

## ADVERTISEMENT

### Supervisory Officer Pool

***Peel District School Board is seeking qualified applicants for a supervisory officer pool. Peel District School Board invites applications from system leaders who are innovative, collaborative and change-focused through demonstrated practice of anti-racist and anti-oppressive approaches to leadership and have demonstrated the will and ability to confront and dismantle all forms of oppression including anti-Black racism. As identified in the Ministry of Education's 2020 Review of the Peel District School Board, a comprehensive transformation of culture is necessary to create the conditions for African, Black, and Black Caribbean, Indigenous and/or 2SLGBTQI students who have been identified as currently and historically marginalized to meet their optimal potential.***

The Peel District School Board (PDSB) is dedicated to the achievement and well-being of each student. Every day, staff members at the PDSB are privileged to serve approximately 155, 000 students in 259 schools throughout Peel District School Board, and families of communities as richly diverse and inspiring as any in the world. It is important for interested applicants to note that the PDSB is doing leadership differently; and is moving beyond current visions of leadership framed in twenty-first century leadership competencies. In order to address the specificity of our region's challenges and to lead our district transformation, Supervisory Officers will require specific competencies in the areas of decolonization, equity, anti-racism and anti-oppression. This transformation is part of a continuous journey, where in the coming years, the Board and its leaders will continue to make bold changes and be accountable for progress in disrupting discrimination and dismantling racism and oppression. The Supervisory Officers charged with leading a family of schools in the PDSB will be required to have plans to support school improvement with a focus on addressing disparities and disproportionate outcomes for historically marginalized students and monitor for results.

As such, PDSB is actively committed to supporting school leadership teams in their work with educators and support staff to examine their data, analyze learning environments and instructional approaches through an anti-racism and anti-oppressive framework. In the PDSB, effective system leaders will recognize the significance of parent/caregivers and community engagement as essential to student well-being, equity and achievement. Supervisory officers with an inclusive approach to the engagement of parents/caregivers and community recognize and leverage their insights to eliminate the individual and systemic barriers to enhance student success in all the Board's schools.

In order to successfully drive transformation in the district, PDSB is seeking leaders who will be committed to using their positionality, power and privilege to engage in the active dismantling of all forms of discrimination and oppression and in particular, anti-Black racism, anti-Indigenous

racism, Islamophobia, anti-South Asian racism, anti-Asian racism, anti-Semitism, ableism, homophobia and transphobia which historically and currently have a detrimental impact on the learning and working environments in education. If you have been effective in your current role and you are a critically reflective practitioner who has led staff to innovative instructional programs that are culturally responsive, anti-colonial and student centred, this position in the PDSB will be of interest to you.

If you are successful in this process, you will be a humbly confident leader, deeply committed to anti-racist, anti-oppression practice, who empowers positive and inclusive learning/teaching environments. You understand that high expectations of those whom you lead need to be coupled with empathy and active listening to ensure all voices are heard and all understand the commitments of the Board. You have been effective in your current role because you have supported reflection on instructional practice and teacher efficacy through teamwork. Your work has been described as encouraging parental/caregiver and community engagement through dismantling barriers and disrupting discrimination and establishing and nurturing strong relationships with community partners and staff. A priority for you is building trust in schools where student, teacher, support staff and community voices influence how the school works and how students experience their learning. You have successfully supported the work of trustees in serving the differentiated educational needs of students and communities.

An accomplished mentor, your track record demonstrates success in inspiring and supporting the work of school improvement processes and creating strong connections within and across families of schools. Regardless of which panel you have served as a Principal, it is critical that you understand the different contexts of the elementary and secondary school leadership experience. You recognize trauma induced by racism in a professional context and have the tools to provide effective support to staff who have experienced it. You consistently address disproportionalities of outcomes for those who are underserved within the system. In you focus on instructional practices, school climate and hiring processes.

In your service to schools and communities, you build strong teams with Principals and Vice-Principals, you invite student and community voices. As a new member of the PDSB leadership team, you will be invested in embedding trust and transparency into the leadership culture of the senior team. A servant leader, you will empower others and you will act as a change agent through empathy, respect and optimism while consistently challenging and confronting inequity and exclusion. A leader of leaders, you will incorporate feedback, honour the expertise of others, and demonstrate self-awareness and a strong moral and ethical compass. We look forward to meeting Superintendent of Education candidates who encompass strong equity leadership competencies and are dedicated to working in the service of all communities, and in particular, those who have been disadvantaged historically and are underserved.

Supervisory Officer qualifications, completed or in progress, are a requirement. Successful completion of SOPQ by August 2021 is desired. Preference will be given to candidates with five years of experience as a Principal (including acting).

If you go to [www.peelschools.org/about/careers/job-board](http://www.peelschools.org/about/careers/job-board) you will find a link to the **Superintendent of Education - Equity Leadership Competencies Framework** which outlines the leadership commitments and competencies expected of Supervisory Officers in the PDSB.

Interested applicants are invited to attend a Supervisory Officer Pool Information session scheduled on **Monday May 3<sup>rd</sup> from 4:30 – 5:30 p.m.** The information session will provide attendees with information about the Peel District School Board, the Ministry Directives and the future visioning for the board. Highlights of the various leadership skills and competencies being sought for the role will also be shared along with an outline of the specific stages of the selection process.

Here is the link to register for this information session: <https://forms.office.com/r/LdYbVVAKa3>

To apply for this senior mandate in the Peel District School Board, submit your cover letter and resume by May 14, 2021. Please reference the PDSB SO Process in the subject line of your email.

JMG/LBCG Consulting for Impact, [joanmgreenassociates@gmail.com](mailto:joanmgreenassociates@gmail.com)

## The Peel District School Board

The Peel District School Board is committed to equity in employment. The Board is committed to equitable hiring practices that allow it to hire qualified staff who reflect the full diversity of the Region of Peel. We will make any reasonable accommodation, based on any of the human rights protected grounds, to support candidates to participate in the hiring process.

### Land acknowledgement

We would like to acknowledge that the Peel District School Board's HJA Brown Education Centre is located on Treaty 13A of The Mississaugas of The Credit First Nation. We are grateful to The Mississaugas of the Credit First Nation as the caretakers of this land and recognize the benefits we receive from this land. We also acknowledge and give thanks to the First Nations, Inuit and Métis Peoples who have walked before us. This land continues to be home for First Nations, Inuit and Métis Peoples, many who are students in Peel schools.

We are all Treaty People. Treaties are promises to protect and share the land. As we all mutually benefit from this land, we must remember that we borrow land from future generations.

## Joan M. Green & Associates/LBCG

We are mindful of the importance of championing diversity amongst candidates. The project team is fluent in current diversity, inclusion, and anti-oppression practices. We are committed to ensuring a respectful and inclusive recruitment process.

### Accommodation Statement:

Joan M. Green & Associates/LBCG fosters a culture of inclusion. We will make any appropriate accommodation based on any of the protected grounds in the Human Rights Code to support candidate participation in the recruitment and selection process. All candidates will be provided with

an understanding of the expectations and requirements of the process, in order to ensure full participation of all qualified candidates.

Together with LBCG, Joan M Green and Associates make the following acknowledgement with respect to Reconciliation with Indigenous Peoples:

With humility and in the continuing spirit of being active participants in the reconciliation of Canada and the Indigenous Peoples of the land, we acknowledge that we are working and living on the traditional territory of many nations including the Mississaugas of the Credit River, the Anishnabeg, the Haudenosaunee and the Huron-Wendat, which today is home to many diverse First Nations, Inuit and Métis peoples. As a firm and individually, we are educating ourselves to know and understand the Truth and participating with Indigenous colleagues to play our part in advancing Reconciliation.