



Director of Education Position Profile July 2018 – June 2019

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-centred services through collaborative partnerships developed between the municipalities, schools, departments, parents, students and community partners within York Region.
- Fosters collaborative relationships, 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-Strategic Priorities and Leadership Competencies.

Key Accountabilities

1. Board Governance and Strategic Planning

- 1.1 Supports the Board of Trustees by developing and maintaining a positive working relationship with the Board and facilitating effective policy governance and communications to enable the execution of the Board's role and the role of the Director of Education as outlined in the Education Act.
- 1.2 Develops and ensures that mandated board committees, School Councils and Parent Involvement Committees have the opportunity to provide appropriate advice and support as required in the regulations and board policies.
- 1.3 Assists the Board of Trustees in, and ensures their appropriate involvement throughout, the strategic planning process including: establishment of board goals/priorities; key result areas; strategic planning outcomes; approval of process and timelines.
- 1.4 Reports timely progress on the Director's Annual Plan towards the Multi-Year Strategic Plan and the Board Improvement Plan.
- 1.5 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.

1.6 Acknowledges provincial goals, then sets and reports on a manageable number of precise targets for district school improvement – allowing variation in school improvement as necessary to meet special identified needs.

1.7 Provides the Ministry a regular annual report as to the performance of duties and the condition of the schools in the jurisdiction.

2. Educational Services and Operations

2.1 Through the Director's Annual Plan, operationalizes the Board approved Multi-Year Strategic 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 to meet or exceed the standards of education mandated by the Ministry.

2.3 Develops procedures, programs and interventions that support equity, inclusion and mental health for the acceptance, safety and accommodation of all students at the system and school levels which include the removal of barriers and gap closing.

2.4 Develops strategic relationships within, and external to, the educational community - targeted to work collaboratively with community partners, families and faith leaders to create transformational change to advance the region's vision, mission and system integration.

2.5 Creates a climate of continuous improvement and creativity aimed at systemic change - requiring improvement processes to be evidence informed and supported by data.

2.6 Ensures systems, structures and norms within the district encourage regular, reciprocal and extended deliberations about improvement programs within and across schools as well as across the system as a whole.

3. Financial Stewardship

3.1 Prepares annual budgets and a capital plan aligned with the Multi-Year Strategic Plan – working in a concerted effort towards securing operational funding to enable strategic priorities as well as 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.

3.3 Ensures effective stewardship of Board resources in accordance with the Ministry's Funding Model and other grant regulations in accordance with the provisions of the Education Act and its Regulations.

3.4 Recommends appropriate spending to ensure that the region operates within its approved business plan and budget – aligning financial resources responsibly across the region to ensure the system is achieving its vision and goals for students.

3.5 Demonstrates accountability and transparency with the financial and human resources of the organization to ensure that they are being used to maximum effectiveness across the region.

4. People and Organizational Development

- 4.1 Aligns organizational structure, policies and procedures with the Multi-Year Strategic Plan, the Director's Annual Plan and the Board Improvement Plan.
- 4.2 Ensures integrated talent management systems are in place for the selection, performance assessment and succession of staff to ensure the board's focus is on the best interests of the student.
- 4.2 Provides job-embedded professional and leadership development aligned with the district growth plans and school improvement priorities to attract, engage and retain top talent.
- 4.3 Develops open, accessible and collaborative relationships with Principals that includes training on their use of best available evidence, data and research to inform decision-making, instructional practices and areas for system and school improvement.
- 4.4 Advances the culture of the organization with a goal of mobilizing front line quality improvement, furthering higher levels of co-operation, teamwork and leadership that inspires our educational professionals to be engaged to deliver an even higher level of exceptional student learning.
- 4.5 Develops procedures, programs and interventions to promote a positive, healthy and safe work environment in accordance with appropriate human rights and labour relations legislation, collective agreements and regulations.

Multi-Year Strategic Plan 2018 to 2022

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

Director's Annual Plan 2018-2019

- 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 Annual Plan 2018-2019

- 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.

Director's Annual Plan 2018-2019

- 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 (BIPSAMath).

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 Annual Plan 2018-2019

- 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 workplan 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 Annual Plan 2018-2019

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.

Director’s Annual Plan 2018-2019

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

Leads, Manages and Develops Self

- Models the organizational skills, professional practices and work habits desired for leaders in the system by;
 - creating a tone at the top where others have meaningful opportunities to contribute
 - Thinking analytically and conceptually – questioning and challenging the status quo to identify issues, solve problems and design/implement effective processes across systems and stakeholders
 - Listening well and encouraging open collaboration and communication between internal and external stakeholders to exchange information, perspectives and ideas
 - Valuing diversity - aware of their own assumptions, values, principles, strengths and limitations
 - Measuring and evaluating outcomes - taking responsibility for their own performance, personal development and health
- Models a service orientation culture towards schools with a focus on sustainable and environmental awareness
- Actively seeks opportunities and challenges for personal learning, character building and growth
- Politically astute and can negotiate through conflict and mobilize support through a variety of environments
- Orients Themselves Strategically to the Future - scans the environment for ideas, best practices and emerging trends that will shape the system

Engages Those Around

- Ensures a safe and caring environment for students, staff and the community - creating connections, trust and shared meaning with individuals and groups
- Through effective recognition programs and strategies, ensure that internal and external audiences are aware of student, volunteer, staff and system successes
- Promotes conditions that foster respectful and responsible behaviour by each student
- Facilitates collaboration with all community partners that have a role in the physical and mental health and safety of students
- Supports and challenges others to achieve professional and personal goals - using internal system networks as a central mechanism for the professional development of school leaders
- Supports the effectiveness of staff to deliver corporate services to the Board such as Information Technology, Human Resources, Finance and Facilities
- Builds teams

Aligns Systems, Resources and Processes to Achieve Results

- Insists on ambitious goals for teaching and learning with focus on the system's goals, priorities and values towards students in the wider community - supported by best available evidence
- Supports the provision of resources to school leaders to allow effective implementation of Board policy
- Aligns curricular goals, assessment instruments, instructional practices and teaching resources
- Embeds district directions in improvement plans, principal meetings and other leadership interactions.
- 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](#)

Promotes Systems Transformation

- Champions and Orchestrates Change - encourages 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
- Allows for school level variation in school improvement efforts
- Leverages positive and effective relations with federal, provincial and local governments
- Leverages positive and effective relationships with unions and associations