Toronto District School Board

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, **March 10, 2020**
Reviewed: June, 2011; March 2012; May 20, 2016, March 10, 2020

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. (See Employee Conflict of Interest Policy (P057))

Career Conversation is a dialogue and consultation around Principal/Vice-Principal career growth plans. This will help inform the Superintendent of Education regarding necessary information that can be used during the transfer and placement process when finding potential appropriate placements in the context of school and system needs. This is an essential component to help build relationships between Superintendents and Principals/Vice-Principals while having thoughtful, honest and courageous conversations in moving our schools forward while supporting our strategic directions.

4.0 RESPONSIBILITY

Director of Education and Executive Superintendent, 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 Director and/or Designate(s) will annually engage with staff to communicate leadership priorities and guiding principles.
- Candidates will indicate interest to their Immediate Supervisory Officer/Supervisor through Career Conversations initiated by either the candidate or the Immediate Supervisory Officer/Supervisor.
- The Immediate Supervisory Officer/Supervisor will meet with the candidate to discuss and expand on next steps for growth.
- Immediate Supervisors will seek input from the Superintendents of the Learning Centre in order to consider candidate readiness and experiences.

(b) Application Process
- The Board will seek applications for supervisory officer positions from both external and internal candidates. The announcement/posting will include entry criteria, qualifications, application requirements and information contained in Appendices A, B, C, D, E, F and G.
- When the Supervisory Officer Selection Process is announced, a candidate's Notice of Intent will confirm their participation in the first stage.
- The Immediate Supervisory Officer, in collaboration with Supervisory Officers in the Learning Centre, will sign the Notice of Intent in order to facilitate the review of the candidate's resume, experiences and overall readiness.
- 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 regarding readiness for promotion as appropriate.
- The Executive Superintendent of the Learning Centre and the Immediate Superintendent signature on the Confirmation of Intent

will serve as their endorsement of the candidate to proceed on the Promotion Track.

(c) Resume Validation Process
- Those candidates selected to move forward will submit their Confirmation of Intent (Appendix F), Letter of Application, Resume and Recommended Referees Form (Appendix G).
- Dialogues will take place among up to three candidates and three Supervisory Officers as part of the Resume Validation Process providing the candidates an opportunity to demonstrate their readiness by highlighting leadership experiences that have had significant impact.
- Reference information about each candidate will be gathered confidentially from three referees (including the immediate supervisory officer/supervisor) identified on the Recommended Referee Form (Appendix G).
- The Director and Designate(s) including the Executive Superintendent, Employee Services will determine who will move forward to the interview process.

(d) 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, if not appointed to a permanent position, is three years after which they would reapply through the Supervisory Officer Selection and Transfer of Superintendents Process.
- For those candidates not successful at any stage in the process, their Superintendent of Education will provide feedback. Such candidates will be eligible to enter the process again at least four (4) months after the last stage in which they participated.

(e) Permanent Placement
- As positions become available, members of the Qualified Applicant Pool will be appointed by the Director of Education.

(f) Recommendations will be presented to the Board in accordance with the Board's Staff Changes Policy (P014).

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
Appendix B: Excerpt from The Ontario Leadership Framework (2013)
Appendix C: TDSB Equity Leadership Competencies
Appendix D: System-Level Leadership – District Effectiveness Framework
Appendix E: Notice of Intent
Appendix F: Confirmation of Intent

Appendix G: Recommended Referees Form

9.0 REFERENCE DOCUMENTS

Policies
- Staff Changes Policy (P014)
- Supervisory Officer Selection Policy (P055)
- Employee Conflict of Interest (P057)

Legislative Acts and Regulations
- *Education Act*, Part XI
- R.R.O. 1990, Regulation 309, Supervisory Officers

PROFILE OF A SUCCESSFUL CANDIDATE

Toronto District School Board is committed to having senior leaders who are ethical, empathetic and have the knowledge, skills and resources to ensure that anti-oppressive and equitable practices are in place to support student and staff success *(as per TDSB web Action Plan on leadership development).*

Our Multi-Year Strategic Action Plan drives all other plans in the TDSB and lays the ground work for how Supervisory Officers are expected to share leadership in order to:
- transform student learning
- create a culture for student and staff well-being
- provide equity of access to learning opportunities for all students
- allocate human and financial resources strategically to support student needs
- build strong relationships and partnerships within school communities to support student learning and well-being
  (from MYSP opening paragraph)

Successful Supervisory Officers will have demonstrated excellence in TDSB's Equity Leadership competencies as they work with and for students, parents, guardians, communities, the Board and other stakeholders to:
- set directions
- build productive relationships and develop people
- improve instructional program
- develop the organization to support desired practices
- secure accountability
- lead with an equitable and anti-oppressive lens
- enact Truth and Reconciliation *(refer to Equity leadership competencies)*

Successful Supervisory Officers will have demonstrated a commitment to Indigenous Education by engaging in ongoing learning and enacting the "The Truth and Reconciliation Commission of Canada: Calls to Action"; this learning will focus on:

- the histories, cultures and contemporary realities of Indigenous peoples in Canada and an understanding of the impact of ongoing colonization
- Indigenous ways of knowing and being
- creating culturally-safe and trauma-informed schools so that staff are better able to support the achievement and well-being of all students through a change of practice
- Improving the achievement and well-being of Indigenous students
- Successfully centering Indigenous Education into the work being done in all schools and classrooms, through the School Improvement Process

They will have actively contributed to the following systemic results:

- closing the achievement and well-being gap, removing systemic barriers while keeping expectations high for all students by providing access to the programs, resources and learning opportunities that students require
- transforming student learning through improvements in literacy and math while strengthening global competencies
- increasing engagement of students, staff, parents, guardians and communities by honouring voice, experience, identity and expertise and noticeably adjusting directions and plans as a result of this engagement *(MYSP pg. 2)*

Supervisory Officers develop and maintain high levels of engagement and effective relationships with trustees as they provide support to the Board of Trustees to:
- govern in a manner that is responsive to its entire community
- act in the interests of all learners in the district
- advocate actively for students, their learning and their well-being in the Board's work with the community, the municipality and the province
- 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. Personal Leadership Resources, the competencies in the Ontario Leadership Framework (OLF) 2013 (Appendix B) and TDSB's Equity Leadership Competencies (Appendix C) are the foundation for senior leaders who are capable of developing a learning and leadership culture that is responsive, equitable, accountable and focused on students.

DEMONSTRATING READINESS
Candidates will illustrate their leadership capacity through their endorsed Confirmation of Intent, letter of application, resume and references. The Ontario Leadership Framework (Appendices B and D), the TDSB Equity Leadership Competencies (Appendix C) and The Multi-Year Strategic Action Plans are intended to guide candidates and their direct supervisor(s) when reflecting on their readiness to serve as a Supervisory Officer in the 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**
• 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	• 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	• 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**
• 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	• 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	• 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

plans, principal meetings and other leader-initiated interactions	• and uses of data • Model evidence-informed decision making to school staffs.	• Encourage staff to be innovative within the boundaries created by the district's instructional guidance system

Nurturing Productive Working Relationships with Staff and Stakeholders

Internal district and school staffs	**Local Community Groups**	**Ministry of Education**
• 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	• 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 **Parents** • 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.	• 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

TDSB Equity Leadership Competencies tdsb

Setting Directions

- demonstrates a clear understanding of the purpose and impact of leadership directions and its ability to influence the school and department environment
- views system and provincial direction with a critical equity lens and can therefore engage in shared thinking to merge multiple ideas together as well as transfer ideas to school or system leaders
- identifies and addresses biases and systemic barriers while recognizing and addressing their own emotional responses and guiding others to do the same
- communicates effectively and meaningfully with students' parents/guardians/ elders, and team members with an equity approach

- understands and utilizes demographic data effectively (e.g. in particular utilizes a deep understanding of demographic data and social identities to shape responses)
- utilizes culture as an asset to support engagement and success for all students
- has a deep understanding of social identities to inform and shape Collaborative Inquiries on how they unfold and the questions they seek to answer
- understands and critically analyzes equity considerations necessary to support meaningful learning and strategic action
- utilizes an Inclusive Design approach to support school improvement

- demonstrates a clear understanding of issues related to social identities and power dynamics
- demonstrates awareness of and uses culturally relevant leadership approaches to support students, staff and families
- identifies and addresses systemic barriers faced by students, families and communities
- demonstrates an ability to articulate personal privilege and how that may shape or influence decisions
- understands the importance of engaging social identities in classrooms, schools and departments
- supports the creation of school goals that identifies "who" (which students) are in the gaps

- intentionally addresses power and privilege, race and oppression, biases and systemic barriers
- aligns budget and resources with a focus on addressing marginalization and underserved students and communities
- engages families as partners in shaping/ informing priorities and instruction
- applies policies and procedures using a deep understanding of student/parent census data (including the relationship among demographic, achievement and school climate data)
- develops strategic directions aligned with the Multi-Year Strategic Plan that centers student and parent voice and agency

Building Productive Relationships & Developing People

- actively builds partnerships with stakeholders representing marginalized students
- considers culturally relevant supports for students, families and staff
- actively engages parents as partners and utilizes multiple ways to engage families (including and beyond School Advisory Council) to meet the needs of marginalized students and communities

- aware of issues connected to the various -isms/phobias (e.g. racism, classism, ableism transphobia, homophobia, antisemitism, Islamophobia etc.) and micro-aggressions that may marginalize or stigmatize students, staff, families and community members
- ensures that the diversity of students and community is reflected in the learning happening in classes, in the school environment and School Improvement Plan

- understands power and privilege connected to various social identities
- understands and unpacks the role that power and privilege can play in situations where collaborative professionalism and inquiry is required and/or engaged
- engages in targeted/precise work to build deep relationships with marginalized, underserved and/or under-represented students, staff and families

- develops an invitational culture where parents and students see themselves reflected
- arrives at solutions that are context specific and reflects the needs of the local community in order to create strong neighbourhood schools
- engages parents as partners in understanding and identifying student strengths, needs and next steps

Improving the Instructional Program

- has a strong knowledge of educational pedagogies with nuanced thinking about the educational and instructional program including but not limited to Anti-Oppressive, Anti-Racist and Decolonizing Pedagogy, Critical Consciousness and Critical Theory
- understands what Culturally Relevant and Responsive Pedagogy is in the context of curriculum

- understands and engages student identities, abilities and lived experiences, individual learning styles and modes of learning in classroom instruction
- discerns how to use social identities to create inclusive learning spaces
- leverages knowledge of social identities to shape instruction and extra-curricular programming
- Utilizes an Inclusive Design approach to create learning environment that upholds the human rights of all

- understands and supports professional learning through Inclusive Design to develop students global competencies
- addresses issues of injustice through Critical Literacy and Social Justice inquiry based learning etc
- provides opportunities for students to build positive and healthy human relationships among their fellow students, and among all members of society

- builds staff capacity to create authentic learning tasks through inquiry, reflective of students identities
- develops knowledge and understanding of how to use data (quantitative, qualitative, perceptual etc) effectively
- identifies and purchases resources, texts that supports authentic learning opportunities reflective of students and community

Developing the Organization to Support Desired Practices

- addresses equity of access to technology and other resources
- identifies and addresses biases and systemic barriers while managing their own emotional responses and guiding others to do the same
- intentionally and explicitly addresses power, privilege, issues of racism, anti-Indigenous and anti-Black racism and all forms of oppression
- develops and establishes transparent communication plans to share work successes and next steps

- utilizes research and research designs which reflect the social identities of students and community members
- upholds a commitment to stakeholders and engages in organizational transformation necessary to uphold Human Rights of all
- intentionally considers peoples' social identities and leadership styles as an asset when distributing leadership
- creates a culture of learning and leadership where staff are able to be vulnerable and accountable

- ensures that issues of power and privilege are explicitly addressed through learning opportunities and approaches
- develops explicit plans for success of underserved students e.g Indigenous, Black, racialized, students with identified learning needs and those coming from poverty
- Models leadership that demonstrates vulnerability (e.g. Models their own learning from mistakes) as a way to become a better leader

- operationalizes board commitment to Inclusive Design by demonstrating the ability to set optimal conditions for student achievement and well-being
- identifies and able to have brave conversations about equity focused structures that support ALL students and reflect commitments outlined in the Multi-Year Strategic Plan
- staff consider students and family voice to inform and shape school and system learning opportunities

Securing Accountability

- seeks to understand, critically questions, and effectively utilizes demographic data
- uses the feedback loop to monitor, measure and connect to instructional practices in the classroom
- takes responsibility for failures and successes

- look for patterns of success and/or failure based on social identities and interprets findings in a transparent manner
- actively engages partners and system supports in a transparent manner to ensure that the needs of marginalized students are met

- ensure the School Improvement Planning and the leadership learning focus is on underserved students
- creates a system involving the school community to interpret information from the monitoring process

- monitors chosen practices and methodologies are being used to ensure they meet the needs of underserved students and promotes excellence for all
- actively and transparently measures results and shares learning which informs next steps

Equity & Anti-Oppressive Leadership

- demonstrates the ability to hold brave conversations about identity and marginalization while maintaining relationships
- demonstrates the ability to have brave conversations about bias, power, privilege and barriers in service to students and families
- focuses on self-learning/reflection and the work/learning of adults

- continues to probe and ask questions e.g "Who is missing from the conversation? How do we learn what we don't yet know?"
- unpacks/understands the impact of power & privilege in communities and work place environments
- able to have conversations about race as it relates to student achievement and well-being

- develops a network of critical friends/ supports to help unpack issues as they arise
- identifies and understands the cultural and academic supports necessary for families to engage with their children
- creates and supports Equity goals that focus on adult learning necessary and connect to adult and student identities

- understands the impact of micro-aggressions on the well-being of marginalized people; and work to identify strategies to support them and disrupt inequitable practices
- creates Equity goals that lead to the attainment of the achievement and well-being goals

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
• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	**Internal district and school staffs** • 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 **Local Community Groups** • 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 **Parents** • 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 **Ministry of Education** • 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
• Problem-solving expertise • Knowledge of effective school and classroom practices that directly affect student learning • Systems Thinking* *Especially important for system leaders	• Perceiving emotions • Managing emotions • Acting in emotionally appropriate ways	• Optimism • Self-efficacy • Resilience • Proactivity* *Especially important for system leaders

SUPERVISORY OFFICER SELECTION

Notice of Intent

Date	_____
Name:	_____
Position:	_____
School/Department:	_____
Learning Centre (if appropriate):	_____
Telephone Numbers:	**Work:** _____ **Mobile:** _____
E-Mail Address:	_____
Name of Immediate Supervisory Officer/ Supervisor:	**Telephone:** **E-mail:**

_____

Candidate Signature   **Date**

_____

Immediate Supervisory Officer/Supervisor Signature   **Date**

SUPERVISORY OFFICER SELECTION

Confirmation of Intent

Date	
Candidate Name:	
Position	
Learning Centre (if appropriate)	
Immediate Supervisory Officer/ Supervisor:	Telephone: E-mail:
Executive Superintendent (or equivalent):	Telephone: E-mail:

Signatures

Candidate Signature	**Date**
Immediate Supervisory Officer/Supervisor Signature	**Date**
Executive Superintendent or Designated Associate Director	**Date**

SUPERVISORY OFFICER SELECTION
2020

Recommended Referees Form

Candidate Name: _____

Please provide names of referees as outlined below (immediate Superintendent/ Supervisor must be included)

Name	Phone Number	E-mail
1.		
2.		
3.		