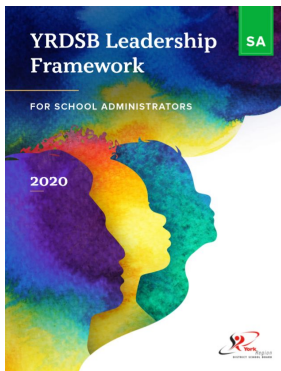


Principal Selection Process

Workshop 1: Preparing Your Application Kit



Wednesday, September 29, 2021



Please note

This session is being recorded to share with those who are unable to attend and with those who are in attendance following the session.

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 affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledge and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.

National Day for Truth Reconciliation



- This day honours the lost children and Survivors of residential schools, their families and communities. It is our duty as human beings to publically commemorate the tragic and painful history and ongoing impacts of residential schools. This is a vital component of the reconciliation process.
- Along with continuing our learning and supporting Indigenous Education, wearing orange on this day symbolizes of the stripping away of culture, freedom and self-esteem experienced by Indigenous children over generations



Our
Journey Begins

"Most of the old moles
I know wish they had
listened less to their fears and
more to their dreams"



Share your thinking

In the chat, record:

“What might be one hope and/or fear about the Principal Selection Process?”

Agenda

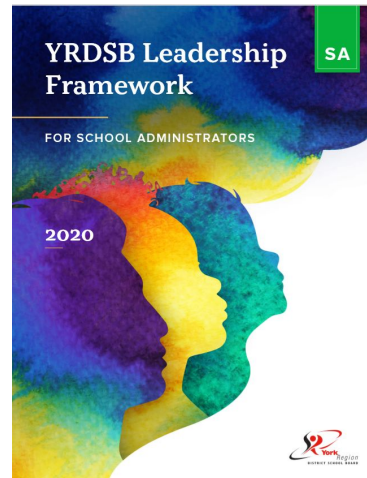
- Outcomes for session
- Overview of Application Process
- Leadership Framework Big Picture
- Digging Deeper into Leadership Framework
- Preparing Your Leadership Profile
- Using Better Educate Platform To Prepare Your Application

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

Stage 3

- 3 references checked

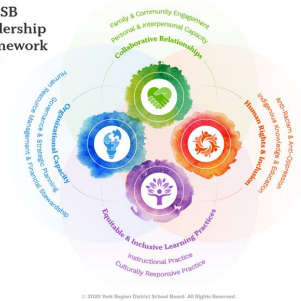
Timelines

October 4	Application Opens
October 12	Application Closes - 11:30 PM
November 1-5	Email notification to all candidates regarding outcome of Stage 1
November 10	Leadership Development Workshop #2 - Preparing for the Interview Zoom Meeting - 4:30-7:00 PM - Invitations with link emailed to successful Stage 1 candidates
November 16 (evening), 17, 18 (daytime)	Stage 2 Interviews via Virtual Meeting
November 24	Email notification to candidates regarding outcome of Stage 2
November 23-29	Reference Check
December 1	Email notification to candidates regarding outcome of Stage 3

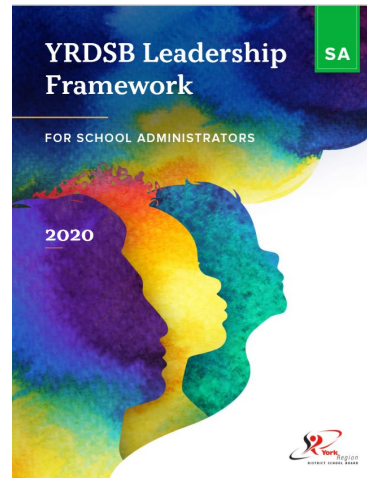
Framing Your Thinking

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

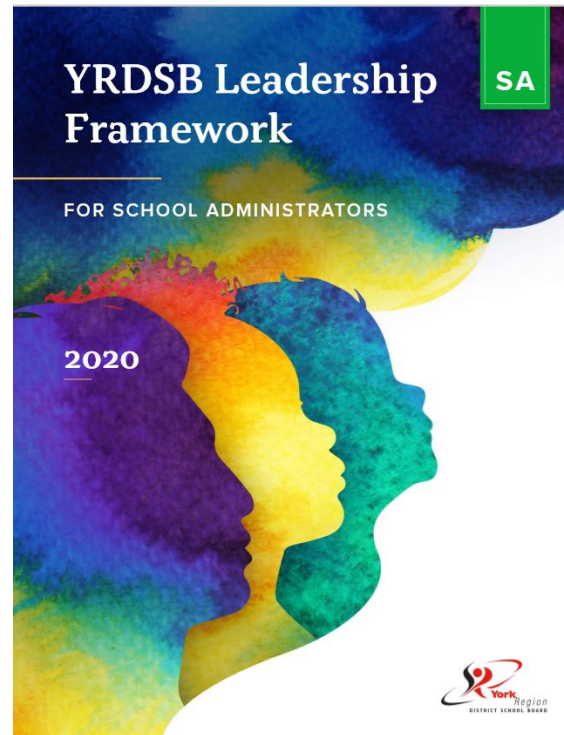
YRDSB
Leadership
Framework



Big Picture of the YRDSB Leadership Framework

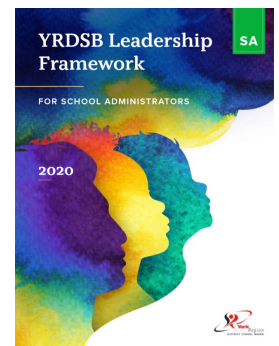


YRDSB Leadership Framework

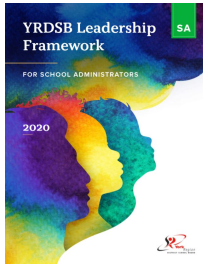


The YRDSB Leadership Framework and The Ontario Leadership Framework

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.



Personal & Interpersonal Capacity

Reflective Questions:

Leaders:

Leaders build collaborative, professional and productive relationships with key stakeholders

- 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

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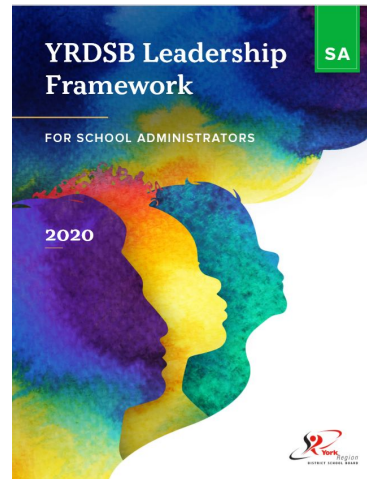
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Digging Deeper into the YRDSB Leadership Framework



Skim/Scan/Share

- In your Breakout Room number off from 1-4
- Read your assigned Domain and Competency from the Placemat: **YRDSB Leadership Framework**
- 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

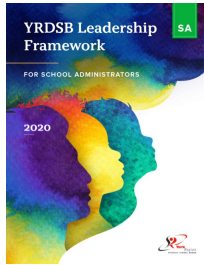
Person 3 - Reads - **Equitable & Inclusive Learning Practices**

- Instructional Practice
- Culturally Responsive Practice

Person 4 - Reads - **Organizational Capacity**

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

Leadership Framework structure



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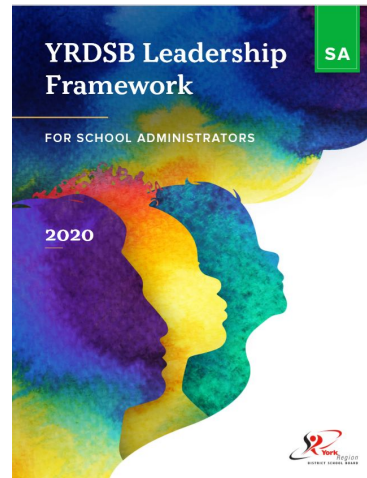
Reflective Questions:

Leaders:

Leaders build collaborative, professional and productive relationships with key stakeholders

- 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:

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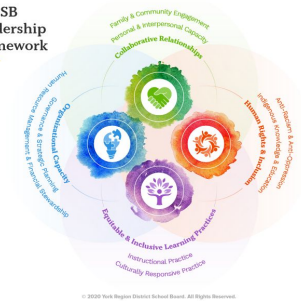
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Framing Our Thinking

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

YRDSB
Leadership
Framework



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)

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Yellow
indicating
Data
Sources

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 based on parent/guardian feedback of barriers getting in way of child's learning.

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 based on parent/guardian feedback of barriers getting in way of child's learning.

Yellow
indicating
Data
Sources

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.



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 raise high expectations for success.

Culturally Responsive Practice

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

Instructional Practices

Reflective Questions:

Leaders:

- Leaders demonstrate a sound understanding of equity, current pedagogy, and instructional and assessment practices, and use a variety of collaborative models to lead learning.
- How do you keep current regarding research, best practices, and trends in education?
- How do you apply your learning to practice?
- How do you engage in the modeling, monitoring, and reviewing of effective instructional and assessment practices?
- How do you support staff to engage in professional learning and capacity building to support improvement, with a focus on the underserved and underperforming?



Another Example

Data revealed that our exceptional learners were struggling with the shift to online in March 2020, I worked with staff to respond to student needs.

Action: Exceptional students were disproportionately represented in Student Success meetings as experiencing difficulties responding to instruction online. I facilitated professional learning and shared resources with SERTs on providing accommodations online and we gathered feedback from students and parents to identify supports for their new learning environment. The department created resources focusing on supporting exceptional learners; information from professional learning and student/parent feedback was used to provide staff with five strategies each week specific to IEP accommodations. To ensure high levels of support, I facilitated collaboration with multidisciplinary teams to consult with experts, ensure minimal disruption in service and continue IPRCs.

Impact: Fewer exceptional students were brought to Student Success meetings and feedback from families identified improved support from teachers in providing accommodations. I was able to work with SERTs to focus on students requiring greater differentiation.

Monitoring: Reviewing achievement and collecting feedback from families, we are refining instruction and accommodations online. I am working with the department to facilitate professional learning for staff on implementing the IEP and UDL in the virtual environment. Department assessment plans will be reviewed to ensure practices reflect the needs of exceptional students.

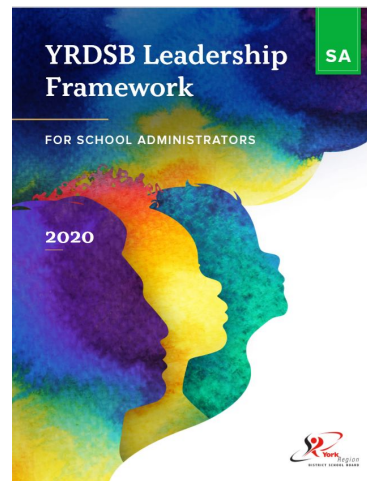
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- **Monitoring for impact** is evident (planning, implementing, evaluating)
- Impact statements consider a **variety of stakeholders** (students, staff, families, community)

Let's Practise

1. [Link](#) to samples to practise:
2. 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 will then be able to log into BetterEducate Platform 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.*

Pre-Application Process

External Candidates:


Please follow the steps in this Quick Reference Guide in order to log in to Better Educate and access the **My Leadership Profile** which is uploaded to the resume section of **Apply to Education (ATE)**

Internal Candidates:

Please follow the steps in this Quick Reference Guide in order to log in to Better Educate and access the **My Leadership Profile** which is uploaded to the resume section of **Apply to Education (ATE)**

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...](#)

100%

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...](#)

100%



Self Assessment

Label your Self Assessment: Label: Year: 2020 Summary Print Delete

New Self Assessment

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 12

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 3

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

Label your Leadership Profile Year

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.



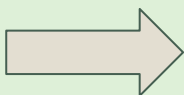
COLLABORATIVE RELATIONSHIPS

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

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



Contact Us

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Tina Wieringa

tina.wieringa@yrdsb.ca

Wendy Thompson

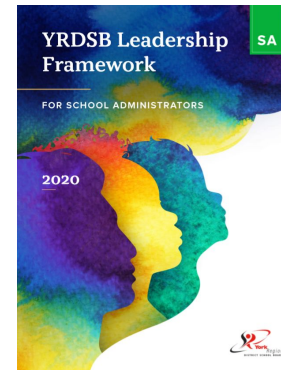
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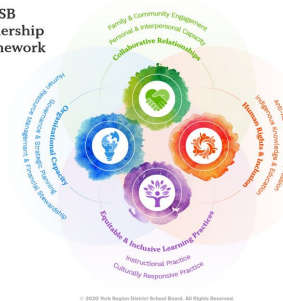
LD_yrdsb



leadershipyrdsb



YRDSB
Leadership
Framework



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Questions