



## Director of Education Position Profile July 2020– June 2021

The Director of Education is both the Chief Education Officer and Chief Executive Officer of the York District School Board and reports directly to the Corporate Board. This position is accountable to the Board of Trustees and through the Education Act of Ontario, to the Minister of Education for the effective organization and operation of the system in support of student achievement. Through delegated authority, the Director:

- Ensures a mutually respectful and effective relationship with the Board to develop and communicate the organization's Multi-Year Strategic Plan (MYSP) and its key strategic priorities, supported by the community it serves.
- Sets the tone at the top, establishing the organization's culture to drive operational excellence and student-centered services through collaborative partnerships developed between the municipalities, schools, departments, parents, students and community partners within York Region.
- Fosters collaborative relationships and partnerships to advance system approaches to education with appropriate agencies and organizations across provincial regions in concert with the Ministry of Education.
- Provides the best possible student experience and quality of education while acting within the organization's available resources
- Administers in a manner that maximizes the efficiency and effectiveness of the financial and human resources of the organization.

The Director of Education will be assessed, using a balanced score card, which includes the following Key Accountabilities, Multi-Year Strategic Priorities and Leadership Competencies.

### Key Accountabilities

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#### 1. Board Governance and Strategic Planning

- 1.1 Develops and maintains a positive working relationship with the Board, facilitating effective policy, governance and communications - enabling the execution of the Board's role and the role of the Director of Education as outlined in the Education Act.
- 1.2 Assists the Board of Trustees in, and ensures their appropriate involvement and approvals throughout, the strategic planning process - including establishment of board goals/priorities; key result areas; strategic planning outcomes and timelines. Reports timely progress on the Director's Action Plan towards the Multi-Year Strategic Plan.
- 1.3 Keeps the Board informed of student / staff success, local issues and board decisions – assessing internal and external risks that may affect the organization and / or the region.
- 1.4 Acknowledges provincial goals, then sets and reports on a manageable number of precise targets for district school improvement – providing the Ministry with an annual report on performance of duties and conditions of the schools – allowing for school variation as necessary to meet special identified needs.

## **2. Educational Services and Operations**

- 2.1 Operationalizes the Board approved Multi-Year Strategic Plan through the Director's Action Plan - cascading objectives, responsibilities and authorities to engage the School District team to effectively and efficiently deliver the required results.
- 2.2 Provides coherent instructional guidance that ensures all students are provided with a rich variety of innovative programs that meet or exceed the standards of education mandated by the Ministry.
- 2.3 Ensures that systems, structures and norms within the School District encourage regular, reciprocal and extended deliberations on improvement programs within and across schools as well as across the system as a whole – embedding District directions in project plans, principal meetings and other leadership interactions.
- 2.4 Supports the effective delivery of corporate services to the Board including Information Technology, Human Resources, Financial Accounting and Facilities.

## **3. Financial Stewardship**

- 3.1 Prepares an annual budget and capital plan in alignment with the Director's Action Plan – working in a concerted effort towards securing operational funding and grants to enable strategic priorities within the Multi-Year Strategic Plan including improvements to mandated programs and services.
- 3.2 Develops the right financial management framework, systems and processes to support sound, timely and transparent financial decision-making - ensuring effective stewardship of Board resources in accordance with the Ministry's Funding Model and the Education Act,
- 3.3 Recommends appropriate spending to ensure that the Region operates within its approved business plan and budget – aligning financial resource responsibilities to ensure maximum effectiveness in achieving the Multi-Year Strategic Plan.

## **4. People and Organizational Development**

- 4.1 Aligns organizational structure and human resources policies/procedures with the Multi-Year Strategic Plan, the Director's Action Plan and the Board Improvement Plan.
- 4.2 Ensures integrated talent management systems are in place for the selection, performance assessment, professional/leadership development and the succession/promotion of staff - enabling the region to attract, engage and retain top talent.
- 4.3 Advances the culture of the organization with a goal of mobilizing frontline quality improvement, furthering higher levels of co-operation, teamwork and leadership – inspiring our educational professionals to be engaged in delivering a higher level of exceptional student learning.
- 4.4 Develops procedures, programs and interventions to promote a positive, healthy and safe work environment in accordance with human rights and labour relations legislation, collective agreements and regulations.

## Multi-Year Strategic Plan 2018 to 2022

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**Foster Well-Being and Mental Health:** *We create safe, healthy and inclusive learning and working environments.*

### Director's Action Plan 2020-2021 To Be Renewed

**1 Build safe and inclusive learning and working environments where students and staff feel they matter and belong.**

#### School, Classroom and Workplace

1.1 Build positive relationships with staff and students to promote feelings of mattering and belonging.

#### System

1.2 Build a shared understanding of the organizational conditions necessary to support mental health and well-being of students and staff.

1.3 Create a strategy based on gaps identified in a system scan of supports related to mental health and well-being in order to develop interventions and monitor conditions.

1.4 Develop a staff well-being strategy based on the *Guarding Minds at Work* staff survey.

**Champion Equity and Inclusivity:** *We develop the knowledge, skills and attitudes to remove barriers in support of all learners.*

### Director's Action Plan 2020-2021 To Be Renewed

- 2 Build a collective understanding of;**
- the ongoing impact of colonialism on Indigenous Communities,
  - Anti-oppression, and
  - Culturally Responsive and Relevant Pedagogy(CRRP).

#### School and Classroom

2.1 Educators and school staff learn about historically and currently marginalized communities.

#### School and Workplace

2.2 Educators and staff develop an understanding of how power and privilege operate in schools and workplaces to advantage some and disadvantage others.

2.3 Educators and staff develop an understanding of how social identity and social location are constructed and impact our practices.

#### System

2.4 Leaders and Trustees develop an understanding of how power and privilege operate in schools and workplaces to advantage some and disadvantage others.

2.5 Leaders and Trustees develop an understanding of how social identity and social location are constructed and impact our practices.

**3 Provide comprehensive math programs that reflect students' identities and lived experiences, needs, and interests.**

**School and Classroom**

- 3.1 Implement a Comprehensive Math Program (CMP) reflective of the interconnectedness of the Environment, the Learners and the Learning (BIPSA Math).
- 3.2 Support educators in using students' social identities, lived experiences, strengths, needs, and interests to plan, teach, and assess within a Comprehensive Math Program.

**Build Collaborative Relationships: *We build trusting relationships based on respectful and responsive communication.***

**Director's Action Plan 2020-2021 To Be Renewed**

**4 Build trust and collaborative relationships with students, families and staff through respectful and responsive communication focused on shared solutions.**

**School, Classroom and Workplace**

- 4.1 Identify and understand the intersecting social identities of the school community.
- 4.2 Intentionally seek feedback from students, families, staff, and community partners on school communication practices.
- 4.3 Intentionally and proactively connect with students, families, and staff to build collaborative relationships.

**System**

- 4.4 Develop an understanding of "service excellence" in an educational context.
- 4.5 Develop a work plan to address the recommendations gathered from the Multi-Year Strategic Priorities (MYSP) survey, Community Town Halls, and Equity and Inclusivity Advisory Committee (EIAC) consultations.
- 4.6 Review existing system structures to remove barriers and develop structures that support collaborative professionalism and learning.

**Empower Ethical Leadership: *We lead ethically by focusing on students and upholding our values.***

**Director's Action Plan 2020-2021 To Be Renewed**

**5 Elevate student voice in learning, assessment and decision-making.**

**School and Classroom**

- 5.1 School staff model, promote, and reinforce mindsets, behaviours and actions that leverage student voice in learning, assessment, and decision-making (MYSP Town Hall Report).

**System**

- 5.2 Revise the Modern Learning Frame to:
  - explicitly define student voice as the co-design and co-implementation of both learning and assessment, and
  - elevate the role of experiential learning.

## 6 Build a collective understanding of ethical leadership.

### School, Classroom and Workplace

6.1 School and Board staff are examining their leadership practices in relation to existing supporting resources (e.g., Leadership Strategy, Ontario Leadership Framework, Equity Action Plan, Personal Leadership Resources).

### System

6.2 Develop a shared understanding of ethical leadership:

- Create a working group representative of social identities in York Region to facilitate the development of a clear working definition of ethical leadership (EL).
- Conduct a Literature Review of EL in an educational context to develop a clear working definition of EL (including culturally relevant and responsive leadership, equity as a leadership competency, commitment to anti-oppression, and *Character, Competencies, Commitment*).

## Leadership Competencies

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### Leads, Manages and Develops Self

- Is self-aware and exercises self-regulation and self-reflection while recognizing how personal assumptions and biases influence leadership
- Models the organizational skills, professional practices and work habits desired for leaders in the educational system.
- Thinks analytically and conceptually – questioning and challenging the status quo to identify issues, solve problems and design / implement effective processes across systems and stakeholders.
- Listens well and encourages open collaboration and communication between internal and external stakeholders to exchange information, perspectives and ideas.
- Builds and leads Indigenous knowledge and education to uncover truth and build competency that transforms relationships with students, families, guardians, Elders and Indigenous communities.
- Champions equity and social justice through an anti-oppression framework when engaging in dialogue, identifying and removing barriers and in creating the conditions for an equitable, inclusive and socially just environment
- Measures and evaluates outcomes - taking responsibility for own performance, personal development and health.
- Models a service orientation culture towards schools with a focus on sustainable and environmental awareness.
- Seeks opportunities and challenges for personal learning, character building and growth.
- Negotiates through conflict and mobilizes support throughout a highly political environment.

### Engages Those Around

- Creates a tone at the top where others have meaningful opportunities to contribute.
- Ensures a safe, caring and respectful environment for students, staff and the community - creating connections, trust and shared meaning with individuals and groups.
- Ensures internal and external audiences are aware of student, volunteer, staff and system successes through effective recognition programs and strategies.
- Facilitates collaboration with all community partners.
- Supports and challenges school leaders and others to achieve professional and personal goals by using internal systems and networks as central mechanisms for professional development.
- Builds teams where it is safe to challenge each other's views to reach consensus on innovative ideas.
- Ensures that mandated Board Committees, School Councils and Parent Involvement Committees have the opportunity to provide appropriate advice and support as required in regulations and board policies. Develops strategic relationships within, and external to, the educational community – working collaboratively with community partners, families and faith leaders - advancing the region's vision, mission and system integration.

## Aligns Systems, Resources and Processes to Achieve Results

- Provides instructional leadership founded on high expectations for equity, inclusion and achievement for all that is supported by best available evidence.
- Supports provision of resources to school leaders that allow effective implementation of Board policy.
- Aligns curricular goals, assessment instruments, instructional practices and teaching resources.
- Holds staff accountable for applying new capacities - monitoring the implementation of school improvement plans, supported by data – learning from actions and correcting course as appropriate.
- Grounds interactions with, and advice to, trustees in sound evidence.
- Aligns decision-making process with the [York Region District School Board Mission, Vision and Values](#)
- Develops open, accessible and collaborative relationships with Principals - including training on use of best available evidence, data and research to inform decision-making, instructional practices and areas for system and school improvement.

## Promotes System Transformation

- Champions and orchestrates change - encouraging staff to be innovative within the boundaries created by the Board's instructional guidance system.
- Includes school level leaders in decisions about district-wide improvement decisions.
- Leverages positive and effective relations with federal, provincial and local governments.
- Leverages positive and effective relationships with unions and associations.
- Creates a climate of continuous improvement and creativity aimed at systemic change - requiring improvement processes to be evidence informed and supported by data.
- Orients Themselves Strategically to the Future - scans the environment for ideas, best practices and emerging trends that will shape the system.