



# Leadership Development Pathways



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## About Grand Erie

Grand Erie serves a diverse region of urban, rural, and Indigenous communities and is committed to creating inclusive and innovative learning environments where all students can thrive. Strong leadership is essential to this commitment and supports our focus on student well-being, achievement, and equity.

The Leadership Development Team plays a central role in this work. The team includes experienced mentors, instructional leaders, and specialists who provide personalized support, professional learning, and opportunities to connect with colleagues across the board. Together, we help current and aspiring leaders build the skills and confidence needed to make a meaningful impact in their school communities.

Grand Erie supports a culture rooted in collaboration, equity, and continuous learning. By investing in leadership at all levels, we strengthen our capacity to meet the needs of every learner.

## Grand Erie's Strategic Plan and Collective Priorities:

We build a culture of learning to nurture curiosity and opportunity for each learner. We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner. We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

## Leadership Development Goal:

To identify future leaders, actively develop new leaders and responsively support current leaders.

At Grand Erie, leadership is demonstrated through actions that influence student learning, well-being, and school culture. Our goal is to develop leaders who model collaboration, prioritize equity, and create conditions where students and staff can flourish. We focus on building the mindsets and skills that today's education landscape demands, including adaptive thinking, inclusive practice, strong relationships, and a commitment to student well-being and achievement.

Grounded in the Ontario Leadership Framework and aligned with system priorities, Grand Erie's leadership development approach embraces continuous learning and real-world application. We strive to empower current and aspiring leaders to navigate complexity with confidence, lead with empathy, and foster school communities where everyone feels a sense of belonging and possibility.

## Leadership Development Pathways

# Finding Your Leadership Pathway

A Companion to the Leadership Pathway Guide

Leadership development at the Grand Erie District School Board (Grand Erie) is designed to be accessible, flexible, and responsive to where individuals are in their professional journey. Leadership is demonstrated through actions that support student learning, well-being, and positive school culture, and can be developed at any stage of a career.

This overview is intended to help individuals explore leadership development opportunities that align with their current role, interests, and readiness. Participation in many opportunities does not require a formal leadership position, and there is no single pathway that everyone is expected to follow.

Grand Erie is committed to providing leadership development opportunities across the organization. As roles and system needs evolve, pathways continue to expand to ensure that everyone has access to meaningful learning and growth.

This overview offers a starting point. The full *Leadership Pathways Guide* provides detailed information about each program and pathway.

### Areas to Explore

The examples below illustrate how individuals may engage with leadership development opportunities based on their current role or interests.

| If you are...                        | Key Programs & Supports                                      | Purpose   |
|--------------------------------------|--|---|
| <b>New to teaching</b>               | New Teacher Induction Program (NTIP)                         | Build foundational practice and confidence                |
| <b>Early-career teacher</b>          | NTIP (if eligible)<br>Additional Qualification (AQ) Courses  | Strengthen instructional practice and professional growth |
| <b>Exploring leadership</b>          | LEAD Part 1 – Foundational Leadership                        | Develop leadership mindset and self-awareness             |
| <b>Considering leadership</b>        | LEAD Part 2 – Role-Specific Intensives                       | Build readiness for future leadership roles               |
| <b>Newly appointed administrator</b> | New Administrator Mentorship Program<br>Lead/Learn Sessions  | Support transition into leadership roles                  |
| <b>Experienced leader</b>            | LEAD Part 3 – Build Your Own Learning<br>Lead/Learn Sessions | Deepen leadership practice and expertise                  |
| <b>School-based clerical role</b>    | Clerical Learning Series                                     | Build skills aligned with system priorities               |
| <b>System clerical role</b>          | System Clerical Professional Development                     | Strengthen professional capacity and system knowledge     |

## How to Use This Guide

Leadership development looks different for everyone. This guide is designed to support exploration, not prescribe a single path. The principles below can help you decide where to begin.

### Where to Start

| Guiding Principle                   | What This Means   |
|-------------------------------------|---|
| <b>Start with your current role</b> | Choose opportunities that align with where you are now and what you want to learn |
| <b>Leadership is not linear</b>     | There is no single required pathway   |
| <b>Participation is encouraged</b>  | You do not need a formal leadership title to begin                                |

### Required vs Optional Learning

Some leadership development opportunities are required based on role. Many others are optional and designed to support ongoing growth, exploration, and professional learning.

| Required Programs   | Optional / Developmental Opportunities |
|---|--|
| <b>New Teacher Induction Program (NTIP)</b><br>(for eligible new teachers)          | LEAD Part 1, Part 2, and Part 3        |
| <b>New Administrator Mentorship Program</b><br>(for newly appointed administrators) | Additional Qualification (AQ) Courses  |
|   | Lead/Learn Sessions for Administrators |
|   | Clerical learning opportunities        |

### How the Opportunities Fit Together

Leadership development at Grand Erie is supported through guidance, mentorship, and professional learning at every stage. As individuals explore different opportunities, they are supported by programs, resources, and colleagues across the system. As roles and interests evolve, support remains consistent as confidence, leadership capacity, and professional practice continue to grow.

### Program Offerings

Grand Erie provides a range of leadership development opportunities that support staff at all stages of their professional learning. These include structured programs, workshops, mentorship, collaborative learning networks, and role-specific training. The offerings give staff practical, accessible ways to build leadership skills within their current roles and explore future career opportunities.

## Leadership Development Pathways

Grand Erie's Leadership Development Pathways outline how staff can grow their leadership skills over time. The pathways clarify the stages of leadership learning, from exploring leadership within a current role to preparing for formal responsibilities. They provide a clear structure that helps staff identify their next steps and access learning that aligns with system priorities.

## Mentorship Programs

### Teacher Candidate Placements

Grand Erie is committed to supporting future educators through meaningful, hands-on learning experiences. The Teacher Candidate Placement Program provides teacher candidates with the opportunity to work in dynamic classroom settings alongside skilled mentor educators who guide and encourage their professional growth.

### Program Objectives

- Provide authentic teaching experiences in diverse learning environments.
- Support the development of effective instructional, classroom management, and assessment practices.
- Build understanding of equity, inclusion, and the varied needs of today's learners.
- Encourage self-reflection and continuous professional learning to build a strong foundation for a teaching career

### Benefits to Participants

- **Practical Experience:** Apply coursework in real-time through planning, instruction, and student engagement.
- **Mentorship:** Receive guidance and feedback from experienced educators.
- **Inclusive Practice:** Strengthen the ability to support diverse learners and build equitable learning environments.
- **Professional Growth:** Develop confidence, adaptability, and readiness for the teaching profession.

### Network and Collaboration

Teacher candidates also have opportunities to connect with peers, mentor educators, and school staff across Grand Erie. Participation in school-based activities and professional learning helps candidates build relationships and contribute to the broader learning community.

The Teacher Candidate Placement Program offers a supportive learning environment that prepares future educators to begin their careers with confidence, compassion, and a strong understanding of effective teaching and leadership.

## New Teacher Induction Program (NTIP)

The New Teacher Induction Program supports the professional growth of beginning teachers through orientation, mentorship, and targeted professional learning. NTIP provides new teachers with opportunities to apply learning in their classrooms while receiving ongoing support from an experienced mentor. The program encourages collaboration, reflective practice, and participation in a strong professional learning community.



# Leadership Development Pathways

NTIP is available to any new teacher in a 97+ day Long Term Occasional position or in the first or second year of a permanent contract who has not previously completed all elements of the program.

## Program Goals

- Support the successful transition into the teaching profession
- Build strong instructional, assessment, and classroom management practices.
- Strengthen inclusive and equitable teaching strategies to meet diverse learner needs.
- Encourage ongoing professional reflection and inquiry.
- Develop meaningful mentorship relationships that support growth and confidence.

## Program Overview

### 1. Orientation Sessions

Teachers are introduced to Grand Erie's culture, priorities, policies, procedures, and available resources.

### 2. Professional Learning Opportunities

Participants take part in professional learning focused on instructional strategies, classroom management, Universal Design for Learning, equitable teaching practices, assessment and evaluation, and student well-being.

Topics may include:

- Specialized Services
- Curriculum and Student Achievement
- Indigenous Education
- Culturally Relevant and Responsive Pedagogy
- STEAM and Innovation

### 3. Mentorship

Each NTIP teacher works with an experienced educator who provides guidance, feedback, and ongoing support through job-embedded learning.

## Requirements for Participants

To complete NTIP, teachers must:

- Participate in NTIP professional development.
- Collaborate with their mentor to set and reflect on professional goals.
- Collect evidence of growth through self-assessment and mentor feedback.
- Take part in performance appraisals aligned with NTIP expectations.
- Complete the NTIP Strategy Form.

## Networking and Collaboration

New teachers connect with peers and experienced educators to share strategies and insights, strengthening their professional network and contributing to a culture of collaborative learning.

NTIP supports new teachers as they develop the skills, confidence, and professional judgment needed to thrive as educators and leaders within Grand Erie.

# Leadership Development Pathways

## New Administrator Mentorship Program

The New Administrator Mentorship Program is a required program for all newly appointed Vice-Principals and Principals. The program provides leadership support by enhancing leadership capacity and promoting effective school management. It includes mentorship, professional learning, leadership development, collaborative networks, and alignment with system goals.

This program equips new administrators with the knowledge, skills, and confidence to lead effectively, ensuring the success and well-being of students, staff, and school communities.

### **Program Objectives:**

- Support the development of leadership knowledge, skills and personal resources needed by new administrators.
- Facilitate the transmission of the school, system and professional culture to new administrators.
- Provide opportunities for administrators to analyze and reflect on their leadership with support from experienced administrators.
- Promote the personal and professional well-being of administrators
- Build mentoring capacity by developing effective coaching and leadership skills among participants in the New Principal and Vice-Principal Mentorship Program.
- Enhance leadership effectiveness and contribute to improved teaching and learning outcomes within school communities.

### **Program Structure:**

The program includes four half-day sessions covering topics based on the Ontario Leadership Framework and informed by participant feedback. Topics may include:

- Building Positive School Culture
- Handling Challenging Situations and Relationships
- Progressive Discipline
- Leadership in Special Education
- Health and Wellness
- Operational Supports for Learning

### **Topics outlined in Administrator Resource Guide may include:**

- Leveraging Systems and Supports for School Success
- Navigating the Operational Landscape
- People and Policy in Action
- Student Safety and Discipline

Each session may feature keynote speakers, panel discussions, knowledge building, resources and round-table conversations, followed by informal mentor-mentee dialogue.

### **Eligibility: Newly appointed elementary and secondary administrators**

#### **Mentor Support**

- Newly appointed administrators work with experienced administrators serving as mentors based on their respective roles, responsibilities, and areas of expertise.
- Consideration is given to factors such as school level (elementary, secondary), administrative role (principal, vice-principal), and specific areas of interest or professional focus.

# Leadership Development Pathways

## Orientation and Onboarding:

- New administrators participate in an orientation session to familiarize themselves with Grand Erie's policies, procedures, and expectations for educational leadership
- Mentors assist new administrators in navigating their roles, understanding protocols, and building relationships within the Grand Erie community

## Regular Mentorship Meetings:

- Mentors and new administrators meet regularly to discuss goals, challenges, and opportunities for professional growth and development.
- Meetings may take place in person, virtually, or through a combination of both, based on participant preferences and availability.

## Professional Learning Opportunities:

- Mentors guide new administrators in identifying professional learning opportunities, workshops, conferences, and training programs relevant to their roles and responsibilities.
- Mentors may share resources, articles, and best practices to support the ongoing professional learning of new administrators.

## Job-Embedded Coaching and Support:

- Mentors provide job-embedded coaching and support as new administrators navigate day-to-day challenges and decision-making in their roles.
- Mentors may offer advice, feedback, and strategies for addressing specific leadership challenges or situations.

## Networking and Collaboration:

- New administrators have the opportunity to network and collaborate with other administrators within Grand Erie through mentorship program events, workshops, and professional learning communities.
- Networking opportunities foster a sense of community and collegiality among administrators across schools and leadership roles.

## Program Duration:

- The New Administrator Mentorship Program runs for 12 to 18 months, allowing time for administrators to establish supportive mentorship relationships and acclimate their leadership roles.

## Benefits:

### New Administrators

- Personalized support, guidance, and mentorship from experienced administrators
- Accelerated learning and skill development in educational leadership practices
- Increased confidence and effectiveness in their roles as school administrators

### Mentors

- Opportunities to make a meaningful impact by sharing expertise and supporting the growth of new administrators
- Satisfaction from contributing to the success and professional development of their mentees
- Enhanced leadership skills and a sense of fulfillment from giving back to the Grand Erie community

## Leadership Development Pathways

### Program Evaluation

- The effectiveness of the New Administrator Mentorship Program is evaluated through participant feedback surveys, mentor-mentee evaluations, and qualitative assessments of the impact of mentorship relationships on professional growth and leadership practices.

# Leadership Development Pathways

## Leadership Programs

### LEAD

#### **Overview:**

The LEAD program equips staff with the tools to grow as leaders, benefiting both their careers and the district. A tiered approach offers programs for individuals at different stages of leadership development, providing opportunities for participants to explore and develop leadership skills within their current roles and consider future leadership opportunities.

#### **Program Objectives:**

- Identify and cultivate emerging leaders who demonstrate potential for leadership roles within Grand Erie.
- Provide opportunities for professional growth, reflection, mentorship, and networking.
- Develop leadership competencies essential for effective leadership within the education system.
- Foster a culture of continuous improvement and innovation in educational leadership practices.

#### **LEAD Part 1 - Foundational Leadership Certificate**

LEAD Part 1 offers a strong foundation for leadership development, open to all Grand Erie staff regardless of role or position. These sessions focus on self-awareness and leadership of others, navigating the system and supporting cultures of learning, ensuring alignment with Grand Erie's strategic priorities through an equity-informed lens. Participants explore the characteristics of effective leaders and reflect on their own leadership strengths and growth areas. The program emphasizes that leadership is not tied to title, but to mindset and action, empowering staff to lead from wherever they are within the organization.

#### **LEAD Part 2 - Role Specific Intensives**

LEAD Part 2 is designed for individuals who are interested and preparing to pursue formal leadership positions. These role-specific modules offer targeted preparation aligned with district pathways. Additional pathways will be developed as the program continues to grow. Participation in Lead Part 1: Foundational Leadership is encouraged prior to Lead Part 2 but is not necessary.

#### **LEAD Part 3 - Build Your Own Learning for Experienced Learners**

LEAD Part 3 offers a flexible, self-directed learning pathway for new and experienced leaders seeking to deepen their leadership capacity. These workshops focus on real-world, relevant topics and provide practical tools and reflective learning to support ongoing leadership growth. Participants choose sessions based on their current role, interests, or areas for development, allowing for personalized, just-in-time professional learning grounded in Grand Erie's leadership priorities.

## Professional Development

### Additional Qualification Courses

Grand Erie offers certified teachers opportunities to enhance their professional skills and expertise in specialized areas through Additional Qualification (AQ) courses, in partnership with accredited universities. These opportunities support specialization, alignment with the Ontario Curriculum and continuous professional growth.

## Leadership Development Pathways

AQ courses empower teachers to deepen expertise, enhance student learning, and pursue new career opportunities within the Ontario education system.

Grand Erie is pleased to offer board-sponsored AQ courses for interested teachers. Current partnerships include Brock University, Lakehead University and Six Nations Polytechnic with direct billing options to make it convenient for teachers to participate in valuable professional development.

### **Eligibility:**

**LTO and Contract Teachers:** Eligible to enroll in one AQ course per term (Fall, Winter, Spring, Summer).

**Occasional Teachers:** Eligible to enroll in one AQ course per year.

### **Clerical Learning Series**

The Clerical Learning Series is designed to enhance the professional skills and knowledge of school clerical staff, enabling them to effectively support school operations and contribute to a positive school environment. Sessions focus on system priorities and practical hands-on learning.

**Eligibility:** All school-based clerical staff.

Topics include, but are not limited to:

- PowerSchool (various topics)
- Purchasing & KEV
- Understanding Board Budgets
- OSRs and Record Keeping
- Year End Trips

### **System Clerical Professional Development**

System Clerical Professional Development is designed to strengthen the professional skills and knowledge of system clerical staff, empowering them to build capacity and effectively support board operations. Sessions are aligned with system priorities and focus on practical, hands-on learning tailored to the evolving needs of the organization.

**Eligibility** All system clerical staff.

Topics include, but are not limited to:

- Facility Booking Processes
- PowerSchool Professional Learning
- Professional Communication
- Digital Systems and Workflow Automation
- Understanding Board Policies and Procedures

### **Lead/Learn Sessions for Administrators**

Grand Erie's Lead/Learn Program is designed to cultivate leadership excellence by providing administrators and educational leaders with comprehensive professional learning opportunities.

# Leadership Development Pathways

The program equips participants with the tools, strategies, and networks needed to lead inclusive, innovative, and supportive school communities.

## Program Objectives

- Develop leadership competencies that support equitable and inclusive school environments.
- Build practical skills in operational management, instructional leadership, and strategic planning.
- Empower participants to navigate complex challenges and inspire positive change within their schools.

## Program Overview

Participants engage in a variety of professional learning sessions, including:

- **Inclusion: Understanding Barriers and Examining Assumptions:** Explore case studies on leading inclusive pathways and the PAS Model (Physical, Academic, Social).
- **Support Planning: A Problem-Solving Model:** Develop strategic plans for resource allocation through guided working sessions.
- **Inclusion: History of Disability:** Examine Ontario's historical landscape of disability and challenge perceptions and practices.
- **Mental Health Literacy Course for Administrators:** Enhance understanding and strategies
- for supporting mental health in school communities.
- **Introduction to Clevr:** Learn about the new system replacing eLITE.
- **Indigenous Education:** Sweetgrass

Carousels provide additional targeted learning opportunities, including:

- Health and Safety Compliance
- Teacher Performance Appraisals
- Employee Conduct and Dispute Resolution
- Bias-Free Hiring Practices
- Privacy and Information Management
- Suspension and Expulsion Guidelines

## Eligibility: Administrators

### Benefits to Participants

- Gain practical skills for effective school leadership.
- Develop a deeper understanding of equity, inclusion, and mental health literacy.
- Access hands-on problem-solving models to address school challenges.
- Stay informed of the latest tools and compliance requirements.

### Network and Collaboration

Participants benefit from collaboration with peers across Grand Erie, fostering professional networks for shared learning and support. Through guided sessions and carousels, participants exchange insights and strategies for leading with purpose and innovation.

### Program Evaluation

The Lead/Learn Program integrates ongoing feedback and reflection to ensure relevance and impact. Evaluation processes assess participant growth, the effectiveness of professional learning sessions, and the application of program content in school leadership practice.

# Leadership Development Pathways



## Teachers in Charge – Elementary and Secondary

This interactive workshop equips elementary and secondary teachers for the role of Teacher in Charge (TIC). Participants are guided through common scenarios and experienced TICs are welcome to attend as a refresher. Offered annually after school, this one-hour session helps build confidence and preparedness for school leadership.

**Eligibility:** Elementary and secondary teaching staff who have been identified by their school administrators as potential or current Teachers in Charge (TIC). Participation is by invitation, based on administrator recommendation and staff member interest.

## Career Pathways

Grand Erie offers a variety of career opportunities and pathways that include but are not limited to:

### Classroom / School Leadership Pathways

#### Secondary Department Head

A Secondary Department Head guides instructional practices within a department and supports the professional growth of individual teachers. Responsibilities include:

- Participating in the school's leadership team.
- Managing the department's budget and resources.
- Collaborating with administrators to support student success.

#### Qualifications:

- A minimum of 5 years' experience in the subject area.
- Specialist qualifications or enrollment in a Specialist program.
- Proven leadership, collaboration, and communication skills.

#### Secondary Student Success Teacher or Guidance Counsellor

##### Responsibilities include:

- Leading student success initiatives and guidance programs.
- Supporting teachers and learning teams.
- Advocating for at-risk students and fostering pathways to post-secondary education.
- Facilitating experiential learning and the integration of Indigenous knowledge.

#### Qualifications:

- Teaching experience with leadership roles.
- Strong communication, organizational, and instructional skills.
- Special Education or Guidance qualifications preferred.

#### Learning Resource Teacher (LRT) – Elementary

##### Responsibilities include:

- Collaborating with teachers to build capacity in differentiated instruction, accommodations, and Universal Design for Learning (UDL).
- Leading the development and implementation of Individual Education Plans (IEPs), Positive Support Plans, and Safety Plans.
- Conducting informal assessments and instructional planning for student support.
- Managing special education caseloads to meet Ministry standards.
- Providing classroom interventions and, when necessary, withdrawal support.

# Leadership Development Pathways

- Assisting Special Education Class Teachers with IPRC and IEP development.
- Liaising with parents, community agencies, and Special Education Support Services.

## **Qualifications:**

- Valid Ontario Teaching Certificate (Primary, Junior, Intermediate, or Senior divisions).
- Special Education Part I (Specialist preferred) and evidence of exemplary teaching practice.

## Curriculum Leadership

### Instructional Coach – Elementary

#### **Responsibilities include:**

- Supporting teacher learning across subjects through collaboration with teachers, administrators, and consultants.
- Facilitating co-planning, co-teaching, and co-debriefing to enhance literacy, numeracy, assessment, and classroom management.
- Creating a positive learning environment for students and staff.
- Collaborating within school networks.

#### **Qualifications:**

- Valid Ontario Teaching Certificate (Primary, Junior, or Intermediate divisions).
- Exemplary teaching experience: Math AQ is an asset.

### Instructional Coach – Secondary

#### **Responsibilities include:**

- Enhancing teacher learning in various subjects through co-planning, co-teaching, and debriefing.
- Supporting evidence-based instruction, assessment, and classroom management strategies.
- Fostering a collaborative learning environment.

#### **Qualifications:**

- Valid Ontario Teaching Certificate (Intermediate and Senior divisions).
- A minimum of five years of teaching experience.
- Strong communication, leadership, and organizational skills.

### Multi-language Resource Teacher- Elementary and Secondary

#### **Responsibilities include:**

- Supporting multi-language learners and teachers through effective instructional strategies and assessment practices.
- Maintaining student records and collaborating with MRTs and families through SWIS workers.

#### **Qualifications:**

- Valid Ontario Teaching Certificate (Primary, Junior, Intermediate, or Senior divisions).
- ESL Part 1 and relevant teaching experience.

### Teacher Consultant – Elementary & Secondary

#### **Responsibilities include:**

- Providing system leadership in subject areas and collaborate with staff on instructional strategies.

# Leadership Development Pathways

- Facilitating educator learning through co-planning, co-teaching, and system-level initiatives.
- Manage program development and budget responsibilities.

## **Qualifications:**

- Valid Ontario Teaching Certificate.
- Specialist qualifications and successful leadership experience.

## Principal Leadership

### Professional Qualifications and Experience for School Administrators

#### **Qualifications:**

- Certificate of Qualification with Principal's Qualifications Part I and II
- Special Education, Part 1 (an asset)

#### **Experience and Selection Criteria:**

- A minimum five years of successful teaching
- For principals, at least two years as a Vice-Principal or equivalent system-level role
- Teaching experience in at least two divisions (e.g., Elementary: Primary, Junior, Intermediate; Secondary: Intermediate, Senior)
- Proven leadership experience as outlined in a resumé

#### **Key Skills:**

- Strong interpersonal and communication skills
- Effective organization and management abilities
- Exceptional instructional leadership in areas such as literacy, numeracy, and assessment
- Demonstrated commitment to inclusive practices
- Proven ability to collaborate effectively with board and system leaders
- Experience in mentoring and building leadership capacity in others

## Department Level Leadership

Department-level leadership roles may include:

- Instructional Coach
- Itinerant Teacher
- Department Head
- Teacher Consultant
- Lead Educational Assistant
- Program Coordinator

## System Level Leadership

System-level leadership roles may include:

- System Leader (Vice-Principal/Principal)
- Program Coordinator
- Supervisor
- Division Manager
- Senior Manager
- Superintendent



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