



POLICY:
SUBJECT:

GCCA
SELECTION OF SENIOR
ADMINISTRATIVE STAFF
November 5, 2007

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1. GENERAL

- 1.1 The Board of Trustees of the Winnipeg School Division is committed to providing the Division with vibrant and meaningful leadership and demonstrates this commitment through the selection of senior administrative staff who have the skills, knowledge and values to create and promote high performance by all staff in the Division and optimum conditions for student success.
- 1.2 The procedure for selection of senior administrative staff shall be fair, equitable, and transparent, and shall incorporate clearly identified selection criteria that demonstrate proven leadership qualities, a commitment to excellence in public education, and a commitment to fulfilling the Mission, goals, objectives and policies of the Division.
- 1.3 The Winnipeg School Division policy on Employment Equity will be a factor in all decisions regarding appointments to senior administrative positions.

2. RESPONSIBILITIES

2.1 Board of Trustees

- 2.1.1 From time to time and upon recommendation of the Chief Superintendent, the Board of Trustees shall determine the senior administrative organizational structure and number of senior administrative positions required.
- 2.1.2 Members of the Board shall participate in the selection process for senior administrative positions in accordance with established procedures.
- 2.1.3 In accordance with the Public Schools Act and Policy GCC – Recruitment, the Board of Trustees shall determine appointments and/or promotion of staff to a senior administrative position.

2.2 Chief Superintendent

- 2.2.1 Except for the Chief Superintendent position (Admin. 21) the Chief Superintendent shall manage the selection process for all senior administrative positions in the Division.
- 2.2.2 The Chief Superintendent shall prepare a recommendation to the Board of Trustees for all senior administrative appointments, promotions or transfers.

2.3 Director of Human Resources

Except for the Director of Human Resources position, the Director of Human Resources shall assist the Chief Superintendent in the implementation of the selection process.

2.4 Criteria for Selection

The Chief Superintendent, in consultation with the Board of Trustees and members of the senior administrative group, shall identify general criteria for the performance and selection of senior administrative positions as well as any specific criteria that may be required to address specific needs of a particular position.



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Regulations governing procedures and operations for the selection of senior administrative staff as determined by the Chief Superintendent.

1. Advertising of Positions

- 1.1 The Chief Superintendent will inform the Board of Trustees of all vacancies in the senior administrative group and request authority to advertise such positions.
- 1.2 All vacancies in the senior administrative group will be advertised externally as well as internally.
- 1.3 Prior to the position being posted the Board of Trustees will identify to the Chief Superintendent any specific criteria and desirable qualifications to be included in the advertisement.
- 1.4 The Director of Human Resources will be responsible for the development of the advertisement for consideration/review by the Chief Superintendent which will include the major duties and responsibilities of the position, any essential and desirable qualifications and experiences, deadline for application as well as the information required from the applicant to be considered for the position.

2. Application Process

- 2.1 Applicants for senior administrative positions will be requested to submit to the Director of Human Resources a curriculum vita, the most recent performance appraisal, statement of qualifications, letter of reference from immediate supervisor and a personal belief statement relevant to the position. Other information deemed appropriate and relevant may be specifically identified by the Selection Committee.
- 2.2 The Director of Human Resources will receive and acknowledge all applications.

3. Selection Process

- 3.1 An Ad Hoc Selection Committee will be established when vacancies occur for Superintendent of Schools and/or the Secretary-Treasurer positions. The Selection Committee will be comprised of the Chair of the Board, the Vice-Chair of the Board, the Chair of the Finance/Personnel Committee, the Chief Superintendent and at least two members of the senior administration, as determined by the Chief Superintendent. Additional trustees may also volunteer to participate on the Selection Committee. However, no member of the Committee, including additional trustees, may continue to participate on the Committee once they have missed one meeting. The Chief Superintendent or designate will be the Chair of the Selection Committee.
- 3.2 The Director of Human Resources will prepare a summary of all applicants including information as to how each application meets the criteria for the position.
- 3.3 The Chief Superintendent, the Director of Human Resources and other designated members of the senior administration will review the information on each applicant and develop a recommended short list of candidates.
- 3.4 The Chief Superintendent will provide the Board of Trustees with the summary of information on all applicants and the recommended short list for review and discussion.
- 3.5 The selection process will include a detailed application package, an interview and a written exercise.



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3.6 At its organizational meeting(s), and prior to the selection process commencing, the Committee will establish procedures and timelines including:

- a) the format of the interview, the interview questions, desired responses, and accompanying assessment materials to be consistently followed for all candidates;
- b) the membership of the written exercise review committee, development of the exercise, desired responses, and accompanying assessment materials to be consistently followed for all candidates;
- c) the weighting of each component of the process (qualifications, experiences, references, performance assessment, interview, written exercise)

3.7 The Selection Committee will provide feedback to the Chief Superintendent on each of the candidates.

3.8 The Chief Superintendent will be responsible for developing the recommendation to the Board of Trustees.



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**SENIOR ADMINISTRATIVE STAFF
CRITERIA FOR PERFORMANCE AND SELECTION**

A. LEADERSHIP SKILLS

1. System Leadership

- Provides leadership and counsel to members of the Senior Administration and trustees in identifying and addressing issues of concern in education
- Provides leadership to employees of the Division in order to develop their full potential
- Stimulates, motivates, guides and directs members of staff to work as a team to achieve Board objectives
- Provides consultative leadership to school principals and staff in establishing the conditions for effective instruction and effective learning
- Commitment to self-directed learning and building learning communities
- Ability to build leadership capacity and develop shared leadership
- Demonstrates a capacity for system leadership in instruction
- Understands the role of the school board as an organization that serves the public; has a service orientation
- Understands the relationship between senior management, the Board of Trustees, and individual trustees

2. Department/Superintendency Leadership

- Leads in the development of goals and priorities
- Is consultative in decision-making and planning
- Runs efficient and effective meetings
- Stimulates continuous improvement
- Fosters a positive attitude toward change
- Stresses the importance of service to students and parents
- Provides a sense of direction to staff
- Is an approachable mentor and role model for principals
- Fosters climate of respect, loyalty and trust
- Establishes training and succession plans for school and system leadership

3. Advocacy for Students

- Demonstrates strong commitment to students of the Division
- Assures that each student is given an opportunity to succeed and excel through providing the best possible resources and instruction
- Demonstrates expertise in the assessment of student achievement, learning outcomes, delivery models, program effectiveness, and improvement planning
- Demonstrates an ability to articulate a clear vision on how students learn

B. SUPERVISION AND MANAGEMENT SKILLS

4. Supervision of Staff

- Recognizes the importance of supervision of staff
- Plans for and conducts formal evaluation of staff (both academic and administrative) in support of board policies and procedures
- Identifies and mentors potential leaders



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5. Planning, Organization and Management

- Manages all resources efficiently and effectively
- Develops, deploys and monitors budget
- Identifies priorities and implements action plans to address them
- Ensures that department/superintendency operational processes are effective and continually improved to deliver efficient service

6. Development and Implementation of Policies and Programs

- Effectively implements Board policies and procedures
- Ensures the quality of programs and support services offered by the Division
- Ensures that all operations of the Board function within approved funding limits; finds innovative ways to deliver programs with available funds.

7. Development in Education

- Keeps up-to-date on developments in the field of education in order to ensure that the Division has the best possible information with which to address and consider emerging issues
- Maintains an active involvement in appropriate regional, national, and international organizations related to education

C. HUMAN RELATIONS SKILLS

8. Communication

- Effectively communicates orally and in writing for a variety of audiences in a range of circumstances
- Gathers information from a variety of sources and media in order to make sound decisions
- Represents positively the policies, procedures and guiding principles of the Division
- Listens actively to staff, parents, community, trustees
- Participates fully in decision-making discussions at all levels

9. Professional Growth/Balance

- Finds time to pursue a variety of learning opportunities
- Leads staff by example in a commitment to achieve a balance between professional responsibilities and personal health and family responsibilities

10. Community Involvement

- Demonstrates successful experience in community-focused initiatives
- Values consultation for better decision-making and demonstrates the effective use of it
- Maintains effective relationships with political and senior staff at the Ministry of Education and all other relevant ministries
- Encourages the involvement of parents and strives to foster a climate of open communication
- Works in cooperative manner with other associations/agencies committed to ensuring the public education system is responsive to the needs of the community
- Demonstrates the ability to forge strategic connections with community partners



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D. PRIORITIES TO COMPLEMENT THE DIVISION SENIOR MANAGEMENT/BOARD TEAM

11. Experience in Functional Areas

- Articulates a clear personal vision of site-based management and demonstrates successful experience in initiatives implementing site-based management
- Describes his or her use of effective planning, resource deployment, measurement of results and accountability tools used to monitor site-based decisions
- Demonstrates his or her ability to collect, analyze and interpret data by conducting environmental scans, needs assessments, polling, etc.
- Demonstrates in-depth experience in one or more functional areas, such as: Skilled Trades, Information Technology, Human Resources, Facilities, Curriculum, Capital Asset Management, Strategic Planning, Special Education
- Demonstrates a thorough understanding of the Acts and Regulations pertaining to education in the province of Manitoba
- Demonstrates a thorough understanding of the roles and responsibilities of an employer in a unionized workplace

12. Interpersonal Skills

- Clearly expresses personal educational values and acts in accordance with these values
- Demonstrates honesty and integrity consistently
- Has a collaborative work style
- Plans effectively and can meet tight timelines as required
- Is willing to take initiative and find new ways of doing things
- Demonstrates excellent human relations skills, including conflict management
- Personally uses technology as a management tool and to promote learning
- Demonstrates the ability to deal with ambiguity, making connections and seeing the "big picture"
- Promotes and models courageous leadership that demonstrates confidence, flexibility, humility, emotional resilience and adaptability