



OPPORTUNITY PROFILE

Superintendent of Schools/ CEO

About Sturgeon Public Schools

Sturgeon Public Schools is a learning community dedicated to creating a safe, respectful and collaborative environment where students are prepared to meet, and excel at, the challenges presented by the global community. Staff nurture a culture of diversity and belonging, ensuring a comprehensive approach to students' physical, intellectual, and emotional well-being, deeply embedded in community values.

Sturgeon Public Schools is the largest employer in Sturgeon County, meeting the needs of approximately 5,200 students in 17 schools, employing over 570 staff throughout Sturgeon County and the towns of Bon Accord, Gibbons, Legal, Morinville, Redwater, St. Albert, and Sturgeon County. The approved Budget for 2025/2026 is \$78,902,271.

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.

Sturgeon Public Schools' Education Plan values:

- **Excellence in Teaching.** Student are engaged and feel connected to their learning and their teachers.
- **Share Responsibility.** We strive for excellence so we can build a stronger future for all.
- **Mutual Respect.** We research our potential by fostering reciprocal respect.
- **Belonging.** We promote safe & healthy learning environments that emphasize connections and meet individuals' needs.
- **Learning Choice.** We meet the diverse needs of our students, so they are prepared for the future.
- **Communication.** We value open, honest and timely connections.

Sturgeon Public Schools is committed to program choice, offering Pre-Kindergarten, Land & Agriculture, STEAM, French Immersion, Religion, Music & Fine Arts, Alternative Learning, Flight School, Off-Campus & Dual Credit, and numerous supports for Inclusive Learning.

With a rich heritage and a future-focused vision, Sturgeon Public Schools provides a supportive environment where every student feels valued and prepared for future success.

For more information, visit: www.sturgeon.ab.ca





Our Region

Sturgeon Public Schools encompasses the vibrant communities of Morinville, Gibbons, Bon Accord, and Redwater. These communities offer diverse lifestyle opportunities and a high quality of life within the region. The Division Office is located in Morinville, a progressive and growing community situated just 34 kilometres north of Edmonton along Highway 2. It provides convenient access to nearby St. Albert and Edmonton while maintaining the appeal of a close-knit, family-oriented municipality.

With a wide range of housing options in both new and established neighbourhoods, the region offers an attractive blend of small-town, rural, and rural-urban living, with full-service amenities all within close proximity. Known for its strong community spirit, Morinville features a modern recreation facility, a diverse business sector, a multi-use trail system, and numerous parks.

The area is home to an engaged and supportive population where education is highly valued, and schools play a central role in community life. Families benefit from a safe and welcoming environment and access to quality programs and services that support student success and well-being.

The Opportunity

The position of Superintendent is the most influential and impactful role at Sturgeon Public Schools 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.

Roles and Responsibilities

The Superintendent is responsible to the Board of Trustees for the ongoing management and operation of all affairs of Sturgeon Public Schools. The Board recognizes that although the Superintendent is fully accountable to the Board, the individual is granted appropriate authority to carry out their responsibilities within the parameters set by the Board through policy. The Superintendent has delegated responsibility and authority for:

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 receive 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.

Student Welfare

- Establish a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with people invested in education in the division and the local communities.
- 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.

People and Culture

- Align employees around the Board's Strategic Plan and priorities, and the Division's Education Plan's goals and strategic actions. 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 emphasizes leadership development.
- Establish organizational roles across the Division, including division 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.
- Ensure the mental, emotional, and physical well-being of all staff are paramount and supported by meaningful resources.
- Create, support, nurture and encourage a culture of inclusivity across the division.

Fiscal Management

- Oversee the fiscal management of the Division by the Associate Superintendent, Corporate Services/ Secretary Treasurer, in accordance with the *Education Act*, *Funding Manual* and other applicable Acts or Regulations.
- Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- Ensure the Board has current and relevant financial information.
- Ensure financial transparency and stable financial performance in a changing and challenging fiscal environment.
- Direct the preparation of the Budget Report and Capital Plan for submission to, and approval by the Board

Superintendent/ Board Relationship

- 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.
- Regularly report to the Board and engage in a generative discussion about the program made toward achieving the strategic priorities, strategic actions, goals and key performance indicators, recommending or making adjustments as needed.
- 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

Sturgeon Public Schools 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 well-being across Sturgeon Public Schools.

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 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.

2. 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.

3. Meeting Broad Expectations

There is a strong expectation that the Division will respond to the increasing complexity of student needs, 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 rural school sites. It is a mid-sized, yet diverse, geographical 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 Sturgeon Public Schools 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 first seek to understand Sturgeon Public Schools and its many strengths before attempting to implement changes.
- Will respect, strengthen, and evolve the existing culture of Sturgeon Public Schools 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, hold a Master's degree from a recognized university, and hold or qualify for Superintendent Leadership Quality Standards certification in Alberta. 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 Sturgeon Public Schools 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 98/2019 (2025-07-22 version). Further details will be discussed in a personal interview.

Express Your Enthusiasm

To apply, email a single PDF that includes your cover letter, resume and at least four recent references to **Karl Germann** at kgermann@asba.ab.ca. C: 780-518-3691.

Closing Date: Applications received by May 8, 2026 will be assured consideration, though the position will remain open until a suitable candidate is found.

Alberta School Boards Association

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