



Principal/Vice Principal Promotions 2026/27

Information session
September 14, 2026

Overview

- ❖ Why choose to work in Halton DSB?
- ❖ Getting to know the Halton Region
- ❖ Review of the Administrator hiring process
- ❖ Compensation & Benefits
- ❖ Questions

What guides us...



“The purpose of the Halton District School Board's Multi-Year Strategic Plan (MYSP) is to set direction and prioritize the collective actions of all students, staff, families and community members. This plan ensures our efforts as an organization are aligned and coordinated to **support more than 67,000 students, 11,000 staff** and the **broader HDSB community**.”

Why Halton DSB?

Halton **thrives** in ...

- **dedicated staff**
- **quality programs** designed to meet a range of student needs
- opportunities to **thrive personally** and **professionally**
- **innovation**
- **wellness**
- **relationships**

Why Halton DSB?

Halton is **competitive...**

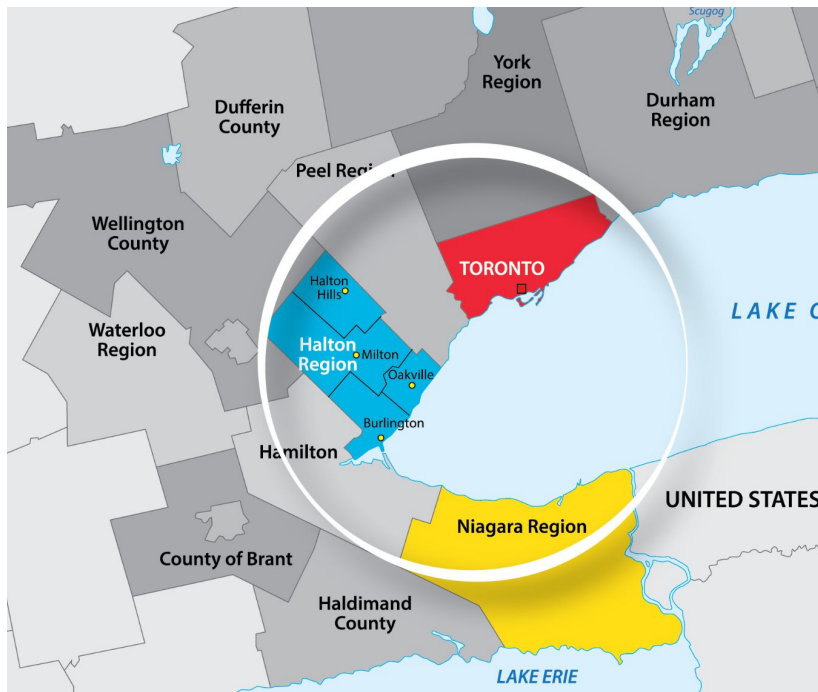
- ★ **Competitive benefits** package
- ★ Authentic **work around anti-oppression, equity and inclusion**
- ★ Staff development and **leadership support**
- ★ Outstanding **academic** success

Why HDSB? What staff say...

- engaging staff voice makes a difference in building a positive work environment
- Opportunities to be innovative in their work
- Numerous opportunities to learn and grow
- Access to resources/technology to do their job effectively
- School communities create inclusive and respectful environments

OVERALL → High job satisfaction!

Halton by the numbers



4 Municipalities:

- Burlington
- Halton Hills
- Milton and
- Oakville

Population of 656,926 (for four communities)



Halton by the numbers

110 schools (Kindergarten to Grade 12)

67,000 students

2,955 elementary teachers

1,400 secondary teachers

2,546 support and non-teaching staff

231 Principals and Vice Principals

HDSB Elementary Schools

Elementary schools: 92

Grades:

K-8, K-6, K-5, 2-8, 6-8, 7-8, 7-12

French Immersion (FI):

Single and dual track (Grade 2 entry)



HDSB Secondary Schools

Number of Secondary schools: 18

Grades:

7-12 and 9-21

Programs: many SHSM,
AP, IB, I-STEM, APEX
(coming soon)



The Administrator Hiring Process

The Application - *Apply to Education*

1. Cover Letter
2. Resume highlighting leadership and impact
3. Copy of most recent certificate of qualification from the Ontario College of Teachers
4. Current performance appraisal (PPA for vice principals and TPA for teachers within the last 5 years)
5. Leadership Competencies and Practices
 - 5.1.i) Question #1 (written submission)
 - 5.2.ii) Question #2 (video submission)
6. Reference authorization form

Applicant Criteria - P/VP

- ❑ **Completion of Principal Qualification Program Part 1 and Part 2** in accordance with Ministry Regulation 184/97 and 298 **before** applying to the process.
- ❑ VPs must be registered for and complete Part 2 before placement

Application criteria for **all** candidates:

- ❑ be in good standing with Ontario College of Teachers;
- ❑ have successful experience demonstrating
proven leadership
- ❑ be in good standing with respect to conduct;
- ❑ have demonstrated experience with Special Education policies and procedures or completion of Special Education Part I; and
- ❑ demonstrate evidence of core capacities identified in the Ontario Leadership Framework.

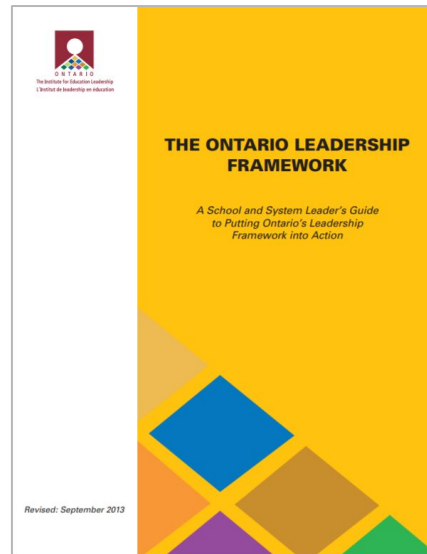
The Ontario Leadership Framework

Competencies and Practices

- **common language/shared vision for leadership**
- **effective leadership practices and competencies**
- **guidance for leadership development**

Personal Leadership Resources

- **cognitive, social and psychological resources**
- **emotional Intelligence**



I. Resume and Cover Letter

Leadership and Impact

- ❖ Speaks to vision for HDSB and the role the candidate is applying for, and includes a statement of what they bring to the role
- ❖ Highlights lived experiences that contribute to readiness for the role alongside specific examples that reflect leadership activities and skills
- ❖ Communicates purpose, and passion for the role of leadership with effectiveness
- ❖ Includes examples that reflect current Ministry of Education priorities
- ❖ Professional presentation includes appropriate spelling, grammar and writing conventions. Format is well laid out and good length
- ❖ Evidence of instructional leadership including focus on student achievement and the use data for improved practice
- ❖ Evidence of collaboration, critical thinking, and problem solving

II. Certificate of Qualifications (OCT)

 Ontario College of Teachers Ordre des enseignantes et des enseignants de l'Ontario

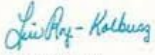
Certificate of Registration
Certificat d'inscription

This is to certify that _____
Le présent document atteste que _____

having met the requirements for membership in the Ontario College of Teachers has been entered into the register and is authorized to teach in the Province of Ontario.
répond aux exigences requises pour être membre de l'Ordre des enseignantes et des enseignants de l'Ontario, a son nom inscrit au tableau et a l'autorisation d'enseigner dans la province de l'Ontario.

May 20, 2009
Registration number
574156

Le 20 mai 2009
Numéro d'inscription
574156



LISE KOT-KOLBUSZ
VICE-REGISTRAR / VICE-PRÉSIDENTE


DON CATTANI
CHAIR / PRÉSIDENT

 Ontario College of Teachers Ordre des enseignantes et des enseignants de l'Ontario

Anish Margaret Neerallah, OCT
Registration Number: 661277
Date of Initial Certification: July 27, 2015

Certificate of Qualification and Registration

This is to certify that _____
_____ has been entered into the register. The member's degrees, program of teacher education, Basic Qualifications and Additional Qualifications are listed below. Where a certificate is subject to terms, conditions and limitations, this information also appears.

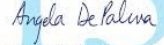
DEGREES
Bachelor of Arts, University of Ottawa, Ontario 2007
Bachelor of Education, Faculty of Education, University of Ottawa, Ontario 2014

PROGRAM OF TEACHER EDUCATION
Bachelor of Education, Faculty of Education, University of Ottawa, Ontario 2014

BASIC QUALIFICATIONS
Primary and Junior Divisions July 2015

ADDITIONAL QUALIFICATIONS


MICHAEL SALVATORE, OCT
REGISTRAR


ANGELA DE PALMA, OCT
CHAIR

The authoritative and up-to-date version of this certificate is available on the College web site at www.oct.ca → Find a Teacher.

Printed on: July 28, 2015.

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(416) 961-8500 • 1-800-531-2122 (EN FRANÇAIS)
TÉLÉC: (416) 961-8512 • info@oct.ca • www.oct.ca

III. Evaluations (Performance Appraisals)

- Principal applicants - a recent principal performance appraisal is required (completed within the last three years)
- Vice Principal applicants - a recent teacher performance appraisal (within the last three years)
- Letter of Recommendation

IV. Leadership Competencies and Practices

- communicate your **abilities, skills, and experiences as a leader**
 - **one written response** and
 - **one video response**
- Let the interview team know **why you are ready for the role**
- Sharing with your references

The Written Response

Core leadership capacities:

- ★ aligning goals and vision
- ★ using data and evidence for decision making
- ★ promoting collaborative learning cultures
- ★ aligning resources with priorities
- ★ engaging in courageous conversations
- ★ providing instructional leadership and development for staff
- ★ engaging with parents/caregivers and the community

Tips:



- Your process and actions should be clear
- The stakeholders must be clear
- Be reflective
- Be very specific

The Video Response



Tips:

Core leadership capacities:

- ★ aligning goals and vision
- ★ using data and evidence for decision making
- ★ promoting collaborative learning cultures
- ★ aligning resources with priorities
- ★ engaging in courageous conversations
- ★ providing instructional leadership and development for staff
- ★ engaging with parents/caregivers and the community

- **Do not read your screen**
- Take the time to do, and redo it
- Consider the environment and what you want to communicate
- It is an interview question

Application Criteria

- Examples of equity, diversity, inclusion, human rights, support of students who experience marginalization
- Evidence of building capacity in staff through various strategies, being an instructional leader through various aspects of the school experience
- SIPSA and MYSP experiences and connections
- Ability to build community, partnerships with various school community stakeholders
- Ability to manage school operations and processes
- Leadership practices, and skills that foster leadership - communication, collaboration, with school based and community based stakeholders.

Application Criteria cont'd

- Use of evidence based approaches to decision making and demonstration of impact/results of decisions and practices and approaches
- Conflict and crisis management
- Innovative and creative and measurable school improvement
- School based, system based leadership examples and experiences.
- How experiences demonstrate leadership and not just management.
- Formatting and fully responding to the expectations of the package structures and set up.

Package Evaluation

- Packages are read by all members of the team individually
- Interview teams meet and work through the application criteria
- The team members deem the evidence in the application as: not ready, approaching ready, or ready
..... to take on the learning curve of a new role

V. The Interview

- **Format: In Person Interview**

- Three questions provided 30 minutes prior to interview at the interview location
- Two questions during the interview
- Opportunity to summarize/close, or ask questions

All applicants scheduled for an interview will be provided contact email if any issues arise.

Tips:



- practice
- use a framework to communicate responses
- have examples to support

V. The Interview

- Interview teams will participate in unconscious bias training
- Committed to diversity in our interview teams
- Ensuring procedural fairness and transparency

Notes in the Interview?

- Questions 30 mins before - you can take the notes to the interview room

VI. Reference Checks



Objectives:

- inform competencies and skills
- to affirm assessment of candidate from interview
- clarify gaps in responses during the interview

Tips:

- verify a positive reference
- ask about areas of growth proactively
- select references that reflect recent practices and experiences

Communication of Pool Placement

Committee develops a pool of recommended candidates are based on the full application package, interview, and post-interview reference checks in context of Halton values and the Ontario Leadership Framework

Compensation & Benefits

For information about compensation and benefits, please contact Mursal Asan - asanm@hdsb.ca, or Dixon Mohammed - mohammedd@hdsb.ca.

Placement in a school

- Principals and Vice Principals are deemed Regional Staff and **may be assigned to any school within the jurisdiction** of the HDSB
- Many factors are taken into account when placing admin
- School placements are recommended by Administrative Council and supported by the HDSB
- This means ... **acceptance of the school placement offered is a condition of employment**

New admin supports

- Individual Mentoring
- Group mentoring
- New admin to OPC
- Out of board support
- Onboarding
- No Hierarchy
- And we are ...~~nice~~

KIND



Thank you for your interest

Job Posting Date - September 10, 2026

Application deadline - September 30, 2026 by 4:00 PM

[Apply Here](#)

- Secondary Principal - Job Code # 4065752
- Secondary Vice Principal - Job Code # 4065745

Upload documents to **["Additional Documents"](#)**

Mursal Asan - asanm@hdsb.ca

Dixon Mohammed - mohammedd@hdsb.ca

Eleanor McIntosh - mcintoshe@hdsb.ca

support@interviewstream.com for video interview support

info@simplication.com for Apply to Education support