



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: COMPENSATION
POLICY NAME: PERFORMANCE APPRAISAL:
 DIRECTOR OF EDUCATION
POLICY NO: H.C.06

Date Approved: October 4, 2006	Date of Next Review: May 2022 (biennial)	Dates of Amendments: May 2013; September 2013; February 25, 2016-Board; May 31, 2018
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Cross References:
 Multi-year Strategic Plan
 Director of Education’s Term Employment Contract
 Trustee Code of Conduct
 Executive Search Committee Recommendation Report to Board, March, 2017
 Education Act, Section 283 (2) and 283.1, Section 169.1

Appendix A - TCDSB Performance Review Process for the Director of Education
 Appendix B - Director of Education Candidate Profile, 2017

Purpose

The Board of Trustees and the Director of Education collaborate to provide each student at the Toronto Catholic District School Board with meaningful Catholic faith development experiences and exemplary education. This policy will establish a standardized, fair and transparent framework for the annual performance review process of the Director by the Board of Trustees. The **Performance Review Process (“Process”)** will measure the degree to which the **Director** is fulfilling this mandate, and will provide a structured opportunity for the Director to receive **constructive** feedback and **commendation** ~~identify concerns~~ in a timely and supportive way ~~to facilitate resolution~~.

Scope and Responsibility

This policy applies to the Director of Education and is managed by the elected Trustees. The Board of Trustees is responsible for this policy.



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Alignment with MYSP

Living Our **Catholic** Values

Achieving Excellence in Governance

Fostering Student Achievement and Well Being

Policy

The Director of Education is responsible for implementing the Toronto Catholic District School Board's Vision, Mission and Multi-Year Strategic Plan. The Board of Trustees shall conduct an annual performance review of the Director through a fair process, providing constructive feedback **and commendation** in a manner that supports and strengthens the integrity of the roles performed by the Director and the Board.

Regulations

1. The Trustees and the Director of Education will jointly develop the content, process and the methods of data collection and review. The **Performance Review Process** is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review. (Appendix A)
2. The **Performance Review** Process will be developmental in its nature, providing for a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.



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3. The process by which the Director's performance is reviewed and the occurrence of the review will be made known to the public.
4. The content of the review surveys, the **constructive** feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence **and will occur in private pursuant to section 207(2) of the Education Act.** The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:
 - i. the Education Act;
 - ii. the Ontario Leadership Framework for Supervisory Officers-five leadership practices;
 - iii. the Candidate Profile from the recruitment of the Director of Education (Appendix **B-A**);
 - iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan
5. The **annual performance review** Process will alternate between a limited reviewer pool and a more fulsome reviewer pool:
 - (a) Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups.
 - (b) The fulsome reviewer format will include an expanded reviewer pool and may involve a 360 degree format.
- ~~6. The results of each annual review are linked to any salary changes in compliance with the Director's Term Employment contract.~~
7. The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it **within 10 business**



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days of receiving their written review. Should any significant disagreement concerning the performance review arises between the Director and the Board, the Director will provide the Chair of the Board with a written response outlining the area(s) of disagreement **within 20 business days.** Upon receipt of the Director's response, the Chair would present this response to the Trustees in order to come to a reasonable resolution **within 20 business days.**

8. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this Policy.
9. Before the review occurring at the end of the second to last year of the Director's contract, the Chair will initiate separate succession planning discussions with the Board of Trustees and with the Director to determine preliminary interest in extending the Director's Term Employment Contract. This will provide direction on the requirement to initiate an executive search process in sufficient time. (Appendix B)

Definitions

Board of Trustees

The twelve elected officials charged with governing the TCDSB.

Chair of the Board

The Trustee elected by the Board of Trustees to serve as Chair of the Board for the year, shortened to The Chair.

Director of Education

The Chief Executive Officer and Secretary to the Board, shortened to The Director.



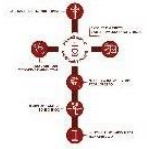
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Term Employment Contract

The terms and conditions of the Director of Education's employment, shortened to Contract.

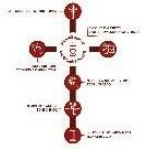
Evaluation and Metrics

The effectiveness of this Policy will be evaluated by the Board of Trustees after each performance review cycle in October of each year. The criteria will include ease of implementation and achievement of the Policy objectives.



Guiding Principles

1. The Performance Review Process (**“Process”**) is developmental in nature, it is a joint learning opportunity between the Director and the Board of Trustees to affirm success and improve identified areas of need.
2. The Process and its annual occurrence are transparent and available for public information **in accordance with the Policy**. The Process is well understood and communicated to stakeholders.
3. The content of the review surveys, the **constructive** feedback to the Director and discussions with the Trustees are held in confidence and the documents are stored confidentially
4. The Process is conducted in a respectful and collaborative manner.
5. The Director and the Trustees jointly develop the content (the goals to be reviewed each year), the process and the methods of data collection and review.
6. The Director and the Trustees share information frequently and schedule at least two formal updates throughout the year.
7. Limited Number of Goals to be reviewed each year: The Performance Review will focus on a limited number of results-oriented goals determined for the year under review.
8. Evidence, both qualitative and quantitative, is to be observed by Trustees and internal and external reviewers throughout the year.



Performance Review Process

The Annual Performance Appraisal period is considered to be the calendar year from October 1 to September 30. The review cycle is conducted yearly, with the formal review activities occurring within the first two weeks of October. The following process will form the basis of the Director of Education's Performance Review:

First Week of October – Progress Report and Questionnaires

- Director will provide a progress report in a meeting with Trustees
- Questionnaire based on previously-established goals for the Director's performance is distributed to Trustees
- Questionnaires will be completed anonymously on the evening of distribution
- Different, parallel performance appraisal provided to selected staff members at various levels in the organization and community members (including external, prominent Catholic community leaders) for completion
- One week later, the Chair provides the Director with a copy of the different Questionnaires



Middle of October – Review of Questionnaire Results

- Chair summarizes the results of both sets of Questionnaires and presents results to the Trustees
- Chair meets with the Director to discuss the performance feedback
- Director presents Performance Goals for the upcoming year to Trustees and consensus about the nature of the performance Goals is sought



May – Ad Hoc Director Performance Appraisal Committee

- Ad Hoc Committee Composition: Chair, Vice-Chair, Chairs of the Standing Committees, and one Trustee elected at the May Board meeting
- Design the next Performance Review Questionnaire based on the Director's performance goals established in October, previous



Catholic Director of Education Profile 2017

The following profile represents the qualities and competencies sought for a Director of Education at the Toronto Catholic District School Board. The profile has been adapted from the following sources:

- Council of Ontario Directors of Education, *Role of Director*, 2005
- Ontario Education Services Corporation Trustee Development Program Modules
- Institute for Catholic Education, Profile for a Catholic Director of Education in 21st Century
- Odgers Berndtson, Executive Search Firm, *Candidate Profile*
- Ontario Catholic Leadership Framework for System Leadership

Role of the Toronto Catholic District School Board Director of Education

The Toronto Catholic District School Board Director of Education is called upon to be an exemplary Catholic educator with a deep and abiding commitment to the Catholic faith, community and culture. The role requires the knowledge, skills and political acuity to lead the learning of trustees, senior staff, school and system leaders, parents, students, and the broader community in an environment informed by the Ontario Catholic School Graduate Expectations and Ministry of Education curriculum through the lens of faith, hope, love, community, dignity of persons, excellence, justice and stewardship for creation.

Under the *Education Act* the director is the “chief education officer” and “chief executive officer” and is required to “develop and maintain an effective organization and programs required to implement board policies” (s.283).

Responsibilities of the Director of Education

The director is hired by and responsible to the board of elected trustees of the TCDSB. The director is accountable to the Ministry to ensure compliance with provincial law and curriculum. In addition, the Director of the TCDSB has a responsibility to ensure faithfulness to the teachings of the Catholic Church throughout the board and to maintain a positive and effective relationship with the Archdiocese.

The director is the sole employee who reports directly to the elected board. All authority delegated by the elected board to staff is delegated through the Director of Education.



Job Description

The following template offers a job description for the role of Director of Education. The criteria **we** expected in a system leader is one who supports 21st century learning, demonstrates a commitment to Catholic education and equity of outcomes, is a practicing Catholic and will facilitate achievement of the Toronto Catholic District School Board's current and future priorities.

The Director of Education and Chief Executive Officer of the Toronto Catholic District School Board, as outlined in the *Education Act*: **283 and 283.1, will fulfill the following roles:**

- within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies;
- annually review with the board the multi-year plan;
- ensure that the multi-year strategic plan developed establishes the board's priorities and identifies specific measures and **resources** that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular its responsibility for student achievement;
- implement and monitor the implementation of the multi-year plan;
- report periodically to the board on the implementation of the multi-year plan;
- act as secretary to the board;
- immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made under the *Education Act*; and
- if a board does not respond in a satisfactory manner to an act or omission brought to its attention advise the Deputy Minister of the Ministry of Education of the act or omission.

In addition to the requirements of the Education Act, the ideal candidate will have demonstrated expertise, experience, knowledge, leadership skills in providing Catholic leadership, commitment, and direction in the following areas by focusing on:

- Catholic faith, Community and Culture;



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- Leading Vision into Organizational Practice;
- Effective and Proactive Media Relations;
- Building Relationships Among Staff and Internal and External Stakeholders;
- An innovative approach to problem solving.

Student Achievement and Well-being

The Director of Education:

- builds and communicates a shared vision of Catholic education, rooted in Gospel values and focused on improving the achievement and well-being of all students, staff and parents in the TCDSB community.
- promotes, protects and provides excellence in academic, physical and spiritual well-being of students.
- inspires, motivates and encourages trustees, senior staff and all members of the TCDSB community to continually learn and innovate and strive for excellence in Catholic education.
- takes the necessary steps to provide a safe, caring, ~~ee~~-inclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community.
- ~~p~~Provides advice and leadership to the board in setting goals for leading practices in student achievement and in promoting the value that all children can learn.
- ensures that every student has the opportunity to work toward meeting the Ontario Catholic School Graduate Expectations and the standards of education mandated by the Ministry of Education.
- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools.
- ensures that the student is at the centre of planning and resource management.
- develops Catholic learning communities in collaborative and growth-oriented cultures.
- recruits, hires and retains staff with the interest and capacity to further the Board's goals.



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- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations.
- allocates resources so that superintendents and principals can implement strategies which secure high standards of behaviour and attendance.
- takes the necessary steps to provide facilities to accommodate students.

Educational Leadership

The Director of Education:

- provides leadership and direction in all matters relating the Catholic education in the district.
- develops and maintains positive and effective relations with staff at the provincial and local government levels.
- establishes and facilitates a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures **and are** embedded with the fundamental concepts of human dignity, social justice and environmental stewardship reflective of our Catholic beliefs and traditions.
- in accordance with the director's responsibility to the Ministry of Education through the Deputy Minister provides a director's annual report to the Ministry.
- promotes and encourages the use of new and emerging technologies to support teaching and learning.
- demonstrates a strong vision that supports 21st century learning.

Director/Board Relations

The Director of Education:

- establishes and maintains positive working relations with the Board of Trustees
- provides leadership in ensuring effective governance practices that foster excellence in Catholic education.
- supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in board policy.
- provides ongoing learning opportunities for trustees to deepen their knowledge and skills regarding their governance role.



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- supports the role of trustees in advocacy role for excellence in publically funded Catholic education.
- provides opportunities for ongoing faith formation of trustees.
- communicates effectively with the governing board and individual trustees.

System Leadership

The Director of Education:

- demonstrates visionary and strategic leadership that has support of the senior staff, school and system leaders, parents, students and the larger community.
- develops effective approaches for succession planning at all levels of the system beginning with the Directorship.
- demonstrates a willingness to participate on provincial executive committee to execute the vision of the board.

Fiscal Responsibility

The Director of Education:

- ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- ensures that the fiscal management of the district is in alignment with the elected board's multi-year strategic plan and the mandate of a Catholic school system.

Organizational Management

The Director of Education:

- demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.
- reports to the Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- brings to the attention of the board any act or omission by the board that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline or regulation made



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under the Act; and if the board does not respond in a satisfactory manner to an act or omission brought to its attention, advises the Deputy Minister of the Ministry of the act or omission.

- nurtures partnership with organizations to benefit student achievement and the goals of the board.

Planning

The Director of Education:

- provides leadership for the development of the board's multi-year plan and annual review of the multi-year plan.
- ensures the multi-year plan establishes board priorities rooted in the gospel and Catholic social teachings as well as evidenced based and exemplary educational practices.
- identifies specific actions that will be taken to achieve those priorities, specifically with regard to the board's responsibility for student achievement.
- ensures appropriate involvement of the board of trustees (approval of process and timelines, establishment of board strategic priorities, key results and final board approval).
- reports regularly on implementation and results achieved in relation to the board's multi-year strategic plan and district improvement plans.

Personnel Management

The Director of Education:

- models acceptance of the responsibility to spiritual leadership and pastoral care and situations within the context of a Catholic faith community and school system.
- demonstrates respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured.
- understands the director's overall authority and responsibility for all hiring, monitoring, evaluation and termination of personnel.
- ensures effective systems are in place for the recruitment, selection, supervision, development and performance review of all staff.



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- ensures ongoing capacity building, professional learning and succession planning throughout the organization.
- utilizes performance appraisal process to foster ongoing formation and growth in Catholic leadership practices.
- ensures compliance with human rights and labour relations legislation.

Policy

The Director of Education:

- provides leadership in the planning, development, implementation and evaluation of board policies.
- ensures policies reflect the *Education Act*, other pertinent legislation and are anchored in evidence based best practices and Catholic social teachings.
- ensures policies and procedures **and are** embedded with the fundamental concepts of human dignity, equity, social justice and environmental stewardship.

Communications and Community Relations

The Director of Education:

- establishes effective communication strategies to **deep keep** the district informed of key monitoring reports, student and staff success, local issues and board decisions.
- ensures that open, transparent and positive internal and external communications are in place.
- ensures that Catholic School Advisory Councils, the Catholic Parent Involvement Committee and the Special Education Advisory Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or board policy.
- ensures positive relationship with Archdiocese and supports school communities in nurturing close relationships with local parishes.
- participates in community affairs in order to enhance and support the district.
- develops and maintains strong community presence through strategic planning, use of social media communication tools.
- establishes **s** a strong communications protocol and successfully executes **s** strategy.



Student, Staff and District Recognition/Public Relations

The Director of Education:

- establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

Leadership Practices

Within the context of the requirements set out in legislation, Ministry of Education policy and guidelines, and the director's local job description, the six leadership practices **with from which form** the basis of the Catholic director's performance review are:

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

Accountability of the Board of Trustees under Provincial Interest Regulation

The Director of Education for the Toronto Catholic District School Board must also be knowledgeable about the Provincial Interest **in Education** Regulation (PIR). This regulation sets out actions that can be taken by the Minister of Education if the Minister has concerns about a school board in one or more of the following areas:

- Academic achievement of students
- Student health and safety
- Good governance of the school board
- Performance of the board and of the Director of Education in carrying out their responsibilities under the *Education Act*
- Parent involvement