The Journey of Catholic Leadership

Sudbury Catholic District School Board

Leadership and Succession Planning Program

A Program to:

Encourage
Identify
Prepare
Select
Support
Mentor
Train and Develop

Our Current and Future Leaders in Catholic Education
The Journey of Catholic Leadership

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In this document, “The Journey of Catholic Leadership”, the Sudbury Catholic District School Board is institutionalizing new practices and procedures that we hope will build on our current leadership development initiatives while identifying, encouraging, preparing, selecting, supporting, mentoring, training and developing our future leaders in Catholic education. This work has been inspired by the Ministry of Education’s Ontario Leadership Strategy and the Institute for Education Leadership. It has also been a high priority project in the Sudbury Catholic District School Board as we try to systematically develop exemplary school leaders.

Catholic leaders need to develop new strategies in maintaining the religious identity of the schools and to find new ways to integrate the religious, educational and social purposes of Catholic schooling within the context of today’s culture. This of course must be done while balancing the challenges of student achievement, numerous managerial responsibilities, and prioritizing relationships that influence and support the student community.

Principals and Vice-Principals are indeed the keepers of the common good as they balance competing interests within the school and community. Their leadership can be seen as a process of influencing people to shared goals as they mobilize staff and communities in positive ways.

Leaders provide meaningful communication and build trusting relationships to meet the needs of all the students we serve. They challenge when necessary, inspire shared visions, enable others to act while modeling the way and constantly encouraging the team to move forward.

Catholic leaders in our schools are often referenced as “servant leaders.” Literature on this form of leadership refers to the following characteristics: empathy, awareness, healing, foresight, stewardship, commitment to the growth of people and building community in the broadest sense. As you review the Journey of Catholic Leadership document, you will see the background and context within which it was developed, the key characteristics of high performing Principals and Vice-Principals, a process to have staff self assess their potential and a seminar series to professionally develop staff for future leadership roles in Catholic School Administration.

We have also revised our application and selection process to build on this new direction. I hope that this document will clearly outline what we are looking for in our future leaders and how we are willing to assist them in their development as they partake in their “Journey of Catholic Leadership.” I invite all staff to review the document and to discern their interest and potential in becoming a part of the future Catholic school leadership team in the Sudbury Catholic District School Board.

Sincerely,

*Catherine McCullough*

Director of Education,
Sudbury Catholic District School Board
School boards across the Province are all attempting to develop programs to attract and develop leaders from within their organizations. The guidepost for these initiatives is the Ontario Leadership Framework. This document assists our Board to navigate the leadership maze in order to have highly qualified and well trained staff who are ready to take on the roles of Principals and Vice- Principals.

In Catholic School Boards, our future leaders have the added responsibility of ministering to our school communities with a faith based focus. When one views the overall role of our school administration, it is clear that we require a plan that encourages, identifies, prepares, selects, supports and mentors our staff in all areas. This document does just that. Our goal is that the content and processes outlined in this program become an institutionalized part of the Sudbury Catholic District School Board.

In our Catholic schools, our Gospel values are the foundations of our character. They provide a solid foundation that grounds us in our faith while allowing us to be the best we can be and commit to the goals of system and student improvement. It is my hope that all Trustees and senior staff can help create and support an environment where our current and future school leaders can.....

Risk more than others think is safe.
Care more than others think is wise
Dream more than others think is practical
Expect more than others think is possible.
(C. Maxim, West Point Cadet)

On behalf of the Trustees of the Sudbury Catholic District School Board, I want to express my sincere appreciation to the staff that assisted in the development of the Journey of Catholic Leadership.

Sincerely,

J. Cameron

Chair,
Sudbury Catholic District School Board
Section 1

The Journey of Catholic Leadership

Leadership and Succession Planning Program

Introduction, Background and Key Steps

Sudbury Catholic District School Board

“There is only one way to get depth and that is at home through learning in the setting in which you work.”

(M. Fullan – Motion Leadership, 2010)
The **Ontario Leadership Strategy (OLS)**
The OLS is a comprehensive plan of action designed to support student achievement and well being by attracting and developing skilled and passionate school and system leaders across the province. The strategy is sharply focused on supporting the three core provincial education priorities: high levels of student achievement; reduced gaps in student achievement; and increased public confidence in publicly funded education.

The strategy incorporates a collaborative approach wherein schools, school boards, education partners and the Ministry work in partnership to make a difference for every student. It focuses on both individual and system-level development, embedded in daily practice and refined through continuous learning. The two goals of the strategy are to:

- Attract the right people to the role of principal
- Help principals and vice-principals develop into the best possible instructional leaders.

More information on the OLS is provided on the Ministry website at: [www.ontario.ca/eduleadership](http://www.ontario.ca/eduleadership).

Mentoring, Principal Performance Appraisal (PPA), and Succession Planning and Talent Development work together as integral and inter-related components and are a focus of province-wide implementation that started in 2009/2010. The Ontario Leadership Strategy is grounded in the Ontario Leadership Framework (OLF) and is supported by the five Core Leadership Capacities.

**The Ontario Leadership Framework (OLF)**
The OLF identifies effective practices, skills, knowledge, and attitudes of successful educational leaders. The OLF is based on research by world-recognized experts in leadership and extensive consultation with educators across Ontario. The OLF provides a resource for school and system leaders to identify practices and competencies for building expertise in relation to a wide-range of leadership capacities. The competencies embedded in the Catholic Leadership Framework (CLF) are:

- Catholic faith, community and culture
- Setting direction
- Building relationships and developing people
- Developing the organization
- Leading the instructional program
- Securing accountability.

**The Institute for Education Leadership (IEL)**
The IEL is a unique partnership committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and
learning opportunities for school, board, and system leaders. As part of its work on research into practice, the IEL has adopted the Ontario Leadership Framework and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province. Visit: www.education-leadership-ontario.ca/ for more information about the IEL.

**The Five Core Leadership Capacities (CLCs)**
The CLCs are derived from the Ontario Leadership Framework. They have been recognized by research, practitioners and education partners as being critical areas of leadership required for sustained improvement in student achievement and well-being. Strengthening these capacities requires focussed efforts by all partners of the education system. School and system leaders have different levels of expertise at different stages of their careers related to the five CLCs. They use the Ontario Leadership Framework as a resource to identify practices and competencies that will be their focus for building expertise related to the CLCs. This is a dynamic process. As contexts change and expertise grows, leaders identify new areas for development related to the CLCs. In this way, they continuously improve their practice. The five Core Leadership Capacities are:

- Setting goals
- Aligning resources and priorities
- Promoting collaborative learning communities
- Using data
- Engaging in courageous conversations.

**Background**

Previously, the Ministry of Education’s Operational Review and the Organizational Review conducted by ERHR consultants both stressed the need for succession planning in all key Board positions. The following report outlines a plan to move forward on these key recommendations and includes some comments on progress as of January 2010. We have met with numerous individuals including members of the local Leadership Development Steering Committee, the Director, Superintendents, and the Senior Manager Human Resources in order to look at the status of leadership/succession in the Board and to vet this plan. We have also met with members of all union groups and representatives from all employee groups along with managers in Information Management Systems, and Plant and Facilities.

**Feedback:**
The following is information gleaned from Principals and Vice-Principals concerning leadership and succession planning in the Board. They represent a varied group, some relatively new in the role and others who are very seasoned professionals.

- They supported the direction of this proposal.
- Generally they were “tapped” by the Principals as potential administrators and they commented that more involvement and interaction with senior staff would be helpful in this regard.
• Some had developed their own “leadership” plan and timeline without any input from senior staff or their immediate supervisors.
• Each had a unique story as to how they arrived in their current positions of responsibility.
• The group also commented on the challenges of the “acting” V.P. designation as these individuals could not do key parts of the role such as performance appraisals.
• The issue of short and long term planning for current Principals/Vice-Principals was also discussed and there was a general need expressed for communication regarding career path, next appointment, transfer etc.
• Rationale and explanations for transfers, promotions etc. must take place in a timely manner well in advance of administrative moves.
• Staff realize it is the Board’s right to appoint and transfer; however, they are simply requesting more dialogue in a timely fashion.
• There was a clear expression of interest/need for professional development for both future and current Principals/Vice-Principals.
• To summarize, they realize that they are in the midst of the changes from the Organizational Review as approved June 2009 and they are supportive of the directions therein.

In summary, this project will incorporate their concerns and recommendations in everything from the APG, selection process, and ongoing training and professional development.

Key Steps

• A Catholic Leadership Development Series for both current and aspiring leaders focuses on such things as: Catholic leadership, managerial leadership, instructional leadership and safe schools. The Series also includes modules on current Ministry initiatives such as Equity and Inclusive Education.
• The development of a list of Catholic and generic leadership resources will be embedded in the Catholic Leadership Development Series.
• Current APGs on the selection process have been reviewed and revised.
• A Vice-Principal Self Assessment tool has been developed.
• There is a commitment to budget for resources (both time and dollars) annually, along with a project timeline.
• Time will be set aside for coaching and mentoring.
• Salary costs of incumbent and outgoing staff overlapping for short periods will be considered during transition periods.
As the pieces come together, we hope to produce a cadre of future Catholic school administrators who are well prepared in all areas to take on the challenge of leadership.

What is leadership?

At the core of most definitions of leadership are two functions: providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals.

(Leithwood and Riehl 2007)

Succession planning is a process whereby the Board ensures that employees are recruited and or developed internally to fill each key role within the Board. Through the succession planning process, you recruit superior employees, develop their practices, knowledge, skills, and attitudes while preparing them for advancement or promotion into ever more challenging roles. The Board is focusing on the competencies embedded in the Catholic Leadership Framework.

Leadership development and succession planning are keys for the future of the Board, as it has proven to be difficult to attract external candidates from around the Province. It can also be noted that there is not a plethora of potential internal candidates currently interested or qualified for leadership positions. Intense and methodical internal development is the direction that is required.

Through the succession planning process, you also retain superior employees because they appreciate the time, attention, and development that you are investing in them. To effectively do succession planning in the Board, we have identified the organization’s strategic long term goals while looking to hire superior staff. This process will be initiated with individuals very early on in their careers in order to provide ongoing professional development while tracking their qualifications and courses that are deemed necessary for such individuals to qualify for leadership positions. There is a key role to play here for the Superintendents along with the Principals and Vice- Principals in order to identify, support and career plan with the Board’s future leaders.

Role of the Supervisory Officer:
Supervisory Officers play an essential role by putting in place supportive system practices and procedures for school and system leaders, while also providing critical system-wide leadership.

Development Activities - General:
- Use a variety of developmental activities including mentoring, coaching and job rotation.
- Try new approaches to development, including special assignments and action learning, e.g. teachable moments.
• The most important developmental activity is job assignments or work experience. The staff will be required to spend considerable time balancing the organization’s need to fill vacant positions with growth assignments for employees within their sector.
• Consideration needs to be given to financially supplementing education and training programs for key staff and future leaders.
• Processes need to be in place to identify future leaders very early in their careers.

**Internal Framework for Succession Planning and Talent Development:**
The Human Resources Department has:
• Prepared a spreadsheet indicating potential retirements and resignations.
• Dialogued with senior staff and management staff to determine future needs for staff at all levels.
• Begun to set specific goals for each area of responsibility. The focus for the 2010-2011 year will be on the Principal and Vice-Principal employee group. Future years will focus on all other departments in both the instructional and corporate sectors of the Board.
• Begun to develop a three to five year plan for succession and for individual internal staff to ensure that they are experienced and ready to take on new challenges and responsibilities.
• Begun to dialogue with individual staff on career planning and future expectations.
• Begun to develop an external hiring recruitment plan, e.g. O.C.S.O.A. website, Apply to Education.
• Begun to develop a business case and budget plan to include such things as advertising, interview processes, the costs of courses, certifications and professional development.

**Activities / Proposals:**
The Leadership and Succession Planning Program includes specific objectives for potential leaders for the position of Principal and Vice-Principal. This plan focuses on the following:
• Career path plans for individual internal staff
• An annual update of data that reflects potential staff turn over whether it be through resignation, retirement, attrition or downsizing due to declining enrolment and the resulting consolidation of positions
• Tie into growth plans for individual staff via such things as:
  o Annual Learning Plans
  o Performance Appraisals
• Budget forecasting – salary for departing and newly appointed staff
• Develop an annual recruitment plan – internal and external
• Produce retirement projections.
Leadership / Succession Planning Policy:
The S.C.D.S.B. has committed to enact this program to ensure that effective and logical replacements for key job incumbents are available, starting with the roles of Principal and Vice-Principal. These can be recruited and developed within the organization. The major focus of this policy is to show commitment to the grooming of current employees for future openings in key positions. This planning is a result of an integrated Human Resources system that utilizes forecasting, career planning and development, assessment and performance appraisal.

Leadership Development Steering Committee:
This committee is chaired by a Superintendent in cooperation with the Senior Manager Human Resources and includes representation from current Principals and Vice-Principals. The composition of the Committee will be reviewed and revised as the scope of the positions expands.

Performance Appraisals:
Performance appraisals, including those for Principals, Vice-Principals and teachers, are designed to keep employees on track with direction and goals that lead to their continuous improvement while providing potential career enhancement opportunities. They should identify strengths and areas for growth with appropriate strategies for success. The cycle and tracking of these appraisals is standardized. Performance appraisals support the Board’s Strategic Commitments.

Data Tracking:
Tracking will be for three years forward and updated as follows:
- Percentage of high potential employees to the total workforce
- Years of service for all key staff
- Lists of potential retirements, promotions, attrition
- Key positions listed with the potential heir apparent
- The number of key positions relying on succession planning
- Key positions listed where there seems to be no heir apparent
- Plans for outside recruitment when no internal candidates are available
**Training and Development:**
In order to effectively groom candidates, they will be provided with some of the following:

- **Mentoring / Coaching:** Senior employees will be identified to provide mentoring and share their practices, skills, knowledge and attitudes as per the Catholic Leadership Framework.
- **Job Shadowing:** Candidates will work alongside top performers in the Board and network with staff from other boards.
- **Cross Training:** Employees will be trained by current staff on the duties and required skills for other jobs within the department/Board.
- **Formal Training:** When a candidate is selected for a position, there will be specific training and orientation for a period of time where the new and current employee have a maximum of five (5) working days together on site to ensure a solid transition.

**Leadership Development Strategies**

**Mentoring for Newly Appointed School Leaders**

**Background**

*Supporting Effective School Leadership - A Handbook for Implementing Mentoring for Newly Appointed School Leaders in Ontario* was developed as a companion to the “School Board Guideline for Implementation of Mentoring for Newly Appointed School Leaders - Reach Every Student: Supporting Effective School Leadership”, issued by the Ministry of Education in August 2008. The Ministry guideline is intended to assist boards with the implementation of ‘mentoring’ as a professional development support for newly appointed principals and vice-principals in their first and second years of practice. Experienced principals and vice-principals will also receive support and resources to prepare them to become effective mentors while continuing the development of their own leadership competencies. Mentoring is non-supervisory and is based on trust, respect and confidentiality. It includes job embedded learning and enables mentors and mentees to connect in a planned and purposeful manner. An essential component of mentoring is ‘coaching’ where the focus is aimed at a specific learning goal developed to address a specific aspect of classroom or leadership performance or practice. Effective coaching skills can enrich the mentor/mentee learning relationship and assist in the acquisition of shared learning goals. Mentoring and coaching are foundations to the Ontario Leadership Strategy.

**Current Mentoring in the SCDSB**

Under the direction of a Superintendent, the Board has already begun its mentorship program. It follows the Ministry Guideline (Mentoring for Newly Appointed Leaders). This is the cornerstone for the Ontario Leadership Strategy.

The following is a description of current, ongoing and future mentoring activities in the Board.
• In-service session for the Steering Committee members and mentees on the “School Board Guideline for Implementation of Mentoring for Newly Appointed School Leaders”. (October 2009)
• Submission of Mentor Self-Assessment and Mentee Learning Needs to OLS Steering Committee (October 2009)
• Mentor-Mentee pairings determined by OLS Steering Committee (November 2009)
• In-service session facilitated by CPCO staff for mentor-mentee pairings and Steering Committee members (November 2009)
• Contact between mentors and mentees (monthly)
• Networking with other boards.

Principal / Vice-Principal Performance Appraisal
• In-service session for all Principals and Vice-Principals on Version 3 of the “Principal / Vice-Principal Performance Appraisal Guideline for Board Implementation” (September 2009)
• In-service session for all Principals and Vice-Principals facilitated by CPCO staff (November 2009)
• Ongoing opportunities for capacity building:
  o Attendance at conferences sponsored by CPCO
  o Participation in the Principals’ Congress 2010
  o Principal / Vice-Principal Book Room

Succession Planning and Talent Development (SPTD)
• Mike McPhee of ERHR Consulting tabled a report with the Director of Education entitled “Succession Planning: Considerations and Proposals” and this is the basis for the Leadership – Succession Planning Program for the S.C.D.S.B.
• IEL study on “Succession Planning for Ontario Schools and School Boards” reviewed by the OLS Steering Committee (October 2009)
• Ad Hoc subcommittee of Principals and Vice-Principals met with the consultant to provide feedback on the May 2009 Succession Planning Report (December 2009).
• SPTD Implementation On Line - Part I completed by Roland Muzzatti (December 2009)
• The Board’s succession and talent development plan includes three (3) areas of focus: data collection, skills and competencies, and professional learning.
• Future plans include establishing a committee to provide leadership training for both current Vice-Principals and aspiring leaders.

Catholicity:
• The following indicators are based on the Institute for Education Leadership’s Catholic Leadership Framework document and they provide important direction when considering individuals for key positions in the organization.
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 based on current system practices and procedures.
- The Catholic Leadership Framework - System Practices and Procedures are consistent with evidence-based best practices, institutionalized, and communicated to all personnel under the following categories:
  - School and School Board Improvement
  - Fostering a Culture of Professionalism
  - Leadership Development
  - Administrative Structures
  - Parent and Community Supports
  - Succession planning, including recruitment, to build capacity and retain and sustain effective leaders
- The Catholic leadership development processes reflect contemporary understandings of leadership and learning.
- The Board’s Catholic Leadership and Succession Planning Program is evaluated on an ongoing basis.
Section 2

The Journey of Catholic Leadership

Leadership in Our Catholic Schools

Sudbury Catholic District School Board
Leadership in Our Catholic Schools

Witness

W...refers to one’s desire or will to accept the challenge to lead.

i......refers to integrity which allows leaders to be a witness to others.

t......refers to trust...in one’s self, others and the entire Board team.

n......refers to newness and embraces change and growth.

e......refers to evangelization or the gospel call to Catholic leadership.

s......refers to the support that is needed to lead in challenging times.

s......refers to sacraments that strengthen leaders to serve.

Catholic leaders must bear witness to their vocation. In order to do so, they must lead lives of integrity and work as team builders, trusting, nurturing and recognizing the talents in others. They must be open to the newness of our age and be able to adapt to new directions. They must see the Gospel message as the root of their vocation, nourished by the sacraments to strengthen them for the leadership role.

(Excerpts from the address of Bishop Fred Colli, Diocese of Thunder Bay to PQP Part 1 Candidates)

In the Sudbury Catholic District School Board, our leaders are exemplified by people who are able to impact those around them in a positive manner. Our leaders are energetic, empathetic, motivated, trustworthy, knowledgeable and excellent communicators. Our leaders share a common vision in their commitment to all students. Our leaders realize that their role is one of support and they lead by example, seeking input as active listeners. Our leaders are defined by the relationships that they build.
Courageous Conversation and Fearless Leaders

Fearless leading requires a dramatically different conception of the role of leader. We encourage leaders to use new metaphors to define themselves as leaders. We are not looking for managers of the status quo. We require leaders who can act as change agents while being responsive to the new pedagogies of instruction and assessment. We need leaders who are driven by improving student performance while focusing on student success and well being.

Such leaders are architects who put in place the conditions that motivate their key players and partners. They encourage:

- Risk taking
- Sharing across classrooms, divisions, and schools
- Openness and transparency
- Best practice

Leaders in the roles of Principal and Vice-Principal are often referred to as administrators. The root word of administrator is minister which takes the power out of the equation and replaces it with service. This service emphasis puts the common good as the goal in the community. It emphasizes situational leadership which leads from all angles and not always from the front. They share their leadership and distribute it throughout their organization allowing teams and people to manage themselves. This concept is reinforced in the Institute for Education Leadership’s document, “A Detailed Review of the Research on Leadership and Student Achievement.”
The research from the Institute for Education Leadership points to the need for:

- **distributed leadership**
  - involves multiple sources of guidance and direction
  - uses expertise already in the system
- **shared responsibility**
  - schools along with central administration – eliminate barriers – innovation focus
  - encourages change and cooperatively eliminates barriers
- **lateral capacity building, and**
  - working with other professionals and schools to share best practice
  - network locally and Provincially and learn from one another
- **professional learning communities**
  - envisions the school system as a collective versus a sum of its parts
  - creating a culture of change

**Administrators as Instructional Leaders**
This is a common message that is heard throughout the education enterprise. For school leaders to fulfill this role, leadership support and growth needs to be job embedded. Michael Fullan has stated, “job embedded consists of cultivating, developing and continuously supporting individual leaders in their job settings.” To do this means building leadership from within with purpose and vision.

**Core Values**
Quality leaders exhibit a commitment to our core values of:

- Faith
- Accountability
- Caring
- Fairness
- Honesty
- Integrity
- Loyalty
- Pursuit of excellence
- Respect
- Trustworthiness

**Emotional Intelligence: Traits of Leadership**
In our program we will be looking for individuals who exhibit:

- Self-respect
- Emotional self-awareness
- Assertiveness
- Independence
• Self-actualization
• Empathy
• Social responsibility
• Strong interpersonal relationships
• Resilience
• Optimism
• Positive energy

**Additional Proficiencies**
The following areas are considered to be a crucial part of our leader profiles:

- **Learning** (initiating and sustaining life-long learning)
- **Leading** (recognizing, understanding, and respecting individual differences among people)
- **Managing** (taking responsibility for personal well being and the well being of others)
- **Communicating** (employing all forms of communication effectively).

**Leader Practices and Competencies**
As referred to earlier in this document, the following competencies from the Catholic Leadership Framework need to be at the root of our leadership practices:

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

**Catholic Leadership Role (from the Ontario Council Catholic Bishops - Fulfilling the Promise)**

We believe that those entrusted with administrative 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.

The range of qualities and competencies demanded of all educational administrators is an impressive one. For Catholic educators, we believe the motivation to develop and nourish these qualities and skills must spring from a deep sense of Christian vocation and mission. Administrative leadership, in this sense, is spiritual leadership, for it is inspired by the love of God and exercised in the spirit of that love.

The role of administrative leaders in the Catholic system, therefore, cannot be reduced to a series of tasks or attitudes. It is, rather, a rich and complex undertaking that defies easy description, in a spirit of dialogue, we offer these initial thoughts. Beyond the many personal
qualities that come easily to mind - humility, openness, compassion, trust in others, a deep sense of service and dedication - the leadership of Catholic school administrators should be marked by:

- willingness to accept responsibility from the Catholic community and to exercise leadership within this community;
- a deep commitment to evangelization and life-long faith development;
- a collegial style that seeks to empower staff and students;
- the ability to bring people together and to foster reconciliation when needed;
- persistence in encouraging a communal discernment of the workings of the Holy Spirit;
- sensitivity to the needs and hopes of the families of students;
- commitment to ensuring understanding and cooperation between Church and school;
- an openness to collaboration with clergy.
Section 3

The Journey of Catholic Leadership

Catholic Leadership Identification Process

Sudbury Catholic District School Board

Go now, lead the people to the place of which I told you

Exodus 32:34

I heard the voice of the Lord saying, “Whom shall I send and who will go for us?”
Then I said, here I am Lord! Send me.”

(Isaiah 6:8)
Leadership Identification Process

Current leaders in the Sudbury Catholic District School Board have a responsibility to identify future leaders. Supervisory Officers and Administrators need to recognize staff who possess leadership abilities and who demonstrate competencies in the following areas per the Leadership Framework for Catholic Principals and Vice-Principals:

- Ability to be committed to the Catholic faith, community and culture of the SCDSB
- Ability to set direction
- Ability to build relationships and develop people
- Ability to develop the organization
- Ability to lead the instructional program
- Ability to be accountable.

During the identification process, current leaders in the Board need to be looking for individuals who can potentially demonstrate strengths in the Core Leadership Capacities which have been derived from the Ontario Leadership Framework and identified through the mentoring program pilots that occurred throughout Ontario. They are as follows:

- Ability to set goals
- Ability to align resources with priorities
- Ability to promote collaborative learning cultures
- Ability to use data to enhance student achievement
- Ability to engage in courageous conversations.

It should be noted that we are looking for individuals who can potentially demonstrate the above abilities and competencies. We cannot expect that they will be competent in all areas initially but merely that they have the potential to grow in their career development. This initial identification process should involve conversations with the individuals as well as their immediate supervisors and other senior staff including the Director of Education. Talented leadership staff should be identified as early as possible in their careers in order that they can develop a career plan that leads to leadership opportunities in the Board.

Early identification also allows for individuals to obtain the academic credentials that will allow them to enrol in the Principal Vice-Principal Qualifications Program (PQP). The requirements are:

Requirements for PQP Part 1

- Undergraduate Degree
- Teacher’s certificate
- Five years of teaching experience certified by a Superintendent
- Qualification in three divisions (one of which must be Intermediate)
- Completed Master’s Degree OR two specialists qualifications OR one specialist plus half a Master’s Degree.
With the amendment to Regulation 184 s44, candidates applying with a Master’s Degree or half Master’s Degree are required to submit a transcript of these courses to the Catholic Principal’s Council of Ontario (CPCO) for evaluation to determine if the amended pre-requisites have been met.**

**Requirements for PQP Part 2**
- ✔ Successful completion of PQP Part I
- ✔ Successful completion of the practicum proposal

**Summary**
By identifying, mentoring and encouraging future leaders, the SCDSB will be able to develop a cadre of strong Catholic administrators who will be ready to step into positions of responsibility as vacancies occur. The process should start with the screening of new teacher candidates’ resumes that indicate the candidate’s experience in related leadership roles. Special note should also be made of any candidates who already have a Master’s Degree as some of these individuals may be able to be fast tracked into leadership roles and enrol in the Principal Vice-Principal Qualification Program after five years of successful teaching.

“Not much happens without a dream. And for something great to happen, there must be a great dream. Behind every great achievement is a dreamer of great dreams.”

Robert Greenleaf – Servant Leadership
Section 4
The Journey of Catholic Leadership

Self Assessment

Sudbury Catholic District School Board

“The nobility of the task to which educators are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behaviour.”

*The Sacred Congress of Catholic Education
*The Catholic School*
### Self Assessment

**Note:** The purpose of this exercise is to assist the potential leadership candidates to discern their level of readiness to enter the leadership process and to determine their professional and training development needs. It is part of the application process for Vice-Principal as well.

Name of candidate:  
Position applied for:  

Please circle the appropriate number for each item below. The scale is from 1 to 5, with 5 being the highest rating.

### Catholic Leadership Framework

#### Catholic Faith, Community and Culture

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- Demonstrates in his or her own personal life the faithfulness and the challenge of living as a Catholic and adhering to the tenets of Catholicism
- Bears witness to his or her vocation in dealing with the community
- Integrates Gospel values into the school and curriculum
- Works in partnership with home, school and parish
- Understands Ontario’s Equity and Inclusive Education Strategy and policy
- Values diverse cultures, viewpoints and individual differences

#### Setting Direction

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- Team player
- Demonstrates leadership at the school level
- Manages change for self and others while managing risks and mentoring others
- Recognizes symptoms of problems and uses a problem solving model to approach them
- Works together with staff and administration to solve problems and agree on solutions

#### Building Relationships and Developing People

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- Makes well informed and transparent decisions, balancing opinions and alternatives
- Implements decisions effectively while recognizing one’s own strengths and weaknesses
- Builds team and consensus while developing others

#### Developing the Organization

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- Establishes priorities and plans for both the short and long term
- Brings creative solutions to educational challenges in a systematic detailed approach
- Balances work, family, personal and professional interests
Leading the Instructional Program

1. Knowledge of curriculum guidelines and policies
2. Awareness of assessment and evaluation strategies
3. Ability to analyze data
4. Implements the pedagogy of differentiated instruction

Securing Accountability

1. Familiar with Board Policies, APG’s, Education Act and Regulations and other pertinent legislation
2. Engages regularly in professional reading, seminars or courses
3. Familiar with Ontario College of Teachers Ethical and Practice Standards

Please add any comments below:

Note: Please meet with your principal to discuss this form and send a copy to your Superintendent
Section 5

The Journey of Catholic Leadership

Application Process

Sudbury Catholic District School Board
Section 5 (i)

The Journey of Catholic Leadership

Leadership Identification Process

Current leaders in the SCDSB have a responsibility to identify future leaders. Supervisory Officers and Administrators who recognize staff who possess leadership abilities and who demonstrate the Catholic Leadership Competencies, should encourage them to explore leadership opportunities, both within their school or department and on a Board-wide basis. This process should be communicated to the identified candidates and mentorship should be offered. All candidates are welcome to attend the general information meeting held annually and to enrol in the Catholic Leadership Development Series as they begin the process of responding to the Journey of Catholic Leadership. Current Vice-Principals are required to attend as part of their ongoing professional learning.

Discernment
This is the process whereby a candidate determines whether he or she wants/or is ready to apply for a Vice-Principal position in The SCDSB. This is a two step process.

1. Self-Reflection
Self-reflection entails an assessment of the candidate’s strengths, weaknesses and experiences that he/she has experienced throughout his/her career. The Self-Assessment details many of the Catholic Leadership Competencies. The candidate should review his/her experience through the lens of these competencies. Strengths and weaknesses should be critically observed and outlined.

In order for self-discernment to be successful, the candidate must have a realistic knowledge of the position he/she is considering. For that reason the leadership training modules of the Catholic Leadership Development Series are mandatory for all leadership candidates. These sessions give attendees information and knowledge of the duties and skills required for the position they are considering. A critical study of the self-assessment checklist and attendance at the leadership training provided gives the candidate the necessary information to decide whether or not he or she is ready for this Catholic leadership position. If ongoing opportunities for growth are required, mentoring will be facilitated by a Supervisory Officer.

2. Principal’s and Supervisory Officer’s Role in the Discernment Process
If he/she feels ready for a leadership position, the next step is to speak with his / her Principal. The candidate should seek recommendation from his / her most current supervisor (within the last two years). If the candidate has worked less than two years with his / her current
supervisor, the candidate may seek support from the previous supervisor. The candidate should provide a **portfolio** of his / her experience to the Principal in preparation for this meeting. The candidate should be able to speak to the contents of the portfolio, which ideally should highlight his/her level of competencies as per the **Catholic Leadership Framework**. The discussion of the candidate’s experience is his or her opportunity to make the Catholic Leadership Competencies come to life.

The Principal will use the **Principal Recommendation Form** as a guideline for the discussion. In the year that the candidate goes forward in the process, this form will be forwarded to the Supervisory Officer. This form then becomes part of the application process and it will form part of the global feedback the candidate will receive from the Chair of the interview panel once the process is completed.

In all cases, the **Principal Recommendation Form** will be forwarded to the Supervisory Officer in order to facilitate discussion between the candidate and Supervisory Officer. The recommendation of the Supervisory Officer is mandatory. Candidates who are not recommended will not be selected to continue in the process. Candidates who do not report directly to a Principal should follow the above process with their immediate supervisor, normally a Superintendent.

*But blessed are your eyes, because they see and your ears because they hear. Amen, I say to you, many prophets and righteous people longed to see what you see but did not see it, and hear what you hear but did not hear it.*

*Matthew 13:16-17*
**Application**
Candidates who have undergone the discernment process, have met with their Principal / Supervisor and who are ready to apply to a Vice-Principal or Principal position in the SCDSB should do so through the application process. The Application for Positions of Responsibility Form should be completed and submitted, with confirmation of all qualifications. In addition, the **Catholic Pastoral Reference Form for a Leadership Position** must be completed by the applicant’s parish priest and submitted with the application.

**Interview**
Applicants will be interviewed by a panel comprised of Supervisory Officers, Administrator(s), a Trustee and other designated staff. Interview questions will focus on the leadership competencies identified in the Catholic Leadership Framework. Candidates should focus on articulating to the committee, how they have demonstrated these competencies through their vocation and faith experiences.

**The Eligibility List**
Candidates will be notified in writing of the decision of the Interview Committee, and post-interview feedback will be available. Successful candidates will be placed on the Eligibility List for Principals and Vice-Principals, and the List will be communicated to the System. It is from the Eligibility List that prospective candidates will advance to the position of principal or vice-principal, as positions become available. While on the Eligibility List, candidates are expected to avail themselves of leadership opportunities in their school and the System, including the Catholic Leadership Development Series.
Section 5(ii)
The Journey of Catholic Leadership
Application for Positions of Responsibility

SURNAME

GIVEN NAMES

INITIALS

HOME ADDRESS

CITY/PROVINCE

POSTAL CODE

TELEPHONE NUMBER

EMAIL ADDRESS: __________________________________________________________

SUB-SECTION A

PART I

TEACHING CERTIFICATES/QUALIFICATIONS

As per Ontario Teachers’ Qualifications: (please attach a copy)

Primary ☐ Intermediate ☐

Junior ☐ Senior ☐

Additional Qualifications

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Degrees (specify type of degree - major subject or specialization, university):

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Present Category Placement:

_________________________________________________________________________
## PART II

### NUMBER OF YEARS TEACHING EXPERIENCE

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A) With the SCDSB  
B) With other school boards in Ontario  
C) Outside Ontario  

**TOTAL YEARS:**  

![Total Years](image)

Years of Teaching Experience as of June 30th of the Current School Year

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<th>SCHOOL</th>
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Other teaching roles that you would be interested in experiencing:
Please Note: In terms of your professional information below...

List these in order from most recent to least recent. In terms of “Role”, please indicate clearly using words such as chair, team leader, participant, member etc. If you were not the person in charge, please list the name of the leader for each example.

**PART III**

**IN VolvEMENT IN THE TEACHING FIELD**

*Complete in detail noting the degree of responsibility or participation and the number of years of involvement for each activity:

**A. In the School** (Graduation, Science Club, Development of New Courses, Coaching, Drama, etc.)

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Please take one item from the above list and explain how that particular experience impacted on both your interest in a leadership position and in your preparation and skill development to take on a position of responsibility with the SCDSB. Please use the Catholic Leadership Framework competencies as a guide to your brief essay. (maximum 300 words)
B. **In the System** *(Curriculum Committees, Curriculum Council, etc.)*

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C. In the Profession

I. Ministry committees
II. Board committees
III. Federation (OECTA/AEFO) committees
IV. Other committees

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PART IV Leadership Experience

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Leadership Training: Courses, Leadership Workshops, Seminars, Principals’ Courses, etc.

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PART V Community/Parish Involvement

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I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT AND COMPLETE.

__________________________________________
SIGNATURE

__________________________
DATE
SUB-SECTION B

PART I

BASIC REQUIREMENTS

An applicant is expected to have the following personal / professional qualifications:

1. A variety of teaching and responsibility assignments.
2. Personal characteristics that would ensure working effectively with staff, students, parents and the community in general.
3. Evidence of dedication to improvement and support of the SCDSB’s vision and strategic commitments, its schools and programs.
4. Background and/or experience embedding technology into your practice.
5. Dedication and support for Catholic education.

PLEASE COMMENT ON YOUR OWN PERSONAL QUALIFICATIONS IN LIGHT OF THE ABOVE.

(Maximum 300 words)
PART II

“As a potential leader in the SCDSB, please describe your philosophy of Catholic education.”

(Maximum 300 words)
Section 5(iii)

The Journey of Catholic Leadership

Catholic Pastoral Reference Form for a Leadership Position

Please Print – Except for Signature

Name of Applicant: ___________________________________________________

Name of Pastor:                                                                                     

Parish:                                                                                             

Date:                                                                                               

KNOWLEDGE OF THE CANDIDATE

Check one or more of the following.

☐ ongoing personal knowledge of the individual as a member of the parish
☐ personal knowledge of the individual in the past
☐ knowledge of the candidate’s family
☐ knowledge through a personal interview
☐ other (please specify) ______________________________________________________________________

Additional Comments:

Reference

You may wish to answer or comment on some or all of the following:

The candidate participates in the sacramental life of the Church.

☐ regularly
☐ occasionally
☐ infrequently
The candidate is involved in service: in the Church, in the broader community (e.g. Lector, Youth Group, Out of the Cold, Food Bank).
☐ yes
☐ no
☐ not known to me

Additional Comments:

The candidate has shown a commitment to the Catholic faith over the period of time that I have known him/her.
☐ yes
☐ no
☐ not known to me

Additional Comments:

In my opinion the candidate has demonstrated qualities that display leadership ability which would serve the Board well should the candidate take a leadership position in the Board.
☐ yes
☐ no
☐ not known to me

Additional Comments:
Please feel free to add any additional comments below
Section 5(iv)

Principal Recommendation Form

(Candidates who do not report directly to a Principal should have this form completed by their immediate supervisor, normally a Superintendent).

Candidate’s Name: _________________________________________________________
Name of Referring Principal: _________________________________________________
Length of time Referring Principal has known candidate: __________________________

The referring principal, based on his or her professional knowledge of the candidate is to use the following performance scale:

1, 2, 3, 4, 5 with 5 being the highest rating - please circle ☐ the appropriate number for each item below.

CATHOLIC FAITH, COMMUNITY AND CULTURE

A. Catholic Commitment to the Church 1 2 3 4 5
   • Demonstrate in his/her own personal life the faithfulness and the challenge of living as a Catholic and adhering to the tenets of Catholicism

B. Catholic Leadership 1 2 3 4 5
   • Model the Catholic faith in his or her dealings with the community as a reflective Catholic educator
   • Foster the development of a school climate in which the teaching of Christ and the Catholic Church are exemplified
   • Ensure Gospel values are incorporated in program and school activities
   • Work in partnership with home, school and parish

C. Promote Board Culture 1 2 3 4 5
   • Support the Board in building a common vision and mission, including the Ontario Catholic Schools Graduate Expectations

D. Diversity 1 2 3 4 5
   • Use objectivity in supporting diversity within the school community
   • Recognize the positive influences of diverse cultures, viewpoints, behaviour and learning styles both for staff and students.
   • Build a community that includes and values diversity in race, gender, age, culture, and other individual differences

SETTING DIRECTION

A. Self Direction 1 2 3 4 5
   • Bring original thoughts, new concepts and creative solutions to the accomplishment of responsibilities and organizational improvements
• Analyze historical and current information to predict future needs and trends
• Establish priorities, develop a course of action by formulating specific activities, strategies or projects to promote and maximize student learning
• Create opportunities and organizational structures which promote and maximize student learning

B. Decision Making 1 2 3 4 5
• Willing and able to make sound, well-informed, and transparent decisions
• Implement decisions taken or given
• Follow through on assignments. Follow directions and timelines as established by the Principal/Board
• Recognize own strengths and weaknesses
• Anticipate outcomes of decisions

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE
A. Mentoring: 1 2 3 4 5
• Coach and mentor others
• Manage group processes
• Foster commitment and team spirit
• Ensure that necessary training/in-service is provided (if applicable)

B. Team Building: 1 2 3 4 5
• Consider and respond appropriately to the needs, feelings and capabilities of others
• Develop networks and coalitions with others who have complementary skills and knowledge
• Gain co-operation from others to obtain and share information and accomplish goals
• Build consensus and find mutually acceptable solutions
• Persuade others and influence outcomes

C. Communication / Community Relations 1 2 3 4 5
• Effectively express ideas and facts in a succinct, organized manner
• Establish effective relationships with administration, parents, Board, community agencies, secondary/elementary schools, and business partners
• Promote and advocate for the school in the community

DEVELOPING THE ORGANIZATION
A. Living the Board Vision 1 2 3 4 5
• Inspire and challenge others
• Take a long-term view and initiate organizational change for the future
• Encourage and recognize initiative, creativity, decision-making and risk-taking
B. **Healthy Balance**

- Lead a healthy lifestyle reflecting a balance between work and family, professional and personal interests
- Demonstrate similar expectations of staff for a balance between work and family life to promote overall wellness.

**LEADING THE INSTRUCTIONAL PROGRAM**

- Knowledge of Ministry and Board guidelines, policies and curriculum development
- Encourage collaborative curriculum design and sharing of best practices with clear student focused priorities
- Demonstrate an awareness of assessment and evaluation strategies and can articulate these to parents, students or other staff.
- Use learning teams effectively to encourage interactive and mutually supportive relationships focused on improving instruction. Collaboratively support the school improvement plan based on data to ensure improvement in student achievement
- Gather and analyze data to provide a data driven rationale for decision making
- Complete necessary special education paperwork in an effective and timely fashion
- Support a continuum of services for students with special needs
- Use a creative, problem solving approach to overcoming challenges related to curriculum design, implementation and review.

**SECURING ACCOUNTABILITY**

- Analyze school needs and goals and related environmental factors to evaluate the likelihood and types of problems that might occur
- Recognize symptoms of problems; identify specific problems, their causes and their consequences and determine which solution best solves the problem without abandoning long-range objectives
- Work together with administration and other staff to anticipate problems and determine solutions
- Adapt behaviour and work methods in response to new information, changing conditions or unexpected processes
- Demonstrate compliance with laws, Board policies and procedures, the Education Act and related regulations, the Ontario College of Teachers Standards of Practice and the Ethical Standards for the Teaching Profession, etc.
- Support and maintain a just and effective Catholic code of behaviour.

Would you recommend the candidate for this leadership position? Please circle  

- [ ] Yes
- [ ] No

**Note:** *All of the above competencies must be rated a 3 or better in order to recommend the candidate.*

Referring Principal's Signature: ______________________________ Date: ____________________

*Please forward this completed form to the Supervisory Officer*
Section 5(v)
The Journey of Catholic Leadership

Supervisory Officer Recommendation Form

Candidate’s Name: ________________________________________________________________

Location: ______________________________________________________________________

Supervisory Officer’s Name: ______________________________________________________

Length of time Supervisory Officer has known the candidate: ________________________

Please check to indicate that the following steps have been completed:

☐ Candidate has met with and been recommended by his or her immediate supervisor, and I have reviewed the Principal Recommendation Form

☐ I have reviewed the candidate’s Self Assessment

☐ I have reviewed the candidate’s Application for Positions of Responsibility form

☐ I have reviewed the candidate’s Catholic Pastoral Reference Form for a Leadership Position

☐ I have reviewed the candidate’s most recent performance appraisal

☐ I have conferred with the candidate

General Comments:

______________________________________________________________________________

I do ☐ I do not ☐ recommend this candidate continues on in the Journey of Catholic Leadership process at this time.

Signature of Supervisory Officer___________________________________________________

Date: __________________________

Please forward this form to the Senior Manager Human Resources.
Section 6

The Journey of Catholic Leadership

Annual Timeline

Sudbury Catholic District School Board
Section 6

Journey of Catholic Leadership

Annual Timeline

**September / October**
Information Meeting
for interested candidates to review the Journey of Catholic Leadership process for the eventual selection of Vice-Principals.
Interested candidates complete Self-Assessment and meet with their immediate supervisor and their Superintendent

**November / December**
Candidates participate in Catholic Leadership Development Series
Notification to the system requesting applications for positions of responsibility

**January**
All forms related to the application process are due on the last business day of the month

**February**
Applications are reviewed and interviews are scheduled

**March / April**
Interviews take place and candidates are notified of the outcome of the process
Eligibility List of successful candidates is established and communicated to the system

**May**
Appointments and transfers are announced for the upcoming school year

**June / July / August**
Journey of Catholic Leadership Program is reviewed and updates, changes are prepared for the upcoming year
Section 7

The Journey of Catholic Leadership

System Leadership Self Review Tool

Sudbury Catholic District School Board
Section 7

The Journey of Catholic Leadership

SYSTEM LEADERSHIP SELF REVIEW TOOL

Indicators:

The Catholic Leadership Framework is consistent with evidence-based best practices, institutionalized, and communicated to all personnel. The SCDSB will monitor and review the Leadership and Succession Planning Program regularly in order that it continues to follow what is considered to be best practice. This process will be based on the sample evidence listed below.

**Note:** Review criteria are based on the Institute for Education Leadership’s document entitled, Leadership Self Review Tool.

Sample evidence:

- The Board has a clear policy outlining its staff development and leadership practices.
- Guidelines and procedures for appraisals, including those of Principals and Vice-Principals, are clearly developed and communicated.
- Supervisory Officers encourage and facilitate distributed leadership.
- The Board has developed a definition of effective leadership and an effective leadership training model.
- Principals and Vice-Principals have input into the development of both the definition and the training model.
- The effective leadership training model includes the following:
  - a leadership development program
  - a principal and vice-principal mentorship program
  - ongoing training to support principals and vice-principals at various stages of their careers
  - opportunities for extended leadership development beyond the Board
- The Board has developed a framework for leadership development that is evidence-based, explicit, detailed, and consistently applied across Board initiatives.
- The Board communicates the framework and leadership development activities to all principals, vice-principals, and teachers so that:
  - current and aspiring leaders are well informed about learning opportunities;
  - participants find learning opportunities within the framework that are relevant to their work
  - all staff understand how the framework supports the Board Improvement Plan.
• All training programs for leaders are planned so that they are:
  o based on needs assessments;
  o data-driven, research-informed, and aligned with Ministry priorities;
  o practical and situation based;
  o job-embedded and socially relevant;
  o integrated with existing knowledge and designed to build on existing capacity;
  o based on self-directed and/or self-chosen programs, as well as mandatory training;
  o oriented towards collaboration;
  o differentiated to respect individual learners;
  o differentiated to respect the stages of development or experience of leaders;
  o structured for learning over time.

• The overall plan and individual leadership development activities are assessed on a regular basis:
  o to ensure that the evaluation instruments are authentic and meaningful;
  o to determine the effect of the plan and activities on leadership capacity building within the Board;
  o to determine evidence of the effect of the plan and activities on students;
  o to ensure that the programs and activities are revised in response to emerging research and evidence of new successful practices;
  o to determine the effectiveness of communication between the Board and schools;
  o to ensure that leadership development is included in the school planning process.

• Timelines reflect the tasks and demands of specific cycles of the school year (e.g., start-up, reporting cycles, year-end).
• Due dates established by the Ministry and by the Board are coordinated to eliminate conflicts and overlaps.
• Dates for professional development are reviewed and coordinated.

Leadership is exemplified by people who are able to impact those around them in a positive way. Such leaders are energetic, empathetic, motivated, trustworthy and knowledgeable. The SCDSB encourages and fosters these qualities and builds on them through our Journey of Catholic Leadership Program.
Section 8

The Journey of Catholic Leadership

Catholic Leadership Development Series

Sudbury Catholic District School Board

“I handed on to you what I myself received”
1 Corinthians 15:33
Leadership Succession Planning and Talent Development
Catholic Leadership Development Series

Succession planning and talent development is about encouraging everyone in the system to see themselves as part of the leadership strategy that focuses on attracting and developing passionate and skilled leaders who can effectively support student achievement and well-being. Talent development throughout the system encourages staff to build leadership skill in their current role, and supports their preparation should they wish to consider other leadership positions. It is the goal of the Sudbury Catholic District School Board to continue to refine its recruiting and talent development practices to attract and retain the best candidates for positions within the Board.

The Sudbury Catholic District School Board strategy for developing leaders recognizes the impact of leadership on the development of exemplary teaching practice, excellent schools and the continuous improvement of student achievement. Teachers in classrooms and administrators in schools play critical roles in ensuring that students understand and live the way of Jesus Christ in a system that is committed to excellence in Catholic Education and to lifelong learning. Fostering leadership development, both formal and informal, will ensure that students will be supported by skilled, passionate, faith filled leaders.

The Catholic Leadership Framework is an essential resource that school and system leaders have available to them to guide their individual leadership development. The five Core Leadership Capacities derived from the Catholic Leadership Framework are crucial to making progress towards the Province’s educational goals.

Guidelines for Admission into Modules I and II

- Candidates must possess a minimum of four (4) years of successful teaching experience, inclusive of one successful year with the Sudbury Catholic District School Board.

- Nominations should be supported by the candidate’s Principal and/or Supervisor.

- The Self Assessment form must be completed by all candidates.

- This form is copied to the Senior Manager Human Resources and the Superintendent. A copy is also kept by the Principal.

- Current Vice-Principals must participate in all of the modules in the series prior to their appointment to the position of Principal.
**Program Components**

- Candidates must participate in all sessions in each of Module I and Module II. Both Modules are offered each school year. Both Modules may not be taken concurrently.
- All candidates are expected to complete all components of both Module I and II within a three (3) year period.
- Only one (1) session absence is permitted per Module. A make-up paper or attendance at the missed session in the following year may be required to complete the current Module and before starting the next Module.
- Additional session absences per Module require the candidate to make up the session(s) missed over the course of a third year in the Program.
- All candidates must participate in an entrance and exit goal-setting discussion with an assigned Supervisory Officer. These discussions will take place at the start of Module I, and the exit of Module II.
- Upon completion of all topics in Modules I and II, candidates must submit a written reflection.
# Catholic Leadership Development Series

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<th>Module I</th>
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<td><strong>General Topics – Catholic Leadership Framework</strong></td>
<td><strong>Specific Topics</strong></td>
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## Developing The Organization

"Leading The Educational Community"

**Exploring Leadership Styles, Capacities and Concepts**

- Setting Goals
- Aligning Resources and Priorities
- Promoting Collaborative Learning Cultures
- Using Data
- Engaging in Courageous Conversations

> "Leaders provide direction and exercise influence. Leaders mobilize and work with others to achieve shared goals."
> Leithwood and Riehl, 2003

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<th>Catholic Faith, Community and Culture (Retreat)</th>
<th>Managerial Leadership</th>
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<td>“Building and Sustaining a Collaborative and Professional Learning Community To Enhance Student Achievement”</td>
<td>“Duties of School Administrators” A Focus on Statutory Obligations and on Multi-faceted Portfolios</td>
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<th>Building Relationships and Developing People</th>
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<td>“Working With Others Through the Change Process and Developing Solid Conflict Resolution Strategies”</td>
<td>“A Focus on Sound Practice on Everything from Health and Safety, Investigations and Progressive Discipline, to the Rights of the Employer”</td>
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<th>Securing Accountability</th>
<th>Preparing for Catholic Leadership Roles</th>
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<td>“Working With All Key Partners to Implement Policies that Enhance the Learning Environment” Examples –Safe Schools, Equity and Inclusivity</td>
<td>Resumes / Interviews / PVP Performance Appraisal Process “Preparing For the Application Process”</td>
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<th>Leading The Instructional Program</th>
<th>Collective Agreements</th>
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<td>“Ensuring a School Wide Focus on Student Achievement”</td>
<td>“How Collective Agreements Affect the Managing of Our Schools”</td>
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<th>Setting Direction</th>
<th>This module is reserved for topics that arise in any given year from either the Board or the Ministry of Education</th>
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Section 9

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APG #HR14 Principal and Vice-Principal Appointments

Sudbury Catholic District School Board