



CATHOLIC LEADERSHIP QUALIFICATION PROCESS

Go now, lead the people to the place of which I told you

Exodus 32:34



**Human Resources
June 2009**

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Remember, O Israel, that you are God's servant. He made you and will not forget you.

Isaiah 44:21

Catholic Leadership in the Dufferin-Peel Catholic District School Board

Leadership in Catholic education is a sacred calling where the leader's actions are pivotal in educating the whole person and in providing the help and hope required to prepare students to be positive contributors to society. In partnership with home and Church, Catholic leaders share the responsibility of evangelization and promote a way of life that is rooted in Gospel values and manifested in discipleship and service to others. Through strong and supportive Catholic leadership, students in The Dufferin-Peel Catholic District School Board meet the Catholic Graduate Expectations and develop in love of God and respect for self and others, so that they may live fully today and be prepared to meet the challenges of tomorrow.

Catholic Leaders in Dufferin-Peel are models of our faith through active practice and adherence to the tenets of Catholicism. Current educational thought and research point to a complexity of qualities and competencies of an effective Catholic leader. Humility, openness, compassion, trust in others, and a deep sense of service and dedication are highlighted as some of the many personal qualities of administrative leaders in the Catholic education system. (Ontario Conference of Catholic Bishops' Pastoral Letter - Fulfilling the Promise: The Challenge of Catholic Leadership.) The Dufferin-Peel Catholic District School Board has drawn from several sources to identify competencies that are fundamental for successful Catholic administrative leaders:

1. Catholic Commitment to the Church: The Catholic leader must demonstrate in his/her own personal life the faithfulness and challenge of living as a Catholic and adhering to the tenets of Catholicism.
2. Catholic Leadership: Catholic faith is authentically modeled fostering a school environment reflective of the teaching of Christ and infused with Gospel values. The Catholic leader must be willing to accept responsibility from the Catholic community as a leader and in partnership with home and church, be deeply committed to evangelization and life-long faith development (OCCB).
3. Promotion of Board Culture: The leader contributes to the development of policies and practices reflective of the Catholic mandate.
4. Instructional Leader: The leader is a lifelong learner who provides conditions for continuous school improvement planning and student achievement (including vision, collaboration, data-driven decision making, inclusive education and budget prioritization) within the directions and guidelines of the Board and Ministry.
5. Catholic Leadership & Team Building: A team approach is valued and members are empowered; inspiring commitment, initiative and creativity, and drawing on the strength of others to realize school goals.
6. Professional Competency: The leader is knowledgeable regarding relevant educational law, policies and procedures in order to maintain the comfort, safety and health of staff and students.
7. Planning / Organizing: The leader brings original and creative solutions, predicts trends and outcomes, and prioritizes and creates opportunities for student improvement.

8. Anticipating / Solving Problems: The leader is anticipatory and creative in problem solving and in decision-making, working with stakeholders to determine best solutions.
9. Decision Making / Self Direction: The leader makes well-informed and timely decisions while anticipating outcomes.
10. Communication / Community Relations: The leader communicates effectively, establishes effective partnerships with stakeholders and advocates for the school community.
11. Financial Management: The leader plans, administers, and aligns school budget to school priorities as per Board goals and policies.
12. Diversity: The leader values diversity and promotes a culture that is enriched by individual differences.
13. Relational Influence: The leader is sensitive to the needs and hopes of others and to external influences, seeking relationships with those of complementary skills, building consensus and influencing outcomes.
14. Healthy Balance: The leader seeks a balance between professional and personal interests and supports this same balance for staff.

The Dufferin-Peel Catholic District School Board community is one that encompasses a diverse complement of staff and students, culturally, socio-economically and physically. In Dufferin-Peel, diversity is celebrated. It is our differences that give us strength. In order to build on this strength, leaders in Dufferin-Peel must reflect the community in which they serve. To ensure that this continues to happen, the inclusion of candidates with diverse experiences and backgrounds is a cornerstone of our Leadership process. Further, our students are encouraged through our curriculum and school activities, to promote leadership among our entire community. Aspirant Leaders from racial minorities and those with physical disabilities must be encouraged and supported in their quest for a leadership position. Current leaders within our community must encourage our diverse staff to seek out leadership opportunities in our Board.

Effectively responding to the call of Catholic leadership in the Dufferin-Peel Catholic District School Board is indeed a challenging undertaking, underlined by a complexity of personal qualities and competencies. A revised Leadership Qualification Process based on system-wide input and up to date educational understanding has been developed to ensure that leaders in The Dufferin-Peel Catholic District School Board are of the highest caliber and are capable of not only meeting the demands of today's educational challenges but also of providing hope for the future.

References:

- ***Building Our Capacity For Renewal and Growth***, Principal/Vice-Principal Appraisal (DPCDSB, 2005)
- ***The Catholic School Principal in the Dufferin-Peel Catholic District School Board, The Role***, (DPCDSB)
- ***The Role of the Principal***, (The Catholic Principals Council of Ontario)
- ***Fulfilling the Promise: The Challenge of Leadership***, (The Ontario Conference of Catholic Bishops)
- ***Subthemes Descriptive of the Ideal Catholic Administrator Extracted From Church Documents on Education*** (Institute for Catholic Education)

Catholic Leadership Process Defined

Potential Administrators in The Dufferin-Peel Catholic District School Board must excel in the following competencies as found in the 'Building our Capacity for Renewal and Growth' document. Embedded in each competency is the demonstration of their faith commitment and adherence to the tenets of Catholicism as a model to those they serve.

Catholic Commitment to the Church

Catholic Leadership

- Catholic Leadership
- Promotion of Board Culture

Instructional Leadership

- Instructional Leader
- Professional Competency

Managerial Leadership

- Leadership and Team Building
- Planning / Organizing
- Anticipating / Solving Problems
- Decision Making / Self Direction
- Communication / Community Relations
- Financial Management
- Diversity
- Relational Influence
- Healthy Balance

Without vision the people perish.

Proverbs 29:1

Leadership Identification Process

Current leaders in The Dufferin-Peel Catholic District School Board have a responsibility to identify future leaders. Supervisory Officers and Administrators who recognize staff who possess leadership abilities and who demonstrate the Catholic leadership competencies, should encourage them to explore leadership opportunities, both within their school or department and on a board-wide basis. This process should be communicated to identified candidates and mentorship should be offered. Candidates who reflect our diverse culture should be encouraged to take leadership roles. All candidates are welcome to attend the general information meeting held annually and to enroll in the ***Catholic Leadership Seminar Series*** and the ***Responding to the Call of Catholic Leadership*** simulation for aspiring Catholic Vice-Principals, both of which are mandatory for applicants to Vice-Principal positions.

By identifying, mentoring and encouraging future leaders, DPCDSB will continue to have a strong cadre of Catholic administrators ready to step into positions of responsibility. In this we are unique among large boards in Southern Ontario; a fact of which we are justifiably proud and which we must ensure continues well into the future.

*I heard the voice of the Lord saying “Whom shall I send and who will go for us?
Then I said, here I am! Send me.”*

Isaiah 6:8

Discernment

This is the process whereby a candidate determines whether he or she wants and/or is ready to apply for a vice-principal or principal position in The Dufferin-Peel Catholic District School Board. This is a two step process.

1. Self Discernment

Self-discernment entails a self assessment of the strengths and weaknesses and experiences that the candidate has had throughout his/her career. The ***Self-Assessment Form (Appendix A)*** details the Catholic leadership competencies. The candidate should review his/her experience through the lens of these competencies. Strengths and weaknesses should be critically observed and outlined. In order for self-discernment to be successful the candidate must have a realistic knowledge of the position they are considering. For that reason the leadership training modules of the ***Catholic Leadership Seminar Series*** and the simulation ***Responding to the Call of Catholic Leadership*** for Vice-Principals are mandatory for all leadership candidates. These sessions give attendees information and knowledge of the duties and skills required for the position they are considering. A critical study of the self-assessment checklist and attendance at the leadership training provided should give the candidate the necessary information to decide whether he or she is ready for this Catholic leadership position. If ongoing opportunities for growth are required, mentoring may be facilitated by the Human Resources Department.

2. Principal's and Supervisory Officer's Role in the Discernment Process

If the candidate feels they are ready for the leadership position they are seeking, the next step is to speak with his / her Principal. The candidate should seek recommendation from his / her most current supervisor (within two years). If the candidate has worked less than two years with his / her current supervisor, the candidate may seek support from the next previous supervisor. The candidate should provide a **portfolio** of his / her experience to the Principal in preparation for this meeting. The candidate should be able to speak to the contents of the portfolio, which

ideally, should highlight the competencies identified in the portfolio section. The discussion of the candidate's experience is his or her opportunity to make the Catholic Leadership competencies come to life. The Principal will use the ***Principal Recommendation Form (Appendix B)***, as a guideline for the discussion. In order to go forward in the process a candidate must achieve a satisfactory rating in all competencies. Should the candidate go forward in the process, this form will be forwarded to the Supervisory Officer. If the candidate is not recommended by his / her supervisor, a meeting with the candidate and his / her Supervisory Officer may be arranged at the candidate's request in order to proceed with the process. Candidates who are recommended by their supervisor will arrange a meeting with their Supervisory Officer. In all cases where the candidate requests a meeting the ***Principal Recommendation Form (B)***, will be forwarded to their Supervisory Officer in order to facilitate discussion between the candidate and Supervisory Officer. The recommendation of the Supervisory Officer is mandatory. Candidates who are not recommended will not be selected to continue in the process.

Candidates who do not report directly to a Principal should follow the above process with their immediate supervisor, usually a Superintendent.

But blessed are your eyes, because they see and your ears because they hear. Amen, I say to you, many prophets and righteous people longed to see what you see but did not see it, and hear what you hear but did not hear it.

Matthew 13:16-17

Qualifications

Vice-Principal

Basic Qualifications:

- Completion of Principal Qualifications Course Part I and II by end of school year of application
- Completion of Religious Education Course Part I and II by end of school year of application
- Experience in both school and board-wide activities
- Teaching experience of at least five years

Preferred Qualifications:

- Teaching experience in two or more divisions

Rated Competencies

Catholic Commitment to the Church

Catholic Leadership

- Catholic Leadership
- Promotion of Board Culture

Instructional Leadership

- Instructional Leader
- Professional Competency

Managerial Leadership

- Leadership and Team Building
- Planning / Organizing
- Anticipating / Solving Problems
- Decision Making / Self Direction
- Communication / Community Relations
- Financial Management
- Diversity
- Relational Influence

Principal

Basic Qualifications:

- Completion of Principal Qualifications Course Part I and II by end of school year of application
- Completion of Religious Education Specialist by end of school year of application
- Previous experience as a Vice-Principal
- Experience in both school and board-wide activities

Preferred Qualifications:

- 5 years experience as a Vice-Principal
- Experience in a variety of settings

Rated Competencies:

Catholic Commitment to the Church

Catholic Leadership

- Catholic Leadership
- Promotion of Board Culture

Instructional Leadership

- Instructional Leader
- Professional Competency

Managerial Leadership

- Leadership and Team Building
- Planning / Organizing
- Anticipating / Solving Problems
- Decision Making / Self Direction
- Communication / Community Relations
- Financial Management
- Diversity
- Relational Influence

The provisions of Board Policy 5.00 will apply:

"5.00 3. a) All candidates being considered for a teaching position with the Board will be made expressly aware, at the time of hire, that Catholics only, will be considered for the position of Vice-Principal, Principal, Superintendent and Director."

A maximum of 2 applications within a 5 year period will be accepted for Vice-Principal and Principal positions.

Portfolio

In this Catholic Leadership Qualification Process, the use of the portfolio has been revised. The portfolio is used as a tool in the discernment process and provides opportunities for the candidate to self-assess and share their faith and vocational journey and experiences with their supervisors.

PORTFOLIO CONTENTS

- Table of contents
- Philosophy / Faith Journey (2-3 pages)
- Resume (maximum 4 pages)
 - positions of responsibility
 - accomplishments
 - leadership experiences
 - Ontario College of Teachers Certificate of Qualifications
 - certificates, awards
 - inclusion of experiences that highlight the following leadership competencies:

Catholic Commitment to the Church

Catholic Leadership

- Catholic Leadership
- Promotion of Board Culture

Instructional Leadership

- Instructional Leader
- Professional Competency

Managerial Leadership

- Leadership and Team Building
- Planning/Organizing
- Anticipating/Solving Problems
- Decision Making/Self Direction
- Communication/Community Relations
- Financial Management (*Principal Candidate*)
- Diversity
- Relational Influence
- Healthy Balance

- Candidate Self-Assessment Form
- Candidates should be prepared to speak to the contents of their portfolio at length, both with their Principal, and later with their Supervisory Officer should they decide to apply for the position they are considering.
- Candidates may be asked to provide authentic documentation to support any information presented in the portfolio.

Application

Candidates who have undergone the discernment process, have been recommended by their Principal, and who are ready to apply to a Vice-Principal or Principal position in the Dufferin-Peel Catholic District School Board should do so through the posting and application process. Candidates are no longer asked to submit their portfolio with their application. The application form should be completed and submitted, with copies of all qualifications and a brief resume. Two letters of reference should be submitted dated within the previous year. In addition, the ***Catholic Pastoral Reference Form for a Leadership Position (Appendix D)*** must be completed by the applicant's parish priest and submitted with the application.

Interview

Applicants will be interviewed by a panel comprised of Supervisory Officers, Administrators and other designated staff. Interview questions will focus on the leadership competencies identified throughout this document. Candidates should focus on articulating to the committee, how they have demonstrated these competencies through their vocation and faith experiences.

Composition of the Applicant Pool

Applicants who are successful in the Dufferin-Peel Catholic District School Board Leadership Process may be placed in a Pool to be appointed as positions become available. Success in the process does not guarantee placement in the pool, as this will be based on the anticipated need for administrators as determined by the Board. Inclusion in the Pool does not guarantee appointment. The Board reserves the right to place a cap on applicant pools in accordance with anticipated needs. Furthermore, it may be necessary for the Board to place an expiry date on a pool, after which time applicants would have to re-qualify. Currently, successful candidates must re-apply after four years in the pool.

Catholic Leadership Seminar Series

The Catholic Leadership Seminar Series is offered by the Human Resources Department over several evenings each year. The series focuses on the competencies required by our Vice-Principals and Principals, as well as emergent issues in Catholic education. The series is intended to provide an insight into the role of the Catholic Administrator in the Dufferin-Peel Catholic District School Board, a valuable tool in the discernment process for potential applicants. The content of the sessions has been compiled in cooperation with the Principal/Vice-Principal Professional Development Committee and is delivered by current Principals and Vice-Principals and other guest presenters.

Topics will be presented through a Catholic lens, respecting the diversity of our partnership: parish, home, school, trustees, staff and other community stakeholders.

Topics are:

- Catholic Leadership
- Managerial Leadership
- Equity & Diversity in our Schools
- Instructional Leadership
- Shaping Safer Schools

Attendance at the Catholic Leadership Seminar Series is mandatory for Vice-Principal applicants.

A separate mandatory series consisting of two seminars will be held for aspiring Principal candidates.

Then he poured water into a basin and began to wash his disciple's feet . . . Jesus asked, "Do you know what I have done to you?"

John 13:4-13

Responding to the Call of Catholic Leadership

Candidates who are interested in applying to the position of Vice-Principal in The Dufferin-Peel Catholic District School Board are required to attend the, "Responding to The Call of Catholic Leadership" opportunity offered through the Catholic Leadership Seminar Series. The "Responding to The Call of Catholic Leadership" workshop will replace the previous Assessment Day component of the Leadership Identification Process. This two and a half day workshop based on the key Catholic leadership competencies will be non-evaluative and instructional and will provide opportunities for participant reflection and growth. Through presentations, discussions, work sessions and group activities, candidates will develop decision making, problem solving and prioritization skills and gain a deeper understanding of the dynamics of individual and group behavior, and of the complexities of the role of Vice-Principal. Through personal and professional reflection, candidates will further discern if they are prepared to continue with the Catholic Leadership Qualification Process.

But when the Spirit of truth comes you will be led to the complete truth.

John 6:13



Appendix A – Self-Assessment Checklist

VICE-PRINCIPAL / PRINCIPAL

Name of Candidate: _____

Position applied for: Elementary Principal Secondary Principal
 Elementary Vice-Principal Secondary Vice-Principal

Please complete this self-assessment by checking a box under each competency using the following performance scale: **A – Attained, D – Development Needed.**

CATHOLIC COMMITMENT TO THE CHURCH A D

- Demonstrate in his/her own personal life the faithfulness and the challenge of living as a Catholic and adhering to the tenets of Catholicism

CATHOLIC LEADERSHIP A D

- Model the Catholic faith in his or her dealings with the community as a reflective Catholic educator
- Foster the development of a school climate in which the teaching of Christ and the Catholic Church are exemplified
- Ensure Gospel values are incorporated in program and school activities
- Work in partnership with home, school and parish

PROMOTES BOARD CULTURE A D

- Assist the Board in fulfilling the Catholic mandate of the Dufferin-Peel Catholic District School Board by the treatment of employees, students and other staff, and in relationships, policies and practices that are reflective of that mandate

INSTRUCTIONAL LEADERSHIP A D

- Knowledgeable of Ministry and Board Guidelines, policies and curriculum development
- Encourage collaborative curriculum design and sharing of best practices with clear student focused priorities
- Demonstrate an awareness of assessment and evaluation strategies and can articulate these to parents, students or other staff
- Use learning teams effectively to encourage interactive and mutually supportive relationships focused on improving instruction
- Collaboratively support the school plan based on data to ensure improvement in student achievement
- Gather and analyze data to provide a data driven rationale for decision making
- Complete necessary special education paperwork in an effective and timely fashion.
- Support a continuum of services for students with special needs
- Use a creative, problem solving approach to overcoming challenges related to curriculum design, implementation and review

LEADERSHIP AND TEAM BUILDING A D

- Inspire and challenge others
- Take a long-term view and initiate organizational change for the future
- Encourage and recognize initiative, creativity, decision-making and risk-taking
- Coach and mentor others
- Manage group processes
- Foster commitment and team spirit
- Ensure that necessary training/in-service is provided

PROFESSIONAL COMPETENCY

A D

- Demonstrate compliance with laws, Board policies and procedures, the Education Act and related regulations that impact on the teaching profession, including the Ontario College of Teachers' Standards of Practice and the Ethical Standards for the profession
- Support and maintain a just and effective Catholic code of behavior

PLANNING / ORGANIZING

A D

- Bring original thoughts, new concepts and creative solutions to the accomplishment of responsibilities and organizational improvements
- Analyze historical and current information to predict future needs and trends
- Establish priorities, develop course of action by formulating specific activities, strategies or projects to promote and maximize student learning
- Create opportunities and organizational structures which promote and maximize student learning

ANTICIPATING / SOLVING PROBLEMS

A D

- Analyze school needs and goals and related environmental factors to evaluate the likelihood and types of problems that might occur
- Recognize symptoms of problems; identify specific problems, their causes and their consequences and determine which solution best solves the problem without abandoning long-range objectives
- Work together with administration and other staff to anticipate problems and determine solutions
- Adapt behavior and work methods in response to new information, changing conditions or unexpected processes

DECISION MAKING / SELF DIRECTION

A D

- Willingness and ability to make sound, well-informed decisions
- Implement decisions taken or given
- Follow through on assignments. Follow directions, timelines as established by the Principal / School Board
- Recognize own strengths and weaknesses
- Anticipate outcomes of decisions

COMMUNICATION / COMMUNITY RELATIONS

A D

- Effectively express ideas and facts in a succinct, organized manner
- Establish effective relationships with administration, parents, Board, community agencies, secondary/elementary schools, and business partners
- Promote and advocate for the school in the community

DIVERSITY

A D

- Use objectivity in supporting diversity within the school community
- Recognize the positive influences of diverse cultures, viewpoints, behaviour and learning styles both for staff and students
- Build a community that includes and values diversity in race, gender, age, culture, and other individual differences

RELATIONAL INFLUENCE

A D

- Consider and respond appropriately to the needs, feelings and capabilities of others
- Develop networks and coalitions with others who have complementary skills and knowledge
- Gain co-operation from others to obtain and share information and accomplish goals
- Build consensus and find mutually acceptable solutions
- Persuade others and influence outcomes

HEALTHY BALANCE

Unrated

- Lead a healthy lifestyle reflecting a balance between work and family, professional and personal interests
- Demonstrate similar expectations of staff for a balance between work and family life to promote overall wellness.

Do you believe you are ready for the position for which you are applying? Yes No



Appendix B - Principal Recommendation Form



VISION OF CATHOLIC SCHOOL LEADERSHIP

Leadership in and on behalf of Catholic schools is deeply spiritual, servant-like, visionary and empowering. A Catholic school leader is called to be a spiritual leader, an instructional leader, an effective administrator and an excellent communicator. Dufferin-Peel seeks educational leaders who demonstrate powerful personal mission and commitment through action. Our Board is committed to selecting leaders who are visionary, innovative, student-focused, excellent role models and collaborative in building a Catholic community.

Candidate's Name: _____

Name of Referring Principal: _____

Length of time Referring Principal has known candidate: _____

The referring principal, based on professional knowledge of the candidate is to use the following performance scale: **S–Satisfactory, D–Development Needed, N–Not Enough Information to Assess.**

CATHOLIC COMMITMENT TO THE CHURCH

S D N

- Demonstrate in his/her own personal life the faithfulness and the challenge of living as a Catholic and adhering to the tenets of Catholicism

CATHOLIC LEADERSHIP

S D N

- Model the Catholic faith in his or her dealings with the community as a reflective Catholic educator
- Foster the development of a school climate in which the teaching of Christ and the Catholic Church are exemplified
- Ensure Gospel values are incorporated in program and school activities
- Work in partnership with home, school and parish

PROMOTES BOARD CULTURE

S D N

- Assist the Board in fulfilling the Catholic mandate of the Dufferin-Peel Catholic District School Board by the treatment of employees, students and other staff, and in relationships, policies and practices that are reflective of that mandate

INSTRUCTIONAL LEADERSHIP

S D N

- Knowledge of Ministry and Board guidelines, policies and curriculum development
- Encourage collaborative curriculum design and sharing of best practices with clear student focused priorities
- Demonstrate an awareness of assessment and evaluation strategies and can articulate these to parents, students or other staff
- Use learning teams effectively to encourage interactive and mutually supportive relationships focused on improving instruction
- Collaboratively support the school plan based on data to ensure improvement in student achievement
- Gather and analyze data to provide a data driven rationale for decision making
- Complete necessary special education paperwork in an effective and timely fashion.
- Support a continuum of services for students with special needs
- Use a creative, problem solving approach to overcoming challenges related to curriculum design, implementation and review

LEADERSHIP AND TEAM BUILDING

S D N

- Inspire and challenge others
- Take a long-term view and initiates organizational change for the future
- Encourage and recognizes initiative, creativity, decision-making and risk-taking
- Coach and mentor others
- Manage group processes
- Foster commitment and team spirit
- Ensure that necessary training/in-service is provided

PROFESSIONAL COMPETENCY

S D N

- Demonstrate compliance with laws, Board policies and procedures, the Education Act and related regulations that impact on the teaching profession, including the Ontario College of Teachers' Standards of Practice and the Ethical Standards for the profession
- Support and maintain a just and effective Catholic code of behavior

PLANNING / ORGANIZING

S D N

- Bring original thoughts, new concepts and creative solutions to the accomplishment of responsibilities and organizational improvements
- Analyze historical and current information to predict future needs and trends
- Establish priorities, develop a course of action by formulating specific activities, strategies or projects to promote and maximize student learning
- Create opportunities and organizational structures which promote and maximize student learning

ANTICIPATING / SOLVING PROBLEMS

S D N

- Analyze school needs and goals and related environmental factors to evaluate the likelihood and types of problems that might occur
- Recognize symptoms of problems; identifies specific problems, their causes and their consequences and determines which solution best solves the problem without abandoning long-range objectives
- Work together with administration and other staff to anticipate problems and determine solutions
- Adapt behavior and work methods in response to new information, changing conditions or unexpected processes

DECISION MAKING / SELF DIRECTION

S D N

- Willing and able to make sound, well-informed decisions
- Implement decisions taken or given
- Follow through on assignments. Follows directions, timelines as established by the Principal/Board
- Recognize own strengths and weaknesses
- Anticipate outcomes of decisions

COMMUNICATION / COMMUNITY RELATIONS

S D N

- Effectively express ideas and facts in a succinct, organized manner.
- Establish effective relationships with administration, parents, Board, community agencies, secondary/elementary schools, and business partners
- Promote and advocates for the school in the community

DIVERSITY

S D N

- Use objectivity in supporting diversity within the school community
- Recognize the positive influences of diverse cultures, viewpoints, behaviour and learning styles both for staff and students.
- Build a community that includes and values diversity in race, gender, age, culture, and other individual differences

RELATIONAL INFLUENCE

S D N

- Consider and respond appropriately to the needs, feelings and capabilities of others
- Develop networks and coalitions with others who have complementary skills and knowledge
- Gain co-operation from others to obtain and share information and accomplish goals
- Build consensus and find mutually acceptable solutions
- Persuade others and influences outcomes

HEALTHY BALANCE

Unrated

- Lead a healthy lifestyle reflecting a balance between work and family, professional and personal interests
- Demonstrate similar expectations of staff for a balance between work and family life to promote overall wellness.

Would you recommend the candidate for this leadership position? Yes No

(Note that all of the above competencies must be rated satisfactory to recommend)

Have you reviewed the candidate’s most recent teaching/administrative practices to ensure that they are outstanding and that the above recommendation is supported?

Yes No

Additional comments about the candidate?

Referring Principal’s Signature: _____ **Date:** _____

Please forward this completed form to the Supervisory Officer.



Appendix C - Supervisory Officer



RECOMMENDATION FORM

FOR LEADERSHIP POSITION

VISION OF CATHOLIC SCHOOL LEADERSHIP

Leadership in and on behalf of Catholic schools is deeply spiritual, servant-like, visionary and empowering. A Catholic school leader is called to be a spiritual leader, an instructional leader, an effective administrator and an excellent communicator. Dufferin-Peel seeks educational leaders who demonstrate powerful personal mission and commitment through action. Our Board is committed to selecting leaders who are visionary, innovative, student-focused, excellent role models and collaborative in building a Catholic community.

Candidate's Name: _____

Location (School / Department): _____

Name of Referring Superintendent: _____

Length of time Referring Superintendent has known candidate: _____

Position applied for: Elementary Principal Secondary Principal
Elementary Vice-Principal Secondary Vice-Principal

Please check to indicate that the following steps have been completed:

- | | |
|---|--|
| <input type="checkbox"/> Consulted with current principal/supervisory officer | <input type="checkbox"/> Reviewed candidate's Self-Assessment Form |
| <input type="checkbox"/> Conferenced with candidate | <input type="checkbox"/> Reviewed candidate's most recent teaching/administrative practice to ensure recommendation is supported |
| <input type="checkbox"/> Reviewed candidate's portfolio | |

How does this candidate embody our vision of a Catholic Leader?

Do you recommend this candidate continue in the process at this time, given that he or she may be placed in your Family of schools if successful? Yes No

Signature of Superintendent: _____ **Date:** _____

Please forward this completed form to the Superintendent of Human Resources.

Appendix D - Catholic Pastoral Reference Form for a Leadership Position



Dufferin-Peel Catholic District School Board



Catholic Pastoral Reference Form for a Leadership Position

Please Print - Except for Signature

Name of Applicant:		Priest	
Address :		Church:	
		Address:	
Date:		<i>Priest Signature:</i>	

KNOWLEDGE OF THE CANDIDATE

Check one or more of the following.

I have . . .

- ongoing personal knowledge of the individual as a member of the parish
- personal knowledge of the individual in the past
- knowledge of the candidate's family
- knowledge through a personal interview
- other (please specify)

REFERENCE

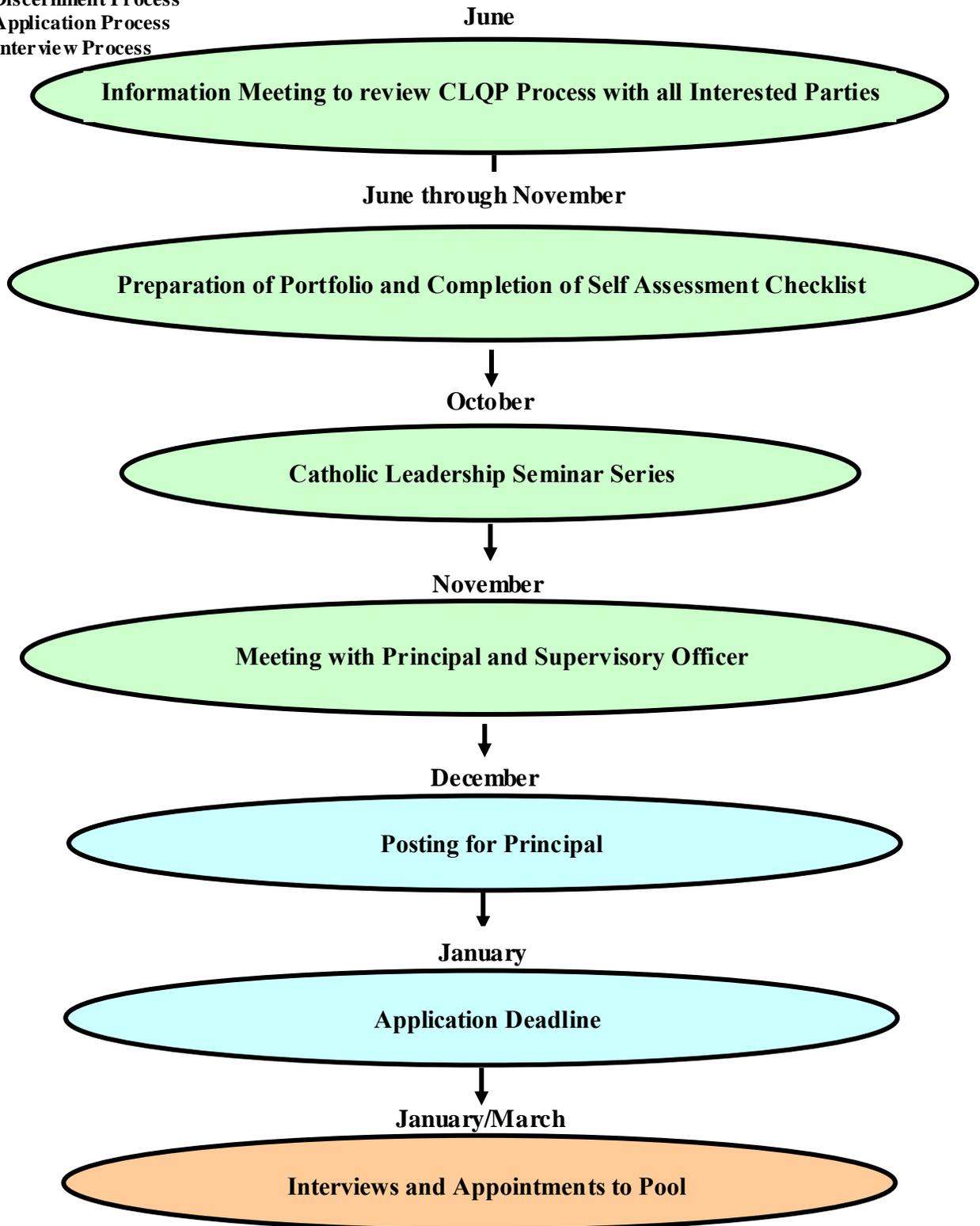
You may wish to answer or comment on some or all of the following.

1. The candidate participates in the sacramental life of the Church.
 - regularly
 - occasionally
 - infrequently
 - not known to me

Appendix E – Catholic Leadership Qualification Process Timeline – Principal Process

Catholic Leadership Qualification Process Timeline – Principal Process

- Discernment Process
- Application Process
- Interview Process

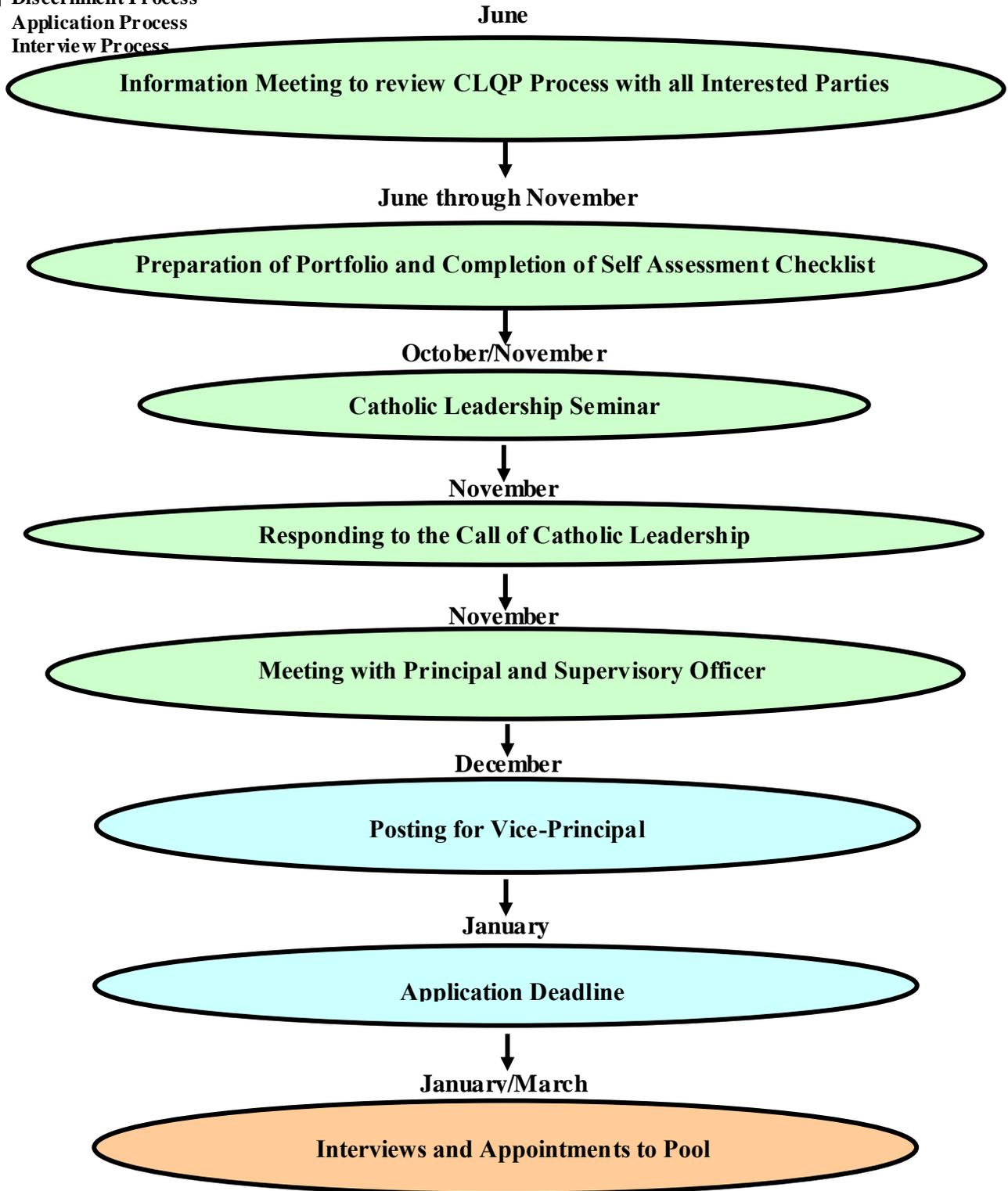


Meetings with the Director of Education will occur throughout the CLQP process

Appendix F – Catholic Leadership Qualification Process Timeline – Vice-Principal Process

Catholic Leadership Qualification Process Timeline – Vice-Principal Process

- Discernment Process
- Application Process
- Interview Process



Meetings with the Director of Education will occur throughout the CLQP process

Please note the following dates:	
Catholic Leadership Seminar Series Vice Principal (mandatory sessions)	October 1, 8, 15, 22, 29, 2009
Catholic Leadership Seminar Series Principal (mandatory sessions)	October 21, 28, 2009
Responding to the Call of Catholic Leadership (mandatory sessions)	November 5, 7, 14, 2009
Principal Interviews	November 24, 2009
Principal Application Deadline	November 2, 2009
Vice Principal Interviews	February 23, 2010 Tentative Date
Vice Principal Application Deadline	January 28, 2010 Tentative Date

*****Please note that there are possible revisions that relate to consideration of an applicant's Track Record. Should there be modifications to the process it will be addressed during the Leadership Seminar Series and posted on Public Folders in the Fall of 2009.**



A New Beginning

God our Father
we celebrate
a new beginning each day.

A beginning
that reflects our history,
actions our present,
and gives hope
for the future.

We have worked hard
to use the gifts you have given us,
to learn and discover,
to listen and discern,
to understand and appreciate
this world you've given us.

Now,
as we continue our journey
we ask that you help us
to continue
to grow and to learn
so that we will become
the best that we can be.

Amen