

Toronto District School Board

Operational Procedure PR516

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

Adopted: February 3, 1999
Effected: February 3, 1999
Revised: September 23, 2003; March 24, 2004; January 17, 2005; April 11, 2006; May 8, 2007; September 10, 2007; September 19, 2007, September 25, 2008; February 6, 2015, **May 20, 2016**
Reviewed: June, 2011; March 2012; May 20, 2016

Authorization: Executive Council

1.0 RATIONALE

This operational procedure supports the implementation of the Toronto District School Board's Staff Changes Policy (P014) and the Supervisory Officer Selection Policy (P055).

2.0 OBJECTIVE

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

3.0 DEFINITIONS

Conflict of interest encompasses situations in which the personal or private interests of an employee or trustee (or the employee's/trustee's family or close business associates) conflict with the interests of the Board or when there is a reasonable basis for the perception of such conflict.

4.0 RESPONSIBILITY

Director of Education and Executive Officer, Employee Services

5.0 APPLICATION AND SCOPE

This operational procedure applies to all TDSB staff involved in selection of supervisory officers and transfer of superintendents, including candidates for supervisory officer positions, Superintendents, Executive Superintendents, Associate Directors and the Director of Education.

6.0 PROCEDURES

6.1. Selection

- (a) Pre-application Process
 - The Board will seek applications for supervisory officer positions from both external and internal candidates. The announcement will include entry criteria, qualifications and application requirements, and information contained in Appendices A, B and C.
 - Candidates will initiate interest through their immediate supervisory officer/supervisor by submitting the Letter of Intent.
 - The immediate supervisory officer/supervisor will meet with the candidate to discuss, support and sign off on the information.
 - Candidates will be advised that they have met the requirements to proceed to the next phase of the selection process, or will be given feedback and counselled to enter/continue in the Leadership Growth Track as appropriate. Immediate supervisory officer/supervisor will sign-off on the information by endorsing the Letter of Intent to proceed on the Promotion Track or the Leadership Growth Track.

- (b) Resume Validation Process
 - Those candidates selected to move forward will submit their Letter of Application, Curriculum Vitae and Referees.
 - Reference information about each candidate will be gathered confidentially from four identified referees (including the immediate supervisory officer/supervisor).
 - The Director, Associate Director(s) and Executive Superintendent, Employee Services will determine who will move forward in the interview process.

- (c) Interview Process
 - Candidates will participate in a formal interview with the Director, Associate Director(s), Executive Superintendents and Trustees. There will be no more than six people on an interview team. Executive Superintendents/Trustees selected as committee members will ensure that there is no conflict of interest in relation to prospective candidates.
 - Candidates ready for promotion will be placed in the Qualified Applicant Pool from which they may be appointed to supervisory officer positions.
 - The term that candidates remain on the Qualified Applicant Pool, after which they would have to reapply through the Academic Supervisory Officer Selection and Transfer of Superintendents Process if not appointed to a permanent position in three years.
 - All candidates will be provided with feedback and counselled to continue their professional development in the Leadership Growth Track.

- (d) Permanent Placement
 - As positions become available, members of the Qualified Applicant Pool will be appointed by the Director of Educations.
- (e) Recommendations will be presented to the Board in accordance with the Board's Policy P014 EMP: Staff Changes.

6.2. Transfer

- (a) An annual review of Superintendent responsibilities will occur with Executive Council.
- (b) Superintendents, in conjunction with their annual learning plan, may request to the Director/Associate Director an intent to transfer from their current responsibilities.
- (c) System needs within the context of the learning centres will be considered in conjunction with the individual superintendent request for transfer.
- (d) The Director will make final decisions in consultation with Executive Council regarding superintendent placement. This process will honour any confidential information shared with the Director.
- (e) Trustees will be invited annually to share a ward profile with the Director. Trustees will be informed of any changes to the superintendents within the learning centres.

6.3. Executive Superintendent Procedures

- (a) All Executive and above level roles are posted internally and externally by Employee Services on a minimum of four on-line public sources, including Jobs in Education, Ontario Association of School Board Officials (OASBO), Ontario Public Supervisory Officials Association (OPSOA) and Toronto District School Board (TDSB) sites. Postings are for up to three weeks before closing.
- (b) Candidates selected will participate in a formal process with the Director and Associate Director(s).
- (c) Following the process, an external third party, with relevant experience, will be commissioned to conduct reference checks for considered candidates. Up to four referees will be requested for considered candidates only.
- (d) The Director will bring forth a report to the Board with the selection of the appropriate candidate.

7.0 EVALUATION

This operational procedure will be reviewed as required, but at a minimum every four (4) years after the effective date.

8.0 APPENDICES

Appendix A: Profile of a Successful Candidate

9.0 REFERENCE DOCUMENTS

Policies

- Staff Changes Policy (P014)
- Supervisory Officer Selection Policy (P055)

Legislative Acts and Regulations

- *Education Act, Part XI*
- R.R.O. 1990, Regulation 309, Supervisory Officers

PROFILE OF A SUCCESSFUL CANDIDATE

Leaders must be committed to the Mission of Toronto District School Board and reflect the values of the system as demonstrated in their daily work.

Supervisory Officers share leadership in order to create new and varied learning opportunities for students which results in increased engagement, achievement, equity and well-being for all. Supervisory Officers also influence the development of an effective organization working with school-based and central staff, trustees and labour groups. They will also contribute to the development of a system budget aligned with the organization's goals and serve as active and accountable stewards of public funds and resources.

Supervisory Officers support and promote the principle that education is a shared responsibility among parents, the community, students, staff and the Board. By working together the participants contribute to the improvement of schools and to the success of students. Effective Supervisory Officers provide parents with the information they need to support their children's education and involve them in decisions, which affect their children and their schools. Supervisory Officers are committed to ensuring that all parents and members of our diverse communities have opportunities to participate in the school system, and provide the support necessary to achieve that goal.

Supervisory Officers develop and maintain high level of engagement and effective relationship with trustees. Supervisory Officers provide support to the Board of Trustees to:

- a) govern in a manner that is responsive to its entire community;
- b) act in the interests of all learners in the district;
- c) advocate actively for students, their learning and their well-being in the board's work with the community, the municipality and the province;
- d) promote confidence in publicly funded education through its communications about the goals and achievements of the board.

PERSONAL LEADERSHIP RESOURCES

TDSB recognizes the importance of Personal Leadership Resources to the success of a leader. Personal Leadership Resources are the foundation of sustainable trusting and respectful relationships with students, staff, parents/guardians, trustees and stakeholders. Together the Personal Leadership Resources and the competencies in the Ontario Leadership Framework (OLF) 2013 create leadership that is capable of contributing to the development of a learning and leadership culture that is responsive and focused on students.

SCHOOL & SYSTEM LEVEL LEADERSHIP COMPETENCIES

Candidates for the Position of Academic Supervisory Officer in Toronto District School Board must exhibit competence in a range of practices exemplifying effectiveness in their

current position. Leadership experiences must relate to both School-Level and System-Level Leadership as outlined in the (OLF).

Candidates who are prepared to assume the responsibilities of an Academic Supervisory Officer will also demonstrate leadership aligned with the practices of System-Level Leaders. Those Practices may be demonstrated by both central and school-based principals/leaders.

DEMONSTRATING READINESS

Candidates will illustrate their leadership capacity through their letter of application, resume highlights and references. The OLF and the Highlighted Excerpts of System-Level Leadership are intended to guide candidates and their direct supervisor(s) when reflecting on their readiness to serve as a Supervisory Officer in Toronto District School Board. Additionally, it will support candidates during the development of their application package.

**Excerpt from THE ONTARIO LEADERSHIP FRAMEWORK (2013)
PR516: SUPERVISORY OFFICER SELECTION**

PERSONAL LEADERSHIP RESOURCES		
Cognitive	Social	Psychological
Systems Thinking Problem-Solving	Perceiving emotions Managing emotions Acting in emotionally appropriate ways	Proactivity Optimism Self-efficacy Resilience
DEMONSTRATED SYSTEM-LEVEL LEADERSHIP		
Ensuring all learners, staff and students are afforded equitable opportunities to be successful in our system and institutional barriers to such success are identified and removed [TDSB Equity Foundation Statement]	Creating Learning Oriented Organizational Improvement Processes	Providing Job Embedded Learning
<ul style="list-style-type: none"> • Demonstrates strong advocacy and respect for and the diversity of community needs and differentiates resources and supports accordingly • Identify and implement strategies to eliminate systemic and personal barriers • Values the diverse contributions of students and communities • Demonstrates equity of outcome in their work 	<ul style="list-style-type: none"> • Require improvement processes to be evidence-informed • Set a manageable number of precise targets for district school improvement • Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across 	<ul style="list-style-type: none"> • Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context • Align the content of professional training with the capacities needed for district and school improvement • Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans
Establishing broadly shared mission, vision and goals founded on aspirational images of the educated person	Building district and school staff's capacities and commitments to make informed decisions	Providing Coherent Instructional Guidance
<ul style="list-style-type: none"> • Ensure that a transparent visioning/direction-setting process is carried out • Articulate, demonstrate and model the system's goals, priorities, and values to staffs when visiting schools • Embed district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> • Use data from all available sources to assist decision making in the central office • Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible • Encourage collaboration in the interpretation and uses of data 	<ul style="list-style-type: none"> • Insist on ambitious goals for teaching and learning • Advocate for attention to the best available evidence to inform instructional improvement decisions • Expect schools to focus on needs of individual as well as groups of students • Encourage staff to be innovative within the

	<ul style="list-style-type: none"> Model evidence-informed decision making to school staffs. 	boundaries created by the district's instructional guidance system
Nurturing Productive Working Relationships with Staff and Stakeholders		
<p>Internal district and school staffs</p> <ul style="list-style-type: none"> Adopt a service orientation toward schools Develop communication systems and processes throughout the district to keep all members informed Develop open, accessible and collaborative relationships with principals Encourage reciprocal forms of communication with and among schools Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for the system improvement Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system's directions 	<p>Local Community Groups</p> <ul style="list-style-type: none"> Routinely consult with community groups on decisions affecting the community Encourage staff to participate directly in community groups Demonstrate the importance the district attaches to its community connections <p>Parents</p> <ul style="list-style-type: none"> Support schools to engage parents effectively and to develop positive relationships with parents. Create opportunities for parents to partner with educators to improve student achievement and well-being. 	<p>Ministry of Education</p> <ul style="list-style-type: none"> Develop/maintain high levels of engagement with the provincial ministry of education Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization’s vision and goals

Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placemat of system-level leadership practices adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the nine characteristics of strong districts outlined in the *District Effectiveness Framework* (DEF). The practices and personal leadership resources below capture how system leaders contribute to the development of strong districts.

Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	Provide coherent instructional guidance	Build district and school staff’s capacities and commitments to make informed decisions	Create learning-oriented organizational improvement processes	Provide job-embedded professional learning	Align budgets, time and personnel/policies/procedures with district mission, vision and goals	Use a comprehensive performance management system for school and district leadership development	Advocate for and support a policy-governance approach to Board of Trustee practices	Nurture productive working relationships with staff and stakeholders
<ul style="list-style-type: none"> Ensure that a transparent visioning/direction-setting process is carried out Consult extensively about district directions as part of the process Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization Articulate, demonstrate and model the system’s goals, priorities, and values to staffs when visiting schools Embed district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> Align curricular goals, assessment instruments, instructional practices and teaching resources Insist on ambitious goals for teaching and learning Advocate for attention to the best available evidence to inform instructional improvement decisions Expect schools to focus on needs of individual as well as groups of students Encourage staff to be innovative within the boundaries created by the district’s instructional guidance system 	<ul style="list-style-type: none"> Use data from all available sources to assist decision-making in the central office Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible Encourage collaboration in the interpretation and uses of data Build system’s capacity and disposition for using systematically-collected data to inform as many decisions as possible Provide training for principals and staff on the use of data and research literature to sustain decision-making Model evidence-informed decision making to school staffs Ground interactions with, and advice to, trustees in sound evidence 	<ul style="list-style-type: none"> Require improvement processes to be evidence-informed Set a manageable number of precise targets for district school improvement Include school-level leaders in decisions about district-wide improvement decisions Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole Develop and implement board and school improvement plans interactively and collaboratively with school leaders Create structures to facilitate regular monitoring and refining of improvement processes Acknowledge provincial goals and priorities in district and school Allow for school-level variation in school improvement efforts 	<ul style="list-style-type: none"> Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context Use internal system networks as the central mechanism for the professional development of school-level leaders Align the content of professional training with the capacities needed for district and school improvement Require individual staff growth plans to be aligned with district and school improvement priorities Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans 	<ul style="list-style-type: none"> Align the allocation of resources with district and school improvement goals Align personnel policies and procedures with the district’s improvement goals Align organizational structures with the district’s improvement goals Provide principals with considerable autonomy in the hiring of teaching staff Expect and assist schools to allocate instructional resources equitably 	<ul style="list-style-type: none"> Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders Match the capacities of leaders with the needs of schools Provide prospective and existing leaders with extended opportunities to further develop their leadership capacities Develop realistic plans for leadership succession Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> Encourage trustees to focus on district policy and the achievement of the district’s goals and priorities (policy governance model of trustee practice) Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities Regularly report to the board progress in achieving these broad goals 	<p>Internal district and school staffs</p> <ul style="list-style-type: none"> Adopt a service orientation toward schools Develop communication systems and processes throughout the district to keep all members informed Develop open, accessible and collaborative relationships with principals Encourage reciprocal forms of communication with and among schools Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system’s directions Buffer schools from external distractions to the district’s and schools’ priorities and goals <p>Local Community Groups</p> <ul style="list-style-type: none"> Routinely consult with community groups on decisions affecting the community Encourage staff to participate directly in community groups Demonstrate the importance the district attaches to its community connections <p>Parents</p> <ul style="list-style-type: none"> Hold schools accountable for developing productive working relationships with parents Influence the work of schools toward fostering improved educational cultures in the home environments of their students <p>Ministry of Education</p> <ul style="list-style-type: none"> Develop/maintain high levels of engagement with the provincial ministry of education Engage frequently with the ministry proactively rather than only responsively Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

PERSONAL LEADERSHIP RESOURCES

Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources	Social Resources	Psychological Resources
<ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning Systems Thinking* <p>*Especially important for system leaders</p>	<ul style="list-style-type: none"> Perceiving emotions Managing emotions Acting in emotionally appropriate ways 	<ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* <p>*Especially important for system leaders</p>