



ONTARIO

The Institute for Education Leadership
L'Institut de leadership en éducation

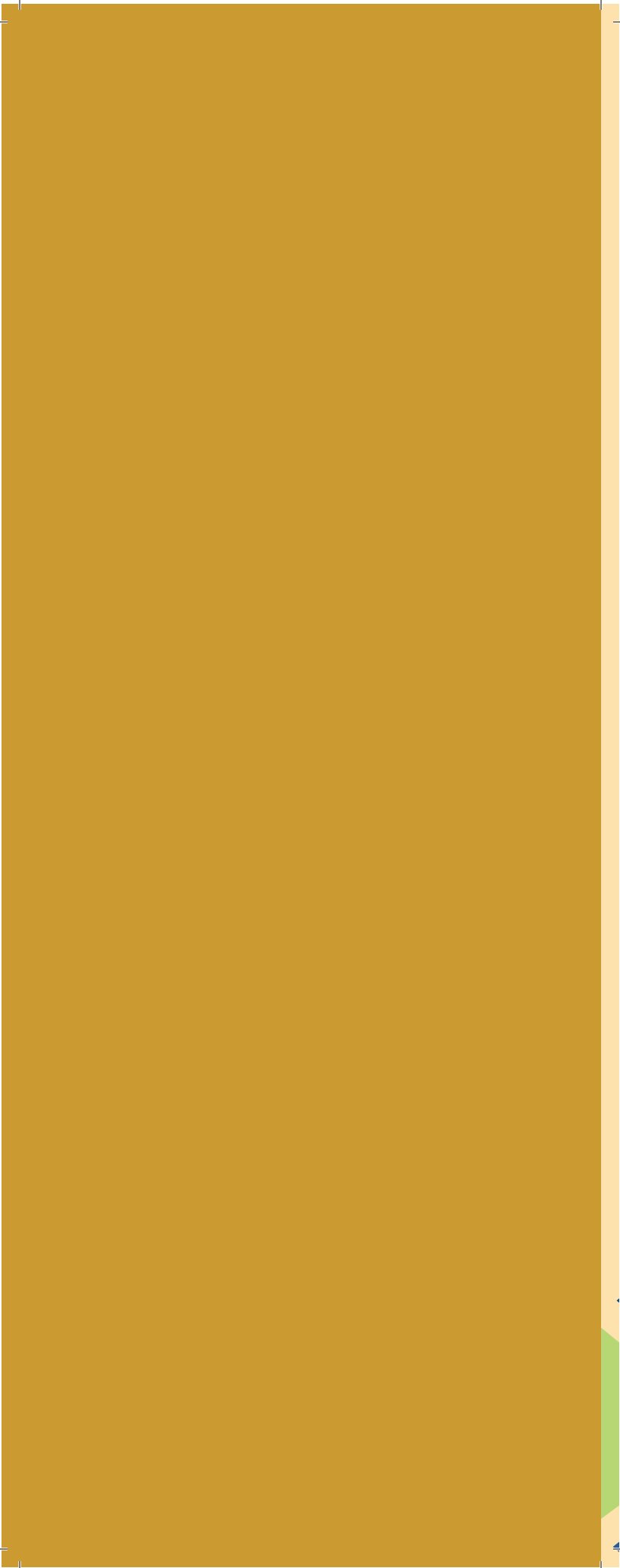
MOVING FORWARD

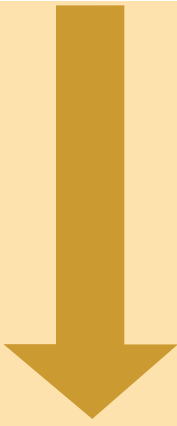


**SUPPORTING
A CULTURE OF
LEADERSHIP
EXCELLENCE
IN ONTARIO SCHOOLS**

2007-2008 ANNUAL REPORT







OUR
MISSION
PURPOSE
PROCESS
PROGRESS





OUR MISSION

Ontario's Institute for Education Leadership will model a high calibre of tri-level, results-based strategic leadership to support school and system leaders in order to improve student outcomes.

Research shows that leadership is second only to teaching in having an impact on student achievement. It is a critical foundation for the success of Ontario's education system. Today more than ever, there is a call for effective leadership at every level of education to guide and support teaching and learning in Ontario schools, and ensure that our students have the opportunity to achieve to their highest potential.

Ontario's Institute for Education Leadership is a unique partnership committed to exploring leading-edge thinking on education leadership, and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders including the promotion of Ontario's framework for leadership development.

The Institute for Education Leadership is pleased to present its 2007-08 annual report, which highlights the mission, goals, and governance of the institute and its past and future initiatives designed to recognize and support effective leaders and leadership.

INSTITUTE FOR EDUCATION LEADERSHIP

Announced in 2005 by the Ministry of Education, the institute has brought together representatives of Ontario principals' and supervisory officers' associations, councils of directors of education, and the Ministry of Education to work in collaborative partnership.

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des gestionnaires de l'éducation franco-ontarienne
- Catholic Principals' Council of Ontario
- Council of Ontario Directors of Education
- Ministry of Education
- Ontario Catholic Supervisory Officers' Association
- Ontario Principals' Council
- Ontario Public Supervisory Officials' Association

OUR PURPOSE

To achieve its mission and support effective leadership throughout the education system, the institute has defined four key goals and has articulated a series of action steps to address them. These interconnected goals reflect the institute's belief that effective leadership development in Ontario's school system requires a comprehensive and multi-faceted approach that recognizes the expertise, varied needs, and points of view of Ontario educators and leaders. The following are the four key goals of the Institute for Education Leadership.

Development

Define school and system leadership and support its ongoing development at every level and stage.

Research

Support and disseminate current research on effective leadership practice, from both within and outside Ontario, and within and outside the education sector.

Practice

Model and facilitate a tri-level approach to strategic leadership that acknowledges and supports engaged and genuine leadership at every level of the education system.

Communication

Foster ongoing dialogue about leadership attitudes and practices throughout the education system and across the institute's partner organizations.

SCOPE

Development

- Define leadership and leadership development
- Distinguish skills/knowledge for school and district leaders
- Identify competencies/skills for specific roles and locales
- Support management and leadership
- Stay on the leading edge of leadership knowledge

Research

- Support research and practice focused on leadership
- Focus on leadership that is relevant, practical, and aligned with institute goals
- Consider practices in other jurisdictions
- Re-examine present practices in light of emerging research
- Match leadership with the new needs of education
- Support development of a world-class system of leadership and professional learning of high quality
- Address the demographic needs of leaders at various stages of their learning continuum

Practice

- Focus on sustainability
- Emphasize collaboration at all levels
- Address challenges of diversity and specific needs
- Create a network to serve as a continuum of learning
- Develop a common language
- Align leadership practices
- Remove barriers that negatively affect policy
- Establish communication networks
- Support coaching, professional learning teams, and supportive networks

Communication

- Disseminate information on good practices through communication networks
- Promote interactive dialogue
- Become facilitators for communication
- Establish credibility beyond education
- Achieve coherence among themes, calendars, and opportunities for growth
- Support integration of leadership roles
- Create a virtual presence through the website

OUR PROCESS

The Institute for Education Leadership is guided by a steering committee whose members represent the views of principals, supervisory officers, directors of education, and the Ministry of Education. The steering committee operates by consensus and operates within the framework of the institute's mission and goals. The committee also receives information from the Research Advisory Committee, which is used to guide the assessment of future needs. This structure ensures that all points of view are taken into consideration and fosters a genuinely collaborative approach.

The steering committee is supported by four subcommittees with specific roles and responsibilities:

Research Advisory Committee

Consults with academics and researchers from education and external organizations, sponsors new research as directed by the steering committee, and disseminates expert advice on research and effective practice.

Implementation Committee

Oversees the implementation of institute projects, in collaboration with the Research Advisory Committee. The Implementation Committee proposes project topics, speakers, and formats; drafts project budgets; and coordinates project planning logistics and evaluation.

Communication Committee

Fosters opportunities for sharing practice and research, and develops communications systems to enhance leadership opportunities. The Communication Committee also promotes the work of the institute.

Francophone Advisory Committee

Consults with francophone education stakeholders, builds and develops the capacity of francophone educational leaders to support Institute for Education Leadership initiatives, and advises the steering committee and the subcommittees on the integration of the Aménagement linguistique policy and French-language research and resources.

GUIDING PRINCIPLES

- The institute will model a high calibre of tri-level, results-based strategic leadership to support school and system leaders in improving student outcomes.
- The relationship among the members of the institute will be a partnership, based on respect, responsibility, cooperation, and collaboration.
- The institute will operate on a consensus model of decision making.
- The institute will support school and system leaders with professional development and opportunities to share effective practice. It will allow and foster greater collaboration and cooperation throughout the sector. It will contribute to and influence the alignment and streamlining of initiatives affecting school and system leaders.
- The institute will recognize that members have a range of needs. Responses need to be tailored to the members' level of development, whether members are new, experienced, or expert practitioners, and to the varying perspectives of the sector, whether French or English, in the Catholic or public education sector.
- The institute will seek expert advice from multiple sources, both within and outside the education sector, in order to ensure that its understanding of leadership reflects current research.
- The institute will support research to identify effective practices and facilitate the dissemination of this information.
- The institute will operate according to a defined governance structure.
- The institute will evaluate its mandate and direction each year in developing a strategic plan. It will prepare an annual report of its activities and will report this to the public.

OUR PROGRESS

In addition to refining its mission, goals, and governance framework, the Institute for Education Leadership launched a number of key initiatives during 2007-08. An extensive range of projects and programs were implemented, with a focus on leadership development, research, and communication.

Action Research

The institute sponsored three action research projects in 2007-08. A dozen Toronto-based elementary school leaders worked with elementary principals from Arnhem, The Netherlands through a Critical Friends program developed at Cambridge University and used extensively in Holland and the U.K. In July 2007 an action research team made up of Catholic principals, supervisory officers and directors of education visited Australia to learn more about their practices for succession planning. The third action research team made up of members from the French language boards travelled to Belgium in the spring 2008. Their goal was to learn more about best practices in French language schools. Each group presented reports highlighting their learning experiences and application to leadership in Ontario. Their reports are available on the IEL website.

Orientation Program

A two-day orientation program for newly appointed supervisory officers to support tri-level leadership was developed and delivered in November 2007. The IEL Implementation Committee worked closely with representatives of the directors of education associations and the supervisory officers' associations to develop an agenda that highlighted the importance of system and school leadership.

Leadership Framework

Together with Ken Leithwood, Professor of Educational Leadership and Policy at the University of Toronto, members of the Institute for Education Leadership presented *Putting Research into Practice to Develop a Leadership Framework for School and System Leaders in Ontario* at the Ontario Education Research Symposium in February 2008. The

purpose of the presentation was to highlight Ontario's Leadership Framework for school and system leaders profiling the integration of research, policy and practice.

In January 2008 the newly-designed Leadership Framework package, called *From Purpose to Practice* was introduced. As well as a generic leadership framework, practices and competencies reflecting the French and Catholic cultures have also been produced. A workshop was developed and in April 2008 piloted by five boards in southwestern Ontario. As a result of the positive feedback, the IEL extended an invitation to all school boards to avail themselves of the workshop through IEL funding. School districts across the province are incorporating the Framework into their leadership development programs during the 2008-09 school year.

Professional Learning Opportunity

The Institute for Education Leadership funded three members to attend an intensive executive leadership course at Harvard University in May 2008. The members have returned with leading edge knowledge on leadership which they will share with the IEL throughout 2008-09. They have written a series of articles on their experiences to benefit school and system leaders across the province.

Research

The Institute for Education Leadership commissioned a study on succession planning for Ontario schools and school boards. The report from The Learning Partnership summarizes the research data gathered through a variety of strategies, provides profiles of current school administrators, identifies some promising practices and concludes with advice on how schools and school boards can work to strengthen succession planning and leadership development. The IEL will release the report in the fall of 2008 through the IEL website.

Advocacy

Representatives from the IEL were invited by the Ontario College of Teachers to give input into the Principal's Qualification Program review in May 2008. The IEL chair attended the meeting on behalf of the Steering Committee.

The IEL was invited to take part in the Leadership Strategy consultation with the Ministry of Education. Several members of the Steering Committee attended the meeting

in May 2008 to discuss how school boards and the ministry can work together to encourage potential school leaders.

The IEL invited the Special Advisor to the Minister of Education, Ken Thurston to discuss the challenges and strategies for moving theory into practice in education. *Energizing Ontario Education*, the Ministry vision paper, served as a focal point of the discussion with an emphasis on the role of the IEL in achieving its mandate.

Ontario's new Deputy Minister of Education Steve Marshall attended the May meeting. The deputy minister addressed the IEL on several issues such as the importance of the tri-level approach to leadership in school improvement, the need to demonstrate the benefits of professional learning for school administrators, clarifying the role of the principal and its importance in education, the need to identify successes and barriers to successful leadership and the importance of "learning our way forward together."

Strategic Planning

In June 2008 the IEL Steering Committee met for a two-day retreat to begin the development of a three-year strategic plan to move the IEL and Leadership Framework forward. Discussions focused on how the Institute can create a new energy and excitement that will engage and support exemplary teachers as they move into leadership roles. Three critical success factors were identified and considered as the Steering Committee developed and prioritized strategic objectives for the next three years. In 2008-09 the objectives, timelines and implementation plans will be finalized.

Recognition

The Institute for Education Leadership was nominated for the Prix REALM Award in June, 2008 by the Ministry for its partnerships in education.

IEL Website

The institute launched its website in September 2007. This site serves as an ongoing resource for leaders in education and features a wide variety of print and electronic resources. It provides updates and information on news and upcoming programs planned by the Institute for Education Leadership. The site is located at www.education-leadership-ontario.ca.

GOALS FOR 2008-2009

Leadership Development

- Develop a three year strategic plan for the Institute for Education Leadership
- Promote use of the Leadership Self-Review Tool and serve as a source of support to boards in its implementation
- Promote and support the Ministry's *Ontario Leadership Strategy*

Professional Learning

- Develop and deliver an orientation program for newly appointed supervisory officers and directors of education to support tri-level leadership.
- Coordinate and deliver the Leadership Framework workshop to all school boards
- Assist boards with support to embed the Leadership Framework into their succession planning

Research

- Release the research document *Succession Planning for Ontario Schools and School Boards*
- Monitor the action research project by the southwest regional directors
- Develop an action research project to assist boards in developing a leadership strategy and a succession plan
- Develop a data base of researchers and research organizations for the purpose of developing ongoing communications
- Participate in the Ontario Education Research conference

Communications

- Create a promotional DVD describing the role of the Institute
- Develop a strategic communications plan
- Produce the IEL annual report and promotional information
- Post a calendar of province-wide professional development activities for leaders
- Continue to update and enhance the Institute website
- Provide links to other educational sites relevant to leadership

STEERING COMMITTEE 2007-2008

Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)

Nil Parent, President

Serge Plouffe, Executive Director

Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)

François Massé, Superintendent of Education
Conseil des écoles catholiques de langue
française du Centre-Est

Catholic Principals' Council of Ontario (CPCO)

Dan Tighe, President

Lou Rocha, Executive Director

Nelly Kelders, Member Services Director

Barbara McMorrow, Professional Learning Director

Patty Orecchio, Program Director

Council of Ontario Directors of Education (CODE)

Larry Langan, Director of Education
Huron-Perth Catholic District School Board

Eleanor Newman, Director of Education
Renfrew County District School Board

Roger Paul, Directeur de l'éducation
Conseil scolaire de district catholique
de l'Est ontarien

Ministry of Education

Marg Connor, Director (A)
Leadership Development Branch

Laurie Pedwell, Manager (A)
Leadership Development Branch

Patricia Manson, Executive Officer
Literacy and Numeracy Secretariat

Joan MacCallum, Senior Policy Advisor
Leadership Development Branch

Denise Duhaime, Education Officer
Leadership Development Branch

**Ontario Catholic Supervisory
Officers' Association (OCSOA)**

Catherine Sexton, Superintendent of Schools
London District Catholic School Board

Theresa Harris, Executive Director

Ontario Principals' Council (OPC)

Lisa Vincent, President

Blair Hilts, Past-president

Mike Benson, Executive Director

Joanne Robinson, Program Coordinator OPC
Education Leadership Canada

Melanie Rose, Staff

**Ontario Public Supervisory
Officials' Association (OPSOA)**

Michael Sereda, Executive Superintendent of
Human Resource Services

Thames Valley District School Board

Research Advisor

Nancy Watson

Website

www.education-leadership-ontario.ca

WWW.EDUCATION-LEADERSHIP-ONTARIO.CA

