



Halton Catholic District School Board

The Leadership Journey

"Your word is a lamp to my feet and a light to my path"

- Psalm 119:105



A Leader's Prayer

Leadership is hard to define.

Lord, let us be the ones to define it with justice.

Leadership is like a handful of water.

Lord, let us be the people to share it with those who thirst.

Leadership is not about watching and correcting.

Lord, let us remember it is about listening and connecting.

Leadership is not about telling people what to do.

Lord, let us find out what people want.

**Leadership is less about the love of power
and more about the power of love.**

**Lord, as we continue to undertake the role of leader
let us be affirmed**

by the servant leadership we witness in your son Jesus.

Let us walk in the path

He has set and let those who will, follow.

Let our greatest passion be compassion.

Our greatest strength love.

Our greatest victory the reward of peace.

In leading let us never fail to follow.

In loving let us never fail.

Amen



Mission

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

Governing Values

At the Halton Catholic District School Board we know that:

- ◆ our school community exists to foster and exemplify Catholic values;
- ◆ the education of our students is a necessary investment in society;
- ◆ education is a lifelong process that fosters the worth of the individual;
- ◆ education is a process involving a partnership of students, home, school, Church and community;
- ◆ the education of everyone toward their fullest potential creates a better future;
- ◆ an effective learning environment fosters in each student a sense of unique value, self-esteem and importance to society;
- ◆ dedicated teachers and staff ensure a positive and caring learning environment enabling students to reach their full potential;
- ◆ the ability to understand, manage and direct change is essential to success; and
- ◆ we are accountable to the community for the effective management of our resources.

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HALTON CATHOLIC DISTRICT SCHOOL BOARD **LEADERSHIP STRATEGY**

The Halton Catholic District School Board's Leadership Strategy has been developed to foster leadership of the highest possible quality in our schools and school board. The Halton Catholic District School Board's Leadership Journey is a comprehensive program designed to support student achievement and well-being by developing passionate and skilled leaders in our schools and board.

We know that school leaders have a profound impact on student achievement, second only to teachers. Likewise, system leaders have a crucial role to play in creating successful schools. While research shows that the Principal is second only to the teacher in improving student achievement, it also shows that it is leadership distributed across a system that has the greatest potential to impact student learning. Hence, the Halton Catholic District School Board Leadership Strategy, implemented through the Leadership Journey program, is designed to offer all employees an opportunity to consider leadership potential and to build on leadership capacity.

The Ontario Leadership Framework

As an educational leader, you are contributing to one of the most exciting – and challenging periods in the history of Ontario's education system. The targets being set and achieved in Ontario have put our education system on a world stage as a centre of excellence. At the same time, effective leadership has emerged as one of the critical foundations needed to sustain and enhance system-wide improvement.

What is leadership? What does effective leadership look like? What role does leadership play in the education setting? And most importantly, in the midst of day-to-day pressures, how can leadership skills help us to do more with less, streamline and focus our efforts, and achieve our practical goals and targets?

The Ministry made a commitment to a number of initiatives intended to develop, support and sustain the highest quality leadership possible in schools and boards across the province. To ensure a consistent and effective approach to implementing these initiatives, Ontario's Leadership Framework was developed.

The Ontario Leadership Framework is an outline of the practices and competencies for individuals (supervisory officers, Principals and Vice Principals) and system practices and procedures for districts. Catholic School Boards have adopted a Catholic Leadership Framework that charts the necessary components of Catholic leadership.

The Catholic Leadership Framework is designed to:

- ◆ Inspire a shared vision of Catholic leadership in Catholic schools and boards
- ◆ Promote a common language that fosters an understanding of Catholic leadership and what it means to be a Catholic school and system leader
- ◆ Identify the practices and competencies that describe effective Catholic leadership
- ◆ Guide the design and implementation of professional learning and development for Catholic schools and system leaders.

Adapted from *“Putting Ontario’s Leadership Framework Into Action”*

The Institute of Education Leadership, August 2008

“For you who walk there is no road; the path is made by walking”
- Antonio Marchado



Catholic Leadership Framework

“Spirit of God, you are stirring in our hearts. You urge us to move forward in new ways. You prompt us to follow. You call us to open our minds and hearts to receive your energizing transforming radiance. Make us receptive so that we will follow your loving movement within our lives. We trust in your powerful presence within us.”

- Taken from: *May I Have This Dance*, by Joyce Rupp

CATHOLIC FAITH, COMMUNITY AND CULTURE

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

PRACTICES

The principal 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;
- participate in liturgies and prayers that nurture Catholic School culture and faith development;
- provide pastoral care to persons and situations in need;
- promote school programs, policies and procedures that are embedded with the fundamental concepts of human dignity, social justice and environmental stewardship;
- establish systematic and comprehensive program links that support school, parish and family life;
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills

The principal is able to:

- facilitate liturgical and daily prayer experiences that celebrate Catholic life and support faith formation;
- recognise persons and situations which require a pastoral response;
- foster the relationship among parents, parish and the school community to support faith development and school programs.

Knowledge

The principal 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;
- 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;
- personal strengths, styles and strategies to deepen relationships and networks.

Attitudes

The principal 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 Catholic school culture;
- empathy for the feelings and faith perspectives of others;
- commitment to excellence and service tempered by compassion;
- commitment to equity of outcome and closing the achievement gap.

SETTING DIRECTIONS

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

PRACTICES

The principal:

- ensures a Catholic 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 which promote and sustain school improvement;
- demonstrates the vision and values in everyday work and practice;
- motivates and works with others to create a vibrant Catholic learning community, shared culture and positive climate;
- ensures creativity, innovation and the equitable use of appropriate technologies to achieve excellence;
- ensures that strategic planning embraces the diversity, values, and experiences of the school and community;
- provides ongoing and effective communication with the school community.

COMPETENCIES

Skills

The principal is able to:

- think strategically and build and communicate a coherent vision in a range of compelling ways;
- to 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 principal knows about:

- 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 school;
- new technologies, 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 are created in the image of God;
- a belief that all students can learn;
- commitment to an inclusive, respectful, compassionate, equitable school culture based on Gospel values.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The principal strives to foster 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 interests of all students.

PRACTICES

The principal:

- treats people as fairly, equitably and with dignity and respect;
- creates and sustains a caring Catholic school culture;
- develops and implements effective strategies for staff induction, professional learning, faith formation, leadership, 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 risk;
- leads by example, modelling Gospel values;
- demonstrates transparent decision making and consistency between words and deeds;
- maintains high visibility in the school associated with quality interactions with staff and students.

COMPETENCIES

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 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;
- demonstrate cultural competency.

Knowledge

The principal knows about:

- the significance of interpersonal relationships, adult learning and models of continuing professional learning;
- strategies to promote individual and team development and adult faith formation;
- 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 servant leadership;
- commitment to effective teamwork;
- confidence, optimism, hope, and resiliency, integrity and trust.

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, parishes and community partners 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 professional growth;
- challenges thinking and learning of staff to further develop professional practice;
- develops a school ethos which promotes shared knowledge and shared responsibility for outcomes;
- builds a harmonious community which works, reflects and prays together.

COMPETENCIES

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 Catholic 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 principal demonstrates:

- acceptance of responsibility for school climate and student outcomes;
- Catholic discipleship and character;
- a transforming style of leadership based on trust and mutuality;
- authenticity;
- ethical behaviour.

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 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 with the interest and capacity to further the school's goals;
- provides resources in support of curriculum instruction and Catholic graduate expectations;
- buffers staff from distractions that detract from student achievement;
- implements strategies which secure high standards of behaviour and attendance.

COMPETENCIES

Skills

The principal 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 school;
- make organizational decisions based on informed judgements;
- manage time effectively;
- foster faith and moral formation of students.

Knowledge

The principal knows about:

- strategies for improving student achievement;
- 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 effectively manage the importance of effective student character development;
- 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 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.

SECURING ACCOUNTABILITY

The principal 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. The principal is specifically accountable for the goals set out in the school improvement plan.

PRACTICES

The principal:

- ensures individual staff accountabilities are clearly defined, understood, agreed to 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 which reflects the school's Catholic 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 goals and outcomes identified in the school improvement plan;
- makes connections to ministry goals to strengthen commitment to school improvement efforts.

COMPETENCIES

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 compassionate 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 and reflection;
- commitment to Catholic values and their implementation.

CATHOLIC LEADERSHIP

PART 2: SYSTEM PRACTICES

Understanding the framework

The leadership framework consists of two parts:

- Part 1: Leader Practices and Competencies, which have been developed for principals and vice-principals, and for supervisory officers, are displayed on separate pages.
- Part 2: System Practices and Procedures is displayed on this page, and is common to principals and vice-principals and supervisory officers.

The Leadership Self-Review Tool

The Leadership Self-Review Tool (LSRT) was developed by the Institute for Education Leadership to help school boards assess the support they offer their school leaders.

It is designed to enable boards to plan implementation of the LSRT in their own districts. It includes recommendations for effective use of the tool, a survey, and a gap analysis scoring sheet, as well as reviews of the research on leadership and student achievement and reports on the piloting of the LSRT in five school boards. Boards have the flexibility to determine how they will use the tool and can tailor aspects of the survey to their own context. You can learn more about the LSRT at: www.education-leadership-ontario.ca

SCHOOL AND SCHOOL BOARD IMPROVEMENT

The commitment the board demonstrates to raising student achievement and closing student achievement gaps, to treating people ethically, and to empowering the whole board.

Indicators:

- The board provides support for building a common vision and mission for the school which includes the Ontario Catholic School Graduate Expectations.
- The board deliberately and purposefully supports the role of principal as faith leaders of the school.
- 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 Catholic 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.

FOSTERING A CULTURE OF PROFESSIONALISM

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 Ontario Catholic School Graduate Expectations are central to the board's vision and mission.
- The board has policies and processes in place that enhance positive working relationships.
- The board supports the development of a positive and supportive Catholic 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.
- All discipline is conducted with dignity and respect.

LEADERSHIP DEVELOPMENT

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 in their schools.

Indicators:

- The board's leadership development model is faith based and encourages adult faith formation.
- 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 Catholic leadership development framework is consistent with evidence-based best practices, institutionalized, and communicated to all personnel.
- Catholic leadership development processes reflect contemporary understandings of leadership and learning.
- The board's Catholic leadership plan is evaluated on an on-going basis.

SHIP FRAMEWORK

ICES AND PROCEDURES

ADMINISTRATIVE STRUCTURES

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.
- Resources are provided to help meet the faith needs of students and staff.

PARENT AND COMMUNITY SUPPORTS

The procedures that the board has in place to assist and to support schools in involving parents and community in the school.

Indicators:

- The board provides support for enhancing communications and building relationships with local parishes.
- The board provides training for Catholic 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) that clearly reflect the Catholic mission of the Board.
- There are protocols for communication between board and principals and vice-principals about parental concerns and complaints.
- The board provides support for the use of school volunteers.
- Volunteers are briefed on the expectations of volunteering in a Catholic School.

SUCCESSION PLANNING, INCLUDING RECRUITMENT, TO BUILD CAPACITY AND RETAIN AND SUSTAIN EFFECTIVE LEADERS

The procedures 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 programs in place to support faith based leadership development.
- 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.

Profile for Effective Catholic Leadership

"We believe that those entrusted with leadership positions in the Catholic Schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity, inspired by the Gospel and lived in authentic freedom and commitment."

- Fulfilling the Promise: The Challenge of Leadership, 1993



HALTON CATHOLIC DISTRICT SCHOOL BOARD **PROFILE FOR EFFECTIVE CATHOLIC LEADERSHIP**

The Halton Catholic District School Board has created a Profile of an Effective Catholic Leader. This profile was created from the Catholic Leadership Framework and the Halton Catholic District School Board's Mission and Vision statements. It serves as a summary of the key competencies and skills necessary for effective Catholic Leadership within the Halton Catholic District School Board.

HALTON CATHOLIC DISTRICT SCHOOL BOARD **CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL**

The Catholic Leadership Self-Assessment Tool provides an opportunity for individuals to plan and seek out learning opportunities suited to their level of leadership development in order to develop leadership skills. The Self-Assessment Tool will provide potential leaders and those serving in leadership positions a means to evaluate their leadership skills on a continuum of development. The Catholic Leadership Self-Assessment Tool provides an opportunity for individuals to plan and seek out learning opportunities suited to their level of leadership development.

PROFILE FOR EFFECTIVE CATHOLIC LEADERSHIP

<p>Catholic Faith, Community, and Culture</p>	<p>The leader demonstrates a strong, active personal faith and is knowledgeable of church teachings and faith traditions. The leader nurtures Catholic faith, community and culture, and models a commitment to Gospel values and to the promotion of a Catholic school culture.</p>
<p>Setting Directions</p>	<p>The leader builds a shared vision for a model-learning community that is distinctively Catholic, provides exceptional education and nurtures the call to love and serve as a people of faith. The leader models and encourages a commitment to life-long learning and an openness to new ideas. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations. The leader demonstrates a belief that all students are created in the image of God, and that all students can learn.</p>
<p>Building Relationships and Developing People</p>	<p>The leader acts with openness and integrity and strives to foster trusting and collaborative relationships with all staff, parents and all members of the broader school community. Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships and teamwork with students, families, and communities.</p>
<p>Developing the Organization</p>	<p>The leader demonstrates an acceptance of responsibility for school climate and student outcomes, and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students. The leader has a transformation style of leadership which reflects Catholic discipleship, personal and professional integrity and a commitment to serving the needs of others.</p>
<p>Leading the Instructional Program</p>	<p>The leader is committed to ensuring success for each student, celebrating the inherent dignity of each human being, fostering a culture of inclusion while responding to the diverse learning needs of each student. The leader is knowledgeable and effective in supporting school improvement planning processes. The leader accepts responsibility for upholding human rights and sustaining a safe, secure and healthy school environment.</p>
<p>Securing Accountability</p>	<p>The leader is committed to the success of the Catholic student, accepts personal responsibility and nurtures a culture of individual, team, and whole school accountability for student outcomes.</p>

CATHOLIC FAITH, COMMUNITY AND CULTURE

The leader demonstrates a strong, active personal faith and is knowledgeable of church teachings and faith traditions. The leader nurtures Catholic faith, community and culture, and models a commitment to Gospel values and to the promotion of a Catholic school culture.

Practices, Skills, and Knowledge	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge	I am acquiring practices, skills and knowledge	I am applying practices, skills and knowledge to my work
The leader ensures school programs, policies and procedures are embedded with the fundamental concepts of human dignity, social justice and environmental stewardship, and are aligned with Focus on Faith initiatives.			
The leader fosters a commitment to Gospel values and to the community and culture which it serves.			
The leader demonstrates knowledge about the integral role of human dignity, and promotes social justice and environmental stewardship in the faith formation of students and staff.			
The leader demonstrates an active personal knowledge of church teachings and faith traditions, and promotes strategies to strengthen the Catholic school culture.			
The leader demonstrates a commitment to excellence and service tempered by compassion.			

SETTING DIRECTIONS

The leader builds a shared vision for a model learning community that is distinctively Catholic, provides exceptional education, and nurtures the call to love and serve as a people of faith. The leader models and encourages a commitment to life-long learning, and an openness to new ideas. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations. The leader demonstrates a belief that all students are created in the image of God, and that all students can learn.

Practices, Skills, and Knowledge	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge	I am acquiring practice, skills and knowledge	I am applying practices, skills and knowledge to my work
The leader works within the school community to translate the vision of the Board into practice which promotes and sustains continuous school improvement.			
The leader demonstrates a commitment to the Board's vision and values in everyday work and practice.			
The leader ensures creativity, innovation and the equitable use of appropriate technologies to achieve excellence.			
The leader demonstrates a commitment to an inclusive, respectful, compassionate, equitable school culture based on Gospel values.			
The leader is committed to engaging the staff in a shared responsibility for life-long learning and openness to new ideas.			

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The leader acts with openness and integrity, and strives to foster trusting and collaborative relationships with all staff, parents, and all members of the broader school community. Guided by Gospel values the leader demonstrates a commitment to effective and respectful working relationships, and teamwork with students, families, and communities.

Practices, Skills, and Knowledge	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge	I am acquiring practice, skills and knowledge	I am applying practices, skills and knowledge to my work
The leader acknowledges and celebrates the achievements of individuals and teams.			
The leader communicates effectively with all staff, parents, and all members of the broader school community.			
The leader manages conflict respectfully and effectively. The leader listens with empathy and demonstrates cultural competency.			
The leader promotes openness and integrity in interpersonal relationships, while fostering adult learning and continuing professional growth.			
The leader demonstrates knowledge and understanding about the process of change and the impact that change has on organizations and individuals.			

DEVELOPING THE ORGANIZATION

The leader demonstrates an acceptance of responsibility for school climate and student outcomes, and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students. The leader has a transformation style of leadership which reflects Catholic discipleship, personal and professional integrity, and a commitment to serving the needs of others.

Practices, Skills, and Knowledge	Development Continuum		
	Emerging	Applying	Intergrating
	I am gaining awareness of necessary practices, skills and knowledge	I am acquiring practice, skills and knowledge	I am applying practices, skills and knowledge to my work
The leader contributes to a school ethos which promotes a shared knowledge and a shared responsibility for outcomes.			
The leader empowers all staff to contribute to a positive school climate supporting high levels of success for all students.			
The leader is engaged in contributing to and sustaining a Catholic professional learning community that encourages focused dialogue.			
The leader demonstrates personal and professional integrity and a commitment to serving the needs of others.			

LEADING THE INSTRUCTIONAL PROGRAM

The leader is committed to ensuring success for each student, celebrating the inherent dignity of each human being, fostering a culture of inclusion while responding to the diverse learning needs of each student. The leader is knowledgeable and effective in supporting school improvement planning processes. The leader accepts responsibility for upholding human rights, and sustaining a safe, secure and healthy school environment.

Practices, Skills, and Knowledge	Development Continuum		
	Emerging	Applying	Intergrating
	I am gaining awareness of necessary practices, skills and knowledge	I am acquiring practice, skills and knowledge	I am applying practices, skills and knowledge to my work
The leader is committed to a consistent and continuous school-wide focus on student achievement and to collecting and using data to monitor progress in order to understand the strengths and needs of the school.			
The leader demonstrates a deep understanding of current curriculum, instruction and assessment practices infused with the Catholic Graduate Expectations.			
The leader demonstrates knowledge about new and emerging technologies to support teaching and learning.			
In responding to the diverse learning needs of each student, the leader recognizes the inherent dignity of each human being and fosters a culture of inclusion.			

SECURING ACCOUNTABILITY

The leader is committed to the success of the Catholic student, accepts personal responsibility, and nurtures a culture of individual, team and whole school accountability for student outcomes.

Practices, Skills, and Knowledge	Development Continuum		
	Emerging	Applying	Intergrating
	I am gaining awareness of necessary practices, skills and knowledge	I am acquiring practice, skills and knowledge	I am applying practices, skills and knowledge to my work
The leader nurtures a culture of shared accountability for student achievement.			
The leader is committed to personal self-evaluation and reflection.			
The leader is committed to, and accepts responsibility for school improvement.			
The leader demonstrates knowledge of the use of a range of evidence to support, monitor, evaluate, and improve aspects of school performance.			

Portfolios for Catholic Leadership

"If we live in the spirit, let us also walk in the spirit"

- Galatians 5:25

Introduction

Those persons interested in leadership within the Halton Catholic District School Board will use portfolios to map out their own professional development, leadership, readiness and ability to make a difference within their school and the system.

Investing in a Portfolio

The leadership portfolio will be used to reflect on, assess and evaluate one's professional practice while mapping out next steps on a continuum of leadership development. The portfolio will provide authentic documentation of professional endeavors and ongoing professional learning. The leadership portfolio, based on the key capacities of the Halton Catholic District School Board's Catholic Leadership Profile and self-assessment tool, will provide a structure for individuals to self-assess in the process of one's development of these core capacities of the Catholic leader. It is the next step in self-assessing one's practice, reflecting upon and interpreting one's experience and planning next steps in leadership development. In addition, the leadership portfolio will offer individuals an opportunity to display selected artifacts indicative of their leadership journey which will serve as a useful tool when discussing career planning with a mentor or supervisor.

The Halton Catholic District School Board's Leadership Portfolio is divided into the key competencies of the Profile of a Catholic Leader:

- ◆ Catholic Faith, Community and Culture
- ◆ Setting Directions
- ◆ Building Relationships and Developing People
- ◆ Developing the Organization
- ◆ Leading the Instructional Program
- ◆ Securing Accountability

Halton Catholic District School Board Leadership Portfolio's Training Sessions

We are pleased to offer training sessions for individuals wishing to develop a portfolio. Participants in this program will receive a portfolio binder and information on the steps to creating an electronic portfolio.

Please see the Leadership Journey Program Guide for registration information, dates, times and locations.



Adult Faith Formation Program

"We believe that those entrusted with leadership positions in the Catholic Schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity, inspired by the Gospel and lived in authentic freedom and commitment."

- Fulfilling the Promise: The Challenge of Leadership, 1993

Adult Faith Formation in the Halton Catholic District School Board provides ongoing opportunities for staff to support and nurture their Catholic faith so that they may bear witness to Jesus Christ and embody the Gospel in the challenging context of the contemporary Catholic school.

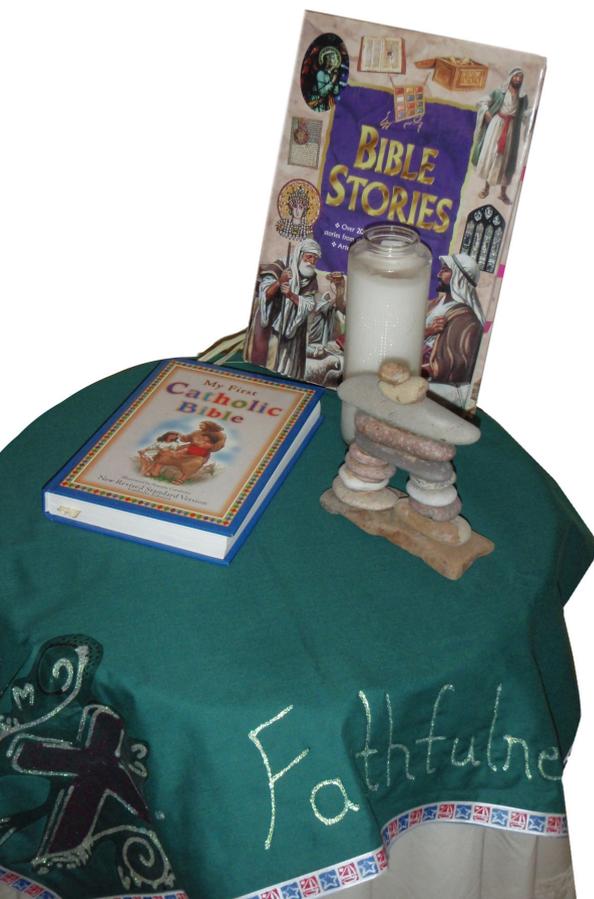
Adult Faith Formation is the foundation of the Halton Catholic District School Board's Staff Development Framework.

Leaders within the Halton Catholic District School Board are increasingly expected to promote the religious and spiritual development of our education communities. Usually, this task entails creating and communicating a vision for the school, building community trust and support for the implementation of this vision, sponsoring faith formation of staff, supporting just and fair working conditions and discovering ways to inspire commitment, foster creativity and stimulate achievement in turning the Catholic vision of education into reality.

To assist in this process, the Halton Catholic District School Board offers Adult Faith Formation sessions that are essential to those serving in Leadership positions and for those seeking leadership development opportunities. It is expected that those interested in leadership will take advantage of the many offerings in faith development.

These sessions include:

- ◆ Theological Education for Leaders (open to Principals, Vice Principals, senior staff)
- ◆ The Vision of Catholic Education
- ◆ The Prophetic Work of Catholic Leadership
- ◆ Praying in Colour
- ◆ Mass Appeal: The Eucharist, the Core of Our Faith
- ◆ Eco-Ethics
- ◆ Retreats
- ◆ The Vocation of the Catholic Educator



Those that are interested in Adult Faith Formation opportunities are **highly encouraged** to review the Halton Catholic District School Board's Adult Faith Formation Program booklet distributed to schools in the Fall of each school year. Information about registration, coverage, location, dates and times are included in the program booklet.

Introduction to Leadership

"Catholic educators...must never have any doubts about the fact that they constitute an element of great hope for the Church"

- The Sacred Congregation for Catholic Education, Lay Catholics in the Schools: Witness to Faith

Who Me, A Leader?

Three (3) sessions are offered to **all Halton Catholic District School Board employees** interested in exploring their leadership capabilities. Using the Myers-Briggs® profile, participants will begin the inner journey to better understand themselves and reflect on how they work with others.

The three (3) sessions will explore:

- ◆ What is Leadership?
- ◆ Effective Models of Leadership
- ◆ Servant Leadership
- ◆ Emotional Intelligence
- ◆ Leadership Opportunities within the Halton Catholic District School Board
- ◆ Importance of Working in Learning Communities

Please see the Leadership Journey Program Guide for registration information, dates, times and location^s.

Teacher-in-Charge Workshop

This workshop is designed for teachers acting as teacher-in-charge.

The session will focus on:

- ◆ The Role of a Teacher-in-Charge
- ◆ Progressive Discipline
- ◆ Conducting an Investigation
- ◆ Reporting incidents
- ◆ Police Protocol
- ◆ Fire Plan

Please see the Leadership Journey Program Guide for registration information, dates, times and locations.

Preparing for the Role of Vice Principal

This program is open to teachers who have been placed in the Elementary or Secondary Vice Principal pool. This program will allow participants to enter into learning experiences that will assist them as they move from their role as classroom teacher to the role of Vice Principal.

The sessions will include:

- ◆ Creating a positive professional network of colleagues
- ◆ Examining the Catholic Leadership Framework, “Profile of a Catholic Leader”
- ◆ Use of the Leadership Self-Assessment tool to inform professional goals
- ◆ Creating a professional portfolio
- ◆ Conflict Resolution
- ◆ Issues in Special Education
- ◆ Increasing knowledge of operational processes and procedures, resources and services (i.e. Human Resources, scheduling, Business Services, safe schools, school facilities, etc.)

Please see the Leadership Journey Program Booklet for registration information, dates, times and locations.

The Catholic Leadership Program

"...and whoever shall be chief among you, let him be your servant"

- Matthew 20:27

The Catholic Leadership Program

This program is designed for those considering a leadership position within the Halton Catholic District School Board. Candidates must possess a minimum of three (3) years successful teaching experience, inclusive of one (1) successful year with the Halton Catholic District School Board.

Individuals interested in the Catholic Leadership Program are encouraged to share their interest in the program with their Principal/Supervisor.

The Leadership Candidate Nomination Form must be completed by the candidate and shared with their principal/supervisor. The principal/supervisor will support the application by signing this document.

The Catholic Leadership Program Entrance form is sent to Staff Development Services by the principal/supervisor. Candidates are expected to keep a copy of this form for their reference.

The Catholic Leadership Program Entrance form can be found on StaffNet under the Staff Development website – Catholic Leadership Program.

Program Components

The Catholic Leadership Development program is divided into two (2) modules. Participants are required to complete three (3) mandatory sessions in each of Module I and Module II. In addition to the mandatory sessions, participants are required to participate in three (3) additional sessions of their choice, to complete Module I and three (3) additional sessions of their choice, to complete Module II. As well all participants must include one Adult Faith Formation session from the Halton Catholic District School Board Adult Faith Formation Program.

A Catholic Leadership Learning tracking sheet used by each participant will be used to track the sessions and learning experience from each session. A copy of this tracking sheet will be required upon completion of the Catholic Leadership program.

All candidates will participate in an entrance and exit goal setting discussion with an assigned Leadership Advisory Team. These discussions will take place at the start of Module I and the exit of Module II. The exit discussion will include conversation about information provided in their Catholic Leadership Learning Experience tracking sheet and the development of the Leadership Portfolio.



MODULE I Mandatory Sessions

- ◆ Leadership Rooted In Faith
- ◆ Exploring the Catholic Leadership Framework, Profile of a Catholic Leader and the Self-Assessment Tool
- ◆ Catholic Leadership Portfolio

MODULE II Mandatory Sessions

- ◆ Servant Leadership from a Catholic Perspective
- ◆ Exploring the Catholic Leadership Framework, Profile of a Catholic Leader and the Self-Assessment Tool (Pt.I 2010 - 11) (Pt.II beginning 2011-12)
- ◆ Catholic Leadership Portfolio (Pt.I 2010 – 11) (Pt.II beginning 2011-12)

MODULE I and MODULE II Additional Sessions include:

In addition, candidates select three (3) more sessions in each of Module I and Module II.

- ◆ Catholic School Councils
- ◆ Curriculum/Instructional Leadership
- ◆ Special Education
- ◆ Safe schools
- ◆ Resumes and Interviews
- ◆ Job shadowing experience
- ◆ Building Relationships
- ◆ Conflict resolution
- ◆ Collective agreements
- ◆ School Improvement Planning
- ◆ The Role of a Principal/Vice Principal
- ◆ The Role of Curriculum Itinerant Teacher/Consultant
- ◆ The Role of the Special Education Itinerant Teacher/Consultant
- ◆ Situational Leadership
- ◆ Faith Formation Program sessions

Persons interested in participating in the Catholic Leadership Program are requested to speak to their Principals/Supervisors. Once a candidate is enrolled in the program an information package containing details of the program will be provided.



Professional Development for Current Leaders

"...the Son of Man came not to be served but to serve..."

- Gospel of Matthew

Mentoring and Coaching for Newly Appointed Catholic School Leaders

As part of the Ministry's Leadership Strategy, each new administrator is paired with a mentor who will assist him/her through the first two (2) years in their new role. Each mentor and mentee will work together to set annual learning goals that reflect the individual's learning needs as determined through the use of the Catholic Leadership Framework, the profile of a Catholic Leader, the Leadership Self-review Tool and the Mentee's Portfolio.

There is a one-day training session for those new to the mentoring role followed by ongoing opportunities to develop and share their skills through practice and training throughout the mentoring experience. Funds will be provided for some coverage for mentors and mentees to spend extended time together in addition to regular and ongoing communication and meetings.

Participants will:

- ◆ Develop a professional relationship that offers guidance and support during the mentee's leadership development
- ◆ Increase self-confidence as he/she becomes familiar with their new role and increased responsibilities
- ◆ Develop an Annual Growth Plan
- ◆ Dialogue on professional issues
- ◆ Seek and receive advice on how to balance new responsibilities, personal and professional commitments
- ◆ Experience the benefits of having a role model for Catholic Leadership
- ◆ Develop increased competencies and skills in Catholic Leadership
- ◆ Develop new support networks and greater collegiality with other professionals across the board

This program is offered throughout the school year. It is a mandatory program for newly appointed school leaders within their first two (2) years in the role. Newly appointed administrators will be provided with information about the Mentoring and Coaching for Newly Appointed School Leaders soon after their appointment.

For information contact: M. Tessari, Superintendent of Education, Staff Development and Faith Formation



Beginning Vice Principals' Catholic Learning Community

The Vice Principals' Catholic Learning Community is offered to Vice Principals new to the role within their first two (2) years. Participants will build professional understanding and practical application through discussion, guest speakers, case studies and book talks. This program requires a one-year commitment from time of entry into the group.

Participants will:

- ◆ Establish a network of supportive colleagues
- ◆ Develop knowledge, skills and attitudes relating to the vice Principal role
- ◆ Safe Schools
- ◆ Collective agreements
- ◆ Parent engagement
- ◆ Plant and facility
- ◆ Explore the instructional leadership role of the administrator
- ◆ Explore the role of staff developer
- ◆ Budget
- ◆ Be provided with opportunities to interact with system leaders (superintendents, managers, etc.)

Please see the Leadership Journey Program Guide for dates, times and locations.

Vice Principals'/Principals' Development Sessions

Vice Principals'/Principals' development sessions are designed to offer Vice Principals/Principals with the opportunity to refresh and hone their leadership skills. Vice Principals/Principals can select one or more sessions based on their Annual Growth Plan.

Sessions are offered on the following topics:

- ◆ Human Resources – Issues and Legal Implications
- ◆ Principal as Instructional Leader
- ◆ How Do I Improve Student Learning Through Staff Learning?
- ◆ Improving Student Achievement through Parent Engagement
- ◆ Student Voice Strategies
- ◆ Best Practices in Money Management
- ◆ Safe School Strategies
- ◆ Issues in Special Education
- ◆ Working with the Media
- ◆ Legal Issues
- ◆ Health and Safety
- ◆ Being a Reflective Practitioner

Please see the Leadership Journey Program Guide for registration information, dates, times and locations.

Grassroots Program

This program is unique to the Halton Catholic District School Board. It is based on the premise that to be an effective instructional leader and to support teachers in their important role, one must never lose sight of the complex work of today's classroom teacher. This program provides Principals, Vice Principals and Academic Supervisory Officers with the opportunity to partake in the active role of classroom teacher. Participants will co-plan and co-teach with a volunteer teacher. Participants may choose to consider a placement in the panel (elementary or secondary) that they are least familiar with in order to develop a rounded knowledge of K -12.

Please see the Leadership Journey Program Booklet for registration information, dates, times and locations.

Exploring the Role of the Supervisory Officer

These sessions are offered to administrators and managers with four (4) or more years of experience in their role who wish to learn more about the academic and non-academic Supervisory Officer role. The program will focus on increasing the participants' knowledge and attitudes expected of Supervisory Officers within the Halton Catholic District School Board and across the Province.

The sessions will include:

- ◆ Review the Catholic Leadership Framework for Supervisory Officers
- ◆ Gaining an understanding of the Superintendents' role
- ◆ Understand issues facing system leaders within the Halton Catholic District School Board and the Province
- ◆ Job-shadow a superintendent
- ◆ Attend a Board meeting
- ◆ Understand the portfolios of various Superintendents

Please see the Leadership Journey Program Booklet for registration information, dates, times and locations.

Leadership Positions, Skills, Competencies, Pathways & Requirements

"And this is my prayer that your love may overflow more and more with knowledge and in full insight to help you determine what is best... having produced the harvest of righteousness that comes through Jesus Christ for the Glory and praise of God."

- Philippians 1:3-11

Catholic Director of Education

Position Overview

Directly accountable to the Board of Trustees and working within the context of the *Education Act R.S.O. 1990*, the Director of Education has an in-depth knowledge of the current issues in education, corporate secretarial skills and leadership experience in a variety of educational portfolios. Employing a visionary and innovative, participative and collegial management style, the individual has the ability to develop consensus through a strategic planning initiative, resulting in the creation of a team-oriented environment, and build an integrated educational leadership team that includes the Board of Trustees, senior staff, Principals and the school system.

Skills and Competencies

A recognized Catholic educator who has assumed a visible and active leadership role in parish/community/Catholic faith-based activities. In addition to proven ability to lead Catholic education, he/she will set high standards and expectations that are consistent with the teachings of the Catholic church; and lead/motivate staff and students of the Halton Catholic District School Board to pursue the ideals of Catholic education.

In addition to a valid Ontario Teaching Certificate, an Ontario Supervisory Officer's Certificate or equivalency, and thorough knowledge of the *Education Act* of the Province of Ontario, he/she will have proven leadership skills, as well as high personal integrity, professionalism, energy and genuine passion of evangelization through exemplary Catholic education.

Pathways and Requirements

- ◆ A minimum of two (2) years of successful experience as a Supervisory Officer or equivalent
- ◆ A minimum of ten (10) years of successful teaching/administrative experience
- ◆ Successful candidate must complete a BarOn EQ test
- ◆ A recent positive pastoral reference from their Parish Priest

Catholic Supervisory Officers

Position Overview

As a member of the Board's senior administrative team, the Catholic Supervisory Officer will report to the Director of Education. This position calls for Ontario Supervisory Officer's Qualifications, familiarity with various aspects of School Board operations; such as, curriculum, Special Education programs, School Improvement planning, processes to support School Effectiveness, Human Resources and Business operations demonstrated leadership skills, a capacity for personal growth and development. A Catholic Supervisory Officer has a strong commitment to Catholic education, knowledge of the *Education Act* and are current on recent changes in the field of education.

Skills and Competencies

In addition to a valid Ontario Teaching Certificate, an Ontario Supervisory Officer's Certificate or equivalency, and thorough knowledge of the *Education Act* of the Province of Ontario, the individual will have proven leadership skills. Having a strong commitment to the Catholic school community involving school, church and home and having a positive interpersonal relationships with staff, students, parents and other members of the school community is essential.

Pathways and Requirements

- ◆ A minimum of seven (7) years of successful teaching/administrative experience
- ◆ A minimum of two (2) years of successful experience as a school administrator where applicable
- ◆ Masters in Education or equivalent
- ◆ Completion of Part I and Part II of Principal's Qualifications where applicable
- ◆ Successful completion of the Supervisory Officer's Qualification Program (SOQP)
- ◆ Successful candidate must complete a BarOn EQ test
- ◆ A recent pastoral reference from a Parish Priest

Catholic School Principal

Position Overview

The Catholic school elementary/secondary Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education.

Skills and Competencies

In addition to Principals' Qualification program, Ontario College of Teacher's Certificate and a servant leader in the Halton Catholic District School Board, the individual's past administrative experience indicates their ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. He/she has the ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. The individual's instructional leadership in data collection and analysis, curriculum design, and management and staff development is demonstrated in his/her commitment to Catholic learning communities. The individual is a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- ◆ A copy of his/her Certificate of Qualification
- ◆ Leadership Development Program Certificate (or equivalency)
- ◆ Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's Certificate Part I and Part II or equivalent) prior to appointment
- ◆ Masters of Education or equivalent (prior to appointment)
- ◆ Completed Religious Education Course: Parts I and II with a commitment to complete Specialist program
- ◆ Sections A & B of the Principal/Vice Principal Candidate Application Form (as posted on StaffNet) and completed Leadership Candidate Profile (as posted on StaffNet)
- ◆ A recent pastoral reference from a Parish Priest

Catholic School Vice Principal

Position Overview

Working in concert with the Catholic school Principal, the Catholic school elementary/secondary vice Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education.

Skills and Competencies

As a servant leader in the Halton Catholic District School Board, the individual's past teaching/administrative experience indicates his/her ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. The individual's ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. His/her instructional leadership in data collection and analysis, curriculum design and management and staff development is demonstrated in their commitment to Catholic learning communities. Individuals are a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- ◆ A minimum of five (5) years of successful teaching experience
- ◆ Teaching experience in a minimum of two (2) divisions and/or in specialized areas with a school system
- ◆ In accordance with the admission requirements from the Ontario College of Teachers
- ◆ Regulations 184/97: Hold or provide evidence of one of a Specialist or Honour Specialist qualification as indicated on the applicant's Ontario Certificate of Qualification, and
 - A) Successful completion of at least half the number of courses required to qualify for a Master's degree that is an acceptable university degree, or
 - B) An additional Specialist or Honour Specialist qualification as indicated on the applicant's Ontario College of Teachers or the record of qualification.

Certificate of Qualification:

- ◆ Completed Principal's qualifications according to Regulation 298:Section 9 (prior to appointment)
- ◆ Completed Religious Education Course, Part I with a commitment to complete Part II and Specialist
- ◆ Completion of the Catholic Leadership program (Module I and II) offered by the Board.
- ◆ A recent pastoral reference from a Parish Priest

Catholic Curriculum and Special Education Consultant

Position Overview

Reporting directly to the Superintendent of the assigned area, Consultants facilitate professional development for system and Family of Schools Catholic Learning Communities, and provide leadership and guidance for the system implementation of Ministry teaching and learning programs that focus on our faith.

Skills and Competencies

Demonstrated leadership in Catholic teaching and learning programs, with enhanced understanding of the Ontario Catholic School Graduate Expectations and Ministry policy and support documents and initiatives. System Consultants require demonstration of strong facilitation skills, and the ability to collaborate and participate as a member of Catholic Learning Communities.

Pathways and Requirements

The following qualifications and documentation will be required for a Consultant's position:

- ◆ A recent and positive pastoral reference from a Parish Priest
- ◆ Completion of Religion course, Part I
- ◆ Specialist or Honour Specialist in required subject area
- ◆ A minimum of five (5) years of successful teaching experience
- ◆ Completion of the Board's Catholic Leadership Program (Modules I & II)

Catholic Department Head

Position Overview

The Department Head reports directly to school administration and as a member of the school leadership team it is their responsibility to provide leadership and guidance in the implementation of programs for their department. The Ontario Catholic School Graduate Expectations and Ministry guidelines are central to department curriculum design and management; therefore, the Department Head will need to be committed to individual and department accountability for student outcomes.

Department Head positions are term appointments and are system deployed.

Skills and Competencies

Demonstrating a commitment to the Catholic school culture, the Department Head needs to be knowledgeable about effective programs for students and assist their department in securing high standards of achievement. The Halton Catholic District School Board's Department Heads will need to utilize strong interpersonal skills, good communication skills and model effective teamwork.

Pathways and Requirements

The following qualifications and documentation will be required for a Department Head position:

- ◆ A recent pastoral reference from a Parish Priest
- ◆ Completion of Religion course, Part I
- ◆ Specialist or Honour Specialist in one or more of the subjects taught in the organization unit
- ◆ A minimum of five (5) years of successful teaching experience
- ◆ Completion of the Board's Catholic Leadership Program (Modules I & II)

NOTES:

NOTES:

Catholic Leadership Steering Committee Members

Andrea Bishop
Consultant

Brendan Browne
Principal

Paul Cianciolo
Principal

Paula Dominick
Principal

Stan Gajewski
Principal

Jacqueline Herman
Superintendent of Education

Maria Ivankovic
Principal

John Langill
Superintendent of Education

Rick MacDonald
Superintendent of Education

Fiammetta Mazzetti
Superintendent of Education

Gino Montanari
Vice Principal

Lorraine Naar
Principal

Joseph O'Hara
Executive Officer

Tim Overholt
Principal

Michael Pautler
Director of Education

Anna Prakacin
Principal

Suzanne Rossini
Superintendent of Education

James Rowles
Superintendent of Education

Mary Tessari
Superintendent of Education

Please direct all Leadership inquiries to:
Mary Tessari, Superintendent of Education
Staff Development
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*"Staff Development ... accompanying one another on our journey of learning
for a Christ-centred and student focused education"*