

# GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

## APPLICATION PACKAGE FOR THE POSITIONS OF

ELEMENTARY VICE-PRINCIPAL

SECONDARY PRINCIPAL

SECONDARY VICE-PRINCIPAL

### APPLICATION PACKAGE REQUIREMENTS

Applications are due Wednesday, September 30, 2026, by 4:00 p.m.

Be certain to indicate the position applied for and provide a separate set of application packages for each position.

**APPLICANTS MUST HOLD FULL QUALIFICATIONS BY SEPTEMBER 2027.**

**Applicants for the position of Principal must have three years' experience as a Vice-Principal at the time of application.**

**Applicants must have Principal Qualification Program Part 1 completed to apply.**

### THE PACKAGE CONTAINS

- The Policy, the Regulation, the Administrative Procedure, the Statement of Leadership including Lived Experiences of Equity, Diversity, and Inclusion and the rubrics for the cover letter and resume. Electronic copies are available under the "Careers" link on the Board webpage (publicboard.ca) for the application and Statement of Leadership including Lived Experiences of Equity, Diversity, and Inclusion form.

### SUPPLEMENTARY INFORMATION FOR INTERVIEW AND IN-BASKET PROCESS

Candidates will be welcomed into a quiet room to prepare for the interview fifteen minutes before the formal interview. They will be provided with questions for their review during this time.

The interview questions will be read to each candidate and will be available on a sheet of paper on the table. The committee may ask clarifying questions based on the candidates' responses. At the end of the interview, candidates will have three minutes to summarize or bring any matter relevant to their candidacy to the attention of the Interview Committee. Interviews are verbal presentations hence technology, props, reference material, and/or handouts are excluded. Candidates may have notes for their closing but are discouraged from preparing a scripted closing presentation.

### SCHEDULE OF DATES

**Posting Issued** – Wednesday, September 2, 2026

**Promotion Process Overview Session** – Thursday, September 10, 2026, TEAMS (please RSVP to Lisa Scherer (lisa.scherer@publicboard.ca))

**Inform Supervising Principal/Supervisor intent to apply** – by Thursday, September 17, 2026

**Applications Due** – by Wednesday, September 30, 2026, by 4 p.m.

**Screening** – Monday, October 19, 2026, to Friday, October 30, 2026

**Notice of Screening Results** – by Friday, November 6, 2026

**Interviews** – Monday, November 16, 2026, to Friday, November 27, 2026

**Promotion Decisions** – at Director's Council on Tuesday, December 1, 2026

**Announcement of Placement in the Pool** – Wednesday, December 9, 2026

Applications should be addressed to:

**Kari Bryant**

Superintendent of Human Resources

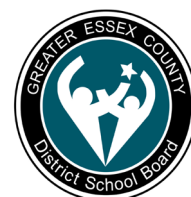
Please submit application by email only to:

[pvpapplications@publicboard.ca](mailto:pvpapplications@publicboard.ca)

Please submit application package as one pdf file

Do not copy or e-mail any other person or mailbox.

Applications must be received as one pdf file on or before Monday, September 30, 2026, at 4:00 p.m. to the above email address.



# Greater Essex County District School Board

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## **Policy: Selection of Principal and Vice-Principal**

Reference No: P-HR-01

The Greater Essex County District School Board believes in selecting the best possible candidates for principals and vice-principals.

To provide high quality educational leadership the Board recognizes the “Ontario Leadership Framework” as a summary of the leadership practices required for these positions.

The Board assigns the responsibility for the selection and appointment of principals and vice-principals to the Director of Education.

# Greater Essex County District School Board

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## Regulation: Selection of Principal and Vice-Principal

Reference No: R-HR-01

1. The Director of Education will notify the Board of the names of candidates placed in the pools and appointed to the positions of principals and vice-principals prior to publication.
2. It is the responsibility of any participant in the selection process whose relationship to any candidate places the participant in a conflict or perceived conflict of interest (i.e. spouse/partner, child/parent) to declare this and ask to be removed from the process immediately.
3. The policy, regulations, and administrative procedures regarding the selection of principals and vice-principals are public information.
4. A person's candidacy and the information and records with respect to such candidacy are confidential.
5. The names of selected candidates are public information.
6. The submission of an application by a candidate shall be consent to both release such information as required for the purposes of the process and to contact relevant persons.
7. The Ontario Leadership Framework – School-Level Leadership is essential to the selection, appointment, transfer and evaluation of Principal and Vice-Principals.
8. School Councils will be invited to submit prioritized profiles for the principal of their school based on the Board's Profile of a Principal. School Councils may resubmit this at any time.
9. Leadership development programs shall be directed to assisting candidates toward meeting the Ontario Leadership Framework.

# Greater Essex County District School Board

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## Administrative Procedure: Selection of Principal and Vice Principal

Reference No: AP-HR-01

1. The Selection of Principal and Vice Principal Process shall be initiated by the Director of Education as required.
2. The Greater Essex County District School Board actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to:
  - First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
  - members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
  - persons with visible and/or invisible (physical and/or mental) disabilities;
  - persons who identify as women; and
  - persons of marginalized sexual orientations, gender identities, and gender expressions.

We recognize that many of these identities intersect and therefore, equity, diversity and inclusion can be complex. We value and respect the contributions that each person brings to enriching the Board and are committed to ensuring full and equal participation for all in communities that we serve.

3. The Selection of Principal and Vice Principal Process shall be consistent with AODA guidelines. We will make the necessary accommodations for applicants to support all aspects of the recruitment process. Please contact the Human Resources Department if you require assistance with any accommodations.
4. The process for application, screening for short-listing, interviewing and selection shall be as outlined below.
5. A candidate may withdraw from the process at any time upon indicating so in writing to the Director of Education.
6. Selection shall mean placement in an unranked pool of successful candidates awaiting appointment anywhere in the system as follows:
  - a. Candidates selected for placement in a pool shall be notified confidentially immediately following selection, and by letter following publication of the names of successful candidates.
  - b. Candidates who are unqualified must proceed continuously toward qualification by the required date in the posting as a condition of remaining in the pool or in an appointment. For processes beginning September 2025, candidates must have Principal Qualification Program Part 1 completed in order to apply.
  - c. Candidates who decline an appointment may be withdrawn from the pool.

- d. A candidate who has been placed in a pool may withdraw from the respective pool at any time upon indicating so in writing to the Director of Education.
  - e. Candidates who are unqualified and are appointed shall be referred to as being “Interim” and such appointments shall be subject to the Board being able to obtain a Temporary Letter of Approval.
7. Temporary appointments to the position of Interim Vice-Principal and Interim Principal may be made by the Director of Education at any time.

### **Application Process**

1. A posting will be issued by the Director of Education as appropriate.
2. An application package is available to any interested person and shall include:
  - the Policy, Regulations and Administrative Procedures: Selection of Principals and Vice- Principals,
  - blank copies of required forms,
  - any revisions to the process,
  - a schedule of the steps in the process. (The dates may be amended later, on notice.)
3. Candidates for the position of Principal or Vice-Principal shall submit by the date specified, an application package as one pdf file consisting of the following:

#### **Vice-Principal:**

- Principal Qualifications Program Part 2 (by the date listed on the posting)
- Special Education Part 1 (by the date listed on the posting) – elementary candidates
- a cover letter indicating position applying for ,
- two to three page resume,
- a copy of the Ontario College of Teachers detail page
- a copy of the most recent Teacher Performance Appraisal
- a completed Statement of Leadership including Lived Experiences of Equity, Diversity and Inclusion based on the Ontario Leadership Framework
- Two references and their contact information. Candidates are encouraged to use their current Supervising Principal as one of the references. References will be consulted after the interview process to verify information shared in the resume, cover letter and interview.

#### **Principal**

- Principal Qualifications Program Part 1 and Part 2
- Minimum of Special Education Part 1 or Special Education for Administrators AQ course (by the date listed on the posting) – elementary candidates
- Minimum of three years as a Vice Principal

- a cover letter indicating position applying for,
  - two to three page resume,
  - a copy of the Ontario College of Teachers detail page
  - a copy of the most recent Principal Performance Appraisal (if applicable)
  - a completed Statement of Leadership including Lived Experiences of Equity, Diversity and Inclusion based on the Ontario Leadership Framework
  - Two references and their contact information. Candidates are encouraged to use their current Supervising Principal as one of the references. References will be consulted after the interview process to verify information shared in the resume, cover letter and interview.
4. Applications across panels:
- Individuals wishing to apply to a Principal/Vice-Principal position in the alternate panel (e.g. secondary to elementary) should follow this application process as outlined in 3 above.
  - Vice-Principals wishing to apply to a Principal position in the alternate panel (e.g. elementary to secondary) should follow this application process as outlined in 3 above.
5. Incomplete or late packages will be withdrawn by the Superintendent of Human Resources and not presented to the Screening Committee.

### **Screening Process**

**The screening process recommends candidates to go forward in the Selection Process.**

1. The Screening Committee for Principal and Vice-Principal Candidates shall be appointed by the Director of Education and shall include:
  - The Director of Education (when possible);
  - two superintendents, one of whom shall be the Screening Committee Team Leader,
  - The Superintendent of Human Resources or designate.

\* Upon confirmation of the Screening Committee members, the names of the individuals will be published.

2. An information session will be held for the members of the Screening Committee prior to their work so that members will be aware of the provisions of the Ontario Human Rights Code, diversity considerations, the need for confidentiality and the voting and selection procedures. This session will be led by the Screening Committee Team Lead.
3. The Screening Committee shall discuss each candidate and their match to the Board's Strategic Priorities, Lived Experiences of Equity, Diversity and Inclusion and the Ontario Leadership Framework for Principals and Vice-Principals.
4. From the discussions of the Screening Committee, the Screening Committee Team Lead will take a list of the candidates recommended to go forward in the selection process to the Director of Education.

5. The candidates shall be notified immediately and subsequently by letter of the decision from the Screening Committee process.
6. Debriefing and feedback by the Screening Committee Team Lead or a designate will be available to any candidate in the process following a written request to the Selection Committee Team Lead received no later than 30 days following the date of the letter informing the candidate. Feedback will be based on the rubrics identified for resume and cover letter completion and will happen at the end of the process ie. after interview.

### **Interview Process**

**The interview process evaluates the candidate's match in the interview to the Board's Strategic Priorities, Lived Experiences of Equity, Diversity and Inclusion and the Ontario Leadership Framework.**

1. Candidates will be welcomed into a quiet room to prepare for the interview fifteen minutes before the formal interview. They will be provided the interview questions for their review during this time.
2. The Interview Committee will be appointed by the Director of Education. The Director may choose to appoint the same members of the Screening Committee as the Interview Committee. The Interview Committee shall include a minimum of:
  - Two superintendents, one of whom shall be the Interview Committee Team Lead, and
  - the Superintendent of Human Resources or designate.

\*Upon confirmation of the Interview Committee members, the names will be published.

3. An information session will be held for the members of the Interview Committee prior to their work so that members will be aware of the provisions of the Ontario Human Rights Code, diversity considerations, the need for confidentiality and the voting and selection procedures. This session will be lead by the Interview Committee Team Lead.
4. The Interview Committee is permitted to ask clarifying question(s) to candidates to gain clarity about information raised by the candidate in their response to the interview questions.
5. The Interview Committee shall evaluate the candidate's interview their match to the Ontario Leadership Framework for Principals and Vice- Principals and report the results through the Interview Committee Team Lead, or designate, to Director's Council.

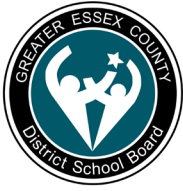
### **Reference Checks**

1. References will be contacted after the interview process is complete. The purpose of the reference contact will be to validate information from the resume, cover letter and details shared in the interview process.

### **Selection Process**

**The selection process is to evaluate all the evidence available and decide on the readiness of the candidate to assume the role of principal or vice-principal.**

1. The Director's Council shall meet and consider the following information as evidence of each candidate's readiness to fulfill the Profile of the Principal and be placed in the pool:
  - the application package,
  - the results of the screening process,
  - the results from the interview process
  - reference checks and,
  - other knowledge of the candidate.
2. Director's Council shall have final determination on the readiness of each candidate.
3. The candidates shall be notified immediately and subsequently by letter of the results of the Selection of Principal and Vice Principal Process.
4. Debriefing and feedback by an assigned member of the Selection Committee or designate will be available to any candidate in this part of the process following written request to the Selection Committee Lead received no later than 30 days following the date of the letter informing the candidate. Feedback will be based on screening results, interview process and reference checks. Candidates will be consulted about their involvement in a formal coaching process which will take place before the next Selection of Principal and Vice Principal Process is initiated.



## GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

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### **Statement of Leadership including Lived Experiences of Equity, Diversity, and Inclusion (based on the Ontario Leadership Framework)**

#### **PURPOSE**

The document outlines the Statement of Leadership including Lived Experiences of Equity, Diversity, and Inclusion to be included with the application package for Principal/Vice-Principal.

#### **SCOPE**

The Statement of Leadership including Lived Experiences of Equity, Diversity and Inclusion is required as a component of the application process for all candidates for the position of Principal/Vice-Principal in the Greater Essex County District School Board.



## GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

### STATEMENT OF LEADERSHIP INCLUDING LIVED EXPERIENCES OF EQUITY, DIVERSITY AND INCLUSION

#### (BASED ON THE ONTARIO LEADERSHIP FRAMEWORK)

Using the template below, **in three to four pages**, please provide specific examples and comments in each of the five practices and competencies of the Ontario Leadership Framework. Paragraph and/or point form are welcome. These should include reflection on the candidate's ability to foster inclusive learning and working environments, and understanding of human rights obligations.

#### **Setting Directions**

#### **Building Relationships and Developing People**

#### **Developing the Organization**

#### **Leading Instructional Program**

#### **Securing Accountability**

#### **Personal Leadership Resources**

**Ontario Leadership Framework**

**[www.ontario.ca/eduleadership](http://www.ontario.ca/eduleadership)**

## Cover Letter Rubric for Principal and Vice Principal Candidates

|                           | <b>Proficient</b>                                                                                                                                                                                                                                                      | <b>Satisfactory</b>                                                                                                                                                                                                                                                       | <b>Approaching</b>                                                                                                                                                                                                                                                                                                                                                     | <b>Beginning</b>                                                                                                                       |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Format</b>             | Brief, succinct, balanced and persuasive.<br>No spelling or grammatical errors                                                                                                                                                                                         | An acceptable length and fairly persuasive. May have one spelling or grammatical error.                                                                                                                                                                                   | Too short or too long. Not as succinct as it could be. A few spelling or grammatical errors                                                                                                                                                                                                                                                                            | Excessively long or short. Many spelling or grammar errors                                                                             |
| <b>Experiences</b>        | Highlight key experiences that have shaped their growth as leaders and prepared for this position, without repeating information already present in resume                                                                                                             | Highlight experiences that show leadership, with some repetition of information already present in resume                                                                                                                                                                 | Describes experiences that may show leadership, with a lot of repetition of information already present in resume                                                                                                                                                                                                                                                      | Repetition of resume and no connection of experience to leadership                                                                     |
| <b>Impact</b>             | Clearly outlines the impact of the candidates' experiences                                                                                                                                                                                                             | Briefly connects the impact of the candidates' experiences                                                                                                                                                                                                                | Little attempt to connect or outline the impact of experiences                                                                                                                                                                                                                                                                                                         | No attempt to outline the impact of the candidates' experiences                                                                        |
| <b>Closing Statement</b>  | Expresses enthusiasm and communicates a sense of confidence in their abilities                                                                                                                                                                                         | Appropriately closes but does not necessarily describe confidence in readiness to assume position.                                                                                                                                                                        | Closing statement is a weak recollection of cover letter statements                                                                                                                                                                                                                                                                                                    | No closing statement made at end of letter                                                                                             |
| <b>Equity Connections</b> | Strong communication of creating conditions for success of all students and reflection on procedures to ensure equitable service. Knowledge is shown of importance of building relationships with diverse stakeholders and awareness of vulnerable populations served. | Some references to creating conditions for success of all students and reflection on procedures to ensure equitable service. Some evidence is described of importance of building relationships with diverse stakeholders and awareness of vulnerable populations served. | Attempts to connect to equity competencies are loosely made. Little evidence is shown for creating conditions for success for all students. Little to no connection of culturally relevant pedagogy or high yield strategies. No activities that show awareness of need to build relationships with diverse stakeholders or awareness of vulnerable populations served | There are few to no connections to equity woven into cover letter. No attempts to connect leadership activities to equity initiatives. |

## Resume Rubric for Principal and Vice Principal Candidates

|                                          | <b>Proficient</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Satisfactory</b>                                                                                                                                                                                                                                                                                                                         | <b>Approaching</b>                                                                                                                                                                                                                                                                                                                                                     | <b>Beginning</b>                                                                                                                                                                                               |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Format</b>                            | Resume fills the pages but also not overcrowded.<br>No grammar or spelling errors.                                                                                                                                                                                                                                                                                                                                 | Resume almost fills the pages but has uneven white space.<br>May be a single spelling or grammar error.                                                                                                                                                                                                                                     | The font and spacing of the resume are not appealing. There are more than one spelling or grammar errors.                                                                                                                                                                                                                                                              | This resume is either shorter than two pages or longer than three pages. The font is too big or hard to read. There is more white space than words on the page. There are multiple spelling or grammar errors. |
| <b>Education Section</b>                 | This section is well organized, clear, and well defined. It highlights the most pertinent information. This section includes institution with its location, graduation date, major, degree, and any relevant course work.                                                                                                                                                                                          | This section is organized and well defined. This section includes institution with its location, graduation date, major, degree. Relevant course work is not mentioned.                                                                                                                                                                     | This section is not well organized and well defined. This section includes institution with its location, graduation date, major. Degree is not mentioned. There is no order to how information is formatted in this section.                                                                                                                                          | This section is missing the most crucial information. Institution is listed without location. Graduation dates are not listed. Major may be listed with no degree.                                             |
| <b>Teaching Experience Section</b>       | This section is well defined, and information relates to administration and leadership. Schools, titles, and dates are included to show background of experiences. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs.                                                                                                                                          | Descriptions are clear in the form of bullet statements beginning with action verbs. Descriptions are not detailed enough to fully understand what was done or connect to administration. Information does not relate fully to administration and leadership. Schools, titles, and dates are included.                                      | Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Very weak connections to administration or leadership. Schools are included but not titles and dates.                                                                                                           | This section is not well defined and there is not order to the descriptions of each position. Descriptions are not detailed and offer no understanding of what was done. No schools and dates are listed.      |
| <b>Evidence under Leadership Domains</b> | Clear organization using the headings for the Ontario Leadership Framework. Relevant leadership experiences are detailed using action verbs. Strong connections to the domains and good understanding of the leadership actions that align to each domain.                                                                                                                                                         | Organized using the headings for the Ontario Leadership Framework. Leadership activities are listed. Connections are made to the domains and some understanding of the leadership actions that align to each domain.                                                                                                                        | There is not a clear organization tied to the domains. Few connections to the domains in activities listed and not a lot of evidence of leadership.                                                                                                                                                                                                                    | This section is not well defined or organized. May be repetitive of teaching experience section. Descriptions are not detailed and offer no connections to the domains. No clarity of leadership activities.   |
| <b>Equity Connections</b>                | Strong evidence is shown throughout of creating conditions for success of all students and reflection on procedures to ensure equitable service. Appropriate evidence of culturally relevant pedagogy and high yield strategies in teaching and leadership activities. Described activities show many examples of building relationships with diverse stakeholders and awareness of vulnerable populations served. | Some evidence is shown throughout of creating conditions for success of all students. Some evidence of culturally relevant pedagogy and high yield strategies in teaching and leadership activities. Described activities show evidence of building relationships with diverse stakeholders and awareness of vulnerable populations served. | Attempts to connect to equity competencies are loosely made. Little evidence is shown for creating conditions for success for all students. Little to no connection of culturally relevant pedagogy or high yield strategies. No activities that show awareness of need to build relationships with diverse stakeholders or awareness of vulnerable populations served | There are few to no connections to equity woven into resume. No attempts to connect leadership activities to equity initiatives.                                                                               |