References

Government of Canada, Treasury Board Secretariat. (n.d.) *Key leadership competencies.* Retrieved from *https://www.canada.ca/en/treasury-board-secretariat/services/professional-development/key-leadership-competency-profile.html*

Harvard University. (n.d.). *Competency dictionary.* Retrieved from *https://apps2.campusservices.harvard.edu/cas/empldocs/cs/harvard_competency_dictionary_complete.pdf*

HR Downloads Canada. (n.d.). *Values and competencies dictionary.* Retrieved from *https://www.hrdownloads.com/*

Institute for Education Leadership. (2013, September). *The Ontario leadership framework - a school and system leader's guide to putting the Ontario leadership framework into action.* Retrieved from *https://www.education-leadership-ontario.ca/application/files/8814/9452/4183/Ontario_Leadership_Framework_OLF.pdf*

Microsoft Education. (n.d.). *Education competencies for teachers and school leaders.* Retrieved from https://www.microsoft.com/en-us/education/training-and-events/education-competencies

Ontario Ministry of Education. (2014). *Exploring the "social" personal leadership resources: Perceiving emotions, managing emotions & acting in emotionally appropriate ways. Ideas into action for school and system leaders: Bulletin #7.* Retrieved from *http://www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoActionBulletin7.pdf*

Ontario Ministry of Education. (2015). *Exploring the "psychological" personal leadership resources: Optimism, Self-efficacy, resilience & proactivity. Ideas into action for school and system leaders: Bulletin #8.* Retrieved from *http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideas_into_action_bulletin8.pdf*
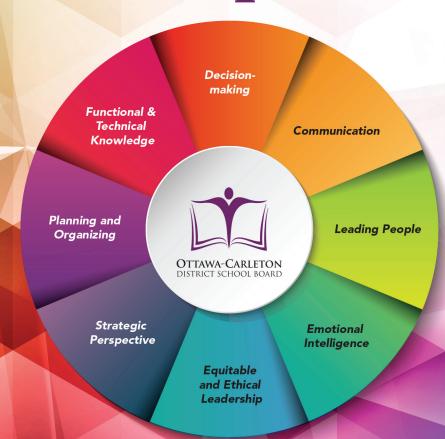
Ontario Ministry of Education. (2017). *Exploring the "cognitive" personal leadership resources: Problem-solving expertise, role-specific knowledge & systems thinking. Ideas into action for school and system leaders: Bulletin #9.* Retrieved from *http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideas_into_action_bulletin9.pdf*

Ontario Public Service. (2003). *Competency refresh dictionary.* Retrieved from *https://docplayer.net/38644204-Ontario-public-service-competency-refresh-dictionary.html*

State of Washington, Office of Financial Management. (n.d.). *Competency types.* Retrieved from *https://ofm.wa.gov/state-human-resources/workforce-data-planning/workforce-planning/competencies*

Ottawa-Carleton District School Board

Principal & Vice-Principal Core Competencies

Culture of Innovation · Culture of Caring · Culture of Social Responsibility

COMPETENCY	DEFINITION
Decision Making	Demonstrates knowledge, experience, analysis and logical reasoning to make good decisions and solve difficult problems with effective solutions. Appropriately incorporates multiple inputs to establish shared ownership and effective action. Displays the ability to think outside of the box to develop innovative solutions. Examines the impacts and potential implications when making unfavourable decisions that may have negative consequences. Responds to internal and external risk factors including health, safety and security. Uses data appropriately to make evidence informed decisions.
	Includes Problem Solving, Judgement, Analytical Thinking, Critical Thinking, Innovation, Risk Management
Communication	Communicates written and verbal information in a timely manner and with consistency and clarity. Uses active listening techniques in order to effectively understand feedback and summarizes information according to the audience in order to promote engagement and increase understanding. Is effective in a variety of formal and informal presentation settings; commands attention and manages group processes; is cognizant of audience response and able to adapt content and style accordingly.
	Includes Written & Verbal Communication, Presentation Skills
Leading People	Establishes clear directions, sets goals and assigns responsibilities that brings out the best work from others, establishes a good work plan and distributes the workload appropriately. Collaborates effectively with a wide range of individuals to provide support, coaching, encouragement and direction. Motivates and engages others and secures accountability to accomplish organizational goals and strategies. Provides direct and actionable feedback through courageous conversations; is open and direct with others without being intimidating; manages problems and uncomfortable situations directly and effectively.
	Includes Developing, Directing & Motivating Others, Managerial Courage, Negotiation Skills
Emotional Intelligence	Engages cooperatively and effectively with others to reach common goals; fosters a team environment. Uses diplomacy and tact to diffuse tense situations; shows concern and empathy in a supportive manner; is approachable and puts others at ease. Invites and encourages diverse opinions, addresses relevant concerns, effectively addresses conflict and promotes harmony. Demonstrates political acuity; effectively builds constructive, professional relationships and networks of key contacts; maintains partnerships that can provide information, assistance and support. Demonstrates personal resourcefulness including resilience, self-reflection, optimistism, self-efficacy, and humility.
	Includes Teamwork, Collaboration, Networking & Relationship Building, Political Acuity, Conflict Management
Ethical & Equitable Leadership	Promotes an inclusive environment. Manages people equitably and supports equitable and fair treatment and opportunity for all. Fosters a climate of inclusion where diverse thoughts are freely shared and integrated. Models honesty, transparency and integrity in accordance with the mission, vision and values of the OCDSB. Demonstrates effective discretion, acknowledges and learns from mistakes, and secures the trust of others. Complies with and enforces organizational policies, procedures and practices, professional standards, regulations and principles, and maintains confidentiality.
	Includes Integrity & Trust, Valuing Diversity
Strategic Perspective	Develops and communicates a compelling and inspired vision or sense of core purpose. Shows commitment to the OCDSB's vision, mission, values and strategic goals by acting in accordance with organizational expectations; uses that information to lead change, and develop responsibilities, tasks, goals and initiatives that align with long term plans and growth. Focuses on desired outcomes, and the means by which they are achieved, by meeting or exceeding standards. Adapts and responds to changing conditions, priorities, technology and requirements.
	Includes Managing Vision & Purpose, Strategic Thinking, Results Orientation, Adaptability
Planning & Organizing	Forecasts the duration and level of difficulty of tasks and projects with accuracy, setting out goals, objectives and work plans. Spends time on what is important and can quickly sense what will help or hinder accomplishing a goal. Takes action to address needs without being requested to do so. Takes personal ownership and responsibility for the quality and timeliness of work commitments. Manages complex projects and initiatives to completion, particularly in the face of obstacles or other trying circumstances.
	Includes Initiative, Accountability, Perseverance, Priority Setting
Functional & Technical Knowledge	Demonstrates the required functional and technical knowledge to do the job at a high level of accomplishment, including effective school and classroom instructional practices, culturally relevant and responsive pedagogy, depth of curriculum knowledge, and recognizes students as individual learners. Demonstrates active interest and ability to enhance and apply new functional skills and knowledge. Uses resources such as staff, technology, supplies, materials and other resources effectively and with foresight to available and limited funds.
	Includes Resource & Fiscal Management