



Selection, Promotion and Placement Process for School Principals and Vice- Principals

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Selection, Promotion and Placement Process for School Principals and Vice-Principals

- Identification of School Leadership Needs
- Placement of Principals
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Identification of School Leadership Needs

What is the School Statement of Needs (SSON)?

The SSON will identify the specific leadership needs and the specific priorities identified by the school council.

It outlines the parent/community priorities for the school that the Superintendent will use to identify a Principal if one needs to be appointed. It is a record of the main priorities of the parent community and the school board for that specific school.



Identification of School Leadership Needs

A Parent User Guide has been developed to assist parent representatives in the SSON process. Much of the following information is from the Parent User Guide.





Identification of School Leadership Needs

The school council representative(s) will complete the parent section of the School Statement of Needs (SSON) and submit annually (usually in the Fall) to the Superintendent of Education (SOE).





Identification of School Leadership Needs

Who completes the SSON?

Any parent/guardian who has a child in the school and who has been chosen by the school council/parent community to represent the school's needs can complete the SSON after consulting with the parent community.

The Principal and/or Superintendent will have a copy of the form. You can also find the form on the PIAC website at www.torontopiac.com.





Identification of School Leadership Needs

How do we decide what to put on the form?

The form is just a record of the school community's priorities. Each school has its own culture in addition to the common goals of improving student achievement and well-being, as well as parent and community involvement.

Consultation with the parent community can take place at a school council meeting or a meeting specifically designed for this reason.





Identification of School Leadership Needs

Consider the following suggestions:

- Consult as widely in your community as possible.
- Publicize this item on your school council agenda so parents will know when and where it will be discussed. A Fall meeting is recommended.
- Translate this information so non-English speaking members will be aware.
- Consider holding a separate meeting for this task either at the school or in the community.
- Consider inviting your Superintendent and Trustee to a meeting to discuss your school's priorities.





Identification of School Leadership Needs

What are some examples of school and community needs/priorities that could be listed on this form?

- community partnerships
- true parental involvement including innovative ways to promote a diverse School Council
- support for the highly valued range of unique programs (e.g. arts, health and wellness, student leadership, etc.)



Identification of School Leadership Needs

- communication of School Improvement Plans, school budget, school safety plan and school staffing proposals (elementary) to parents, the School Council and the school community.
- visible Principal who actively interacts with students and school community.
- support and positive change for special needs students within the school including support for implementing IEP's





Placement of Principals

Principal Vacancies

When it becomes known that a Principal vacancy may exist at the school, the SOE will complete the Superintendent section of the SSON and discuss both the Superintendent and parent sections with the parent representative and Trustee;

Referencing the SSON, Superintendents of Education will work collaboratively in meetings chaired by their Learning Centre Executive Superintendent of Education. to identify a recommended candidate;





Placement of Principals

The Superintendent will meet with the recommended candidate to discuss the proposed placement.

The Superintendent will advise the parent representative and Trustee regarding the profile of the recommended candidate they are going to place and how that candidate is a match for the SSON prior to Board approval.





Placement of Principals

It is possible that following this discussion, the Superintendent will go back to further meetings with other Superintendents and their Learning Centre Executive Superintendent of Education to consider other potential candidate profiles.





Placement of Principals – Role of Parents

What happens if my school community receives a Principal new to the school?

If your school has a potential Principal vacancy, and will be receiving a Principal through transfer or Vice Principal promotion (your Superintendent will know this), you will need to select 1 – 2 parents to represent the views of the school community.





Placement of Principals – Role of Parents

How do we choose the parent representatives?

They must be a parent/guardian of a child in the school. Remember, they are not choosing the incoming Principal. They are representing the school community's priorities.





Placement of Principals – Role of Parents

What do the parent representatives have to do?

Review the SSON and when a vacancy may exist, the parent representative(s) and Trustee (when available) will meet with the superintendent to ensure the SSON reflects the school community priorities.

Be available for a follow-up discussion with the Superintendent regarding the profile of the recommended candidate. The Superintendent will speak to the profile of the recommended candidate and describe how they meet the school priorities in the SSON.





Placement of Principals – Role of Parents

Do the parent representatives get the final say?

While parents have input into the SSON, they must remember that they have an advisory role only. This means they can suggest they have concerns that the candidate profile presented by the Superintendent may not meet the needs outlined in the SSON. The Superintendent must report back to them on how their suggestions have been taken into consideration, but it is the Superintendent who makes the final recommendation.





Placement of Principals

General

Referencing the SSON, Superintendents of Education will work collaboratively in meetings chaired by their Learning Centre Executive Superintendent of Education. Learning Centre Executive Superintendents of Education work with the Executive Superintendent of Education of Employee Services to:

- place Principals who have a right to a position (e.g. returning from a leave of absence)
- transfer, place and promote Vice-Principals.





Placement of Principals

The entire slate of Principal and Vice-principal placements will be presented to the Board for approval.

Once the slate is approved, Superintendents of Education can confirm the name of the candidate with the School Council Chair.





Placement of Principals

Superintendents of Education will also send a letter to the school community announcing changes approved at Board regarding Principals or Vice-Principals at any of their schools.

Following approval, the Superintendent will facilitate a transition meeting with the parent representative, the Trustee (where available) and the newly appointed Principal prior to the effective date of the appointment. The purpose of the meeting will be to discuss the ways in which they will support each other and address the needs and priorities outlined in the SSON.





School Statement of Needs (usually annual with community consultation)

Principal Vacancy Arises

Consultation Process

(involving Superintendent & parent representative/Trustee)

- SOE completes SOE section of SSON & discusses SOE and Parent Sections with parent rep./Trustee
- SOE identifies and meets with potential candidates
- SOE advises parent rep./Trustee of profile of recommended candidate and how they are a match to the SSON
- SOE may need to consider other candidates after this discussion

Board for Approval (entire slate of Principal/Vice-Principal appointments)

After approval

- name shared with School Council chair, communication to school community, transition meeting)





Promotion Processes

The Selection, Promotion and Placement Process for School Principals and Vice-principals is comprised of numerous stages:

- a) notice of intent to apply;
- b) application submission;
- c) resume and reference screening;
- d) Interviews (Vice-Principals)/Dialogues (Principals);
- e) finalize promotion lists.





Promotion Processes

The complete Selection, Promotion and Placement Process for School Principals and Vice- principals timelines document for the coming school year are released annually prior to September of that school year.

They are posted on the internal and external websites. The selection process is usually scheduled to be conducted twice per year as determined above:

NB – we are transitioning to real time/all-year recruitment for Principals





Promotion Processes – Role of Parents

How else are parents involved in this procedure?

Interested parents can volunteer to be on interview teams for teachers applying to become Vice-principals. This is NOT for the Vice-Principal for your own school but for the TDSB in general.





Promotion Processes – Role of Parents

How much time does it take to be involved in Vice-Principal interviews?

You must be available for one full day from 8:00 until 4:00 (this will usually be in November or February). You must attend one training session (once/year, usually in January or February) that will be in the evening for approximately 2 hours.

How do I volunteer for Vice-Principal interviews?

Email the Parent and Community Involvement Coordinator at info@torontopiac.com





Other Considerations

SSON Process - Recently Passed Motion (Nov. 28/18)

The Board decided:

Whereas, the Toronto District School Board values all voices from the school community; and

Whereas, the School Statement of Needs is intended to identify the specific leadership needs for principals based on parent, student and community priorities for every school; and





Other Considerations

Whereas, the parent section of the School Statement of Needs is completed annually by the school council representatives; and

Whereas, the information provided on the form is one factor used to identify a principal for appointment to the school; and

Whereas, school council membership may not necessarily be representative of the diversity of the school community and the unique needs of each student;



Other Considerations

Therefore, be it resolved:

That the Director present a report on appropriate methods to enhance the existing process for the development of the School Statement of Needs, with an emphasis on:

- reflecting the diversity of all voices in the school community to support equity of learning opportunity, achievement and well-being of every student;
- strategies to make this important work a priority for all school communities;



Other Considerations

- development of an annual communications plan for system-wide implementation by the 2019-20 school year so that there is greater understanding of the School Statement of Needs process;

That the Parent Involvement Advisory Committee and other relevant advisory committees be consulted on ways to improve the school statement of needs process and that information also be reflected in the report.





Other Considerations

Transfer of Principals

From the Ministry of Education, School Councils: A Guide for Members (Revised 2002)

“This may seem disruptive, but change is a necessary part of professional growth. As well, fresh leadership and perspectives on learning enhance the professional growth of staff and students. While changes in principals and vice-principals may be uncomfortable for some, it is important that all parents recognize the benefits that new leadership can bring to the school”





Other Considerations

Policy Direction vs. Management of Personnel

Trustees can play a critical role in working with school councils in the development of the School Statement of Needs to assist the Superintendent in understanding the skills and experiences necessary when they are selecting a new Principal for a school

- Human Rights concerns
- Violation of Employee Relations Practices





Question and Answer





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