

FOUR
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GROUP

EXECUTIVE SEARCH



York Region District School Board
(YRDSB)

Director of Education

Position Profile



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Four Corners Group is a division of Gallagher Benefit Services (Canada) Group Inc.

The Organization

The York Region District School Board (“YRDSB”) is the third largest school Board in Ontario, serving nine municipalities in one of the most diverse regions in Canada: Aurora, East Gwillimbury, Georgina, King, Markham, Newmarket, Richmond Hill, Vaughan, and Whitchurch-Stouffville. Comprised of 213 schools (180 elementary and 33 secondary), YRDSB serves over 125,000 students annually, is the largest employer in York Region with over 15,000 skilled and dedicated employees, and has an operating budget of over \$1.5B.

Governed by the Board of Trustees, YRDSB’s current Board strategic priorities focus on student success via four pillars:

- + **Foster Well-Being and Mental Health**
We create safe, healthy and inclusive learning and working environments.
- + **Champion Equity and Inclusivity**
We develop the knowledge, skills and attitudes to remove barriers in support of all learners.
- + **Build Collaborative Relationships**
We built trusting relationships based on respectful and responsive communication.
- + **Empower Ethical Leadership**
We lead ethically by focusing on students and upholding our values.



For more information about YRDSB, visit their website at <https://www2.yrdsb.ca/>

YRDSB’s Mission

To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

YRDSB’s Vision

To be a leader in public education by empowering all students to become engaged and caring citizens of the world.

YRDSB’s Values

Our School Board operates based on a set of values which guides our actions:

- + **Inclusivity**
We demonstrate equity and inclusivity in all that we do. We demand an environment in which all students, staff, parents and our community feel valued and have a sense of belonging. We expect empathy, mutual respect and understanding to be demonstrated in our words and actions.

+ **Relationships**

We value positive, meaningful relationships with students, staff, parents and our community. We value diversity of opinion, sincere dialogue and community engagement.

+ **Innovation**

We continuously strive to provide the best educational programs for all students. We empower staff and students to take initiative and to be innovative leaders.

+ **Engagement**

We encourage active participation in all learning and activities by creating an environment that engages students, staff, parents and our community.

+ **Responsibility**

We are individually and collectively responsible for creating the best possible school community to support the achievement and well-being of all individuals. We are responsible for the delivery of effective and sustainable educational programs and stewardship of Board resources.

+ **Optimism**

We approach all situations with optimism. We cultivate confidence and resiliency in all students and staff.

Position Overview

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 and the community it serves to develop, communicate and implement the organization's Multi-Year Strategic Plan (MYSP) and the Director's Action Plan (DAP).
- + Enacts and aligns the current Board Strategies with system priorities and goals. Presently, these include:
 - o Dismantling Anti-Black Racism Strategy
 - o Indigenous Education and Equity Strategy
 - o Modern Learning
 - o Mathematics
 - o Mental Health
 - o Staff Well Being
- + Initiates and supports a culture of equity and engagement to drive operational excellence and student-centered services through collaborative relationships and partnerships between the municipalities, schools, departments, parents, students and community partners within York Region; fosters collaboration between agencies and organizations across provincial regions in concert with the Ministry of Education to advance system approaches to education.
- + Supports the delivery of effective and sustainable educational programs to each student, and ensures the stewardship of Board resources in support of Board priorities.

The Ideal Candidate

Leading with empathy, integrity, transparency and humility, the ideal candidate is a visionary and people-focused leader, who demonstrates outstanding listening, communications and interpersonal skills. With a

data-driven approach, they are committed to and have experience in effectively addressing learning gaps and improving student success, addressing all forms of discrimination, ableism and racism, and championing mental health. With outstanding relationships-building skills, the new Director will support the development of a relatively new senior leadership team and recently appointed new Board of Trustees and will engage meaningfully with the broader YRDSB community. The ideal candidate brings experience working and promoting a multi-disciplinary approach and a strong knowledge of the education system in Ontario, having worked in a variety of progressive roles, including with students of different ages and needs. The preferred candidate has strong financial acumen and a record of accomplishment of renewing an organizational culture built on trust, transparency and safety, and creating an environment that prioritizes the wellbeing and safety of employees and students, including dismantling barriers and upholding and championing human rights.

Key Responsibilities:

Board Governance and Strategic Planning

- + 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.
- + 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.
- + 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.
- + 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.

Educational Services and Operations

- + Supports the development and implementation of 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.
- + Provides coherent instructional guidance, including the implementation and leveraging of technology in the classroom environment, to ensure all students are provided with a rich variety of innovative programs that meet or exceed the standards of education mandated by the Ministry.
- + Supports knowledge mobilization and 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 Board directions in project plans, principal meetings and other leadership interactions.
- + Supports the effective delivery of corporate services to the Board including Information Technology, Human Resources, Financial Accounting and Facilities.

Financial Stewardship

- + Supports the development of 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.
- + 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.
- + 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.

People and Organizational Development

- + Aligns organizational structure and human resources policies/procedures with the Multi-Year Strategic Plan, the Director's Action Plan and the Board Improvement Plan.

- + 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.
- + 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.
- + 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.

Education, Experience & Qualifications

Education

- + A Master of Education degree; or equivalent.
- + Ontario Teacher Certification

Experience & Skills

- + Successful track record of progressive senior education-related leadership in a school board environment, including classroom experience and deep knowledge of the teaching and learning environments at both elementary and secondary levels.
- + Prior experience leading the development and implementation of a Board of Trustees' educational vision and strategic plan, balancing multiple priorities of academics and student success, student wellness, safety and fiscal constraints.
- + Demonstrated success in leading a large complex organization that exists within a complex multi-stakeholder environment.
- + Champions anti-oppression, equity, accessibility and inclusion with evidence of how this work and commitment has made a positive impact on the community at large.
- + Superior interpersonal, communication, collaborative decision-making and team building skills.
- + Collegial with strong consensus-building, conflict resolution and negotiation skills.
- + Able to adapt to and proactively lead within a rapidly changing environment.
- + Demonstrates a passion for public education and lives YRDSB's values.

Equivalent combination of education, skills and experiences, including lived experience, will be considered.

Leadership Competencies

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, social justice and human rights through challenging bias, hate and discrimination, adopting 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.
- + Understands diversity of experience and values and appreciates different ways of knowing.
- + 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 other advisory 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, accessibility 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 Board-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.

The York Region District School Board and Four Corners Group are committed to creating an inclusive, barrier-free recruitment and selection process. Please let us know if you require accommodation due to a

disability during any aspect of the recruitment and selection process and we will work with you to address your needs. This document is available in alternate format(s) upon request. We actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to:

- + First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- + Members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- + Persons with visible and/or invisible (physical and/or mental) disabilities;
- + Persons who identify as women;
- + Persons of marginalized sexual orientations, gender identities, and gender expressions.

To be considered for this exciting opportunity, please forward your resume in confidence to:

Suzanne Clark, Senior Client Partner, Four Corners Group, at sclark@fourcornersgroup.com
Sup Das, Principal, Four Corners Group, at sdas@fourcornersgroup.com

Search Timeline

Dates to Note

Candidate Credentials Presentation to the Search Committee:	Early May 2023
First Round Interviews:	May 2023
Second Round Interviews:	May 2023
Ideal Start Date for Successful Candidate:	Summer 2023