



**POLICY SECTION:** HUMAN RESOURCES

**SUB-SECTION:** COMPENSATION

**POLICY NAME:** Performance Appraisal: Director of Education

**POLICY NO:** H.C.06

<b>Date Approved:</b> October 4, 2006	<b>Date of Next Review:</b> February 2018 (Biennial)	<b>Dates of Amendments:</b> May 2013 September 2013 February 2016
<b>Cross References (internal):</b> Multi-year Strategic Plan Director of Education's Term Employment Contract Trustee Code of Conduct Executive Search Committee Recommendation Report to Board, December, 2011  <b>Cross References (external) including the Education Act and other Legislation:</b> 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, 2011		

## 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 process will measure the degree to which the director is fulfilling this mandate, and will provide a structured opportunity for the Director to receive feedback and identify concerns in a timely and supportive way to facilitate resolution.

## Scope and Responsibility

**This policy applies to the Director of Education and the elected trustees at the Toronto Catholic School Board.** The Board of Trustees is responsible for this policy.

## Alignment with MYSP

Living Our Values  
Achieving Excellence in Governance  
Fostering Student Achievement and Well Being



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## **Financial Impact**

No significant financial impact is anticipated with the legislated responsibility of the Board of Trustees to monitor and evaluate the performance of the Director of Education.

## **Legal Impact**

Compliance with The Education Act, other related Provincial Acts and Legislation, the Board of Trustees' By-laws and the Director of Education's Term Employment Contract is required.

## **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 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 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.
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 feedback to the Director, discussions with the Trustees and subsequent documentation will be held in confidence. The review surveys shall be based on the Director's areas of responsibility as outlined in the following sources:



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- 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 A);
  - iv. the goals established jointly for the year based on the above and the Multi-Year Strategic Plan
5. Internal staff and external community reviewers are limited to twenty individuals, chosen randomly from selected groups
  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. In the event there is 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. Upon receipt of the Director's response, the Chair would present this response to the Trustees in an effort to come to a reasonable resolution.
  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)



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## **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.

### **Term Employment Contract**

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

## **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.

## Director of Education Performance Review

### Guiding Principles

1. The Performance Review 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. The process is well understood and communicated to stakeholders.
3. The content of the review surveys, the 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 2011

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 21<sup>st</sup> Century
- PROMEUS, Partners in Executive Search, *Candidate Profile*

### **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 expect in an individual is one who supports 21<sup>st</sup> century learning, demonstrates a commitment to Catholic education, 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*: 283.1, 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;

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## Catholic Director of Education Profile 2011

- ensure that the multi-year developed establishes the board's priorities and identifies specific measures 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;
- 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, conclusive learning environment that promotes a sense of collective responsibility for the worth and dignity of all members of the community. 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.

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## Catholic Director of Education Profile 2011

- recruits, hires and retains staff with the interest and capacity to further the board's goals.
- 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 facilitate a process that promotes systematic and comprehensive program links that support school, parish and family life.
- ensures policies and procedures and 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 21<sup>st</sup> 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.
- support 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





## Catholic Director of Education Profile 2011

### 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.
- 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 Act; and if the 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 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.
- ensure 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.

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- 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.
- 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 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 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.



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- ensure 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.
- establish a strong communications protocol and successfully execute 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 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 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



## Catholic Director of Education Profile 2011

### TCDSB Director of Education Candidate Profile

Based on the characteristics below, the ideal candidate for Director of Education at TCDSB::

- is a transformational leader who demonstrates, in both word and deed, a passion for Catholic Education and a commitment to the gospel values and teachings of Christ and the Catholic Church;
- inspires the continued growth of our students, dedicated staff and communities;
- possesses the know-how to provide effective strategic leadership and support in implementing the Board's goals and objectives;
- has clearly demonstrated, that while a board must be run with business acumen, the business of the board is education;
- has a proven history of successful educational innovation;
- brings demonstrated success in dealing with complexity, turning challenges and conflict into opportunities for progress;
- possesses a highly regarded reputation for integrity;
- has the ability to relate respectfully and effectively with people of widely diverse backgrounds ensuring that diversity is a major asset;
- will be a superb communicator within the board and bring experience about how to develop and implement new and creative ways for all internal stakeholders to work effectively together in common cause for a better future for students and the community;
- has demonstrated skills in developing effective relationships with all external stakeholders, including the municipal and provincial governments and the media;
- is able to confidently and effectively manage the internal and external political challenges associated with the high level requirements of a chief executive officer;
- has the know-how to actively support and lead the development of a strong and effective approach to governance, the confidence and ability to "speak truth to power" in an appropriate, respectful and consistent manner in ensuring that the Board's Code of Conduct is an effective and living document;
- will be in good standing with the Ontario College of Teachers, and hold Supervisory Officer's qualifications consistent with those outlined per the *Amendments to Ontario Regulation 309: Supervisory Officers Qualifications and Appointment of Supervisory Officers and Directors of Education*.