

**PRINCIPAL
VICE PRINCIPAL
SELECTION PROCESS**

Lakehead District School Board

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2012



**Lakehead
Public
Schools**

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Principal and Vice-Principal Selection Process

The purpose of this document is to clarify the selection process for principalships and vice-principalships within the Lakehead Public Schools.

It will deal specifically with each of the following areas:

- Advertising of Positions
- Criteria for Selection
- Composition of the Selection Committees
- Application Procedure
- The Selection Process
- Short Lists
- Summary

1. Advertising of Positions

With the exception of short term positions which are available due to illness or other unforeseeable circumstances, all positions are advertised within the system and may be advertised outside of the system.

The advertisement will identify the certification requirements, the term of the appointment, the criteria for selection and, if possible, the location of the vacancy.

2. Criteria for Selection

In addition to the required Ministry certification, the criteria for selection of Principals and Vice-Principals includes the following leadership competencies:

2.1 Setting Direction

- Thinks strategically
- Builds coherent vision in a range of ways
- Inspires, challenges, motivates, empowers others to carry vision
- Models the values and vision of the Board
- Actively engages the diverse community through outreach to build relationships and alliances

2.2 Building Relationships and Developing People

- Fosters an open, fair and equitable culture
- Develops, empowers and sustains individuals and teams
- Gives and receives effective feedback
- Challenges, influences and motivates others to attain high goals
- Communicates effectively with a diverse range of people, including the public and media
- Manages conflict effectively
- Listens empathetically and actively
- Fosters anti-discriminatory principles and practices

2.3 Develop the Organization

- Creates efficient administrative routines
- Collaborates and networks with others inside and outside of school
- Perceives the richness and diversity of school communities
- Fosters a culture of change
- Engages in dialogue which builds community partnerships
- Listens and acts on community feedback
- Engages students and parents

2.4 Leading the Instructional Program

- Demonstrates the principles and practice of effective teaching and learning
- Accesses, analyses and interprets data
- Initiates and supports an inquiry-based approach to improvement in teaching and learning
- Establishes and sustains appropriate structures and systems for effective management of the school
- Makes organizational decisions based on informed judgements
- Manages time effectively
- Supports student character development strategies

2.5 Securing Accountability

- Engages school community in school effectiveness
- Collects and uses a rich set of data to understand and assess the strengths and weaknesses of the school
- Combines the outcomes of regular school self-review with provincial and other external assessments for school improvement

2.6 Management

- Demonstrates knowledge of the business
- Demonstrates knowledge of regulations, policies and procedures
- Supervises personnel
- Manages resources
- Manages health and safety
- Develops community partnerships
- Applies technical skills

3. Composition of the Selection Committees

3.1 Principalships

For school principalships, the selection committee is composed of one Trustee, and three Superintendents or designate.

3.2 Vice-Principalships

For school vice-principalships, the system selection committee is composed of two Superintendents and two school Principals.

4. Application Procedure

Each candidate submits the following information:

- a complete resume of qualifications and experience
- a letter outlining the candidate's philosophy of education and how it relates to the role applied for (maximum two typed pages)
- a recent performance review prepared by your current Principal or Area Superintendent (format appended)
- an additional performance review may be included from the previous Principal or Area Superintendent if the candidate is in a new school (within the last year)
- a one page summary of what the candidate has accomplished in the past year in their personal growth plan and what the candidate plans to do in the near future
- a photocopy of the candidate's Certificate of Qualification or principal's certificate
- the names of two referees, preferably individuals other than the authors of your Performance Review, with telephone numbers and a signed FOI release form including your supervisor who prepared your Performance Review. (The referees may be contacted to clarify, validate and/or provide additional information to the selection process.)

5. Performance Reviews for Internal Principal Applicants

5.1 The appended Performance Review Form will be utilized for all applicants for Principalships.

5.2 The Principal will write the Performance Review in consultation with the Area Superintendent.

5.3 The Principal will share the Performance Review with the applicant.

5.4 The applicant will submit the Performance Review as part of the Application Procedure.

5.5 For individuals in central office positions applying for Principalships, the appropriate Superintendent will prepare the Performance Review.

6. Performance Reviews for Internal Vice-Principal Applicants

- 6.1 The appended Performance Review Form will be utilized for all applicants for Vice-Principalships.
- 6.2 The present Principal is responsible for meeting with the applicant and the preparation of the Performance Review.
- 6.3 The applicant will submit the Performance Review as part of the Application Procedure.
- 6.4 For individuals in central office positions applying for Vice-Principalships, the appropriate Superintendent will prepare the Performance Review.

7. The Selection Process

7.1 The Responsibilities of the Selection Committee

- 7.1.1 Each member of the selection committee reviews all the materials submitted by each applicant and relates them to the Lakehead Public Schools leadership competencies. (see Appendix A)
- 7.1.2 During the interview, each member of the selection committee grades each candidate on the identified criteria. (see Appendix B)
- 7.1.3 The committee, through discussion, achieves consensus on which applicants will be placed in the leadership pool. Consensus is defined as the opinion of all or most of the people consulted (Dictionary of Canadian Usage). The pool contains candidates who are most ready to assume the position and who are acceptable to the system based upon the specified competencies.
- 7.1.4 Finally, the committee reviews the information which will be provided during the post interview feedback session for each candidate. Candidates will have an opportunity for feedback for three months following the interview.
- 7.1.5 Principalship appointments:

Having considered the input received from School Councils, the Area Superintendents are responsible for choosing a principal from the leadership pool in consultation with School Councils, and bringing the information to the Board.
- 7.1.6 Vice-Principalship appointments:

Having considered the input from the principal of the school where the vacancy exists, the Area Superintendents are responsible for choosing a vice-principal from the leadership pool.

7.2 The Interview

- 7.2.1 For each position there is a set number of questions which have been designed to seek information related directly to the leadership competencies.
- 7.2.2 Behavioural Event interviewing style will be used for a number of the questions. In addition to the set questions for all candidates, there are supplementary questions and questions for clarification which may be asked during the interview.
- 7.2.3 Appendix B is used during the interview by each member of the system selection committee.

It must be emphasized that scores are never used to determine the final ranking of candidates. They are utilized only as a guide to assist members of the selection committee in making recommendations to the pool.

8. School Leadership Pool

Since the size of the leadership pool is dependent, in part, on the number of positions available and the number of applications for the available positions, it is impossible to determine, in advance, the exact number of applicants to be placed on the list.

A candidate will be placed in the leadership pool for a period of two years.

9. Summary

The quality of candidates for all positions is high and the competition is tough.

In every selection process there will be one successful candidate or more, dependent upon the number of positions, and there will be a number of unsuccessful applicants. The time to thoroughly consider one's tolerance for lack of success in the selection process, is before an application is submitted.

The primary objective of the selection process is to choose the best people for the pool.



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PERFORMANCE REVIEW FOR PROMOTIONAL PURPOSES

Name: _____ Present Position: _____

COMPETENCIES	STRENGTHS	AREAS FOR GROWTH
1. Setting Direction <i>(builds a shared vision, fosters the acceptance of group goals and sets and communication high performance expectations)</i>		
Thinks strategically		
Builds coherent vision in a range of ways		
Inspires, challenges, motivates, empowers others to carry vision		
Models the values and vision of the board		
Actively engages the diverse community through outreach to build relationships and alliances		
2. Building Relationships and Developing People <i>(strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. He/She affirms and empowers others to work in the best interests of all students)</i>		
Fosters an open, fair and equitable culture		
Develops, empowers and sustains individuals and teams		
Gives and receives effective feedback		
Challenges, influences, and motivates others to attain high goals		
Communicates effectively with a diverse range of people, including the public and media		
Manages conflict effectively		
Listens empathetically and actively		
Fosters anti-discriminatory principles and practices		
3. Develop the Organization <i>(Builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.)</i>		
Creates efficient administrative routines		
Collaborates and networks with others inside and outside of school		

COMPETENCIES	STRENGTHS	AREAS FOR GROWTH
Perceives the richness and diversity of school communities		
Fosters a culture of change		
Engages in dialogue which builds community partnerships		
Listens and acts on community feedback		
Engages students and parents		
4. Leading the Instructional Program	<i>(sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.)</i>	
Demonstrates the principles and practice of effective teaching and learning		
Accesses, analyses and interprets data		
Initiates and supports an inquiry-based approach to improvement in teaching and learning		
Establishes and sustains appropriate structures and systems for effective management of the school		
Makes organizational decisions based on informed judgements		
Manages time effectively		
Supports student character development strategies		
5. Securing Accountability	<i>(responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from high quality education.)</i>	
Engages school community in school effectiveness		
Collects and uses a rich set of data to understand and assess the strengths and weaknesses of the school		
Combines the outcomes of regular school self-review with provincial and other external assessments for school improvement		
6. Management	<i>(Management competencies are the knowledge and understanding of the structures, systems and culture of the organization.)</i>	
Demonstrates knowledge of the business		
Demonstrates knowledge of regulations, policies and procedures		

COMPETENCIES	STRENGTHS	AREAS FOR GROWTH
Supervises personnel		
Manages resources		
Manages health and safety		
Develops community partnerships		
Applies technical skills		

7. General Comments		
8. Recommendations		
This is to certify that I have read this report and have received a copy.	Signature of Candidate <hr/>	Signature of Principal/Supervisor or Supervisory Officer <hr/>
	<hr/> Date	<hr/> Title
		<hr/> Date

Selection Process - Package Review

Name: _____

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> 1 Not Evident 2 Emerging Evidence 3 Fully Evident </div>	Resume	Growth Plan	Philosophy	Reference	Performance Review	Interview
Setting Direction						
Thinks strategically						
Builds coherent vision in a range of ways						
Inspires, challenges, motivates, empowers others to carry vision						
Models the values and vision of the board						
Actively engages the diverse community through outreach to build relationships and alliances						
Building Relationships and Developing People						
Fosters an open, fair and equitable culture						
Develops, empowers and sustains individuals and teams						
Gives and receives effective feedback						
Challenges, influences, and motivates others to attain high goals						
Communicates effectively with a diverse range of people, including the public and media						
Manages conflict effectively						
Listens empathetically and actively						
Fosters anti-discriminatory principles and practices						
Develop the Organization						
Creates efficient administrative routines						
Collaborates and networks with others inside and outside of school						
Perceives the richness and diversity of school communities						
Fosters a culture of change						
Engages in dialogue which builds community partnerships						
Listens and acts on community feedback						
Engages students and parents						
Leading the Instructional Program						
Demonstrates the principles and practice of effective teaching and learning						
Accesses, analyses and interprets data						

<div style="border: 1px solid black; padding: 5px; width: fit-content;"> 1 Not Evident 2 Emerging Evidence 3 Fully Evident </div>	Resume	Growth Plan	Philosophy	Reference	Performance Review	Interview
Initiates and supports an inquiry-based approach to improvement in teaching and learning						
Establishes and sustains appropriate structures and systems for effective management of the school						
Makes organizational decisions based on informed judgements						
Manages time effectively						
Supports student character development strategies						
Securing Accountability						
Engages school community in school effectiveness						
Collects and uses a rich set of data to understand and assess the strengths and weaknesses of the school						
Combines the outcomes of regular school self-review with provincial and other external assessments for school improvement						
Management						
Demonstrates knowledge of the business						
Demonstrates knowledge of regulations, policies and procedures						
Supervises personnel						
Manages resources						
Manages health and safety						
Develops community partnerships						
Applies technical skills						

