



Superintendent of Schools

A unique opportunity for a creative educational visionary

With a vision to creating a learning environment that nurtures a sense of belonging, mastery, independence and generosity among its students, the Cariboo-Chilcotin School District strives to be a centre for meaningful learning—where all are empowered to succeed in an ever-changing world. Serving 4500+ students from 18 communities, the district reflects a regional heritage enriched by First Nations history and culture through its commitment to incorporate First Nations curriculum across all levels at the district's 22 schools. Fully 30% of our student body is Aboriginal.

An innovative change agent with a passion for student success, you will be the trusted leader to articulate a clear vision for the future of our district—and put that vision into action. Working closely with the Board and valuing the contributions of staff and parents, you will build connections, advocate for continuous improvement and champion excellence.

Energetic, compassionate and principled, you lead through positive example and motivate employees to create school environments that optimize student learning. Along with a strong knowledge of research-based current curriculum and learning strategies—including personalized learning, technology in education and alternative education—you understand how these diverse learning programs can be applied to support student success.

With an approachable communication style and a belief in delegated leadership, you will be poised to take our district forward, while celebrating successes that are already in place. Just as you are committed to your students' success, so are you equally committed to your staff. Fostering positive working relationships, a commitment to rural education and collegial professional development, you will give our staff the courage to innovate and try new ideas.

In addition to your exemplary educational leadership, your responsibilities include oversight of the district's financial well-being and fiscal planning.

Our schools are closely connected to the life of the community, and environmental stewardship, rich First Nations cultural heritage and parental involvement are crucial ingredients to our success. As Superintendent, you can expect a high level of community engagement and an enormous sense of belonging.

The expansive Cariboo-Chilcotin region offers myriad recreational opportunities for the adventurous (such as mountain biking, fishing, hunting, skiing, canoeing and hiking) as well as numerous cultural amenities. A truly family-focused community, we are serviced by an excellent medical facility, the Thompson Rivers University, outstanding RCMP-led programs that support district youths and a district fully dedicated to the support of the region's youngest residents.

The successful leader should reflect the qualities outlined in the Ideal Candidate Profile (attached) and must qualify for BC Teacher certification, hold a Master's or Doctoral degree in a relevant field and have a broad-based record of educational leadership success, including the role of principal. Duties will commence 01 August 2017 or as mutually agreed.

Further enquiries may be directed to Kevin Fatcher, Secretary Treasurer: 250-398-3833 or through the District's website: www.sd27.bc.ca. To apply, send your resume and supporting documents, including an extensive list of previous employers in your list of references, by **Friday, 28 April 2017, 4:00 pm** addressed to:

Tanya Guenther, Board Chair
School District No. 27 (Cariboo-Chilcotin)
350 North 2nd Avenue
Williams Lake, BC V2G 1Z9
Email: sectreas@sd27.bc.ca or Fax: 250-392-3600

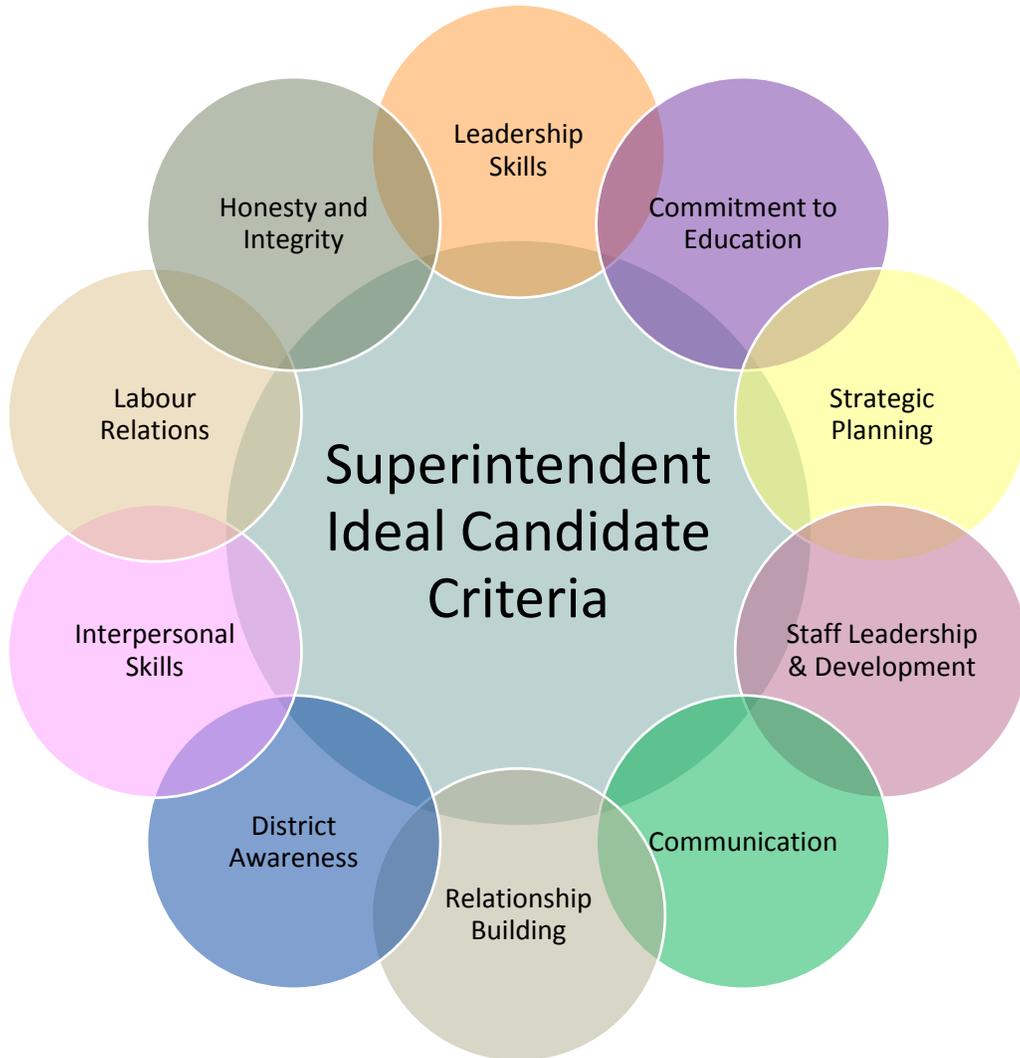
Applicants agree to confidential reference checks as a condition of application.

School District No. 27 (Cariboo-Chilcotin) is an equal-opportunity employer.

“Learning, Growing and Belonging Together”



SUPERINTENDENT OF SCHOOLS RECRUITMENT Ideal Candidate Profile





Superintendent Ideal Candidate Criteria	
Leadership Skills	
1.	Holds strong visions for education with success at implementing appropriate change within schools and district.
2.	Recognizes the importance of building the connection between board and school leadership, district and teaching staff, and school programs through ongoing open and inclusive communication – advocates for the needs of the system to enhance student success.
3.	Inspires others towards the achievement of a goal: successful work with a variety of partners in articulating a clear vision and motivates others to believe and act on the vision to achieve well understood district goals.
4.	Displays courage in his/her work, perseveres towards accomplishing goals in the face of challenge.
5.	Demonstrates successful K-12 and district leadership.
6.	Aids in the leadership of a school or district through sound organizational skills.
7.	Values and practices shared, distributed and delegated leadership responsibilities.
8.	Works with a board of education in developing, implementing and measuring the success of all students
9.	Experience in the development of district operating budgets and fiscal planning that is linked to student success.
Commitment to Education	
10.	Passionate for success of all students.
11.	Places student success as the priority in Strategic Planning and Goal Setting
12.	Motivates school and district based employees in creating and sustaining school environments that optimize student learning.
13.	Advocates for all students and motivate others to do so.
14.	Understands thoroughly the current curriculum and learning strategies including personalized learning, technology in education and alternative education.
15.	Evidence of strong technical skills that will link technology to education best practices.
16.	Identifies improvements to programs to support student learning which align with Ministry of Education (BC Education Plan) and district needs.
17.	Strongly understands the importance of diverse learning programs for all students, including First Nations learners
18.	Committed to rural and remote education.
Strategic Planning	
19.	Understands the importance of the role of employees, communities and all stakeholders' involvement in the strategic planning and visionary process.
20.	Demonstrates working with the board in the creation and implementation of long term vision through Strategic Planning.
21.	Works to create effective teams to implement the specific goals and plans of the board.
22.	Puts measures in place to monitor progress of a plan and to ensure completion and maintenance of engagement of staff in the achievement of the plan.
Staff Leadership and Development	
23.	Empowers others through identifying skills and strengths and provides opportunities to excel.
24.	Demonstrates fair and reasonable leadership.
25.	Practices successful placement of administrative and unionized staff into district roles supported by appropriate assessment.
26.	Establishes appropriate structures and measures to assist all employees, including school leaders to continually improve their own work and the work of others.



Communication	
27.	Breaks down complex concepts and presents them in a consistent, engaging and understandable manner to a variety of partners.
28.	Demonstrates active and patient listening skills.
29.	Values and practices open and transparent communication, and ensures information is shared with others in a timely manner.
30.	Exhibits an approachable communication style.
Relationship Building	
31.	Builds relationships of trust through: open and transparent communication, presence in schools and communities, and listening and valuing community and employee contributions.
32.	Treats people with respect, consideration, sensitivity, kindness and fairness.
33.	Works respectfully with a wide groups of stakeholders, ensuring that he/she is accessible and approachable to others.
34.	Creates and sustains effective teams through collaborative communication structures.
35.	Develops trusting relationships with First Nations leaders, community agencies, and community partners.
36.	Recognizes the value of and encourages parent interaction in schools and the district.
District Awareness	
37.	Is present, visible and engaged with schools and students in the district, keeps abreast of district programs and accomplishments and identifies opportunities to value and reward such accomplishments.
38.	Evaluates existing education programs and makes appropriate changes to support all student success.
39.	Knowledgeable of district staff roles and responsibilities.
40.	Aware of the complexity of district: geography, demographics and socio-economics.
41.	Demonstrates an understanding of First Nation cultures and the strengths and challenges of the community.
42.	Appreciates rural school challenges and experiences and commits to rural and remote schools.
Interpersonal Skills	
43.	Displays compassionate and respectful manner with others.
44.	Is passionate with the ability to motivate others.
45.	Has a strong sense of principles and having the ability to communicate these in a convincing and respectful and humble manner to others.
46.	Demonstrates effective listening skills.
47.	Works through conflict in a respectful and productive manner.
Labour Relations	
48.	Works with union representatives in a productive and respectful manner
49.	Understands labour relations matters including negotiations, collective agreement interpretations, grievances, and dispute resolution.
50.	Demonstrates experience working directly in managing and respecting a collective agreement
Honesty and Integrity	
51.	Is honest and accountable to others for results and leads through positive example and demonstrates a willingness to acknowledge mistakes.
52.	Communicates with others in an honest and ethical manner.
53.	Demonstrates experience adhering to district policies, procedures, and Provincial legislation.