

# Leadership Framework

## Part 1: Leader Competencies and Practices

These competencies and practices refer to principals and apply to vice-principals as well. Similar competency and practice statements will be designed for supervisory officers and directors.

### 1. Setting Directions

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

#### Practices

*The principal:*

- Ensures that the vision is clearly articulated, shared, understood, and acted upon effectively by all.
- Works within the school community to translate the vision into agreed objectives and operational plans that 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.
- Encourages 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 school and community.

#### Skills

*The principal is able to:*

- Think strategically and 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 principal knows about:*

- Local, national, and global trends
- Ways to build, communicate, and implement a shared vision
- Strategic planning processes
- Ways to communicate within and beyond the school
- New technologies and their use and impact
- Leading change, creativity, and innovation

#### Attitudes

*The principal demonstrates:*

- Commitment to setting and achieving ambitious, challenging goals
- A belief that all students can learn
- Commitment to an inclusive, respectful, equitable school culture

## **2. Building Relationships and Developing People**

The principal strives to establish genuine, trusting relationships with students, staff, families, and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interest of all students.

### **Practices**

*The principal:*

- Treats people fairly, equitably, and with dignity and respect in order to create and maintain a positive school culture.
- Develops effective strategies for staff induction, professional development, and performance review.
- Uses delegation effectively to provide opportunities for staff to self-actualize.
- Acknowledges and celebrates the achievements of individuals and teams.
- Encourages colleagues to take intellectual risks.
- Leads by example, modelling core values.
- Demonstrates transparent decision making and consistency between words and deeds.
- Maintains high visibility in the school, as associated with quality interactions with staff and students.

### **Skills**

*The principal 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 principal knows about:*

- The significance of interpersonal relationships, adult learning, and models of continuing professional development
- Strategies to promote individual and team development
- The relationship between performance management and school improvement
- The impact of change on organizations and individuals
- Effective media relations

### **Attitudes**

*The principal demonstrates:*

- Commitment to effective working relationships
- Commitment to shared leadership
- Commitment to effective teamwork
- Confidence, optimism, hope, and resiliency
- Integrity

### **3. Developing the Organization**

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment

#### **Practices**

*The principal:*

- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
- Nurtures and empowers a diverse workforce.
- Provides equity of access to opportunity and achievement.
- Supervises staff effectively.
- Uses performance appraisal to foster professional growth.
- Challenges thinking and learning of staff to further develop professional practice.
- Develops a school ethos that promotes shared knowledge and shared responsibility for outcomes.

#### **Skills**

*The principal is able to:*

- Collaborate and network with others inside and outside the school.
- Perceive the richness and diversity of school communities.
- Foster a culture of change.
- Engage in dialogue which builds community partnerships.
- Listen and act on community feedback.

#### **Knowledge**

*The principal knows about:*

- Building and sustaining a professional learning community
- Change management strategies
- Models of effective partnership
- Strategies to encourage parent involvement

#### **Attitudes**

*The principal demonstrates:*

- Acceptance of responsibility for school climate and student outcomes
- Ethical behaviour

### **4. Leading the Instructional Program**

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school organization effectively so that everyone can focus on teaching and learning.

#### **Practices**

*The principal:*

- Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress.
- Ensures that learning is at the centre of planning and resource management.
- Develops professional learning communities in collaborative cultures.
- Participates in the recruitment, hiring, and retention of teachers who have the interest and capacity to further the school's goals.

- Provides resources in support of curriculum instruction.
- Buffers staff from distractions.
- Implements strategies which secure high standards of behaviour and attendance.

### **Skills:**

*The principal is able to:*

- Demonstrate the principles and practice of effective teaching and learning.
- Access, analyzes, 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 school.
- Make organizational decisions based on informed judgements.
- Manage time effectively.
- Foster student character development strategies.

### **Knowledge**

*The principal knows about:*

- Strategies for improving achievement
- Use of new and emerging technologies to support teaching and learning
- Models of behaviour and attendance management
- Strategies for ensuring inclusion, diversity, and access
- Curriculum design and management
- Tools for data collection and analysis
- School self-evaluation
- Strategies for developing effective teachers
- Project management for planning and implementing change
- Legal issues to manage effectively
- The importance of the effective development of student character

### **Attitudes**

*The principal demonstrates:*

- Commitment to raising standards for all
- Commitment to closing the achievement gap
- Belief in meeting the needs of all students in diverse ways
- Commitment to sustaining a safe, secure, and healthy school environment
- Commitment to upholding human rights

## **5. Securing Accountability**

The principal is accountable to students, parents, the community, supervisors, and the board for ensuring that students benefit from a high-quality education and for promoting collective responsibility for student outcomes within the whole school community. The principal is specifically accountable for the goals set out in the school improvement plan.

### **Practices**

*The principal:*

- Ensures that individual staff accountabilities are clearly defined, understood, agreed upon, and subject to rigorous review and evaluation.
- Works with the school council, providing information and support so that the council can participate actively and authentically in its advisory role.

- Develops and presents a coherent, understandable, accurate, and transparent account of the school's performance to a range of audiences (e.g., school council, parents, board, supervisors).
- Reflects on personal contribution to school 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 that reflects the school's values and enables the management systems, structures, and processes to work effectively in line with legal requirements.
- Develops and applies appropriate performance management practices to the goals and outcomes identified in the school improvement plan.

### **Skills**

*The principal is able to:*

- Engage the school community in the systematic and rigorous self-evaluation of the work of the school.
- Collect and use a rich set of data to understand the strengths and weaknesses of the school.
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.

### **Knowledge**

*The principal knows about:*

- 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 aspects of school performance
- The principles and practices of performance management

### **Attitudes**

*The principal demonstrates:*

- Commitment to individual, team, and whole-school accountability for student outcomes
- Commitment to the principles and practices of school self-evaluation
- Commitment to personal self-evaluation