

Applicant's Name: _____

Name of Reference: _____

Position / Employer: _____

Thank you for providing your observations of this applicant's leadership work and your assessment of their potential in the above position. The Surrey School District will ensure that the information you provide is kept confidential, in accordance with the *Freedom of Information and Protection of Privacy Act*.

In what capacity have you known the applicant? _____

How long have you known the applicant? _____

1. Using the Leadership Competencies below, *please select 3 phrases that you feel best describe the candidate and relates to the position of Director of Instruction, Inclusive Learning/Student Support.*

	Moral Purpose and Vision	Curiosity and Inquiry	Diversity, Equity and Inclusion
Leads, Promotes and Develops Learning by Design	<ul style="list-style-type: none"> Develops, communicates and acts upon a clear vision centred on learning for a flourishing, thriving and future-ready learning community Models a passionate commitment to making a difference in the lives of all learners Embraces, promotes and leads an evidence-enriched and expansive view of learning and teaching 	<ul style="list-style-type: none"> Understands learning as inquiry Engages in inquiries side-by-side with other educators Models, promotes, and leads learning through an inquiry mindset Understands contextual literacy and embeds in leading learning 	<ul style="list-style-type: none"> Infuses and embeds Indigenous practices, First Peoples' Principles of Learning, and culturally responsive practices Collaboratively creates a culture of both challenge and support for every learner Promotes and develops inclusive structures, processes, and school policies
Leads, Promotes and Develops Community Connections, Collaboration and Networks	<ul style="list-style-type: none"> Cultivates trust within the school and the wider community Collaborates with transparency in co-creating a vision for the school Connects with and contributes to the local, provincial, national, and global ecosystem Creates and sustains opportunities for dialogue to deepen relationships and exchange learning 	<ul style="list-style-type: none"> Models community inclusion in school-based inquiries Enables a coaching culture for collaborative practices Actively seeks feedback from within and outside the school Engages and supports student voice, agency and choice 	<ul style="list-style-type: none"> Models inclusive and collaborative leadership Fosters understanding and reconciliation and embeds equity and inclusion in team learning Takes responsibility to nurture effective relationships with local and urban First Peoples Works to understand power relations in society and school community
Leads, Promotes and Develops Innovation, Transformation and Continuous Improvement	<ul style="list-style-type: none"> Ensures the vision for transformation and continuous improvement is focussed on core values Is a systems thinker Thinks and acts creatively, adaptively, and strategically Creates structures and processes for sharing knowledge and innovation 	<ul style="list-style-type: none"> Establishes and nurtures conditions where all learners are safe to challenge each other Encourages risk-taking for professional learning Develops and checks theories of change to guide collective action Embeds use of external, classroom and experiential evidence and research to inform decisions 	<ul style="list-style-type: none"> Seeks leadership potential in diverse leaders Draws on strengths and interests of others Nurtures a safe and trusting environment Creates structures and processes to engage staff with diverse views
Attends to Own and Others' Learning, Growth and Well-Being	<ul style="list-style-type: none"> Brings to life a school vision of a learning and caring culture where everyone's growth and well-being is valued and ensured Infuses evidence-informed SEL practices Intentionally fosters and grows leadership in others 	<ul style="list-style-type: none"> Develops and nurtures a culture of coaching, mentoring and critical friendship Embraces evidence-enriched practices that promote well-being Models resiliency and self-reflection in sustaining professional learning and positive relationships 	<ul style="list-style-type: none"> Embraces and models continuous learning about others' ways of knowing and evidence-informed inclusive practices Takes responsibility for developing a culture of inclusion Attends to and embeds structures that build trust and develop a sense of belonging
Leads the Management of the School	<ul style="list-style-type: none"> Acts with accountability, responsibility and transparency in the use of public funds Aligns management of resources with the vision and values of the school and district Communicates resource management vision with school community and seeks input from parents, students, staff and district 	<ul style="list-style-type: none"> Regularly examines processes, structures, and use of resources Understands and works through ambiguity Employs inquiry to review alignment between resource use and the vision, values, and experiences of learners 	<ul style="list-style-type: none"> Considers the unique needs of Indigenous families Ensures a safe and caring school environment for all Looks for ways to create and embed systems and processes that equitably distribute resources Attends to supervision, class organization and other management duties with a lens of equity and inclusion

	Competency	Why selected?	Provide your best example from their work that shows how they demonstrated this competency.
a.			
b.			
c.			

2. From the above competency chart please name two areas for professional growth, specifically related to this position, for the candidate. Please explain why you chose those areas. If you are unable to choose two areas for growth, please identify why.

3. Provide an example in which the candidate built a trusting relationship in the face of adversity.

4. Describe an example of when the candidate has demonstrated learning leadership in relation to inclusive practices.

5. Comment on the candidate’s collaborative skills in working with colleagues, school leaders, students and families.

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|---|-----|--------------------------|----|--------------------------|
| 6. Would you like to be led by this person? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 7. Would you recommend this individual for the position sought? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 8. Would you hire or rehire this individual for this position in your district? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 9. Are we free to discuss your comments with the applicant? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

10. Optional: please provide any other information you believe we should know about the candidate.

Signature of Reference: _____ Date: _____

Email Address: _____

Telephone: _____
please indicate home, office, cell

Please send your completed document to supr-office@surreyschools.ca