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 (speaking, writing, listening and reading) 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: 2SLGBTQ+ *For the purposes of this application, 2SLGBTQ+ includes people who identify as two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, and additional sexual orientations and gender identities*														

Council and Subcommittees Matrix		**Total**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Self-Identification question: Indigenous person *For the purposes of this application, Indigenous persons include people who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit, Native or North American Indian*	Per O.Reg. 594/21, at least one non-College member who identifies as Indigenous													
Self-Identification question: Racialized person *For the purposes of this application, racialized persons are people (other than Indigenous persons) who are non-white in colour and/or non-Caucasian in race, regardless of their place of birth or citizenship. (Sometimes referred to as "racially visible" or "visible minority")*														
Self-Identification question: Person with disabilities *For the purposes of this application, persons with disabilities are people who have a chronic, long-term or recurring physical, sensory, mental, learning or intellectual impairment that, in interaction with a barrier, hinders that person's full and effective participation in society.*														
English-language fluency *Fluency being defined as the ability to participate in panel work or committee deliberations* [application, interview]														
French-language fluency														

Council and Subcommittees Matrix		**Total**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Fluency being defined as the ability to participate in panel work or committee deliberations [application, 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.*]														
Years of teaching experience 0 to 5 years	Amongst the 50% of Council who are members of the College, employment as a Principal, Vice-Principal, Supervisory Officer, or employment at a Faculty of Education or Private School													
Years of teaching experience 6 to 15 years														
Years of teaching experience 16 plus years														
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														

Council and Subcommittees Matrix		Total	1	2	3	4	5	6	7	8	9	10	11	12
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														
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 & References														

Council and Subcommittees Matrix		Total	1	2	3	4	5	6	7	8	9	10	11	12
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 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														

Council and Subcommittees Matrix		**Total**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
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 / Committees Competencies & Behaviours from <u>Application Form</u> and <u>Interviews & References</u> ** to follow every matrix (Council, committee) for individuals expressing interest in a chair appointment.														
Previous experience preferred, serving in a Chair role or chairing a board of directors' committee [application question]														
Ability to build and maintain a culture of respect and collaboration in support of the														

Council and Subcommittees Matrix		Total	1	2	3	4	5	6	7	8	9	10	11	12
organization's mission, vision and values [interview, 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 question]														
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, references]														
Demonstrated ability to make timely decisions based on the available information [interview, references]														
Consensus builder, for example, ability to see different perspectives and assist in identifying the common ground [interview, references]														
Active listening (such as 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) [interview]														

Council and Subcommittees Matrix		Total	1	2	3	4	5	6	7	8	9	10	11	12
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, references]														