



**St. Clair Catholic**  
District School Board

**Background Information and Candidate Profile**  
**Search for Director of Education**



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## *Background Information*

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### **The St. Clair Catholic School Board**

Located in beautiful southwestern Ontario, the Board encompasses a large area of over 5,000 square kilometers, including Sarnia-Lambton and Chatham-Kent. With approximately 8,600 students, 23 elementary schools, 2 secondary schools, 1,300 staff, and an annual operating budget of \$112 million, the St. Clair Catholic District School Board is committed to providing its students with an outstanding, faith-based learning environment that focusses on educating the 'whole' child.

**Board Vision:** *Catholic Education † Future Ready*

**Board Mission:** *Learning together today, transforming tomorrow*

#### **Board Priorities:**

- ***Learning & Innovation***  
Teaching transferable skills, critical thinking and creativity.
- ***Faith & Well-being***  
Living Catholic values to foster caring, inclusive and safe spaces.
- ***Partnerships***  
Engaging families, parish and community.
- ***Catholic Citizenship***  
Inspiring ethical. Responsible stewardship.

#### **Board Values:**

- Respect rooted in love.
- Excellence for all.
- Accountability to God, self and others.
- Engagement in our work.
- Called to serve our world.

### **2019-24 Strategic Plan**

A link to the Board's current Plans is as follows:

[https://www.st-clair.net/Data/Sites/1/media/public/Common/Docs/StrategicPlan\\_2019to2024.pdf](https://www.st-clair.net/Data/Sites/1/media/public/Common/Docs/StrategicPlan_2019to2024.pdf)

## **Board of Trustees and Reporting Structure:**

The St. Clair Catholic School Board has 7 elected trustees. The current board of elected trustees includes:

- John Van Heck (Chair of the Board). Trustee representing North Chatham-Kent and Wallaceburg
- Mat Roop (Vice Chair); Trustee representing Brooke-Alvinston Township; Enniskillen Township; Oil Springs Village, Petrolia Town, Plympton-Wyoming Town; North Lambton; Warwick Township; Lambton Shores
- David Argenti, Trustee representing Chatham
- Carol Bryden; Trustee representing East Chatham-Kent and St. Clair Township
- Jennifer McCann; Trustee representing Sarnia and Point Edward Village
- Brenda Rumble; Trustee representing West Chatham-Kent and South Chatham-Kent
- Linda Ward; Trustee representing Sarnia and Point Edward Village

The Board Chaplain is Deacon Jerry Lozon.

The current Student Trustees are Mia Abate and Lucas Rupert.

## **Reporting to the Director of Education are the following members of Executive Council:**

- Associate Director, Corporate Services (Amy Janssen)
- Superintendent of Education (Laura Callahan)
- Superintendent of Education (Lisa Demers)
- Superintendent of Education (Scott Johnson)
- Executive Manager, Human Resource Services (James Duff)

## **Budget:**

The Board's current 2020-2021 operating budget is: \$112 Million.

**For additional information on the Board, please visit: <https://www.st-clair.net/home-1.aspx>**

## Position Summary

The Director of Education and Secretary to the Board (“The Director”) reports directly to the Board of seven (7) elected Trustees. The Director is the chief education officer and chief executive officer of the Board. They will perform their duties in a manner of servant leadership in Catholic education in accordance with the Mission and Vision of the St. Clair Catholic District School Board. The Director of Education will model Christ in all their daily actions. There is also an expectation that in leading the St. Clair Catholic District School Board community, decisions made will be based on **Gospel values** and will reflect the **best interest of all students** that staff are expected to serve.

Candidates for the position of Director of Education should be well-versed in the provisions of Part XI of the *Education Act, R.S.O. 1990 (“Education Act”)* sections 278 to 287, with particular attention to section 283.1(1) which outlines additional duties for a Director of Education. **For information, please refer to:** <https://www.ontario.ca/laws/statute/90e02#BK513>

The responsibilities of the position are generic to the role of the Director of Education of any school board in Ontario under the provisions of the Education Act. However, there are additional expectations of a Catholic Director of Education as the leader of a Catholic school system. Furthermore, given that each Catholic school board in the Province has a distinctive history, vision, and mission, there will be some locally developed requirements for the Director of Education of the St. Clair Catholic District School Board.

### Catholic System-Level Leadership:

The Director of Education will be expected to follow the leadership practices outlined for Catholic system leaders in the ***Catholic System-Level Leadership Framework***. The nine characteristics of strong school districts are outlined in the ***District Effectiveness Framework (DEF)***. The practices listed below capture how Catholic system leaders contribute to the development of strong school districts.

- Establish broadly shared mission, vision and goals founded on aspirational images of the educated person.
- Provide coherent instructional guidance.
- Build district and school staff’s capacities and commitments to make informed decisions.
- Create learning-oriented organizational improvement processes.
- Provide job-embedded professional learning.
- Align budgets, time and personnel/policies/procedures with district mission, vision and goals.
- Use a comprehensive performance management system for school and district leadership development.
- Advocate for and support a policy-governance approach to Board of Trustee practices.
- Nurture productive working relationships with staff and stakeholders.

The expectations for the graduates of Catholic schools in Ontario have been clearly articulated in a document entitled the ***Ontario Catholic Graduate School Expectations***. These were developed by the Institute for Catholic Education and continue to provide a focus for Catholic educators. The Director of Education will be expected to consider the graduate expectations in making decisions that will affect students in the various schools within the jurisdiction of the Board. The seven expectations of a graduate of the Catholic school system are as follows:

- A Discerning Believer.
- An Effective Communicator.
- A Reflective, Creative and Holistic Thinker.
- A Self-Directed, Responsible, Lifelong Learner.
- A Collaborative Contributor.
- A Caring Family Member.
- A Responsible Citizen.

## Input and Feedback from System Stakeholders

At the outset of the search process, internal and external stakeholders from across the St. Clair Catholic District School Board were invited to provide their input and feedback regarding the following topics:

- The top strengths of the St. Clair Catholic District School Board.
- The top challenges, priorities and/or opportunities for the St. Clair Catholic District School Board and the incoming Director of Education.
- The ideal criteria (experience, skills, personal qualities) for the Director of Education for St. Clair Catholic District School Board.

Participant input and feedback was gathered in the following manner:

Individual and/or group meetings via phone, *ZOOM* or *Microsoft Teams* (meetings included Bishop Fabbro; the school board Chaplain; SCCDSB trustees; the current Director of Education; Senior Administration; Elementary and Secondary Principals' and Vice-principals' Executive; SCCDSB Indigenous Education representative; BAC; SEAC; OECTA; CUPE, and APSSP).

Numerous overlapping comments were submitted by all participants. The following are some of the major "themes" identified by stakeholders:

### **Strengths of the Board**

- A strong commitment and focus on Catholic Faith and instruction.
- An effective size of Board which allows for a strong sense of community.
- An inclusive and welcoming culture.
- A focus and commitment to student success and quality education.
- Professional and caring staff with a strong work ethic.
- Positive relationships with the various union groups.
- Well-established partnerships with various agencies and institutions.
- A culture that appreciates the gifts, talents and efforts of all staff on behalf of students.
- A dedication to the mental health and well-being of students and staff.
- Strong support of the Diocese and the Deaneries.
- Collaborative and respectful relationships within the community and beyond.
- A strong sense of fiscal accountability and effective use of resources.
- Tremendous expertise and commitment in the senior administrative team.
- Excellent programs for Indigenous students.
- Financial support from community groups and from retired teachers.
- A comprehensive and relevant Strategic Plan for 2019-2024.
- A commitment of resources and expertise to special education programs.
- Excellent student performance indicators and high graduation rates.
- An effective governance model involving dedicated trustees and senior administration.
- Effective and open communication to the community even during challenging times.
- A projected increase in student enrolment and two new schools.

### **Challenges/Priorities/Opportunities for the Board and new Director**

- Maintaining a continued focus and commitment to Catholic values and teachings.
- The need to put momentum back into the implementation of the Strategic Plan.
- Developing a plan to advance and support equity, inclusion and diversity across the system.
- Maintaining the reputation and culture of “**a small but mighty board**” as the enrolment increases, and the demographics of the region change.
- Supporting continuous improvement in a changing 21<sup>st</sup> Century Learning student achievement and learning environment, including the use of technology to bridge the gap between remote and in-person learning.
- Providing necessary post-pandemic recovery supports to not only close student learning gaps in literacy and numeracy, but to build on the successes achieved during this period.
- Enhancing support for student and staff mental health and well-being initiatives.
- Addressing ongoing budget challenges and the need to ensure adequate funding and resources to support student learning.
- Supporting safe schools for all students and staff.
- Garnering more active parent engagement in the home-school-parish triad.
- Ensuring an equitable distribution of resources across the various areas of the region.
- Maximizing resources and maintaining effective systems, processes and project management.
- The recognition that the world of work has changed for both parents/guardians and businesses, and that graduates must be prepared for a new global environment.
- The need to lobby for additional capital funds to address ongoing accommodation needs.
- Developing a plan to attract teachers in specialized areas such as French-as-a -Second Language.
- The ongoing development of leaders in the ranks of vice-principal, principal and superintendent.
- Preparing for another round of collective bargaining with all employee groups in 2022.
- Completing the discussion of Terms and Conditions with Principals and Vice-principals.

### **Key Leadership Priorities for the Incoming Director of Education for St. Clair Catholic District School Board:**

Based upon the feedback from system stakeholders during consultations, the following is a summary of some of the **Key Leadership Priorities** identified for the incoming Director of Education:

- ***A focus on Catholic Faith and Supporting Positive Home-School-Parish Relationships***

The St. Clair Catholic District School Board has a long and proud history of Catholic education that originated in its two predecessor boards. The Director of Education must possess an extensive knowledge of the history of Catholic education in Ontario and in the regions covered by the St. Clair Catholic District School Board. A successful Catholic school system also embodies a positive relationship among Home-School-Parish. There is a strong history of co-operation between the trustees of the St. Clair Catholic District School Board, the Director of Education, senior management, the local Bishop and Deaneries. The Director must continue to focus on supporting and strengthening positive relationships and co-operation, as well as support the re-integration of faith into the daily lives of students following a year-and-a-half characterized by “virtual” and “social-distance” learning. The Director will support the successful development and expansion of Catholic education in the district.

- ***Student Achievement and Learning for the Future***

Since the onset of the COVID-19 pandemic, student and staff safety has been the priority. One consequence of this is that some critical student learning supports and resources have been reduced or reallocated. As the Board moves forward in a post-pandemic “recovery” era, the Director will need to implement dedicated initiatives and resources to re-ignite and re-focus the system on student achievement, learning and school improvement. With the need to support Literacy and Numeracy, the Director will need to provide leadership across the system to support targeted improvements to student learning and achievement. Rather than focus on “gaps” in student learning, the Director should emphasize that a lot has been accomplished in terms of student learning and that this success should be built upon.

- ***Student and Staff Mental Health and Well-Being***

As the Board emerges from the global pandemic, the Director must continue to champion and support mental health and well-being for students and staff. This has been a priority of the current leadership and the gains made must be preserved with the transition to a new Director of Education. New system-level mental health and well-being initiatives will require the Director and senior team to prioritize additional resources and supports to ensure that negative impacts and effects across the system for students and staff are successfully mitigated and managed.

- ***Equity, Diversity, Inclusion, Welcoming Culture***

The demographics of the district continue to change due to immigration patterns, as well as relocation of families from across Ontario. Relative to neighbouring boards, the shift to a more diverse student base is in the early stages. The new Director of Education must be proactive in anticipation of a changing student population. Plans will have to be developed to ensure that all students feel welcome, and to assist them with their entrance into the Catholic school system. Examples include English as a Second Language (ESL) programming, professional development for staff, and communication efforts which are meant to address and eliminate anti-racism and inherent biases that may exist. The Director should review the current Equity, Diversity, and Inclusion initiatives, policies, programs and plans to assess the effectiveness at the system, school and classroom levels. Additionally, the Director (in concert with the senior team and human resources staff) should review and expand hiring and promotion policies to ensure that staff represent the changing demographics and diversity of the students and district. Specific barriers to diversity, equity and inclusion should be identified and addressed.

- ***The 2019-2024 Strategic Plan***

The current plan was developed in 2019 after extensive consultation and broad community input. The implementation of several aspects of the plan were paused as resources and the efforts of staff were focused on student and staff safety during the pandemic. The new Director of Education should review the plan to determine if any modifications must be made to reflect the new reality. Subject to any changes, whether in terms of content or timing, the plan should guide activity in the months and years ahead. Some initiatives such as the formalization of a communication strategy are under development but not yet operational. Because the strategic plan has been widely accepted throughout the community, it provides a natural starting point for the new Director of Education.

- ***Parent Engagement and Voice***

Parents and guardians play a critical role in the education of their children. The parents/guardians at each school must have an authentic voice in local decision-making. At the system level, the input of Board Advisory Council (BAC) should be sought proactively on all major program and policy issues that will impact the lives of students. Seeking parental input should be a component of any consultation process at SCCDSB. Parents/guardians are and should continue to be perceived and treated as valued partners in education. They serve as strong advocates for Catholic education and the SCCDSB within the broader community.

- **Technology to Support Teaching and Learning**

The move to system-wide virtual learning during the pandemic was necessary. Similarly, the availability of laptops, the deficiency of online learning tools, and time and opportunity to provide professional development for teachers has highlighted the need for the Director of Education to ensure that additional resources and supports are provided. While the future of online and virtual teaching and learning in September 2021 and beyond remains unclear at this time, the needs and requirements regarding technology, training, professional development and resources will need to be addressed by the Director going forward.

- **Special Education**

The Board has a long-standing history of providing Special Education under a model of **inclusivity** – which is consistent with the culture and expectations of the community and demonstrates that SCCDSB are “schools with a difference”. The integration of students into regular classrooms has been successful, due to the skills and efforts of staff that have made this possible. As a result of the pandemic however, many special education students have been negatively affected given that in-person learning has not been possible, and these students have missed some critically important socialization and developmental benefits of being with other students and staff in a safe, supportive and collegial environment. While this effect has been ultimately felt by all students, the Director of Education will need to provide particular attention to those students with special needs once a full resumption of face-to-face learning occurs.

- **Human Resources/Organizational Development and Planning**

Similar to many school boards across Ontario, a large number of teachers, vice-principals, principals, and members of the administrative team in SCCDSB will be eligible to retire over the next five years. Additionally, the Board faces challenges in hiring sufficient teachers and will face a shortage of qualified teachers in the occasional teacher pool due to pending retirements, enrolment growth, and the ongoing need to replace absent teachers and teachers on leave. **Of particular note is the need for French-as-a-Second-Language teachers.** Given strong competition across the Province to attract qualified staff, the recruitment of additional teachers and development and retention of existing staff will be a priority for the Board. The Director should assess current and future talent development needs, encourage and support staff to obtain the necessary qualifications and experience for requisite roles, and work with Human Resources to proactively attract and retain qualified staff at all levels.

- **Collaborative Relationship/Partnership-Building**

The Director of Education is regarded as the educational leader of the system. Their success is often derived from the ability to establish and maintain **positive, collaborative relationships** with trustees, senior staff, management and administrative staff, teachers, principals, support staff, parents, parish priests, SEAC and Board Advisory Council (BAC) members, and the various union leaders. Externally, important relationships include the coterminous school board, provincial and Federal political officials, municipal leaders, post-secondary institutions, health service agencies, and other community partners. The Director of Education must work collaboratively with all internal and external system “partners” and leverage the various relationships to support and promote the programs offered and to reinforce the vital role that the SCCDSB plays in the broader district and community.

- **System Visibility**

As part of relationship-building, the Director is also expected to be “visible” in the system. School site visits by the Director of Education in SCCDSB are appreciated across the system. With a return to a post-Covid “normal” teaching and learning model anticipated in Fall 2021, the incoming Director should make school visits a priority and attempt to meet as many of the staff as possible. School visits should provide the opportunity to listen directly to the concerns of school staff, serve to encourage and support staff and to gather the insights of students and school-based staff on the learning conditions within schools after a long period of isolation.



- **Communication**

The SCCDSB currently has a variety of effective communication methods which should be continued and possibly enhanced – including social media, system emails, and articles in the local media. Strategies employed during the pandemic have proven to be effective and these may still be required with the transition to a new Director of Education. The Director must take a proactive approach in frequently communicating to the community. Not only will such communications introduce the Director to the system, but this will help to build awareness and trust across the system. Caution will have to be exercised in order to avoid “mixed messaging”. i.e. Ensuring that the importance of mental health and well-being is not lost when communicating about new programs or start-up initiatives.

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## *Ideal Candidate Profile*

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The “Ideal Candidate Profile” is intended to outline the major recurring themes articulated by the St. Clair Catholic District School Board’s stakeholders and community during the consultation process. While it may be unlikely that any one candidate will possess all elements of the Candidate Profile in equal measure, the following are considered important and will be sought in potential candidates for the position.

### **Education/Professional Credentials:**

- Requisite qualifications to assume the Director of Education role in Ontario as per the *Education Act*. The following is a link to Section 279 of the *Education Act* regarding Directors of Education and Supervisory Officers: <https://www.ontario.ca/laws/statute/90e02#BK515>

**Note:** In 2020, the Ministry of Education revised the necessary requirements pertaining to teaching and Supervisory Officer qualifications for candidates. The overwhelming views articulated by participants during the consultation process and system surveys indicated that candidates for the role should (at minimum) be a **teacher in good standing with the Ontario College of Teachers** and should hold **valid Supervisory Officer’s Qualifications**.

### **Background and Experience:**

- **A proven track-record of progressive experience in Catholic education**, including several years as a classroom teacher, Vice-Principal, Principal, and Supervisory Officer. Experience in both elementary and secondary panels are deemed to be an asset.
- **Demonstrated breadth and depth of administrative experience and an appreciation for the needs and lives of students and staff across the system**, including (but not limited to) teachers, educational assistants, custodians, school secretaries and other school-based staff. As a leader, demonstrates support for front-line teachers and staff who work directly with students.
- **Proven leadership and management experience of unionized and non-unionized staff**. Enables and supports staff to work as a collegial and collaborative team to meet the evolving needs of the system. Respectful of collective agreements and appreciates and recognizes the efforts of all staff within the system. Empowers and manages the senior team to provide system-wide leadership.
- **Demonstrated experience leading organizational change and in championing the use of technology to support teaching and learning**. Advocates for adequate resources, professional development and support for staff to ensure effective technology-enabled teaching and learning. Champions innovation and new ideas in the use of technology for students and in the methodologies employed by educators in the classroom.
- **Demonstrated leadership experience advancing the principles of equity and inclusion, anti-racism and anti-oppression**. Enthusiastically supports and embraces diversity. In a changing demographic in terms of the student population, the Director of Education will be proactive in developing the necessary strategies and programs to meet the needs of a more diverse community.

- **Experience working with Indigenous communities and students** to support the Truth and Reconciliation “Calls to Action” and to advance Indigenous education. Has knowledge of Indigenous culture and integrates that knowledge into the curriculum. Maintains positive and collaborative relationships with Indigenous partners. Has shown a desire to establish an environment of open and honest communication with Indigenous leaders on programs and courses to be offered in schools. Has shown support for Land Acknowledgement of Indigenous people.

### **Skills and Knowledge:**

- **Demonstrates an appreciation and respect for the important history, mission and values of SCCDSB** to support and implement the strategic vision of the Board into the future. Is an effective advocate for Catholic education and is able to articulate the importance of the Catholic education system in Ontario. Recognizes that the SCCDSB represents the successful amalgamation of two distinct Catholic school boards in 1998, each with its own contribution to the Catholic community culture of the SCCDSB.
- **Excellent interpersonal and relationship-building skills.** Has the requisite “soft skills” and ability to establish and maintain positive working relationships across the system. Is a relational leader who genuinely seeks input and listens to the ideas of all stakeholders across the region. **Is a highly visible leader** with students, staff, parents, trustees, the clergy, SCCDSB communities and community leaders. **Is committed to being an integral part of the community** and actively participate in events within the district and broader community. **Manages their time, availability and responsibilities** effectively to allow for frequent school visits, as well as participation in school and community events.
- **Excellent communication skills.** Able to articulate and communicate clearly and frequently to the system and community using multiple means and channels to build trust across the system and support public confidence. Demonstrates a willingness to assist where needed and to model the behaviour of a servant leader.
- **Political Astuteness.** Able to lead the system in an era of centralization of programs and initiatives at the provincial level. Ensures that the rights of Catholic school boards are not diluted and that the full right of self-determination is maintained. Has the skill to lobby effectively for an equitable share of resources as allocated by the Province.
- **Possesses a solid understanding of governance** and the ability to support the SCCDSB community and the Board of Trustees in this regard. Demonstrates a high level of **political acuity** and diplomacy in working with elected officials. Maintains a positive relationship with all trustees in an environment of mutual respect. Will ensure that the Board is compliant with all legal, Ministerial and board mandates/requirements.
- **Excellent critical thinking, planning, problem-solving and organizational skills.** Proactively seeks ideas and solutions to challenges and is flexible and adaptable to changing circumstances and needs. Successfully prioritizes and manages multiple objectives simultaneously while strategically delegating responsibility and authority to others. May be required to carefully assess risk in considering innovations that would benefit the system.
- **Highly developed business acumen and planning skills** to ensure sound fiscal management, planning and allocation of resources to optimize the learning environment for all students across the district and ensure equity and access of resources in all areas of the board. Monitors changing financial circumstances such as the rate of inflation or changes to the grant structure that would affect the Board’s ability to provide programs, construct schools in a cost-efficient manner, and to negotiate collective agreements and Terms and Conditions of Employment successfully.
- **Decisive and accountable in decision-making.** Has a clear understanding of the impact of decisions on students, staff and parents. Is open, consults, listens and responds to input from students, staff, parents and community before making decisions and presenting major issues or policies to the Board for approval. As a leader, **demonstrates a proven track record for putting students first in all decision-making processes.**

## **Personal Qualities and Competencies:**

- ***Faith-centered.*** Demonstrated commitment to the mission and ministry of Catholic education in their professional and personal life. Provides innovative Catholic leadership, and competently articulates the faith. Is a true Witness to the Faith and has a full understanding of what it means to build a Faith community. Establishes and maintains positive relationships with the local Bishop and the Deanery. May be invited to attend meetings of the Deaneries and will gain the confidence of the Bishop, parish priests and lay ministers. Commits to work co-operatively with the Bishop and Deanery to build and maintain a strong Catholic community. Will be actively involved in the local parish and will actively promote the covenant of home-school-parish throughout all schools and parishes in the Diocese.
- ***Student-focused.*** Is passionately committed to serving the needs of students, supporting student success and ensuring that students are the focal point of all decisions. Recognizes the changes that are occurring in society that have an impact on students and parents. Provides resources and supports to enable teachers and staff to provide effective instruction and support for students during periods of significant and rapid change. Understands that the return to a post-Covid school environment will require a strategic approach and appreciation for the evolving needs of students, many of whom have missed opportunities and experienced challenges over the past year.
- ***Respectful and Supportive of Equity, Diversity and Inclusion.*** Demonstrates a respectful approach to supporting equity, diversity and inclusion of all students including Black, Indigenous and Persons of Colour (BIPOC) - and strives to champion anti-racism and anti-oppression policies and practices broadly. Is respectful of all and willing to use the Office of the Director to principles of support diversity and inclusion across the district.
- ***Caring, compassionate and empathetic.*** Displays humility and genuine care, compassion and empathy towards others and a sincere desire to understand and support students, staff and community.
- ***Optimistic and Resilient*** Conveys a sense of joy and optimism to the students, parents and staff. Demonstrates the ability to manage adversity, accept criticism, and turn a negative situation into one with a positive outcome.
- ***People-oriented and Approachable.*** Appreciates and publicly acknowledges the contributions of all staff and puts policies and procedures in place to promote and support positive mental and physical health and well-being. Demonstrates a clear interest and affinity for working with others. Possesses a high degree of self-awareness, including the potential impact of their words and actions on the lives of students and staff across the system.
- ***Ethical and with a High Level of Integrity.*** Displays ethical behaviour on both a personal and professional level in all interactions and relationships. Considers Environmental Social and Governance (ESG) factors in all recommendations presented to the Board of Trustees. Leads by example to instill hope and confidence.
- ***Visible and Present.*** Ensures a high degree of visibility throughout the system, within their parish, as well as in the broader community. Is a positive role model as a Catholic leader and a person of integrity who inspires others. Is visible in the system and strives to meet and know staff, including engagement in frequent school visits. Maintains a presence within the community at various events, including those that are not necessarily directly related to the Board.
- ***Visionary and Strategically-Focused*** . Identifies with the vision and mission of the St. Clair Catholic District School Board and demonstrates an ability to provide innovative and creative ways to continuously advance and improve the system for the benefit of students, staff and the district. Is a progressive, critical thinker that embraces new ideas that will have a positive impact. Maintains awareness of threats to Catholic education and to potential changes to the school board governance model that would diminish the rights of separate school supporters.

- **A Leader and Team Player.** Allows for input from others in decision-making process and encourages co-operation to achieve the best possible outcomes. Is open and approachable, engages others frequently, and possesses a high level of personal and professional integrity and trustworthiness. Effectively delegates to members of the senior administrative team and allows sufficient autonomy for them to complete their tasks. Recognizes and values the management team as multi-taskers with large and diverse portfolios. Values the role played by both the academic team and the corporate team and creates an environment of working together to benefit students.
- **A Skilled Communicator.** Possesses strong written and oral communication skills and uses technology strategically to ensure that the system is kept informed of key decisions, including those made by the Board of Trustees. Listens and is open to input from across the system. Utilizes social media effectively as one aspect of communication and as part of their overall communication strategy. Encourages transparency in decision-making and communication in order to build trust in administrative and political leadership.
- **Balanced, Calm, Measured** Remains calm and transmits the sense of calmness and stability to others in challenging or crisis situations. Demonstrates a high degree of emotional intelligence and positive work-life balance. Is self-aware and recognizes the impact of decisions on students, parents and staff.
- **Decisive, Responsive, Flexible and Adaptable.** Makes decisions in an open and transparent manner. Strives to reach consensus when possible. Is decisive and conveys timely and clear decisions and direction to the system. Successfully negotiates and solves problems. Is responsive, flexible and adaptable to changing situations and circumstances.
- **Supportive of Social Justice.** Champions social justice initiatives across the system, including environmental sustainability and stewardship, to establish and support a culture of caring within the Board. Recognizes that poverty is real and takes initiative to address it. Ensures that the needs of all students, regardless of socio-economic background, are met.

## Key Search Milestones

Deadline to submit applications to Promeus:	12 noon on Friday June 18, 2021 via <a href="mailto:resumes@promeus.ca">resumes@promeus.ca</a>
Long List Presented to Board	June 30, 2021
Short List Interviews:	July 16, 17 2021 as well as additional dates if/as required
Announcement of Director	on or before July 30, 2021
New Director begins	September 30, 2021 - to be mutually negotiated in concert with SCCDSB.

## For further details and information on this opportunity, please contact:

Kevin Kobus, Associate Partner  
Promeus, Inc  
[Kevin.kobus@promeus.ca](mailto:Kevin.kobus@promeus.ca)  
(416) 571 -1587

Jordene Lyttle, Partner  
Promeus Inc.  
[Jordene.lyttle@promeus.ca](mailto:Jordene.lyttle@promeus.ca)  
(416) 850-1650

We thank all applicants for their interest and wish to advise that only those candidates selected for an interview will be contacted.

## Equity, Diversity and Inclusion:

Promeus Inc. (and SCCDSB) are committed to employment equity, diversity and inclusion. We welcome interest and/or applications from all qualified candidates, with a diversity of backgrounds, without exception. Promeus Inc. is committed to an inclusive, barrier-free selection process. Please advise us of any accommodation measures you may require during our selection process. Information received relating to accommodation needs of applicants will be addressed confidentially.

## Privacy and Confidentiality:

Promeus Inc. respects the privacy and confidentiality of all personal information provided by candidates during our search assignments. In accordance with the Personal Information Protection and Electronic Documents Act (PIPEDA), a copy of our Privacy Policy is available for review on our web site at [www.promeus.ca](http://www.promeus.ca)