

LEADERSHIP FRAMEWORK FOR SUPERVISORY OFFICERS

PART 1: PRACTICES AND COMPETENCIES

Understanding the framework

The leadership framework for supervisory officers consists of two parts:

- Part 1: Leader Practices and Competencies is displayed on this page
- Part 2: System Practices and Procedures is displayed on a separate page

The System Practices and Procedures portion of the framework is common to both the framework for principals and vice-principals and the framework for supervisory officers.

Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature of Ontario’s communities
- Leadership is contextual and multi-dimensional
- The practices and competencies of leaders will evolve as leaders move through a variety of career stages
- Leadership practices and competencies are distributed among members of school and system professional learning teams working together to accomplish goals

SETTING DIRECTIONS

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;
- 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;
- actively engage the diverse community, through outreach, to build relationships and alliances.

Knowledge:

The supervisory officer has knowledge and understanding of:

- local, national and global trends;
- ways to build, communicate and implement a shared 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 can learn;
- commitment to an inclusive, respectful, equitable board culture.

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 fairly, equitably, with dignity and respect to create and maintain a positive board culture;
- develops effective strategies for staff induction, professional learning and performance review;
- engages principals and teachers in professional learning;
- develops and implements effective strategies for leadership development;
- uses delegation 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 core 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 attain high goals;
- 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 professional learning;
- strategies to promote individual and team development;
- 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 leadership for improvement;
- 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 fosters the same in schools;
- fosters engagement across schools to build effective learning communities;
- nurtures and empowers a diverse workforce;
- supervises staff effectively;
- uses performance appraisal to foster professional growth;
- challenges thinking and learning of staff to further develop professional practice;
- develops a board culture which promotes shared knowledge and shared responsibility for outcomes.

COMPETENCIES

Skills:

The supervisory officer is able to:

- create efficient administrative routines to minimize efforts on recurring and predictable activities;
- collaborate and network with others inside and outside the board and across schools;
- perceive the richness and diversity of school communities;
- foster a culture of continuous improvement;
- engage in dialogue which builds community partnerships;
- listen and act on community feedback;
- engage students and parents.

Knowledge:

The supervisory officer has knowledge and understanding of:

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

Attitudes:

The supervisory officer demonstrates:

- acceptance of responsibility for board climate and student outcomes;
- 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 system 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 professional learning communities to support school improvement;
- recruits, hires and retains staff with the interest and capacity to further the board’s goals;
- provides resources in support of curriculum and differentiated instruction;
- buffers staff from distractions that detract from student achievement;
- allocates resources so that principals can implement strategies which secure high standards of student behaviour and attendance;
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills:

The supervisory officer is able to:

- demonstrate the principles and practice of effective teaching and learning;
- access, analyse and interpret data for student achievement;
- 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 judgements;
- manage time effectively;
- support student character development strategies in schools.

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;
- strategies for ensuring inclusion, diversity and access
- curriculum design and management;
- tools for data collection and analysis;
- school and board self-evaluation;
- strategies for developing effective teachers and leaders;
- project management for planning and implementing change;
- legal issues;
- student character development.

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 needs of all students in diverse ways;
- commitment to sustaining safe, secure and healthy school environments;
- commitment to upholding human rights.

SECURING ACCOUNTABILITY

The supervisory officer is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education.

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 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, community;
- reflects on personal contribution to board achievements and takes account of feedback from others;
- participates actively in personal external evaluation 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;
- 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.

COMPETENCIES

Skills:

The supervisory officer is able to:

- foster principals’ engagement of school communities in the systematic and rigorous evaluation of school effectiveness;
- 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 for school improvement.

Knowledge:

The supervisory officer has knowledge and understanding of:

- accountability frameworks including self-evaluation;
- the contribution that education makes to developing, promoting and sustaining a fair and equitable 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-evaluation;
- commitment to personal self-evaluation.