



PRINCIPAL & VICE PRINCIPAL

SELECTION PROCESS

2021



Your Children Our Students The Future
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Principal and Vice-Principal Selection Process

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

It will deal specifically with each of the following areas:

- Advertising of positions;
- Criteria for selection;
- Composition of selection committees;
- Application procedure;
- Selection process;
- Short lists; and
- 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 internally and may be advertised externally.

Internal advertisements will be emailed, by the Manager of Human Resources and Payroll, to all staff and posted on board website under CAREERS

External advertisements will be posted, by the Manager of Human Resources and Payroll, on newspaper, website, social media, and board website under CAREERS

Advertisements will identify preferred certification(s) and/or qualification(s), the criteria for selection, and application package requirements. Advertisements will also direct where packages should be sent.

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 a coherent vision and purpose in a range of ways;
- Inspires, challenges, motivates and empowers others to achieve the vision and goals for all students;
- Models the values and vision of the Board and school; and
- Actively engages the diverse community through outreach to build relationships that will further the vision and goals of the school.

2.2 Building Relationships and Developing People

- Fosters an open, fair and equitable culture;
- Models responsibility, integrity and thoroughness in carrying out tasks;
- Gives and receives feedback;
- Challenges, influences and motivates others to examine the extent to which their practices support the learning of all students;
- Communicates effectively with a diverse range of people, including the public and media;
- Manages conflict effectively;
- Demonstrates respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value; and
- Fosters anti-discriminatory principles and practices.

2.4 Developing the Organization to Support Desired Practices

- Models collaboration in their own work, fostering mutual respect and trust;
- Provides staff with leadership opportunities and support;
- Develops and maintains connections with other expert school leaders;
- Creates a school environment in which parents are welcomed, respected and valued as partners in their child's learning;
- Empowers staff to play a leadership role in promoting a positive school climate and modelling appropriate behavior; and
- Implements and monitors the use of appropriate disciplinary practices in classrooms and throughout the school.

2.5 Improving the Instructional Program

- Participates with staff in their instructional improvement work;
- Uses multiple sources of evidence when analyzing student progress;
- 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;
- Incorporates the explicit use of data when making decisions that relate to student learning and school improvement;
- Manages time effectively; and
- Supports student character-development strategies.

2.6 Securing Accountability

- Engages the school community in analyzing data on the learning progress of all student;
- Promotes collective responsibility and accountability for student achievement and well-being;
- Collects and uses a rich set of high-quality 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; and
- Participates actively participate in their own performance appraisal(s) and makes adjustments to better meet expectations and goals.

2.7 Management

- Demonstrates knowledge of regulations, policies and procedures;
- Supervises personnel;
- Manages efficient budgetary processes;
- Secures resources as needed to support the instructional work of the school and distributes resources in ways that are closely aligned with the school's improvement priorities; and
- Ensures that the physical facility is maintained in a safe, healthy and attractive condition.

2.8 Commitment to Reconciliation

- Recognizes that reconciliation is an on-going journey and commitment;
- Provides opportunities for the school community to increase awareness and knowledge of Indigenous peoples and the history of Canada;
- Develops and maintains meaningful relationships with Indigenous students, families and community partners;
- Models inclusion and consideration of Indigenous perspectives and world views; and
- Works collaboratively with Indigenous families to ensure the best outcomes for students.

3. Composition of the Selection Committees

3.1 Principals

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

3.2 Vice-Principals

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

4 Application Procedure

Advertisements will include application package requirements. This may include, but is not limited to:

- a completed Performance Appraisal for Promotional Purposes completed by the candidate's current supervisor;
- 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 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; and
- The names of three referees, including the candidate's current supervisor, with telephone numbers and a signed FOI release. Referees may be contacted to discuss the candidate's strengths and areas for growth in terms of the leadership competencies listed in section 2; and to clarify, validate and/or provide additional information to the selection process.

5 The Selection Process

5.1 The Responsibilities of the Selection Committee

- 5.1.1 Each member of the selection committee reviews all materials submitted by each applicant. The Superintendent of Human Resources (or designate) is the chair of the selection committee.
- 5.1.2 During the interview, each member of the selection committee assesses each candidate on the identified criteria.
- 5.1.3 The committee contacts the referees that were submitted by the candidate and considers the information gathered against the identified criteria and competencies.
- 5.1.4 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.
- 5.1.5 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.
- 5.1.6 Principals Appointments
 - Superintendents are responsible for appointing a principal from the leadership pool and bringing the information to the Board; and
 - At the discretion of Superintendents, circumstances may arise where a candidate who is not in the leadership pool may be appointed to fill a Principal vacancy.
- 5.1.7 Vice-Principals Appointments
 - Having considered the input from the principal of the school where a vacancy exists, the Superintendents are responsible for appointing a vice-principal from the leadership pool and bringing the information to the Board; and



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- At the discretion of Superintendents, circumstances may arise where a candidate who is not in the leadership pool may be appointed to fill a Vice-Principal vacancy.

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



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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		

COMPETENCIES	STRENGTHS	AREAS FOR GROWTH
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		
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. Improving 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		

COMPETENCIES	STRENGTHS	AREAS FOR GROWTH
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		
Supervises personnel		
Manages resources		
Manages health and safety		
Develops community partnerships		
Applies technical skills		
7. Commitment to Reconciliation		
Recognizes that reconciliation is an on-going journey and commitment		
Provides opportunities for the school community to increase awareness and knowledge of Indigenous peoples and the history of Canada		
Develops and maintains meaningful relationships with Indigenous students, families and community partners		
Models inclusion and consideration of Indigenous perspectives and world views		
Works collaboratively with Indigenous families to ensure the best outcomes for students		



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8. General Comments

Blank area for general comments.

9. Recommendations

Blank area for recommendations.

This is to certify that I have read this report and have received a copy.	<p style="text-align: center;">Signature of Candidate</p> <hr/>	<p style="text-align: center;">Signature of Principal/Supervisor or Supervisory Officer</p> <hr/>
	<p style="text-align: center;">Date</p>	<p style="text-align: center;">Title</p> <hr/> <p style="text-align: center;">Date</p>

Principal and Vice-Principal Recruitment Scoring Criteria

1. Application Package

- Level 0** - contains spelling and grammatical errors, disorganized
Level 1 - error free (no spelling, typos or grammatical errors)
- is professional looking and easily read/deciphered
Level 2 - organized in sequential order, obvious effort put into package

2. Qualifications

- Level 0** - does not have Principals Qualification Program Part 1 (VP), Part 2 (P) or equivalent (outside provinces)
Level 1 - has only Principals Qualification Program Part 1 (P)
- is at present taking Principals Qualification Program Part 1(VP)
Level 2 - Principals Qualification Program Part 1(VP)
- is at present taking Principals Qualification Program Part 2 (P)
- Principals Qualification Program Part 2(P)
- equivalent (outside province)

3. Growth Plan

- Level 1** - area(s) of concern has been identified, little evidence of connection to the competencies as outlined in Ontario's Leadership Framework
Level 2 - emerging evidence of connection to the competencies as outlined in Ontario's Leadership Framework
Level 3 - full evidence of connection to competencies as outlined in Ontario's Leadership Framework and Board Strategic Plan

4. Philosophy of Education

- Level 1** - area(s) of concern has been identified, little evidence of connection to the competencies as outlined in Ontario's Leadership Framework
Level 2 - emerging evidence of connection to the competencies as outlined in Ontario's Leadership Framework
Level 3 - full evidence of connection to competencies as outlined in Ontario's Leadership Framework and Board Strategic Plan

5. **Experience**

- Level 0** - VP - very little teaching experience, no experience in leadership
P - no VP experience
- Level 1** - VP - teaching experience, experience in leadership
P - VP experience in other panel
- Level 2** - VP - has already done an acting position as VP, experience in leadership
P - VP in panel applying to, acting P experience

6. **Performance Review**

- Level 1** - reviews expresses multiple concerns
- Level 2** - solid review / nothing outstanding
- Level 3** - evidence of outstanding performance

7 **References**

- Level 0** - reference expresses multiple concerns and not ready for role
- Level 1** - reference expresses areas for growth but ready for position
- Level 2** - solid review and ready for position
- Level 3** - evidence of outstanding educator and leadership qualities and ready for position

8. **Interview**

Score EACH question separately and make a note for feedback.

- Level 0** - skill not demonstrated
- Level 1** - skill needs development
- Level 2** - skill is developed

Interview score will be based on how many questions asked and therefore the total will vary

