SECONDARY PRINCIPAL

VALID: Tuesday, December 15, 2015 – Friday, January 22, 2016

The District School Board of Niagara invites qualified and capable persons to apply for the above position. This posting is open to internal and external candidates.

Application packages will be received by Jim Morgan, Superintendent of Human Resources, **up to 4:00pm, Friday, January 22, 2016.**

The application package should consist of:
(a)   A cover letter indicating the position that the candidate is applying for.
(b)   A current résumé (2-3 pages).
(c)   A copy of your most recent Ontario College of Teachers Certificate of Qualifications.
(d)   A copy of your most recent performance appraisal.
(e)   References: List your three (3) most recent supervisors (including your current Supervisor and Superintendent). Include contact numbers, email addresses and mailing addresses for each.
(f)   Leadership Readiness Document (please see www.dsbn.org click on Careers, Administrator Opportunities for the appropriate fillable PDF version of the Leadership Readiness Document).

Please submit 10 copies of the application package.

PROFESSIONAL QUALIFICATIONS:
A Certificate of Qualification indicating Part I and Part II - Principals' Qualifications.

EXPERIENCE QUALIFICATIONS:
(a)   The applicant will have completed, by September 2015, at least two (2) years of successful experience as a Vice-Principal or Administrator - School Support Services, or equivalent of a System Level Administrator.
(b)   The applicant will have demonstrated leadership experiences (outlined in résumé).
(c)   The applicant will have teaching experience in two (2) divisions (Intermediate, Senior).
(d)   In particular, applicants must demonstrate:
- Superior interpersonal and communication skills
- Effective organization and management skills
- Outstanding instructional leadership skills (Literacy, Numeracy, Assessment and Evaluation, Education for All).

For those applicants proceeding to an interview, the selection process consists of three (3) components:
- Immediate Supervisor, and former Supervisor if applicable, input
- Senior Administration input
- Interview

Selected applicants will be advised of the date and time of their interview.

MaryLou Crevier
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Superintendent of Human Resources
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DISTRICT SCHOOL BOARD OF NIAGARA

LEADERSHIP SELECTION
2015 - 2016

LEADERSHIP SELECTION PROCESS
2015 - 2016

The fundamental components of the process are:

1. **<u>Application</u>:**

   - In response to posting.
   - Requires cover letter, résumé and the names and contact information of three professional references, one of which must be your current supervisor and superintendent.
   - Proof of required qualifications (Ontario College of Teachers Certificate of Qualifications).
   - A copy of your most recent performance appraisal.
   - Leadership Readiness Document (LRD).
   - Submit <u>10 copies</u> of the application package.

2. **<u>Leadership Readiness Document (LRD) Preparation (see LRD Principal/Vice-Principal Guide attached)</u>:**

   - This is a candidate generated document that outlines examples of leadership.
   - A PDF format is part of the Leadership Selection Package.
   - The LRD is posted as a fillable PDF document, which is to be completed and submitted as part of the application package.

3. **<u>Confidential Supervisor's Summary</u>:**

   - Candidate's immediate supervisor/and former supervisor if applicable and superintendent will complete a Confidential Supervisor's Summary and submit separately from the candidate's application package.

4. **<u>Superintendent (SO) Input</u>:**

   - Director and SO Input Session draws on the LRD, cover letter, résumé, SO knowledge of, and experience with the candidate and the Confidential Supervisor's Summary.
   - Candidates moving forward to a formal interview are selected.
   - Candidates will be informed of the outcome of the SO Input Session (interview or no interview) in a timely fashion.

5. **<u>Interview</u>:**

   - Leadership Interview Committees may consist of Director or designate, Trustee, SO Chair of Selection Committee, SO Representative, Principal Representative, Parent Representative.
   - Approximate length of interview is 30 minutes (4-6 questions).
   - Writing materials will be available.
   - A written copy of the questions will be available to candidates for reference during the interview.
   - Handshakes are not required upon entering or leaving the interview.
   - Candidates will be given the opportunity for a brief summary statement/wrap-up at the conclusion of the interview.
   - Candidates will be notified by phone in a timely fashion (usually the day of or the day after their interview) of the selection process results.

6. **Pool Creation:**

- The successful candidates designated by the Senior Administrative Team Review Committee will be placed in the appropriate leadership "pool" of candidates deemed to be ready for positions as they become available.
- Candidates will remain in the "pool" for two application cycles, without the need to reapply.

7. **Feedback:**

- Post-interview feedback will be offered to all candidates, successful or not, in a timely fashion, normally within 1 - 2 weeks. Honesty, frankness and areas for growth will be stressed.

8. **Selection/Appointment:**

- Candidates may be drawn from the "pool" for open positions after consultation with Senior Administration.
- Consultation with the Director, Area SO, Trustee, Principal and candidate will take place before recommendation to the Board for a leadership appointment.
- The SO(s) responsible for leadership selection will submit information about the appointments/placements of Principals and Vice-Principals to the Board.

<u>Leadership Readiness Document (LRD) Principal/Vice-Principal Guide</u>

The purpose of the LRD for applicants to the Principal/Vice-Principal pool is to enable the applicants to highlight their practice with reference to the **Ontario Leadership Framework**. The LRD provides an opportunity for applicants to cite evidence, demonstrate skill/knowledge/attitudes and outline impact. Applicants should keep in mind the three (3) provincial educational priorities of: high levels of student achievement; reduced gaps in student achievement; and increased public confidence in publicly funded education.

The LRD should provide examples that:

- Highlight leadership experience;
- Provide quality evidence that is related to the practices and **some** of the indicators;
- Show **skills, knowledge and attitudes** outlined in the **Ontario Leadership Framework**;
- Be results oriented i.e.: state impact.

The LRD is:

- The applicant's work;
- An applicant's self-assessment to demonstrate readiness;
  (it is acceptable that the applicant work with a "critical friend" to review the document)
- Not signed off by an immediate supervisor or Superintendent;
- To be ABCLR – Accurate, Brief, Clear, Logical and Relevant;
- Not required to be in any particular format (paragraph/point form) – it is the applicant's choice – note that there is defined space for each item.

Tips:

- Acronyms that may assist in focusing the development of responses are:
  - STAR – Situation, Task, Action, Results
  - SARS – Situation, Action, Results, Summary
  - PAR – Problem, Action, Results
- Relate to the **Ontario Leadership Framework** (August 2008).

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Leadership Readiness Document (LRD) Principal

NAME: _____

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

Practices	Indicators	Evidence / Reflection / Impact
1. **Establishes a sense of shared purpose**. ▪ Fosters trust and confidence in the organization and the goals outlined in the Board's strategic directions. ▪ Demonstrates the vision and values in everyday work and practice. ▪ Motivates and works with all stakeholders to create a positive and collaborative school culture.	▪ Articulates understanding, support and commitment to the Board's mission, vision and core commitments. ▪ Engages the school community in the development of a shared vision. ▪ Utilizes the vision to guide, provide resource and sustain school improvement efforts. ▪ Aligns school and Board goals. ▪ Ensures that strategic planning incorporates the diversity, values and experience of the school community. ▪ Listens to and acts appropriately on community feedback. ▪ Promotes and advocates for public education.	
2. **Uses data to understand the strengths and needs of the school and to develop and inform the school improvement planning process.** ▪ Collects, analyzes, manages and utilizes data to make informed decisions and foster improved student achievement.	▪ Creates conditions for individual, team and whole-school accountability to improve student achievement and success. ▪ Works with all stakeholders to set appropriate targets and goals for improved student achievement and success and uses a range of evidence to support, monitor, evaluate and improve aspects of school performance. ▪ Shares data routinely with staff, and involves them in analysis, interpretation and action planning. ▪ Makes decisions that reflect equity of opportunity for all students.	

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

Practices	Indicators	Evidence / Reflection / Impact
3. **Builds consensus around the school improvement plan.** ▪ Engages all stakeholders in development, implementation, monitoring and reviewing the school improvement plan. ▪ Influences staff to improve student achievement and success. ▪ Fosters genuine commitment among stakeholders to achieving the goals in the school improvement plan.	▪ Uses an inclusive process to develop, implement, monitor and review the school improvement plan. ▪ Communicates the roles and responsibilities of all partners with regard to school improvement planning. ▪ Seeks community input to clarify and inform school improvement from a community perspective. ▪ Collaborates with staff to develop action plans for improving student achievement and success. ▪ Incorporates discussion with all staff regarding school direction and goals when engaged in performance appraisal processes and reviewing annual learning plans. ▪ Engages school volunteers to effectively support the school improvement plan.	

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

Practices	Indicators	Evidence / Reflection / Impact
1. **Is consistently visible and approachable within the school.** ▪ Has quality contact and interactions with students, teachers, family, and community members.	▪ Structures frequent and regular opportunities for interaction with students and staff in classrooms and throughout the school. ▪ Initiates positive interaction with family and community members. ▪ Provides effective feedback. ▪ Receives feedback with openness to continuous improvement.	
2. **Encourages all staff to see themselves as leaders with an important role to play in school and student success.** ▪ Creates conditions for staff success.	▪ Develops effective strategies to welcome and orient staff to the school community. ▪ Helps staff find meaning, increased skill development, and personal satisfaction in making contributions to improved student achievement and success.	

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

Practices	Indicators	Evidence / Reflection / Impact
3. **Appreciates, respects, and affirms others.** ▪ Creates and sustains a caring, positive school culture. ▪ Fosters a learning and working environment which is inclusive and affirms the gender, faith, culture, race and sexual orientation of students, staff and community. ▪ Fosters a collaborative culture which recognizes and affirms the efforts and achievements of others.	▪ Treats people fairly, equitably and with dignity and respect and addresses disrespectful treatment of others. ▪ Relates genuinely to others in ways that demonstrate appreciation and value. ▪ Supports staff members. ▪ Encourages, challenges, influences, motivates and supports others to attain high goals. ▪ Affirms growth and excellence through recognition, celebration, communication, promotion and encouragement.	
4. **Mediates and resolves conflict.** ▪ Anticipates, identifies, analyzes and resolves problems, consistently striving for mutually beneficial solutions. ▪ Sees resistance as an opportunity for dialogue to find common ground.	▪ Applies restorative approaches in resolving differences with the goal of reconciliation. ▪ Involves others in problem-solving and reaching resolutions that respect the core values of the organization and the dignity of all participants, while fostering continued relationship development.	

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

Practices	Indicators	Evidence / Reflection / Impact
1. **Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities.** ▪ Develops a culture that promotes shared understanding, decision-making and responsibility for outcomes.	▪ Fosters the development of professional learning teams. ▪ Encourages teams to share successful practices both in the school and with other schools. ▪ Ensures students, parents and teachers understand the full range of pathways, options, programs and supports that are available to facilitate student transitions.	
2. **Fosters a changing culture in the school and within the system.** ▪ Creates an environment that welcomes change as an opportunity for growth and improvement. ▪ Understands change theory and leads change with processes to meet the goals of the Board's Strategic Directions and the school's improvement plan. ▪ Values and acts on suggestions for continuous improvement.	▪ Provides a clear picture of what is to be achieved. ▪ Demonstrates an understanding that change can be difficult. ▪ Scaffolds change initiatives to ensure manageable steps. ▪ Utilizes a variety of strategies to support staff as they engage in changing practice. ▪ Works with staff to foster an openness and acceptance of change. ▪ Deals collaboratively with obstacles and provides feedback that is honest, specific and balanced. ▪ Provides input into and/or feedback on system initiatives and contributes to the development of system initiatives.	

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

Practices	Indicators	Evidence / Reflection / Impact
3. Fosters growth and development in self and others. ▪ Uses a combination of strategies and resources to support personal and individual staff growth and organizational learning. ▪ Supports and encourages active participation in professional development that is aligned with school and system initiatives.	▪ Supervises all staff justly and appropriately. ▪ Uses performance appraisal processes to foster professional growth and development in all staff. ▪ Visits classrooms to understand and monitor progress. ▪ Engages individual staff in courageous conversations that encourage further development of effective teaching practice. ▪ Ensures staff is aware of current theories and practices and engages regularly in professional dialogue as a regular aspect of the school's culture.	
4. Develops the leadership capacity of others. ▪ Empowers staff and provides opportunities to achieve goals for professional growth and leadership development. ▪ Distributes leadership equitably amongst school staff.	▪ Nurtures and empowers a diverse workforce providing equity of access to opportunity and achievement. ▪ Challenges thinking and learning of self and others to further develop professional practice. ▪ Identifies, trains, advises, mentors and coaches future leaders to build capacity consistent with school and system needs.	

Leading the Instructional Program	The vice-principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.

Practices	Indicators	Evidence / Reflection / Impact
1. Fosters professional, ethical learning communities. ▪ Builds a collaborative learning environment focused on improved student achievement.	▪ Networks with others inside and outside the school. ▪ Facilitates the development of professional learning teams and ensures they engage in collaborative inquiry to improve instruction. ▪ Establishes a process for the development of a timetable that promotes collaborative team learning. ▪ Utilizes system and school data to inform decisions and to monitor progress.	
2. Demonstrates a deep knowledge of teaching and learning processes. ▪ Establishes a supportive, learning environment in which all students are meaningfully engaged in authentic learning. ▪ Fosters a commitment to equity of outcomes and to close the achievement gap.	▪ Implements appropriate curriculum, assessment and instructional processes and resources to maximize student learning to meet the needs of diverse learners. ▪ Uses data to inform, develop and improve instructional practice. ▪ Ensures the development of student and class profiles which include information that informs practice to improve student learning. ▪ Monitors progress to assess the effectiveness of program delivery. ▪ Integrates technology to maximize student learning. ▪ Ensures effective use of and appropriate access to information communication technology for students and staff.	

Leading the Instructional Program	The vice-principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.

Practices	Indicators	Evidence / Reflection / Impact
3. **Empowers teachers and support staff to become instructional leaders.** ▪ Distributes leadership to build capacity and support for attaining the goals in the school improvement plan.	▪ Ensures clear and consistent high expectations for all staff are communicated, understood and pursued. ▪ Stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners. ▪ Engages staff in opportunities to learn about and to practice effective instructional and assessment strategies. ▪ Provides teams with strategies that foster reflective practice. ▪ Encourages risk-taking and creativity.	
4. **Engages families and communities in supporting student achievement.** ▪ Understands the importance of family and community involvement in supporting student achievement and success.	▪ Assists parents to understand the developmental stages of their children and to create home conditions that support their children as learners. ▪ Uses a variety of communication strategies to connect with all families in the school. ▪ Works with the school council and school staff to provide home programs which actively engage parents in working directly with their children. ▪ Engages students, parents and the community to build partnerships that enhance student learning and work together to create a variety of involvement opportunities.	

Securing Accountability	The vice-principal is responsible for creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable to students, parents, community, supervisors and to the Board for ensuring that students benefit from a high quality education.

Practices	Indicators	Evidence / Reflection / Impact
1. **Takes responsibility and is accountable for the goals set out in the school improvement plan.** ▪ Has a focused plan to sustain continuous improvement. ▪ Aligns school improvement initiatives with mandated Board and Ministry directions. ▪ Works collaboratively with the Supervisory Officer to reflect on progress and establish new goals to meet student needs.	▪ Works collaboratively to set reasonable, achievable targets. ▪ Works with others to develop and implement strategies to support achievement of goals outlined in the school improvement plan. ▪ Leads a school assessment and review process to measure results and provide evidence of outcomes. ▪ Works to develop a climate of trust in collaborating with teachers on the Annual Learning Plan. ▪ Assesses personal growth as outlined in the Annual Growth Plan. ▪ Supports the school council so it can participate actively and authentically in its advisory role.	
2. **Manages day to day operational tasks and processes to ensure optimal school functioning.** ▪ Assumes responsibility and is accountable for a safe, orderly, supportive and healthy learning environment. ▪ Assigns and supervises staff consistent with legislation and Ministry and Board policies and procedures.	▪ Ensures staff roles and responsibilities are clearly understood, implemented and subject to rigorous review and evaluation. ▪ Responds appropriately to legislation and Board policies. ▪ Conducts performance appraisals of staff consistent with legislation and procedures. ▪ Participates in recruitment, hiring and retention of staff with the interest and capacity to further school and system goals. ▪ Ensures the maintenance of and plans for renewal of the school physical plant. ▪ Complies with all building and fire codes as they apply to the operation of the facility. ▪ Maintains accurate records that reflect system and Ministry requirements, and completes reports accurately and in a timely fashion.	

10

Securing Accountability	The vice-principal is responsible for creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable to students, parents, community, supervisors and to the Board for ensuring that students benefit from a high quality education.

Practices	Indicators	Evidence / Reflection / Impact
3. **Manages the school budget procedure.** ▪ Demonstrates accountability for processes that monitor finances and resources.	▪ Implements Board business and financial procedures. ▪ Deploys resources to support school improvement initiatives and to ensure equitable opportunity of all students.	
4. **Demonstrates reflective practice as a leader.** ▪ Reflects on personal contribution to school achievements and responds to feedback from others.	▪ Reflects on, and responds to, feedback based on external evaluations (i.e. District Reviews and Principal Performance Appraisal). ▪ Develops and presents a coherent and transparent account of the school's performance to a range of audiences (e.g. school council, parents, Board).	

SECONDARY
LEADERSHIP SELECTION TIMELINES
2015 - 2016

DATE	TIMELINE ITEM
September 2015 Area 5	SO review of timelines/process at Area meetings
November 3, 2015	Principal/Vice-Principal/School Support Services Placement Request due to Area SO
December 15, 2015	Posting for applications
January 22, 2016	Application Due: letter of application, qualifications, résumé, references, LRD, most recent performance appraisal
February 1 - 9, 2016	Confidential Supervisor's Summary Letters requested and returned
February 16, 2016	HR prepares packages and distributes to Area SO
February 22, 2016 1:00 pm - 4:00 pm SLP Meeting - Grimsby Lincoln Room	SO input meeting SO selection of candidates for interviews HR - prepares summary Area SO - notifies candidates
March 2, 2016 Grimsby Lincoln Room	Secondary Vice Principal interviews
March 3, 2016 West Lincoln Room	Secondary Principal interviews