by legislation, collective agreements, or Board policy.
- The safety: and the mental, emotional, and physical wellbeing of all staff are paramount and supported by meaningful resources.
- Create, support, nurture and encourage a culture of inclusivity across the division.

Board Relations

- Work effectively with the Board, respect the Board's chosen role, and work collaboratively to bring about the Board's preferred future.
- Actively and systematically maintain a productive working relationship with the Board based on transparency, mutual trust, respect and integrity.
- Provide leadership in the planning, development, implementation and evaluation of Board policies.
- Implement Board policies and ensure the review and evaluation of their impact.
- Develop, maintain, and communicate Administrative Procedures that are consistent with Board and provincial policies, regulations and procedures.
- Keep the Board informed of all Division matters, especially controversial and/or highly sensitive issues, in a timely and appropriate manner.

Community Relations

- Take appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- Build and maintain effective, meaningful and impactful partnerships with parents, communities, municipal leaders, agencies and other invested partners.
- Support a high level of parent satisfaction with the services provided and the responsiveness of the Division.
- Actively seek, assess and incorporate feedback from all relevant sources.
- Act as an advocate for the Division and for the public school system, distinguishing its role within publicly funded education.



Key Opportunities and Challenges

Parkland School Division is committed to a dynamic and continuing effort to improve its structure and service to better meet the needs of students within the ever-changing community and resources. The Superintendent of Schools will join the Division at a time of significant opportunity. At the same time, this individual will be challenged to provide leadership through key issues facing the jurisdiction.

Opportunities

The new superintendent will step into a Division widely recognized for its leadership in innovative and progressive approaches to education. This position offers the opportunity to build upon a strong foundation of excellence, advancing high-quality learning experiences while further enhancing student wellbeing across Parkland School Division.

Joining during a period of relative stability provides an ideal environment to focus on both current and emerging issues, while exploring new dimensions of learning. The superintendent will also benefit from a highly supportive Board of Trustees and a team of competent, experienced staff—both committed to achieving success across all facets of the Division's operations.

Challenges

While the opportunities are significant, the role presents complex challenges that require strategic leadership and adaptability:

1. Balancing Diverse Needs Within Limited Resources

Maintaining effective educational environments while addressing the varied needs of the region must be achieved within the constraints of provincial policy, funding frameworks, and limited financial flexibility.

2. Managing Program Complexity

The Superintendent will need to oversee a wide range of programs—core curricula, new provincial mandates, alternative education, and diverse learning needs needs—while meeting all interested parties' expectations and ensuring resource efficiency.

3. Meeting Broad Expectations

There is a strong expectation that the Division will respond to the diverse needs of students, requiring innovative approaches and effective communication with all interested parties.

4. Meeting the Needs of Learners in Diverse Geographical Locations

The Division has a mix of urban, rural and remote school sites. It has one of the largest and most diverse geographical locations of any school division in Alberta. It will be critical to balance priorities and resources to navigate the needs of each site.

5. Human Resource Planning

Workforce demographics and recent labour conflicts pose challenges for recruitment and retention. Leadership in human resources must encompass health and wellness, training and development, and strategies to attract and retain talent.

6. Promoting Safe, Caring, Welcoming, and Respectful Schools

Oversee student safety as a top Division priority by directing robust policies and proactive, system-wide measures for classrooms, playgrounds, and transportation.

7. Navigating Conflicting Priorities

The Superintendent must provide sound leadership amid competing provincial and local priorities, ensuring alignment while maintaining operational effectiveness.

8. Maintaining Student Achievement

Continuous improvement in student achievement levels is essential, demanding data-driven strategies and instructional leadership.

9. Addressing Aging Infrastructure

Older facilities require attention through capital planning, renovation strategies, and maintenance management to ensure safe and effective learning environments.

10. Advancing Technology and Information Management

Leveraging technology and improving information management systems will be critical to enhancing organizational efficiency and supporting modern learning practices.

The new Superintendent of Parkland School Division shall be expected to achieve the following during their tenure:

- Will comply with the purpose and specific requirements outlined in Board Policy 12 – Role of the Superintendent, as amended from time to time.
- Will first seek to understand Parkland School Division and its many strengths before attempting to implement changes.
- Will respect, strengthen, and evolve the existing culture of Parkland School Division in support of the Division's goals.



The Person

Qualifications and Education Requirements

Proven experience working within a Board-governed organization, with a strong understanding of the respective roles and responsibilities of the Board and the Superintendent.

The ideal candidate will bring a diverse background as an educator, including school-based administrative experience and, ideally, experience in urban, rural, and remote educational settings. They will demonstrate a strong commitment to acting in the best interests of children and students, supported by a proven track record of student-centred decision-making.

In accordance with Section 2 of the Superintendent of Schools Regulation (Alberta Regulation 178/2003), the candidate must meet all required qualifications. A minimum of ten years of teaching experience is essential, along with a master's degree—preferably in a field that reflects a strong educational foundation.

The successful candidate will possess experience in First Nations, Métis, and Inuit (FNMI) education and inclusive, evidence-based practices. They will maintain a clear understanding of current and emerging teaching methodologies and learning theories, drawing on both research-informed approaches and diverse ways of knowing to support high-quality learning across the Division.

A thorough understanding of the distinct roles of elected trustees and administrative staff is critical, as is experience collaborating with municipal and provincial elected officials on education-related matters. Finally, the candidate must be able to articulate how their leadership will advance and enhance the vision, mission, and goals of Parkland School Division.

Knowledge, Skills, and Abilities

Leadership: Able to fully support the Division’s vision and clearly articulate it. Embraces empowerment and collaboration as an operating style and uses a problem-solving approach. Able to build a positive internal environment and motivate others. Action-oriented and accountable. A courageous educator who understands complex organizations and the dynamics of change.

Research-Informed Practice: Demonstrates a commitment to staying current with educational research, emerging evidence, and evolving practices, and applies this knowledge thoughtfully to decision-making and system improvement.

Collaborative: An insightful leader with an open, forward-thinking style, who can engage and motivate others to work together. An approachable leader with an ability to build strong working relationships and partnerships within the Division, schools, communities and the Board of Trustees.

Team Player: Understands and appreciates the effectiveness of working collaboratively with others in the Division. Promotes cohesion and teamwork in seeking solutions and moving toward the future. Has a willingness to learn from others. A team player, a team member, and a team leader. Open and accessible.

Visionary/Innovator: A creative, dynamic, forward-thinking and passionate leader. A progressive idea person who encourages and uses insight and good judgment to make thoughtful decisions, encourages the appropriate involvement of others and appreciates open discussion, which will foster innovation. Collaboration, respect and trust. A progressive thinker who understands the constructive application of technology, which prepares students for future success.

Communication Skills: Strong written, verbal, and presentation skills. Encourages and practises transparency in communication with school Division staff and invested parties to build and maintain trust in the school Division. Articulate. An active and responsive listener. An open, approachable communicator.

Strong Interpersonal skills: Able to relate effectively at all levels—students, staff, administrators, Board members, community, provincial and local governments. Strong interpersonal and facilitation skills, who communicates effectively inside and outside the Division; creates a positive culture of integrity and respect; maintains a presence in the schools and communities; and models a team-oriented approach to problem solving.

Open Minded/Transparent: Acts as an integral leader of the administrative team and displays a “first amongst equals” style with high ethical standards. Has an honest, open, and consistent approach to working with all invested partners. A solid respected representative of the Division.

Relationship Building: Has demonstrated belief and engagement with key relationships and interested parties and a willingness to be visible and active in the community. A service-minded leader who is actively engaged and visible in schools and the community and who works not for self-interest but for the success of all students.

Integrity: Demonstrates self-confidence and integrity. Highly ethical, both professionally and personally. Has commitment to uphold confidentiality and sensitivity to controversial issues. An ethical leader who demonstrates fiscal and operational expertise in leading a division that efficiently and effectively assigns its fiscal and human resources to student-based priority initiatives and programs.

Student Focused: An optimistic and enthusiastic leader who exhibits a “students first” philosophy in all decisions and messages. A leader who works openly with staff and community to encourage, identify and implement educational programs that balance the demand for accountability with the creative learning process needed for the 21st century. Is willing to foster the growth and agency of staff and students, and believes in the principles of a collaborative organization.

Strategic Business Sense/Pragmatic Decision Maker: Sees the big picture. Possesses solid business acumen. Has well-developed strategic planning skills. Recognizes priorities and changing approaches. Shows common sense and intuitive judgment. Makes well-informed operational decisions that balance evidence, professional judgment, and practical realities.

Resourceful: A problem solver who thinks critically and strategically, uses insight and good judgment to make thoughtful decisions, encourages the appropriate involvement of others and appreciates open discussion to explore the best way forward.

Compensation

A competitive compensation package, including an attractive base salary and excellent benefits, will be provided. Further details will be discussed in a personal interview.

Express Your Enthusiasm

Leaders International values diversity, equity, and inclusion in all aspects of our operations. Candidates are invited to contact us directly with any accommodation requests.

To apply, please email your cover letter and resume (PDF or Word document only—preferably as one document) to **Ardyce Kouri or Olesia Linkevych** at apply@leadersinternational.com, indicating the job title in the subject line.

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