asba
ALBERTA
SCHOOL BOARDS
ASSOCIATION

HIGH PRAIRIE SCHOOL DIVISION NO. 48

Inspire Lead Succeed

OPPORTUNITY PROFILE

Superintendent of Schools/CEO

About High Prairie School Division

High Prairie School Division (HPSD) serves over 2,500 students across 12 schools in the vibrant north-central Alberta communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake. Located along the south shore of Lesser Slave Lake, the Division spans a large geographic region and employs over 448 staff.

Guided by its mission to inspire, lead, and empower success through accountability and resilience, HPSD is committed to creating a culture of lifelong learning. Its vision is to inspire students to learn, lead, and succeed in an ever-changing world. For the 2026–2027 school year, the Division has an approved balanced operating budget of $54,433,857. The division is anticipating more than 2,500 K-12 students for the 2026-27 school year being served by 197 certified and 251 non-certified staff.

The Board of Trustees (the Board) is comprised of 7 trustees elected from wards across the Division. As champions of public education, the Board provides thoughtful oversight and promotes an open and transparent education system that strives to connect with all students to ensure that everyone learns, belongs, and succeeds.

Core Values

Community and Accountability: Fostering a strong school community where accountability is key.

Lifelong Learning: Creating environments that encourage continuous learning and personal growth and potential.

Ethics: Integrity guides our actions and decisions.

Appreciation of Differences: Cultivating a community that respects and values unique contributions.

Resilience: Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.

2024-27 Board Priorities

- Support Indigenous partnerships
- Advance community and municipal partnerships
- Engage stakeholders routinely
- Ensure student-centered programming
- Support infrastructure stability
- Advance literacy and numeracy
- Promote high standards for all
- Nurture well-being of our school community

For more information, visit: [Home - High Prairie School Division]

Our Region

High Prairie School Division encompasses the vibrant communities of Donnelly, Falher, High Prairie, Joussard, Kinuso, and Slave Lake, including several First Nation communities, Métis settlements and a large Francophone population.

These communities offer diverse lifestyle opportunities and a high quality of life within the region. The Division Office is located in High Prairie, a welcoming community in north-central Alberta, located approximately 370 kilometres northwest of Edmonton along the south shore of Lesser Slave Lake. As the region's service and commercial hub, High Prairie offers the amenities of a larger centre while maintaining the charm and close-knit feel of a rural community.

The area is known for its natural beauty and year-round outdoor recreation. Residents enjoy boating, fishing, hiking, camping, hunting, snowmobiling, and cross-country skiing, as well as local parks, golfing, sports facilities, arts and community events. High Prairie also provides access to healthcare, shopping, cultural amenities, and post-secondary education through Northern Lakes College.

The region offers an attractive blend of small-town, rural, and rural-urban living, with full-service amenities all within close proximity.

The Opportunity

The position of Superintendent is the most influential and impactful role at High Prairie School Division 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 relevant 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 the Board, staff, system leaders, 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 division. This includes the importance of leading a strong Indigenous Education program that advances reconciliation by honouring culture, identity, and belonging through wholistic education.

Roles and Responsibilities

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent. Specific areas of responsibility include the following:

1. Educational Leadership
2. Student Welfare
3. Fiscal Responsibility
4. Personnel Management
5. Policy
6. Superintendent / Board Relations
7. Strategic Planning
8. Organizational Management
9. Communications and Community Relations
10. Leadership Practices
11. Health and Safety

For further details see HPSD Board Policy 11: Role of the Superintendent

Key Opportunities and Challenges

High Prairie 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

High Prairie School Division offers the new Superintendent the opportunity to focus on strategic growth, backed by a balanced budget and clear board priorities for the 2026-27 school year focused on:

- Academic Excellence: Lead a division actively investing significant resources into foundational Numeracy and Literacy initiatives.
- Empower Local Classrooms: Champion a board-backed commitment to allocate more funds to schools, putting resources where they matter most to support students and staff.
- Champion Holistic Well-Being: Oversee dedicated funding for Mental Health initiatives, ensuring our schools remain safe, supportive, and healthy environments for learning and working.
- Visionary Leadership & Innovation: Foster a culture of creative problem-solving that encourages fresh perspectives, innovative ideas and new programs that will propel student success in an evolving world.

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:

- Navigating Enrolment Shifts: Managing the financial and operational resources of the division considering status quo or slightly declining student enrollment.
- Workforce Stabilization: Actively addressing recruitment and retention challenges across both instructional and support staff roles, with a focus on staff training, development and well-being.
- Fleet Logistics: Managing supply-chain delays in school bus acquisition to ensure our fleet remains modern and reliable.
- Transportation Staffing: Addressing regional bus driver shortages to guarantee safe, reliable, and consistent transport for our students.
- Advancing Reconciliation: Supporting staff in meeting TQS #5 and cultivating authentic community partnerships with the families, bands, and Métis settlements across our region, ensuring that local culture and community voice are woven into the fabric of our schools and the provision of wholistic education that reflects Cree and Métis cultures.
- Dual Track Programming: Supporting and advancing French Immersion and bilingual excellence in the west end of the Division.
- Balancing Diverse Needs with 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.
- Managing Program Complexity: The Superintendent will need to oversee a wide range of programs—core curricula, new provincial mandates, choice within and outside the division, and diverse learning needs—while meeting all interested parties' expectations and ensuring resource efficiency.

- Promoting Safe, Caring School Environments that Foster and Maintain Respectful and Responsible Behaviours: Oversee student safety as a top Division priority by directing robust policies and proactive, system-wide measures for classrooms, playgrounds, and transportation.
- Increasing Student Achievement: Continuous improvement in student achievement levels is essential, demanding data-driven strategies and instructional leadership.
- Addressing Aging Infrastructure: Older facilities require attention through capital planning, renovation strategies, and maintenance management to ensure safe and effective learning environments.
- 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 High Prairie School Division shall be expected to achieve the following during their tenure:

- Will comply with the purpose and specific requirements outlined in Board Policy 11 – Role of the Superintendent, as amended from time to time.
- Will work with the Board of Trustees, System Leaders and staff to gain a better understanding of the impact each group has on student success.
- Will commit to understanding the foundational strengths of the High Prairie School Division while also actively championing forward-thinking strategies and innovative growth.
- Will respect, strengthen, and evolve the existing culture of High Prairie 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 various educational settings.

The Board seeks a proven, student-centered educational leader who demonstrates a strong commitment to student success and achievement. The ideal candidate is a collaborative visionary leader capable of effective decision making and establishing strategic direction and clear goals for the Division. Able to inspire others towards achieving the Division's mission, the successful candidate will have the ability to lead the Division with integrity through rapid change and growth and cultivate a collaborative atmosphere built on authenticity, transparency, and accountability.

A strong advocate for public education and the needs of students and staff, the ideal candidate promotes a culture of honesty, integrity, trust and respect. They value the governance role of the Board, are politically astute, and able to establish a positive working relationship with the Board and various levels of government and public service.

The successful candidate will have an Alberta teaching certificate or equivalent, have a minimum of three years of experience in a school system in Alberta, hold a Master's degree from a recognized university, and hold or qualify for Superintendent Leadership Quality Standards certification in Alberta. Preference will be given to candidates that have division office or system leadership experience.

The Board seeks a personable, approachable, and visible leader, with strong interpersonal and communication skills. They will have an exceptional understanding of educational practices, processes and systems to help lead High Prairie School Division into the future.

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 practices 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 and will be in alignment with the Superintendent of Schools Regulation. Further details will be discussed in a personal interview.

How to Apply

To apply, email a single PDF that includes your cover letter, resume and at least four recent references to **Brad Volkman** at bvolkman@asba.ab.ca. c: 403-895-2741.

Closing Date: Applications received by September 28, 2026 will be assured consideration, though the position will remain open until a suitable candidate is found.