

LEADERSHIP FRAMEWORK FOR CATHOLIC SUPERVISORY OFFICERS

CATHOLIC FAITH, COMMUNITY AND CULTURE

The supervisory officer nurtures Catholic faith, community, and culture and models a commitment to gospel values.

PRACTICES

The supervisory officer will:

- build and sustain a collaborative Catholic professional learning community that promotes a sense of collective responsibility for the worth and dignity of all members of the community;
- ensure the development and implementation of liturgies and prayers that nurture Catholic School culture and faith development;
- provide pastoral care to persons and situations in need;
- develop and recommend through the director to the Board, policies and procedures that are embedded with the fundamental concepts of human dignity, social justice and environmental stewardship;
- establish and facilitate a process that promotes systematic and comprehensive program links that support school, parish and family life.

COMPETENCIES

Skills

The supervisory officer is able to:

- articulate, facilitate and foster systemic practices which ensure appropriate liturgical and daily prayer experiences that celebrate Catholic life and support faith formation;
- organize and facilitate practices and procedures that result in an environment where effective liturgies and prayers that support Catholic school culture and faith development are clearly evident;
- recognize persons and situations which require a pastoral response;
- inform trustees and motivate system leaders to provide leadership and encouragement to all members of the Catholic school community to develop programs which reflect the principles of our Catholic Faith.

Knowledge

The supervisory officer knows about:

- church teaching on education, culture, and the connection of faith with culture;
- the role of the administrator in shaping the Catholic culture of the school system;
- the integral role that human dignity, social justice and environmental stewardship play in the faith formation of students and staff;
- the availability of resources to provide the pastoral care to persons and situations in need;
- programs, policies and procedures that model commitment to the formation of spirituality, character, human dignity, social justice and environmental stewardship;
- personal strengths, styles and strategies to deepen relationships and networks.

Attitudes

The supervisory officer demonstrates:

- commitment to faith development through modeling, facilitation and mentorship;
- a strong, authentic and active faith reflective of gospel values;
- commitment to the promotion of the distinct nature of a Catholic school system;
- acceptance of the responsibility to provide pastoral care to persons and situations within the context of a Catholic school system;
- approachability in his/her interpersonal relationships;
- empathy with the feelings and faith perspectives of others
- commitment to excellence and service tempered by compassion
- respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured.

SETTING DIRECTION

The supervisory officer builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

PRACTICES

The supervisory officer:

- ensures the vision is clearly articulated, shared, understood and acted upon by all;
- works within the board and across school communities to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;
- demonstrates the vision and values in everyday work and practice;
- motivates and works with others to create a shared culture and positive climate that reflects the mandate of a Catholic school system;
- ensures creativity, innovation and the use of appropriate technologies to achieve excellence;
- ensures that strategic planning takes account of the diversity, values, and experience of the board and school communities;
- provides ongoing and effective communication with schools and communities.

COMPETENCIES

Skills

The supervisory officer is able to:

- think strategically, build and communicate a coherent vision in a range of compelling ways;
- inspire, challenge, motivate and empower others to carry the vision forward;
- model the values and vision of the board.

Knowledge

The supervisory officer has knowledge and understanding of:

- the Catholic faith tradition;
- local, national and global trends;
- ways to build, communicate and implement the Catholic vision;
- strategic planning processes;
- ways to communicate within and beyond the board;
- new technologies, their use and impact;
- leading change, creativity and innovation.

Attitudes

The supervisory officer demonstrates:

- commitment to setting goals that are not only ambitious and challenging but also realistic and achievable;
- a belief that all students are created in the image of God;
- a belief that all students can learn;
- commitment to an inclusive, respectful, equitable board culture based on Gospel values.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The supervisory officer strives to foster genuine trusting relationships with and among students, staff, families and communities guided by a sense of mutual respect. The supervisory officer affirms and empowers others to work in the best interests of all students.

PRACTICES

The supervisory officer:

- treats people as Jesus did: fairly, equitably, with dignity and respect to create and maintain a positive, inclusive and safe board culture;
- develops effective strategies for staff induction, Catholic learning, faith formation and performance review;
- engages principals and teachers in Catholic learning;
- develops and implements effective strategies for leadership development;
- distributes leadership to provide opportunities for staff to self-actualize;
- acknowledges and celebrates the achievements of individuals and teams;
- encourages colleagues to take intellectual risk;
- leads by example, modelling Gospel values;
- demonstrates transparent decision-making and consistency between words and deeds;
- maintains high visibility in the board and in schools associated with quality interactions with staff and students.

COMPETENCIES

Skills

The supervisory officer is able to:

- foster an open, fair and equitable culture;
- develop, empower and sustain individuals and teams;
- give and receive effective feedback;
- challenge, influence and motivate others to discipleship and servant leadership;
- communicate effectively with a diverse range of people, including the public and the media;
- manage conflict effectively;
- listen empathetically and actively;
- foster anti-discriminatory principles and practices.

Knowledge

The supervisory officer has knowledge and understanding of:

- the significance of interpersonal relationships, adult learning and models of continuing Catholic development;
- strategies to promote individual and team development and adult faith formation;
- the relationship between performance management and school and board improvement;
- the impact of change on organizations and individuals.

Attitudes

The supervisory officer demonstrates:

- commitment to effective working relationships;
- commitment to shared servant leadership;
- commitment to effective teamwork;
- confidence, optimism, hope, and resiliency
- integrity.

DEVELOPING THE ORGANIZATION

The supervisory officer builds collaborative cultures, structures the organization for success, and connects the board and schools to their wider environments

PRACTICES

The supervisory officer:

- builds a collaborative learning culture within the board and deanery and fosters the same in schools, parishes and communities;
- fosters engagement across schools to build effective learning communities;
- nurtures and empowers a diverse workforce;
- provides equity of access to opportunity and achievement;
- supervises staff justly and effectively;
- uses performance appraisal to foster Catholic growth;
- challenges thinking and learning of staff to further develop Catholic practice;
- develops a board culture which promotes shared knowledge and shared responsibility for outcomes;
- nurtures a harmonious school system that works, reflects and prays together.

COMPETENCIES

Skills

The supervisory officer is able to:

- collaborate and network with others inside and outside the board and across the broader Catholic community;
- perceive the richness and diversity of school communities;
- foster a culture of change and continuous improvement;
- engage in dialogue which builds community partnerships;
- listen and act on community feedback.

Knowledge

The supervisory officer has knowledge and understanding of:

- building and sustaining a Catholic learning community;
- change management strategies;
- models of effective partnership;
- strategies to encourage parent and parish involvement;
- ministry policies and procedures.

Attitudes

The supervisory officer demonstrates:

- acceptance of responsibility for board climate and student outcomes;
- Catholic discipleship and character;
- ethical behaviour.

LEADING THE INSTRUCTIONAL PROGRAM

The supervisory officer sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The supervisory officer manages the board organization effectively so that everyone can focus on teaching and learning.

PRACTICES

The supervisory officer:

- ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools;
- ensures that learning is at the centre of planning and resource management;
- develops Catholic learning communities in collaborative and growth-oriented cultures;
- recruits, hires and retains staff with the interest and capacity to further the board's goals;
- provides resources in support of curriculum instruction and the Ontario Catholic School Graduate Expectations;
- buffers staff from distractions;
- allocates resources so that principals can implement strategies which secure high standards of behaviour and attendance.

COMPETENCIES

Skills

The supervisory officer is able to:

- demonstrate the principles and practice of effective teaching and learning;
- access, analyse and interpret data;
- initiate and support an inquiry-based approach to improvement in teaching and learning;
- establish and sustain appropriate structures and systems for effective management of the board and schools;
- make organizational decisions based on informed judgments;
- manage time effectively;
- foster faith and moral formation of staff and students.

Knowledge

The supervisory officer has knowledge and understanding of:

- strategies for improving achievement;
- effective pedagogy and assessment;
- use of new and emerging technologies to support teaching and learning;
- models of behaviour and attendance management;
- strategies for ensuring inclusion, diversity and equity of access;
- curriculum design and management;
- tools for data collection and analysis;
- school and board self-assessment;
- strategies for developing effective Catholic teachers and student leaders;
- project management for planning and implementing change;
- legal issues, faith and moral formation of students;
- exemplary Catholic educators and their systems of education;
- the liturgical year and appropriate ways of celebrating its major seasons and feast days with the school community.

Attitudes

The supervisory officer demonstrates:

- commitment to raising standards for all students;
- commitment to equity of outcome and closing the achievement gap;
- belief in meeting the needs of all students in diverse ways;
- commitment to sustaining safe, secure and healthy school environments;
- commitment to upholding human rights and respecting the dignity of all.

SECURING ACCOUNTABILITY

The supervisory officer is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education and for promoting collective responsibility for student outcomes within the whole community of schools and the board, based on the Ontario Catholic Schools Graduate Expectations.

PRACTICES

The supervisory officer:

- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation;
- measures and monitors leadership effectiveness through student achievement;
- works with principals to align school targets with board and provincial targets;
- supports principals' work with Catholic school councils so councils can participate actively and authentically in their advisory role;
- develops and presents a coherent, understandable, accurate and transparent account of board and school performance to a range of audiences; e.g., ministry, board, parents, and Catholic education community;
- reflects on personal contribution to board achievements and takes account of feedback from others;
- participates actively in personal external assessment and makes adjustments to better meet expectations and goals;
- creates an organizational structure which reflects the board's values and enables the management systems, structures and processes to work within legal requirements;
- makes connections to ministry goals to strengthen commitment to board improvement efforts, based on the Ontario Catholic Schools Graduate Expectations;
- establishes liaisons with ministry to influence ministry direction in ways that support board plans;
- develops and applies appropriate performance management practices to goals and outcomes identified in the board improvement plan;
- prays on a regular basis with the Catholic Education community.

COMPETENCIES

Skills

The supervisory officer is able to:

- articulate the story of the Catholic school system in the Province of Ontario;
- foster principals' engagement of school communities in the systematic and rigorous self-assessment of the work of the schools;
- collect and use a rich set of data to understand and assess the strengths and weaknesses of schools;
- assist principals to combine the outcomes of regular school self-review with provincial and other external assessments in order to develop the school.

Knowledge

The supervisory officer has knowledge and understanding of:

- the Roman Catholic Faith and how the Faith is to be fulfilled in a Catholic school;
- accountability frameworks including self-assessment;
- the contribution that education makes to developing, promoting and sustaining a fair, equitable and compassionate society;
- the use of a range of evidence to support, monitor, evaluate and improve the board's performance;
- the principles and practices of performance management.

Attitudes

The supervisory officer demonstrates:

- commitment to individual, team and whole-school accountability for student outcomes
- commitment to the principles and practices of school and board self-assessment
- commitment to personal self-assessment
- commitment to Catholic values and their implementation