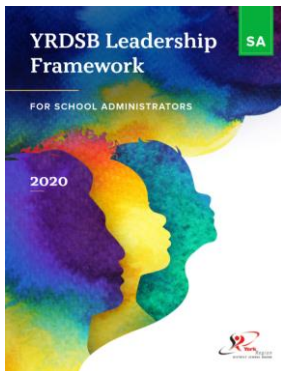


Principal Selection Process

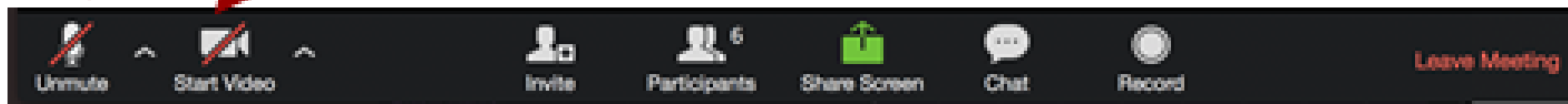
Workshop 1: Preparing Your Application Kit



October 21, 2020


Set-up

Click “Unmute” and “Start Video” to say hello



Click “Participants” and “Chat”
menu buttons

Beginning in a Good Way



*"We are all guests
on this land—
nobody owns her."*

We would like to acknowledge the enduring presence of Indigenous peoples on the lands on which we gather today across Ontario and we thank the past, present and future caretakers of this land.

We are guests on this space, and it is our shared obligation to respect, honour, and sustain this land

We are all Treaty People. Treaties are promises to protect and share the land.

We are grateful to have the opportunity to work and learn on these lands in a community of sharing and learning.



The background of the image is a serene landscape featuring a calm body of water, likely a lake, with a dense line of green trees on the far shore. A small, dark boat is visible on the water in the distance. The sky is filled with soft, white clouds. Overlaid on this scene is the text 'Our Journey Begins' in a large, white, cursive script font.

Our Journey Begins

Agenda

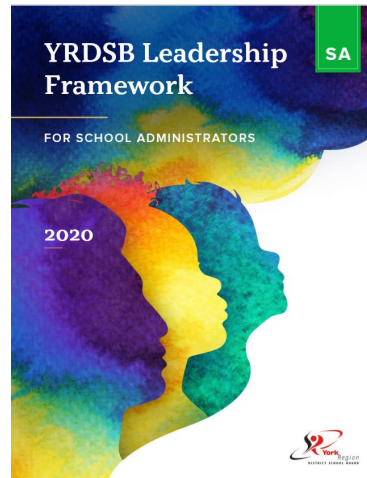
- Outcomes for session
- Overview of Application Process
- Leadership Framework Big Picture
- Digging Deeper into Leadership Framework
- Preparing Your Leadership Profile
- Using Better Educate Platform To Prepare Your Application

Today's Outcomes

Participants will:

- Understand how to prepare an application for Stage 1
- Develop a better understanding of the YRDSB Leadership Framework
- Align leadership experiences and impact with YRDSB Leadership Competencies and Actions for Leaders
- Dialogue virtually in supporting colleagues

Overview of Application Process



Stages of the Selection Process

Stage 1

- **“Leadership Profile”** PDF to the Resume link on Apply to Education.
- **3 References**

Stage 2

- Virtual Interview
- Current PPA

Stage 3

- 3 references checked

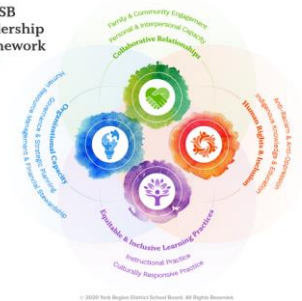
Timelines

October 22	Application Opens
November 2	Application Closes - 11:30 PM
November 17	Email notification to all candidates regarding outcome of Stage 1
November 25	Leadership Development Workshop #2 - Preparing for the Interview Zoom Meeting - 4:30-6:30 PM - Invitations with link emailed to successful Stage 1 candidates
December 1, (evening) 2, 3	Stage 2 Interviews via GoToMeeting
December 4	Email notification to candidates regarding outcome of Stage 2
December 4 -December 10	Stage 3 Reference Checks for Successful Stage 2 candidates
December 15	Email notification to candidates regarding outcome of Stage 3

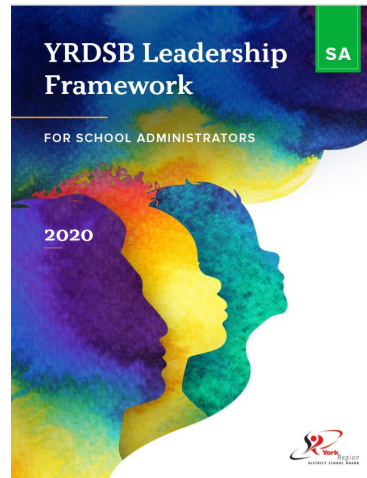
Framing Your Thinking

- **What have I done?**
- **What has changed or is changing as a result of my actions?**
- **Who is better off?**

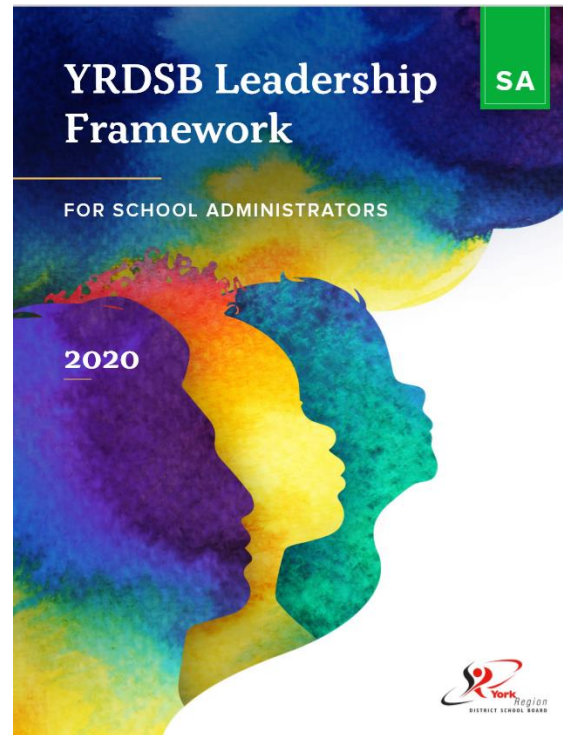
YRDSB
Leadership
Framework



Big Picture of the YRDSB Leadership Framework

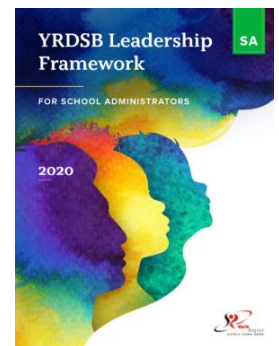


YRDSB Leadership Framework

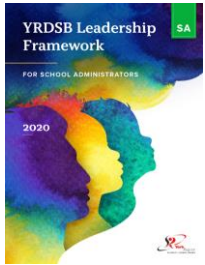


The YRDSB Leadership Framework and The Ontario Leadership Framework

The YRDSB Leadership Framework was created as a **complement** to the Ontario Leadership Framework with a view to make **equity and ethical leadership competencies** clear.



YRDSB Leadership Framework structure



- **Domains** - the leadership outcomes that the YRDSB believes are foundational to the success of all leaders
- **Competencies** - the knowledge, skills and characteristics for achieving the leadership outcomes
- **Actions for leaders** - the specific behaviours and actions that support the achievement of each competency
- **Reflective questions** - questions that support a leader in building their own competence and consciousness, and to identify potential opportunities for growth

YRDSB Leadership Framework

Collaborative Relationships



This domain focuses on building collaborative relationships to support leadership, learning, and engagement.

Personal & Interpersonal Capacity

Leaders demonstrate self-awareness, engage in self-reflection, and understand the importance of effective communication. They adopt an inquiry and reflective stance that invites all voices to co-create solutions and further develop leadership capacity focused on student and staff success and well-being.

Family & Community Engagement

Leaders create supportive systems for families and communities from diverse backgrounds and identities to engage as partners in ensuring student success. They build understanding of policies, procedures, and practices and invite feedback for improvement.

Human Rights & Inclusion



This domain focuses on ensuring human rights and inclusion are foundational to creating responsive practices, inclusive environments, and equitable outcomes for all.

Indigenous Knowledge & Education

Leaders understand and collaboratively implement the Truth and Reconciliation Commission of Canada Calls to Action 62 and 63 that are focused on teaching and learning through Indigenous ways of knowing. Leaders understand the intersection of social identities and the importance of engaging Indigenous voices. They learn the truth of Indigenous history and apply their knowledge to their work to improve educational outcomes for Indigenous students.

Anti-Racism & Anti-Oppression

Leaders guide their practice based on the requirements of applicable codes, standards, and legislation. They use an anti-racist and anti-oppression lens to identify and remove barriers in order to create culturally responsive practices, inclusive environments, and equitable outcomes.

Equitable & Inclusive Learning Practices



This domain emphasizes the leader's role in fostering learning cultures that promote ongoing critical reflection on practice, shared responsibility for student and staff success, and continuous improvement that is evidence informed and culturally responsive.

Instructional Practice

Leaders provide instructional leadership founded in an environment that fosters continuous learning and improvement. They leverage inclusive structures and collaborative models to fulfill high expectations for success.

Culturally Responsive Practice

Leaders engage in Culturally Responsive Practice that elevates sociocultural consciousness, critically examines processes and programs, and ensures high expectations for all.

Organizational Capacity



This domain focuses on managing effectively, efficiently and collaboratively, which is foundational to leading at the system, school, and department level.

Governance & Strategic Planning

Leaders practice good governance and planning. They engage in data-informed planning, decision-making, and monitoring that focuses on the achievement and well-being of students and is responsive to the needs of staff.

Human Resource Management & Financial Stewardship

Leaders demonstrate the required technical, functional and legal knowledge in support of the system, school and department goals.

YRDSB

Personal & Interpersonal Capacity

Leaders:

Leaders build collaborative, professional and productive relationships with key stakeholders

Reflective Questions:

- How do you foster an environment that builds trust, where all members feel valued and respected?
- How do you actively build partnerships with staff, families, guardians, local community groups, union partners, and Elders that represent diverse and marginalized voices?
- What strategies do you use to convey authentic care for all stakeholders?
- What strategies do you use when engaging in challenging conversations and managing difficult situations?



Pause & Process

Based on what you heard, type in the chat box and share:

- An aha (A)
- A wondering (W)
- A suggestion that might support yourself or your colleagues (S)



YRDSB Leadership Framework

Collaborative Relationships



This domain focuses on building collaborative relationships to support leadership, learning, and engagement.

Personal & Interpersonal Capacity

Leaders demonstrate self-awareness, engage in self-reflection, and understand the importance of effective communication. They adopt an inquiry and reflective stance that invites all voices to co-create solutions and further develop leadership capacity focused on student and staff success and well-being.

Family & Community Engagement

Leaders create supportive systems for families and communities from diverse backgrounds and identities to engage as partners in ensuring student success. They build understanding of policies, procedures, and practices and invite feedback for improvement.

Human Rights & Inclusion



This domain focuses on ensuring human rights and inclusion are foundational to creating responsive practices, inclusive environments, and equitable outcomes for all.

Indigenous Knowledge & Education

Leaders understand and collaboratively implement the Truth and Reconciliation Commission of Canada Calls to Action 62 and 63 that are focused on teaching and learning through Indigenous ways of knowing. Leaders understand the intersection of social identities and the importance of engaging Indigenous voices. They learn the truth of Indigenous history and apply their knowledge to their work to improve educational outcomes for Indigenous students.

Anti-Racism & Anti-Oppression

Leaders guide their practice based on the requirements of applicable codes, standards, and legislation. They use an anti-racist and anti-oppression lens to identify and remove barriers in order to create culturally responsive practices, inclusive environments, and equitable outcomes.

Equitable & Inclusive Learning Practices



This domain emphasizes the leader's role in fostering learning cultures that promote ongoing critical reflection on practice, shared responsibility for student and staff success, and continuous improvement that is evidence informed and culturally responsive.

Instructional Practice

Leaders provide instructional leadership founded in an environment that fosters continuous learning and improvement. They leverage inclusive structures and collaborative models to fulfill high expectations for success.

Culturally Responsive Practice

Leaders engage in Culturally Responsive Practice that elevates sociocultural consciousness, critically examines processes and programs, and ensures high expectations for all.

Organizational Capacity



This domain focuses on managing effectively, efficiently and collaboratively, which is foundational to leading at the system, school, and department level.

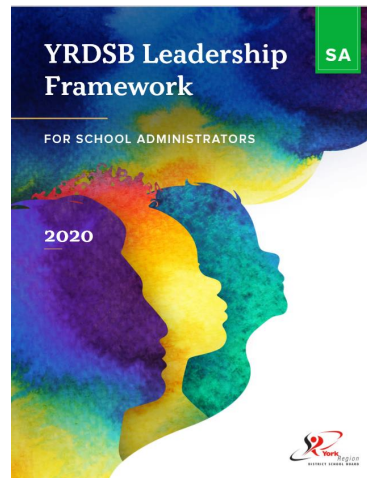
Governance & Strategic Planning

Leaders practice good governance and planning. They engage in data-informed planning, decision-making, and monitoring that focuses on the achievement and well-being of students and is responsive to the needs of staff.

Human Resource Management & Financial Stewardship

Leaders demonstrate the required technical, functional and legal knowledge in support of the system, school and department goals.

Digging Deeper into the YRDSB Leadership Framework



Skim/Scan/Share

- In your Breakout Room number off from 1-4
- Read your assigned Domain and Competency from the Placemat: **YRDSB Leadership Framework** (link will be shared in the chat box)
|
- Consider the following questions:
 - What might be some key ideas that resonate with you?
 - What might be an example of leadership connected to the competency?
- Share your ideas/thoughts with your breakout group

Breakout Rooms

Person 1 - Reads - **Collaborative Relationships**

- Personal & Interpersonal Capacity
- Family and Community Building Capacity

Person 2 - Reads - **Human Rights and Inclusion**

- Indigenous Knowledge and Education
- Anti-Racism & Anti-Oppression

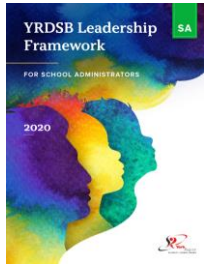
Person 3 - Reads - **Equitable & Inclusive Learning Practices**

- Instructional Practice
- Culturally Responsive Practice

Person 4 - Reads - **Organizational Capacity**

- Governance and Strategic Planning
- Human Resource Management & Financial Stewardship

Leadership Framework structure



- **Domains** - the leadership outcomes that the YRDSB believes are foundational to the success of all leaders
- **Competencies** - the knowledge, skills and characteristics for achieving the leadership outcomes
- **Actions for leaders** - the specific behaviours and actions that support the achievement of each competency
- **Reflective Questions** - questions that support a leader in building their own competence and consciousness, and to identify potential opportunities for growth



This domain focuses on building collaborative relationships to support leadership, learning, and engagement.

Personal & Interpersonal Capacity
Leaders demonstrate self-awareness, engage in self-reflection, and understand the importance of effective communication. They adopt an inquiry and reflective stance that makes all voices be heard, create solutions and foster leadership capacity focused on student and staff success and well-being.

Family & Community Engagement
Leaders create supportive systems for families and communities from diverse backgrounds and identities to engage in partners in ensuring student success. They build understanding of policies, procedures, and practices and make feedback for improvement.

Personal & Interpersonal Capacity

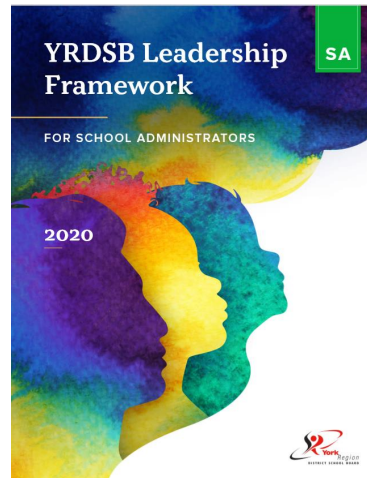
Leaders:

Leaders build collaborative, professional and productive relationships with key stakeholders

Reflective Questions:

- How do you foster an environment that builds trust where all members feel valued and respected?
- How do you actively build partnerships with staff, families, guardians, local community groups, union partners, and Elders that represent diverse and marginalized voices?
- What strategies do you use to convey authentic care for all stakeholders?
- What strategies do you use when engaging in challenging conversations and managing difficult situations?

Preparing Your Leadership Profile



A Possible Process

- ❑ Familiarizing yourself with the YRDSB Leadership Framework for School Administrators 2020
 - ❑ Domains, Competencies, Actions for Leaders, Reflective Questions
- ❑ Complete the YRDSB Leadership Framework Self-Assessment Tool
 - ❑ Take notes using the notes side tab to reflect on your strengths or gaps
- ❑ Refer to other sources that demonstrate your personal leadership actions (previous resumes, leadership portfolio)
- ❑ Consider your personal leadership actions and how they align with the Actions for Leaders in the YRDSB Leadership Framework Actions

Let's look at a personal leadership action example

Action: Developed a Mentor Program in collaboration with student and staff on the Well-being team to promote mental health and destigmatize mental illness. This was developed in response to teacher and family reporting of high levels of student anxiety.

Impact: 20% improvement in student responses to School Climate Survey question: "Do you hide feelings of anxiety & sadness?" after one year implementation of Mentor Program. Decrease in number of referrals to guidance/office for anxiety related issues

Personal & Interpersonal Capacity

Leaders:

Leaders build collaborative, professional and productive relationships with key stakeholders

Reflective Questions:

- How do you foster an environment that builds trust, where all members feel valued and respected?
- How do you actively build partnerships with staff, families, guardians, local community groups, union partners, and Elders that represent diverse and marginalized voices?
- What strategies do you use to convey authentic care for all stakeholders?
- What strategies do you use when engaging in challenging conversations and managing difficult situations?

Framing Our Thinking

- **What have I done?**
- **What has changed or is changing as a result of my actions?**
- **Who is better off?**



Success Criteria for Leadership Actions

- Leadership actions demonstrate **purpose**. You have articulated your '**why**' |
- **Impact statement** connects to action's purpose
- **Data sources** support the impact statement (Quantitative/Qualitative may include Observation, Conversations, Products)
- **Monitoring for impact** is evident (planning, implementing, evaluating)
- Impact statements consider a **variety of stakeholders** (students, staff, families, community)

Let's look at an personal leadership action example



Yellow
indicating
Data
Sources

Action: Developed a Mentor Program in collaboration with student and staff on the Well-being team to promote mental health and destigmatize mental illness. This was developed in response to teacher and family reporting of high levels of student anxiety.

Impact: 20% improvement in student responses to School Climate Survey question “Do you hide feelings of anxiety & sadness?” after one year implementation of Mentor Program. Decrease in number of referrals to guidance/office for anxiety related issues

Another personal leadership action example



Reduce barriers of access through open door policy for families and creating inclusive school environment through faith accommodations, and prayer centers.

15 families requested religious accommodations through ongoing dialogue to review, support and implement accommodations; Increase in students using school created prayer room. Conversations with students/parents indicated a greater sense of inclusion.

Anti-Racism & Anti-Oppression

Leaders:

Identify, interrupt, and remove oppressive structures and practices that exist within our education system that act as barriers to equity, inclusion, and well-being for staff, students, families, guardians, community and community leaders

Reflective Questions:

- What are the systemic barriers to equity, inclusion, and well-being that you have identified and disrupted?
- How have you intentionally identified and eliminated systemic barriers for staff, students, and communities to support well-being and mental health?
- How have you intentionally identified and addressed systemic anti-Black and anti-Indigenous racism?



Another Example



Action: Reduce barriers of access through open door policy for families and creating inclusive school environment through faith accommodations, and prayer centers.

Impact: 15 families requested religious accommodations through ongoing dialogue to review, support and implement accommodations; Increase in students using created prayer room. Conversations with students/parents indicated a greater sense of inclusion.

Yellow
indicating
Data
Sources

Success Criteria for Leadership Actions

- Leadership actions demonstrate **purpose**. You have articulated your '**why**' |
- **Impact statement** connects to action's purpose
- **Data sources** support the impact statement (Quantitative/Qualitative may include Observation, Conversations, Products)
- **Monitoring for impact** is evident (planning, implementing, evaluating)
- Impact statements consider a **variety of stakeholders** (students, staff, families, community)

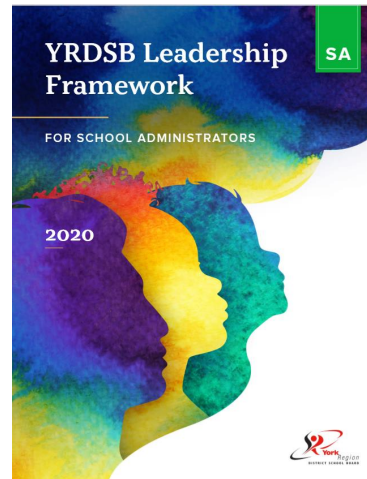
Let's Practise

1. [Link](#) to samples to practise:

1. In your breakout rooms:

- ☐ Review the personal leadership action examples.
- ☐ Use the Leadership Framework for School Administrators as a reference.
- ☐ Determine domain, competency and action for leader.
- ☐ Use success criteria to assess the personal leadership action example
- ☐ Rewrite the personal leadership action example to improve it.

Using Better Educate Platform To Prepare Your Application



Pre-Application Process

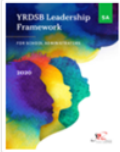
- Candidates are required to create an account in [Better Educate Account](#)
- Candidates will then be able to log into [Better Education Log In](#) in order to access their dashboard where *the “**My Leadership Profile**”* is located.
- The completion and submission of the candidate's “**My Leadership Profile**” will inform the application as part of the selection process through the demonstration of the candidate's *leadership actions and corresponding evidence of impact.*

Welcome

YRDSB Leadership Framework for School Administrators 2020

Dashboard

YRDSB Leadership Framework for School Administrators 2020



YRDSB Leadership Framework Details in PDF format

[Download PDF...](#)

Self Assessment

Self-Directed Assessment Tool



A self-directed assessment tool is offered to assist in identifying leadership areas that need further development.

[Start Assessment...](#)



My Leadership Profile

Capture your Evidence of Impact



- What have I done?
- What is changing as a result of my actions?
- Who is better off?

[Begin My Leadership Profile...](#)



Self Assessment

A self-directed assessment tool is offered to assist in identifying leadership areas that need further development.

Dashboard Self Assessment



Self Assessment

New Self Assessment

Label your Self Assessment: Label: Year 2020

Summary Print Delete

As you consider each Action for Leader described in the YRDSB Leadership Framework Self-Assessment Tool, ask yourself to what extent you demonstrate each leadership action. Select the most suitable response.

COLLABORATIVE RELATIONSHIPS

ASSESSMENT 0 OF 11



Descriptor:

This domain focuses on how School Administrators build collaborative relationships to support leadership, learning, and engagement.

Brief Statement of the Domain:

School Administrators cultivate relationships to support student and staff success.

COMPETENCY 1: PERSONAL & INTERPERSONAL CAPACITY

ASSESSMENT 0 OF 1



School Administrators demonstrate self-awareness, engage in self-reflection, and understand the importance of effective communication. They adopt an inquiry and reflective stance that invites all voices to co-create solutions and further develop leadership capacity focused on student and staff success and well-being.

Add Notes

Action Statements Personal Capacity: Leaders are self-aware and exercise self-regulation and self-reflection while recognizing how their identities, personal assumptions, and biases influence leadership.

- Reflective Questions**
- What are your assumptions and personal biases that influence your leadership?
 - How does your intersecting social identities influence your leadership?
 - How do you mitigate the power of your positional authority when relating with your students, staff, and community?
 - How do you maintain calm and confident in the face of challenging problems?



Action Statements Personal Capacity: Leaders understand and model the importance of engaging in actions and communication that develop trust.

- Reflective Questions**
- How do you develop trust with others?
 - What are you doing to develop trust across difference?
 - How do you prepare for, engage in, and reflect upon challenging conversations?
 - How are you actively engaging in building relationships with marginalized students, staff, families, and communities?



My Leadership Profile

Slide 40

Label your Leadership Profile

Gardner

Year

2020



Print

Delete

YRDSB Leadership Framework for School Administrators 2020 includes four Domains and eight Competencies. For each competency, please complete each fillable box below to capture evidence of your leadership and its corresponding impact.



COLLABORATIVE RELATIONSHIPS

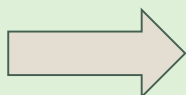
EVIDENCE: 2 OF 2

COMPETENCY 1 - PERSONAL & INTERPERSONAL CAPACITY

EVIDENCE: 1 OF 1

PLEASE CAPTURE YOUR EVIDENCE OF IMPACT BELOW: (max. 3000 characters)

0 CHARACTERS



Action and Impact of your leadership in relation to
the identified YRDSB Leadership Framework
Competency and Action for Leaders

Save

COMPETENCY 2 - FAMILY & COMMUNITY ENGAGEMENT

EVIDENCE: 1 OF 1

Quick Reference Guide QRG



YRDSB Leadership Framework Self-Assessment Tool

This Quick Reference Guide lists the steps to be taken to access the YRDSB Leadership Framework Self-Assessment Tool

1. Log in to https://bettereducate.com/yrdsb_application. Create a user name and password and select Sign Up.



2. When you log in, you will see a dashboard with three tiles: **Leadership Framework**, **Self-Assessment** and **My Leadership Profile**.



3. Access the **Leadership Framework** tile to view the YRDSB Leadership Framework for School Administrators.



IMPORTANT

shutterstock.com • 196288844

Upload the completed PDF copy of your “My Leadership Profile” under Resume section in ATE.



YRDSB
School Administrator
Leadership Profile

steve gardner
(steven.gardner@yrdsb.ca)



2020-10-01

1/9

steve gardner



Pause & Process

Based on what you heard, type in the chat box and share:

- Any questions that you have





Contact Us

Steve Gardner

steven.gardner@yrdsb.ca

Sandy Haliburton

sandra.haliburton@yrdsb.ca

Rita Russo

rita.russo@yrdsb.ca

Tina Wieringa

tina.wieringa@yrdsb.ca

