



Skills Profile PRINCIPAL FOR LEADERSHIP AND DEVELOPMENT

Forming and nurturing relationships is at the heart of *diakonia*, therefore the Principal for Leadership and Development of the Centre for Christian Studies will be a person who approaches leadership, intersectional justice, theology, and education with the aim of developing relationships of mutuality, respect, trust, collaboration, and compassion, for the purpose of transformation.

The Principal for Leadership and Development will understand the changing landscapes of theological education, Christianity(ies), culture, global diakonia, congregational and various expressions of ministry, and climate crisis. They will have negotiation skills to assist CCS in forging deeper partnerships with other theological schools and organizations, in a way that is transparent, collaborative, values-driven, reciprocally respectful, and mutually beneficial.

The Principal for Leadership and Development will be prepared and equipped to encourage organizational diversity, using their individual and collective roles to welcome and value all people's identities and perspectives, while being aware of and speaking to dynamics of power, privilege, marginalization, and social location. They will demonstrate an intersectional understanding of, and commitment to, the anti-racist work and theologies of CCS and its partnering denominations – such as the United Church of Canada's [Anti-Racism Action Plan](#) and the [Charter for Racial Justice](#) from the Anglican Church of Canada. Bilingual or multilingual skills are an asset.

The Principal for Leadership and Development will have a keen understanding of themselves through self-reflection, critical analysis of social location, and seeking feedback, and will pursue new learnings about themselves, others, and the world. They will possess a passion for theological education, diakonia, and community-based organizations – and/or enthusiasm to learn and immerse oneself in these three aspects of CCS.

While this position is not a teaching role or faculty, the candidate will be familiar with the field of adult education, liberative and creative pedagogies, competency-based evaluation, and educational accessibility. Preference will be given to candidates with experience in the field of theological education, accreditation process, graduate or post-graduate studies, and/or denominational formation programs.

While this position is not exclusively fundraising or organizational management, the candidate will be familiar with facilitation, grant-writing, writing to an organization's members, financial planning, board and/or committee work, managing conflict and change, policy writing, human resources and teaming, collaborative strategic planning, representing or speaking on behalf of an organization, and balancing prophetic, pastoral, and diplomatic roles. Preference will be given to candidates with experience in fund development and/or community-based non-profit organizations/schools, particularly in a religious context.

While this position is not exclusively open to members of the Anglican diaconate or United Church Diaconal Ministers, the candidate will be familiar with liberation theologies, Christian history, scriptures, denominations, and practices, particularly as they relate to marginalization, gender, and ministry across the threshold between the church and the world. They will be able to articulate how their faith shapes their vocation and practice. Preference will be given to candidates with personal experience of diaconal formation, or demonstrated familiarity with and commitment to diaconal networks, pedagogy, and approaches to ministry, and/or membership in either United or Anglican denominations.

When students, faculty, stakeholders, and Central Council have been surveyed, the following skills and qualities were commonly identified (some mentioned above). This is not an exhaustive list.

1. Collaborative leadership skills; facilitating shared power & group decision-making.
2. Good communication skills, with a focus on accessible language and promoting open, cooperative, and respectful communication.
3. Development skills, fundraising expertise, and business acumen
4. Commitment to upholding the ecumenical values and partnerships with The United Church of Canada and the Anglican Church of Canada, with knowledge of United Church and Anglican Church processes, polity, and theology.
5. Understanding and supporting the principles that undergird reconciliation, 2SLGBTQIA+ affirming, multi-faceted accessibility, equity, and anti-racist work.
6. Skills in facilitating and co-facilitating, conflict resolution, and nurturing a supportive work and learning environment.
7. Knowledge of academic processes
8. Academic background: graduate work in a related field and/or diaconal training.
9. Entrepreneurial spirit, creativity, and imaginative thinking
10. Adaptability and flexibility regarding transitions in denominations and CCS

The observation was made that the smaller the institution, the broader the range of competencies that are needed by its leadership. This aptly applies to the Principal for Leadership and Development position of CCS. A person who loves exercising a broad range of skills, which education for ministry schools require, while valuing a small and intimate circle for learning, justice and outreach, will find the Centre for Christian Studies to be a wonderful, enlivening place; a place to bring their faith, their passion for learning, their commitment to diaconal ministry, their resourcefulness, and their desire to inspire transformation.