

Toronto District School Board

Operational Procedure PR.516 EMP

Title: **ACADEMIC SUPERVISORY OFFICER SELECTION AND TRANSFER OF SUPERINTENDENTS**

Adopted: February 3, 1999

Revised: **September 25, 2008**, September 19, 2007; September 10, 2007; May 8, 2007; April 11, 2006. January 17, 2005; March 24, 2004; September 23, 2003.

Authorization:

1.0 OBJECTIVE

To provide a process for the selection of supervisory officers and transfer of superintendents

2.0 RESPONSIBILITY

Associate Director

3.0 PROCEDURES

3.1. Selection

(a) Pre-application Phase

- The Board will seek applications for supervisory officer positions from both external and internal candidates. The announcement will include entry criteria, qualifications and application requirements, and information contained in Appendices A, B and C.
- Candidates will initiate interest through their immediate supervisory officer/supervisor by submitting the Letter of Intent.

(b) Profile Resume Validation Phase

- Candidates will submit their Letter of Application and Résumé Highlights.
- The immediate supervisory officer/supervisor will meet with the candidate to discuss, validate and sign off on the information.
- Candidates will be advised that they have met the requirements to proceed to the next phase of the selection process, or will be given feedback and counselled to enter/continue in the Leadership Growth Track as appropriate. Immediate supervisory officer/supervisor will sign-off on the information by endorsing the Letter of Intent to proceed on the Promotion Track or the Leadership Growth Track.

(c) Profile and Reference Validation

- Reference information about each candidate will be gathered confidentially from identified referees (including immediate supervisory officer/supervisor, trustee and a referee of the candidate's choice, such as a subordinate, peer or another supervisory officer/supervisor or trustee). Candidates may list a recent supervisory officer/supervisor or trustee as an additional referee only if the candidate has worked with the current supervisory officer/supervisor or trustee for less than one school year.
- Candidates receiving an endorsement of their Letter of Intent and Résumé Highlights meet with a team (3) to share aspects of their Résumé Highlights. This is an opportunity for candidates to bring their résumé to life.
- Profile information and reference information will be analyzed, summarized and rated.
- All candidates' supervisory officers/supervisors will meet to review the rating of profile and reference information.

(d) Interview Validation

- Candidates will participate in a formal interview with Trustee, the Director/Associate Director, and Executive Superintendents/Officers.
- Assessment will include results of performance in the interview.
- Candidates ready for promotion will be placed in the Qualified Applicant Pool from which they may be appointed to interim supervisory officer positions. From this pool, candidates may apply for permanent positions.
- The term that candidates remain on the Qualified Applicant Pool, after which they would have to reapply through the Supervisory Officer Selection Process if not appointed to a permanent position, is two years, subject to a possible one-year extension.
- All candidates will be provided with feedback and counselled to continue their professional development in the Leadership Growth Track.

(e) Permanent Placement Interview

- As specific positions become available, members of the Qualified Applicant Pool will be invited to apply. A team of trustees, including trustees from the wards affected, the Director/Associate Director, and the Executive Superintendents from the region affected will interview identified applicants and will make a selection for the vacant position.
- Applications will also be sought from experienced and qualified supervisory officers external to the system. These applicants will proceed through a screening process before proceeding to the Permanent Placement Interview.

- (f) Recommendations will be presented to the Board in accordance with the Board's Policy P.014 EMP: Staff Changes.

3.2. **Transfer**

- (a) The transfer of superintendents will be undertaken in accordance with the factors governing decision making outlined in Appendix C.
- (b) At any time during the year, a superintendent may indicate verbally to the Associate Director (to the Director/Associate Director for a central superintendent), interest in a transfer.
- (c) The superintendent confirms the request in writing to the Associate Director, indicating specific details about region, quadrant and or family of schools of interest.
- (d) Associate Director considers the feasibility of the request within the context of the guiding principles for both the individual and the system (see Appendix C).
- (e) Associate Director gives careful consideration to the family of schools' profile, business/budget plan, and other relevant issues in each of the quadrants to develop a proposed slate.
- (f) Consultation occurs with requesting superintendents.
- (g) Consultation occurs with affected trustees.
- (h) Decisions are finalized prior to the placement of new promotees.

4.0 APPENDICES

Appendix A: Skills, Qualities and Functions of the Supervisory Officer

Appendix B: Profile of a Successful Candidate

Appendix C: Transfer of Superintendents: Factors Governing Decision Making

5.0 REFERENCE DOCUMENTS

Board Policy P.055 EMP: Supervisory Officer Selection

Board Policy P.014 EMP: Staff Changes

Education Act, Part XI

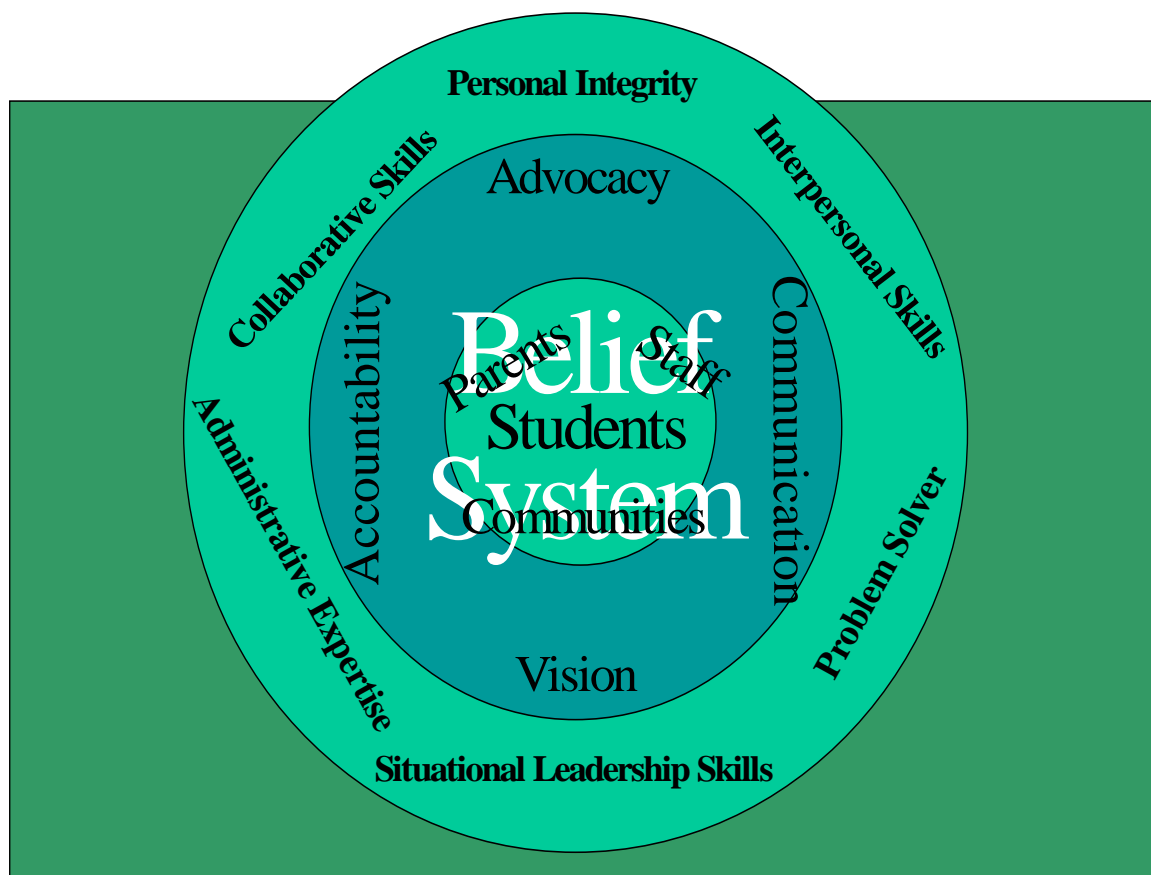
R.R.O. 1990, Regulation 309, Supervisory Officers

Skills, Qualities and Functions of the Supervisory Officer

<u>Skills Set</u>	<u>Qualities</u>	<u>Job Function</u>
<ul style="list-style-type: none"> Ability to build leadership capacity and develop shared leadership 	<ul style="list-style-type: none"> Commitment to lifelong learning and building learning communities. 	<ul style="list-style-type: none"> The ability to work with students, staff and members of the community to implement local and system priorities The ability to mentor and develop staff for leadership roles
<ul style="list-style-type: none"> Acquiring, processing and applying information for informed decision making 	<ul style="list-style-type: none"> A broad based knowledge of educational and sociopolitical issues. 	<ul style="list-style-type: none"> Building capacity of staff through professional development and leadership opportunities
<ul style="list-style-type: none"> Excellent listening, writing, speaking, presentation and conflict resolution skills 	<ul style="list-style-type: none"> A commitment to effective communication 	<ul style="list-style-type: none"> Promoting face to face and electronic interactions The ability to forge strategic connections with community partners Building a service oriented organization
<ul style="list-style-type: none"> The ability to collect, analyze and interpret data by conducting environmental scans, needs assessments, polling, etc. 	<ul style="list-style-type: none"> Visioning and ability for “strategic doing with a clear plan” 	<ul style="list-style-type: none"> The ability to identify, forecast and strategically act upon trend data
<ul style="list-style-type: none"> The ability to deal effectively with change, fiscal and project management 	<ul style="list-style-type: none"> Flexible, confident and self assured 	<ul style="list-style-type: none"> Management and prioritization of human and fiscal resources
<ul style="list-style-type: none"> The ability to foster relationships and build bridges 	<ul style="list-style-type: none"> Advocacy for public education Respect for the collaborative and consultative processes 	<ul style="list-style-type: none"> Review, develop and implement public policy
<ul style="list-style-type: none"> The ability to deal with ambiguity, make connections and see the “big picture” 	<ul style="list-style-type: none"> Courageous leadership that demonstrates confidence, flexibility, humility, emotional resilience and adaptability 	<ul style="list-style-type: none"> Decisive decision making that demonstrates knowledge and understanding of system operations

N.B: This information is based on TDSB and OPSOA documents and R.R.O. 1990, Regulation 309, Supervisory Officers.

Profile of a Successful Candidate



Successful candidates are committed to the Mission of the Toronto District School Board. They have a strong belief system congruent with the stated values of the system and demonstrate this through their practices. They exhibit commitment to students, parents and communities. They value and support the various employees who work together to support the learner.

Successful candidates possess effective communication skills, which allow them to gather information from diverse constituencies, to be responsive to needs and to clearly articulate their vision for an evolving education system. They demonstrate accountability for decisions made. Their strong advocacy positions reflect their sensitivity to the diversity of community needs.

Successful candidates have the ability to understand and work within political, governance, and labour arenas. They are accountable for improving performance of all students and staff.

Successful candidates are motivational leaders who possess highly effective interpersonal skills, combined with administrative expertise. With a clear focus on schools, student success and business operations they have the ability to conceptualize, motivate, delegate and organize. They possess the skills necessary to problem-solve creatively and to work collaboratively with key partners within and beyond the Toronto District School Board within the context of the Province of Ontario and upholding the Ontario College of Teachers “Standards of Practice for the Teaching Profession” and their “Ethical Standards for the Teaching Profession”

Transfer of Superintendents: Factors Governing Decision Making

Guiding Principles

- Needs of families of schools should influence decisions.
- Attention to succession planning requires opportunities for movement of supervisory officers.
- All requests should receive careful consideration.
- The process should be consultative.
- Balance of attributes and skill sets within quadrant teams is important.
- Experience should be respected.
- Professional growth plans should be supported.
- Once placements have been made, a request would not be accepted for at least two years unless there were extenuating circumstances.

Consultation Factors:

- Families of schools develop improvement plans to indicate priorities and initiatives to support school improvement plans.
- Data is available to assemble families of schools profiles.
- Trustees provide valuable information to add to the families of schools profiles.
- Changes in leadership for the families of schools must be managed with those accountable for performance.