

# Principal Selection Process

Stage Two - The Interview  
November 10, 2021



# Beginning in a Good Way

- 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.



# Set-Up

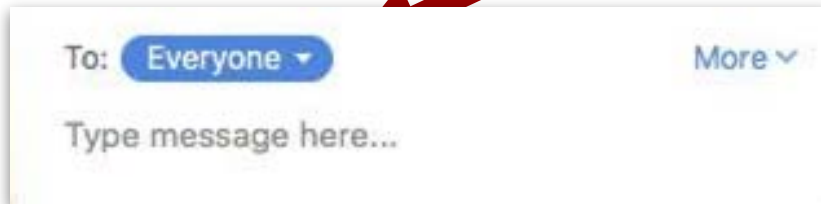
Ensure your mic is on “mute”



Click “Chat” menu buttons

# The Chat Function

Click to choose who to send your chat to: Everyone or one person.



**zoom**  
BREAKOUT ROOMS

# Virtual Working Agreements

- Camera on
- Minimize background noise - place yourself on mute until you want to speak
- Use Chat feature to pose additional ideas
- Sharing ideas openly
- Value all voices and other perspectives
- Be engaged
- Patience and flexibility

# Purpose

This session is intended to support candidates in preparation for the virtual interview

# Outcomes

- Hearing from previous Principal candidates
- Know the components of the interview process
- Understand how best to prepare for the interview
- Explore possible strategies to prepare for each component of the interview

# Emotion Check-In

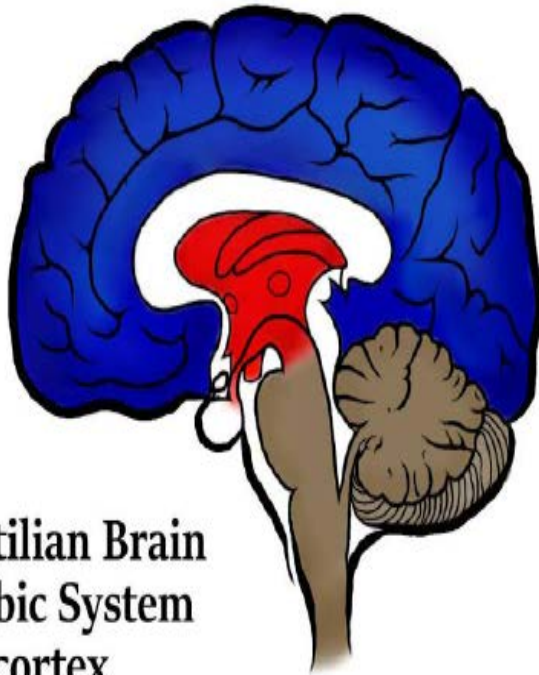
Record in the chat box:

**Two words that describe your current emotions during this time**



# The Evolution-Designed Brain

## The Evolution-Designed Brain



- Reptilian Brain
- Limbic System
- Neocortex

## The Triune Brain What's Happening In the Brain When We Are Stressed?

Fight

Flight

Freeze

---

*This has huge implications for navigating difficult situations  
and conversations*

# Social Threat

Some social situations = physical threat



Identical Responses

Physiological

Emotional

Cognitive

Use SCARF  
SCARF

Status

Certainty

Autonomy

Relatedness

Fairness/  
Equity



Find your Calm

Find Your Calm...

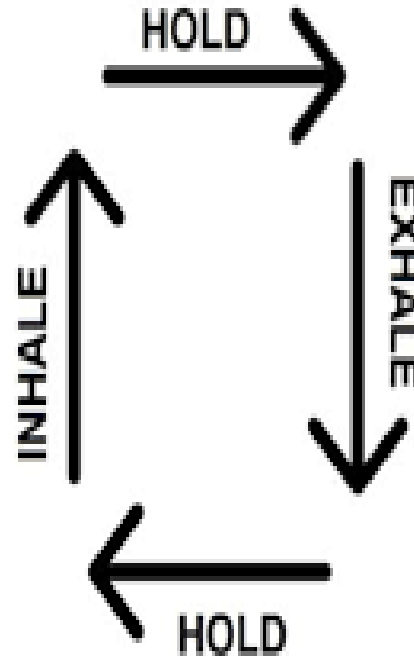
# BOX Breathing

Inhale for 4 counts

Hold for 4 counts

Exhale for 4 counts

Hold for 4 counts



# Talk It Off Your Plate

What strategies might you use to keep your thoughts and feelings that cause you stress about the interview “off of your plate”?

# Five Strategies to Handle the Pressure of an Interview

- Crisis versus Opportunity
- Downsize the importance
- Be open and expansive
- Recall yourself at your best
- Regulate your breathing



[Institute for Health and Human Potential-strategies to handle pressure of an Interview](#)

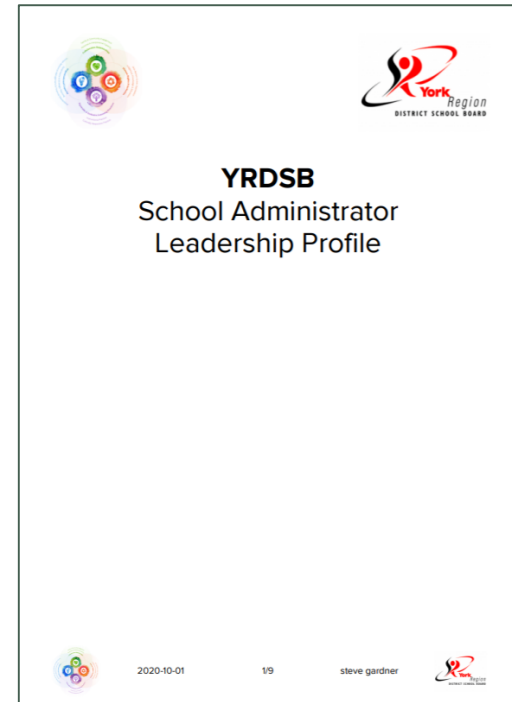
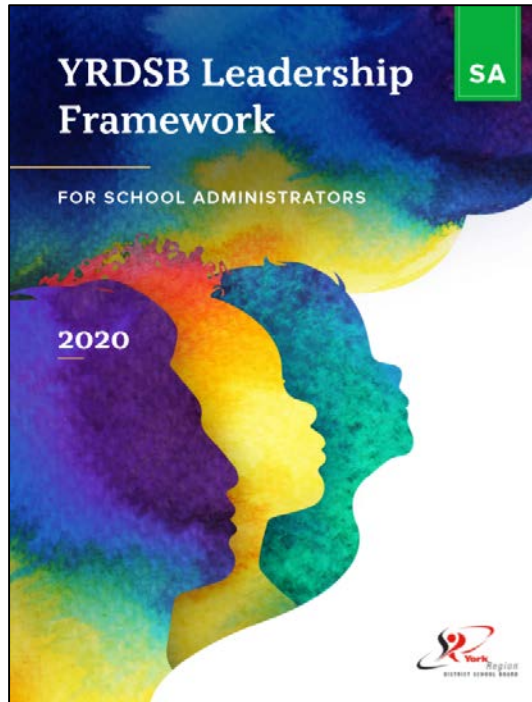
# Welcome

Karen Mell-Principal, Phoebe Gilman Public School

Vincent Chow-Principal, Hodan Nalayeh Secondary School



# Resources



# THE INTERVIEW

interview

# Timelines

November 16,17, 18	Stage 2 Interviews via Zoom
November 24	Email notification to candidates regarding outcome of Stage 2
November 23-29	Stage 3 Reference Checks for Successful Stage 2 candidates
December 1	Email notification to candidates regarding outcome of Stage 3

# Interview Team

The three member interview team consists of:

- Two Superintendents
- One Recruitment Officer (Human Resource Services)

# Selection Committee Members

Bill Cober

Michael Cohen

Liz Davis

Cle Della-Rovere

Steve Gardner

Gillian Gibbons

Neil Gunathunge

Farooq Shabbar

Kaitlyn Pollard

Kien Nam Luu

Tania Sterling

Karen Tighe

Erik Khilji

Michael Cohen

Steven Gardner

Catherine Johnson

Pirtheep Varathasekaran

# Stage 2 Interview

- Virtual Interview (Zoom)
- November 16 (evening), 17, 18
- Format: e.g. for an **8:30 a.m.** Interview slot
  - Candidate receives their interview questions via email 20 mins prior at **8:10 a.m**
  - Candidate logs into Zoom at **8:25 a.m.**
  - Interview begins at **8:30 a.m.** and goes until **9:08 a.m.**

# Virtual Interview Considerations

- Lighting
- Organization of space
- Eye level/ focus on the camera
- Frame head and shoulders
- Pausing
- Be You!
- Recognize Life Happens

# Stage Two-The Interview

- Oral presentation
- Respond to 1 reflective question
- Respond to 4 Scenario Questions



# Timelines for the Interview

**38 minutes**

- **Oral Presentation**
  - 10 minutes
- **Respond to One Reflective Question**
  - 5 minutes
- **Respond to 4 scenario-based** interview questions
  - 5 minutes/ question
- **Opportunity for a brief closing** statement
  - 3 minutes

# Stage Two - The Interview

## Oral Presentation

- The question was sent to candidates by HRS earlier this week and is presented at the start of the interview
- No technology will be permitted unless required as an accommodation
- 10 minutes

# Opening Question/ Oral Presentation

The pandemic context has created both challenges and unique opportunities for leaders in education. Drawing on your professional experience, share three leadership competencies from the YRDSB Leadership Framework that demonstrate how you, as a Principal, will lead successfully in this context.

# Considerations for the Oral Presentation

- Organization/ Preparation
- Specific knowledge/ content/ connections to YRDSB Leadership Framework competencies, MYSP, DAP
- Responding to each aspect of the presentation question
- Communication Skills

# Considerations for the Oral Presentation

## Continued

- The audience is on your side and know that you have something to offer-they want to hear more! This is your best thinking
- Consider structure (intro, middle, conclusion)
- Connect with audience to convey your response
- Practise, practise, practise
- Get feedback
- Use pauses...slow down/ breathe
- Remember you have 10 minutes

Remember...

*Be  
you.*

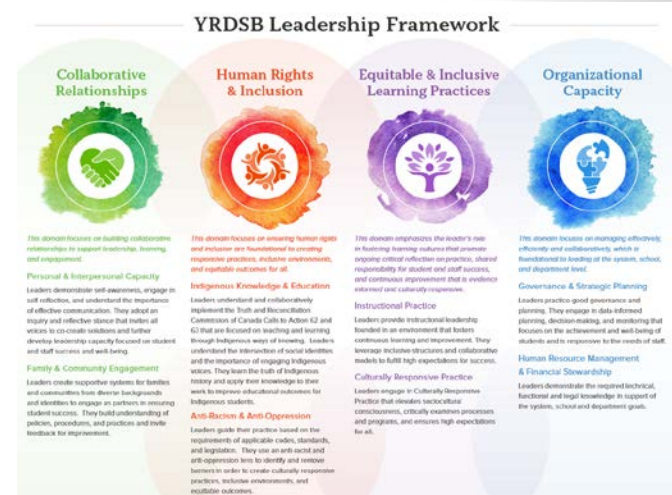
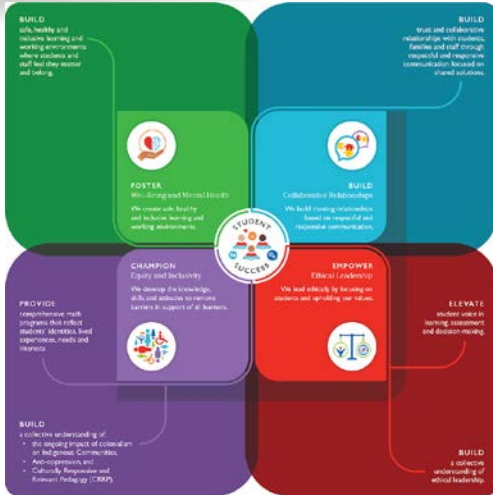
# Breakout Room Share

Based on what you heard, in your break out group share:

- An aha
- A wondering
- A suggestion that might support yourself or your colleagues



# Reflective Interview Question





# Responding to the Reflective Question

Refer to:

- Director's Action Plan
- YRDSB Leadership Framework for School Administrators 2020.
  - Consider within each Competency area :
    - Big Ideas
    - Forest vs the trees
    - Through line

# A Possible Process

- Skim and scan each competency area.
- Identify themes within each competency area.
- Identify common themes across each competency area.
- Create possible questions that would cross more than one competency areas.

# Example

In improving equitable outcomes for marginalized students, the Principal role requires: (1) disrupting school-based programs, processes and practices (2) leveraging data, and (3) building collaborative cultures. Drawing on your experiences, share with us an example that demonstrates the above and how you would continue to build on this work in your new role as a Principal?

# Group Create

## As a group:

- Review competency areas.
- Determine key themes within the competency that might be used to inform questions.
- Based on the themes identified, create possible questions.

# Interview Questions



Respond to **four** scenario-based interview questions.

# Scenario Based Questions

- Scenario based questions are hypothetical/ situational
- Used to demonstrate understanding of how you **process** through a scenario/ situation
- Opportunity to make connections to your experiences

# Scenario Based Questions continued

## Opportunity to Display:

- Problem-solving
- Initiative
- Judgement
- Handling of stress
- Resiliency
- Adaptability
- Analytical skills
- Creativity
- Political astuteness
- Planning
- Integrity
- Collaboration
- Relationship skills

# Frameworks

- Provide structure, guidance on aspects to include in a response
- Ensure clear, comprehensive and concise answers
- Are a function of personal style
- Are a starting point



# Responding to Questions Using a Framework

## **C - Context**

What background information do you need to convey? What does the panel need to understand/ know?

## **A - Action**

What actions would you take? What would you do do?

How did you address the challenge/ opportunity?

## **R - Results**

As a result of your action(s) what happened? What changed? What impact would your actions have?

How do you know? Have you identified who is better off as a result of your actions?

## **R - Reflection**

What would be your next steps? How does this situation inform how you move forward? Do your actions have impact on processes moving forward?

# Responding to Questions Using a Framework

## **S - Situation:**

Describe the situation that you are in or the task you need to accomplish

## **T - Task:**

Describe what your responsibility is or would be in that situation

What goal are you working toward?

## **A - Action:**

Describe the actions you would take to address the situation. What specific steps will you take? What are your particular contribution(s)?

## **R - Result:**

Describe the expected outcome and impact of your actions

# Other Frameworks

- P = Problem
- I = Immediate
- L = Long-term
- R = Review

# Practice Time

A parent contacts you and says their child feels they are being discriminated against in the class by the teacher and wants out of the class as their mental health is being impacted. The student shares that the teacher ignores them when they ask questions, the teacher is not available for extra help and the teacher uses stereotypes to demonstrate learning. As a Principal, share with us the process you would use in this situation and what anticipated challenges might there be?

# Possible Look Fors

- Student's well-being and mental health is priority
- Ensure student feels heard and understood/ Speak with the student to listen to their concerns
- Listen to the families concerns / connect with the family (speak with student dependent on age of student to hear their voice)
- Speak with the teacher to listen to their perspective
- Interview other students in class to hear their perspective
- Document and clear process for investigating the concerns
- Review resources teacher is using in the classroom - could be using resources that perpetuate stereotypes unknowingly;
- How has teacher created an environment where students feel comfortable enough to share concerns?
- Work with the Vice-Principal to develop a plan of action
- Possibly consult/ inform Superintendent, ISCS
- Explore provision of supports for student (e.g. Community Mental Health, Guidance, outside hours(e.g. Kids Help Phone), Social Worker (identity-specific if warranted))
- Learning opportunities to support teacher (e.g. CIS, Inclusive Schools)
- Opportunity for student and teacher to engage in restorative conversation
- Depending on where the investigation goes- refer to policies/ procedures, HRO
- Next steps:
  - Is this a trend in the school?
  - Reevaluate the resources being used within the class or the school (e.g use Text Selection Tool)
  - Professional Development for all staff

# Practice Time <sub>2</sub>

A student receives a certain grade on a final exam. The student's family has applied pressure to the school to have the mark changed and increased. After a number of discussions, the teacher reluctantly agrees to a strategy that ultimately results in a marginal increase to the grade. The family is demanding the grade be increased again, and will pursue legal action if not. The teacher refuses to make any further adjustments and will not change their position, and has contacted the union. What do you do, and what are the impacts of your actions?

# Practice Time continued

Two students, one of them with Special Education identification, engage in a fist fight and injure each other. Upon investigation, you determine that the child with Special Education identification started the fight. The family of this student believes and argues that the child's mitigating circumstances should negate any disciplinary consequence, but that the other student should be disciplined because they continued the fight. Neither family will accept their own child being disciplined, or a situation where the other student is not disciplined. What do you do, and what are the impacts of your actions?

# Breakout Room Share 2



- Share your best thinking in response to the practice scenarios.



# Next Steps

- Schedule time daily for interview preparation
- Get feedback
- Work in small groups
- Practise in a variety of ways (Zoom)
- Organize your space

# Most Important Point (M.I.P.)



Record in the chat:

- Your Most Important Point from today's session



# Questions...

Wishing you all the  
best in your  
interview