

Leadership Framework

Part 2: System Practices and Procedures

Domain 1: School and District Improvement

This is the commitment that the board demonstrates to raising student achievement and closing student achievement gaps, to treating people ethically, and to empowering the whole district.

Indicators:

- The board provides support for building a common vision and mission for the school.
- All members of the school system (e.g., trustees, leaders, staff, school council members) work together to take responsibility for the learning of all students.
- The board recognizes the importance of professional learning communities and communities of practice as ways of supporting school improvement.
- The board supports capacity building as the route to improved student achievement.
- The board exhibits a culture that supports school-based innovation within the board's shared vision.
- The board provides financial resources to support school improvement planning.

Domain 2: Fostering a Culture of Professionalism

These are the procedures that the board uses to ensure that it has positive working relationships with its school leaders, so that principals and vice-principals feel that they are respected and trusted leaders within the system and that their input is sought and considered.

Indicators:

- The board has policies and processes in place that enhance positive working relationships.
- The board supports the development of a positive and supportive school climate in its schools.
- The board recognizes excellence at all levels of the organization.
- Flexible structures at all levels of the system communicate a culture of respect.

Domain 3: Leadership Development

Consists of the approaches and activities that the board has in place to provide the necessary training and opportunities for principals and vice-principals to build their capacity to be visionary instructional leaders and managers of a changing culture within their schools.

Indicators:

- The board's leadership development model is based on a definition and a shared understanding of effective leadership that is consistent with evidence of best practice.
- The leadership development framework is consistent with evidence-based best practices and is institutionalized and communicated to all personnel.
- Leadership development processes reflect contemporary understandings of leadership and learning.
- The board's leadership plan is evaluated on an ongoing basis.

Domain 4: Administrative Structures

These are the procedures that the board follows and the administrative structures that it has in place to streamline and buffer internal and external requests (e.g., mail, e-mail, and requests for data) and to provide central office support, including technological resources, to reduce the administrative burden on principals and vice-principals.

Indicators:

- The board has a system for coordinating demands made on schools and for gatekeeping external requests.
- The board provides support for principals and vice-principals to implement board policies and procedures.
- The board provides technical support for technology applications in schools and data-driven decision making.
- The board has clear lines of communication to support a variety of principal and vice-principal functions.
- The board provides human resources to support the principal and vice-principal as instructional leaders.

Domain 5: Parent and Community Supports

These consist of the procedures that the board has in place to assist and support schools in getting parents and community involved in the school.

Indicators:

- The board provides training for school council chairs.
- The board has developed protocols for schools' liaisons with community agencies and services (e.g., public health agencies, municipal services, community police).
- The board provides communication expertise for public communications (e.g., letters home, press releases for events, communications related to emergencies).
- There are protocols for communication between the board and principals and vice-principals about parental concerns and complaints.
- The board provides support for the use of school volunteers.

Domain 6: Succession Planning (Including Recruitment) to Build Capacity and Retain and Sustain Effective Leaders

These are the procedures that the board has in place to ensure that high-quality candidates are ready and willing to take on school leadership roles and that all aspects of the transition from one leader to the next have been carefully considered.

Indicators:

- The board has well-developed, well-communicated, and inclusive identification and recruitment practices.
- The board provides training and development for aspiring leaders.
- The board uses selection processes that are systematic, transparent, and inclusive.
- Supports are in place for newly appointed administrators.
- The board's placement and transfer processes for principals and vice-principals include supports for success.