Believing, Discovering, Achieving

The Leadership Journey: Called to Serve...

Ottawa-Carleton Catholic School Board

June Flynn-Turner
Chairperson

James G. McCracken
Director of Education
Ottawa-Carleton Catholic School Board

Board of Trustees

June Flynn-Turner, Chairperson
Zone 4 (Bell-South Nepean)

Betty-Ann Kealey, Vice-Chairperson
Zone 7 (Kitchissippi/Bay)

John Curry
Zone 1 (West Carleton/Goulbourn/Rideau/Osgoode)

Arthur J.M. Lamarche
Zone 2 (Kanata)

Des Curley
Zone 3 (Orléans/Cumberland)

Jacqueline Legendre-McGuinty
Zone 5 (Beacon Hill-Cyrville/Innes)

Gordon Butler
Zone 6 (Knoxdale-Merivale/Baseline)

Mark D. Mullan
Zone 8 (Alta Vista/Gloucester-Southgate)

Kathy Ablett, R.N.
Zone 9 (River/Capital)

Thérèse Maloney Cousineau
Zone 10 (Rideau-Vanier/Rideau-Rockcliffe/Somerset)
## Table of Contents

**Ottawa-Carleton Catholic School Board Mission Statement** ................. 2
**OCCSB Catholic Professional Learning Community** ......................... 3
**Getting Started** ................................................. 4
**Introduction** ...................................................... 5

### Adult Faith Development

*Called to Serve...*

- Christian Community Day .............................................. 9
- OCCSB Religious Education Additional Qualifications Courses ....... 9
- Institute of Leadership in Catholic Education ......................... 10
- New Teacher Induction ................................................. 10

### Leadership Opportunities

*Sharing Service...*

- Programs for Growth .................................................. 13
  - General Mentorship Programs ....................................... 14
  - Action Research ......................................................... 14
  - Additional Qualifications Program .................................. 14

- Leadership Roles for Educators ....................................... 15
  - The Classroom Leader ................................................. 15
  - Mentorship Programs for Teachers ................................. 15
  - Formal Positions of Added Responsibility ......................... 16

### Leadership Development Programs

*How to Best Serve...*

- Exploration .................................................................... 19
- Development .................................................................. 19
- Programs Listed by Participant Profile ............................... 19
- Aspiring Leaders Program ............................................. 19
- Introduction to Leadership ............................................. 20
- Professional Reading .................................................... 20
- Leadership Training ...................................................... 20

### Professional Development for Current Leaders

*Enhancing Service...*

- Director’s Forums ......................................................... 25
- Principal/Vice-Principal Mentorship Program ....................... 25

### Formal Identification of Leaders

*Commitment to Serve...*

- Advertisement/Qualifications .......................................... 29
- Training for Leadership Positions ..................................... 29
- Selection and Appointment ............................................. 29
- Formal Positions of Added Responsibility ......................... 29
- Eligibility List/Appointments ........................................... 32

### Appendices

- Teaching Curriculum Vitae ............................................. 35
- Candidate Assessment Form .......................................... 44
In partnership with home, parish and community, the Ottawa-Carleton Catholic School Board ensures that the teachings and values of Jesus Christ are integrated in all aspects of school life.

By providing the necessary resources for quality Catholic Education, the Board supports the development of lifelong learners striving for academic excellence in a nurturing, safe, and vibrant community.

All individuals are challenged to become responsible and contributing citizens in an increasingly complex and diverse world.
The Ottawa-Carleton Catholic School Board’s Staff Development, Evaluation and Research Department (SDER), in partnership with departments and employee groups, is responsible for coordinating a number and variety of professional development opportunities for all staff. The SDER Department focuses on promoting and supporting a professional learning community where staff can increase their capacity to learn, grow and embrace the importance of lifelong learning to better serve all members of our Catholic school community.

The Leadership Journey: Called to Serve handbook outlines the Board’s exemplary Catholic leadership development program offered through the Staff Development, Evaluation and Research Department. The Leadership Journey Program reflects in content and approach, the Gospel values outlined in the Board’s document Believing, Discovering, Achieving with a central focus on success for staff to ensure success for our students.

OCCSB
Professional Community
Catholic Learning

OTTAWA-CARLETON CATHOLIC SCHOOL BOARD
Getting Started

This handbook has been designed to help you reflect on your current practice and to assist you in developing a plan to build your capacity as a leader, either as a personal professional goal, or as a possible future career path. It is intended to provide you with information about Catholic leadership opportunities and programs in our Board that will support you in the leadership journey.

Reading this handbook will help you:

• clarify your career goals and vision within the ministry of leadership in Catholic education;

• reflect on your Christian vocation and its implications for leadership within the Catholic community;

• discover how to link interests and past achievements to the requirements of the position in which you are interested;

• determine, given your current assignment, requirements for personal professional development; and

• understand the application/selection process for vice-principal and principal positions.

In September, the Staff Development, Evaluation and Research Department advertises the Leadership Journey Program in schools and departments. Instructions for the registration process are included.
The Ottawa-Carleton Catholic School Board firmly believes that a Catholic school system is one in which the teachings of Jesus Christ are integrated into the entire curriculum, social fabric of school life, and operations within departments. To ensure the realization of this mission, the Board relies heavily on the leadership of competent, qualified persons who continually demonstrate a high degree of commitment to the Catholic educational system, the integration of faith and life, and dedicated service to the Catholic community and the community-at-large.

In its pursuit of excellence in the development and selection of leaders within all employee groups, the Ottawa-Carleton Catholic School Board strives to promote visionary individuals who are able to model the way, inspire shared action, affirm the contributions of Catholic education to society, and foster strong faith commitment among staff and students.

The Leadership Journey Program will allow participants to:

**Explore...**
- Definitions of leadership and specifically Catholic leadership
- Characteristics of effective leaders
- Personal qualities inherent in successful leaders
- Leadership styles
- Personal leadership style

**Develop...**
- Competencies related to the Standards of Practice for the Teaching Profession, the Ethical Standards of Practice, and the Catholic Graduate Expectations.

---

Gospel of Matthew

"...the Son of Man came not to be served but to serve..."
An informed determination to maintain the uniquely Catholic character of the Board's schools and departments.

A proven record of knowledge of Board and Ministry policies and curriculum.

Skills in communication, administration and decision-making.

Personal qualities of sound judgment, sensitivity, and diplomacy.

A service approach to leadership in our schools and departments.

A career plan related to leadership that may include formal preparation to compete for positions of added responsibility within the Board.

The Board has established opportunities for sound professional development for staff preparing for leadership roles. As outlined in the final section of this handbook, clearly defined policies and procedures exist for the identification, training, screening, selection, and eligibility of candidates aspiring to leadership. These promotion policies and procedures include criteria and expectations around demonstration of a commitment to Catholic education, qualifications, experience, standards of excellence, employment equity, professional development, and personal qualities. This handbook will reaffirm the Board’s dedication to the fulfilment of its primary goal of supporting departments, schools, and classrooms as faith communities where relationships are based on the Gospel values and where success for staff translates to success for our students. It outlines, clearly, the opportunities for exploration, development, enhancement and commitment while taking the “Leadership Journey.”
In a time which often seems without goals or enabling aspirations, we are challenged to declare ours and to dedicate our lives to their achievement.

Ontario Bishops

This Moment of Promise
Adult Faith Development

Adult faith development is essential if Catholic education is to fulfill its mission of proclaiming the Gospel. Students can only receive what the adult community is capable of giving. Schools and departments can develop and enhance adult faith through a variety of means: daily prayer, prayer services, and Eucharistic liturgies. One of the most effective approaches is a staff retreat. The Religious Education Department has a partnership agreement with Tapestry House to provide retreat experiences in a variety of formats.

Christian Community Day

Once a year, the entire community of the Ottawa-Carleton Catholic School Board gathers to grow in faith and renew its commitment to Catholic education by listening to keynote speakers who are dynamic and passionate in their expression of faith. Many people consider the Celebration of the Eucharist to be the high point of the day; and an opportunity to be sustained as a Christian community by the spiritual presence of the risen Christ among us. The focus of the day is adult faith in all its contemporary challenges.

OCCSB Religious Education Additional Qualifications Courses

All educators in the Ottawa-Carleton Catholic School Board are strongly encouraged to pursue Additional Qualifications in Religious Education. Part 1, 2 and Specialist courses are offered through our Board as an approved provider by the Ontario College of Teachers and fulfill the accountability requirements as specified by the Institute of Catholic Education (I.C.E.) and the Ontario Conference of Catholic Bishops. Effective September 2002, newly hired teachers must complete Religious Education Part 1 within the first two years of employment with the Board.
Institute of Leadership in Catholic Education

This certificate program of leadership development, offered in five modules over two years, is designed to meet the challenges of maintaining and enhancing Catholic education in Ontario and beyond the Jubilee. The five modules include:

1. Introductory Module
2. Theological Foundations
3. Administrative Module
4. Concluding Module
5. Electives Module

This Institute brings together educators from the four Eastern Ontario boards for intensive reflection on their role in Catholic education. The Institute is a partnership program of the Catholic Educators of Eastern Ontario, the Institute of Catholic Education, and Saint Paul University. Brochures outlining the details of this program are sent to schools and departments in the fall.

New Teacher Induction

As a Catholic community, we firmly believe that service, as a Catholic teacher is a calling, a vocation from God.

Consequently, we provide an initial orientation program to new teachers every August. New teachers receive a solid grounding in the philosophy and traditions of our Board from central office staff.

Throughout the year, various departments carry on the induction process by bringing new teachers together for training and to explore human and material resources available to support them in their first year as a Catholic educator.

Each school community has in place, formal and/or informal mentorship programs designed to welcome, familiarize and support new teachers as they discover life in a Catholic school community.

The Ontario College of Teachers has made recommendations to the Ministry of Education through their “white paper” entitled: New Teacher Induction: Growing into the Profession. The Ottawa-Carleton Catholic School Board intends to continue to revise and extend the new teacher induction process to meet future recommendations from both the College and Ministry.
Sharing Service...
Programs for Growth
General Mentorship Programs
Action Research
Additional Qualifications Program

Leadership Roles for Educators
The Classroom Leader
Mentorship Programs for Teachers
Formal Positions of Added Responsibility
Leadership Opportunities

Within the Ottawa-Carleton Catholic School Board, there are opportunities for individuals to extend and refine skills and knowledge and to demonstrate leadership potential. In addition, these opportunities may carry with them some directions relative to the career path of the participants, noting particularly the skills to be learned and the possible next steps required in the acquisition of a formal position of responsibility.

It is important that individuals develop a profile reflecting their leadership training and/or experience in the following areas:

- Qualifications related to formal leadership positions.
- Specific training (workshops, Leadership Journey Program, courses, etc.).
- Effective communication with colleagues.
- Effective communication with parents and members of the wider community.
- Development of school community partnerships.
- Involvement in planning department initiatives and activities.
- Participation in co-curricular activities.
- Demonstration of success on committees in the school and/or the system.
- Involvement in system initiatives.
- Demonstration of strong interpersonal skills.
- Demonstration of successful use of technology and its applications.
- Involvement in curriculum development and/or implementation.
- Involvement in school improvement teams to increase student achievement.
- Application of the Standards of Practice and Ethical Standards of the Teaching Profession.
- Application of the Catholic Graduate Expectations.
- Application of the Board’s Strategic Plan — Believing, Discovering, Achieving.

Growth Opportunities

From time-to-time, individuals may be provided with opportunities to serve in training experiences and to practice leadership skills. Some will be self-directed while others will result from counselling by mentors and selection teams. The following list is not exhaustive and is intended as a guide. Individuals seeking such opportunities are encouraged to focus on activities that relate to specific personal professional development gaps within the context of further developing leadership skills and/or career goals.
Mentorship Programs

OCCSB employees may wish to participate in a Mentorship Program to further develop knowledge and skills related to various positions in the Board. The Mentorship Program offers an opportunity for new and experienced employees to develop collegial relationships of growth and support. Individuals interested in pursuing this approach are to contact the Principal of Staff Development, Evaluation and Research to develop a program. The program will consist of mentors and protégés who will meet initially to develop a plan that includes goal setting, activities that will contribute to reaching goals, and timelines. Formal and informal meetings will be scheduled based on need.

Action Research

Interest in Action Research is quickly growing as individuals at all levels take control of their learning and experience the benefits of improving their own practice based on a culture of inquiry and problem-solving. The central question for educators is: “How can I help my students improve the quality of their learning?” As individuals developing leadership capacity the question may be: “How can I ensure success for students and the pursuit of excellence in my own department?”

For the past five years, the Ottawa-Carleton Catholic School Board has been promoting Action Research through a series of professional development workshops. These workshops help individuals to identify and frame the “burning questions;” to design tools to collect multiple sources of data to answer the questions; to evaluate the existing data and implications for practice; to take action; and, to share the results with critical friends and colleagues. Through Action Research, individuals have demonstrated their ability to be risk takers and leaders in a change process. Participants who are educators embrace the Standards of Practice for the Teaching Profession and have a voice in the development of knowledge about teaching and learning. Participants test the system, reflect on their own learning and practice and, ultimately, make a difference for students.

Additional Qualifications Program

The Ottawa-Carleton Catholic School Board has been accredited to provide Additional Qualifications Programs through the Staff Development, Evaluation and Research Department. Course offerings may change from year to year depending on the demand in the system. Individuals are encouraged to check the SDER Conference Site and/or the SDER website for information regarding course offerings, prerequisites, and registration procedures. In addition, the SDER Department advertises opportunities for instructors within the AQ Program and encourages qualified individuals to take advantage of this leadership opportunity.
Leadership Roles for Educators

The Classroom Leader

Each school recognizes the work of “classroom leaders” by facilitating the sharing of proven instructional techniques designed to enhance student achievement and growth in faith. At the system level, the Board provides many opportunities for classroom leaders to share their expertise with their colleagues.

Within the school system, there are opportunities for individuals to extend and refine skills and knowledge and demonstrate leadership potential. In addition, these opportunities may carry with them directions that relate to the career path of participants, noting particularly the skills to be learned and the possible next steps required in the acquisition of a formal position of added responsibility.

The following are examples of activities that may be considered as in-service roles for leadership aspirants. It is recognized that these positions or activities are leadership roles in themselves and need not be considered as training steps for another leadership position.

Mentorship Program for Teachers

The Mentorship Program for teachers offers an opportunity for new and experienced teachers to develop collegial relationships of growth and support. Each session allows for professional development, discussion around current issues, question and answer dialogue, and examination of real or simulated situations to improve problem-solving and decision-making. This venue is a very positive, dynamic and affirming opportunity for personal growth. The Program supports both group and one-on-one mentorship approaches.

Not much happens without a dream. And for something great to happen, there must be a great dream. Behind every great achievement is a dreamer of great dreams.

Robert Greenleaf

Servant Leadership

School Level

Pastoral Team
Principal – Designate
Lead Teacher (Ministry of Education initiative)
ICT Site Administrator
School Division Leader
Mentor/Job Coach
Associate Teacher
Health and Safety Representative

On-site Advisor
Committee Chairperson
Teacher Representative on
School Council
Grade Level Leader
Curriculum Leader Grade 7/8
Association Representative
Department Head

System Level

Administration – Continuing Education
Federation/Association Executive
Four Blocks Mentor Teacher
Workshop/In-service Facilitator
System Exam Writing Team

Board Committees
Lead Teacher
Special Events Coordinator
Course Instructor – AQ Program
Course Developer – AQ Program
Formal Positions of Added Responsibility

The Ottawa-Carleton Catholic School Board recognizes the following formal positions of added responsibility and has appointed leaders to serve in these capacities:

<table>
<thead>
<tr>
<th>System Level</th>
<th>School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departmental Positions of Added Responsibility</strong></td>
<td><strong>Principal</strong></td>
</tr>
<tr>
<td>Director of Education</td>
<td><strong>Vice-Principal</strong></td>
</tr>
<tr>
<td>Deputy Director</td>
<td><strong>Department Head</strong></td>
</tr>
<tr>
<td>Superintendent – Academic &amp; Administrative</td>
<td><strong>Curriculum Leader Grade 7/8</strong></td>
</tr>
<tr>
<td>Assistant to the Director</td>
<td><strong>Teacher Designate</strong></td>
</tr>
<tr>
<td>Principal (Special Assignment)</td>
<td><strong>Head Secretary</strong></td>
</tr>
<tr>
<td>Coordinator</td>
<td><strong>Head Custodian</strong></td>
</tr>
<tr>
<td>Consultant</td>
<td></td>
</tr>
<tr>
<td>Special Project Assignment Teacher</td>
<td></td>
</tr>
<tr>
<td>Manager – Academic &amp; Administrative</td>
<td></td>
</tr>
</tbody>
</table>

For each of these positions, the following criteria will assist individuals in measuring their own strengths and weaknesses and will help direct their career path. In addition, this criteria forms the basis for the selection process to be used in appointing individuals to formal positions of added responsibility in the Ottawa-Carleton Catholic School Board.

The criteria is as follows:

1. Job description: understanding the job.
2. Academic/professional qualifications: qualifications to do the job.
3. Personal qualifications: personal qualities that would afford success in the job.
4. Experience: preparation to do the job.
5. Evidence of excellent performance in present and past roles: demonstrated ability to perform the job.
How to Best Serve....
Programs Listed by Participant
Profile Description
Aspiring Leaders Program
Introduction to Leadership
Professional Reading
Leadership Training
**Leadership Development Programs**

**Exploration**

Individuals in the Ottawa-Carleton Catholic School Board who, through the process of self-identification and/or supervisory identification of strengths and skills (Performance Appraisal), are interested in leadership positions, may participate in a number of leadership development courses offered by the Board.

Throughout the self-identification period, a candidate is encouraged to:

- become more familiar with the qualities and competencies required for an exemplary Catholic leader;
- seek leadership opportunities within the school and/or system;
- work informally with a self-directed mentor; and
- participate in the Leadership Journey.

The Board programs are designed to meet the differing needs of future and current leaders. Participation in this program is considered an asset.

**Development**

The following are leadership programs designed to assist individuals in developing strong leadership skills:
- Introduction to Leadership
- Leadership Training
- Professional Reading Program
- Mentorship
- Principal/Vice-Principal Mentorship
- Action Research

The following is a listing of programs by participant profile.

Of potential interest to all Ottawa-Carleton Catholic School Board employees:
- Professional Reading
- Action Research
- Mentorship

Of potential interest to formal educators in the Ottawa-Carleton Catholic School Board:
- Adult Faith Development Programs/Initiatives
- Aspiring Leadership Program
- Introduction to Leadership
- Leadership Training
- Professional Reading
- Action Research
- Mentorship (Teacher, Principal/Vice-Principal)

**Aspiring Leaders Program**

Throughout the year, various sessions and activities are planned to provide staff with a chance to network and to explore leadership programs and opportunities within the Board. Emphasis is placed on the opportunities that exist in the Leadership Journey Program. The Aspiring Leaders Program also allows those who are already in formal positions of added responsibility to identify potential leaders in their schools or departments. Sessions usually take place in the evening and may include: an address on leadership by the Director of Education, a keynote speaker on the Board’s spiritual theme or a current leadership issue, and/or an activity that will help individuals to determine their own leadership potential.

**Participant Profile:** All OCCSB staff that have been identified by a principal and/or superintendent of a department as having leadership potential may take part in this program.
Introduction to Leadership

These sessions are designed to allow individuals an opportunity to explore leadership styles and develop, refine, and extend skills and competencies needed for effective leadership. The course reviews current theories and practices and invites participants to reflect on their own leadership experience in the classroom, school, or department. Emphasis is placed on an Ottawa-Carleton Catholic School Board focus, with additional reference to current research and government initiatives. These sessions are intended to introduce participants to new trends and innovations in leadership and to help candidates make informed career path decisions. The sessions explore leadership in the Catholic educational community context. Emphasis is also placed on the clarification of goals and personal professional development planning and networking opportunities. Topics may include:

- Dimensions of faith leadership
- Importance of leadership in the system
- Coaching models
- Current issues in education
- Balance – Quality of life
- Wellness
- Conflict resolution
- Effective leaders and leadership styles
- Communication skills
- Legal issues
- Time management
- Team building
- Consensus/Collaboration
- Overviews from various departments

Participant Profile: These sessions are open to all OCCSB employees.

Brochures describing each session are made available in all Ottawa-Carleton Catholic School Board sites in the fall and applications are invited from interested candidates for courses beginning in the first term of the school year. Registration forms may be obtained on-line (FirstClass), or directly from Staff Development, Evaluation and Research.

Professional Reading

Three times a year, individuals gather to discuss reading material that relates to topics around leadership. Current leaders in the Ottawa-Carleton Catholic School Board facilitate these sessions and reading material is predetermined before the program starts. Participant Profile: These sessions are open to all staff in the OCCSB.

Leadership Training

This program is designed for educators who are seriously pursuing formal positions of added responsibility. Participants must have completed PQP Part 1. The program involves in-class instruction and professional reading. Assignments explore educational leadership in areas of administration, curriculum and implementation and spiritual development. Participants will also be required to demonstrate accomplishments directly
related to student academic achievement in their schools.

The use of a coach, an individual who currently holds a formal position of responsibility, is a major component of this program. Guidelines for the coaching process are provided to participants prior to the beginning of the Leadership Training sessions.

The sessions are offered from October through May and registration is held in September. Candidates may register on-line (FirstClass) or directly through Staff Development, Evaluation and Research.

**Participant Profile:** This program is designed for qualified personnel who have PQP Part 1 or Part 2, and are on the eligibility list for principal/vice-principal.

<table>
<thead>
<tr>
<th>Topics may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith dimensions of leadership</td>
</tr>
<tr>
<td>Collaborative decision-making</td>
</tr>
<tr>
<td>Dealing with the media</td>
</tr>
<tr>
<td>Developing crisis plans</td>
</tr>
<tr>
<td>Working with school councils</td>
</tr>
<tr>
<td>The changing role of principal</td>
</tr>
<tr>
<td>Teacher performance appraisal</td>
</tr>
<tr>
<td>Personnel and staffing practices</td>
</tr>
<tr>
<td>Board Policies and Procedures</td>
</tr>
<tr>
<td>Government legislation</td>
</tr>
<tr>
<td>Working with hard and soft data for school improvement</td>
</tr>
</tbody>
</table>

**Practical Activities – based on the Assessment Centre Activities**

<table>
<thead>
<tr>
<th>Practical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing priority analysis through in-basket</td>
</tr>
<tr>
<td>Writing correspondence to various stakeholders</td>
</tr>
<tr>
<td>Participating in leaderless group activities</td>
</tr>
<tr>
<td>Preparing for an interview</td>
</tr>
<tr>
<td>Developing presentations</td>
</tr>
<tr>
<td>Developing and executing oral presentations</td>
</tr>
</tbody>
</table>

**Assignments may include:**

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional reading and presentation (demonstration of involvement at school level in student achievement initiatives)</td>
</tr>
<tr>
<td>Reflections – a collection of reflections from sessions (participants may want to develop a portfolio for future interviews)</td>
</tr>
</tbody>
</table>
Enhancing Service...
Director’s Forums
Principal/Vice-Principal
Mentorship Program
Professional Development for Current Leaders

These sessions are “role-specific” and are designed to allow participants to explore topics related to their current leadership positions. Sessions focus on effective leadership and position-related skills, competencies and general leadership topics. Individuals at this level assume considerable responsibility for identifying personal and professional growth needs and are assisted within the context of their departments by professional affiliations and the Staff Development, Evaluation and Research Department. Sources for these sessions may also include: Departments, the Director’s Conferences for Principals and Vice-Principals, Eastern Ontario Staff Development Network, Ottawa Centre for Research and Innovation, Institute for Catholic Education, Eastern Ontario Catholic Curriculum Cooperative and provincial and national associations.

Director’s Forum

These sessions consist of evening programs throughout the year when individuals are provided with opportunities to network and to engage in discussions, presentations, and/or activities related to leadership and/or current educational issues. Sessions are facilitated by members of the Ottawa-Carleton Catholic School Board Senior Administration and the Staff Development, Evaluation and Research Department and/or by speakers from the larger community.

Participant Profile:
Participation is by invitation of the Director of Education.

Principal/Vice-Principal Mentorship Program

The Principal/Vice-Principal Mentorship Program is an opportunity for individuals to grow professionally within the structure of continuous and ongoing support. Accomplishing personal and professional goals, and gaining professional knowledge and expertise are emphasized in this program and demonstrated through reflective practice in the form of a portfolio.

Depending on the needs of the system, mentorship may occur in a large group setting or in a one-on-one in-school setting. Activities include presentations from a variety of Board personnel, discussions, group decision-making and shared solution activities based on case studies, simulations and/or authentic experience. The OCCSB’s Administrator’s Handbook is used to address administration and organization skills. Prayer is an important component and participants leave the program with a small resource document of prayers and reflections to share with staff. The seven Gospel values in the Board’s Strategic Plan and the Standards of Practice for the Teaching Professional form the framework of the course.

Participant Profile:
Principals and Vice-Principals both new and experienced.
Formal Identification of Leaders

Commitment to Serve...

Advertisement/Qualifications
Selection and Appointment
Responsibility
Eligibility List/Appointments

Training for Leadership

Formal Positions of Added Responsibility

Selection and Appointment
Formal Positions of Added Responsibility
Eligibility List/Appointments
Identifying Leaders

The key to the success of any organization depends a great deal on the quality and effectiveness of the leadership team. The Ottawa-Carleton Catholic School Board has a responsibility to ensure that all staff in positions of added responsibility have the necessary qualifications and reflect the quality and characteristics embedded in the Ottawa-Carleton Catholic School Board’s Mission Statement, Guiding Principles and System Goals. In attempting to meet this objective, the Board continuously addresses a number of matters — namely, the identification, training, selection, and appointment of leaders into positions of formal added responsibility.

Advertisement/Qualifications

On an ongoing basis, the Human Resources Department will prepare and publish anticipated leadership vacancies and the qualifications required of interested candidates. The awareness and publication of such positions will ensure that all qualified and/or interested staff has the opportunity to prepare themselves on a short or long-term basis to seek a greater role in the future direction of the school system.

Training for Leadership Positions

Leadership training is a joint responsibility of the Board and candidates aspiring to positions of added responsibility. A well-planned program of effective, ongoing in-service and staff development programming demonstrates a commitment by the Board to those interested in leadership roles.

Selection and Appointment

The selection and appointment of leaders must be open and fair to all interested candidates. Once self-identified, candidates who wish to pursue a formal leadership position will follow a process with clearly established guidelines for training, application, selection and appointment. This process includes opportunities for counselling and debriefing.

Formal Positions of Added Responsibility

The Human Resources Department will advertise vacant positions and/or eligibility lists for selection as directed by the Executive Committee for formal positions of added responsibility within the Board.

In addition to qualifications and documentation specific to each formal position of added responsibility, candidates must also possess:

- strong leadership abilities;
- curriculum knowledge and effective implementation skills; and
- effective interpersonal and communication skills.

Consultants

The following qualifications and documentation will be required of candidates for Consultants. Candidates for this position must hold a Specialist or Honour Specialist qualification, or the equivalent, in accordance with the Education Act.

Coordinators

Candidates must hold Specialist or Honour Specialist qualifications in accordance with the Education Act. Candidates must also possess qualifications and experience in the appropriate Division (Primary, Junior, Intermediate, Senior).
Curriculum Leaders
Grade 7/8

The school principal appoints Curriculum Leaders. This position is not advertised through the Human Resources Department. Candidates will possess:

- strong leadership abilities;
- curriculum knowledge and effective implementation skills; and
- effective interpersonal and communication skills.

Department Heads

The following qualifications and documentation will be required of candidates for Department Head positions in accordance with timelines stated in the Collective Agreement. Candidates must have at least three (3) years experience in the respective subject area.

Principals/Vice-Principals

The following qualifications and documentation will be required of candidates for Principal/Vice-Principal positions in accordance with established timelines.

Candidates for these positions must have evidence of completion of the following:

- A minimum of five (5) years teaching experience in at least two (2) divisions (Primary, Junior, Intermediate, Senior) and preferably in more than one OCCSB school;
- Religious Education Part 1;
- Special Education Part 1;
- Completion of Parts 1 and 2 of the Ontario Principal’s Qualifications Program prior to appointment;
- Experience in Curriculum Review, Development and Implementation in the Board or at the Ministry level or post-graduate curriculum course; and
- For Principal candidates, a minimum of two (2) years experience as Vice-Principal, Consultant or Coordinator.

Candidates will be required to provide a current pastoral reference upon application. In addition, candidates must have written assessments from their two most recent supervisors (minimum one school year working relationship) and one other of the candidate’s choice (if desired by candidate). Written assessments reflect supervisor’s comments on:

- Catholic leadership;
- Curriculum knowledge;
- Organizational and administrative ability;
- Interpersonal and communication skills;
- Professional involvement and/or contribution to school;
- Evidence of demonstrated excellence in present position;
- Familiarity with/use of technology;
- Overall assessment of candidate; and
- Readiness of candidate.

NOTE: For admission to the Principal’s Qualification Program, the following is required:

1. Concentration in Basic Training in three divisions to include the Intermediate Division.
2. Five years teaching experience.
3. One of the following:
   a) Master’s degree or Doctorate that is an acceptable university degree;
   b) One-half Master’s degree and one Specialist or Honour Specialist;
   c) Two Specialist or Honour’s Specialist;
   d) Graduate courses that are acceptable to the College Registrar and are equivalent to the number of graduate courses that are required to qualify for a Master’s degree that is an acceptable university degree.
Special Project Assignment Teachers

The following qualifications and documentation will be required of candidates for Special Project Assignment Teachers positions:

- strong leadership abilities;
- curriculum knowledge and implementation skills; and
- effective interpersonal and communication skills.

Teacher Designate

The school principal appoints the Teacher Designate. This position is not advertised through Human Resources. Candidates will possess:

- strong leadership abilities;
- curriculum knowledge and effective implementation skills; and
- effective interpersonal and communication skills.

Selection Process for Vice- Principals and Principals

“The mobility of the task to which educators are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by work but also by every gesture of their behaviour.”

—The Sacred Congress for Catholic Education
—The Catholic School

Formal Selection of Leaders

A Selection Committee will evaluate candidates, who apply for a vice-principal or principal position. The committee may be composed of Executive Staff, Human Resources Staff, and may include a current principal(s) in the system. The areas to be evaluated include:

Experience/Qualifications

As presented in the candidate’s application form, factors to be evaluated are:

- Commitment to Catholic leadership
- Years of experience
- Kinds/types of experience
- Philosophy of Education
- Academic/professional credentials
- Additional qualifications/courses
- Leadership positions
- Leadership history and accomplishments
- Community service

References/Performance Appraisal

- Candidate Assessment Forms
- Teaching Curriculum Vitae Form
- Performance Appraisals
- Letters of Reference – (references may be requested to attend an interview with the Selection Committee)

Assessment Centre Activities

Activities may include the following:

- In-basket
- Written Correspondence
- Leaderless Group Activity

Assessment Centre Activities are tasks that must be completed within an established time frame. Tasks may evolve and change over time based on system needs and candidate feedback. Observers (trained assessors) evaluate the effectiveness of the participants in the activities and assist in the marking of these assignments. Candidates are invited to an Assessment Centre pre-service prior to the Assessment Centre Activity Day.
Interview
- The interview team is composed of members of the Selection Committee and the Executive Committee.
- Trustees may be invited to participate.

Initial Screening
The Selection Committee considers all of the following components in the initial screening of candidates and then makes recommendations to proceed to the final selection process:
- Qualifications
- Experience
- References
- Performance Appraisals
- Candidate Assessment Forms

Final Screening
In addition to all of the above components, candidates undergo a final screening process that includes:
- Assessment Centre Activities
- Interview

Weighting Factors
The Selection Committee will recommend candidates for vice-principal or principal to the Executive Committee and the Director of Education based on designated weighting factors. The following weighting factors will be applied consistently:
- Experience/Qualifications
- References/Performance Appraisals/Candidate Assessment Forms
- Assessment Centre Activities
- Interview

Eligibility List/Appointments
The Selection Committee considers all components of the screening stages, and the results, and makes recommendations of candidates for the eligibility list to the Executive Committee and the Director of Education for their consideration.

Once the Director of Education has made the final selections for the eligibility list, the Human Resources Department will advise the candidates interviewed of the outcome. For the purpose of professional growth, all candidates interviewed are invited to attend a debriefing session by the members of the Selection Committee.

Successful candidates are placed on an eligibility list and are eligible for selection for vacant positions for a period of three years. The list is unranked and the number of candidates on the list is made public by the Human Resources Department upon request.

When confirmed formal positions of added responsibility occur, candidates on the eligibility list will be appointed based on the Executive Committee nominations to the Director of Education and subject to the approval of the Board of Trustees.

Candidates on the eligibility list who are not appointed within the three year timeline will be required to:
- Provide current curriculum vitae including a Candidate Assessment Form from a current Supervisor.
- Attend an interview.

The Interview Committee will then decide if the candidate is to be placed on the eligibility list for another three years.
Appendices

Teaching Curriculum
Vitae

Candidate Assessment
Form
Teaching Curriculum Vitae Form For Positions Of Responsibility

SECTION A

PART I   TEACHING CERTIFICATES/QUALIFICATIONS

As Per Ontario Teachers’ Qualifications: (Copy Attached)

Primary  □  Intermediate  □  Junior  □  Senior  □

Additional Qualifications

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Degrees (Specify Type Of Degree - Major Subject Or Specialization, University):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Present Category Placement: ________________________________
## Teaching Curriculum Vitae Form For Positions Of Responsibility

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

### PART II  NUMBER OF YEARS TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th></th>
<th>Years</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) With the Ottawa-Carleton Catholic School Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) With Other School Boards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Outside Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Years of Teaching Experience as of June 30th of the Current School Year

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>BOARD</th>
<th>GRADE LEVEL</th>
<th>SUBJECT</th>
<th>FROM (YEARS)</th>
<th>TO</th>
</tr>
</thead>
</table>
Teaching Curriculum Vitae Form For Positions Of Responsibility

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

PART III  IN VolvEMENT IN THE TEACHING FIELD
Complete In Detail, Noting The Degree Of Responsibility Or Participation And The Number Of Years Of Involvement For Each Activity:

A. In The School (Graduation, Science Club, Development Of New Courses, Coaching, Drama, Etc.)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ROLE</th>
<th>DATES</th>
<th>HOW LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Teaching Curriculum Vitae Form For Positions Of Responsibility

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

B. **In The System** (Curriculum Committees, Subject Council, Etc.)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ROLE</th>
<th>DATES</th>
<th>HOW LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Curriculum Vitae Form For Positions Of Responsibility

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. In The Profession

I. Ministry committees
II. Board committees
III. Federation (OECTA/AEFO) committees
IV. Other committees

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ROLE</th>
<th>DATES</th>
<th>HOW LONG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching Curriculum Vitae Form For Positions Of Responsibility

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

**PART IV  Leadership Experience**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>LOCATION</th>
<th>DATES</th>
<th>HOW LONG</th>
</tr>
</thead>
</table>

Leadership Training (Courses) Leadership Workshops, Seminars, Principals’ Courses, Etc.

<table>
<thead>
<tr>
<th>TITLE OF COURSE</th>
<th>INSTITUTION/ORGANIZATION PRESENTING</th>
<th>DATES</th>
<th>HOW LONG</th>
</tr>
</thead>
</table>
Teaching Curriculum Vitae Form For Positions Of Responsibility

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

**PART V Community/Parish Involvement**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>ORGANIZATION</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the above information is correct and complete.

__________________________________________
Signature

__________________________________________
Date
Teaching Curriculum Vitae Form For Positions Of Responsibility

SECTION B

PART I

BASIC REQUIREMENTS

An applicant is expected to have the following personal qualifications:

1. A variety of teaching and responsibility assignments.
2. Personal characteristics that would ensure working effectively with staff, students, parents and the community in general.
3. Evidence of dedication to improvement and support for the OCCSB, its schools and programs.
4. Background and/or experience in dealing with computers and technology in education.
5. Dedication and support for Catholic education.

PLEASE COMMENT ON YOUR OWN PERSONAL QUALIFICATIONS IN LIGHT OF THE ABOVE.
(Maximum 500 words)

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
**Teaching Curriculum Vitae Form For Positions Of Responsibility**

<table>
<thead>
<tr>
<th>SURNAME</th>
<th>GIVEN NAMES</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

**PART II**

**PLEASE PROVIDE A WRITTEN ANSWER TO THE FOLLOWING QUESTION:**

“As a potential leader in the OCCSB, please describe your Philosophy of Education.”

(Maximum 500 words)

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
Candidate Assessment Form

Position applied for: ____________________________________________ Competition # ____________

Name of Candidate: ________________________________________________________________________

Name of Supervisor: ________________________________________________________________________

Position of Supervisor: ______________________________________________________________________

CATHOLIC LEADERSHIP

CURRICULUM KNOWLEDGE
Candidate Assessment Form

Position applied for: ____________________________________________ Competition # __________
Name of Candidate: __________________________________________

ORGANIZATIONAL AND ADMINISTRATIVE ABILITY

INTERPERSONAL AND COMMUNICATION SKILLS
(students, staff and parents) including Conflict Resolution
Candidate Assessment Form

Position applied for: ____________________________________________ Competition # ________________
Name of Candidate: ____________________________________________

PROFESSIONAL INVOLVEMENT AND/OR CONTRIBUTION TO SCHOOL

EVIDENCE OF DEMONSTRATED EXCELLENCE IN PRESENT POSITION
Candidate Assessment Form

Position applied for: ____________________________________________ Competition # __________

Name of Candidate: ________________________________________________________________________

FAMILIARITY WITH/USE OF TECHNOLOGY

OVERALL ASSESSMENT OF CANDIDATE
Candidate Assessment Form

Position applied for: ____________________________________________ Competition # ____________
Name of Candidate: ________________________________________________________________________

READINESS OF CANDIDATE

a) In your professional opinion, is this candidate completely ready to assume this position of added responsibility at this time?

Yes ☐ No ☐

b) If YES, please comment:

__________________________________________ ___________________________________

c) If NO, which areas do you suggest for personal or professional development before this candidate re-applies?

__________________________________________ ___________________________________

Signature of Supervisor Date