PRINCIPAL/VICE PRINCIPAL PROMOTION PROCESS TEAM TRAINING 2011-2012

RACHEL OLIVERO

Pyke, Sharon
Superintendent of Education

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

APPLICATION PACKAGE FOR THE POSITIONS OF PRINCIPAL AND VICE-PRINCIPAL

Applications due Thursday, September 20th, 2012 by 4:00 p.m.
Be certain to indicate the position applied for and provide separate sets of applications for each position.
The application package must consist of 13 sets of applications for each position you are applying for.
APPLICANTS MUST HOLD FULL QUALIFICATIONS BY SEPTEMBER 2013.

THE PACKAGE CONTAINS

- The Policy of the Greater Essex County District School Board (dated 2009 09 23).
- The Regulation of the Greater Essex County District School Board (dated 2009 09 23).
- The Administrative Procedure of the Greater Essex County District School Board (revised 2012 05 14).
- A diagrammatic overview of the process.
- The posting.
- A blank copy of the Application Form.
- Supervising Principal Input Form. Electronic copy of forms, are available under the "Careers" link on the Board webpage (publicboard.ca).
- Supplementary Information for Interview and In-Basket Process. (see below)
- The schedule of dates (which may be revised on posted notice). (see below)

SUPPLEMENTARY INFORMATION FOR INTERVIEW AND IN-BASKET PROCESS

Candidates will write an "in-basket" exercise during a half-hour period before the interview. Candidates may write the exercise by hand or on a computer and printer provided (with no compensation made for computer or printing problems). There is a fifteen minute interval between the end of the in-basket until the beginning of the interview.

All candidates will have five minutes at the beginning of the half-hour interview to make a presentation on the **educational topic of their choice.** The interview questions will be read to each candidate and will be available on a sheet of paper on the table. At the end of the interview, candidates will have three minutes to summarize or bring any matter relevant to their candidacy to the attention of the Interview Committee. Interviews are verbal presentations hence technology, props, reference material, and/or handouts are excluded. Candidates may have notes for their presentation and closing. A computer and printer are provided and their use is an option for the in-basket exercise only. Internet is not to be accessed during the in-basket.

SCHEDULE OF DATES

Posting Issued – Monday, August 20th, 2012

Applications Due – less the Supervising Input Form Thursday, September 20th, 2012 by 4:00 p.m.

Supervising Principal Input Form – Thursday, October 18th, 2012 by 4:00 pm – **submitted to Superintendent John Howitt**

Screening – Tuesday, October 23rd to Friday, November 16th, 2012

Notice of Screening Results– by Friday, November, 23rd, 2012

Interviews – Tuesday, November 27th, 2012 to Wednesday, December 19th, 2012

Promotion Decisions – at Director's Council on Monday, January 14th, 2013 (alternate date Monday, January 21st, 2013)

Announcement of Placement in the Pool – Wednesday, January 30th, 2013

Applications should be forwarded to:
Donne Petryshyn
Superintendent of Human Resources
Greater Essex County District School Board
451 Park Street West, P.O. Box 210
Windsor, Ontario N9A 6K1 Fax 519-255-1247
Applications must be received on or before Thursday, September 20th, 2012 at 4:00 p.m.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

POLICY: Selection of Principal and Vice-Principal

ADMINISTRATIVE PROCEDURE: HR-AP-01

The Greater Essex County District School Board believes in selecting the best possible candidates for principals and vice-principals.

To provide high quality educational leadership the Board recognizes the "Ontario Leadership Framework" as a summary of the skills, abilities and personal characteristics required for these positions.

The Board assigns the responsibility for the selection and appointment of principals and vice-principals to the Director of Education.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

REGULATION: Selection of Principal and Vice-Principal

1. The Director of Education will notify the Board of the names of candidates placed in the pools and appointed to the positions of principals and vice-principals prior to publication.

2. It is the responsibility of any participant in the selection process whose relationship to any candidate places the participant in a conflict or perceived conflict of interest (i.e. spouse/partner, child/parent) to declare this and ask to be removed from the process immediately.

3. The policy, regulations and administrative procedures regarding the selection of principals and vice-principals are public information.

4. A person's candidacy and the information and records with respect to such candidacy are confidential.

5. The names of selected candidates are public information.

6. The submission of an application by a candidate shall be consent to both release such information as required for the purposes of the process and to contact relevant persons.

7. The Ontario Leadership Framework (Appendix A) is essential to the selection, appointment, transfer and evaluation of Principals and Vice-Principals.

8. School Councils will be invited to submit prioritized profiles for the principalship of their school based on the Board's Profile of a Principal (Appendix B). School Councils may resubmit this at any time.

9. Leadership development programs shall be directed to assisting candidates toward meeting the Ontario Leadership Framework.

Appendix A

Leadership Framework for Principals and Vice-Principals
Part 1: Leader Practices and Competencies

Setting Directions

The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

Practices:
The principal:
- ensures the vision is clearly articulated, shared, understood and acted upon by all
- works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement
- demonstrates the vision and values in everyday work and practice
- motivates and works with others to create a shared culture and positive climate
- ensures creativity, innovation and the use of appropriate technologies to achieve excellence
- ensures that strategic planning takes account of the diversity, values, and experience of the school community
- provides ongoing and effective communication with the school community

Competencies:
Skills
The principal is able to:
- think strategically and build and communicate a coherent vision in a range of compelling ways
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the board
- actively engage the diverse community, through outreach, to build relationships and alliances

Knowledge
The principal has knowledge and understanding of:
- local, national and global trends
- ways to build, communicate and implement a shared vision
- strategic planning processes
- ways to communicate within and beyond the school
- new technologies, their use and impact
- leading change, creativity and innovation

Attitudes
The principal demonstrates:
- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable
- a belief that all students can learn
- commitment to an inclusive, respectful, equitable school culture

Building Relationships and Developing People

The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students.

Practices:
The principal:
- treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- develops effective strategies for staff induction, professional learning and performance review
- engages staff in professional learning
- develops and implements effective strategies for leadership development
- uses delegation effectively to provide opportunities for staff to self-actualize
- acknowledges and celebrates the achievements of individuals and teams
- encourages colleagues to take intellectual risk
- leads by example, modelling core values
- demonstrates transparent decision-making and consistency between words and deeds
- maintains high visibility in the school and quality interactions with staff and students

Competencies:
Skills
The principal is able to:
- foster an open, fair and equitable culture
- develop, empower and sustain individuals and teams
- give and receive effective feedback
- challenge, influence and motivate others to attain high goals
- communicate effectively with a diverse range of people, including the public and the media
- manage conflict effectively
- listen empathetically and actively
- foster anti-discriminatory principles and practices

Knowledge
The principal has knowledge and understanding of:
- the significance of interpersonal relationships, adult learning and models of continuing professional development
- strategies to promote individual and team development
- the relationship between performance management and school improvement
- the impact of change on organizations and individuals

Attitudes
The principal demonstrates:
- commitment to effective working relationships
- commitment to shared leadership for improvement
- commitment to effective teamwork
- confidence, optimism, hope, and resiliency
- integrity

Developing the Organization

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

Practices:
The principal:
- builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities
- nurtures and empowers a diverse workforce
- provides equity of access to opportunity and achievement
- supervises staff effectively
- uses performance appraisal to foster professional growth
- challenges thinking and learning of staff to further develop professional practice
- develops a school culture which promotes shared knowledge and shared responsibility for outcomes

Competencies:
Skills
The principal is able to:
- create efficient administrative routines to minimize efforts on recurring and predictable activities
- collaborate and network with others inside and outside the school
- perceive the richness and diversity of school communities
- foster a culture of change
- engage in dialogue which builds community partnerships
- listen and act on community feedback
- engage students and parents

Knowledge
The principal has knowledge and understanding of:
- building and sustaining a professional learning community
- change management strategies
- models of effective partnership
- strategies to encourage parent involvement
- ministry policies and procedures
- models of behaviour and attendance management

Attitudes
The principal demonstrates:
- acceptance of responsibility for school climate and student outcomes
- ethical behaviour

Leading the Instructional Program

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.

Practices:
The principal:
- ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress
- ensures that learning is at the centre of planning and resource management
- develops professional learning communities to support school improvement
- participates in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals
- provides resources in support of curriculum instruction and differentiated instruction
- buffers staff from distractions that detract from student achievement
- implements strategies which secure high standards of student behaviour and attendance
- fosters a commitment to equity of outcome and to closing the achievement gap

Competencies:
Skills
The principal is able to:
- demonstrate the principles and practice of effective teaching and learning
- access, analyse and interpret data
- initiate and support an inquiry-based approach to improvement in teaching and learning
- establish and sustain appropriate structures and systems for effective management of the school
- make organizational decisions based on informed judgements
- manage time effectively
- support student character development strategies

Knowledge
The principal has knowledge and understanding of:
- strategies for improving achievement
- effective pedagogy and assessment
- use of new and emerging technologies to support teaching and learning
- models of behaviour and attendance management
- strategies for ensuring inclusion, diversity and access
- curriculum design and management
- tools for data collection and analysis
- school self-evaluation
- strategies for developing effective teachers and leaders
- project management for planning and implementing change
- legal issues
- the importance of effective student character development

Attitudes
The principal demonstrates:
- commitment to raising standards for all students
- commitment to equity of outcome and closing the achievement gap
- belief in meeting the needs of all students in diverse ways
- commitment to sustaining a safe, secure and healthy school environment
- commitment to upholding human rights

Securing Accountability

The principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education. The principal is specifically accountable for the goals set out in the school improvement plan.

Practices:
The principal:
- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation
- measures and monitors teacher and leader effectiveness through student achievement
- aligns school targets with board and provincial targets
- supports the school council so it can participate actively and authentically in its advisory role
- develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community)
- reflects on personal contribution to school achievements and takes account of feedback from others
- participates actively in personal external evaluation and makes adjustments to better meet expectations and goals
- creates an organizational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements
- makes connections to ministry goals to strengthen commitment to school improvement efforts
- develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan

Competencies:
Skills
The principal is able to:
- engage the school community in the systematic and rigorous evaluation of school effectiveness
- collect and use a rich set of data to understand and assess the strengths and weaknesses of the school
- combine the outcomes of regular school self-review with provincial and other external assessments for school improvement

Knowledge
The principal has knowledge and understanding of:
- accountability frameworks including self-evaluation
- the contribution that education makes to developing, promoting and sustaining a fair and equitable society
- the use of a range of evidence to support, monitor, evaluate and improve school performance
- the principles and practices of performance management

Attitudes
The principal demonstrates:
- commitment to individual, team and whole-school accountability for student outcomes
- commitment to the principles and practices of school self-evaluation
- commitment to personal self-evaluation

The Profile of a Principal

A SUMMARY OF THE SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS REQUIRED TO PROVIDE HIGH QUALITY EDUCATIONAL LEADERSHIP

ADMINISTRATION

- applies superior organization skills and decision making
- employs effective administrative practices and technology
- manages an effective support team in the school with minimum conflict

BALANCE

- demonstrates balance within career, and between career and personal life
- develops appropriate priorities for school community needs

COMMUNICATION

- speaks, writes and listens effectively
- communicates concisely, persuasively and at various levels of sophistication

EDUCATION

- demonstrates strong educational values and progressive philosophy of education
- commands respect as an educator and curriculum leader
- creates and sustains a safe and exciting learning environment

ETHOS

- engenders respect, confidence, trust and loyalty
- works to foster positive relationships with parents and the school community
- appreciates and respects community diversity

IMPROVEMENT

- promotes measurable and sustainable improvement in all areas of responsibility
- motivates high achievement of self and others
- promotes involvement and commitment

KNOWLEDGE

- employs knowledge of all relevant legislation, policies and procedures
- applies current knowledge of curriculum, pedagogy and child development

VISION

- anticipates and prepares for change
- encourages professional goals for self and others

GREATER ESSEX COUNTY
DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURE: Selection of Principal and Vice-Principal

REFERENCE NO: HR-AP-01

The goal is to select only those candidates who are ready and to include all candidates who are ready.

1. The selection process shall be initiated by the Director of Education as required.

2. The process for application, screening for short-listing, interviewing and selection shall be as outlined below.

3. A candidate may withdraw from the process at any time upon indicating so in writing to the Director of Education.

4. Selection shall mean placement in an unranked pool of successful candidates awaiting appointment anywhere in the system as follows:

   a. Candidates selected for placement in a pool shall be notified confidentially immediately following selection, and by letter following publication of the names of successful candidates.

   b. Candidates may remain in the pool for up to five years from the date of their placement in the pool after which they must repeat the selection process if they wish to re-enter the pool.

   c. Candidates who are unqualified must proceed continuously toward qualification by the required date in the posting as a condition of remaining in the pool or in an appointment.

   d. Candidates who decline a system appointment may be withdrawn from the pool.

   e. A candidate who has been placed in a pool may withdraw from the respective pool at any time upon indicating so in writing to the Director of Education.

   f. Candidates who are unqualified and are appointed shall be referred to as being "Interim" and such appointments shall be subject to the Board being able to obtain a Temporary Letter of Approval.

5. Temporary appointments to the position of Interim Vice-Principal and Interim Principal may be made by the Director of Education at any time.

Policy: P-HR-01
Regulation: R-HR-01

Effective Date: 1998 02 04
Last Revision Date: 2012 05 14
Review Date: 2012 05 14
Next Review Year: 2016-17

6. The supervising principal shall be the candidate's current principal. If the site Principal/Supervisor has not supervised the candidate for at least a one year period, collaboration with the most recent, previous Principal/Supervisor may be included for the completion of the Supervising Principal Input. Principals who provided input should be listed along with their signature on the Supervising Principal Input cover sheet.

Application Process

The application process is to identify interested candidates.

1. A posting will be issued by the Director of Education as appropriate.

2. An application package is available to any interested person and shall include:

   - the Policy, Regulations and Administrative Procedures: Selection of Principals and Vice-Principals,
   - blank copies of required forms,
   - any revisions to the process,
   - a schedule of the steps in the process. (The dates may be amended later, on notice.)

3. Candidates shall submit to the Superintendent of Human Resources by the date specified an application package consisting of thirteen sets of the following:

   - a letter of application,
   - a detailed resume,
   - three letters of reference **(external candidates)** which may include the supervising principal, but exclude principals, supervisory officers, the Trustees of the Greater Essex County District School Board and other participants in the selection process,
   - a completed application form as specified in the application package,
   - the Supervising Principal Input Form **(internal candidates)** based on the Ontario Leadership Framework for Principals and Vice-Principals, and
   - your most recent Teacher Performance Appraisal or Principal Performance Appraisal.

4. Incomplete or late packages will be withdrawn at the HR level and not presented to the screening committee.

Screening Process

The screening process recommends candidates to go forward

in the process from those who apply.

1. The Screening Committee shall be appointed by the Director of Education and shall include:

   - two superintendents, one of whom shall be the Screening Process Team Leader, and
   - two principals* from the same panel.

   The panel shall be balanced with respect to gender.

* In the case of secondary vice-principal selection it may be necessary to have one vice-principal and one principal to achieve the appropriate composition.

* Upon confirmation of the selection teams, committee members will be published to the system.

2. An information session will be held for the members of the Screening Process Committee prior to their work so that members will be aware of the provision of the Ontario Human Rights Code, diversity considerations, and the need for confidentiality. The Diversity Officer or a designate will conduct the information session during a meeting prior to the screening dates.

3. The Screening Committee shall discuss each candidate and their match to the Ontario Leadership Framework for Principals and Vice-Principals.

   From the discussions of the Screening Committee, the Screening Process Leader will take a list of the candidates recommended to go forward in the selection process to the Director of Education.

4. The candidates shall be notified immediately and subsequently by letter of the decision from the Screening Committee process.

5. Debriefing by the Screening Process Team Leader or a designate will be available to any candidate in the process following a written request to the Director of Education received no later than 30 days following the date of the letter informing the candidate.

Interview Process

The interview process evaluates the candidate's match in the in-basket exercise and interview to the Ontario Leadership Framework.

1. Candidates for interview will write an "in-basket" exercise immediately before the candidate's interview. Internet is not to be accessed during the in-basket.
2. The Interview Team will be appointed by the Director of Education. The Interview Team shall include a minimum of:

   - two superintendents, one of whom shall be the Interview Process Team Leader, and
   - two principals* from the same panel.

   The panel shall be balanced with respect to gender.

* In the case of secondary vice-principal selection it may be necessary to have one vice-principal and one principal to achieve the appropriate composition.

* Upon confirmation of the selection teams, committee members will be published to the system.

3. An information session will be held for the members of the Interview Process Committee prior to their work so that members will be aware of the provision of the Ontario Human Rights Code, diversity considerations, the need for confidentiality and the voting and selection procedures. The Diversity Officer or a designate will conduct the information session during a meeting prior to the interview date.

4. The Interview Process Committee shall evaluate the candidate's interview and in-basket exercise and their match to the Ontario Leadership Framework for Principals and Vice-Principals and report the results through the Interview Process Team Leader, or designate, to Director's Council.

Selection Process

The selection process is to evaluate all the evidence available and decide on the readiness of the candidate to assume the role of principal or vice-principal.

1. The Director's Council shall meet and consider the following information as evidence of each candidate's readiness to fulfill the Profile of the Principal and be placed in the pool:

   - the application package,
   - the results of the screening process,
   - the results from the interview process and the in-basket exercise,
   - the supervising principal's input relative to the Ontario Leadership Framework, and
   - other knowledge of the candidate.

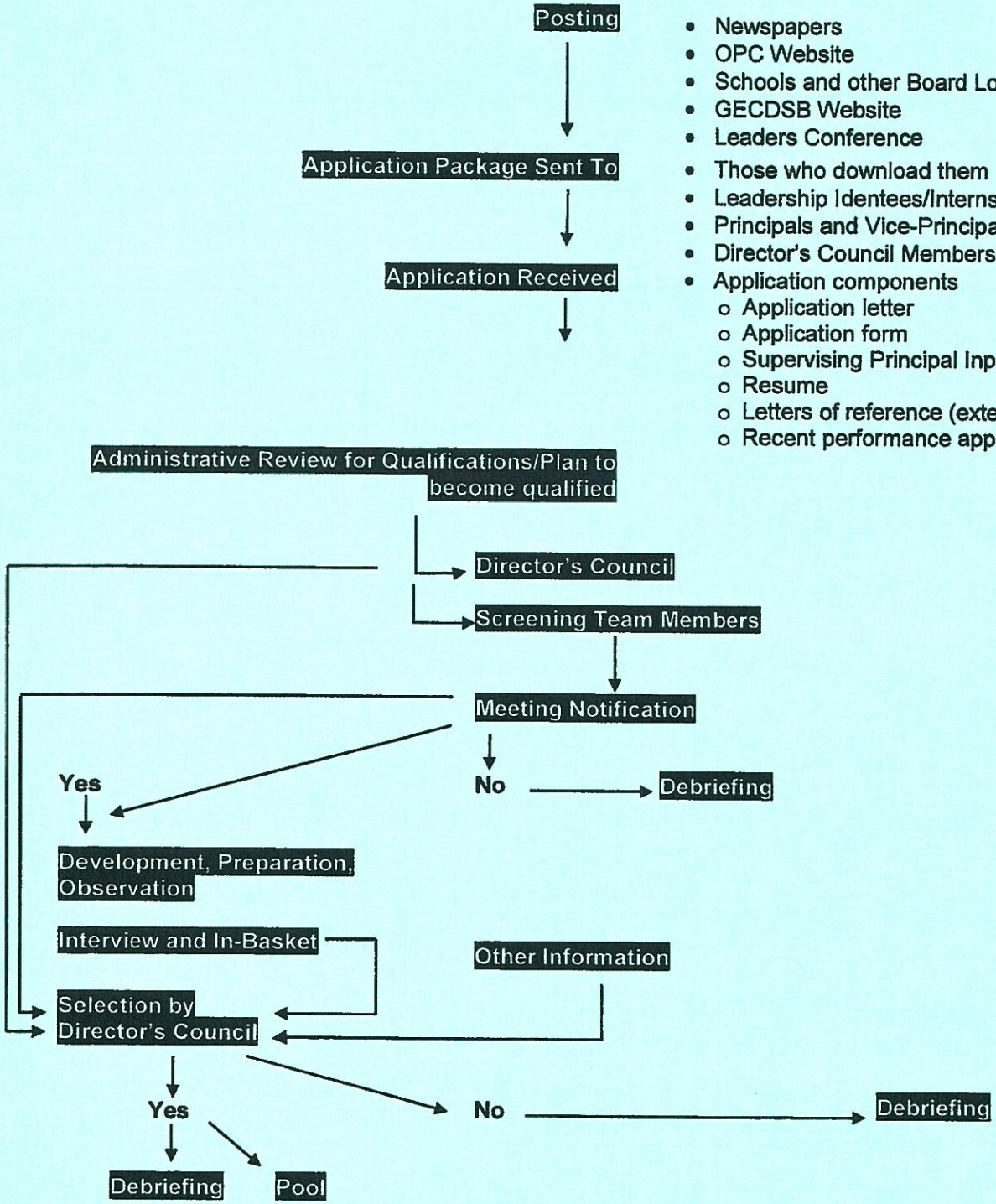
2. Director's Council shall have final determination on the readiness of each candidate.

3. The candidates shall be notified immediately and subsequently by letter of the results of the Selection Process.

4. Debriefing by an assigned member of the Selection Team or designate will be available to any candidate in this part of the process following written request to the Director of Education received no later than 30 days following the date of the letter informing the candidate.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Simplified Diagrammatic Overview of the Promotion Process



- Newspapers
- OPC Website
- Schools and other Board Locations
- GECDSB Website
- Leaders Conference
- Those who download them
- Leadership Identees/Interns
- Principals and Vice-Principals
- Director's Council Members
- Application components
  - Application letter
  - Application form
  - Supervising Principal Input
  - Resume
  - Letters of reference (external candidates)
  - Recent performance appraisal

GREATER ESSEX COUNTY | DISTRICT SCHOOL BOARD

publicboard.ca

The Greater Essex County District School Board invites applications both internally and externally for addition to our pool of qualified candidates for:

Elementary School Vice-Principals
Elementary School Principals
Secondary School Vice-Principals
Secondary School Principals

Applicants must hold full qualifications by September 2013.

Enjoy the best of many worlds in the dynamic, friendly and culturally diverse region of Windsor and Essex County. Business, industry, the arts and agriculture all thrive in the mild climate of Canada's South, along with an unrivalled social conscience. Windsor and its surrounding area also offers major entertainment, professional sports and fine dining. Windsor is an international border city with deep historical roots. The Greater Essex County District School Board currently has 59 elementary schools, 17 secondary schools, in addition to adult education and agency schools.

Application packages are available for download under the "Careers" tab at publicboard.ca.
Applications, as described in the application package, must be received
on or before 4:00 p.m. on Thursday 2012 09 20.

Helga Bailey
Chairperson

Building Tomorrow Together!

Warren Kennedy
Director of Education

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

APPLICATION FORM 2012-2013

Position Applying For:			
Last Name:			
Usual First Name:			
Ontario College of Teachers Registry Number:			
Current School Board:			
Supervising Principal **(Internal Candidates)**:			
Area Superintendent:			
Leadership Qualifications: (please circle)	Principal Course Part I	Yes	No
	Principal Course Part II	Yes	No
Teacher Qualifications: (list one per line)	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
Qualification Plan: (if not fully qualified as a Vice Principal or Principal at time of application)			
Course Name			
Location			
Date of the Course			
Educational Institute			
Experience:			
a) F.T.E. Teaching Experience to 2012 09 01			
b) Experience as a Vice-Principal to 2012 09 01			
c) Experience as a Principal to 2012 09 01			
Number of schools at which you were assigned: **(Itinerant teachers please list only your home school)**			
Divisions taught in: **(please circle)**	Early Years / Primary/ Junior/ Intermediate/ Senior		

My signature confirms that all enclosed information is accurate.

SIGNATURE

DATE

Building Tomorrow Together!

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Supervising Principal Input

PURPOSE

The document outlines the Supervising Principal Input to be included with the application for Principal or Vice-Principal in the Greater Essex County District School Board.

SCOPE

The Supervising Principal Input is required as a component of the application process to a position of Principal or Vice-Principal in the Greater Essex County District School Board. A mere completion of this document does not guarantee or promise a promotion. More importantly, the content of the document based on the honest perspective of the Principal/Supervisor in collaboration with the Area Superintendent, provides valuable input to the selection committee as to the readiness, calibre and ability of candidates.

PROCESS

1. The Supervising Principal shall be the candidates current Principal/Supervisor.
2. Interested applicants must inform their Supervising Principal of their intent to apply by September 10th, 2012 to ensure sufficient time to complete the Supervising Principal Input form.
3. The Principal/Supervisor completes the Supervising Principal Input electronically and prior to submission must review with the candidate and provide them with a signed hard copy.
4. Candidates are to sign the hard copy provided by their Principal/Supervisor and submit the original signed copy to Superintendent John Howitt by Thursday, October 18th, 2012 by 4:00 pm.
5. If the site Principal/Supervisor has not supervised the candidate for at least a one year period, collaboration with the most recent, previous Principal/Supervisor may be included for the completion of the Supervising Principal Input. Principals who provided input should be listed along with their signature on the Supervising Principal Input cover sheet.
6. Candidates are responsible to ensure the Supervising Principal Input is completed and submitted by the due date.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

SUPERVISING PRINCIPAL INPUT

CONFIDENTIAL

FOR COMPLETION BY THE PRINCIPAL/SUPERVISOR

Name:			
Current School/Assignment:			
The candidate is applying for the position of:			
I believe that he/she is (please highlight)	Ready Now	Ready Soon	Not Ready

If the site Principal/Supervisor has not supervised the candidate for at least a one year period, collaboration with the most recent, previous Principal/Supervisor may be included for the completion of the Supervising Principal Input. Principals who provided input should be listed along with their signature on the Supervising Principal Input cover sheet.

Principal'/Supervisor Name (Please print):

_____

Principal/Supervisor Signature:

_____

Date: _____

Other Principal/Supervisor who provided input:

Name(s) (Please print): _____

Signature(s): _____

Number of Years as Supervisor/Principal (not including current school year): _____

Candidate's Name (Please print): _____

Candidate's Signature: _____

Date: _____

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

SUPERVISING PRINCIPAL INPUT

CONFIDENTIAL

FOR COMPLETION BY THE PRINCIPAL/SUPERVISOR

Interpersonal Skills

Using the template below, in no more than two pages, please provide two to three specific examples and comments in each of the six interpersonal skills. Paragraph and/or point form are welcome.

Oral Communication
Active Listening
Judgement
Written Communication
Conflict Resolution
Team Building

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

SUPERVISING PRINCIPAL INPUT

CONFIDENTIAL

FOR COMPLETION BY THE PRINCIPAL/SUPERVISOR

ANECDOTAL INPUT BASED ON THE ONTARIO LEADERSHIP FRAMEWORK ON THE PROFILE OF A PRINCIPAL (See Appendix A)

Using the template below, in no more than two pages, please provide specific examples and comments in each of the five practices and competencies of the Ontario Leadership Framework. Paragraph and/or point form are welcome.

Setting Directions
Building Relationships and Developing People
Developing the Organization
Leading Instructional Program
Securing Accountability

Appendix A

Ontario Leadership Framework

www.ontario.ca/eduleadership

GUIDELINES FOR

SELECTION COMMITTEES

THE GREATER ESSEX COUNTY

DISTRICT SCHOOL BOARD

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THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD
POLICY REGISTER

SECTION - STAFF
SUBJECT - AFFIRMATIVE ACTION/EMPLOYMENT EQUITY
APPROVAL DATE - 1990-11-14
EFFECTIVE DATE - 1990-11-14
REPLACES POLICY DATED - 1985-06-12

PREAMBLE

In demonstrating its commitment to achieving employment equity, the Board endorses programs for its female employees in order to eliminate barriers to their full and equal participation in employment.

All aspects of the Ontario Human Rights Code and Canadian Charter of Rights will continue to be adhered to in the recruitment, appointment and promotion of all personnel.

A guiding principle shall be the expectation as outlined in Ministry Memorandum No. 111 which states that each board will develop and implement an employment equity program that includes strategies to increase the representation of women in the occupational categories of supervisory officer, principal, and vice-principal to be 50% or more by the year 2000 and 30% in all other occupational categories.

POLICY

The Board shall:

1. (a) Require a full-time Resource Teacher to report and be accountable to the Director to coordinate Affirmative Action/Employment Equity. Appointment to the position of Resource Teacher shall be a term appointment, not to exceed four (4) school years.

   (b) Allocate appropriate resources to the Resource Teacher – Affirmative Action/Employment Equity.

2. Provide professional growth opportunities for all staff, especially for women.

3. Implement an action plan to address the expectations of Ministry Memorandum No. 111, as formulated by the Affirmative Action Advisory Committee and approved by the Board.

4. (a) Publish qualification criteria for all positions of responsibility; this criteria to be objective, and to contain promotion procedures.

   (b) Require that procedures be developed in cooperation with the associations and employee groups to encourage and assist members aspiring to positions of added responsibility.

(c) Publish hiring procedures.

(d) Require that all interview teams have equal representation of men and women, except for interviews at Board level.

5. Require that when hiring opportunities arise, an overall balance in the total numbers of male and female staff shall be addressed by the Board, subject to the requirements of the Ontario Human Rights Code.

6. Require that administrators (principals, managers, supervisors) provide:

   (a) Opportunity and encouragement to those members of staff desirous of promotion or lateral change within their workplace.

   (b) Encouragement of either gender into job classifications in which there is a minority of that gender. Active recruitment must take place for categories in which there is a significant imbalance.

7. Require the Resource Teacher – Affirmative Action/Employment Equity to prepare a report of short and long-term trends in opportunities for upward mobility. It shall then be the responsibility of administrators to share the report with their employees so that they may develop their career plans.

8. Require that every individual in a position of added responsibility share responsibility for the implementation of the Board's Affirmative Action/Employment Equity Policy.

9. Require that a yearly report be made by the Director to ensure that the spirit of this policy is being consistently promoted.

REFERENCES

1. Ministry of Education Policy/Program Memorandum No. 111 – Employment Equity of Women in School Boards.

2. Race Relations Employment Equity Policy.

EMPLOYMENT EQUITY

That the Greater Essex County District School Board is committed to employment equity in transferring, hiring and promotion policies, and a workforce which reflects the diversity of the Windsor Community.

PREAMBLE

EMPLOYMENT EQUITY

The rationale for such a policy is that there is a strong desire to provide role models for children in the system. There also seems to be a perception that, for various reasons, employees from minority groups have not had the same opportunity for advancement n the system and that a climate and practice be adopted that will lead to equal opportunity. Staff members who are representative of racial and ethnic minority groups can serve as positive role models and assist in sensitizing all members of the community to the contributions and skills of racial and ethnic groups.

GUIDELINES FOR IMPLEMENTATION

To achieve this Policy it is the intention of the Board:

a) To ensure that knowledge, skill, initiative and sensitivity in race, ethnic and multicultural relations are considered in the hiring and promotional processes.

b) To ensure that members of the interviewing teams understand and abide by the commitment and intention of the Greater Essex County District School Board regarding Employment Equity.

c) To include on the interviewing team wherever and whenever feasible a member of a racial/ethnocultural minority group.

d) To review its personnel policies, and practices on recruitment, selection, promotion and training of staff and establish target dates and a plan of action to ensure conformity in these practices.

e) To introduce programs to enhance employment equity for racial and ethnocultural minorities in areas of employment especially in teaching and administrative positions.

Ministry of Education
Policy/Program Memorandum No. 111

Date of Issue: February 02, 1990 Effective: Until revoked or Modified

Subject: EMPLOYMENT EQUITY FOR WOMEN IN SCHOOL BOARDS

Application: Chairpersons of School Boards
Directors of Education

Effective September 1, 1990, as announced by the former Minister of Education , the Honourable Chris Ward, on March 30, 1989, all school boards will be required to develop and put in place employment equity policies with respect to the employment and promotion of women. In light of this requirement, it is expected that each board will develop and implement an employment equity program that includes strategies to increase the representation of women in certain occupational categories to 50 per cent or more by the year 2000. These categories are supervisory officer, principal, vice-principal. The goal of 30 per cent set out in Policy/Program Memorandum No. 92, December 16, 1986, remains in effect for all other occupational categories. School boards are to designate senior officials to be responsible for translating these policies into action.

With regard to this matter, school boards will be required to submit to the Ministry of Education details on their employment equity policies and programs and provide annual progress reports in the September Board Report. The ministry will review and assess this information and publish in the annual minister's report to the Legislature data on the status of women in each board in the Ontario educational system.

School boards will continue to submit employment data as part of the requirements of the September Board Report.

Once an employment equity policy has been developed, the school board will want to tailor a program to reflect the board's needs and priorities. Employment equity programs should include the following components:

a) Needs Assessment: An analysis of the data on the board's workforce should be undertaken to determine the percentage of women employees in each category, and the corporate policies and procedures should be reviewed to ensure that they do not discriminate on the basis of sex. These activities will provide information on what needs to be done in the school board with respect to employment equity.

b) Goals and Timetables: Goals that are based on the outcome of the needs assessment should be developed. Timetables should be realistic and should take into consideration projected vacancies.

c) Strategies: These should be designed in such a way that the goals can be met. Strategies might emphasize the following:

- Special measures to increase the representation of women in senior positions;
- Methods to overcome systemic discrimination, such as reviewing and changing hiring and promotion policies and procedures and developing a non-sexist communication policy and guidelines for implementing this policy.

d) Monitoring and Evaluation Procedures: Monitoring should be carried out periodically to ensure that the program is proceeding as scheduled, and evaluation should take place annually in order to provide information for the September Board Report. As part of the monitoring and evaluation process, goals and timetables should be reviewed and modified as required to ensure that they are appropriate to the organization.

e) Resources: Budget and human resources must be assigned to ensure that the program is implemented and maintained. A senior official should be appointed to ensure that the program is coordinated effectively. Accountability for the success of the program rests with the senior management of the school board.

Staff at all levels in the organization should be made aware of the board's focus on employment equity and should be informed periodically about the progress that is being made.

A school board's commitment to employment equity for women should be reflected in its ongoing human-resources planning and management practices. These might include, among other strategies, employment equity training for personnel, especially for those involved in recruitment, hiring, and promotion of staff; a policy on sexual harassment and procedures for dealing with sexual harassment; and school-based employment equity plans.

Consistent with employment equity principles and goals in the educational system, all programs leading to the certification of principals and supervisory officers will incorporate an employment equity component. The ministry will work with the faculties of education to encourage the inclusion of employment equity training in all teacher education programs as well.

Women represent over half of all staff in school boards. In 1989, over half of the successful candidates for principal's qualifications and supervisory officer examinations were women. Given the increasing number of women eligible for senior positions in the educational system, the implementation of an employment equity program within school boards will help to ensure that a representative number of senior positions will be held by women.

HUMAN RIGHTS CODE 1981 INFORMATION

The aim of Ontario's Human Rights Code is to create at the community level a climate of understanding and mutual respect in which all people are equal in dignity and rights, each person is a part of the whole Canadian community and each has a rich contribution to make to the development and well being of our province.

The Human Rights Code, 1981 states:

> Every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, martial status, family status or handicap. (section 4(1))

The right of "equal treatment with respect to employment" covers all aspects of employment including recruitment, hiring, promotion, and all other phases of the employment relationship, such as training, transfer, apprenticeship terms, dismissal and layoffs.

The Code prohibits the use of an employment application form or a written or oral inquiry that directly or indirectly classifies or indicates qualifications on the basis of any of the prohibited grounds. However, a person's right to equal treatment without discrimination under the Code is not infringed by the establishment of a special program which is designed to assist disadvantaged persons or groups to achieve equal opportunity.

Human rights legislation is based upon the principle that employment decisions should be based on criteria relating to the applicant's ability to do the job in question rather than on factors that are unrelated to job performance. On the other hand, the Code recognizes the legitimate right of employers to obtain the most qualified and suitable candidate for a particular job.

It is therefore an advisable practice for employers to ask only those questions which relate to job requirements, and not questions which contravene the Code or may constitute evidence of unlawful discrimination in the event that a complaint is filed. Regarding resumes, information about age, health, marital and family status is irrelevant and should be ignored y interviewers.

CONDUCTING THE INTERVIEW

An interview is, by its very nature, a stressful situation. Therefore, a selection committee should do everything possible to minimize the stress in order to maximize the quality of information elicited from the candidate. This enhances the likelihood of choosing the most desirable candidate for the position.

1. Prepare the room. Ideally, interviewers should be seated at a round table in positions where eye contact with the candidate is easily obtained. Consider the lighting conditions, as too much or too little can cause discomfort.

2. Water should be available for the candidate and, in order not to make this obvious, the interviewers should also have water.

3. Prepare interview questions and discuss possible or acceptable responses before the interviews begin, otherwise those given by the first candidate set the standard for the others. Questions may be one of a general nature; one which is theoretically-based; one which is behaviour-based; and one which allows the candidate to elaborate on individual strengths and/or accomplishments. In order to ensure as much consistency as possible, questions should be posed by the same interviewers in exactly the same manner, for each candidate.

4. The chairperson of the committee, or a delegate, should bring the candidate into the room, introduce him or her to all members of the committee and ensure that there is an opportunity to shake hands and exchange a few words with each. All committee members should stand, as this makes the ceremony flow more smoothly. Treat applicants in the same manner, as the way you greet and talk with them may be interpreted as a signal of good or ill will. It can be considered discriminatory if your manner is inconsistent. Set a relaxed, yet business-like tone.

5. Show respect for candidates. Start the interview on time. Give each person your attention and listen to him or her during the interview. Show sincere interest.

6. Make notes of candidates' responses. Research (Schuh, 1978) indicates that recall of interview content is proportional to note-taking during the interview. Also, selection committees must be able to demonstrate that all candidates for a position are evaluated on the same basis, with directly job-related criteria. If documentation cannot be produced, complaints of discrimination may not be defended.

7. Assess after each candidate's interview. Use of five-point ratings for each question rather than one single rating at the end produces a higher rate of interviewer agreement.

8. Final comments should be designed to make the candidate feel good about having applied and gone through the interview. Explain when and how candidates will be notified of the selection decisions. At the end, an opportunity should be provided for the candidate to shake hands again.

SELECTING THE SUCCESSFUL CANDIDATE

1. The selection committee's task is to select the best candidate for the position. Use all three assessment components (resume, profile, and interview).

2. It is important to evaluate all candidates by the same criteria and give all candidates the same consideration. Knowledge of specific job requirements enhances the quality of selections. Evaluate the extent of the applicant's experience and past performance against job requirements.

3. The first three things people focus on are: gender, age and race which are visual impressions. Candidates who reflect your own age, gender, religion, background, etc. tend to be more highly rated than others. Last and least important is what the person says, therefore, be aware of this tendency.

4. Be aware of "halo or horns" effects. One very positive or negative trait or an unusual event can obscure the candidate's typical performance. Unfavourable but irrelevant information influences a panel more than good and relevant information. The earlier this happens, the worse off it is for the applicant.

5. Be aware of 'contrast' effect in which candidates are evaluated relative to each other instead of through using job-related performance standards. For example, if an average candidate follows two "superstars," then the score for the average candidate is significantly lowered. Conversely, if an average candidate follows two "low" candidates, then the score for the average candidate is significantly raised.

Greater Essex County District School Board

Team Training for Principal, Vice-Principal Promotion Process

(Edition Dated 2009 10 05)

"We are looking for leaders who have provided evidence that they can lead and are ready to assume the role."

Agenda

1. Welcome and thanks
2. Introductions
3. Goals
4. Process review
5. Reference materials (attached)
6. What to look for in screening process
7. What to look for in the interview process
8. Setting dates for screening and interviewing
9. Adjournment

This document cannot be complete, exhaustive or inflexible. It is a guide only. There are no magic solutions. Leadership comes in a large variety of forms. When we find a consistent pattern of evidence of leadership, and match to the profile, that tells us what we need to promote.

The promotion process gathers evidence of readiness to assume the position of Vice-Principal or Principal from various sources and in various forms and on this, makes a decision on that readiness.

The process is organized around what the Board holds as **The Ontario Leadership Framework.** This forms the target, or criteria, or vision of what is required to fill the role successfully. The Ontario Leadership Framework resides in the Board policy.

You don't have to have taught in a log grant school, an immersion dual-track school, the other panel, held a federation executive position, served on a system committee as well as provincial and international committees and have done special education. But these are the ways that some gain the experience to fulfill some gaps between their experiences and the Framework.

It's good to use mentors, colleagues in your network group and others for input, but ultimately the candidate must make the decisions and take the responsibility for their candidacy.

Philosophy of the Process

- the process determines readiness for the role
- the criteria for promotion are known in advance (Ontario Leadership Framework)
- the process is not a competition of one person against another but rather whether each person meets the Framework
- the candidate is responsible for their candidacy (Questions are welcome but over dependency can be revealing.)
- the process allows for external applicants
- the process and its implementation will be fair and without inappropriate bias
- the process is inviting and encouraging
- the people involved in the process, including candidates, are treated with respect and dignity
- the decision for readiness to assume the role is made by all of those to whom the successful candidate may be reporting
- the process is open and known to the candidates and the system but participation in the process is confidential

- the process is ideally not an isolated event but a natural by product of good leadership development
- the process is not for other purposes such as professional experience, showing interest or becoming known about the system
- the process as outlined is adhered to
- the feedback to candidates is timely, open, and frank
- the process is as efficient as reasonably possible

Letter of Application

- can provide evidence of communication, judgment, balance, vision among others
- should be about the candidate
- not too long and not too short and certainly not longer than there is content to support
- contains highlights of candidacy
- creates first impression of candidate
- thoroughly proof read

Resume

- about you and your candidacy (It's nice that you won the long jump award in grade six, but ...)
- can be in a variety of formats; no one model is preferred
- relays education, qualifications, roles, employment history, activity history
- tell about your roles and impact. It's OK to say you were the initiator of a project, chaired it, delegated work to others, implemented it and found that it made a significant difference. It's OK to write a few sentences explaining the pertinence. (eg: going to 9 conferences is much less than going to one, getting a good idea, sharing and implementing it, finding it made a significant difference and having it catch on across the school system. Likewise, have a singular event, no matter how impressive, nine years ago does not speak strongly of leadership.)
- who, what, when, how and why
- be cautious with esoteric acronyms and nomenclature
- fancy wrappers and paper can make reading and handling the package difficult. Wrappers are often discarded on receipt.
- show your leadership experiences that have been close to the role applied for
- should reflect a history of good leadership development
- organized in a way that is easy to read
- no secret recipes here. (Resumes are not evaluated on whether titles are underlined or not.) It is both content and communication of the content that are assessed against the Framework.
- relevant information should jump off the page

- should show the big picture of the candidate
- proofread thoroughly

References (External Candidates Only)

- from those who have observed, identified, confirmed, experienced your educational leadership
- look critically at who the letters are from and how that supports your candidacy
- look critically at what the letter says and doesn't say
- should confirm the breadth and depth of the support for your leadership
- when you get a better letter, select the ones you will submit
- a really good letter does not have to be very recent
- not from those you supervise (conflict of interest)

In-basket Exercise

- shows written communication skills, knowledge, organization, ethos and such

Introductory Presentation

- content and presentation method should be appropriate. Show judgment
- should be supportive of the goals of the process and supportive of your candidacy
- should be consistent with response to questions and other parts of candidacy
- it's not a workshop
- time is a major consideration. It must fit into the time allotted
- this is not the place for props, technology or handouts
- it should focus on the question provided in the application package

Interview

- thinking like you were already in the role
- for aspiring VPs: thinking outside the classroom and the subject
- for aspiring Ps: thinking about whole school, community and system perspectives
- showing knowledge of bigger picture, system and legislative requirements, operating within a framework
- showing knowledge of the power of process and planning
- presenting in a way that staff and parents would believe and have confidence
- speaking from experiences rather than theory
- showing poise and self confidence
- demonstrating verbal communication and problem solving, response rubric
- using/including others instead of doing everything one's self
- showing the use of a framework for responses

• showing delegation and follow through

Information for Screening and Interview Teams

The following information is to guide members of the teams who screen applicant and later interview them. It is designed to assist the principals on the teams.

Confidentiality

The information in the documents shared, discussions, voting, numbers, members of the team and so on are all confidential and must not be shared outside the team.

You are responsible for keeping the document safe and secure. You are also responsible to keep verbal information confidential. Although the process itself is very open, participation and the content are confidential. This includes the numbers who participate or who are screened forward. you may be asked to mentor or coach a person in the process and your response should be, "I'll connect you with a colleague".

Screening

The purpose of screening is to decide which of the candidates who apply are suitable for further examination in the remainder of the promotion process. It is a sieve. We compare the information submitted to the Ontario Leadership Framework. We also accumulate feedback information to assist candidates who wish to be debriefed later on.

This is done by reviewing the application package (letter of application, resume, performance appraisals, and letters of reference for external candidates). No additional information is considered.

The process is not a picky one. We are not looking for details which the candidates could not possibly know ("I don't like green paper and never have!").

In Preparation for Screening Meeting

You will receive a package of information to work on prior to the meeting. It consists of the following:

- The application package as provided to potential candidates to be used for your reference.

- The application packages as submitted by candidates.

- Forms on which you might draft some notes to discuss with the committee around debriefing.

- Forms on which you might keep track of your analysis of candidates.

- A tentative schedule for the day with the names of the members of the team and the Team Leader.

Suggestions for Reviewing the Application Packages

You might consider the following suggestions for reviewing the application packages:

- Review the Ontario Leadership Framework in the application package and the more detailed description in this document (attached).

- Understand that you are not making a decision or conclusion about screening as you review the applications before the meeting. The decision is made by the team, at the meeting.

- Read all the application packages lightly.

- Review and analyze each application package in detail. It's all right to highlight, mark and make notes on the pages.

- Analyze the information in the application as it relates to being promoted.

- Collect information for discussion with the committee regarding feedback: strengths, suggestions, missing pieces. You might make notes on the form provided (sample attached).

- Take a long break from the process and then, with a fresh eye, review what you have done.

- Remember to get to know the candidates through their packages and suspend final judgment on a candidate until after the discussions at the meeting of the team.

Logistics Around the Meeting of the Screening Team Meeting

- Come prepared for a long meeting. Dress comfortably.

- We will provide refreshments, lunch and dinner if necessary.

- Let us know if you have any special dietary requirements (e-mail to Administrative Assistant)

- Bring your package of applications and forms.

The Meeting of the Screening Team

The screening team consists of two superintendents, one of whom is the Team Leader and two principals.

Here is how the day is scheduled:

- The Team Leader welcomes the team and does introductions as required.

- The Team Leader reviews the process for the day, including the voting process, and answers any questions.

- A period of time is available to get paperwork organized for the process.

- The team then discusses each candidate in turn and votes. The team discusses feedback to provide to the candidate and this is recorded by the Team Leader.

- The team then votes according to the voting procedure.

- At the end of the process for that team, the Team Leader collects the documents that will not longer be required and ensures appropriate disposal.

Interview and In-basket Exercise

This part of the process looks at the candidate's performance in the in-basket exercise and the interview. The team assesses the information against the Profile of a Principal. It also collects information that might be used to debrief the candidates later on.

Interview Day

- The team is generally the same as for the screening (except for an absence such as illness or a funeral).

- There is no preparation work required by the team prior to the day.

- The Team Leader performs the same functions as in screening.

- Information for debriefing is discussed and then recorded by the Team Leader. At the end of all the interviews, the team considers and discusses each candidate's performance on this day, in turn and votes in accordance with the voting procedures.

- The Team Leader collects documents that will no longer be required.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

MEMO TO: Warren Kennedy
Director of Education

FROM: Rachel Olivero
Diversity Officer

COPY TO: Clara Howitt
Superintendent of Schools

DATE: 2009-07-23

SUBJECT: **REVIEW OF PROMOTION PROCESS PRINCIPALS AND VICE-PRINCIPALS 2008-2009**

On March 23, 1999, the GECDSB passed a policy on "Selection of Principal and Vice-Principal'. Although this policy is sound, and an evolving document, there are few minor areas for growth.

1. SCREENING PROCESS

(a) Supervising Principals' Input

As part of the application process, candidates are asked to submit their Supervising Principals' Input. This is mandatory for internal candidates and optional for external candidates. The Supervising Principals' Input (SPI) is to be completed on the appropriate GECDSB forms (revised 2008-10-17).

Overall the Supervising Principals did an exemplary job of completing the documents for candidates. In fact at each of the three promotional processes for the 2008-09 academic year, Elementary Vice-Principal, Secondary Vice-Principal and Secondary Principal, it was generally agreed upon by each of the screening teams, that the information as provided by the Supervising Principal was in some cases more helpful to them in providing evidence of leadership than in the letter and resume as provided by the candidate. Further, for some candidates there appeared to be a lack of congruence between the leadership as evidenced by the examples cited in the Supervising Principals' Input and that as provided by the letter and resume.

However, there were a few areas of the SPI that were identified for growth. The "comment section" of the form provided some concern to some screening committee teams. For example, some supervising principals gave clear, concise summaries, including evidence and evaluative statements of the candidates in the comments section. Others gave lengthy descriptions, but included no evidence or evaluative

summary statements. Others simply checked the appropriate box but provide no comments whatsoever. Still others provided comments but they did not seem to match the box checked.

With respect to the "Anecdotal Input" form the idiosyncratic writing styles of individual principals became a subject of discussion, rather than the leadership ability of the candidate. Perhaps it may be helpful to develop a rubric or template for supervising principals to use when evaluating a candidate's match to the Board's Profile of a Principal. This rubric or template could prove to be a useful tool both for supervising principals, as well as for the candidates themselves. By using a rubric or template, consistency and fairness of supervising principal's input can be better ensured. It may also be helpful to share exemplars of past supervising principal's input. Some GECDSB Principals especially in the elementary panel are particularly skilled supervising principal's input writers.

There was also some question as to who completed the form itself. Perhaps it may be helpful to add a signature and date line to the form. Currently the form only provides a line for the candidate to write their name and school. It may be helpful to include a signature line for the supervising principal to sign their name to the completed document.

Recommendation:

To ensure consistency and fairness, a rubric or template for supervising principals' input should be developed for use by principals. Further this document should be included in the policy document for reference and transparency purposes of leadership candidates.

(b) Screening Process Leader

The policy states that,

> *"The Screening Committee shall be appointed by the Director of Education and shall include: two or more school superintendents including the area superintendents of candidates, one of whom shall be the Screening Process Team Leader, and, two principals from the same panel."*

Not all screening processes were conducted in the same way. It appeared that some Screening Process Leaders were more familiar with the process/policy than others. Selecting future school leaders for our system is a very important task. Consequently, senior administration and school leaders should be thoroughly familiar with and understand the policy. It should be noted however that familiarity with the document, has greatly improved from previous years.

Recommendation:
To ensure consistency and fairness senior administration and school leaders should be thoroughly familiar with the Board Policy, Regulations and Administrative Procedures.

c) **Match to the Board's Profile of a Principal**

The policy states that,

> *"The Screening Committee shall discuss each candidate and their match to the Profile of a Principal. From the discussions of the Screening Committee, the Screening Process Leader will take a list of the candidates recommended to go forward in the selection process to the Director of Education.*

There was some confusion as to how this match should be evaluated. The discrepancy centered on whether or not there was "satisfactory" versus "good or successful" evidence of a match to the Board's Profile of a Principal.

Recommendation:
In order to ensure fairness and consistency, the evaluative question of satisfactory versus good or successful must be clarified.

d) **Exemplary Packages**

Through the screening process, it became clear that some candidates had much better prepared application packages than did others. As stated previously there was some concern that there seemed to be a lack of congruence with the covering letter and resume as provided by the candidate and the evidence of leadership as provided by the Supervising Principals' Input. In general, there seemed to be some disappointment with the covering letter and resumes. It may be helpful to provide some system level professional development with respect to resume and letter writing.

Further there was some concern as to how Professional Development was being listed by candidates on their resumes. Some screening committee members felt that it was disingenuous for candidates to list job-embedded professional development that was taken during work time in the same way that they reported self-selected PD that was taken on their own time. This was especially problematic for those candidates from the Program department. A related concern was that candidates seemed to simply provide lengthy lists of conferences and workshops attended without identifying how they used the information to impact their school or to lead others.

There were some minor questions with respect to how candidates completed the "Experience Section" of the Application form. Some Screening Committee Members did not feel that it was accurate for candidates to count the Early Years as a Division in the "number of divisions taught in" feeling that there were only

four possible divisions, Primary, Junior, Intermediate and Senior. Also, in the "number of schools at which you were assigned" some candidates from the Program department listed multiple schools, such as 12 or 15, reflecting their assignment as an LNST. Some Screening Committee Members felt that this was an inaccurate reflection of their experience and would have preferred to see this recorded differently.

It may be helpful to share templates of particularly good application packages including sample covering letters and resumes. It may also be helpful to provide opportunities for leadership candidates to be matched with appropriate system mentors.

Recommendation:
Through the intern stage of the Leadership Development Program, templates of particularly good application packages including resumes and covering letters should be shared. In this way, care is taken to standardize application packages in order to be fair and consistent.

2. INTERVIEW PROCESS

a) Selection of Questions

The selection of questions and discussion of expected answers was not done consistently for all processes. The process depended on the Interview Team Leader. Some Interview Team Leaders provided prepared questions in writing, accompanied by the suggested answers, in an open environment that encouraged discussion and input from the interview committee. Other Team Leaders simple provided several prepared questions and suggested answers and invited Interview Committee Members to select from the list. In this instance, it was somewhat problematic in that two or the four committee members were not present for the discussion. Further, since this process took some additional time to complete, and the questions and expected answers had to be typed and printed, the first interview did not start on time, nor was there an opportunity for the brief Human Rights Training prior to the first interview. Thus, adequate care was not always taken to standardize questions and answers in order to be fair and consistent when evaluating candidates.

Another minor point is that it is important that the questions be carefully worded so as to avoid confusion and misunderstanding on the part of the candidates. For example, the Elementary Vice-Principals In-Basket exercise caused confusion for some candidates:

> *"You have been appointed as vice-principal of a school in a small community.* ***Draft*** *the* ***article*** *announcing your appointments as you would like it to appear in the local newspaper."*

Some candidates seemed to miscue on the task. Some concentrated on writing an article in the third person as if it was written by a reporter. Others wrote a

letter. Still others wrote a "draft" brainstorming type piece in point form rather than a finished product. Perhaps this confusion could have been avoided if the question had been worded more carefully

Recommendation:
To ensure consistency and fairness and to avoid confusion, adequate time and care should be taken to select clear questions for the interview. Interview Team Members should be provided with a printed copy of the selected questions as well as the possible or suggested answers. Space should be left to allow for discussion of possible additions or deletions by the committee members to the expected answers. In this way, care would be taken to standardize answers in order to be fair and consistent so that the answer given by the first candidate would not set the standard for other candidates

b) Conducting the Interview

An interview is stressful. The Interview Team should do everything possible to minimize the stress in order to maximize the quality of information elicited from the candidate. This enhances the likelihood that the most desirable candidates for the position will be selected.

The Interview Team Leaders set a relaxed yet professional tone to the proceedings. Water was made available to the candidates. Introductions and greetings were conducted uniformly and equitably for all candidates. Respect was shown to candidates. Interview times were adhered to as much as possible. Sincere interest and eye contact were exhibited by all Interview Team members to all candidates. Final comments were positive in nature and each candidate was informed of the notification procedures.

One problem, however, was that candidates were not asked the questions in exactly the same manner. In some instances, the questioner prompted the candidates when it was obvious the candidate missed part of the question or misunderstood the question. In other words, the questioner readily volunteered information without the candidate asking for clarification. This practice is simply unfair because not all candidates received or required the same prompting.

Recommendation:
In order to ensure fairness and consistency, the interview questions should be posed to each candidate in exactly the same manner.

c) Use of Aids During the Interview

The policy is silent as to the appropriateness of using aids or supplemental notes during the interview. Consequently, when a few of the candidates were observed using notes during their interviews, there was some confusion as to how this practice should be evaluated.

Recommendation:
In order to ensure fairness and consistency, the question of the use of aids and or notes during the interview must be clarified by the policy.

3. SELECTION PROCESS

a) Attendance

The policy states that,

"The selection process is to evaluate all the evidence available and decide on the readiness of the candidate to assume the role of principal or vice-principal."

In terms of voting procedures,

"..At Director's Council, readiness for a pool requires the support of all or one less than all of those voting."

At the GECDSB, Director's Council is comprised of nine members, one Director and eight Supervisory Officers. It follows then that readiness for a pool would require at least eight out of nine votes. However, throughout the selection day the total number of voting Director's Council members fluctuated. For some candidates placement in a pool required eight out of nine votes. For others placement required seven out of eight votes because a member of Director's Council was out of the room. Further, during the lengthy discussions of each candidate members of Director's Council were not always in the room for the entirety. This could be viewed by some as unfair.

Recommendation:
In order to ensure fairness and consistency, every effort should be made to keep the number of voting Director's Council members constant.

4. GENERAL OBSERVATIONS

a) Gender Differences

Throughout the process a few gender based differences by panel were observed. For instance, in the elementary panel, male leadership candidates tended to be heavily involved in co-curricular athletic activities. Concern was expressed that this intense athletic involvement, usually involved a huge time commitment. Consequently, in an elementary school with relatively few males on staff, a male leadership candidate may become "pigeon-holed" into assuming the responsibility for intramural sports programs, at the expense of not being allowed the opportunity to show curriculum leadership. Further, such a candidate might then be considered one dimensional in terms of leadership experience.

In the secondary panel, in terms of the interview, some female leadership candidates showed a marked difference, in relation to their male peers, in communication style. Some secondary female leadership candidates had a tendency to use "up-speak", and a tentative, hesitant speaking style when answering questions. This gender based communication style difference was not observed in the elementary panel.

Recommendation:
To ensure consistency and fairness, the Board's Leadership Development Program should pay particularly close attention to aspiring male leaders in the elementary panel, and aspiring female leaders in the secondary panel. In addition to the already strong leadership development programs in place, particular care and attention should be paid to develop strategies to encourage male leadership in the elementary panel, and female leadership in the secondary panel.

b) Panel Based Differences

Throughout the process a few panel based differences were observed. For instance, there appeared to be a difference in the quality and caliber of candidates between the elementary and secondary panel. While there has been huge growth in the quality and caliber of secondary candidates in recent years, there is still room for improvement. In general, elementary candidates were much more in sync with the GECDSB's system focus of instructional leadership. Elementary candidates appeared to be more knowledgeable about system initiatives and professional development. Elementary candidates appeared to be more likely to network with colleagues, and be more collaborative in their problem-solving. Further, elementary candidates seemed to be more familiar with GECDSB Board policies and procedures.

Perhaps it may be helpful for the Board to facilitate cross-panel exchanges as part of its leadership development program. This cross-panel exchange may serve to enhance the quality of leadership candidates at the secondary level. By infusing the secondary system with quality elementary leadership candidates, the rejuvenation that has been occurring in the elementary panel can be replicated in the secondary panel.

Recommendation:
In addition to the already strong leadership development programs in place, particular care and attention should be paid to develop strategies to encourage strong instructional leadership in the secondary panel. Perhaps networking study groups of mixed elementary and secondary leaders could be cultivated

c) **Lack of Administrative Knowledge**

Throughout the process it was observed that generally, the questions involving disciplining staff were not well-answered by the candidates. There appeared to be a reluctance to move beyond "coaching" to discipline. One candidate in answering a question indicated that they would, "check with the Union". It is important that GECDSB leadership candidates understand that they work for the Board not the Union. It is important that leadership candidates make the paradigm shift from thinking like a teacher to thinking like an administrator.

Recommendation:
Through the intern stage of the Leadership Development Program, special care and attention needs to be paid to ensure that Interns are knowledgeable and familiar with Board Policies and Procedures.

c) **Lack of Candidates from Racialized Groups**

Throughout the process it was observed that there were very few candidates from racialized groups. The few candidates that did submit application packages were ultimately not successful in being placed in a pool. Given that the GECDSB is one of the most culturally diverse school boards in Canada, it is important that its leaders reflect the diversity of its student population. Perhaps this issue could be explored in the context of the Leadership Development Program and the GECDSB's Minority Teachers of Tomorrow Program. Perhaps a mentorship program specifically designed for minority candidates would also be beneficial.

Recommendation:
Through the Leadership Development Program, special care and attention needs to be paid to ensure that Identees reflect that diversity of the GECDSB student population.

CONCLUSION

The Greater Essex County District School Board policy and procedures for Selection of Principal and Vice-Principal are sound, and yet as an evolving document there are a few minor areas for growth. By improving the promotion practices, all candidates can be evaluated and considered by exactly the same criteria. This ensures that the process is equitable and equal opportunities exist in our workplace. By far, the biggest obstacle has been to overcome the lack of knowledge of the policy and process. This year, it was apparent that this policy and its regulations are becoming more clearly understood than in years past.