**PROFILE OF A SUCCESSFUL CANDIDATE**

**APPENDIX A**

Toronto District School Board is committed to having senior leaders who are ethical, empathetic and have the knowledge, skills and resources to ensure that anti-oppressive and equitable practices are in place to support student and staff success *(as per TDSB web Action Plan on leadership development).*

Our Multi-Year Strategic Action Plan drives all other plans in the TDSB and lays the ground work for how Supervisory Officers are expected to share leadership in order to:

* transform student learning
* create a culture for student and staff well-being
* provide equity of access to learning opportunities for all students
* allocate human and financial resources strategically to support student needs
* build strong relationships and partnerships within school communities to support student learning and well-being

*(from MYSP opening paragraph)*

Successful Supervisory Officers will have demonstrated excellence in TDSB’s Equity Leadership competencies as they work with and for students, parents, guardians, communities, the Board and other stakeholders to:

* set directions
* build productive relationships and develop people
* improve instructional program
* develop the organization to support desired practices
* secure accountability
* lead with an equitable and anti-oppressive lens

Successful Supervisory Officers will have demonstrated a commitment to Indigenous Education by engaging in ongoing learning and enacting the "The Truth and Reconciliation Commission of Canada: Calls to Action"; this learning will focus on:

* the histories, cultures and contemporary realities of Indigenous peoples in Canada and an understanding of the impact of ongoing colonization
* Indigenous ways of knowing and being
* creating culturally-safe and trauma-informed schools so that staff  are better able to support the achievement and well-being of all students through a change of practice
* Improving the achievement and well-being of Indigenous students
* Successfully centering Indigenous Education into the work being done in all schools and classrooms, through the School Improvement Process

They will have actively contributed to the following systemic results:

* closing the achievement and well-being gap, removing systemic barriers while keeping expectations high for all students by providing access to the programs, resources and learning opportunities that students require
* transforming student learning through improvements in literacy and math while strengthening global competencies
* increasing engagement of students, staff, parents, guardians and communities by honouring voice, experience, identity and expertise and noticeably adjusting directions and plans as a result of this engagement *(MYSP pg 2)*

Supervisory Officers develop and maintain high levels of engagement and effective relationships with trustees as they provide support to the Board of Trustees to:

* govern in a manner that is responsive to its entire community
* act in the interests of all learners in the district
* advocate actively for students, their learning and their well-being in the Board’s work with the community, the municipality and the province
* promote confidence in publicly funded education through its communications about the goals and achievements of the board

**PERSONAL LEADERSHIP RESOURCES**

TDSB recognizes the importance of Personal Leadership Resources to the success of a leader. Personal Leadership Resources are the foundation of sustainable, trusting and respectful relationships with students, staff, parents/guardians, trustees and stakeholders. Personal Leadership Resources, the competencies in the Ontario Leadership Framework (OLF) 2013 (Appendix B) and TDSB’s Equity Leadership Competencies (Appendix C) are the foundation for senior leaders who are capable of developing a learning and leadership culture that is responsive, equitable, accountable and focused on students.

**DEMONSTRATING READINESS**

Candidates will illustrate their leadership capacity through their endorsed Confirmation of Intent, letter of application, resume and references. The Ontario Leadership Framework (Appendices B and D), the TDSB Equity Leadership Competencies (Appendix C) and The Multi-Year Strategic Action Plans are intended to guide candidates and their direct supervisor(s) when reflecting on their readiness to serve as a Supervisory Officer in the Toronto District School Board. Additionally, it will support candidates during the development of their application package.