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Procedures for the Supervision of Managers

2004 October 26

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SUPERVISION FOR GROWTH MODEL

MANAGERS

1.0 INTRODUCTION

Managers are departmental leaders and members of the senior management team. They perform a critical role in support of the improvement of student learning and in achieving our mission to build each student's tomorrow, every day with the vision that the Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students. The Thames Valley District School Board's Mission, Vision and Commitments are listed in Appendix A .

Supervision procedures strongly emphasize supervision of professional growth in a culture which reflects cooperative and self-directed approaches. A focus on encouraging department administrators to engage in mutual assistance for personal learning and to grow professionally is also a critical component. The supervision procedures for Managers are highly individualized and developmental reflecting each individual's personal stage of professional development and experience in the role, consistent with our **Mission, Vision and Commitments** (Appendix A).

2.0 MANAGER GOAL SETTING AND PERFORMANCE APPRAISAL

2.1 Guidelines

The supervision of Managers is an ongoing and collaborative process. Establishing objectives, strategies, and indicators of success are a part of the supervision process for all administrators. The above components will assist in the preparation of the Supervision for Growth Report – Managers [available on the Electronic Forms on the Employee Portal], based on Thames Valley District School Board Mission, Vision and Commitments (Appendix A), which is completed by the end of the second year of appointment and annually thereafter.

2.1.1 Objectives

Establishing objectives (i.e. departmental, system and personal) forms the basis for the supervision for growth process for managers. Objectives should be stated in terms that are specific, measurable, observable, and attainable.

2.1.2 Process

The administrator and supervisor will meet annually to discuss objectives and strategies. They should also meet periodically to discuss progress and future direction. To be successful in attaining one's objectives, personal reflection should be an integral part of the process.

2.2 Other Supports for Professional Growth are outlined (Appendix B).

2.3 Supervision includes periodic assessments of the effectiveness of the Manager's performance of the responsibilities of the administrative position. A Performance Appraisal Report for Managers [available on the Electronic Forms on the Employee Portal] will be completed at the end of the first year of appointment and at least every three years thereafter. The Performance Appraisal Report shall include a summary of the Manager's successes/progress as outlined in the annual Supervision for Growth Reports.

2.4 During the first year of a Manager's appointment to this position, the Supervisory Officer shall review at least three times with the Manager their progress in accomplishing the responsibilities of the position. Should there be performance concerns, such concerns will be communicated both verbally and in writing by the Supervisory Officer to the Manager. Such communication will include the specific expectations of the role, and the steps necessary to meet these expectations.

2.5 Managers who may experience difficulty should be provided with support and supervision for improvement. Procedures to be followed are attached as Procedures for Managers Experiencing Difficulties (Appendix C).

APPENDICES

- A Thames Valley District School Board Mission, Vision and Commitments
- B Other Supports for Professional Growth
- C Procedures for Managers Experiencing Difficulties
- D Forms Available on the Electronic Forms on the Employee Portal



OUR MISSION

We build each student's tomorrow, every day.

OUR VISION

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

OUR COMMITMENTS

As leaders in public education, we commit to putting the needs of the students first by:

- Keeping the needs of all students at the forefront during the decision making process.
- Advancing collaborative practices among staff that stimulate critical and creative thinking.
- Seeking input and communicating effectively with parents in a transparent and timely fashion.
- Engaging our community to share expertise in supporting the needs of students.

As leaders in public education, we commit to recognizing and encouraging leadership in all its forms by:

- Providing students with opportunities that develop leadership skills and innovation.
- Providing professional learning opportunities for staff that foster leadership and continuous improvement.
- Encouraging and supporting parent learning and leadership.
- Supporting student leadership development opportunities in the community.

As leaders in public education, we commit to ensuring safe, positive learning and working environments by:

- Supporting student learning by setting high standards and clear expectations.
- Providing parents with an educational environment that is welcoming, inviting, and accepting.
- Creating healthy workplaces and addressing the wellness needs of staff.
- Recognizing the rights of all to feel safe and respected.

As leaders in public education, we commit to inspiring new ideas and promoting innovation by:

- Providing students with inquiry-based learning and higher level thinking experiences.
- Encouraging and supporting risk-taking and innovation by staff.
- Engaging the community to provide real world experiences for students.

As leaders in public education, we commit to taking responsibility for the students and resources entrusted to our care by:

- Providing access to resources, technology and experiences that meet students' strengths and needs.
- Allocating appropriate resources to staff and students.
- Establishing, maintaining and nurturing partnerships with parents.

As leaders in public education, we commit to actively engaging our students, staff, families and communities by:

- Promoting students' voice and advocacy for self and others.
- Communicating effectively to staff and seeking feedback from all employee groups.
- Encouraging and supporting parent involvement and participation.
- Gathering input and feedback from the community around planning and program implementation.

As leaders in public education, we commit to being inclusive, fair and equitable by:

- Empowering students to become caring community members and responsible global citizens.
- Recognizing and celebrating the contributions and diversity of students, staff and volunteers.
- Recognizing and promoting our diversity and achievements.

OTHER SUPPORTS FOR PROFESSIONAL GROWTH

Mentoring and Coaching

Mentoring is a professional relationship offering administrators an opportunity to work with experienced colleagues who may have expertise in one or more specific areas. Mentoring is a professional relationship in which an experienced person - the mentor - acts as a teacher, coach, confidante, and positive role model for a less experienced person.

Mentoring Programs are available for administrators who would like to participate as a candidate or a mentor.

Coaching is a series of activities in which an administrator, with the assistance of a coach, focuses on a professional activity. It is critical to the success of coaching that the administrator be the decision maker and that the coach has expertise in a specific area and acts as facilitator.

Networking

An administrator may wish to meet regularly with a colleague or group of people for guided and structured discussion about education, leadership and administration.

Networking with other professionals, for example, could result in:

- examination and analysis of current research and information
- discussion of knowledge based on personal experiences
- drawing conclusions for future practice
- preparation for promotion

Other Professional Activities

In-service and professional development are the responsibilities of department administrators. The following are examples of other activities that could be considered by an administrator in order to remain current:

- conferences, workshops, courses, institutes, etc.
- further academic studies
- professional associations and committees
- professional literature
- community organizations

PROCEDURES FOR MANAGERS EXPERIENCING DIFFICULTIES

These procedures are followed when a Manager is experiencing difficulty performing the job in accordance with normal professional expectations. Such difficulties will have been identified through the regular supervision process.

1.0 A Manager who is experiencing difficulty shall receive a Letter of Concern from the appropriate Supervisory Officer. The Letter of Concern will specify:

- the area of concern
- the expectations for improvement
- a time line for improvement including a period of concern, not to be less than sixty (60) working days
- recommendations for achieving improvement
- any resources that may be appropriate for assisting in improvement

It is expected that a minimum of two reviews of progress will occur within this sixty (60) day period.

The Supervisory Officer shall:

- prepare and sign three copies of the letter
- convene a meeting with the Manager experiencing difficulty
- advise the person that they may have an advocate or advisor (e.g., Association representative or legal counsel) present at the meeting if so desired
- fully discuss the contents of the Letter of Concern with the person having difficulty and have the person acknowledge receipt of the letter by signing each of the three copies
- provide one copy of the letter to the person, forward one copy to the Associate Director of Organizational Support Services, and retain one copy.

2.0 At the conclusion of the period of concern, the Supervisory Officer will forward a letter that states:

a) either that the period of concern has concluded with the expected improvement

- or -

b) that the period of concern has concluded but with ongoing reason for doubt.

3.0 The Manager experiencing ongoing difficulties shall attend a meeting with the Supervisory Officer at which it will be stated that a period of doubt is warranted.

During this meeting, a Letter of Doubt will be provided to the Manager specifying:

- the continuing area of concern
- the expectations for improvement
- a time line for improvement of not less than an additional sixty (60) working days
- recommendations for achieving improvement
- any resources that may be appropriate for assisting in improvement

The Supervisory Officer shall carry out all the steps outlined in 1.0 above in preparing this letter, convening the meeting, advising the person of rights to representation, and discussions, signing and forwarding of copies of the letter.

4.0 At the conclusion of the time period provided for improvement in the Letter of Doubt, the Supervisory Officer will either:

a) prepare and deliver to the Manager a letter that states that the period of concern has concluded with the expected improvement,

- or -

b) prepare a letter outlining the expectations identified in the Letter of Doubt which have not been met, and indicating that a recommendation for demotion or termination will be taken to the Board. Such a letter will be prepared in consultation with the Associate Director of Organizational Support Services.

5.0 A Manager continuing to experience difficulties following the period of doubt outlined in the Letter of Doubt shall attend a meeting regarding a recommendation for demotion or termination.

When a recommendation for demotion or termination is being considered, the Associate Director of Organizational Support Services shall:

- convene and chair a meeting with the Manager
- advise the Manager that an advisor or legal counsel may be present for the meeting
- involve the person(s) evaluating the Manager's work in the meeting
- fully discuss the letter described in 4 (b) above outlining the expectations identified in the Letter of Doubt which have not been met

Subsequent to the meeting and if applicable, notify the Manager, in writing, that a recommendation for demotion or termination will be taken to the Board. This written notification shall include the following:

- i) wording of the motion, and the date and time at which it will be presented to the Board
- ii) reasons necessitating the preparation of the motion
- iii) area(s) of unsatisfactory job performance
- iv) efforts made to assist the Manager and the personnel involved
- v) the Manager's right to attend this board meeting with a representative and
- vi) the right of the Manager with or without his advisor or counsel to respond orally and/or in writing to the motion by addressing the assertions of "unsatisfactory" job performance.

6.0 The decision of the Board shall be communicated to the Manager in writing by the Associate Director of Organizational Support Services.

7.0 The Manager is entitled to representation or support at any time under these procedures.

8.0 Although the evaluation procedures in Appendix C specify certain time periods and procedures, exceptional circumstances may arise that warrant the Board acting in a compressed time period or, in the case of serious jeopardy to students and/or program, immediately removing a person from a Manager's role.

9.0 Nothing in these procedures will interfere with normal discipline for cause.

FORMS AVAILABLE ON THE ELECTRONIC FORMS ON THE EMPLOYEE PORTAL

Supervision for Growth Report - Managers

Performance Appraisal Report for Managers