



**Huron-Perth Catholic**  
District School Board

Journey to Leadership

# Catholic Leadership, Succession Planning and Talent Development

Procedures  
Manual



## LETTER FROM THE DIRECTOR OF EDUCATION

Dear Colleagues in Catholic Education:

The Huron-Perth Catholic District School Board believes that a Catholic school system is one in which the teachings of Jesus Christ are integrated into the entire curriculum, social fabric, school life, and operations within all schools of our board.

To achieve this, we rely heavily on and support the development of competent, qualified staff who continually demonstrate:

- a high degree of commitment to Catholic education;
- the integration of faith and life;
- dedicated service to both the Catholic Community and the extended community.

This procedures manual outlines the board's leadership development components. It has been designed to help you reflect on your current practice and to assist you in developing a plan to build your capacity as an instructional leader in Catholic education. Reading this booklet will help you:

- clarify your career goals within the service ministry of Catholic education;
- reflect on your Christian vocation and its implications within Catholic education;
- discover how to link your interests, past achievements, and professional aspirations to the positions in which you are interested.

In *This Moment of Promise*, the Ontario Conference of Catholic Bishops stated:

*"In a time which often seems without goals or enabling aspirations, we are challenged to declare ours and to dedicate our lives to their achievement."*

It is my hope that the programs and opportunities described on the following pages will enable all of us to declare our aspirations, engage in life-long learning, and rejoice in Catholic education.

*Faith and Learning ... Celebrating the Journey*

Sincerely,



Martha Dutrizac  
Director of Education

# SECTION 1

## Introduction, Background and Key Components

### Introduction to Succession Planning

Succession planning is a process whereby the Board ensures that employees are recruited and developed internally to fill each key role within the Board. Through the succession planning process, we will recruit superior employees, and develop their practices, knowledge, skills, and attitudes while preparing them for advancement or promotion into ever more challenging roles. The Board places high importance on the competencies embedded in the Catholic Leadership Framework.

Leadership development and succession planning are critical to the future success of our Board. It has proven to be difficult to attract external candidates from around the province, and there is not a plethora of potential internal candidates currently interested or qualified for leadership positions. Intense and methodical internal development is the direction that is required.

To plan effectively for succession in the Board, we have identified the organization's strategic long term goals while looking to hire and develop superior staff. This process will be initiated with individuals very early in their careers in order to provide ongoing professional development while tracking their qualifications and courses that are deemed necessary for such individuals to qualify for leadership positions. Superintendents, principals and vice-principals need to identify, support and plan with the Board's future leaders.

The Huron-Perth Catholic District School Board's strategy for developing leaders recognizes the impact of Catholic leadership on the development of exemplary teaching practice, excellent schools and the continuous improvement of student achievement. Teachers in classrooms and administrators in schools play critical roles in ensuring that students understand and live the way of Jesus Christ in a system that is committed to excellence in Catholic education and to lifelong learning. Fostering leadership development, both formal and informal, will ensure that students will be supported by skilled, passionate, faith filled leaders.

### Background to the Provincial Context

The following components form the provincial foundation and direction for Succession Planning and Talent Development.

#### **The Ontario Leadership Strategy (OLS)**

The OLS is a comprehensive plan of action designed to support student achievement and well being by attracting and developing skilled and passionate school and system leaders across the province. The strategy is sharply focused on supporting the three core provincial education priorities: high levels of student achievement; reduced gaps in student achievement; and increased public confidence in publicly funded education.

The strategy incorporates a collaborative approach wherein schools, school boards, education partners and the Ministry work in partnership to make a difference for every student. It focuses on both individual and system-level development, embedded in daily practice and refined through continuous learning.

The two goals of the strategy are to:

- Attract the right people to the role of leadership.
- Help leaders develop into the best possible instructional leaders.

More information on the OLS is provided on the Ministry website at:

[www.ontario.ca/eduleadership](http://www.ontario.ca/eduleadership)

Mentoring, Principal Performance Appraisal (PPA), and Succession Planning and Talent Development work together as integral and inter-related components and are a focus of province-wide implementation that began in 2009/2010. The Ontario Leadership Strategy is grounded in the Catholic Leadership Framework (OLF) and is supported by the five "Core Leadership Capacities".

### **The Ontario Leadership Framework (OLF)**

The OLF identifies effective practices, skills, knowledge, and attitudes of successful educational leaders. The OLF is based on research by world-recognized experts in leadership and extensive consultation with educators across Ontario. The OLF provides a resource for school and system leaders to identify practices and competencies for building expertise in relation to a wide-range of leadership capacities. The competencies embedded in the Catholic Leadership Framework (CLF) are:

- Catholic faith, community and culture
- Setting direction
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability

### **The Institute for Education Leadership (IEL)**

The IEL is a unique partnership committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders. As part of its work on research into practice, the IEL has adopted the Ontario Leadership Framework and the Catholic Leadership Framework, and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province -

[www.education-leadership-ontario.ca](http://www.education-leadership-ontario.ca)

### **The Five Core Leadership Capacities (CLCs)**

The CLCs are derived from the Ontario Leadership Framework. They have been recognized by researchers, practitioners and education partners as being critical areas of leadership required for sustained improvement in student achievement and well-being. Strengthening these capacities requires focused efforts by all partners of the education system. School and system leaders have different levels of expertise at different stages of their careers related to the five CLCs. They use the Ontario Leadership Framework as a resource to identify practices and competencies that will be their focus for building expertise related to the CLCs. This is a dynamic process. As contexts change and expertise grows, leaders identify new areas for development related to the CLCs. In this way, they continuously improve their practice. The five Core Leadership Capacities are:

- Setting goals
- Aligning resources and priorities
- Promoting collaborative learning communities

- Using data
- Engaging in courageous conversations

### **The Ministry of Education's Operational Review and Organizational Review (2010)**

The Ministry of Education's *Operational Review and the Organizational Review* stressed the need for succession planning in all key Board positions. This report outlines a plan to move forward on these key recommendations.

- A modular Catholic Leadership Development series for both current and aspiring leaders focusing on such things as: Catholic leadership, managerial leadership, instructional leadership and safe schools. The series also includes modules on current Ministry initiatives such as Equity and Inclusive Education.
- The development of a list of Catholic and generic leadership resources, embedded in the Catholic Leadership Development Series.
- The development of a leadership selection process.
- The development of a Vice-Principal Self Assessment tool.
- The annual allotment of budget for resources and time.
- The availability of incumbent and outgoing staff overlapping for short periods during transition.

As the pieces come together, we will produce a cadre of future leaders in Catholic education who are well prepared in all areas to take on the challenge of leadership.

### **Key Components of Succession Planning**

The following components are necessary elements for an effective succession planning strategy.

#### **Role of the Supervisory Officer:**

Supervisory Officers play an essential role by putting in place supportive system practices and procedures for school and system leaders, while also providing critical system-wide leadership.

#### **Professional Development Activities:**

- Use of a variety of developmental activities including mentoring, coaching and job rotation, special assignments, action learning.
- Use of strategic job assignments and/or work experiences which balance the organization's need to fill vacant positions with growth assignments for employees within their sector.
- Consideration of financially supplementing education and training programs for key staff and future leaders, especially in areas of scarcity.
- Identification of future leaders very early in their careers.

#### **Internal Framework for Succession Planning and Talent Development:**

The Human Resources Department regularly prepares information for a discussion at Executive Council (February-March), to inform Executive Council of the possible leadership openings that may occur. There is dialogue with Executive Council to determine future needs for staff in all employee groups.

The Human Resources Department, regularly prepares the following information:

- List of potential retirements, promotions, attrition.
- Key positions of future vacancy with the potential successors, if any.
- Proposals for outside recruitment for positions with no apparent internal candidate.

**Steering Committee:**

The Board’s Catholic Leadership, Succession Planning, and Talent Development Committee is led by a Superintendent of Education and by the Executive Manager of Human Resources. The committee’s purpose is to oversee the planning, implementation, and monitoring of leadership development and succession planning.

**Journey To Leadership:**

Journey to Leadership is a modular Catholic leadership development series for both current and future educational leaders. There are four modules:

**For discerning leaders:** for teachers wishing to find out more about leadership in our Catholic schools in order to help them discover if they are called to Catholic leadership as department heads, principals, vice-principals, or coordinators.

**For aspiring leaders:** for those who have discerned a call to Catholic leadership and desire to prepare for this role.

**The G.O.A.L. program (Growing Our Accountable Leadership):** is an application based process, described on page 14.

**For newly appointed leaders:** for those within their first two years of an appointment to a leadership position. This module complements the mentorship provided to newly appointed principals and vice-principals.

In many cases, internal leadership candidates progress sequentially through the above three modules. The process is explained at the annual “Journey to Leadership – Come and See” meeting open to all educators.

**SECTION 2**  
**Leadership in Catholic Education**  
**Information for Principals and Vice-Principals, Coordinators,**  
**and Department Heads in Catholic Education**

In the Huron-Perth Catholic District School Board, our leaders are people who are able to impact those around them in a positive manner. Our leaders are energetic, empathetic, motivated, trustworthy, knowledgeable and excellent communicators. Our leaders share a common vision in their commitment to all students. Our leaders realize that their role is one of support and they lead by example, seeking input as active listeners. Our leaders are defined by the relationships that they build within our home-parish-school triad.

## Catholic Leadership Attributes

The following attributes are constantly nurtured and developed by our leaders in Catholic Education.

### **Core Competencies from the Catholic Leadership Framework**

The following competencies need to be at the root of our leadership practices:

- Catholic Faith, Community and Culture
- Setting Direction
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

### **Courageous Conversation**

Catholic Leadership today requires us to abandon traditional views of leadership and embrace dramatically different roles. We encourage leaders to use new metaphors to define themselves as leaders. We require Catholic leaders who can act as change agents while being responsive to the new pedagogies of instruction and assessment. We need leaders who are driven by improving student performance while focusing on student success and well being.

Such Catholic leaders are architects who put in place the conditions that motivate their key players and partners. They encourage:

- Risk taking
- Sharing across classrooms, divisions, and schools
- Openness and transparency
- Best practice

Catholic leaders in the roles of principal and vice-principal are often referred to as administrators. The root word of administrator is **minister** which takes the power out of the equation and replaces it with service. This service emphasis puts the common good as the goal in the community. It emphasizes situational leadership which leads from all positions and not always from the front. They share their leadership and distribute it throughout their organization allowing teams and people to manage themselves.

The research from the Institute for Education Leadership points to the need for:

- distributed leadership
  - involves multiple sources of guidance and direction
  - uses expertise already in the system
- shared responsibility
  - embraces partnerships with other schools along with central administration climate barriers
  - encourages change and cooperatively eliminates barriers
- lateral capacity building
  - works with other professionals and schools to share best practice
  - networks, locally and provincially to learn from others and develop synergies
- professional learning communities
  - envisions the school system as a collective versus a sum of its parts
  - creates a culture of change

### **Administrators as Instructional Leaders**

This is a common message that is heard throughout the education enterprise. For school leaders to fulfill this role, leadership support and growth needs to be job embedded. Michael Fullan reminds us that doing this means building leadership from within with purpose and vision.

### **Catholic Leadership Role (from the Ontario Council of Catholic Bishops - Fulfilling the Promise)**

We believe that those entrusted with administrative leadership positions in the Catholic schools must be conspicuous for their goodness, sincerity, and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity inspired by the Gospel and lived in authentic freedom and commitment.

The range of qualities and competencies demanded of all educational administrators is an impressive one. For Catholic educators, we believe the motivation to develop and nourish these qualities and skills must spring from a deep sense of Christian vocation and mission. Administrative leadership, in this sense, is spiritual leadership, for it is inspired by the love of God and exercised in the spirit of that love.

The role of administrative leaders in the Catholic system, therefore, cannot be reduced to a series of tasks or attitudes. It is, rather, a rich and complex undertaking that defies easy description, in a spirit of dialogue, we offer these initial thoughts. Beyond the many personal qualities that come easily to mind - humility, openness, compassion, trust in others, a deep sense of service and dedication - the leadership of Catholic school administrators should be marked by:

- a willingness to accept responsibility from the Catholic community and to exercise leadership within this community;
- a deep commitment to evangelization and life-long faith development;
- a collegial style that seeks to empower staff and students;
- the ability to bring people together and to foster reconciliation when needed;
- a persistence in encouraging a communal discernment of the workings of the Holy Spirit;
- a sensitivity to the needs and hopes of the families of students;
- a commitment to ensuring understanding and cooperation between church and school;
- an openness to collaboration with clergy.

### **Catholic Leadership Identification Process**

The Huron-Perth Catholic District School Board seeks future leaders with the potential to demonstrate the six core competencies from the Catholic Leadership Framework and the five Core Leadership Capacities from the Ontario Leadership Framework. Individuals are not expected to be competent in all areas initially, but should have the potential to grow in these attributes. This initial identification process should involve conversations between these individuals and their immediate supervisors and other senior staff including superintendents and the Director of Education. Talented leadership staff should be identified as early as possible in their careers in order that they can develop a career plan that leads to leadership opportunities in the Board.

Early identification also allows for individuals to obtain the academic credentials that will allow them to enrol in the Principal Qualifications Program (PQP). The requirements are:

### **Requirements for PQP Part 1**

- ✓ Undergraduate Degree
- ✓ Teacher's certificate
- ✓ Five years of teaching experience certified by a superintendent
- ✓ Qualification in three divisions (***one of which must be Intermediate***)
- ✓ Completed Master's Degree OR two specialists qualifications OR one specialist plus half a Master's Degree.

With the amendment to Regulation 184 s44, candidates applying with a Master's Degree or half Master's Degree are required to submit a transcript of these courses to the Catholic Principal's Council of Ontario (CPCO) for evaluation to determine if the amended pre-requisites have been met.

### **Requirements for PQP Part 2**

- ✓ Successful completion of PQP Part I
- ✓ Successful completion of the practicum proposal

By identifying, mentoring and encouraging future leaders, the Huron-Perth Catholic District School Board will be able to develop a cadre of strong Catholic administrators who will be ready to step into positions of responsibility as vacancies occur.

Current leaders have a responsibility to identify future leaders. Supervisory officers and administrators who recognize staff with leadership abilities and who demonstrate the Catholic Leadership Competencies should encourage them to explore leadership opportunities, both within their school or department and on a Board-wide basis. This process should be communicated to the identified candidates at the "Journey to Leadership – Come and See" meeting. All candidates are welcome to attend the meeting held annually and to enrol in **Journey to Leadership** as they begin the process of leadership discernment.

## **SECTION 3**

### **Self Assessment Process for Principals and Vice-Principals, Coordinators, and Department Heads in Catholic Education**

#### **Self Assessment**

Self-reflection entails an assessment of the candidate's strengths, weaknesses and experiences that he/she has experienced throughout his/her career. The candidate should review his/her experience through the lens of these competencies. Strengths and weaknesses should be critically observed and outlined.

The purpose of this exercise is to assist the potential leadership candidates to discern their level of readiness to enter the leadership process and to determine their professional and training development needs. It is part of the application process for vice-principal as well. This self-assessment is based on the core competencies of the Catholic Leadership Framework.

Candidates are asked to choose **one** of the following self assessment tools and discuss it with your principal or supervisor upon completion:

1. Please complete the Institute for Education Leadership's *Self Assessment Tool for Catholic Aspiring Leaders*, found at <http://live.iel.immix.ca/content/resources-en#selfassessment>

OR

2. Please complete the Self Assessment tool below.

Name of Candidate:

Position applied for:

### **Catholic Faith, Community and Culture**

- Demonstrates in his or her own personal life the faithfulness and the challenge of living as a Catholic and adhering to the tenets of Catholicism.
- Bears witness to his or her vocation in dealing with the community.
- Integrates Gospel values into the school and curriculum.
- Works in partnership with home, school and parish.
- Understands Ontario's Equity and Inclusive Education Strategy and policy.
- Values diverse cultures, viewpoints and individual differences.

Please provide evidence of your strengths, and next steps to more fully develop this competency.

### **Setting Direction**

- Is a team player.
- Demonstrates leadership at the school level.
- Manages change for self and others while managing risks and mentoring others.
- Recognizes symptoms of problems and uses a problem solving model to approach them.
- Works together with staff and administration to solve problems and agree on solutions.

Please provide evidence of your strengths, and next steps to more fully develop this competency.

**Building Relationships and Developing People**

- Makes well informed and transparent decisions, balancing opinions and alternatives.
- Implements decisions effectively while recognizing one’s own strength and weakness.
- Builds team and consensus while developing others.

Please provide evidence of your strengths, and next steps to more fully develop this competency.

**Developing the Organization**

- Establishes priorities and plans for both the short and long term.
- Brings creative solutions to educational challenges in a systematic detailed approach.
- Balances work, family, personal and professional interests.

Please provide evidence of your strengths, and next steps to more fully develop this competency.

**Leading the Instructional Program**

- Demonstrate knowledge of curriculum guidelines and policies.
- Demonstrate awareness of assessment and evaluation strategies.
- Demonstrate ability to analyze data.
- Implements the pedagogy of differentiated instruction.

Please provide evidence of your strengths, and next steps to more fully develop this competency.

**Securing Accountability**

- Is familiar with Board Policies, Education Act and Regulations and other pertinent legislation.
- Engages regularly in professional reading, seminars or courses.
- Is familiar with Ontario College of Teachers Ethical and Practice Standards.

Please provide evidence of your strengths, and next steps to more fully develop this competency.

**Please add any comments below; as further explanation.**

**Note: Please meet with your Principal to discuss this form and send a copy to your Superintendent**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

## SECTION 4

### Application Process for Principals and Vice-Principals, Coordinators, and Department Heads in Catholic Education

In order for self-discernment to be successful, the candidate must have a realistic knowledge of the position he/she is considering. For that reason the leadership training modules of Journey to Leadership are mandatory for all leadership candidates. These sessions give attendees information and knowledge of the duties and skills required for the position they are considering. A critical study of the self-assessment checklist and attendance at the leadership training provided gives the candidate the necessary information to decide whether or not he or she is ready for this Catholic leadership position.

#### Meet With Your Principal

If a candidate feels ready to apply for a posted leadership position, the next step is to speak with his/her principal. The candidate should seek recommendation from his/her most current supervisor. If the candidate has worked less than two years with his/her current supervisor, the candidate may also seek support from the previous supervisor. The candidate should be able to articulate evidence of his competency as per the Catholic Leadership Framework.

#### Application

Candidates, who have undergone the discernment process, have completed modules one and two of Journey to Leadership, have met with their principal/supervisor and who are ready to apply to a principal, vice-principal, coordinator or department head posting should do so by sending a complete application package as per the posting. The **Catholic Pastoral Reference Form for a Leadership Position** must be completed by the applicant's parish priest and submitted with the application.

#### Interview

Applicants will be interviewed by a panel which may include Director of Education, supervisory officers, administrator(s), and/or other designated staff. Interview questions will focus on the leadership competencies identified in the Catholic Leadership Framework. Candidates should focus on articulating to the committee, how they have demonstrated these competencies through their vocation and faith experiences.

Candidates will be advised of the decision of the Interview Committee, and post-interview feedback will be provided.

#### Catholic Pastoral Reference Form for a Leadership Position

Name of Applicant: \_\_\_\_\_

Name of Pastor: \_\_\_\_\_

Parish: \_\_\_\_\_

Date: \_\_\_\_\_

**KNOWLEDGE OF THE CANDIDATE**

*Check one or more of the following.*

I have . . .

- ongoing personal knowledge of the individual as a member of the parish
- personal knowledge of the individual in the past
- knowledge of the candidate's family
- knowledge through a personal interview
- other (please specify) \_\_\_\_\_

Additional Comments:

How long have you known this applicant? \_\_\_\_\_

**Reference**

*You may wish to answer or comment on some or all of the following:*

The candidate participates in the sacramental life of the Church.

- regularly
- occasionally
- infrequently

Additional Comments:

The candidate is involved in service: in the Church, in the broader community.

- yes
- no
- not known to me

Additional Comments:

The candidate has shown a commitment to the Catholic faith over the period of time that I have known him/her.

- yes
- no
- not known to me

Additional Comments:

In my opinion the candidate has demonstrated qualities that display leadership ability which would serve the Board well should the candidate take a leadership position in the Board.

- yes
- no
- not known to me

Additional Comments:

Please feel free to add any additional comments below.

Pastor's Signature: \_\_\_\_\_

## SECTION 5

### Journey to Leadership Admission Requirements and Modules for Principals and Vice-Principals, Coordinators, and Department Heads in Catholic Education

Succession planning and talent development is designed to encourage everyone in the system to see themselves as part of the leadership strategy that focuses on attracting and developing passionate and skilled Catholic leaders who can effectively support student achievement and well-being. Talent development throughout the system encourages staff to build leadership skill in their current role, and supports their preparation should they wish to consider other leadership positions.

#### Admission Requirements

- Candidates must possess a minimum of 3 years of successful teaching experience, inclusive of one successful year with the Huron-Perth Catholic District School Board.
- Nominations should be supported by the candidate's principal and/or supervisor.
- The Self Assessment form must be completed by all candidates. A copy is to be sent to the Executive Manager of Human Resources, the superintendent, and the principal.
- All candidates are expected to attend all sessions of each module.

#### Leadership Modules

The following components comprise our leadership journey.

##### **"Come and See" Meeting**

This meeting, normally held annually in the fall, will provide interested teachers with a detailed view of the Journey to Leadership process, and will provide them with an opportunity to ask questions about taking the first steps to begin this process.

##### **Module One: For Discerning Leaders**

###### **Theme: Catholic Leadership in Huron-Perth**

- The Catholic Leadership Framework
- Catholic Faith, Community, and Culture
- Building Relationships and Developing People

##### **Module Two: For Aspiring Leaders**

###### **Theme: Realizing Our Capacity**

- Setting Direction
- Developing the Organization
- Leading the Instructional Program

##### **GOAL – Growing Our Accountable Leadership**

###### **Theme: Strategy in Action: 2010 to 2013**

This is a focused, comprehensive and engaging three month Catholic Leadership Development Program for educators that are interested in serving as vice-principals in the Huron-Perth Catholic District School Board if/when the need arises. Upon the completion of **GOAL**,

candidates may apply for positions of elementary vice-principals as they are posted. Completion of **GOAL** does not equate to becoming a vice-principal.

**GOAL** will be offered as leadership needs arise. Participation in **GOAL** will be through an interview process.

Successful Candidates will:

- Celebrate the gifts of Catholic education.
- Explore the Core Leadership Capacities through a series of sessions held over the course of the program.
- Have an opportunity to be a reflective practitioner and keep a journal of learning from the experiences of the program.
- Identify a SMART goal from the Catholic Leadership Framework and work towards achieving it.
- Examine and reflect on the role of a Catholic leader creating ethical, focused, learner centered, faith-based learning communities.
- Identify key elements and skills for building effective professional learning relationships.
- Participate in a variety of school and system activities and events to gain a broader perspective of what it means to be a Catholic leader in Huron-Perth Catholic District School.

Activities to Support Professional Growth for Participants in **GOAL**.

1. Participation at the Leaders' Learning Council.
2. Participation in a Learning Block on the Catholic Leadership Framework.
3. Engaging in a mentorship with an experienced principal for the duration of the program.
4. Participation in system events, e.g.: Catholic Education Week Mass, Mother Teresa Faith in Action Awards, Catholic Student Trustee Awards.
5. Participation in Annual Director's Retreat.

## SECTION 6

### Requirements and Qualifications for Other Positions of Leadership and Responsibility in Catholic Education

#### Managers

Candidates chosen for these positions of leadership and senior management will report directly to the superintendent(s) or the Director of Education. They will be directly responsible for a broad range of management, leadership, and supervision functions, committees, and communications. The ability to provide effective project management and successful results are necessary.

Preferred qualifications and abilities:

- University degree in a related field;
- Minimum of 5 years experience in a related field;
- Senior level experience and training in a related field;

- Excellent analytical, evaluative, problem-solving, planning, and communications skills;
- Strong knowledge of relevant legislation, regulations, and codes.

### **Executive Assistants**

Candidates chosen for these positions will provide confidential, high-quality executive and administrative support to the supervisory officer(s) for the Board. They will report directly to the superintendent(s) or the Director of Education. They will be directly responsible for efficiently leading and providing all administrative and clerical functions associated with the office of the Superintendent or Director.

Preferred qualifications and abilities:

- Minimally, a 2 year community college diploma in a related field, or equivalent;
- Minimally 3 years of relevant experience at a senior administrative level;
- Strong organizational, planning, and interpersonal skills;
- Strict adherence to protecting confidential information;
- In-depth working knowledge of all pertinent office management software and web-based applications;
- Excellent oral and written communication skills for a wide variety of audience including staff, students, parents, clergy, community members, media, government officials;
- Ability to address all inquiries with professionalism, diplomacy, and tact;
- Must have significant experience in effectively managing multiple projects with competing timelines;
- Willingness to assist with occasional evening/weekend education functions.

### **Analysts and Officers**

Candidates chosen for these central office positions will report either to a manager or a superintendent, and will be responsible for developing, administering and maintaining key programs within their respective departments.

Preferred qualifications and abilities:

- Community college diploma or university degree with relevant area of specialization;
- Minimum of three years of relevant employment experience;
- Excellent analytical, evaluative and problem-solving skills;
- Superior communication and interpersonal skills;
- Knowledge of relevant legislation.

### **Superintendents of Education and Business**

The Superintendents of the Huron-Perth Catholic District School Board must have a strong commitment to Catholic education, must be oriented toward improved student success, must be responsible Catholic professionals with superior leadership, interpersonal and communication skills, must be able to lead, communicate, and motivate people toward the realization of our Board's Mission Statement.

In providing leadership to school and system leaders, superintendents value collaboration, teamwork, evidence-informed decision-making. They facilitate the development of Catholic professional learning communities and cross-functional teams, and are committed to high

performance standards and continuous improvement. They are skilled at program implementation, system planning, monitoring, supervision, and conflict resolution.

Detailed information about the S.O.Q.P. is available at the web-site of the Ontario Catholic Supervisory Officers' Association: [www.ocsoa.ca](http://www.ocsoa.ca)

As a supervisory officer of the Board the candidates will be a member of the Board's Senior Administrative Team and will be directly responsible to the Director of Education.

**Required Qualifications:**

- Ontario Supervisory Officers' Qualifications;
- Demonstrated senior leadership skills;
- Capacity for and commitment to ongoing professional growth and development;
- Successful experience in a position of responsibility;
- Demonstrated knowledge of Ministry of Education legislation, regulations, processes, goals, and initiatives;
- Strong, current reference from his/her Catholic Pastor
- Candidates for Superintendents' positions prepare themselves by participating in the S.O.Q.P. (Supervisory Officers' Qualifications Program). Eligibility for enrolment in this program consists of the following:

**Additional Qualifications for Superintendents of Education:**

- 5 years teaching experience;
- Has Certificate of Qualification from O.C.T. which includes an entry on his/her certificate of qualification that shows a qualification in technological studies for grades 9 and 10 or a concentration in the intermediate division, and that shows any two of:
  - (a) a concentration in the primary division
  - (b) a concentration in the junior division
  - (c) either a qualification in technological studies for Grades 11 and 12 or a concentration in the senior division
- Qualifications that the Registrar considers equivalent to the qualifications described above;
- Holds acceptable degree;
- Holds Master's degree;
- Holds Principal's Certificate 1 and 2 (or other: see Reg. 184 as amended).

**Additional Qualifications for Superintendents of Business:**

- 7 years business administration – at least 3 years as a Manager relevant to role as Business S.O.
- holds acceptable degree
- holds Master's degree or qualified as architect, CGA, CMA, CA, lawyer or professional engineer (see Reg. 309/184)
- has completed a program in School Board Management

*"What is leadership?...At the core of most definitions of leadership are two functions: providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals." Leithwood and Riehl, 2003*

# Huron-Perth Catholic District School Board

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## **BOARD MISSION STATEMENT**

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- *Nurture a Christ-centred environment;*
- *Provide student-focused learning opportunities;*
- *Support the growth of the whole person.*