



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## Executive Profile

Director of Education  
Ottawa-Carleton District School Board

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July, 2018

## Letter of Introduction

Thank you for your interest in this important opportunity. This Executive Brief contains an overview of Ottawa-Carleton District School Board (OCDSB), an outline of the Director of Education position, and an ideal candidate profile. Also included is an overview of the search process and a few points we would like to share with you at the beginning of the search.

Some of the material may be subject to change. We will do our best to keep you informed of any new developments over the course of the search.

### Important dates to note in your calendar:

- **August 30<sup>th</sup>, 2018** Long List presentation to the Search Committee and selection of a Short List to interview
- **September 5<sup>th</sup> & 6<sup>th</sup>, 2018** Short List interviews in Ottawa; selection of a finalist
- **September TBD, 2018** Final candidate interviews
- **TBD, 2018** Conduct references and background checks, negotiate employment offer

Additional information about OCDSB can be found at <https://www.ocdsb.ca/>. We encourage you to visit the website and to contact us should you have any specific questions regarding the role, the organization, or the process.

Best Regards,



Michael Naufal



Jessa Chupik

## Organizational Profile

### About the Ottawa-Carleton District School Board

The Ottawa-Carleton District School Board is a dynamic, creative learning organization that fosters the achievement, well-being and dignity of every student. Located in the national capital, the OCDSB is the largest school district in Eastern Ontario serving 73,000 students in 143 schools; 113 elementary, including 2 special education sites; 25 secondary schools, and 5 secondary alternate sites. With an annual operating budget of almost \$1B, the OCDSB employs approximately 10,000 teaching, administrative, para-professional and custodial staff. Working together, our employees do an exceptional job of supporting student learning and well-being.

The OCDSB offers a wide range of programs, starting with a bilingual Kindergarten program for all students. At the elementary level, the district offers programming in English with Core French, Early French Immersion, Middle French Immersion or the Alternative programs. At the secondary level, our schools offer a variety of courses in both English and French Immersion, as well as specialized programming schools for International Baccalaureate, High Performance Athletics, Arts, and an Adult High School. Outside of the regular school day, the OCDSB offers a vibrant extended day program in most elementary schools, and has an active Continuing Education Department.

Our mission – *Educating for Success – Inspiring Learning and Building Citizenship* is exemplified by our commitment to developing social emotional skills to support student learning. Our Exit Outcomes define the 5 characteristics and 5 skills that we expect of our graduates. Beginning in kindergarten, our focus is to help students develop these characteristics and skills for success in school and in life.

### Everyone Is Welcome

The OCDSB is dedicated to providing a welcoming environment to students, parents, and staff in all of its schools. The OCDSB has a strong commitment to equity in public education, built on the understanding that diversity is our strength and equity of access is our responsibility. The OCDSB is committed to closing achievement gaps for students with special education needs, students living in poverty, English Language Learners, and Indigenous students.

### Your Child Is Safe with OCDSB

The OCDSB is committed to providing learning and working environments where all individuals feel safe, valued, respected, and welcome. Students feel free to learn and achieve in an environment where they feel cared for and protected. We take that responsibility seriously and work with community partners to ensure that students can learn in a safe, secure, and welcoming school.

### Board of Trustees

The Board of Trustees is made up of 12 trustees elected by zone and 2 student trustees. The role of the school board is to articulate the Board's vision for education through its strategic plan; develop policies; set budgets and goals; monitor progress on student achievement; liaise with the community; and advocate for strong public education in Ottawa.

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### Departments and Staff

The Director is supported by a senior staff team of 12, officially known as the Director's Executive Council. A strong leadership team, they work with staff and the community to create an organizational culture that supports the Board's five strategic objectives:

*"The OCDSB is the largest school board in Eastern Ontario with a progressive and inclusive community agenda. This is an exciting place to be."*

- Learning – A culture which develops creative, confident and engaged learners who model the Characteristics and Skills expressed in our Exit Outcomes for graduates.
- Equity - A culture that continually balances equity of opportunity and access for all.
- Well-Being - A culture which supports and respects the well-being of every individual in safe and caring learning and working environments
- Engagement - A culture which actively encourages involvement in public education to support positive outcomes.
- Stewardship - A culture that practices ethical decision-making, and social, economic and environmental sustainability

### Departments

Ottawa-Carleton District School Board's fourteen departments ensure that operations are cohesive, and objectives are consistently met. Information about these departments can be found by navigating the links below:

- [Accommodation and Planning](#)
- [Board Services](#)
- [Business & Learning Technologies](#)
- [Communications and Information Services](#)
- [Continuing Education](#)
- [Corporate Records Division](#)
- [Curriculum Services](#)
- [Director's Office](#)
- [Superintendents](#)
- [Facilities Management](#)
- [Finance](#)
- [Human Resources](#)
- [Learning Support Services](#)
- [Risk and Supply Chain Management](#)

## Director of Education, OCDSB

### General

The Director of Education / Secretary of the Board is both the Chief Education Officer and the Chief Executive Officer of the Ottawa-Carleton District School Board (OCDSB). The Director reports directly to the Board of Trustees and is accountable to the Board of Trustees for the organization and operation of the district. All district school board authority delegated to staff is delegated through the Director of Education.

In describing the duties and responsibilities of the Director of the OCDSB, this section reflects the OCDSB's commitment to excellence and to the value of public education.

### **RESPONSIBILITIES:**

The Director of Education of the OCDSB is responsible to:

#### 1. PROVIDE EDUCATIONAL LEADERSHIP TO THE DISTRICT

- Provide educational leadership to ensure a student-centered approach in OCDSB schools and central departments that supports student achievement and learning in accordance with legislation and the OCDSB's strategic plan.
- Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behavior, well-being and supports for students.
- Create a culture of respect and dignity by supporting the OCDSB's character attributes.
- Practice leadership in a manner that is viewed positively and has the support of those with whom he/she works most directly in carrying out the directives of the Board and the Ministry of Education.
- Act in accordance with all statutory requirements to implement provincial education standards and policies, and perform administrative functions required by governing legislation and Board policy.

#### 2. MAINTAIN A STRATEGIC FOCUS AND MANAGE POLICY IMPLEMENTATION

- Support the Board's vision and mission and participate in the development of the OCDSB's strategic plan.
- Implement the Board's strategic plan and mobilize the OCDSB's resources to ensure timely action to realize the goals of the strategic plan.
- Report OCDSB goals and outcomes achieved on an ongoing basis, summarized annually.
- Ensure timely and effective implementation of Board policies, and develop and implement supporting procedures.
- Perform the responsibilities of Secretary of the Board as outlined in the legislation.
- Ensure the Board is made aware of, and understands the implications of new Ministry initiatives.

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### 3. ENHANCE COMMUNICATIONS AND COMMUNITY RELATIONS

- Ensure the development and implementation of a comprehensive communications plan aligned with, and supportive of, the strategic and annual operating plans.
- Develop effective communication mechanisms to support the OCDSB and ensure that procedures and protocols are in place to enhance open and positive internal and external communications.
- Be a visible ambassador, champion of, and spokesperson for the OCDSB, internally and externally, with reference to Board policy and provincial legislation.
- Be an effective advisor and partner to the Board of Trustees; ensuring accurate, timely and effective reporting to the Board and communication of Board decisions.
- Recognize and accommodate the diversity of languages spoken across the District.

### 4. MANAGE HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

- Responsibly exercise the administrative authority delegated by the Board as Chief Executive Officer, subject to provisions and restrictions in provincial legislation.
- Has overall authority and responsibility for all personnel-related issues, save and except those personnel matters precluded by board policy, legislation or collective agreements.
- Ensure effective systems are in place for the selection, supervision, and development and performance review of all staff.
- Effectively organize and manage the senior administration, including all supervisory officers, exercise responsibility for the performance assessment and evaluation of that group of system leaders, and support on-going development of direct reports.
- Participate collaboratively in the annual evaluation processes for the Board of Trustees and for the Director of Education/Secretary of the Board, as outlined in policy.

### 5. DEMONSTRATE FISCAL ACCOUNTABILITY

- Ensure that the fiscal management of the OCDSB is in accordance with the Ministry's funding model, other applicable grant regulations, and in accordance with the provisions of the Education Act and regulations.
- Oversee the development of an annual budget and expenditure of funds as per Board-approved budget. Manage emergency expenditures in accordance with best practice and in the best interests of the OCDSB.
- Inform the Board about risks annually and about pending litigation as soon as possible or as circumstances warrant.
- Provide requested information to the audit committee in a timely manner.

### 6. DEMONSTRATE A STRONG RELATIONSHIP WITH PROVINCIAL OFFICIALS, INCLUDING ADVOCACY FOR THE OCDSB'S NEEDS

- Represent the Board's position on student needs and educational priorities to provincial government officials.
- Utilize appropriate mechanisms to support the Board's advocacy efforts.



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- Develop and present recommended courses of action and alternatives with regard to provincial relations, directives and initiatives to the Board for its consideration.
- Provide information to the Board on long-term impacts of issues, decisions and activities.

## Ideal Candidate Profile

The ideal Director is an exceptional leader with the ability to inspire, empower and develop staff across the District, champion educational excellence, achievement and innovation, support the Board of Trustees in the execution of its duties, engage and work with a broad range of internal and external stakeholders, develop strong community partnerships and relationships, and guide the District in developing and delivering on a progressive, compelling and inclusive student-focused vision that values diversity, equity and inclusion.

To succeed and deliver on the Director's broad mandate, the ideal candidate must have a wide range of competencies (i.e. qualifications, experiences, abilities and qualities), which are set out below under the Director's six core areas of responsibility and key competencies. These six competencies will form the basis of the candidate assessment matrix that the Committee and search firm will use to assess the finalist candidates.

## General Competencies and Mandates

**Educational Leadership** – A respected educator with a compelling, progressive and actionable vision for public education and a genuine passion, motivation and interest in the well-being and learning needs of each and every OCDSB student.

**Strategic and Change Leadership** – An innovative and forward-thinking educational leader with the experience, courage and ability to challenge traditions and assumptions and lead the development and execution of strategies that will lead to positive change and long-term impact on students, educational programming and Board operations.

**Communications and Community Relations** – A trusted and respected partner and representative with exceptional communications and interpersonal skills and the ability to build confidence in public education and professional relationships founded on transparency, respect and accountability with the Board's broad and increasingly diverse stakeholder community (staff, educators, the Board, marginalized groups, racialized and indigenous communities, students, post-secondary partners, employers, children and youth services agencies, police services, unions, parents, media, governments, etc.).

**Human Resources and Professional Development** – A collaborative, inspiring, team-oriented leader who is confident, humble, empowering, empathetic, encouraging, demanding and supportive of others, and who has a strong record of developing succession plans and leadership teams that espouse and reflect the values of diversity, inclusion and equity.

**Fiscal Accountability** – A skilled and incisive, executive-level administrator with exemplary judgment and financial/business/operational acumen and a record of effectively managing resources, developing budgets, setting priorities and being accountable for an organization's

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short, medium and long term operational and fiscal health.

**Government Relations and Advocacy** – A respected partner and authoritative/influential voice for public education who Governments, community partners, and the media call on for input, direction and thought leadership on a broad array of educational issues.

## Specific Abilities, Experiences, Knowledge and Qualities

Aligned with the six core competencies listed above, the ideal candidate will demonstrate many (and ideally all) of the following competencies.

### Abilities and Skills

- The ability to nurture a cohesive, organizational culture and a shared sense of purpose
- A demonstrated ability to support, empower and inspire educators and staff
- Ability to communicate ideas in writing and orally with grace and tact in different situations and to a range of audiences
- Demonstrated media relations skills, including traditional and new/social media platforms
- Extensive problem solving and negotiation skills
- Political acumen, diplomacy and facilitation skills
- The ability to set the tone for excellence, inclusiveness, transparency and accountability
- The ability to communicate in both official languages would be a desired asset

### Experience

- Change management experience, ideally within a comparable-sized school board
- Experience negotiating and building bi-lateral and multi-lateral partnerships and student-centred initiatives, i.e. with industry, communities, post-secondary institutions, social service agencies, etc.
- Five years of experience in a senior capacity, ideally as a Director or Associate Director
- Experience creating supportive and enriching environments for educators, staff and trustees that fully embraces principles of diversity, equity and inclusion
- Experience building strong, respectful and productive relationships with union leaders
- Experience interacting with local, provincial and federal governments
- Experience soliciting input, successfully partnering with others, and leading collaborative initiatives at a staff and community level
- Demonstrated experience and success as an advocate for social, cultural and economic diversity, related to the delivery of and systemic improvements to public education
- Media/external relations experience as an organization's spokesperson



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### Knowledge

- A progressive and current understanding of best practices and innovations in K-12 education in Canada and abroad
- A deep and nuanced understanding of interdependencies between schools and the community
- An understanding of public education governance and the core role Trustees' play in delivering on the Board's mission and mandate
- In depth knowledge of Special Education
- A highly nuanced understanding of systemic and institutional racism/inequities and the challenges students and their parents are facing
- Knowledge of decision and policy making at the provincial level
- Qualifications as an Academic Supervisory Officer in Ontario or are eligible to be qualified based on equivalent experience and qualifications

### Qualities

- Exemplary integrity, judgement and authenticity
- Systems thinking and a holistic approach to addressing challenges
- Confidence and courage to take informed risks, accept failure and have difficult conversations on complex and sensitive issues
- Humility and diplomacy to preserve the dignity of individuals on all sides of the discussion
- A high work rate/capacity
- Excellent organizational and time management skills
- Resilience, patience, self-restraint/composure and a strong sense of self
- Innovative, bold, forward-thinking leadership
- A demonstrable enthusiasm for and commitment to each and every student
- An open, non-dismissive, consensus orientation and collaborative decision-making style
- A bias to act and put plans in place to address issues or fix problems
- Positive and proactive attitude toward diversity and equity at all levels across the District, including in the classrooms and with respect to school curriculum
- A team-centred approach focused on mentorship and professional development

## Steps in the Selection Process

### 1. Announcing Your Wish to be Considered

If you wish to be considered for this position, please forward your *résumé*, *cover letter*, and any other relevant material to us.

Only applicants whose background and experience most closely match the requirements of the role, will be asked to complete a *Self-Assessment* questionnaire; the purpose of the Self-Assessment is to offer you the opportunity to highlight, in your own words, how your experience aligns with the key mandates and criteria of the role.

The materials that will be presented to the Search Committee should your candidacy be presented, are your:

- Completed Self-Assessment Questionnaire
- Cover Letter
- Résumé

#### Important Dates to Note in Your Calendar

- **August 30<sup>th</sup>, 2018:** Long List Presentation to the Search Committee and selection of a Short List to interview
- **September 5<sup>th</sup> & 6<sup>th</sup>, 2018:** Short List Interviews in Ottawa; selection of a finalist
- **Ideal Start Date: No later than January 1, 2019**

### 2. Interview with the Boyden team

Once we receive the *Résumés*, *Cover Letters*, and *Self-Assessments* of those who express interest in the position, we will compare them against the *Candidate Profile* and also against the backgrounds of other candidates. We will then conduct a comprehensive interview of the top-rated candidates to assess fit, motivation, executive intelligence, experience, and alignment with the key criteria set out above.

### 3. Candidate Due Diligence

We will let you know as soon as possible after the interview if we will be proceeding further and presenting your candidacy to the Search Committee for its consideration; we will also ask you about your interest and whether you would like to continue in the process. If both parties wish to proceed, we will ask you to begin gathering any information that might have an impact on your final decision. Usually there are three categories:

- a) **Matters of Fact** – These include benefits, pension plans, vacation policy, perquisites, and an approximate indication of the compensation plan. If a physical move would be required to accept the position, please learn about housing, schools, relocation assistance, and any other matters of this kind that are important to you.
- b) **Matters of Family** – If a physical move will ultimately prove unacceptable to your family members, please determine that at this stage.
- c) **Matters of Fit** – Please list the remaining questions that you would need to have answered about the position and the organization, and pass them along to us. We will be happy to answer them for you.

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The goal of gathering all of this information is to help you make an informed decision, as soon as possible, about the degree of your interest. *In fairness to everyone, please do not go further if you really think you are unlikely to accept the position should it be offered to you.* If you have additional questions following our initial discussion, but your interest is tentative and you are still “exploring”, please let us know. We can help you get the additional information you need.

It is not uncommon for candidates to be pursuing multiple opportunities concurrently. In the interest of transparency, if you are a candidate for another opportunity, please let us know immediately, and keep us informed of your status. Doing so does not reflect negatively on your application, it simply ensures full disclosure from all parties involved.

#### 4. Preparation of Long List and Creation of Short List

If after your interview with us and your due diligence, you remain interested, we will include your application in our *Long List Report*. The *Long List Report* will include the materials noted in step 1 above, and any additional supporting materials such as letters of reference. The Report will be presented to the Search Committee, for its review and consideration, at a meeting scheduled for **August 30<sup>th</sup>, 2018**. From the Long List, the Search Committee will choose a *Short List* of candidates that it will invite to an interview.

#### 5. Interview with the Search Committee

Interviews with the Search Committee are scheduled for the following dates:

**Round 1 (September 5<sup>th</sup> & 6<sup>th</sup>, 2018):** The first round interviews will each be 60 minutes long and will centre on discussing OCDSB’s key priorities and the role of the Director of Education. All candidates will be notified of their status at the end of the first round of interviews.

**Round 2 (September TBD, 2018):** Two or three candidates will be invited back for a second interview. The second interview will be less formal and focused on addressing any unanswered or new questions arising from the previous interview.

If you are one of the candidates invited back for a second interview, you may also be asked to make a short presentation on a specific topic of interest to the Board.

#### 6. If you are the Finalist – Assessment and Referencing

If you are chosen as the finalist, references will be conducted at this stage; we will want to speak with people who have known you from a variety of perspectives. We will work with you to choose a set of referees who can provide a complete picture of your employment history, skills, weaknesses, strengths, competencies, values, etc.

Finally, we will ask you to provide us with the necessary information and authorization to complete a detailed background check (education, social media, credit, criminal, etc.).

#### 7. Presenting the Assessment, Reference, and Background Findings to the Search Committee

At the completion of the references, assessments, and background checks we will present the findings to the Search Committee for its review and consideration. The Search Committee will meet and make its final selection.

## 8. Steps Leading to an Offer

If you are selected as *the* finalist candidate, and if no further references are required, you will be made a verbal offer of employment during which time the terms and conditions of the *Offer of Employment* will be discussed with you. We will facilitate the negotiations and present you with the formal *Offer of Employment* once agreement is reached.

## Etiquette Regarding an Offer

If this position is offered to you, we would like to know that you will honour two standards of professionalism:

- First, that you will treat the offer in confidence (with the exception of discussing it with members of your immediate family), and will not 'shop' or discuss the offer with your present employer.
- Second, that if you accept the offer, your word is your bond and we can count on the fact that you will be joining our client. We understand that candidates can sometimes have doubts and second thoughts after making the decision to make a major career change. These feelings are quite common, and you are wise to anticipate that they may arise. On the other hand, we want to avoid the substantial loss of time and cost of opportunity that would accompany a reversal of your decision, in much the same way as you would want to avoid handing in your resignation and then having our client cancel the offer.



If either of these conditions is unacceptable to you, please inform us immediately. We will do our best to keep you informed throughout the process.

## Résumé Accuracy

The Association of Executive Search Consultants estimates that approximately one in five résumés contain material information that is untrue. Examples include the listing of degrees that have not been obtained, titles and dates of employment that are incorrect, and accomplishments that are overstated. As a result, our firm has adopted the practice of verifying the claims made in the résumés of finalist candidates. Our policy is to discontinue the candidacy of anyone whose résumé contains distortions of material information.

*If you notice an error in your résumé after you have forwarded it to us, please contact us immediately and send us a corrected copy.*

## Boyden Team

Michael Naufal Managing Partner	Jessa Chupik Partner
	
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## Company Information

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