Matrix - Council

The College has an ongoing and long-standing commitment to equity, diversity and inclusion (EDI) and desire that these principles are reflected into every aspect of our work. Focusing on anti-oppression while addressing systemic racism, the College desires to create a more inclusive, welcoming culture. Council, committee and roster members will bring diverse and inclusive perspectives and insights to their decision-making roles protecting Ontario's students and serving the public interest.

The following elements will be reflected amongst the overall complement of governing Council members. During any given period, some competencies or demographics will be better reflected than others. As Council member appointments transition, this tool will assist in identifying whether the competencies, skills and demographics of individuals are appropriately reflected in order for Council to best serve Ontario's students and the public interest.

Council and Subcommittees Matrix		Total	1	2	3	4	5	6	7	8	9	10	11	12
A. Demographics and Diversity [from Application Form]														
Identifies as female														
Identifies as male														
Identifies as non-binary														
Prefers not to answer														
Self-identification question: Francophone For the purposes of this application, Francophone includes individuals who are proficient in the French language (listening, speaking, reading and writing) and identify as part of the francophonie	Per O.Reg. 594/21 and 563/21, at least one College member and one non-College member who identifies as Francophone													
Self-Identification question: 2SLGBTQIA+ For the purposes of this application, 2SLGBTQIA+ includes people who identify as two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual and additional sexual orientations and gender identities														
Self-Identification question: First Nations, Inuit, Métis person For the purposes of this application, includes people who identify as First Nations (Status, non-Status, Treaty), Inuit or Métis	Per O.Reg. 594/21, at least one non- College member who identifies as Indigenous													

Council and Subcommittees Matrix	Total	1	2	3	4	5	6	7	8	9	10	11	12
Self-Identification question: Racialized person For the purposes of this application, racialized persons are people (other than First Nations, Inuit or Métis persons) who are affected by racism or discrimination that may be based on skin colour, origin, religion, language and so forth, regardless of their place of birth or citizenship.													
Self-Identification question: Person with disabilities For the purposes of this application, persons with disabilities are people who have functional conditions of a chronic, long-term or recurring physical, sensory, mental, developmental, learning or intellectual nature that affect one or more major life activities													
English-language fluency Fluency being defined as the ability to participate in panel work or committee deliberations [Application and Interview]													
French-language fluency Fluency being defined as the ability to participate in panel work or committee deliberations [Application and Interview]													
Ontario Certified Teacher [An Ontario Certified Teacher is a College member in good standing who has paid their annual membership fee and has a valid Certificate of Qualification and Registration.]													
English-language system teaching experience													
Teaching experience: 5 yrs or less													
Teaching experience: more than 5 yrs													
French-language system teaching experience													
Teaching experience: 5 yrs or less													
Teaching experience: more than 5 yrs													

Council and Subcommittees Matrix	Total	1	2	3	4	5	6	7	8	9	10	11	12
English or French-language system administrative experience (Principal, Vice- Principal, Supervisory Officer, Director role)													
Employment by a Faculty of Education in a tenured or tenure-track position													
Private School Teaching/Supervisory Experience													
Current parent/guardian of student(s) in Ontario's public or private schools (kindergarten to grade 12)													
Resides in the Northern region of Ontario													
Resides in the Eastern region of Ontario													
Resides in the Southern region of Ontario													
Resides in the Western region of Ontario													
B. Skills, Knowledge and Behaviours [from Application Form]													
Current and relevant experience in Ontario's education system													
Familiarity with the regulation of professions, experience with other regulated professions													
Demonstrated commitment to the College's mission, mandate and the safeguarding of students through serving in the public interest													
Previous experience with board governance with a demonstrated understanding of the distinction between the role of the board of directors and the role of management, strategic oversight and risk management. Governance experience may be acquired through prior board of directors or committee service, school councils, First Nations Band Councils, or reporting to/or working with a board as an employee													

Council and Subcommittees Matrix	Total	1	2	3	4	5	6	7	8	9	10	11	12
Availability to perform the College's work including any meeting and/or preparation requirements, training													
Computer literacy (Mac and PC) and ability to work effectively in a remote environment													
Knowledge and experience in auditing, accounting or financial management													
Knowledge and experience in human resource management													
Independence from other memberships, directorships, voluntary or paid positions or affiliations that may present a conflict of interest													
C. Skills, Knowledge and Behaviours [from Interview and References]													
Critical thinking/problem solving skills, for example, to creatively assess situations and to generate novel or innovative solutions to challenges facing the board													
Active listening, for example, asking follow- up questions to delve more deeply, identifying patterns such as commonalities and contradictions, paraphrasing to test understanding, summarizing what is being decided and accomplished													
Consensus builder, for example, ability to see different perspectives and assist in identifying the common ground													
Teamwork and commitment to the effectiveness and efficiency of Council, for example, ability to interact with other board members in a group setting, both contributing to discussions, and valuing the contributions of all members, aligning to the goals of the organization													
Demonstrated ability to influence and lead others to solve problems, adapt and manage													

Council and Subcommittees Matrix	Total	1	2	3	4	5	6	7	8	9	10	11	12
change, innovate and achieve results, analyze issues and contribute to effective decision-making that supports the organization's overarching mandate and mission													
Demonstrated ability to practise independent and objective decision-making													
Demonstrated ability to make timely decisions based on the available information													
Demonstrated ability to communicate effectively, clearly, concisely and accurately orally and in writing													
Commitment to participate in professional learning and development, as required by the College in order to perform the functions required by the role													
Receptivity to feedback on performance to support ongoing professional learning and development													
Commitment to protect confidentiality and uphold fiduciary duty* to members of the public * fiduciary duty includes acting honestly, in good faith and in the best interests of others													
Ability to model the values of the College, including support of equity, diversity, inclusion principles													
Willingness to support the College's leadership team in the achievement of stated objectives													
D. Chair of Council / Sub/Committees Competencies and Behaviours [from Application Form, Interviews and References] ** to follow every matrix (Council, sub/committee) for individuals expressing interest in a chair appointment.													

Council and Subcommittees Matrix	Total	1	2	3	4	5	6	7	8	9	10	11	12
Previous experience preferred, serving in a Chair role or chairing a board of directors' committee [Application]													
Ability to build and maintain a culture of respect and collaboration in support of the organization's mission, vision and values [Interview and References]													
Ability to commit to the additional time required of a chair position [Interview]													
Previous experience with board governance with a demonstrated understanding of the distinction between the role of the board of directors and the role of management, strategic oversight and risk management. Governance experience may be acquired through prior board of directors or committee service, school councils, First Nations Band Councils, or reporting to/or working with a board as an employee [Application]													
Demonstrated ability to influence and lead others to solve problems, adapt and manage change, innovate and achieve results, analyze issues and contribute to effective decision-making that supports the organization's overarching mandate and mission [Interview and References]													
Demonstrated ability to make timely decisions based on the available information [Interview and References]													
Consensus builder, for example, ability to see different perspectives and assist in identifying the common ground [Interview and References]													
Active listening (such as asking follow-up questions to delve more deeply, identifying patterns such as commonalities and contradictions, paraphrasing to test													

Council and Subcommittees Matrix	Total	1	2	3	4	5	6	7	8	9	10	11	12
understanding, summarizing what is being decided and accomplished) [Interview]													
Ability to model the values of the College, including support of equity, diversity, inclusion principles													
Willingness to support the College's leadership team and staff in the achievement of stated objectives [Interview and References]													