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# Near North District School Board

## LEADERSHIP



## PROGRAM

*Our mission is to educate learners to their fullest potential in preparation for life-long learning.*

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## **Section A**

Ontario's Leadership Framework

Leader Practices and Competencies

Near North District School Board

# LEADERSHIP FRAMEWORK FOR PRINCIPALS AND VICE-PRINCIPALS

## PART 1: PRACTICES AND COMPETENCIES

### Understanding the framework

The leadership framework for principals and vice-principals consists of two parts:

- Part 1: Leader Practices and Competencies is displayed on this page
- Page 2: System Practices and Procedures is displayed on a separate page.

The System Practices and Procedures portion of the framework is common to both the framework for principals and vice-Principals and the framework for supervisory officers.

### Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature of Ontario's communities
- Leadership is contextual and multi-dimensional
- The practices and competencies of leaders will evolve as leaders move through a variety of career stages
- Leadership practices and competencies are distributed members of school and system professional learning teams working together to accomplish goals

### SETTING DIRECTIONS

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

### PRACTICES

The principal:

- Ensures the vision is clearly articulated, shared, understood and acted upon by all;
- Works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;
- Demonstrates the vision and values in everyday work and practice;

- Motivates and works with others to create a shared culture and positive climate;
- Ensures creativity, innovation and the use of appropriate technologies to achieve excellence;
- Ensures that strategic planning takes account of the diversity, values, and experience of the school community;
- Provides ongoing and effective communication with the school community.

### COMPETENCIES

#### Skills:

The principal is able to:

- Think strategically and build and communicate a coherent vision in a range of compelling ways;
- Inspire, challenge, motivate and empower others to carry the vision forward;
- Model the values and vision of the board;
- Actively engage the diverse community, through outreach, to build relationships and alliances.

#### Knowledge:

The principal has knowledge and understanding of:

- Local, national and global trends;
- Ways to build, communicate and implement a shared vision;
- Strategic planning processes;
- Ways to communicate within and beyond the school
- New technologies, their use and impact;
- Leading change, creativity and innovation.

#### Attitudes:

The principal demonstrates:

- Commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable;
- A belief that all students can learn;
- Commitment to an inclusive, respectful, equitable school culture.

### BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

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

### PRACTICES

The principal:

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- Develops effective strategies for staff induction, professional learning and performance review;
- Engages staff in professional learning;
- Develops and implements effective strategies for leadership development;
- Uses delegation effectively to provide opportunities for staff to self-actualize;

- Acknowledges and celebrates the achievements of individuals and teams;
- Encourages colleagues to take intellectual risk;
- Leads by example, modeling core values;
- Demonstrates transparent decision-making and consistency between words and deeds;
- Maintains high visibility in the school and quality interactions with staff and students.

### COMPETENCIES

#### Skills:

The principal is able to:

- Foster an open, fair and equitable culture;
- Develop, empower and sustain individuals and teams;
- Give and receive effective feedback;
- Challenge, influence and motivate others to attain high goals;
- Communicate effectively with a diverse range of people, including the public and media;
- Manage conflict effectively;
- Listen empathetically and actively;
- Foster anti-discriminatory principles and practices.

#### Knowledge:

- The significance of interpersonal relationships, adult learning and models of continuing professional learning;
- Strategies to promote individual and team development;
- The relationship between performance management and school improvement;
- The impact of change on organizations and individuals.

#### Attitudes:

The principal demonstrates:

- Commitment to effective working relationships;
- Commitment to shared leadership for improvement;
- Commitment to effective teamwork;
- Confidence, optimism, hope, and resiliency;
- Integrity.

### DEVELOPING THE ORGANIZATION

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

### PRACTICES

The principal:

- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities;
- Nurtures and empowers a diverse workforce;
- Provides equity of access to opportunity and achievement
- Supervises staff effectively;
- Uses performance appraisal to foster professional growth;

- Challenges thinking and learning of staff to further develop professional practice;
- Develops a school culture which promotes shared knowledge and shared responsibility for outcomes.

#### COMPETENCIES

##### Skills:

The principal is able to:

- Create efficient administrative routines to minimize efforts on recurring and predictable activities;
- Collaborate and network with others inside and outside the school;
- Perceive the richness and diversity of school communities;
- Foster a culture of change;
- Engage in dialogue which builds community partnerships;
- Listen and act on community feedback;
- Engage students and parents.

##### Knowledge:

The principal has knowledge and understanding of:

- Building and sustaining a professional learning community;
- Change management strategies;
- Models of effective partnership;
- Strategies to encourage parent involvement;
- Ministry policies and procedures;
- Models of behavior and attendance management.

##### Attitudes:

The principal demonstrates:

- Acceptance of responsibility for school climate and student outcomes;
- Ethical behavior.

#### LEADING THE INSTRUCTIONAL PROGRAM

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

#### PRACTICES

The principal:

- Ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress;
- Ensures that learning is at the centre of planning and resource management;
- Develops professional learning communities to support school improvement;
- Participates in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals;
- Provides resources in support of curriculum instruction and differentiated instruction;
- Buffers staff from distractions that detract from student achievement;

- Implements strategies which secure high standards of student behavior and attendance;
- Fosters a commitment to equity of outcome and to closing the achievement gap.

#### COMPETENCIES

##### Skills:

The principal is able to:

- Demonstrate the principles and practice of effective teaching and learning;
- Access, analyze and interpret data;
- Initiate and support an inquiry-based approach to improvement in teaching and learning;
- Establish and sustain appropriate structures and systems for effective management of the school;
- Make organizational decisions based on informed judgments;
- Manage time effectively;
- Support student character development strategies.

##### Knowledge:

The principal has knowledge and understanding of:

- Strategies for improving achievement;
- Effective pedagogy and assessment;
- Use of new and emerging technologies to support teaching and learning;
- Models of behavior and attendance management;
- Strategies for ensuring inclusion, diversity and access;
- Curriculum design and management;
- Tools for data collection and analysis;
- School self-evaluation;
- Strategies for developing effective teachers and leaders;
- Project management for planning and implementing change;
- Legal issues;
- The importance of effective student character development.

##### Attitudes:

The principal demonstrates:

- Commitment to raising standards for all students;
- Commitment to equity of outcome and closing the achievement gap;
- Belief in meeting the needs of all students in diverse ways;
- Commitment to sustaining a safe, secure and healthy school environment;
- Commitment to upholding human rights.

#### SECURING ACCOUNTABILITY

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

#### PRACTICES

The principal:

- Ensures individual staff accountabilities are clearly defined,

understood, agreed to and subject to rigorous review and evaluation;

- Measures and monitors teacher and leader effectiveness through student achievement;
- Aligns school targets with board and provincial targets;
- Supports the school council so it can participate actively and authentically in its advisory role;
- Develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g. ministry, board, parents, community);
- Reflects on personal contribution to school achievements and takes account of feedback from others;
- Participates actively in personal external evaluation and makes adjustments to better meet expectations and goals;
- Creates an organizational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements;
- Makes connections to ministry goals to strengthen commitment to school improvement efforts;
- Develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan.

#### COMPETENCIES

##### Skills:

The principal is able to:

- Engage the school community in the systematic and rigorous evaluation of school effectiveness;
- Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school;
- Combine the outcomes of regular school self-review with provincial and other external assessments for school improvement.

##### Knowledge:

The principal has knowledge and understanding of:

- Accountability frameworks including self-evaluation;
- The contribution that education makes to developing, promoting and sustaining a fair and equitable society;
- The use of a range of evidence to support, monitor, evaluate and improve school performance;
- The principles and practices of performance management.

##### Attitudes:

The principal demonstrates:

- Commitment to individual, team and whole-school accountability for student outcomes;
- Commitment to the principles and practices of school self-evaluation;
- Commitment to personal self-evaluation

## FRAMEWORK FOR TEACHERS ASPIRING TO ADMINISTRATIVE POSITIONS

Setting Direction	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program	Securing Accountability
<b>PRACTICES</b>				
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Demonstrates the school vision and values in everyday work</li> <li>• Motivates and works with others to create a shared culture and positive climate</li> <li>• Models the use of appropriate technologies</li> <li>• Strategically plans their delivery of program</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Treats people fairly, equitably and with dignity and respect</li> <li>• Acknowledges achievement of others</li> <li>• Encourages colleagues to take intellectual risks</li> <li>• Leads by example in developing relationships</li> <li>• Maintains a high profile in the school and builds quality relationships with a wide range of staff</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Builds a collaborative learning environment within their classroom</li> <li>• Supervises students effectively both within the classroom on all school property and during school sponsored activities</li> <li>• Volunteers to assist in school-level activities that foster a safe and caring environment</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Focuses on student achievement with the use of data to guide instruction</li> <li>• Plans with learning at the centre</li> <li>• Actively participates in the PLC's (TLCP's)</li> <li>• Acquires resources in support of their program</li> <li>• Buffers students from distractions</li> <li>• Implements practices that provide for high standards of student behavior and attendance</li> <li>• Sets high expectations for all students</li> <li>• Sets preferred and predicted targets</li> <li>• Actively participates in the moderation of student work</li> <li>• Utilizes early and focused interventions for struggling students</li> <li>• Employs a variety of methods to monitor literacy and mathematics acquisition</li> <li>• Provides differentiated instruction</li> <li>• Promotes higher order and critical thinking skills</li> <li>• Effectively utilizes I.E.P.'s</li> <li>• Embeds problem solving in the teaching of mathematics</li> <li>• Utilizes the NNDSB curriculum documents in delivering program</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Ensures student accountability</li> <li>• Engages parents</li> <li>• Works with administration in reviewing the success of their students</li> <li>• Reflects on personal success in the role</li> <li>• Actively engages in their performance appraisal process</li> <li>• Creates a classroom context that reflects the school's values</li> <li>• Responds in a timely manner to administrative requests</li> <li>• Performs all assigned duties effectively</li> </ul>

Setting Direction	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program	Securing Accountability
<b>SKILLS</b>				
<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>Inspire, motivate and challenge others to carry the vision forward</li> <li>Demonstrate the values of the school</li> </ul>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>Foster an open, fair and equitable classroom culture</li> <li>Give and receive effective feedback</li> <li>Communicate effectively in all forums</li> <li>Listen empathetically</li> <li>Foster anti-discrimination principles in their classroom</li> <li>Manage student behavior effectively</li> </ul>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>Collaborate and network with those in the school</li> <li>Foster and support change in the school</li> <li>Foster and engage in dialogue leading to improvement</li> </ul>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>Demonstrate the principles and practice of effective teaching and learning</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>Engages in self evaluation</li> <li>Collects and uses a wide range of data to understand strengths and weaknesses</li> <li>Utilizes the data warehouse</li> </ul>
<b>KNOWLEDGE</b>				
<p>The teacher knows about:</p> <ul style="list-style-type: none"> <li>School and board directions</li> <li>Strategic planning from a classroom perspective</li> <li>New technologies, their use and impact</li> <li>Change and leading change</li> </ul>	<p>The teacher knows about:</p> <ul style="list-style-type: none"> <li>The significance of interpersonal relationships</li> <li>Strategies to leading and participating on committees</li> <li>Emotional intelligence and understands their strengths</li> </ul>	<p>The teacher knows about:</p> <ul style="list-style-type: none"> <li>Professional learning communities</li> <li>Strategies to encourage teachers to change practice</li> <li>Strategies to improve parent involvement</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>Has the knowledge to achieve the aforementioned</li> </ul>	<p>The teacher knows about:</p> <ul style="list-style-type: none"> <li>The use of a range of evidence to support, monitor, evaluate and improve student performance</li> <li>The accountability framework</li> </ul>
<b>ATTITUDES</b>				
<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> <li>Commitment to setting and achieving ambitious goals</li> <li>A belief that all children can learn</li> <li>A commitment to inclusive, respectful and equitable classrooms</li> </ul>	<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> <li>A commitment to effective working relationships</li> <li>Integrity, confidence, optimism and hope</li> </ul>	<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> <li>Acceptance of responsibility assisting in the development of a positive culture</li> <li>Ethical behavior</li> </ul>	<p>The teacher is:</p> <ul style="list-style-type: none"> <li>Committed to teaching</li> </ul>	<p>The teacher demonstrates:</p> <ul style="list-style-type: none"> <li>A commitment to individual, team and school accountability</li> <li>A commitment to self evaluation</li> </ul>

**Section B**

Aspiring School

Leaders

Near North District School Board

## **WHAT ARE THE PROFESSIONAL DEVELOPMENT PATHWAYS?**

The Professional Development Pathways are pathways for specific groups of individuals with established roles, responsibilities and program components. It is anticipated that individuals will move from one Pathway to another over the course of their career.

The Near North District School Board Leadership Program involves a series of six Pathways:

### **Pathway 1:**

Pre-Aspiring Teachers – includes teachers who have been identified as individuals with strong leadership characteristics;

### **Pathway 2:**

Aspiring Teachers – includes teachers who have acknowledged an interest in/or are currently involved in school/system level leadership and have undertaken steps to become qualified;

### **Pathway 3:**

Newly Appointed Vice-Principals – includes vice-principals in the first two years of practice;

### **Pathway 4:**

Experienced Vice-Principals – includes vice-principals with more than two years of experience;

### **Pathway 5:**

Newly Appointed Principals – includes principals within the first two years of practice; and,

### **Pathway 6:**

Experienced Principals – includes principals with more than two years of experience.

<b>PATHWAYS 1 AND 2</b>	<b>PRE-ASPIRING AND ASPIRING TEACHERS</b>
<b>Roles and Responsibilities</b>	
Director	1. Be aware of those who are interested and meet these individuals during school tours.
Superintendent	1. Ensure principals identify teachers with strong leadership characteristics. 2. Meet with the teachers and encourage participation in the Leadership Program.
Principal	1. Identify teachers, mentor and guide. 2. Provide school-wide leadership opportunities. 3. Ensure Superintendent Responsible for the Leadership Development is aware of the individual. 4. Mentor and assist in preparation for interviews.
Superintendent Responsible for Leadership Development	1. Establish a list of all teachers on track. 2. Establish contact with all teachers on track. 3. Establish and implement a Board Leadership Development Strategy. 4. Identify appropriate avenues for individuals to gain system level experience. 5. Assist in the development of a Performance Plan and a Growth Plan. 6. Assist in preparation for interviews. 7. Make available applications and qualification information. 8. Review the personal services contract and answer any questions. 9. Consult with the principal in terms of all of the above.
Program Components	1. Established Annually.

<b>PATHWAYS 3 AND 4</b>	<b>NEWLY APPOINTED AND EXPERIENCED VICE-PRINCIPALS</b>
<b>Roles and Responsibilities</b>	
Director	<ol style="list-style-type: none"> <li>1. Provide the Superintendent Responsible for the Board Leadership Development Strategy with direction on mentorship/leadership programs.</li> <li>2. Request updates on progress from the Superintendent and/or the Superintendent Responsible for Leadership Development.</li> <li>3. Discuss plans, career paths and other issues as identified.</li> </ol>
Superintendents of Schools	<ol style="list-style-type: none"> <li>1. Within portfolios, ensure appropriate professional development is being provided.</li> <li>2. Review learning, performance and growth plans.</li> <li>3. Visit classrooms.</li> <li>4. Discuss involvement in the Leadership Program.</li> <li>5. Assign a mentor, discuss role of mentor and status of relationship.</li> <li>6. Develop collaboratively The Annual Growth Plan.</li> </ol>
Principals	<ol style="list-style-type: none"> <li>1. Assist in the development of Learning, Performance and Growth Plans.</li> <li>2. Evaluate as required, once every five years for experienced Vice-Principals, in their second year for newly appointed.</li> <li>3. Ensure broad leadership opportunities are available.</li> <li>4. Ensure participation in the Program.</li> </ol>
Superintendent Responsible for Leadership Development	<ol style="list-style-type: none"> <li>1. Establish a mentoring program/relationship and monitor the progress.</li> <li>2. Assist in the establishment of Learning, Performance and Growth Plans, as required.</li> </ol>
Program Components	<ol style="list-style-type: none"> <li>1. Established Annually.</li> </ol>
Formal Mentoring Relationship	<ol style="list-style-type: none"> <li>1. Consultation/collaboration in preparation of Annual Growth Plan.</li> </ol>

<b>PATHWAYS 5 AND 6</b>	<b>NEWLY APPOINTED AND EXPERIENCED PRINCIPALS</b>
<b>Roles and Responsibilities</b>	
Director	<ol style="list-style-type: none"> <li>1. Identify members and provide the Superintendent Responsible for Leadership Development with direction.</li> <li>2. Request updates on progress from the Superintendent Responsible for Leadership Development.</li> </ol>
Superintendent	<ol style="list-style-type: none"> <li>1. Ensure appropriate professional development is being provided.</li> <li>2. Review learning, performance and growth plans.</li> <li>3. Discuss involvement in the Leadership Program.</li> <li>4. Discuss role of mentor and status of relationship.</li> <li>5. Evaluate as required, once every five years for experienced Principals, in their second year for newly appointed.</li> </ol>
Superintendent Responsible for Leadership Development	<ol style="list-style-type: none"> <li>1. Establish a mentoring program/relationship and monitor the progress.</li> <li>2. Assist in the establishment of a Learning, Performance and Growth Plan, as required.</li> </ol>
Program Components	<ol style="list-style-type: none"> <li>1. Established Annually.</li> </ol>
Formal Mentoring Relationship	<ol style="list-style-type: none"> <li>1. Consultation/collaboration with newly appointed Principals in preparation of Annual Growth Plan.</li> </ol>

**WHAT IS THE NEAR NORTH DISTRICT SCHOOL BOARD LEADERSHIP PROGRAM OFFERING?**

Each year the Superintendent Responsible for the Board Leadership Development Strategy and the Steering Committee will set goals and plan a comprehensive program for aspiring school leaders. The Supervisory Officer will be responsible for the establishment and delivery of the program, as defined by candidate interests.

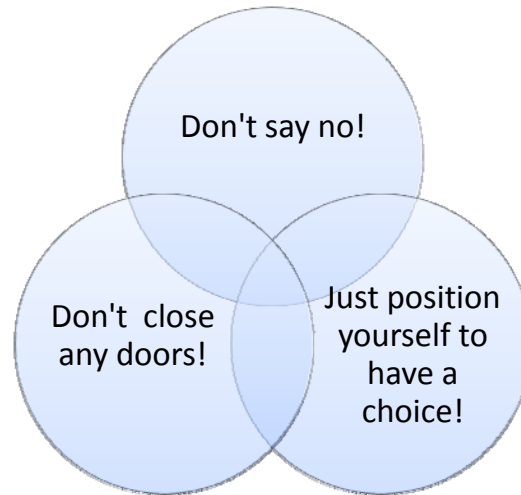
**Section C**

Recruitment

Package

Near North District School Board

## **THINKING ABOUT BECOMING A PRINCIPAL?**



-Barry O'Connor

### **Why might I be interested?**

There are some common motivators for becoming a Principal/Vice-Principal.

- Opportunity for new professional challenges.
- Opportunity to positively influence school effectiveness.
- Personal growth.
- Opportunity to make a difference for children/students.
- Desire to make a difference.
- Belief in your leadership qualities.

### **Why might I not be interested?**

Rank order of the top five inhibitors to becoming an Administrator.

The responses would indicate that the following were the main inhibitors for becoming an Administrator for our teacher respondents.

- Currently quite happy within existing role/teacher career
- Increased stress
- Family responsibilities
- Cost of becoming qualified
- Increased time commitment (more meetings, longer days).
- Discipline problems.

### **How do I know I am ready?**

Your principal is likely in the best position to judge your readiness and suitability for an administrative position. Opportunities may exist within the Near North District School Board Leadership Program to job-shadow a Principal or a Vice-Principal. This may help you understand some facets of the role of Vice-Principal or Principal.

### **What is the necessary qualification?**

Interested candidates are encouraged to consult the Ontario College of Teachers or a Principal's Qualification Program provider for current and comprehensive information. Generally speaking, the Principal's Qualification Program is organized into three parts: Part I, a Practicum, and Part II.

### **Practicum**

The practicum is a required component of the Principal's Qualification Program (P.Q.P.). Candidates must successfully complete the practicum prior to being admitted to Part II. The practicum is a structured leadership and educational experience where candidates integrate what they have learned from Part I of the P.Q.P. and apply this to a real-life situation. The practicum includes at least sixty hours of experiential learning for the candidate of which up to twenty hours may be spent job-shadowing a mentor or existing school administrator.

### **What qualifications do I need to be accepted into the P.Q.P.?**

The qualifications for the P.Q.P. are Ministry-regulated, and are as follows:

#### *Section 44 Ontario College of Teachers Act, 1996 Regulations*

44. An application for admission to the Principal's Qualification Program must,
- a. Hold an acceptable university degree;
  - b. Hold a certificate of qualification or interim certificate of qualification;
  - c. Hold concentrations in three divisions, including the intermediate division, as indicated on the applicant's certificate of qualification;
  - d. Provide evidence of at least five years of successful teaching experience in a school providing elementary or secondary education, as certified by the appropriate supervisory officer or, in the case of experience outside Ontario, by the appropriate supervisory official; and,
  - e. Hold or provide evidence of one of the following:
    - a. A specialist or honor specialist qualification as indicated on the applicant's certificate of qualification and,
      - i. Successful completion of at least half the number of courses required to qualify for a Master's degree that is an acceptable university degree, or

- ii. An additional specialist or honor specialist qualification as indicated on the applicant's certificate of qualification.
- b. A Master's degree or Doctorate that is an acceptable university degree.
- c. Successful completion of such number of graduate university courses as is equivalent to the number of graduate university courses that are required to qualify for a Master's degree that is an acceptable university degree.

Otherwise stated, the pre-requisites for the P.Q.P. are:

- That you are registered with the Ontario College of Teachers;
- That you have a minimum of five years of successful teaching experience certified by the signature of a Supervisory Officer;
- You hold, or can provide evidence of holding, qualifications in the Intermediate division AND at least two of the remaining three (Primary, Junior, or Senior);
- You hold, or can provide evidence of holding, two specialist qualifications, OR one specialist qualification and half credits towards a Master's degree OR a Master's degree;
- Additionally, Part II of the P.Q.P. requires that you hold Part I of the P.Q.P., and that you can show evidence of successfully completing the Practicum.

### **When and where are the P.Q.P. courses available?**

A number of institutions offer the Principal Qualification Program. The Program is structured and supervised by the Ontario College of Teachers. Examples include:

- Nipissing University
- Ontario Principals' Council
- Ontario Institute for Studies in Education (U. of T.)
- Other providers are posted on the Ontario College of Teachers website.

### **What are the terms and conditions of employment as an administrator?**

The Terms and Conditions Committee of the local Ontario Principals' Council meets with the Board to determine the contract. Although the contract is a personal services contract, the Terms and Conditions are set for the group.

Prospective administrators are often concerned about job security, seniority and placement. The contract with the Board and Provincial Regulations govern these issues. In essence, Principals/Vice-Principals have support through the Ontario Principals' Council and through the local Near North Principals' Council.

Other specifics of the Terms and Conditions can be provided through contact with your Principal or the Superintendent responsible for Leadership Development.

### **What professional development supports are available?**

Administrators are allocated an annual allowance that may be used to support personal professional development costs. Other professional development opportunities are available.

**What are the next steps for moving towards becoming a Principal/Vice-Principal?**

1. Have a focused discussion with your Principal about the role and your suitability.
2. Consider consulting the Succession Planning Committee and/or the Near North Principals' Council.
3. Call the Superintendent responsible for the Board Leadership Development Strategy for assistance.

**Section D**

Principal-Vice/Principal

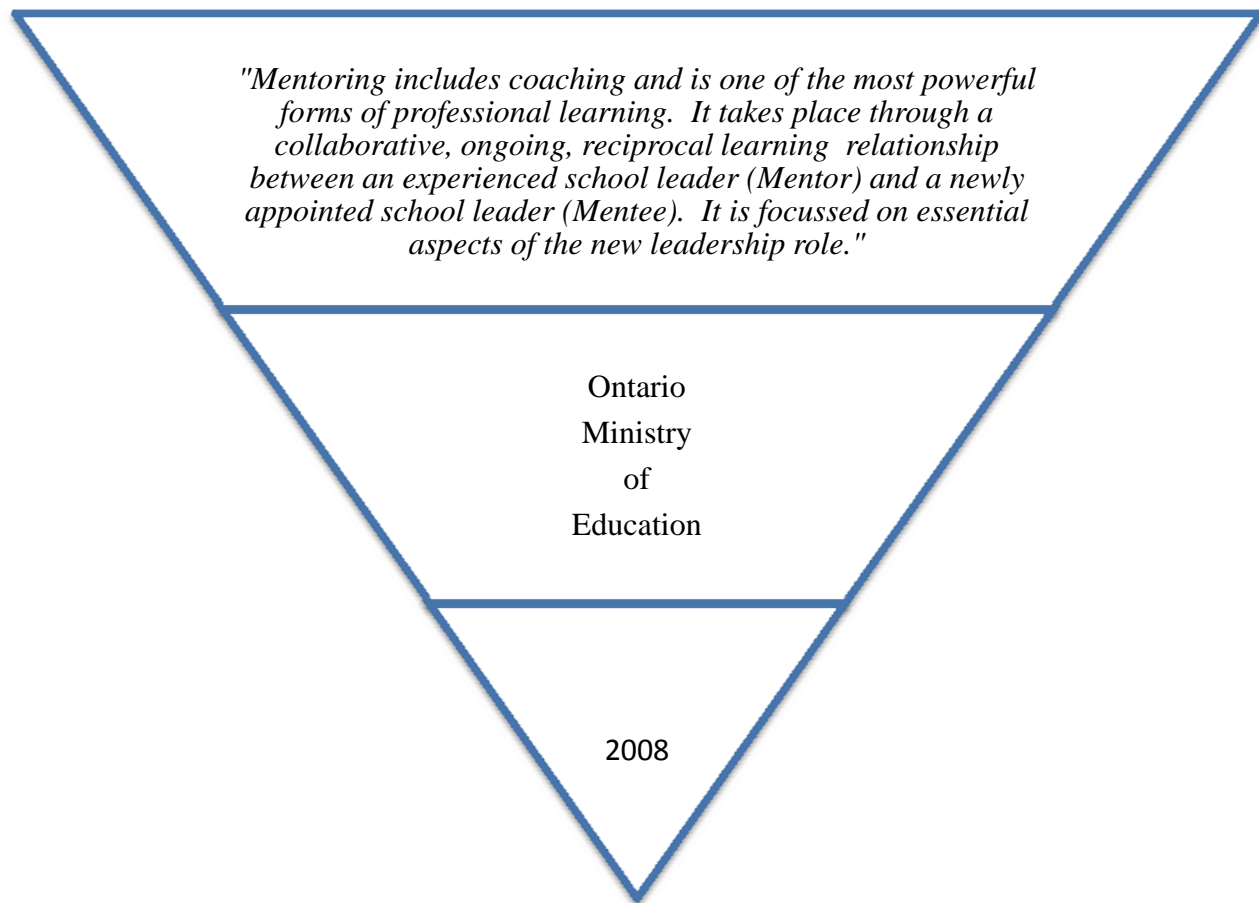
Mentoring Program

Near North District School Board

## **Mentoring and Leadership in Near North District School Board**

### **Who is eligible?**

Newly appointed Principals and Vice-Principals in their first and second year in that role. They may be in acting positions.



## **Program**

Mentoring is a dynamic, mutually beneficial relationship in a work environment involving the pairing of a respected, experienced administrator with a Mentee, aimed at promoting career development.

The overarching purpose of the Near North District School Board Principal/Vice-Principal Mentoring Program is to provide newly appointed school leaders with an effective, well-trained mentor to support their transition into the leadership role.

Mentoring provides benefits for both parties in the relationship.

### **Mentors gain a:**

- satisfaction from helping a colleague;
- an opportunity to reflect on personal skills;
- validation for expertise attained over the years.

### **Mentees, on the other hand, enjoy:**

- learning from someone who knows the system;
- an opportunity to take risks with a safety net;
  - a vehicle to build confidence and competence;
- an opportunity for continual learning in leadership theory.

### **The Near North District School Board also benefits from the Mentoring Program in terms of achieving:**

- an organized process for leadership succession planning;
  - effective transfer of leadership skills;
- a mechanism for diffusing the Board's leadership vision throughout the system.

## **Mentoring and Leadership**

### **Why Mentoring:**

School Leaders have a primary role in setting the vision and working in partnership with staff, students, parents, and the community to focus on student achievement and well-being. They serve as role models and community leaders, leading schools toward excellence through collaborative goal-setting and fostering collaborative learning cultures. They guide improvements in instruction by gathering and analyzing data effectively and inspiring staff to seek opportunities for continuous professional growth and development. School leaders oversee school operations and align resources to match priorities and they partner with parents to help students achieve their best. To succeed in this important and complex role, Principals and Vice-Principals require a network of supports ranging from peer support to professional learning opportunities offered through the Ministry, School Boards and Principal Associations.

The first two years in a school leadership role are both rewarding and challenging. Newly appointed Principals and Vice-Principals are making the transition to the role, enhancing their leadership practices and competencies, building relationships with the school community, and at the same time implementing key school, Board and Provincial priorities.

Mentoring is a powerful stimulus for the professional learning of new leaders. At the heart of it, mentoring provides support tailored to the unique role of newly appointed school leaders so they can be successful in this important stage of their leadership career. In the face of multiple demands and priorities, mentoring can accelerate learning, reduce isolation and increase the confidence and skill of newly appointed school leaders.

### **Fostering a Collaborative Learning Culture through Mentoring**

Collaborative learning cultures in schools and Boards are characterized by educators learning from each other as they work together with a common focus on improved student achievement and well-being. Mentoring can foster a collaborative learning culture within schools and school Boards by building capacity for the skills and approaches that contribute to shared learning and professional dialogue. A number of current provincial initiatives have a mentoring and/or coaching component (e.g., mentoring for literacy coaches, mentoring for student success leaders and the mentoring component of the New Teacher Induction Program (N.T.I.P.)). An additional mentoring support for some secondary newly appointed school leaders is through the Student Success/Learning to 18 – School Support Initiative. This initiative offers differentiated support to some school Boards and is targeted to schools where support for the Principal as the instructional leader will lead to better outcomes – graduation from high school – for students who are capable of graduating, but not on track to do so. The Principals of these selected schools are supported by a former secondary school administrator who will coach and guide them through the implementation of the initiative and support the focus on closing the gaps and improving student achievement.

Board leads and steering committees are encouraged to consider mentoring resources and opportunities from one initiative that could be used to support others. Examples in which there may be a collaboration of efforts within schools and Boards may include:

- Joint mentor training or workshops on specific issues such as teacher performance appraisal (TPA) to NTIP teacher mentors, literacy and numeracy coaches, Principal mentors, and others as appropriate.
- Inviting others who work directly with new or experienced teachers over the course of a day, week, month or year to participate in NTIP mentor training and/or Principal mentor training to learn complementary skills, approaches and develop a common language.
- Encouraging school leader mentors and mentees to work with teacher mentors or coaches to share their knowledge of a range of mentoring approaches with other staff, and guide them in adopting these approaches when working with students, parents and each other.
- Supporting Superintendents in applying mentoring skills when collaborating with Principals as part of the Principal/Vice-Principal performance appraisal process (PPA).
- Equipping all Principals with mentoring skills to support teacher and Vice-Principal professional growth and learning as part of the teacher performance appraisal (TPA) and Principal/Vice-Principal performance appraisal.

### **Mentoring Approaches**

Mentoring is an iterative process and is modified to meet the changing needs of the newly appointed school leader. The following possible approaches are intended to assist Boards as they implement mentoring for newly appointed school leaders.

***Mentoring*** usually refers to non-evaluative relationships over time between a newer and a more experienced professional and is often offered to an individual who is new to a position. The focus is the professional learning needs of the less experienced person. The mentor uses questioning and feedback techniques in the context of a trusting relationship and a Learning Plan developed by the mentor and mentee together.

***Coaching*** is usually a short term relationship, involving conversations that support job-embedded learning. The goal is largely set by the person being coached and typically has specific outcomes such as enhancing performance, reflecting on practice, or examining and solving a problem.

***Collaborating*** is the equitable and collegial process of working together to identify and achieve goals.

***Facilitation*** processes strategically support groups to achieve their goals.

It is important that the mentor and mentee establish protocols for confidentiality and for working together at the beginning of the mentoring process. Throughout the mentoring process, mentors who have learned the necessary skills will be able to adopt a range of approaches in response to individual mentee situations, learning needs and contexts.

For example, a mentor may at times provide expertise (consult), at other times co-plan with the mentee (collaborate) and at other times support the mentee to reflect on and refine their skills (coach).

Mentoring is enhanced by a menu of other professional learning opportunities on topics of need and interest that can be experienced either by mentees on their own or with their mentors. Mutual learning opportunities for mentors and mentees help to provide focus for the mentoring

process. Mentors are encouraged to refer to the Conversation Starters and Sample Learning Plans as a resource. The Ministry of Education’s *Ideas into Action* and *In Conversation* papers can also be used as helpful reference material. These materials are available on the Ministry of Education’s website at [www.ontario.ca/eduleadership](http://www.ontario.ca/eduleadership).

**WHAT IS MENTORING?**

Mentoring is a dynamic, mutually beneficial relationship in a work environment involving the pairing of a respected, experienced administrator with a protégé, aimed at promoting career development.

Mentoring has been ongoing in the profession for many years on an informal basis.

Formal mentoring programs require planning, commitment, resources and training.

A well-developed mentoring program is designed to enhance the potential for all educational leaders.

**UNDERSTANDING THE DIFFERENCES**

Counseling	Coaching	Mentoring
• Past	• Present	• Future
• Focus on career issues, provide emotional support	• Contractual	• Voluntary
• Application of intervention strategies	• Emerging field of practice	• Organic
• Usually 1:1	• Focus on boosting performance	• Focus on development
• Confidentiality a priority	• Tangibles	• Intangibles
	• 1:1	• Soft skills
	• Processes and procedures	• Range of learning opportunities
	• Short term	• Multiple forms
	• Coach-driven process	• Self directed

**CHARACTERISTICS OF AN EFFECTIVE MENTORING RELATIONSHIP**

- Mutual and reciprocal
- Trusting
- Confidential
- Purposeful and productive
- Positive and respectful
- Supportive and encouraging
- Collaborative
- Developmental and evolving over time
- Reflective and growth-oriented
- Based on accurate communication

Think of an appropriate metaphor/simile.

## **INITIAL MENTORING CONVERSATION**

### **PREPARING THE RELATIONSHIP**

<b>To Do List</b>	<b>Strategies for Conversation</b>	<b>Focus</b>
1. Take time getting to know each other.	Obtain a copy of your Mentee's bio in advance of the conversation. If one is not available, create one through conversation.	Establish rapport. Exchange information. Identify points of connection.
2. Talk about mentoring.	Share your own mentoring experiences and ask your Mentee about theirs.	Discuss what you learned and liked about your experiences that you want to carry forward into this relationship.
3. Talk about mentee's learning and development goals.	Share your story about your career path and ask about theirs. What are their hopes and dreams?	Check for understanding to make sure you are clear about your Mentee's goals. They may be broad and unfocused at this point. You will want to help Mentee sharpen them later in the relationship.
4. Determine relationship needs and expectations.	Ask: What does Mentee want out of the relationship?	Be sure you are clear about what you need and want from this mentoring relationship and why.
5. Share your assumptions, needs, expectations and limitations candidly.	Ask for feedback. Discuss: implications for your relationship.	What are we each willing and capable of contributing to the relationship?
6. Define the deliverables.	Get a clear picture of what success will look like at the end of the relationship. What will be different?	Determine which areas of your experience or expertise is relevant to helping Mentee achieve his/her learning goals.
7. Discuss learning and communication styles and explore opportunities for learning.	Discuss: how you want the learning to proceed.  Discuss: learning and communication styles.  Discuss means: Shadowing? Project? Assignment? Observation?	Discuss implications of each other's styles and how they might impact the learning that goes on in the relationship.

## **CONFIDENTIALITY CHECKLIST**

### **INSTRUCTIONS:**

After you have each completed this checklist individually, come to consensus about which confidentiality protocols you might want to adopt to your relationship.

<b>Which of the following assumptions about confidentiality do you hold?</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
1. What we discuss stays between us for as long as we are engaged in our mentoring relationship.			
2. We can freely disclose what we talk about in our conversations with other people.			
3. After our formal mentoring relationships have ended, it is okay to talk about what we discussed or how we related.			
4. If there is a demonstrated need to know, we can appropriately disclose our conversations, impressions, etc.			
5. What we say between us stays there unless you give me specific permission to talk about it with others.			
6. Some issues will be kept confidential while others will not.			
7. It is okay to discuss how we relate to one another but not the content of our discussions.			
8. It is okay to talk about what we talk about as long as it is positive.			
Are there other assumptions I hold that should be added to this list?			

### **FEEDBACK CYCLE**

Asking for Feedback	<ul style="list-style-type: none"> <li>• Be specific and descriptive in asking for feedback.</li> <li>• Make sure that what they are asking for is clear and understandable.</li> <li>• Stay focused.</li> <li>• Avoid being defensive.</li> </ul>
Giving Feedback	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Direct feedback toward something that is changeable.</li> <li>• Set a context.</li> <li>• Be specific and descriptive.</li> <li>• Be nonjudgmental.</li> <li>• Be authentic.</li> <li>• Be respectful of differences.</li> <li>• Listen actively.</li> </ul>

Receiving Feedback	<ul style="list-style-type: none"> <li>• Be receptive.</li> <li>• Listen and really hear.</li> <li>• Keep an open mind.</li> <li>• Don't fight negative feedback.</li> <li>• Keep a positive attitude.</li> <li>• Acknowledge the other person's point of view.</li> <li>• Summarize your understandings and your feelings.</li> </ul>
Accepting Feedback	<ul style="list-style-type: none"> <li>• Ask questions.</li> <li>• Take time and make space to digest feedback.</li> <li>• Vent, if necessary.</li> <li>• Focus on setting priorities.</li> </ul>
Acting on Feedback	<ul style="list-style-type: none"> <li>• Move forward.</li> <li>• Develop an action plan.</li> <li>• Seek continuous feedback.</li> <li>• Ask challenging questions.</li> <li>• Be on the lookout for new ways to integrate learning.</li> </ul>

### **CLOSURE PREPARATION: STEPS AND QUESTIONS**

INSTRUCTIONS: Take the steps in column 1 by asking the related questions in column 2.	
<b>Column 1</b>	<b>Column 2</b>
<b>Closure Preparation Step</b>	<b>Question(s)</b>
1. Revisit your purpose.	What is our goal in working together?
2. Envision a best-case closure.	What would we ideally like to see happen when this mentoring relationship comes to an end? How can we ensure the relationship reaches a learning conclusion?
3. Envision a worst-case closure.	If the ideal is not possible, how can we still ensure a positive learning conclusion? What might get in the way?
4. Plan for mutual accountability.	What will we do to overcome any factors that get in the way of reaching a learning conclusion?
5. Establish a process for acknowledging the time for closure.	How will we know when it is the right time to bring the relationship to closure?
6. Establish ground rules for the learning conclusion conversation.	What will the agenda be for our learning conclusion conversation?

## **KEY COMPONENTS OF CLOSURE**

It is through the process of coming to closure that mentoring partners are best able to capitalize on what they've learned in the mentoring relationship. Coming to closure offers a rich opportunity for growth and reflection, regardless of whether or not a mentoring relationship has been positive. It is a place marker, in the sense that it offers a welcome opportunity for transition and leveraging learning. The hallmark elements of successful closure include:

1. **Planning.** If closure is to be a mutually satisfying and meaningful learning experience, mentoring partners must prepare and plan for it. Sometimes obstacles or circumstances force premature closure of the relationship. It is important to consider coming to closure under the best circumstances, as well as under circumstances that are less than ideal.
  - a) Discuss the best-case scenario.
    - What would we ideally like to see happen when this mentoring relationship comes to an end?
    - How can we ensure that the relationship reaches a positive learning conclusion?
    - If the ideal isn't possible, how can we still ensure a positive learning outcome?
  - b) Anticipate worst-case scenarios and potential obstacles.
    - What might get in the way of a positive learning conclusion?
    - What might a positive learning conclusion look like under these circumstances?
  
2. **A learning conclusion.** A learning conclusion is a highly focused conversation about the specific learning derived from the mentoring experience. It is a no-fault conversation focusing on both the process and the content of the learning.
  - a) Talk about how you want to structure your learning conclusion conversation and agree on an agenda.
  - b) Evaluate the relationship.
    - Were the learning goals realized?
      - If yes, what did you learn as a result of reaching your learning goals?
      - If no, what got in the way?
    - What else do you need to learn?
    - What worked well for you in the relationship?
    - What did you learn as a result of the process?
    - What did you learn about yourself as a learner?
    - What did you learn about mentoring? About being a mentor? A Mentee?
    - What would you do differently next time?
  
3. **Integration of learning.** Good closure focuses on applying and integrating what you have learned as a result of the relationship – taking it to the next step and leveraging your learning.

### **Discuss:**

- How you will apply what you've learned.
- What you will do as a result of what you've learned.
- The action steps you will take.

4. **Celebration of success.** Celebration is a fundamental part of healthy mentoring relationships. Celebration at the conclusion of a mentoring relationship is critical for reinforcing learning and signals the transition process, which will redefine the relationship.
  - The celebration should be mutually significant.
  - Be sure to include opportunities to express appreciation as part of the celebration.
  - Look for meaningful ways to celebrate accomplishments consistent with the organization's culture.
  - Don't forget to celebrate mini-milestones along the way.
5. **Redefinition of the relationship.** Your relationship with your mentoring partner will change once the mentoring relationship ends. You may decide to continue the relationship on an *ad hoc* basis, or informally. Be proactive and talk about these changes before they take place and then move on.
6. **Moving on.** When the relationship has been defined, it is time to take the next step and to move on.

## **NO FAULT EXITS**

Matching mentors and protégés requires the assessment of specific criteria and information from both participants. Most matches will be very successful; however, in some situations this may not be the case.

If a mentoring relationship does not “jell” or if it does not provide a significant degree of satisfaction for either participant, there needs to be a way to conclude the relationship without damage to anyone. Consideration should be given to the fact that the participants may well become principal colleagues in the future. Deciding at the beginning of the mentoring program how a soured relationship will be concluded is important and can be something like having a “pre-nuptial contract.”

This feature or process involves a mutual agreement which must be emphasized to both mentors and protégés in the joint orientation session and discussed by the participants in their first meeting.

The agreement should specify that either party has the option of discontinuing the mentor relationship for any reason, expressed or not. Either participant may choose to notify the other of the desire to discontinue or consult with the Program Co-ordinator or Steering Committee representative to seek support in concluding the relationship.

The “no fault exit” strategy should not be used as an excuse to avoid dealing with a difficult situation. If the mentor believes the protégé is experiencing extreme difficulty and should not be promoted, the mentor must provide this feedback to the candidate after consultation with the Steering Committee.

### **A Suggested Protocol for a Graceful Exit**

- Phone Co-ordinator/Steering Committee to alert them to the difficulties being encountered and request dissolution of the partnership.
- Committee members/Co-ordinator discuss the need to “exit” with protégé and mentor.
- Partnership is dissolved.
- New match made (if possible).

*Ensure that no blame is attached to either partner in a “no fault exit” process.*

## Mentoring Partnership Agreement Template

Instructions: This is a sample of the mentoring partnership agreement. Use this template after completing the negotiating conversations discussed earlier in this document.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly.

Our specific schedule of contact and meetings, including additional meetings, is as follows:

2. Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
3. Maintain confidentiality of our relationship.  
Confidentiality for us means...
4. Honor the ground rules we have developed for the relationship.  
Our ground rules will be...
5. Provide regular feedback to each other and evaluate progress. We will accomplish this by ...

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify timeframe]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring relationship, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

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Mentor's Signature and Date

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Mentee's Signature and Date

## **Streamlined Mentoring Partnership Agreement Template**

Instructions: This is a more streamlined mentoring partnership agreement. Use this template after completing the negotiating conversations presented earlier in this document.

Goals:

Learning Outcomes:

Ground Rules:

Parameters for the Relationship:

Steps to Achieving the Goals and Learning Outcomes:

Time Frame:

Checkpoints:

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Mentor's Signature and Date

Mentee's Signature and Date

**Mentoring Partnership Agreement Template**

Instructions: This is a sample of the mentoring partnership agreement. Use this template after completing the negotiating conversations discussed in this document.

---

We have agreed on the following goals and objectives as the focus of this mentoring Relationship:

1.

2.

3.

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

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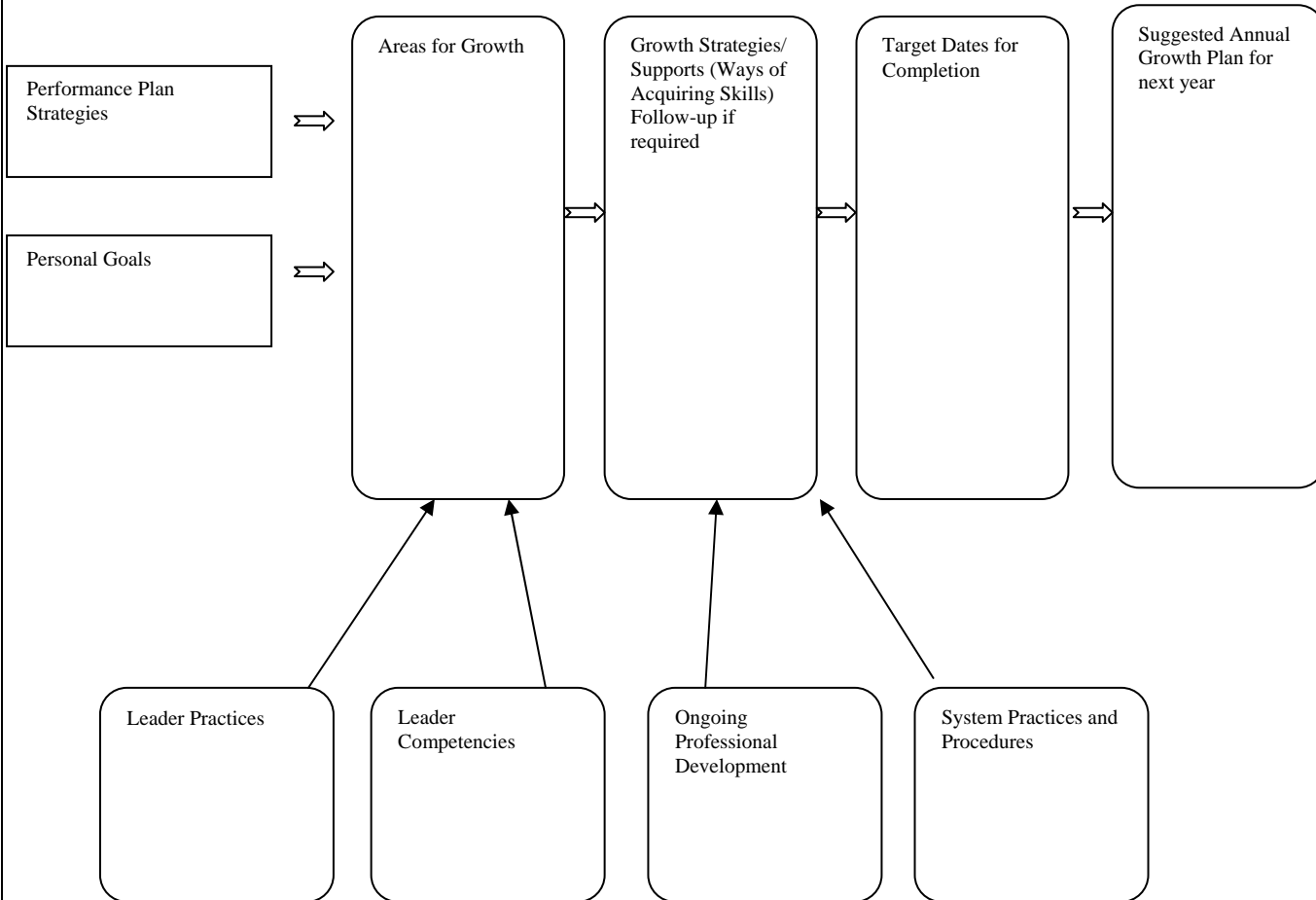
Mentor's Signature and Date

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Mentee's Signature and Date

## Appendix A – ALIGNING RESOURCES – SAMPLE MENTORING LEARNING PLAN/PPA ANNUAL GROWTH PLAN

Appraiser: \_\_\_\_\_ Appraisee: \_\_\_\_\_  
 This template is derived from the Principal Performance Appraisal (PPA) Growth plan template and can be used in the Mentoring context. When used in the context of PPA as an Annual Growth Plan, it must be signed by a supervisor. In the context of Mentoring it remains confidential between the mentor and the mentee.



Specific Focus: Focus Areas of Growth (Learning Goals) for Mentoring (These do not need to be shared with Supervisor)

**Mentee:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_  
 Date(s) Developed:  
 Contact Consideration:  
 Meeting Frequency:  
 Email/phone/Adobe Connect/Share Point:  
 Meeting Location:

**Aligning Resources:**

Technical goal:

Adaptive goal:

Growth Strategies as a Focus of Mentoring	Dates and Timelines

**Resources:**

The following chart specifies key responsibilities, provides a short description of the role of the mentor and mentee, and outlines the timelines and format for the mentoring relationship.

	<b>Mentor</b>	<b>Mentee</b>
<b>Role Description</b>	<p>Experienced Principal or Vice-Principal (practicing or retired) who:</p> <ul style="list-style-type: none"> <li>• Is not a supervisor to the mentee</li> <li>• Has been carefully selected based on criteria; and,</li> <li>• Has received training to prepare for the role</li> </ul>	<p>Newly appointed Principal or Vice-Principal within his or her first and second year of practice:</p> <ul style="list-style-type: none"> <li>• See Eligibility details</li> </ul>
<b>Responsibility</b>	<p>In the context of a learning plan, provide mentoring that focuses in a collaborative manner on both adaptive and technical aspects of the leadership role (e.g. transition to the role, building leadership practice, implementing key initiatives).</p>	<p>In the context of a learning plan, participate with the mentor in a collaborative manner to learn adaptive and technical aspects of the leadership role (e.g. transition to the role, building leadership practice, implementing key initiatives).</p>
<b>Timelines</b>	<p>Long-term, sustained, for a period of up to two years</p> <ul style="list-style-type: none"> <li>• See Eligibility details</li> </ul>	<p>Long term, sustained, for a period of up to two years</p> <ul style="list-style-type: none"> <li>• See Eligibility details</li> </ul>
<b>Format</b>	<p>Work with mentees to provide structured, formal and informal mentoring, through one-on-one, and/or group support based on the learning needs of the mentee. This includes email, telephone and in-person contact.</p> <p>The format may vary based on the learning needs of the mentee.</p>	<p>Work with the mentor to identify learning needs and participate in various forms of mentoring in order to meet those needs.</p>

## **MENTORING PROCESS FOR SUPERVISORY OFFICERS**

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A Succession Planning subgroup was established to focus on Succession Planning for supervisory officers. Components of the program included several modules over the course of the year and are described below.

### **Module One: Overview of the Legislated Requirements for the Supervisory Officer Position**

As the supervisory officers courses are provided by the Ontario Principals Council a resource person from OPC provided details of the legislative requirements to the group via a teleconference session.

### **Module Two: Personal Perspectives of the Supervisory Leadership Role**

The current administrative team provided personal insights into the role of supervisory officer. This provided an opportunity for the interested candidates to probe into all aspects of the role as well as establish a network of resource people to further continue discussions on an informal basis.

### **Module Three: Job Shadowing**

Participants were asked to indicate what superintendent portfolios they want to investigate in-depth. Each of the candidates was matched with at least two different superintendents, for a half day each. This allowed the candidates to spend time with individual superintendents and to discover the roles and responsibilities that each portfolio entailed.

### **Module Four: Preparing for an Application to a Superintendent Position**

A speaker from an executive search firm provided a session that reviewed the search process. In addition skills for letter of application, resumes and interview skills were highlighted for the candidates.

### **Module Five: Authentic Task Investigation**

Candidates in groups of three to four were presented with a current board issue. A framework was provided; see below, to the group to provide parameters around which to begin their investigation. In addition, supervisory officers and managers who had portfolios pertaining to the issue were part of the group to act as resource people. In addition, other resources such as Ministry of Education personnel were also made available to the task investigation group. Timelines were established. Results of their investigation will be presented to the board's senior administration team for review as well as the appropriate board committee.

**SUPERVISORY OFFICER SUCCESSION PLANNING – FINDING ANSWERS**

<b>System Issue:</b>		
<b>Background:</b>		
<b>Legal Implications:</b>	<i>Education Act/Regulations/PPMs</i>	
	<i>Other legislation</i>	
	<i>Collective Agreements</i>	
<b>NNDSB and other Board's Policies/Administrative Guidelines</b>	<i>List of boards and their guidelines</i>	
<b>Involvement of Other Board Office Personnel</b>	<i>Who</i>	<i>Reason for Involvement</i>
<b>Perspectives</b>	<i>Who</i>	<i>Views</i>
<b>Possible Implications for other Groups</b>	<i>Who</i>	<i>Impact</i>
<b>Communication</b>	<i>Who</i>	<i>How</i>

**Section E**

Promotion

Process

Near North District School Board

The following administrative guidelines (*also available on the Near North DSB website*) outline the process for the promotion of Vice-Principals, Principals, Co-ordinators and Supervisory Officers.

- Principal/Vice-Principal Selection and Promotion
- Selection and Promotion Process for Supervisory Officers
- Principal/Vice-Principal Hiring Pool
- Acting Administrative Positions – Elementary
- Role of the Co-ordinator
- Role of the Principal
- Role of the Supervisory Officer



## ADMINISTRATIVE GUIDELINE

### Title: Principal/Vice-Principal Selection and Promotion

**Effective Date:** April 9, 2001  
**Revised:** April 29, 2009

**Responsibility:** Superintendent of  
Program and Schools

### 1.0 Rationale

The Board recognizes its Principals and Vice-Principals as the instructional leaders and program supervisors in its schools. They shall act as the catalyst for learning by bringing together the students, the teachers and support workers, parents, and community partners in the creation of an effective learning environment. Principals and Vice-Principals shall provide sound management and visible leadership in the development and implementation of curriculum, the improvement of instructional skills and techniques, the provision of resources, and the monitoring of successful student learning.

Upon the recommendation of a Selection Committee, Principals and Vice-Principals shall be appointed by the District School Board for assignment to any school in the district in accordance with the regulations of this guideline.

All persons appointed to the position of Principal or Vice-Principal shall be members of the Ontario College of Teachers, and shall hold the required qualifications for the Province of Ontario, either at the time of appointment or by a date specified by the Board. All persons appointed shall have completed at least five years of successful classroom teaching. Experience in three of the primary, junior, intermediate, and senior divisions shall be considered an asset. Leadership criteria submitted by the School Council will be considered prior to the appointment of a principal/vice-principal of a school.

### 2.0 Selection Procedure

#### 2.1 Preparation for Hiring

##### 2.1.1 Selection Committee

The Selection Committee shall consist of a minimum of five members.

The Superintendent of Program and Schools or designate shall structure the Selection Committee as follows:

2.1.1.1 The committee shall be comprised of: two Superintendents and three Principals. One of the Superintendents is the person responsible for the school where the position exists.

2.1.1.2 The Superintendent of Program and Schools shall serve as Chair of the Selection Committee.

2.1.1.3 The Selection Committee shall strive for a balance among its members with respect to gender.

The Selection Committee members shall be:

- able to attend all meetings,
- familiar with Board goals,
- familiar with Board procedures for hiring, and
- able to meet other criteria as identified by the Committee.

#### 2.1.2 **Posting of Positions For Pool Hiring and Single Position Hiring**

Postings shall be prepared and posted internally in accordance with Board Policies/Procedures and any applicable terms and conditions. All advertisements and postings shall be provided to the respective federation and union offices.

All advertisements and postings are the responsibility of the Manager of Human Resources or designate. Specific information to be included in the advertisement/posting must be approved by the appropriate Superintendent of Program and Schools and the Manager of Human Resources and provided to the designated official who shall ensure that it meets the appropriate language requirements. All postings must direct applicants to request application packages from the appropriate Human Resources staff (*See Appendix 1,2,3 & 4*)

Positions/Pool Hiring shall be designated as elementary and/or secondary and advertised in the Almaguin News, the North Bay Nugget, the Parry Sound North Star, and other local media, as appropriate. Positions shall also be advertised in the Globe and Mail, and/or an internet online service, and when deadlines permit, the Turtle Island News.

#### 2.1.3 **Selection Committee Meetings**

Before the selection process begins, an information session shall be arranged by the Chair of the Selection Committee to ensure adequate training is provided for Committee members.

### 2.2 **Processing of Applications**

#### 2.2.1 **Criteria for Selection**

There are six major criteria for selection. The candidate's profile reflects the individual's "on-the-job" performance over a number of years. The

resume demonstrates the individual's personal and professional commitment both in time, experience and qualifications. The candidate's portfolio demonstrates evidence of exemplary teaching practice, leadership experience and life long learning. The interview reflects the individual's ability to articulate thoughts, ideas and application of skills, knowledge and values. The performance appraisal reflects how the individual performs within the school setting. The reference checks will be conducted prior to a decision to interview an applicant.

The Selection Committee shall identify additional selection criteria or any exceptions to be used in the process, as appropriate. All criteria shall be weighted equally.

#### 2.2.2 **Screening of Applications and Short Listing**

All relevant documents and information on each candidate shall be provided to all members of the Selection Committee by the designated official. The Selection Committee shall initially screen applicants based on the application packages. Reference checks are the responsibility of the Chair. Reference checks shall be conducted prior to any decision to interview an applicant. Selection Committee members must declare conflict of interest with respect to any potential candidate.

### 2.3 **Interview Process**

#### 2.3.1 **Pre-Interview**

The Committee shall meet prior to the interviews to review any pre-interview information related to criteria of the candidates. The role of School Councils shall be as outlined in Near North District School Board's School Council Policy.

The Committee shall review all other information related to the interview as deemed necessary.

#### 2.3.2 **Interview**

Each candidate shall be allotted approximately 45 minutes for interview purposes. Each candidate shall be asked the same questions. There shall be a balance between theory and behaviour based questions. Additional questions may be asked by the interviewers for clarification of the candidate's answers to the questions, or the candidate's application package.

Candidates shall develop a five (5) minute presentation to highlight their leadership skills and demonstrate:

- Evidence of exemplary teaching practice
- Evidence of leadership experience
- Evidence of life long learning

Each candidate shall be given an opportunity to ask questions and to make a concluding statement.

The questions asked shall be selected by the Selection Committee. For each question the Selection Committee shall develop and refer to a set of criteria, i.e. look fors: the salient points, issues, skills, knowledge, values or specific information to be elicited by the questions.

At the end of each interview and when all interviews have been completed, the members of the Selection Committee shall take sufficient time independently to review each candidate's application package and interview performance.

Discussion pertaining to the application package and interview may take place. Experience in the appropriate division(s) shall be especially considered.

## **2.4 Selection Process**

### **2.4.1 Selection**

The Chair is responsible for leading the discussion.

The Selection Committee shall review all of the data collected during the selection process.

Members of the Selection Committee work towards consensus in decision-making for the best candidate. If consensus cannot be reached then members of the committee shall vote for one candidate. If a candidate receives a majority of the votes cast that candidate shall be recommended to the Board for appointment.

If no candidate receives a majority vote, the voting shall be repeated with the candidate(s) receiving the fewest votes removed from consideration until one candidate receives a majority vote.

If more than one appointment is to be made, the process shall be repeated until the required number of people are identified.

### **2.4.2 Notification to Candidates**

The Selection Committee shall determine the successful candidate as soon as possible following the interviews.

The recommended candidate shall be contacted as soon as possible by the Chair of the Selection Committee of the pending decision that will be forwarded to the Board for appointment.

The Chair of the Selection Committee shall present the recommendation to the Board as a Consent Agenda item.

Appointments shall be confirmed only after the Board has received the recommendations. Prior to public announcement of the appointment, the other interviewed candidates shall be contacted by phone by the Chair of the Selection Committee of the final decision.

The successful candidate, if selected from outside the Board, shall provide a criminal reference check to the Board prior to the commencement of duties. Criminal reference check forms may be obtained at the local or provincial police departments. At the discretion of the Board, a fingerprint check may also be required.

The Chair of the Selection Committee shall send a letter to the successful candidate confirming the appointment and the conditions of employment, and to the unsuccessful candidates confirming the result of the selection process.

## **2.5 Follow-up Procedures**

### **2.5.1 Debriefing Candidates**

After the selection procedure has been completed, the Chair of the Selection Committee shall meet with the unsuccessful candidate(s) from within the Near North District School Board who wish further feedback. The candidate should submit within ten school days a written request to the Chair who shall arrange a meeting with the candidate.

External candidates may be offered a debriefing session either in person or by telephone.

During the debriefings, in-service and professional development activities shall be discussed with each candidate.

### **2.5.2 Collection of Information**

All materials, notes, and records utilized during the selection process shall be collected by the Chair for filing by the designated official in Human Resources, as per the *Municipal Freedom of Information and Protection of Privacy Act* guidelines.



## CANDIDATE'S INFORMATION PACKAGE

### PRINCIPAL AND VICE-PRINCIPAL POSITIONS

There are six major criteria for selection. The candidate's profile reflects the individual's "on-the-job" performance over a number of years. The resume reflects the individual's personal and professional commitment both in time and experience. The candidate's portfolio demonstrates evidence of exemplary teaching, practice, leadership and life long learning. The interview reflects the individual's ability to articulate thoughts, ideas and application of skills, knowledge and values. The performance appraisal reflects how the individual performs within the school setting. The sixth criterion is the checking of references.

Candidates must complete the following information:

**Application Form (Appendix II)**

**Reference Consent Form (Appendix IV)**

Candidates must submit one copy of each of the following information items:

**Application Form (Appendix II)**

**Candidate's Profile (Appendix III)**

**Resume**

**Candidate's Portfolio**

**Performance Appraisal**

**Reference Consent Form (Appendix IV)**

### General Guidelines for Candidates

Candidates should be aware that members of the Selection Committee will be most interested in details about each candidate's level of professional involvement, examples of that involvement, and evidence of community work.

### Professional and Federation Involvement

e.g. Member of curriculum committee; member of professional association; presenter at workshop or conference; member of system committees; teacher of Ministry or University Courses; associate teacher; author of published articles; completion of non-credit, professionally related courses; degrees.

e.g. Member of a Federation committee; executive position in Federation; branch president; school representative or key teacher; delegate to provincial assembly or other conferences.

### **School System and Community Involvement**

- eg. Sponsorship of extra curricular activities (teams, interest groups, clubs, house leagues, choir, electives, science fair, oral communications, committee work, student council, yearbook, etc.)
- System level involvement (organization of conferences, workshops, contests, meets, etc).
- Leadership of committee, etc.
- Organizer of innovative program, community involvement (participation and leadership in agencies, committees, activities, etc.)



**APPLICATION FORM**

**PRINCIPAL AND VICE-PRINCIPAL POSITIONS**

Name of Applicant: \_\_\_\_\_

Present Position: \_\_\_\_\_

Position Applied for: \_\_\_\_\_

**QUALIFICATIONS:**

- a) Successful completion of the Principals' Course in Program Development and Implementation [Part I] and,
- b) Successful completion of the Principals' Course in Program Supervision and Assessment (Part II) before the effective date of appointment (or by a date specified by the Board).

**EXPERIENCE:**

- a) A minimum of five years of successful teaching experience in education will be completed before the effective date of appointment.
- b) Experience in three of the primary, junior, intermediate, and senior divisions shall be considered an asset.

**CANDIDATE PACKAGE MUST INCLUDE:**

The applicant will submit, together with this application, a personal resume, a current performance appraisal report, a candidate's profile completed by his/her supervisor, a candidate's portfolio, a reference consent form, and any other relevant information which the candidate wishes to submit.

**CANDIDATE'S CERTIFICATION:**

I hereby declare that the information contained in this application is true and complete to the best of my knowledge. I understand that a false statement may disqualify me from employment or cause my dismissal.

In connection with the *Municipal Freedom of Information and Protection of Privacy Act* I authorize the Near North District School Board as follows:

- a) to collect information about me for the purpose of assessing my suitability as an employee from any persons or organizations I have identified as references, as prior employers, or as their representatives, and
- b) if I am hired by the Board, to use any of the information contained in or collected as part of this application for the purpose of any future assessment of me as an employee, including, but not limited to, situations where I am being considered for any assignment, promotion, or transfer, or where there has been any question raised in the course of my employment respecting any information disclosed by me in my application form.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature



**CANDIDATE’S PROFILE**  
**PRINCIPAL/VICE-PRINCIPAL POSITIONS**

Candidate’s Name \_\_\_\_\_

Present Position \_\_\_\_\_

Date of Rating \_\_\_\_\_

Time Period on which rating is based \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_

Setting Directions, Building Relationships and Developing People, Developing the Organization, Leading the Instructional Program and Securing Accountability are necessary practices and competencies for success in the role of Principal or Vice-Principal. This profile is an assessment of proficiencies in these areas through observation of present on-the-job performance and it will be used by members of the Selection Committee to make a judgment about the readiness of the candidate.

**DIRECTIONS TO SUPERVISOR**

1. Read all descriptors before you start.
2. Starting at the left-hand side, the first two columns describe the skills, knowledge and attitudes to be assessed. Check the appropriate descriptor to describe the candidate’s performance for each in his or her present position. Give careful thought to each selection, and try to avoid any “automatic” selection of descriptors at the highest level.
3. Check the descriptor that best describes the candidate’s typical performance on a day-to-day basis. Comments or evidence in support of each selection should be provided in the comments section. When considering a specific item, if you feel that you have insufficient information upon which to base a decision, enter “insufficient information” in the comments section.
4. Each candidate may complete a profile independently and then meet with you to discuss the decisions. Adjustments may be made at this meeting as a result of additional information that may be provided. Where there is disagreement about any of the items an explanation of that disagreement should be attached.
5. The completed Candidate’s Profile must be submitted as part of the candidate’s package.



**PERMISSION FOR REFERENCE CHECK**

I hereby give permission to the Near North District School Board to make contact with the professional references noted below in order to help the Board in its assessment of my suitability for a position of added responsibility.

_____	_____	_____
Signature of Applicant	Printed Name of Applicant	Date

REFERENCE NO. 1:

_____	_____	_____
No.	Print Name	Position
_____	_____	Telephone
Name of School Board		

REFERENCE NO. 2:

_____	_____	_____
No.	Print Name	Position
_____	_____	Telephone
Name of School Board		

REFERENCE NO. 3:

_____	_____	_____
No.	Print Name	Position
_____	_____	Telephone
Name of School Board		

The information provided herein will be used to assess the eligibility of the candidate for a principal or vice-principal position with the Near North District School Board. It is gathered under the authority of the *Education Act of Ontario*, RSO 1980, Chapter 129.

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Questions concerning this form should be directed to the Corporate Services department.

NOTE: It is the candidate's responsibility to provide a written release to any reference noted here so that the reference is able to release information when contacted by the Near North District School Board.

## SETTING DIRECTIONS

<b>COMPETENCIES</b>			
<b>Skills – The principal/vice-principal is able to:</b>	Exemplary	Satisfactory	Unsatisfactory
Think strategically and build and communicate a coherent vision in a range of compelling ways.			
Inspire, challenge, motivate and empower others to carry the vision forward.			
Model the values and vision of the Board.			
Actively engage the diverse community, through outreach, to build relationships and alliances.			
<b>Knowledge – The principal/vice-principal has knowledge and understanding of:</b>	Exemplary	Satisfactory	Unsatisfactory
Local, national and global trends.			
Ways to build, communicate and implement a shared vision.			
Strategic planning processes.			
Ways to communicate within and beyond the school.			
New technologies, their use and impact.			
Leading change, creativity and innovation.			
<b>Attitudes – The principal/vice-principal demonstrates:</b>	Exemplary	Satisfactory	Unsatisfactory
Commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable.			
A belief that all students can learn.			
Commitment to an inclusive, respectful, equitable school culture.			
<b>BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE</b>			
<b>Skills – The principal/vice-principal is able to:</b>	Exemplary	Satisfactory	Unsatisfactory
Foster an open, fair and equitable culture.			
Develop, empower and sustain individuals and teams.			
Give and receive effective feedback.			
Challenge, influence and motivate others to attain high goals.			
Communicate effectively with a diverse range of people, including the public and media.			
Manage conflict effectively.			
Listen empathetically and actively.			
Foster anti-discriminatory principles and practices.			
<b>Knowledge – The principal/vice-principal has knowledge and understanding of:</b>	Exemplary	Satisfactory	Unsatisfactory
The significance of interpersonal relationships, adult learning and models of continuing professional learning.			
Strategies to promote individual and team development.			
The relationship between performance management and			

school improvement.			
The impact of change on organizations and individuals.			
<b>Attitudes – The principal/vice-principal demonstrates:</b>	Exemplary	Satisfactory	Unsatisfactory
Commitment to effective working relationships.			
Commitment to shared leadership for improvement.			
Commitment to effective teamwork.			
Confidence, optimism, hope, and resiliency.			
Integrity.			
<b>DEVELOPING THE ORGANIZATION</b>			
<b>Skills – The principal/vice-principal is able to:</b>	Exemplary	Satisfactory	Unsatisfactory
Create efficient administrative routines to minimize efforts on recurring and predictable activities.			
Collaborate and network with others inside and outside the school.			
Perceive the richness and diversity of school communities.			
Foster a culture of change.			
Engage in dialogue which builds community partnerships.			
Listen and act on community feedback.			
Engage students and parents.			
<b>Knowledge – The principal/vice-principal has knowledge and understanding of:</b>	Exemplary	Satisfactory	Unsatisfactory
Building and sustaining a professional learning community.			
Change management strategies.			
Models of effective partnership.			
Strategies to encourage parent involvement.			
Ministry policies and procedures.			
Models of behavior and attendance management.			
<b>Attitudes – The principal/vice-principal demonstrates:</b>	Exemplary	Satisfactory	Unsatisfactory
Acceptance of responsibility for school climate and student outcomes.			
Ethical behavior.			
<b>LEADING THE INSTRUCTIONAL PROGRAM</b>			
<b>Skills – The principal/vice-principal is able to:</b>	Exemplary	Satisfactory	Unsatisfactory
Demonstrate the principles and practice of effective teaching and learning.			
Access, analyze and interpret data.			
Initiate and support an inquiry-based approach to improvement in teaching and learning.			
Establish and sustain appropriate structures and systems for effective management of the school.			

Make organizational decisions based on informed judgments.			
Manage time effectively.			
Support student character development strategies.			
<b>Knowledge – The principal/vice-principal has knowledge and understanding of:</b>	Exemplary	Satisfactory	Unsatisfactory
Strategies for improving achievement.			
Effective pedagogy and assessment.			
Use of new and emerging technologies to support teaching and learning.			
Models of behavior and attendance management.			
Strategies for ensuring inclusion, diversity and access.			
Curriculum design and management.			
Tools for data collection and analysis.			
School self-evaluation.			
Strategies for developing effective teachers and leaders.			
Project management for planning and implementing change.			
Legal issues.			
The importance of effective student character development.			
<b>Attitudes – The principal/vice-principal demonstrates:</b>	Exemplary	Satisfactory	Unsatisfactory
Commitment to raising standards for all students.			
Commitment to equity of outcome and closing the achievement gap.			
Belief in meeting the needs of all students in diverse ways.			
Commitment to sustaining a safe, secure and healthy school environment.			
Commitment to upholding human rights.			
<b>SECURING ACCOUNTABILITY</b>			
<b>Skills – The principal/vice-principal is able to:</b>	Exemplary	Satisfactory	Unsatisfactory
Engage the school community in the systematic and rigorous evaluation of school effectiveness.			
Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school.			
Combine the outcomes of regular school self-review with provincial and other external assessments for school improvement.			
<b>Knowledge – The principal/vice-principal has knowledge and understanding of:</b>	Exemplary	Satisfactory	Unsatisfactory
Accountability frameworks including self-evaluation.			
The contribution that education makes to developing, promoting and sustaining a fair and equitable society.			

The use of a range of evidence to support, monitor, evaluate and improve school performance.			
The principles and practices of performance management.			
<b>Attitudes – The principal/vice-principal demonstrates:</b>	Exemplary	Satisfactory	Unsatisfactory
Commitment to individual, team and whole-school accountability for student outcomes.			
Commitment to the principles and practices of school self-evaluation.			
Commitment to personal self-evaluation.			

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



## **ADMINISTRATIVE GUIDELINE**

**Title: Selection and Promotion Process For Supervisory Officers**

**Amended: June 1, 2000**

**Responsibility: Director of Education**

### **POLICY STATEMENT**

The Board recognizes its Supervisory Officers as effective leaders in curriculum and instruction / business services providing strong leadership in the school system. Supervisory Officers will make a positive impact on the school community in their roles as advocates for public education, and work collaboratively with staff to achieve Board Mission, Vision and Ends. Through clear, concise communication skills, supervisory officers will continually refine their understanding of the complexities of the system which will enable them to respond to system needs in a highly organized and professional manner. They will effectively manage human, physical and financial resources and excel at effective decision making, and problem solving, while demonstrating a sound knowledge base within their areas of expertise and maintaining a holistic view of the needs of the Near North District School Board.

All persons appointed to the position of Supervisory Officer shall hold a Supervisory Officer's Certificate and shall hold the required qualifications for the Province of Ontario. All persons appointed to the position of Superintendent of Program and Schools, or Director, shall have at minimum, seven years of successful teaching experience providing elementary and or secondary education, and shall be a member in good standing with the College of Teachers. Superintendents responsible for business operations of the Board shall hold qualifications as determined by the Education Act and/or required by the individual portfolio.

## **REGULATION: Selection and Promotion Process For Supervisory Officers**

### **1. Preparation for Hiring**

#### **1.1 Selection Committee**

The Selection Committee shall consist of a minimum of three Supervisory Officers (two Program, one Business) and the Director of Education.

The Director or designate shall convene the Selection Committee as follows:

- 1) The committee shall be comprised of: the Director of Education and three Supervisory Officers.
- 2) The Director of Education shall serve as Chair of the Selection Committee.
- 3) The Selection Committee shall strive for a balance among its members with respect to gender.

The Selection Committee members shall be:

- able to attend all meetings,
- familiar with Board Mission, Vision, and Governance Policies,
- familiar with Board procedures for hiring, and
- able to meet other criteria as identified by the Board.

#### **1.2 Posting of Positions**

Postings shall be prepared and posted internally.

All advertisements and postings are the responsibility of the Director of Education or designate. Specific information to be included in the advertisement/posting must be approved by the Director of Education and provided to the designated official who shall ensure that it meets the appropriate language requirements.

Positions shall be advertised in the Almaguin News, the North Bay Nugget, the Parry Sound North Star, and other local media, as appropriate. Positions shall also be advertised in the Globe and Mail, and through appropriate organizations, including but not limited to the Ontario Public School Boards' Association, the Education Improvement Commission, the Ontario Supervisory Officials' Association and the Ministry of Education and Training Job Registry.

#### **1.3 Selection Committee Meetings**

Before the selection process begins, an information session shall be arranged by the Director of Education or designate so that members of the Committee will

become aware of and familiar with the provisions of the Ontario Human Rights Code and the Board's selection procedures.

The Director of Education shall be responsible for ensuring that adequate training is provided for Committee members.

## **2. Processing of Applications**

### **2.1 Criteria for Selection**

There are five major criteria for selection. The candidate's **resume** reflects the individual's personal and professional commitment both in time and experience. The candidate's **portfolio** reflects what is considered important by the candidate and provides relevant samples of work and projects accomplished. The **interview** reflects the individual's ability to articulate thoughts and ideas. The **performance appraisal** reflects how the individual performs within the educational setting. The **reference checks** will be conducted prior to the interview.

The Selection Committee shall identify additional selection criteria.

### **2.2 Screening of Applications and Short-listing**

If there are more than five candidates, the Selection Committee may determine to short-list the candidates, based on this screening procedure.

All relevant documents and information on each candidate shall be provided to all members of the Selection Committee by the designated official. The Selection Committee shall initially screen applicants based on the application packages. Reference checks are the responsibility of the Director of Education. Reference checks shall be conducted prior to any decision to interview an applicant. Selection Committee members must declare conflict of interest with respect to any potential candidate.

## **3. Interview Process**

### **3.1 Pre-Interview**

The Committee shall meet prior to the interviews to review any pre-interview information related to criteria of the candidates. The Committee shall review its role in the interview process. The Committee shall review all other information related to the interview as deemed necessary.

### **3.2 Interview**

Each candidate shall be allotted approximately one hour for interview purposes. Each candidate shall be asked the same questions. There shall be a balance

between theory and behaviour based questions. Additional questions may be asked by the interviewers for clarification of the candidate's answers to the questions, or the candidate's application package.

Each candidate shall be given an opportunity to ask questions or to make a concluding statement.

The questions asked, and specific information to be listened-for in the responses, shall be selected by the Selection Committee.

At the end of each interview and when all interviews have been completed, the members of the Selection Committee shall take sufficient time independently to review each candidate's application package and interview performance. Discussion pertaining to the application package and interview may take place.

#### **4. Selection Process**

##### **4.1 Selection**

The Director of Education is responsible for leading the discussion.

The Selection Committee shall review all of the data collected during the selection process.

Members of the Selection Committee shall strive for consensus in the identification of candidates to be offered a position. The Director of Education shall employ a process designed to elicit all relevant data and viewpoints in the development of this consensus. When a candidate receives the support of the Selection Committee that candidate shall be recommended to the Board for appointment.

##### **4.2 Notification to Candidates**

The Selection Committee shall determine the successful candidate as soon as possible following the interviews.

The recommended candidate shall be notified by the Director of Education of the pending decision that will be forwarded to the Board for appointment.

The Director of Education shall present the recommendation to the Board for approval.

Appointments shall be confirmed only after the Board has approved the recommendations. At that time, the other short-listed candidates shall be notified by the Director of Education or designate by telephone of the Board's decision. The Director of Education shall also send a letter to the successful candidate

confirming the appointment and the conditions of employment, and to the unsuccessful candidates confirming the result of the selection process.

The successful candidate shall provide a criminal reference check to the Board prior to the commencement of duties. Criminal reference check forms may be obtained at the local or provincial police departments.

## **5. Follow-Up Procedures**

### **5.1 Debriefing Candidates**

After the selection procedure has been completed, the Director of Education shall meet with the unsuccessful candidate(s) from within the Near North District School Board who wish further feedback. External candidates will also be offered a debriefing session either in person or by telephone.

### **5.2 Collection of Information**

All materials, notes, and records utilized during the selection process shall be collected by the Director of Education for filing by the designated official in Human Resources, as per the *Municipal Freedom of Information and Protection of Privacy Act* guidelines.

## **6. Timelines and Responsibilities**

Timelines for the following responsibilities shall be determined by the identified personnel:

6.1	posting of positions - internally - externally	Director of Education and Human Resources
6.2	formation of selection committee	Director of Education
6.3	orientation meeting for selection committee	Manager of Human Resources and Director of Education
6.4	final date for applications	
6.5	screening of applications and short-listing	Director of Education and Selection Committee
6.6	interviews of candidates and selection of successful candidate(s)	Selection Committee
6.7	approval of selection	Board



**APPLICATION FORM  
SUPERVISORY OFFICER POSITIONS**

Name of Applicant: \_\_\_\_\_

Present Position and  
Employer: \_\_\_\_\_

\_\_\_\_\_

Position Applied for: \_\_\_\_\_

Current Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: Business: \_\_\_\_\_ Home: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

**CANDIDATE PACKAGE MUST INCLUDE:**

The applicant must submit together with this application a personal resume; a current performance appraisal report; a candidate's portfolio containing relevant reports or position papers written by the candidate, and other materials authored or developed by the candidate; and a reference consent form.

**CANDIDATE'S CERTIFICATION:**

I hereby declare that the information contained in this application is true and complete to the best of my knowledge. I understand that a false statement may disqualify me from employment or cause my dismissal.

In connection with the *Municipal Freedom of Information and Protection of Privacy Act* I authorize the Near North District School Board as follows:

- a) to collect information about me for the purpose of assessing my suitability as an employee from any persons or organizations I have identified as references, as prior employers, or as their representatives, and
- b) if I am hired by the Board, to use any of the information contained in or collected as part of this application for the purpose of any future assessment of me as an employee, including but not limited to situations where I am being considered for any assignment, promotion, or transfer, or where there has been any question raised in the course of my employment respecting any information disclosed by me in my application form.

Date \_\_\_\_\_

Signature \_\_\_\_\_



**PERMISSION FOR REFERENCE CHECK**

I hereby give permission to the Near North District School Board to make contact with the professional references noted below in order to help the Board in its assessment of my suitability for a position of added responsibility.

\_\_\_\_\_  
Signature of Applicant                      Printed Name of Applicant                      Date

REFERENCE NO. 1:

\_\_\_\_\_  
Print Name                                      Position                                      Telephone Number

\_\_\_\_\_  
Name of School Board

REFERENCE NO. 2:

\_\_\_\_\_  
Print Name                                      Position                                      Telephone Number

\_\_\_\_\_  
Name of School Board

REFERENCE NO. 3:

\_\_\_\_\_  
Print Name                                      Position                                      Telephone Number

\_\_\_\_\_  
Name of School Board

The information provided herein will be used to assess the eligibility of the candidate for a Supervisory Officer position with the Near North District School Board. It is gathered under the authority of the *Education Act*, RSO 1980, chapter 129.

Questions concerning this form should be directed to the Human Resources department.

NOTE: It is the candidate's responsibility to provide a written release to any reference noted here so that the reference is able to release information when contacted by the Near North District School Board.



## ADMINISTRATIVE GUIDELINE

### Title: Principal/Vice Principal Hiring Pool

**Effective Date:** March 22, 2000

**Revised Date:** April 9, 2001

**Responsibility:** Superintendent of  
Program and Schools

#### 1.0 **Rationale**

The Near North District School Board affirms its commitment to the recruitment and training of new principals and vice-principals to provide future school based leadership. The expectation is that the selection and appointment process will identify potential leaders who understand and are committed to the Mission, Vision and ENDS Policies of the Board.

The decision to establish a Principal and/or Vice-Principal Pool will be the responsibility of the Superintendent of Program and Schools. The following guidelines have been developed to provide direction in the establishment of a hiring pool

#### 2.0 **Procedures**

2.1 Prior to any selection process being arranged, the Superintendent(s) of Program and Schools will determine the number of candidates required in the pool. The number will be reflected in the projected needs of the system over a determined period of time. The number and period of time, not to exceed three years, shall be clearly communicated to the system through the posting. Any members of the pool who have not been placed at the end of the time period will be required to re-apply for future hiring.

2.2 The Preparation for Hiring, Processing of Applications, Interview Process, Selection Process, Follow-up Procedures and Collection of Information shall be conducted in accordance with the Near North District School Board's Policy and Regulations for the Selection Process for Principals and Vice-Principals.

2.3 Candidates who are offered a place in the Pool must be either qualified or commit to be qualified within one year of entering the pool. In the event that such a

commitment has not been fulfilled, the individual will be removed from the pool. No assignments will be made to a position until qualifications are completed. An exception would apply only if every attempt to recruit qualified individuals has been made and the candidate qualifies for a Letter of Permission in accordance with the requirement of Ontario College of Teachers.

- 2.4 Potential Principals/Vice-Principals who are members of the pool will be expected to assume leadership responsibilities at the school and district level. It is within the best interest of the individual to volunteer for these responsibilities rather than being requested to participate. These individuals will also be expected to participate in a variety of leadership in-service opportunities including Principal/Vice-Principal Induction Program.
- 2.5 At the time of the interview, candidates will be asked their preferred region for assignment. This does not guarantee a job offer in the regions requested but will give guidance to the supervisory officers as to the wishes of the individual.
- 2.6 Candidates will be notified in writing when their appointment to the pool has been approved.

### **3.0 Placements**

- 3.1 Candidates in the pool will not be ranked. Criteria for an offer of placement to an individual from the pool will be based on the identified strengths of the individual as compared to:
  - 3.1.1 The identified needs of the school.
  - 3.1.2 The list of criteria and preferred characteristics as identified by the School Council.
  - 3.1.3 Identified leadership needs of the system.
- 3.2 Every attempt will be made to assign a position in the region requested or in an adjacent region. However, the Superintendent of Program and Schools maintains the right to offer a placement in a region other than what was specified by the candidate at the time of the interview.
- 3.3 A candidate has the right to refuse a first offer of placement. A second refusal could be cause for removing his/her name from the pool list unless there were extenuating circumstances. Removal from the list for this purpose does not refuse the individual the opportunity to apply for future hiring pools.
- 3.4 Candidates have an obligation to keep the Superintendent of Program and Schools informed as to where/how they can be contacted. Written notice must be given to the Superintendent if the candidate plans to be away from the normal work place or away from home for a period of time. Such notice may include phone numbers, fax numbers and/or email addresses where the candidate can be contacted.



## ADMINISTRATIVE GUIDELINE

### Title: Acting Administrative Positions - Elementary

**Effective Date:** September 27, 1999

**Responsibility:** Superintendent of Program  
and Schools

**Revised:** December 4, 2002

### 1.0 Terms and Conditions

Article 26 in the Collective Agreement with The Elementary Teachers' Federation of Ontario (ETFO) specifies the terms and conditions for "acting administrative positions":

- 1.1 Teachers may be temporarily appointed to a position of Acting Principal/Vice-Principal for a period of up to one (1) year less a day (193 days).
- 1.2 Teachers appointed to these temporary positions will remain a member of the Bargaining Unit (ETFO).
- 1.3 Teachers may only be appointed once to such a position.
- 1.4 Nothing in this article prevents the teacher from resuming the teacher's Bargaining Unit duties subject to forty-eight (48) hours written notice to the appropriate supervisor.

### 2.0 Dues

When a principal or vice-principal opening is offered to a teacher, the teacher may accept the position as an acting administrator as outlined in Article 26 and elect to remain as a member of the ETFO bargaining unit for one year. In this case, the teacher will be expected to continue payment of ETFO dues. Before the expiration of the 193 day period, the teacher will declare intent in writing to return to a teacher role or to remain in an administrative role. During the period of 193 days, the teacher will accumulate seniority as a teacher and also as an administrator. Following that written declaration, the teacher will no longer pay dues to ETFO and will be removed from the teachers' seniority list.



## ADMINISTRATIVE GUIDELINE

### Title: Role of the Co-ordinator

**Effective Date:** June 21, 2001

**Responsibility:** Superintendent of Program  
and Schools

**Revised:** June 11, 2003

#### 1.0 This guideline is designed to define the Role of the Co-ordinator

- 1.1 Image of the Exemplary Co-ordinator
- 1.2 Overall Expectations for an Exemplary Co-ordinator
- 1.3 Exemplary Standards related to the Overall Expectations for a Co-ordinator
- 1.4 Performance Indicators defining the Exemplary Standards
- 1.5 It is intended that this document will be used to:
  - 1.5.1 recognize and encourage best practice;
  - 1.5.2 provide a framework that will encourage Co-ordinators to be reflective and assess their own personal professional growth and set goals for the same;
  - 1.5.3 identify educational leadership roles that will have a positive impact on the system and on student learning;
  - 1.5.4 provide a consistent, fair and equitable performance appraisal process for Co-ordinators that recognizes their contribution to the district school board and recognize flexibility of knowledge and skills.

#### 2.0 Image of the Exemplary Co-ordinator

##### 2.1 Leadership

A Co-ordinator is expected to provide strong leadership for the system and at all times conscientiously make a positive impact on students, and the school community on behalf of the system. The Co-ordinator is committed to modeling cooperation and ensuring staff work collaboratively to achieve the goals of the system. The Co-ordinator is a proven leader in curriculum, program development and instruction.

##### 2.2 Communication

The Co-ordinator is an open, honest communicator who consistently and in a timely manner, shares information with the appropriate staff and school communities. The Co-ordinator is a skilled presenter, and active listener. S/he is able to clearly, concisely and thoroughly prepare reports using appropriate media.

### 2.3 Management

The Co-ordinator effectively manages human, physical and financial resources. S/he is an effective problem solver and decision-maker, involving people in decisions, which affect them. S/he is adept at critical thinking, highly organized, able to effectively prioritize efforts and responsive to a time sensitive environment. S/he is an effective change agent and engenders this in others.

### 2.4 Demonstration of Outcomes

The Co-ordinator has a clear sense of direction founded on the expectations of the system and is committed to ensuring the demonstration of targeted outcomes is achieved. S/he is creative and innovative in their approach to ensure success and is able to articulate indicators of this success.

### 2.5 Relationships

The Co-ordinator has excellent human relations skills and constantly works at developing an atmosphere of trust and mutual respect with staff, parents, colleagues and school community. S/he is effective at conflict resolution and consistently works to achieve a positive learning and working climate. A Co-ordinator actively promotes the growth and development of staff and is an effective role model who participates in personal professional development activities. S/he recognizes and acknowledges staff efforts and successes.

### 2.6 Personal Attributes

A Co-ordinator is energetic, enthusiastic, positive and proactive. S/he has a mature outlook, is a team player, treats others with dignity and respect at all times, always approaches issues with a Near North perspective, which acknowledges diversity and political sensitivity.

### 2.7 Change Agent

The Co-ordinator manages change in a manner that will promote positive change in other individuals.

## 3.0 Overall Expectations and Performance indicators

Exemplary Standards and Performance Indicators for an Exemplary Co-ordinator.

Category	Exemplary Standard	Performance Indicator
3.1 Leadership	Provides strong leadership for the system and at all times conscientiously works towards making a positive impact on students and the school community on behalf of the system.	3.1.1 Works diligently to make a positive impact on the system through co-ordinating in-service and professional development sessions. 3.1.2 Knows, understands and acts on current research, Ministry/Curriculum and Ministry standards and system resource documents, to promote student learning. 3.1.3 Models cooperation and encourages staff to work collaboratively to achieve system goals. 3.1.4 Co-ordinates meaningful and effective work groups for program review, development, implementation and evaluation. 3.1.5 Promotes system initiatives. 3.1.6 Is an effective curriculum leader and facilitator.

<b>Category</b>	<b>Exemplary Standard</b>	<b>Performance Indicator</b>
3.2 Communication	Consistently exhibits open, honest and timely two-way communication with all stakeholders.	3.2.1 Prepares clear, complete and concise reports with well-researched recommendations. 3.2.2 Engages appropriate problem solving skills. 3.2.3 Makes effective presentations using appropriate technology. 3.2.4 Listens and responds effectively. 3.2.5 Liaises with individuals and agencies to facilitate shared information and projects. 3.2.6 Is accessible to others.
3.3 Management	Exhibits high level management skills	3.3.1 Effectively manages human, physical and financial resources. 3.3.2 Takes responsibility for making effective decisions which involve stakeholders. 3.3.3 Is well organized and able to prioritize in a time sensitive environment.
3.4 Demonstration of Outcomes	Establishes a clear sense of direction founded on system priorities and demonstrates achievement of identified outcomes.	3.4.1 Sets clear goals and action plans including ways to measure achievement of goals. 3.4.2 Communicates expected outcomes to appropriate staff. 3.4.3 Models and fosters reflective practice.
3.5 Relationships	Establishes and exhibits positive interpersonal relationships with all stakeholders.	3.5.1 Works to achieve a positive climate of trust and mutual respect. 3.5.2 Provides appropriate assistance to principals and staff 3.5.3 Sets high standards of performance with staff. 3.5.4 Handles conflict situations effectively. 3.5.5 Recognizes and acknowledges staff growth and development.
3.6 Personal Attributes	Exhibits positive and professional image	3.6.1 Is energetic, enthusiastic, positive and proactive. 3.6.2 Is a team player. 3.6.3 Treats others with dignity and respect at all times. 3.6.4 Acknowledges diversity and political sensitivity.
3.7 Change Agent	Anticipates and manages change to promote positive change in other individuals.	3.7.1 Works effectively to counter the barriers to change, while respecting other's perspectives. 3.7.2 Renews personal knowledge about educational and societal issues. 3.7.3 Assists staff to respond positively to challenges.

## **Planning and Performance Appraisal**

A planning discussion will be held with the appropriate Superintendent of Program and Schools prior to the start of each school year to set priorities for the Program Department.

- 4.1 At the beginning of each year, the Co-ordinators, in consultation with the appropriate Supervisory Office(s) will review his or her areas of responsibilities and develop a set of outcomes to be addressed during that year. In addition, the Coordinator will prepare an Annual Learning Plan for submission to the Supervisory Officer. Coordinators may develop a portfolio.
- 4.2 Throughout the course of the school year the Co-ordinator shall implement the plans outlined in 4.1.
- 4.3 Towards the end of the school year the Co-ordinator and Superintendent of Program and Schools will meet to discuss the progress made with respect to the plans described in 4.1 and the Annual Learning Plan. This will set the stage for next year's planning.
- 4.4 The Superintendent of Program and Schools shall prepare performance appraisal reports for Co-ordinators once every three years. First year Co-ordinators will be scheduled to receive a report at the end of the first year and continue every three years thereafter.

The Superintendent is required the right to prepare a report at any time as s/he deems necessary.

**Role of the Co-ordinator - Evaluation Survey**

**Area 1: Leadership**

**Exemplary Standard:** Provides strong leadership for the system and at all times conscientiously works toward making a positive impact on students and the school community on behalf of the Board.

<b>Performance Indicators</b>	<b>Exemplary</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Comments</b>
<b>1.1</b> Works diligently to make a positive impact on students and the school community.					
<b>1.2</b> Knows, understands and acts on current research, Ministry Curriculum and Ministry Standards and System required documents to promote student learning.					
<b>1.3</b> Models cooperation and encourages staff work to collaboratively to achieve system goals.					
<b>1.4</b> Coordinates meaning, effective work groups for program review development and evaluation.					
<b>1.5</b> Promotes system initiatives.					
<b>1.6</b> Is an effective leader/ business services.					

## Area 2: Communication

**Exemplary Standard:** Consistently exhibits open, honest and timely two-way communication with all stakeholders.

Performance Indicators	Exemplary	Good	Satisfactory	Unsatisfactory	Comments
<b>2.1</b> Prepares clear, complete and concise reports with well researched recommendation.					
<b>2.2</b> Engages appropriate problem solving skills.					
<b>2.3</b> Makes effective presentations using appropriate technology.					
<b>2.4</b> Listens and responds effectively.					
<b>2.5</b> Liaises with individual and agencies to facilitate shared information and projects.					
<b>2.6</b> Is accessible to others.					

### Area 3: Management

**Exemplary Standard:** Exhibits high-level management skills.

<b>Performance Indicators</b>	<b>Exemplary</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Comments</b>
<b>3.1 Effectively manages human, physical and financial resources.</b>					
<b>3.2 Takes responsibility for realizing effective decisions which involves stakeholders.</b>					
<b>3.3 Is well organized and able to prioritize in a time sensitive environment.</b>					

**Area 4: Demonstration of Outcomes**

**Exemplary Standard:** Establishes a clear sense of direction founded on Board priorities and demonstrates achievement of identified outcomes.

<b>Performance Indicators</b>	<b>Exemplary</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Comments</b>
<b>4.1 Sets clear goals and action plans including ways to measure achievement of goals.</b>					
<b>4.2 Communicates expected outcomes to appropriate staff.</b>					
<b>4.3 Models and fosters reflective practice.</b>					

## Area 5: Relationships

**Exemplary Standard:** Establishes and exhibits positive interpersonal relationships with all stakeholders.

Performance Indicators	Exemplary	Good	Satisfactory	Unsatisfactory	Comments
<b>5.1</b> Works to achieve a positive climate of trust and mutual respect.					
<b>5.2</b> Provides appropriate assistance to principals and staff.					
<b>5.3</b> Sets high standards of performance with staff.					
<b>5.4</b> Handles conflict situations effectively.					
<b>5.5</b> Recognizes and acknowledges staff growth and development.					

## Area 6: Personal Attributes

**Exemplary Standard: Exhibits positive and professional image.**

<b>Performance Indicators</b>	<b>Exemplary</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Comments</b>
<b>6.1 Is energetic, enthusiastic, positive and proactive.</b>					
<b>6.2 Treats others with dignity and respect at all times.</b>					
<b>6.3 Acknowledges diversity and political sensitivity.</b>					

## Area 7: Change Agent

**Exemplary Standard:** As a change agent, the Co-ordinator anticipates and manages change in a manner that will promote positive change in other individuals.

Performance Indicators	Exemplary	Good	Satisfactory	Unsatisfactory	Comments
7.1 Works effectively to counter the barriers to change, while respecting other's perspective.					
7.2 Renews personal knowledge about educational and societal issues.					
7.3 Assists staff to respond positively to challenges.					



**Role of the Co-ordinator Evaluation Survey - Summative Comments**

**Superintendent's Comments** (or attach sheet)

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date**

**Co-ordinator's Comments**

\_\_\_\_\_  
\_\_\_\_\_  
**Coordinator's Signature**

\_\_\_\_\_  
**Date**



Appendix A  
Annual Learning Plan

The Annual Learning Plan must be prepared by the Coordinator in consultation with the Superintendent of Program and Schools. In an evaluation year, this form must be finalized during the performance appraisal process. The coordinator and the superintendent must sign the Annual Learning Plan for the year and each of them must retain a copy.

---

**Coordinator's Name**

**Last Name**

**First Name**

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**Name of Board**

---

**Superintendent's Position**

---

**Superintendent's Name**

**Last Name**

**First Name**

---

**Areas of professional growth that I am interested in pursuing:**

---

**Rationale:**

---

**Strategies and time lines to address areas of professional growth:**

---

**Other:**

---

**Next date for review of the Annual Learning Plan (yyyy/mm/dd)**

---

**Superintendent's comments on the Annual Learning Plan**

---

**Co-ordinator's comments on the Annual Learning Plan**

---

**Superintendent's Signature**

My signature indicates that the Co-ordinator and I reviewed the Annual Learning Plan.

---

**Date (yyyy/mm/dd)**

---

**Coordinator's Signature**

My signature indicates that the Superintendent and I reviewed the Annual Learning Plan.

---

**Date (yyyy/mm/dd)**



## ADMINISTRATIVE GUIDELINE

### Title: Role of the Principal

**Effective Date: June 14, 1999**

**Revised February 14, 2002**

**Responsibility: Superintendent of**

**Program and Schools**

#### 1.0 AN OVERVIEW

**1.1 The Role of the Principal is designed to define, under the direction of Board Policy, the Image of the Exemplary Principal, Overall Expectations for an Exemplary Principal, Exemplary Standards related to the Overall Expectations and Performance Indicators, to provide meaning for the Exemplary Standards. It is intended that this document will be used to:**

- 1.1.1 recognize and encourage best practice;
- 1.1.2 provide a framework that will encourage principals to be reflective and assess their own personal professional growth and set goals for the same;
- 1.1.3 identify educational leadership roles that will have an impact on student learning;
- 1.1.4 provide a consistent, fair and equitable performance appraisal process for all principals that recognizes their contribution to the overall school program; recognize flexibility of knowledge and skills depending on the

location and panel

**1.2 The Near North District School Board recognizes a principal's responsibility to give strong leadership to the schools within the district.**

It is the belief of the Board that:

- 1.2.1 Principals are committed to striving for excellence in leadership for the benefit of their students.
- 1.2.2 Principals make a difference in the climate and culture of a school.
- 1.2.3 Principals play a key role in facilitating learning opportunities that provide continuous student improvement.

**1.3 To this end, the Board expects Role of Principal Administrative Guidelines to achieve the following:**

- 1.3.1 Meet the requirements of the Acts and Regulations of the Ontario Ministry of Education and Training.
- 1.3.2 Define the Image of the Exemplary Principal and the overall expectations that accompany the image.
- 1.3.3 Set exemplary standards and performance indicators that recognize excellent practice and provide opportunities for growth.
- 1.3.4 Outline a procedure for performance appraisal of principals.

**2.0 IMAGE OF THE EXEMPLARY PRINCIPAL**

The exemplary principal is an educational catalyst who consistently inspires and positively engages the school community to maximize student learning.

**3.0 OVERALL EXPECTATIONS FOR AN EXEMPLARY PRINCIPAL**

In supporting the mission, goals and beliefs of The Near North District School Board, a principal will be a:

- 3.1 Change Agent: anticipate and manage change
- 3.2 Cultural Leader: facilitate a Positive Interactive Learning Environment
- 3.3 Program Leader: demonstrate proactive Program Instructional Leadership skills
- 3.4 Communicator: demonstrate positive interpersonal relationship skills
- 3.5 Life Long Learner: model and foster the life long learning process
- 3.6 Community Partner: generate active community support for the school program
- 3.7 Administrator: provide strong administrative leadership for the school
- 3.8 System Contributor: contribute to system programs and initiatives
- 3.9 Technological Facilitator: contribute to the growth and technological competencies of staff and students

#### 4.0 EXEMPLARY STANDARDS AND PERFORMANCE INDICATORS FOR AN EXEMPLARY PRINCIPAL

Category	Exemplary Standard	Performance Indicators
<b>4.1.0 Change Agent</b>	As a change agent, the principal anticipates and manages change in a manner that will promote positive change in other individuals.	4.1.1 -recognizes the demands of the change process 4.1.2 -works effectively to counter the barriers to change, while respecting other’s perspectives 4.1.3 -continually renews personal knowledge about educational and societal issues 4.1.4 -encourages initiative and innovation in staff by showing respect and support for new and different ideas 4.1.5 -assists staff to respond positively to challenges 4.1.6 -provides opportunities and resources for them to understand, learn, act and reflect on changes and develop creative purposeful solutions
<b>4.2.0 Cultural Leader</b>	As a cultural leader the principal facilitates a Positive Learning Environment within his/ her school in a manner that stimulates competent performance.	4.2.1-models and promotes a compassionate and caring attitude toward others 4.2.2 -maintains a sense of humour and enthusiasm 4.2.3 -promotes a positive school spirit and environment 4.2.4 -demonstrates loyalty to the school 4.2.5 -builds positive relationships among and between staff and students 4.2.6 -establishes the condition for a collaborative working environment and promotes staff collegiality 4.2.7 -recognizes and confirms the successes of both staff and students 4.2.8 -identifies and promotes leadership skills in other people 4.2.9 -provides a learning environment where diversity is respected and where gender and social equity are valued 4.2.10 -models a positive and professional image in the school community 4.2.11 -is trustworthy
<b>4.3.0 Program Leader</b>	As a program leader, the principal demonstrates proactive instructional leadership for development implementation and review of collaborative relevant, meaningful and engaging programs in schools.	4.3.1 – is accountable for student achievement of learning outcomes 4.3.2 – ensures that the Instructional program addresses the needs of all students 4.3.3 –maximizes resources by being an effective advocate for school programs to promote student learning and meet student needs 4.3.4 -knows, understands and acts on current research and curriculum documents 4.3.5 -models effective instructional practices 4.3.6 –supervises instruction in both a formative and summative manner 4.3.7 –provides opportunities for professional development for staff 4.3.8 -provides clear educational philosophy and goals for the school program in keeping with Ministry and Board regulations and guidelines 4.3.9 –supports the teaching/learning process through an understanding and application of effective teaching strategies 4.3.10 -assesses teacher competence in the teaching/ learning process 4.3.11 –collaborates with teachers to develop, implement and evaluate curriculum based on the Ministry of Education and Training guidelines, board curriculum policies and school system resource documents 4.3.12 –encourages staff to act, reflect and revise their instructional practices with a view to improving student learning

Category	Exemplary Standard	Performance Indicators
<p><b>4.4.0 Communicator</b></p>	<p>As a communicator, the principal demonstrates positive inter-personal relationships</p>	<p>4.4.1 –is a good listener  4.4.2 –demonstrates tolerance for different viewpoints  4.4.3 –employs all forms of communication effectively in an on-going manner  4.4.4 –gives and receives constructive criticism in a positive manner  4.4.5 –shares information with discretion  4.4.6 –engages appropriate problem solving skills  4.4.7 –promotes dialogue among individuals</p>
<p><b>4.5.0 Life-Long Learner</b></p>	<p>As a life long learner, the principal participates in a variety of learning experiences</p>	<p>4.5.1 –reviews current educational resources and practices and utilizes these to promote staff growth  4.5.2 -utilizes up to date technological developments  4.5.3 -brings to the experience a background of other community interests  4.5.4 -models an openness to continuous learning  4.5.5 -models and fosters reflective practices  4.5.6 –develops an appropriate balance between personal and professional life  4.5.7 –demonstrates a commitment to personal professional growth by engaging in a program of professional development  4.5.8 –reflects on past experiences, current educational practices and possible future trends  4.5.9 –manages stress in the workplace</p>
<p><b>4.6.0 Community Partner</b></p>	<p>As a community partner, the principal generates active community support for the school through a variety of activities.</p>	<p>4.6.1 –facilitates the activities of the School Advisory Council  4.6.2 –provides accessibility of the school facilities for the community in compliance with Board policy  4.6.3 –understands the dynamics of the local community  4.6.4 -makes the community aware of good news stories including staff and student achievements and innovations  4.6.5 –accesses and utilizes, to the best advantage, additional local resources  4.6.6 -is aware of and responds to the cultural climate in the community</p>

Category	Exemplary Standard	Performance Indicators
<p><b>4.7.0 Administrator</b></p>	<p>As an administrator, the principals provides efficient administrative leadership for the operation of the school program.</p>	<p>4.7.1 – advocates for students  4.7.2 -utilizes appropriate conflict management skills  4.7.3 –employs effective time management skills  4.7.4 –manages school budgets in a fiscally responsible manner  4.7.5 –demonstrates effective decision-making and problem solving skills  4.7.6 –promotes consensus building  4.7.7 –encourages the collaborative team approach  4.7.8 -keeps staff current with Board decisions and directions  4.7.9 –understands the legalities relative to dealing with employees  4.7.10 –manages human and physical resources within the school and school grounds  4.7.11 –provides a safe working and learning environment for staff and students  4.7.12 -selects appropriate people, compatible with the school culture and climate, to assume the responsibilities for teaching, supervises and supports the learning outcomes for students  4.7.13 –makes recommendations to senior administration for the promotion, transfer, or dismissal of staff under appropriate processes outlined in Board Policy  4.7.14 –establishes and implements a firm but fair behaviour code related to the Safe Schools Policy  4.7.15 –applies the process of school management and of current acts and regulations within which the school must function  4.7.16 –manages the supervision of staff in accordance with Board Policy</p>
<p><b>4.8.0 System Contributor</b></p>	<p>As a system contributor, the principal is involved in the Board’s mission, programs and initiatives.</p>	<p>4.8.1 –participates actively in the Principals’ Association  4.8.2 –is involved in committee work in an on-going manner  4.8.3 –participates in program/policy development  4.8.4 –promotes system achievements  4.8.5 –maintains effective liaison with administration and Board-wide projects  4.8.6 –participates in professional organizations at the school, Board and Provincial level</p>

Category	Exemplary Standard	Performance Indicators
<b>4.9.0 Technological Facilitator</b>	As a technological facilitator, the principal contributes to the growth and technological competencies of staff and students	4.9.1 –models appropriate use of technological development 4.9.2 –identifies potential services and resources to support initiatives in the school 4.9.3 –liaisons with Information Technology Coordinator 4.9.4 –participates in planning to incorporate latest technology in the school 4.9.5 –analyzes electronic data

## **5.0 PERFORMANCE APPRAISAL**

An annual performance review will be held with the Superintendent of Program and Schools. The following process will ensure a comprehensive and fair performance appraisal.

- 5.1 At the beginning of each year each principal will review the School Effectiveness Plans according to the process outlines in Appendix A. At the beginning of the school year the principal and Superintendent of Program will meet to discuss the plan's stage of development.
- 5.2 Throughout the course of the school year the principal will continue the process of review and implementation required in Appendix A.
- 5.3 Towards the end of the school year the principal and Superintendent of Program and Schools will meet to discuss the progress made with respect to the School Effectiveness Plans, Personal Professional Plan and Personal Professional Portfolios. Prior to the meeting the Superintendent will outline the documentation required for the meeting. The basic requirements shall include:
  - 5.3.1 Annotated copy of School Effectiveness Plan relative to the stage of the process defined in Appendix A.
  - 5.3.2 One page executive summary of progress related to the School Effectiveness Plan.
  - 5.3.3 Listing of Teacher Performance Appraisals Completed (see Administrative Guideline - Teacher Performance Appraisal)
  - 5.3.4 List of system involvement (e.g. committees) over the course of the school year.
  - 5.3.5 Plans/foci for the following school year.
  - 5.3.6 Personal Professional Goal Progress

In addition, a Superintendent may require additional documentation related to the requirements of current initiatives.

At the same meeting the principal will be requested to present his/her portfolio to demonstrate exemplary leadership and life long learning.

- 5.4 The Superintendent of Program and Schools shall prepare performance appraisal reports for principals once every three years. Principals will be grouped into three phases where Phase 3 will be the report preparation year. First year principals will be scheduled into Phase 3 and receive a report at the end of the first year and continue on the cycle for remaining years.

The Superintendent reserves the right to prepare a report at any time as he/she deems necessary.

## **6.0 ACKNOWLEDGEMENTS**

6.1 This document was initiated by a group of educators in The East Parry Sound Board of Education. The committee who invested many hours in preparing the foundation for what appears in the present document were:

**Ross Cox  
Linda Daniels-Larade  
Mel Key  
Sandra Train  
Isabel Doxey  
Jill Kulchar  
Sandra Lloyd  
Jim MacLachlan  
Pam Winters  
Winston Watson**

6.2 With the amalgamation of Boards into the Near North District School Board, the content was reviewed and revised to meet the needs of the system. Contributors to the process were committee members:

**Wayne Hopkins, Principal, E. T. Carmichael Public School  
Phil Geden, Principal, Widdifield Secondary School  
Sylvia Cameron, Principal Argyle Public School  
Terry Timmons, Principal, MacTier Public School  
Don Cowan, Superintendent of Program and Schools  
Marc Buchanan, Superintendent of Program and Schools  
Wayne Bacon, Superintendent of Program and Schools**

6.3 The document, as published in April, 1999, is intended to be a working document for the 1999-2000 school year. The committee will reconvene to review and update in accordance with feedback forwarded by participating stakeholders.



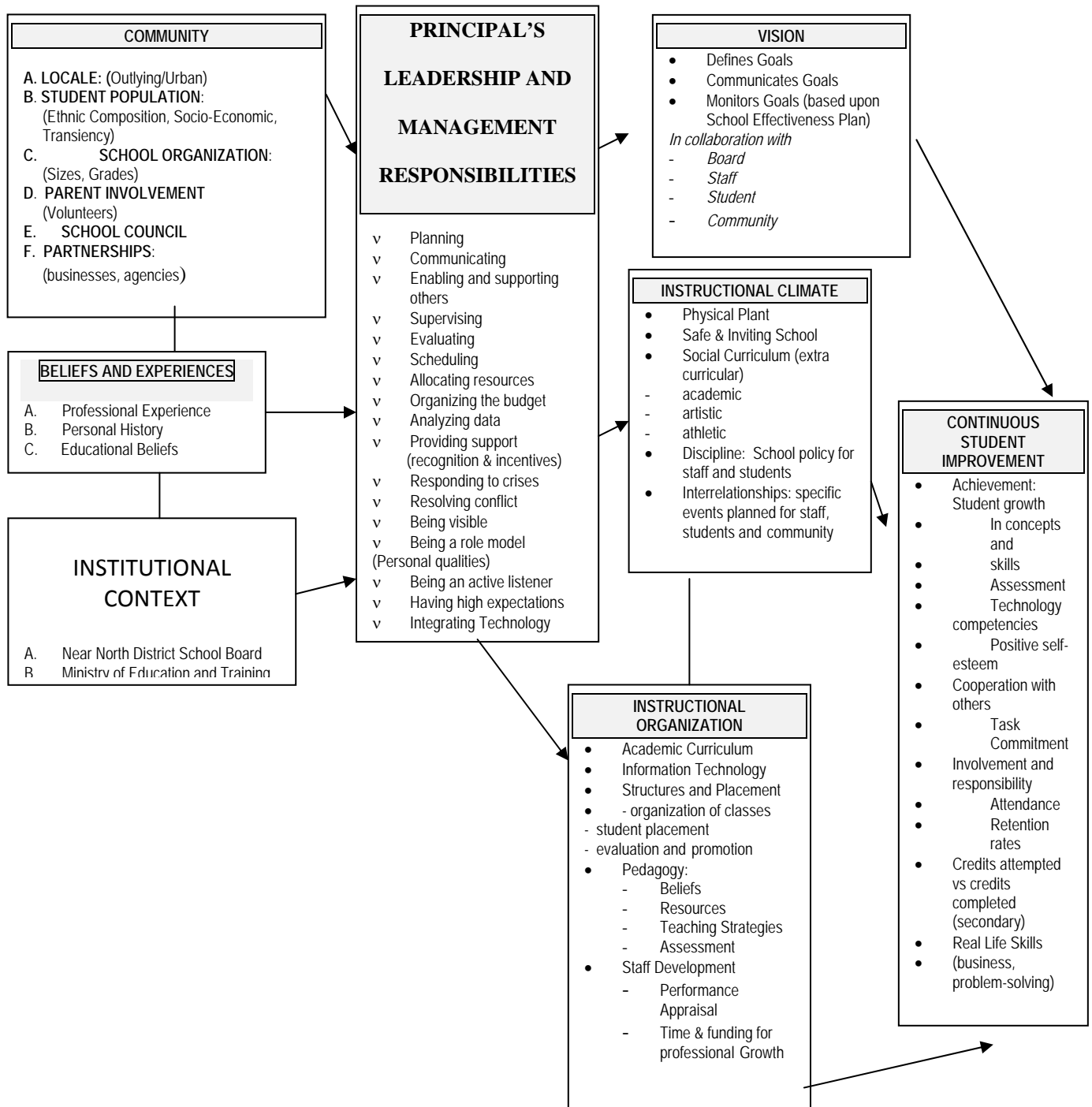
## **ADMINISTRATIVE RESOURCE GUIDE**

### **PART I**

#### **IMAGE OF EXEMPLARY PRINCIPAL FLOWCHART**

## IMAGE OF THE EXEMPLARY PRINCIPAL

The exemplary principal is an educational catalyst who consistently inspires and positively engages the school community to maximize student learning.





## **ADMINISTRATIVE RESOURCE GUIDE**

### **PART II**

## **SURVEYS FOR PRINCIPAL SELF EVALUATION**

## PRINCIPAL SELF EVALUATION QUESTIONNAIRE

### Introduction

This questionnaire is based on the Performance Indicators for each of the following eight areas:

- 1] Change Agent
- 2] Cultural Leader
- 3] Program Leader
- 4] Communicator
- 5] Life Long Learner
- 6] Community Partner
- 7] Administrator
- 8] System Contributor
- 9] Technological Facilitator

The purpose of the questionnaire is to help each principal identify areas of strength and need for improvement in their teaching and professional practice. Once the areas have been noted, an appropriate plan of action can be developed that will build on areas of strength to increase expertise. A truly personalized professional development plan will result.

This method of self-evaluation is developed with the belief that each principal is a competent professional and, as life long learners, is seeking to improve practice.

Definitions for the headings of the survey are:

<b>Miss</b>	Missing the requirements of the current needs of the school
<b>Meet</b>	Meets the requirements of the current needs of the school
<b>Exceed</b>	Exceeds the requirements of the current needs of the school



**SELF-EVALUATION SURVEY**

**AREA 1: CHANGE AGENT**

**Exemplary Standard:** As a change agent, the principal anticipates and manages change in a manner that will promote positive change in other individuals.

Performance Indicators	Miss	Meet	Exceed	Comments
<b>1.1</b> Recognizes the demands of the change process.				
<b>1.2</b> Works effectively to counter the barriers to change, while respecting other's perspectives				
<b>1.3</b> Continually renews personal knowledge about educational and societal issues				
<b>1.4</b> Encourages initiative and Innovation in staff by showing respect and support for new and different ideas				
<b>1.5</b> Assists staff to respond positively to challenges				
<b>1.6</b> Provides opportunities and resources for them to understand, learn, act and reflect on changes and develop creative purposeful solutions				

**AREA 2: CULTURAL LEADER**

**Exemplary Standard:** As a cultural leader the principal facilitates a Positive Learning Environment

within his/her school in a manner that stimulates competent performance.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>2.1</b> Models and promotes a compassionate and caring attitude towards others				
<b>2.2</b> Maintains a sense of humour and enthusiasm				
<b>2.3</b> Promotes a positive school spirit and environment				
<b>2.4</b> Demonstrates loyalty to the school				
<b>2.5</b> Builds positive relationships among and between staff and students				
<b>2.6</b> Establishes the condition for a collaborative working environment and promotes staff collegiality				
<b>2.7</b> Recognizes and confirms the successes of both staff and students				
<b>2.8</b> Identifies and promotes leadership skills in other people				
<b>2.9</b> Provides a learning environment where diversity is respected and where gender and social equity are valued				
<b>2.10</b> Models a positive and professional image in the school community				
<b>2.11</b> Is trustworthy				

**AREA 3: PROGRAM LEADER**

**Exemplary Standard:** As a program leader, the principal demonstrates proactive instructional leadership for development implementation and review of collaborative relevant, meaningful and engaging programs in schools.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>3.1</b> Is accountable for student achievement of learning outcomes				
<b>3.2</b> Knows, understands and acts on current research and curriculum documents				
<b>3.3</b> Maximizes resources by being an effective advocate for school programs to promote student learning and meet student needs				
<b>3.4</b> Knows, understands and acts on current research and curriculum documents.				
<b>3.5</b> Models effective instructional practices				
<b>3.6</b> Supervises instruction n both a formative and summative manner.				
<b>3.7</b> Provides opportunities for professional development for staff				
<b>3.8</b> Provides clear educational philosophy and goals for the school program in keeping with Ministry and Board regulations and Guidelines				
<b>3.9</b> Supports the teaching/learning process through an understanding and application of effective teaching strategies				
<b>3.10</b> Assesses teacher competence in the teaching/learning process				

<p><b>3.11</b> Collaborates with teachers to develop, implement and evaluate curriculum based on the Ministry of Education and Training guidelines, board curriculum policies and school system resource documents</p>				
<p><b>3.12</b> Encourages staff to act, reflect and revise their instructional practices with a view to improving student learning</p>				
<p><b>3.13</b> Ensures that the instructional program addresses the needs of all students</p>				

**AREA 4: COMMUNICATOR**

**Exemplary Standard:** As a communicator, the principal demonstrates positive interpersonal relationships

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>4.1</b> Is a good listener				
<b>4.2</b> Demonstrates tolerance for different viewpoints				
<b>4.3</b> Employs all forms of communication effectively in an on-going manner				
<b>4.4</b> Gives and receives constructive criticism in a positive manner				
<b>4.5</b> Shares information with discretion				
<b>4.6</b> Engages appropriate problem-solving skills				
<b>4.7</b> Promotes dialogue among individuals				

**AREA 5: LIFE-LONG LEARNER**

**Exemplary Standard:** As a life-long learner, the principal participates in a variety of learning experiences.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>5.1</b> Reviews current educational resources and practices and utilizes these to promote staff growth				
<b>5.2</b> Utilizes up to date technological developments				
<b>5.3</b> Brings to the experience a background of other community interests				
<b>5.4</b> Models an openness to continuous learning				
<b>5.5</b> Models and fosters reflective practices				
<b>5.6</b> Develops an appropriate balance between personal and professional life				
<b>5.7</b> Demonstrates a commitment to personal professional growth by engaging in a program of professional development				
<b>5.8</b> Reflects on past experiences, current educational practices and possible future trends				
<b>5.9</b> Manages stress in the workplace				

**AREA 6: COMMUNITY PARTNER**

**Exemplary Standard:** As a community partner, the principal generates active community support for the school through a variety of activities.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>6.1</b> Facilitates the activities of the School Advisory Council				
<b>6.2</b> Provides accessibility of the school facilities for the community in compliance with Board policy				
<b>6.3</b> Understands the dynamics of the local community				
<b>6.4</b> Makes the community aware of good news stories including staff and student achievements and innovations				
<b>6.5</b> Accesses and utilizes, to the best advantage, additional local resources				
<b>6.6</b> Is aware of and responds to the cultural climate in the community				

**AREA 7: ADMINISTRATOR**

**Exemplary Standard:** As an administrator, the principal provides efficient administrative leadership for the operation of the school program.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>7.1</b> Advocates for students				
<b>7.2</b> Utilizes appropriate conflict management skills				
<b>7.3</b> Employs effective time management skills				
<b>7.4</b> Manages school budgets in a fiscally responsible manner				
<b>7.5</b> Demonstrates effective decision-making and problem-solving skills				
<b>7.6</b> Promotes consensus building				
<b>7.7</b> Encourages the collaborative team approach				
<b>7.8</b> Keeps staff current with Board and directions				
<b>7.9</b> Understands the legalities relative to dealing with employees				
<b>7.10</b> Manages human and physical resources within the school and school grounds				
<b>7.11</b> Provides a safe working and learning environment for staff and students				

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>7.12</b> Selects appropriate people, compatible with the school culture and climate, to assume the responsibilities for teaching, supervises and supports the learning outcomes for students				
<b>7.13</b> Makes recommendations to senior administration for the promotion, transfer, or dismissal of staff under appropriate processes outlined in Board Policy				
<b>7.14</b> Establishes and implements a firm but fair behaviour code related to the Safe Schools Policy				
<b>7.15</b> Applies the process of school management and of current acts and regulations within which the school must function				
<b>7.16</b> Manages the supervision of staff in accordance with Board Policy				

**AREA 8: SYSTEM CONTRIBUTOR**

**Exemplary Standard:** As a system contributor, the principal is involved in the Board’s mission, programs and initiatives.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>8.1</b> Participates actively in the Principals’ Association				
<b>8.2</b> Is involved in committee work in an on-going manner				
<b>8.3</b> Participates in program/policy development				
<b>8.4</b> Promotes system achievements				
<b>8.5</b> Maintains effective liaison with administration and Board-wide projects				
<b>8.6</b> Participates in professional organizations at the school, Board and Provincial level				

**AREA 9: TECHNOLOGICAL FACILITATOR**

**Exemplary Standards:** As a technological facilitator the principal contributes to the growth competencies of staff and students.

<b>Performance Indicators</b>	<b>Miss</b>	<b>Meet</b>	<b>Exceed</b>	<b>Comments</b>
<b>9.1</b> Models appropriate use of technological development				
<b>9.2</b> Identifies potential sources and resources to support initiatives in the school				
<b>9.3</b> Liaisons with Information Technology Coordinator				
<b>9.4</b> Participates in planning to incorporate latest technology in the school				
<b>9.5</b> Analyzes electronic data				



## PROFESSIONAL PORTFOLIOS

Each principal will develop a professional portfolio as documentation of annual accomplishments and progress.

A Portfolio is organized information about a principal's practice

A principal should assemble a portfolio to:

1. advance professional growth
2. to provide evidence of exemplary practice(s)
3. provide opportunity for self-reflection
4. capture the complexities of professional practice
5. illustrate the individual's philosophy of leadership
6. demonstrate accomplishments, achievements
7. be eligible for promotion
8. plan for individual professional change and growth
9. retain information for future adoption of adaptation

Contents of this portfolio to be incorporated on a regular basis, shall include:

- a) Personal professional goals
- b) A reflective summary in relation to the exemplary standards and Self-Evaluation Survey
- c) Personal professional biennial performance outcomes
- d) Records of professional development
- e) One or more of the following sources of feedback
  1. Staff
  2. School Advisory Council
  3. Colleague
  4. Student
  5. Parent

### **How should a principal assemble a portfolio?**

There are many approaches to developing a principal portfolio. The following one involves articulating an educational philosophy and identifying goals, building and refining the portfolio, and framing the contents for presentation to others.

\*Explain your educational philosophy and teaching goals. Describe in broad strokes the key principles that underlie your practice. These principles will help you select goals for your portfolio.

\*Choose specific features of your instructional program to document. Collect a wide range of artifacts and date and annotate them so you will remember important details when assembling the final portfolio. Consider keeping a journal for written reflections on your teaching.

\*Collaborate with a mentor and other colleagues. This is an essential, but often overlooked, part of the process. Ideally, your mentor will have experience both in teaching and in portfolio construction. And consider meeting at regular intervals to discuss your teaching and your portfolio with a group of colleagues.

\*Assemble your portfolio in a form that others can readily examine. While any number of containers will work, the easiest to organize and handle seems to be a loose-leaf notebook. (Electronic portfolios may soon replace notebooks.)

\*Assess the portfolio. Assessment can range from an informal self-assessment to formal scoring.

### **What are some disadvantages or inappropriate methods?**

- \*A portfolio is NOT just an unorganized collection of professional activities
- \*It is not a scrapbook with either eye-catching photos or heart-warming mementos
- \*It is NOT a collection of artifacts like an attic trunk
- \*It can be time-consuming to develop

### **f) School Improvement Plans**

Evidence of many of the following skills, knowledge and attitudes:

1. Communication
2. Organization
3. Problem-Solving/Critical Thinking Skills
4. Innovation/Change
5. Curriculum Leadership of Business Services Leadership
6. Organizational Leadership
7. Technological Literacy
8. Integrity/Fairness/Honesty
9. Knowledge of the Education Act/Regulations/Memorandum
10. Collaboration/Consensus Building



## **Appendix A**

### **School Effectiveness Planning**

In November, 2000 the Education Improvement Commission (E.I.C.) published a book entitled School Improvement Planning. A Handbook for Principals, Teachers and School Councils. Supervisory Officers and Principals/Vice-Principals reviewed the handbook and recognized it as a very valuable resource for School Effectiveness Planning. Principals/Vice-Principals are charged with the responsibility of taking the lead in the area of effectiveness planning.

The content contained in this document has been developed as the Near North District School Board's minimally acceptable standard in the development and implementation of School Effectiveness Plans. It is designed to give direction to principals/vice-principals in fulfilling the requirements of the Administrative Guideline – Role of the Principal. There is a high degree of cross referencing to the E.I.C. handbook referred to above so it needs to be kept in close proximity to this document for reference purposes.

**Expectations: Start Date – September 2001**

1. 3-year process  
Year 1 – Data Collection, Consultation, Formation (Chapter 4), Formation of Plan (Chapter 5)  
Year 2 – Implementing plan (Chapter 6)  
Year 3 – Revising Plan (Chapter 7 and 8)
2. The framework for School Effectiveness Plans Framework will be consistent across the Board.
3. Plans will reflect Board **ENDS** Policies and priorities.

<p style="text-align: center;"><b>Components of School Effectiveness Plans</b></p> <p>Plans should be organized into 3 categories. (See Chapter 2)</p> <ul style="list-style-type: none"><li>~ Curriculum Delivery</li><li>~ School Environment</li><li>~ Community Partnerships</li></ul>
<p style="text-align: center;"><b>Curriculum Delivery</b></p> <p>Assessment – EQAO</p> <ul style="list-style-type: none"><li>- Guidelines</li><li>- Profiles</li><li>- Exemplars</li></ul> <p>Choices Into Action The Ontario Curriculum Literacy Special Education Plan Information Technology</p>
<p style="text-align: center;"><b>School Environment</b></p> <ul style="list-style-type: none"><li>~ Safe Schools</li><li>~ Emergency Plans</li><li>~ Physical/Plant Environment</li><li>~ Values Education</li><li>~ Climate of High Expectations</li><li>~ Staff Morale</li><li>~ Mentorship</li><li>~ Communication Plan</li></ul>
<p style="text-align: center;"><b>Community Partnerships</b></p> <ul style="list-style-type: none"><li>~ Parents</li><li>~ School Councils</li><li>~ Families of Schools</li><li>~ Service Clubs</li><li>~ Advocacy Groups</li><li>~ Universities and Colleges</li><li>~ Volunteer Community Service (40 hr./student)</li><li>~ Business – Co-Op</li><li>~ Agencies</li><li>~ Policy Protocol</li></ul>

## Process

### Year 1

1. Identify stakeholder groups that need to be involved: (Chapter 3)
  - ~ Principals/Vice-Principals
  - ~ Teachers
  - ~ Support Staff
  - ~ Students
  - ~ School Councils
  - ~ Parents
  - ~ Community – Residential/Business
  - ~ Superintendents/Board
2. Survey parents and clearly define the areas where information needs to be collected for developing a School Profile (See p. 19 and pp. 85-90)
3. Communicate the process with stakeholder groups and establish a planning team (See p. 17 of Handbook).
4. Collect data for the purpose of Gap Analysis using **ENDS** policies, Assessment data and school realities as criteria (For resource see pp. 20-37).
5. Develop a school profile with the planning team (See p. 19).
6. Identify goals for school improvement related to Ministry initiatives and Board expectations (**ENDS** Policies) using the three component areas.
7. Create the plan to include:
  - ~ Goal(s)
  - ~ Performance Targets
  - ~ Focus
  - ~ Strategies
  - ~ Indicators of Success
  - ~ Timelines
  - ~ Responsibility
  - ~ Status Update
  - ~ Revisions
  - ~ NNDSB template is provided(Resource Handbook pp. 39-45 and pp. 62-73)
8. Communicate the Plan to Stakeholder groups (See pp. 91-94 of Handbook)
9. Implement the Plan

### Years 2 and 3

1. Implement the Plan (See pp. 47-49 of Handbook)
2. Evaluate and revise the strategies of the plan based on data collected, new Ministry Initiatives, Board Directions and literature. (See pp. 51-53 of Handbook)



## ADMINISTRATIVE GUIDELINE

### Title: Role of the Supervisory Officer

**Effective Date: June 1, 2000**

**Responsibility: Director of Education**

- 1.1 The Role of the Supervisory Officer is designated to define the:
- a) Image of the Exemplary Supervisory Officer
  - b) Overall Expectations for an Exemplary Supervisory Officer
  - c) Exemplary Standards related to the Overall Expectations for an Exemplary Supervisory Officer
  - d) Performance Indicators defining the Exemplary Standards
- It is intended that this document will be used to:
- a) recognize and encourage best practice;
  - b) provide a framework that will encourage Supervisory Officers to be reflective and assess their own personal professional growth and set goals for the same;
  - c) identify educational leadership roles that will have a positive impact on the system and on student learning;
  - d) provide a consistent, fair and equitable performance appraisal process for Supervisory Officers that recognizes their contribution to the district school board and recognize flexibility of knowledge and skills.

A. **Image of the Exemplary Supervisory Officer**  
**Leadership**

A Supervisory Officer is expected to provide strong leadership for the system and at all times conscientiously make a positive impact on students, and the school community on behalf of the Board. The Supervisory Officer is committed to modeling cooperation and ensuring staff work collaboratively to achieve the goals of the system. The Supervisory Officer is a proven leader in curriculum, instruction / business services and consistent maintains a clear sense of direction.

**Communication**

The Supervisory Officer is an open, honest communicator that consistently and in a timely manner, shares information with the appropriate staff and school communities. The Supervisory Officers is a skilled presenter, and active listener. She/he is able to clearly, concisely and thoroughly write reports that reflect critical information and well thought out recommendations.

**Management**

The Supervisory Officer effectively manages human, physical and financial resources. S/he is an effective problem solver and decision-maker, involving people in decisions which affect them. S/he is adept at critical thinking, highly organized, able to effectively prioritize efforts and responsive to a time sensitive environment. S/he is an effective change agent and engenders this in others.

**Demonstration of Outcomes**

The Supervisory Officer has a clear sense of direction founded on the expectations of the Board and is committed to ensuring the demonstration of targeted outcomes is achieved. S/he is creative and innovative in their approach to ensure success and is able to articulate indicators of this success.

**Relationships**

The Supervisory Officer has excellent human relations skills and constantly works at developing an atmosphere of trust and mutual respect with staff, parents, colleagues and trustees. S/he is effective at conflict resolution and consistently works to achieve a positive learning and working climate. A Supervisory Officer actively promotes the growth and development of staff and is an effective role model that participates in personal professional development activities. S/he recognizes and acknowledges staff efforts and successes.

**Personal Attributes**

A Supervisory Officer is energetic, enthusiastic, positive and proactive. S/he has a mature outlook, is a team player, treats others with dignity and respect at all times, always approaches issues with a Near North perspective which acknowledges diversity and political sensitivity.

**B. Overall Expectations**

Exemplary Standards and Performance Indicators for an Exemplary Supervisory Officer

1. Leadership	Provides strong leadership for the system and at all times conscientiously works towards making a positive impact on students and the school community on behalf of the Board.	<p><b><u>Leadership</u></b></p> <p>1.2 Works diligently to make a positive impact on students and the school community.</p> <p>1.3 Models cooperation and ensures staff work collaboratively to achieve system goals.</p> <p>1.4 Develop effective work groups.</p> <p>1.5 Exhibits clear support for public education.</p> <p>1.6 Is an effective curriculum leader / business services.</p>
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		1.7 Initiates processes and procedures to address observed weaknesses or deficiencies in the curriculum / business area.
2. Communication	Consistently exhibits open, honest and timely two-way communication with all stakeholders.	<p><b><u>Communication</u></b></p> <p>2.1 Presents ideas clearly.</p> <p>2.2 Prepares clear, complete and concise reports.</p> <p>2.3 Makes well thought out recommendations.</p> <p>2.4 Makes effective presentations.</p> <p>2.5 Listens and responds effectively.</p> <p>2.6 Keeps people well informed.</p> <p>2.7 Is accessible to others.</p>
3. Management	Exhibits high level management skills	<p><b><u>Management</u></b></p> <p>3.1 Effectively manages human, physical and financial resources.</p> <p>3.2 Makes effective decisions.</p> <p>3.3 Involves people in decisions which effect them.</p> <p>3.4 Has a thorough knowledge of responsibilities.</p> <p>3.5 Accepts responsibility for decisions.</p> <p>3.6 Is well organized.</p> <p>3.7 Is able to prioritize.</p> <p>3.8 Is an effective change agent.</p> <p>3.9 Is responsive to a time sensitive environment.</p>
4. Demonstration of Outcomes	Establishes a clear sense of direction founded on Board priorities and demonstrates achievement of identified outcomes.	<p><b><u>Demonstration of Outcomes</u></b></p> <p>4.1 Has clearly defined outcomes.</p> <p>4.2 Has clearly defined ways to measure results.</p> <p>4.3 Communicates expected outcomes to appropriate staff.</p> <p>4.4 Demonstrates established</p>

		<p>outcomes and objectives.</p> <p>4.5 Is able to identify indicators of success.</p> <p>4.6 Is creative and innovative in approach.</p>
5. Relationships	Establishes and exhibits positive interpersonal relationships with all stakeholders	<p><b><u>Relationships</u></b></p> <p>5.1 Has excellent interpersonal skills.</p> <p>5.2 Works to achieve a positive climate of trust and mutual respect.</p> <p>5.3 Provides appropriate assistance to trustees.</p> <p>5.4 Sets high standards of performance with staff.</p> <p>5.5 Gains the support of staff.</p> <p>5.6 Handles conflict situations effectively.</p> <p>5.7 Promotes growth and development of staff.</p> <p>5.8 Is an effective role model.</p> <p>5.9 Recognizes and acknowledges staff efforts and successes.</p>
6. Personal Qualities	Exhibits positive and professional image	<p><b><u>Personal Qualities</u></b></p> <p>6.1 Is energetic, enthusiastic, positive and proactive.</p> <p>6.2 Is a team player.</p> <p>6.3 Is creative and takes initiative.</p> <p>6.4 Projects a professional image.</p> <p>6.5 Has a mature outlook.</p> <p>6.6 Treats others with dignity and respect to all times.</p> <p>6.7 Is courteous and shows genuine concern for staff, peers, trustees and the public.</p> <p>6.8 Approaches issues with a Near North perspective.</p> <p>6.9 Acknowledges diversity and political sensitivity.</p>

## **C. Performance Appraisal**

### **A) Purpose of Performance Appraisal**

- To support and foster growth and development towards excellence
- To measure performance in relation to agreed-upon goals
- To ensure competency and productivity
- To ensure efforts are directed at meeting the goals defined by the Board and within the context of the activities undertaken by other supervisory staff
- To identify areas requiring professional development
- To reflect a model of accountability.

### **B) Process for Performance Review**

1. Annually the supervisory officer will develop a set of outcomes to focus their effort on addressing the goals as defined by the Board and other initiatives that support the day-to-day requirements of the system. The plan will be completed as part of the Annual Board Plan and be submitted to the Director prior to September 1 of each year.
2. The Director will initiate a meeting with the Supervisor Officer to review the plan, seek clarification and make recommendations for further inclusions or deletions.
3. Ongoing dialogue will be maintained through the year through individual meetings, job alike meetings and Executive Council meetings.
4. The Director and the Supervisory Officer will meet to discuss observations and identify target areas for the next school year.
5. The Director and the Supervisory Officer will meet to discuss observations and identify target areas for the next school year.
6. Copies of both forms will be forwarded to the Supervisory Officer and files in the personnel file.

## Area 1: Leadership

**Exemplary Standard: Provides strong leadership for the system and at all times conscientiously works toward making a positive impact on students and the school community on behalf of the Board.**

Performance Indicators	Miss	Meet	Exceed	Comments
1.1 Works diligently to make a positive impact on students and the school community.				
1.2 Models cooperation and ensures staff work collaboratively to achieve system goals.				
1.3 Develop effective work groups.				
1.4 Exhibits clear support for public education.				
1.5 Is an effective curriculum leader / business services.				
1.6 Is an effective curriculum leader / business services.				
1.7 Initiates processes and procedures to address observed weaknesses or deficiencies in the curriculum / business area.				

## Area 2: Communication

**Exemplary Standard: Consistently exhibits open, honest and timely two-way communication with all stakeholders.**

Performance Indicators	Miss	Meet	Exceed	Comments
2.1 Presents ideas clearly.				
2.2 Prepares clear, complete and concise reports.				
2.3 Makes well thought out recommendations.				
2.4 Makes effective presentations.				
2.5 Listens and responds effectively.				
2.6 Keeps people well informed.				
2.7 Is accessible to others.				

### Area 3: Management

**Exemplary Standard: Exhibits high level management skills.**

Performance Indicators	Miss	Meet	Exceed	Comments
3.1 Effectively manages human, physical and financial resources.				
3.2 Makes effective decisions.				
3.3 Involves people in decisions which effect them.				
3.4 Has a thorough knowledge of responsibilities.				
3.5 Accepts responsibility for decisions.				
3.6 Is well organized.				
3.7 Is able to prioritize.				
3.8 Is an effective change agent.				
3.9 Is responsive to a time sensitive environment.				

**Area 4: Demonstration of Outcomes**

**Exemplary Standard: Establishes a clear sense of direction founded on Board priorities and demonstrates achievement of identified outcomes.**

Performance Indicators	Miss	Meet	Exceed	Comments
4.1 Has clearly defined outcomes.				
4.2 Has clearly defined ways to measure results.				
4.3 Communicates expected outcomes to appropriate staff.				
4.4 Demonstrates established outcomes.				
4.5 Is able to identify indicators of success.				
4.6 Is creative and innovative in approach.				

## Area 5: Relationships

**Exemplary Standard: Establishes and exhibits positive interpersonal relationships with all stakeholders.**

Performance Indicators	Miss	Meet	Exceed	Comments
5.1 Has excellent interpersonal skills.				
5.2 Works to achieve a positive climate of trust and mutual respect.				
5.3 Provides appropriate assistance to trustees.				
5.4 Sets high standards of performance with staff.				
5.5 Gains the support of staff.				
5.6 Handles conflict situations effectively.				
5.7 Promotes growth and development of staff.				
5.8 Is an effective role model.				
5.9 Recognizes and acknowledges staff efforts and success.				

**Area 6: Personal Qualities**

**Exemplary Standard: Exhibits positive and professional image.**

Performance Indicators	Miss	Meet	Exceed	Comments
6.1 Is energetic, enthusiastic, positive and proactive.				
6.2 Is a team player.				
6.3 Is creative and takes initiative.				
6.4 Projects a professional image.				
6.5 Has a mature outlook.				
6.6 Treats others with dignity and respect to all times.				
6.7 Is courteous and shows genuine concern for staff, peers, trustees and the public.				
6.8 Approaches issues with a Near North perspective.				
6.9 Acknowledges diversity and political sensitivity.				

**THE NEAR NORTH DISTRICT SCHOOL BOARD**

**SELF-EVALUATION SURVEY**

**Area 7: Change Agent**

**Exemplary Standard: As a change agent, the Supervisory Officer anticipates and manages change in a manner that will promote positive change in other individuals.**

Performance Indicators	Miss	Meet	Exceed	Comments
7.1 Recognizes the demands of the change process.				
7.2 Works effectively to counter the barriers to change, while respecting other's perspectives.				
7.3 Continually renews personal knowledge about educational and societal issues.				
7.4 Encourages initiative and innovation in staff by showing respect and support for new and different ideas.				
7.5 Assists staff to respond positively to challenges.				

## **Section F**

**Principal-Vice/Principal**

**Performance Appraisal Guideline**

**Near North District School Board**

Available on the Near North District School Board website ([www.nearnorthschools.ca](http://www.nearnorthschools.ca))  
for the Principal-Vice/Principal Performance Appraisal Guideline.

## **Section G**

Succession Planning

and Management

Near North District School Board

## **Succession Planning and Management**

The Director is responsible for succession planning and management; however, Director's Council and the Board of Trustees play important roles.

The Aspiring School Leaders' Program is intended to ensure a cadre of qualified individuals are available for the school leadership roles. The Program identifies individuals and supports their individual pursuit of leadership opportunities.

Director's Council constantly monitors and plans for changes to school administration. Many factors affect the number of changes and the time of changes. Predicting the changes is part of the process, although the complexity of the situation makes it a very dynamic and ever changing context.

The Director and Superintendents seek to understand and consider the interests of current administrators in terms of career path, size of school, and geographic considerations.

Processes, roles and responsibilities are set out in Board policy and procedure.