Principal Selection Process Workshop #1

The Onsite Oral Presentation
Dane Lawrence-Prince & Candice Mott

York *Region*
DISTRICT SCHOOL BOARD

*Inspire*Learning!

Supporting Our Ongoing Learning

Land Acknowledgement

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.

Sharing Your Thinking

In the **chat**, we invite you to share **one question** that you might have about this stage of the process.

Agenda

- Overview of Application Process

- Leadership Framework Big Picture

- Unpacking the Oral Presentation

- Digging Deeper into Leadership Framework

- Preparing Your Oral Presentation

Today's Outcomes

Participants will:

- Understand the requirements and success criteria of the oral presentation

- Continue to build your understanding of the YRDSB Leadership Framework

- Align leadership experiences and their impact with YRDSB Leadership Competencies and Actions for Leaders

- Dialogue virtually with colleagues

Minds On: Video Analysis

When you think about your oral presentation, what are some takeaways that you can glean from this funny video?

Source: Despicable Me 2

Overview of Stage 1

The Oral Presentation
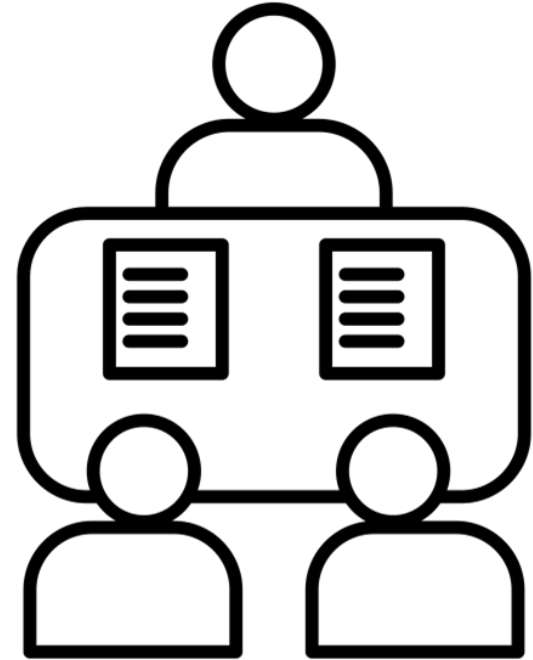
Oral Presentation Key Messages

- The oral presentation provides candidates the opportunity to share their leadership in accordance with the domains and competencies of **YRDSB** Leadership Framework

- It is an **organized sharing** of your leadership

- You will be assessed on **what** and **how** you share orally

- It is **not a comprehensive list** of all your leadership actions; it is an opportunity to to share your **key leadership moves**

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Stages of the Selection Process

Application

- ❏ Upload Cover letter
- ❏ Upload Resume *aligned with Leadership Framework (LF)* with **3** references
- ❏ Upload most recent Principal Performance Appraisal (PPA) on Apply to Education.

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Stage 1

Oral Presentation

- **40** Minutes
- Share leadership experiences and impact as a Vice Principal
- Across all **4** domains of LF
- Panelists ask monitoring questions from the LF to gain further insight

Stage 2

In-Person Interview

- Questions aligned with the LF, MYSP, and DAP
- Variety of questions
- Selection team will review and score to determine who moves to Stage 3

Stage 3

References

3 References include:

- ❏ Current Principal / Supervisor
- ❏ Current School Superintendent
- ❏ Professional Reference

Oral Presentation Components

Section	Candidate	Selection Panel Members
Part A *(up to 40 min)*	Formal presentation of their leadership actions and impact as a Vice Principal using the 3 monitoring questions and in alignment with the YRDSB Leadership Framework.	Begin Timer. Note Taking during the presentation using the Assessment Tool to create questions after the presentation. Do not interrupt the candidate during presentation.
BREAK *(3-5 min)*	Private break	In private caucus, confirm what questions will be posed in **Part B**
Part B *(up to 15 min)*	Respond to questions *(*up to three questions)*	Engage in a dialogue with the candidate based on the Monitoring Question(s) that relate to their presentation to gain further insight into the candidate's leadership and impact.

The YRDSB Leadership Framework

The Foundation of this Process

YRDSB Leadership Framework

SA

FOR SCHOOL ADMINISTRATORS

2020
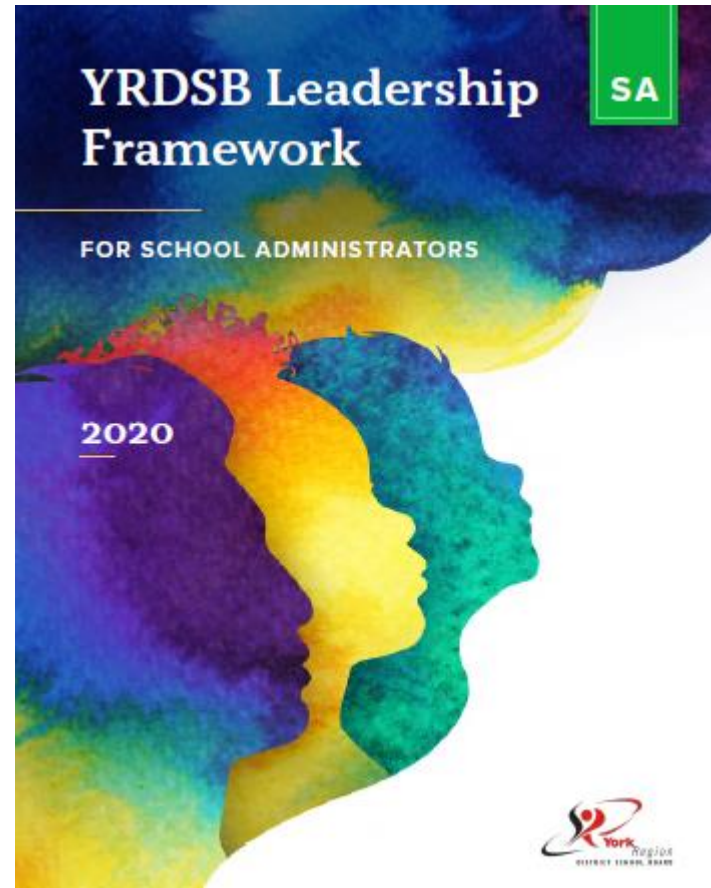
Leaders:

Leaders seek out and co-create solutions with families and community members as part of developing collaborative cultures.

Reflective Questions:

- How do you create opportunities for collaboration, cooperation, and connectedness within your learning communities?

- How do you ensure multiple perspectives and viewpoints are considered when problem solving?

- How do you invite authentic voice from families and communities from diverse and marginalized groups to co-create solutions?

- When seeking to resolve conflict, what strategies do you use?

- How do you include families and community in the review and monitoring of the school culture?

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?

Leadership Actions Criteria

How will your leadership actions be assessed?
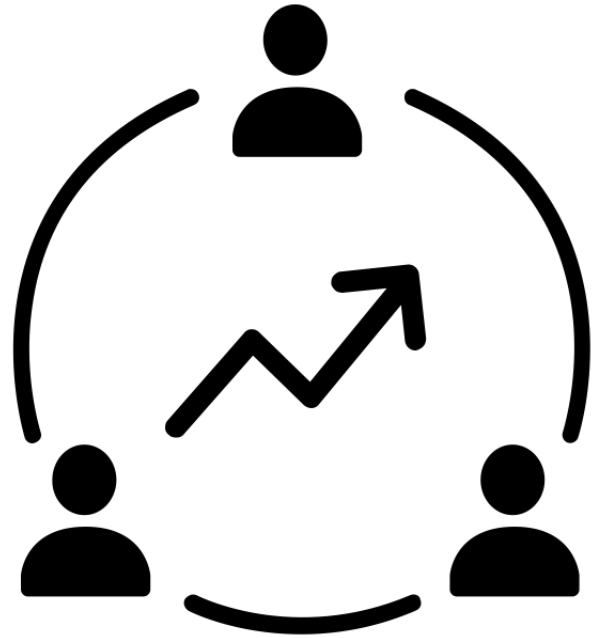
- What have I **done**? **LEADERSHIP ACTION**

- What has **changed** or is **changing** as a result of my actions? **IMPACT**

- Who is better off? **IMPACT**

YRDSB Leadership Framework

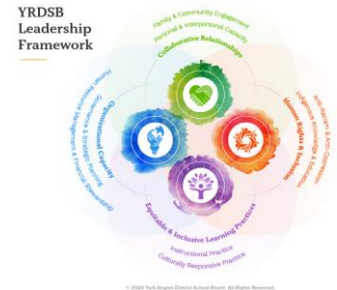# Criteria for Leadership Actions

- Leadership actions demonstrate **purpose in alignment with the YRDSB Leadership Framework**. 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 system partners** (students, staff, families, community)

Leadership Action Example

Action: In response to a Google Survey sent to all families and discussion with the School Council, it was determined that parents wanted access to workshops that dealt specifically with children's mental health and well being. Working with Patricia Stapleton to determine a Board sanctioned speaker and with our School Council chair to apply for PRO Grant funding for this speaker, my principal and I arranged both student (grades 5-8) and family workshops on the topic of Social Media and Mental Health. We shared this learning opportunity with our North Area colleagues and supported the coordination of Scott Ste. Marie to present and engage with students and families at 11 other schools.

Impact: Participation included **registration** of over 100 families for this virtual evening event at our school. Feedback collected through a follow up **online survey** indicated that parents had a positive learning experience with both the material and speaker. Parents also **expressed an interest** in continuing with parenting workshops in the next school year and provided additional suggestions for topics .

Personal Leadership Action Example

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Your Turn

Assessing an Example

ZOOM BREAKOUT ROOMS

As an instructional leader, I launched structures that allowed choice and empowered colleagues to co-lead professional learning on anti-black racism, anti-oppression, and culturally responsive and relevant practices in service of student learning and achievement. Through the work, teachers started to see other teachers as valuable resources, increased self-efficacy for some presenters and supported the implementation of inclusive practices that had a positive impact on student completion of, and engagement in, tasks. This learning included an equity walk (audit) where we physically walked the building specifically looking for representation of racialized students. Various departments also audited the curriculum resources using the text selection tool. We noticed a lack of representation in our visual displays, posters, and learning resources. 11% of our students identify as Black and they need to see themselves reflected throughout the building and within the curriculum. We will intentionally curate and/or create the necessary resources.

Group Share

Oral Communication Criteria

How will your delivery be assessed?
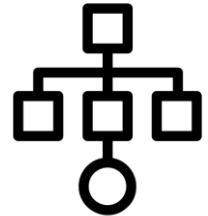
24
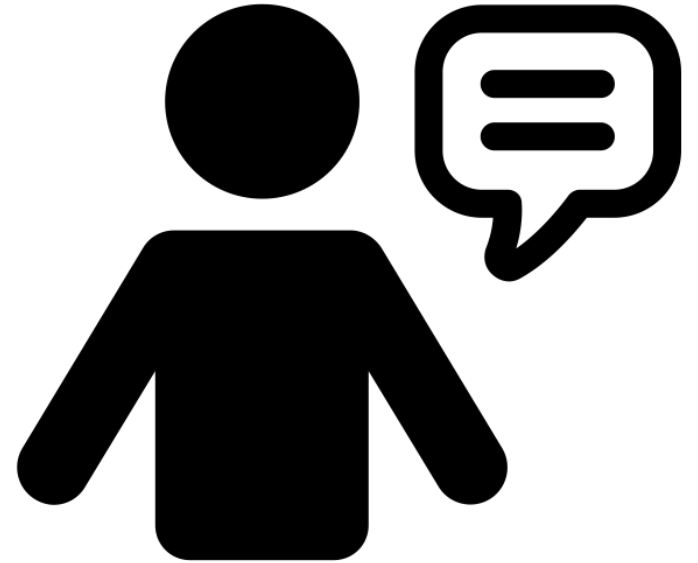
Criteria for Oral Communication

- **Engagement**
  - How much are you reading your notes?
  - Are you connecting with your audience?

- **Clarity & Organization**
  - How clearly are you expressing your ideas?
  - Is there a clear organization of your content?

Oral Presentation

What it is:

✓ Well-structured **oral presentation** up to 40 mins

✓ A sharing of your **key leadership actions**

✓ A presentation in which you **may** use the following tools:
- Cue cards/Notes
- Slide Deck (4 slides in total)

What it is <u>not</u>:

✗ A site visit or tour the building

✗ An informal chat

✗ An interview

✗ Chance to provide handouts to the selection committee

✗ A comprehensive list of your leadership actions

Creating Your Presentation

2 Ideas…

How might you structure the oral presentation to best highlight your leadership skills, knowledge and characteristics?

28 **Up to** 40 minutes
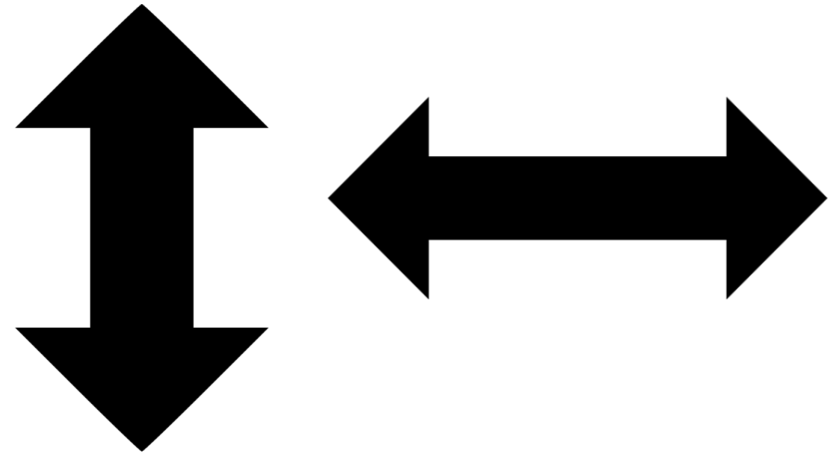
Possible Oral Presentation Structure: Horizontal

How might you structure the oral presentation to best highlight your leadership skills, knowledge and characteristics?
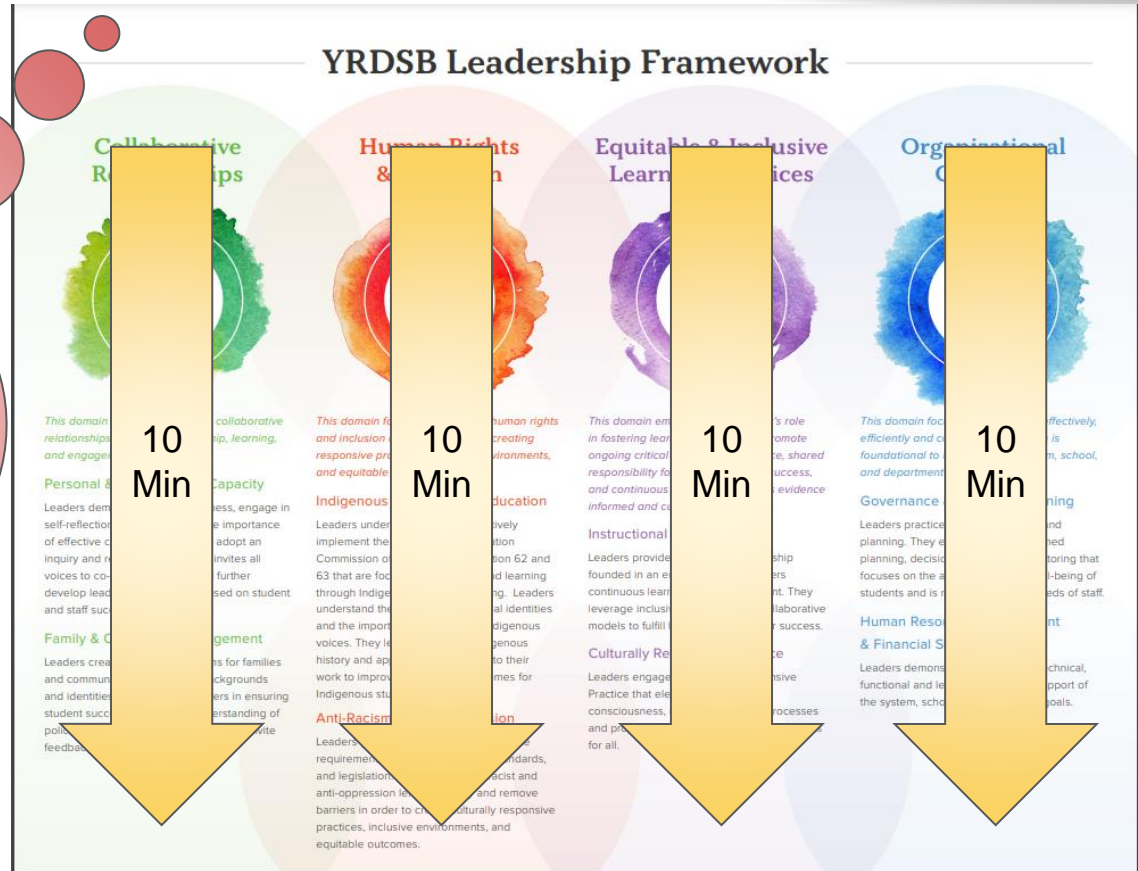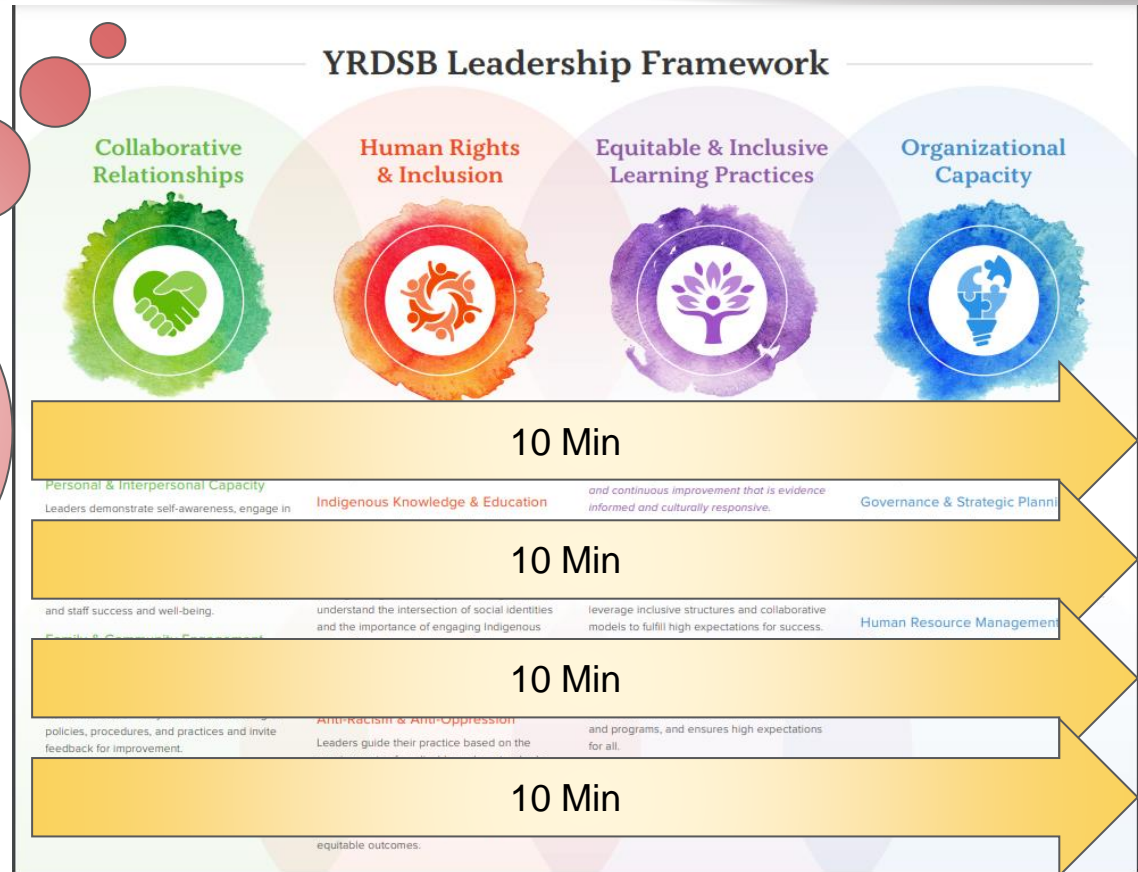

YRDSB Leadership Framework

Collaborative Relationships

Human Rights & Inclusion

Equitable & Inclusive Learning Practices

Organizational Capacity

10 Min

Personal & Interpersonal Capacity
Leaders demonstrate self-awareness, engage in

Indigenous Knowledge & Education

and continuous improvement that is evidence informed and culturally responsive.

Governance & Strategic Planni

10 Min

and staff success and well-being.

understand the intersection of social identities and the importance of engaging Indigenous

leverage inclusive structures and collaborative models to fulfill high expectations for success.

Human Resource Managemen

10 Min

policies, procedures, and practices and invite feedback for improvement.

Anti-Racism & Anti-Oppression
Leaders guide their practice based on the

and programs, and ensures high expectations for all.

10 Min

equitable outcomes.

Up to 40 minutes

Addressing the Domains & Competencies

As the selection committee is listening to your oral presentation they will check off each domain and competency. **So name them explicitly.** Do not assume that it is obvious which domain or competency is connected. It is expected that you will address all the domains and related competencies of the **YRDSB Leadership Framework**

Domains and Competencies of the YRDSB Leadership Framework (check as addressed)							
Collaborative Relationship		Human Rights and Inclusion		Equitable and Inclusive Practices		Organizational Capacity	
Personal and Interpersonal Capacity	Family and Community Engagement	Indigenous Knowledge and Education	Anti-Racism and Anti-Oppression	Instructional Practice	Culturally Responsive Practice	Governance and Strategic Planning	Human Resource Management and Financial Stewardship

Location Logistics Considerations

Consider which space would best lend itself to meeting your needs during the oral presentation. We invite you to consider:

- Privacy
- Sightlines
- Comfort
- Minimal Distractions
- LCD Projector & space to project (**if using a slide deck**)
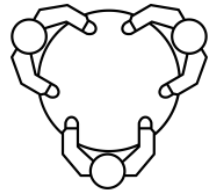
*As External candidates will be presenting at a YRDSB board location, a LCD projector will be provided at the site.

Optional Tools

During the presentation, you are allowed to use the following tools:

- **Notes** (e.g., cue cards)

- **Slide Deck** (e.g., Google Slide, PowerPoint)

    - **Please note:** <mark>If there is a tech issue, the presentation must continue on time.</mark>

    - **Suggestion:** Download your presentation to avoid the need for wifi

*If you use Google Slides, there is an option to download your presenation

Optional Tools Guidelines
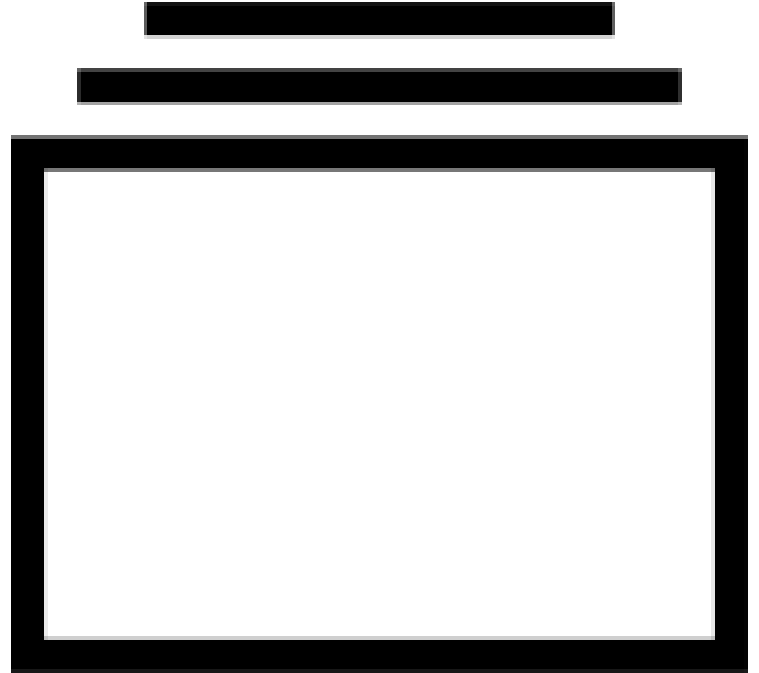
Notes (e.g., cue cards, outline…)
- **Not** reading your notes (e.g., cue cards) is **highly recommended**
- Include **key points** to help you tell the story of your leadership

Slide Deck
- 4 Slide **maximum**
- **Default minimum** font size (i.e., Title-28pt font; Content-18pt font)
- Be conscious **not to** include **too much text on a slide**

Concept Attainment

Exploring sample slides…

Slide Deck Yes and No Examples

Use the chat function to vote **'yes'** or **'no'** to the following examples of fictitious slides built for an oral presentation. Do they meet the aforementioned criteria?

After you vote, please provide a brief rationale in the chat.

Leading with Equity

Knowing that our own social identity may act as a barrier to leading this professional learning, and not wanting to appropriate voice, my role as a leader has been to create the conditions for us to learn together, share lived experiences, to invite experts, and to be humble when accepting the stories. A specific example is my support of a project involved collaborating Georgina Island where she shared teacher history and lived exp culminated in the production of showcased in the visual touchstone. As a co-learn hool to elimin appropriate funds, coordinate tim tical issues. students who had engaged in this acts of their connections with the land, water, a spired staff to a cross-curricular unit of study arou ooling, the texts Wenjack the music of Gord Downie. This unit II-received by the students and the teacher was interviewed on CBC. The students received their own autographed copy of The Secret Path and enjoyed a private screening of the documentary. Such outcomes were a result of creating supportive conditions, encouraging distributive leadership, observing classroom interactions, leveraging community connections, and celebrating the learning and work of the school.

NO

Why?
Too much text
Text too small - size 14
May encourage reading rather than speaking to key points.
No explicit connection to domains or competencies.

Governance and Strategic Planning

- School Climate data
    - 40% of students f   interes
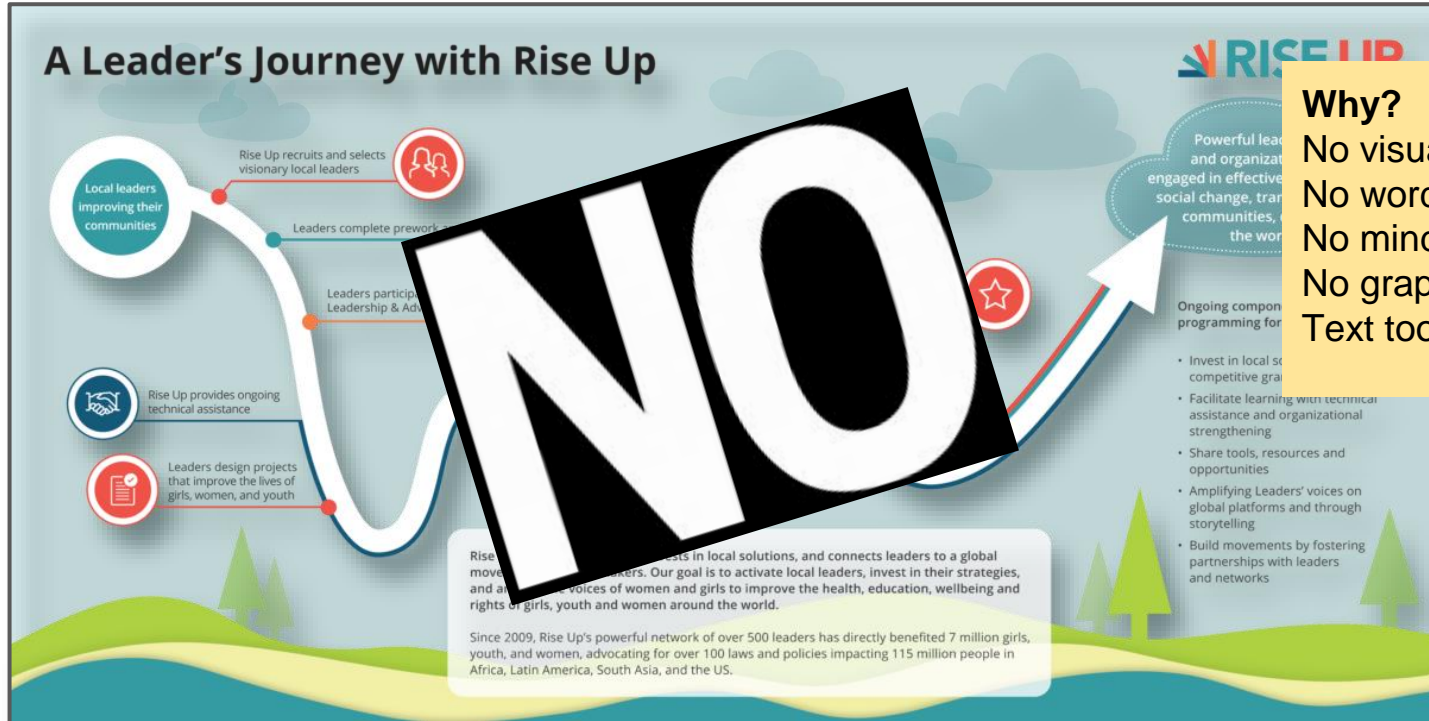   - 52% were develop   ns to rea

HR Management and Fir

- 19% of our students elected to learn virtually
- reduce the timetable by 28 sections
- rework staffing as 13 teachers were impacted

Why?
States the domain
States competencies
Highlights key data
Text size is 21
Supports speaking to main points
organized vertically within one domain

My Leadership Journey

Why?
No visuals
No word art
No mind maps
No graphics
Text too small

Collaborative Relationships

Family and Community Engagement

- Hosted Post-secondary event
- Honoured all pathways
- Partnered with YRDS
- Over 350 families att

Why?
No visuals/pictures
No clipart
No hyperlinks
No word art
No embedded
video or audio clips

NO

Click here to hear a student share her excitement
and learning from this Post-Secondary Fair

Impact: Student Voice

Leading PLCs

Collaborative Relationships
- Personal and Interpersonal Capacity - What I learned about m

Human Rights and Inclusion
- Anti-Racism and Anti-O   d oppressive

Equitable and Inclusive Le
- Instructional Practice -   and dialogue

Organizational Capacity
- Strategic Planning - Co-built SIP

Why?
Names domain
Names competency
Text size is 18
Supports speaking to key points
Organizes presentation of the Initiative
Supports speaking to key points working horizontally across all 4 domains

Slide Deck Guidelines Review

Slide Deck
- Use the **deck template** provided to you

- 4 Slide **maximum**

- Adhere to the **default minimum** font size on the deck (i**.e.**, Title-**28pt** font, Content-**18pt** font)

- Be conscious **not to** include **too much text on a slide**

  - Only include **key points** to help you tell the story of your leadership

Slide Deck Template Link

On Optional Tool…

Slide #1

Click to add text

Possible Monitoring Questions

What you might be asked…

Possible Monitoring Question Examples

What have I done?

- Can you tell us more about how this leadership action supported…(e.g., collaborative relationships)?

What is changing or has changed as a result of my actions?
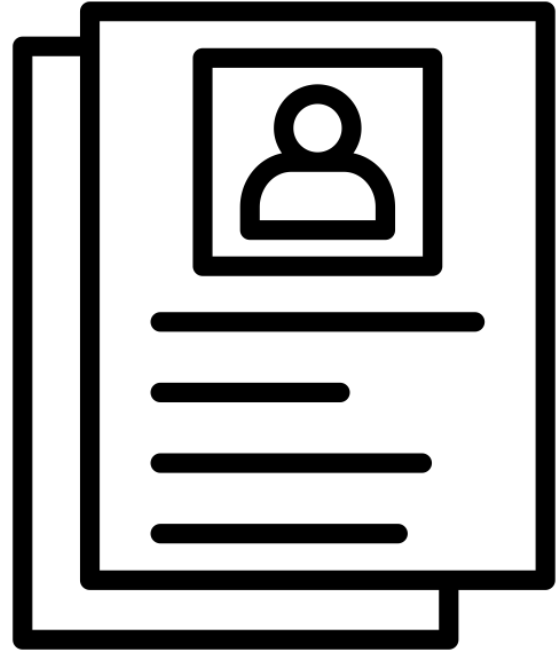
- What impact do you think your leadership action had on…? How do you know?

Who is better off and how do you know?

- What groups in your school community were impacted by your leadership action? How do you know?

A Suggested Strategy

Starting with your Resume…

Skim and Scan Through Your Resume

- Identify leadership actions that are aligned with YRDSB's leadership framework that you would like to share and expand upon

- Identify fulsome initiatives, projects or leadership experiences that might span several **YRDSB Leadership Domains** and **Competencies**.

- Consider which experiences you may want to expand upon in your Oral Presentation.

- How many Domains and Competencies are tied to this experience or initiative?

Candidate Timelines

Wed. September 20th	Leadership Development Workshop #1-Preparing Your Application, (Virtual 4:30pm-6:30pm)
Friday September 22th	Application opens
Friday Oct. 6th	Application Closes - 11:30 PM
October 11th	Leadership Development Workshop #2 - Preparing for the Oral Presentation (Virtual - 4:30-6:30 PM) - Invitations with link emailed to successful Stage 1 candidates
October 19th to November 2nd	Stage 1 Oral Presentation (On-site for Internal Candidates and Central Board Location for External Candidates)
November 9th - 10th	Email notification to all candidates regarding outcome of Stage 1
November 15th	Leadership Development Workshop #2 - Preparing for the Interview (Virtual 4:30-6:30 PM)- Invitations with link emailed to successful Stage 2 candidates
November 20 & 21st	Stage 2 Interviews - Face-to-Face (20th - 9am-5pm; 21st 430pm -830pm)
November 28th	Email notification to candidates regarding outcome of Stage 2
November 28th -December 1st	Stage 3 Reference Checks
December 7th - 8th	Email notification to candidates regarding outcome of Stage 3
January 15th -26th	Stage 2 & 3 Feedback