



Waterloo Catholic District School Board Leadership and Succession Planning Framework 2010-2013

June 2011

Called to Serve the Learners of the Waterloo Catholic District School Board

LEADERSHIP AND SUCCESSION PLANNING

TO ACHIEVE OUR VISION OF

Our Catholic schools: Heart of the community, success for each, a place for all.

We achieve the above by using as our *Mission* as our lens:

As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world.

Committee Members

Rick Boisvert, Superintendent of Learning and Human Resource Services

Roger Lawler, Director of Education

Janet Foote, Elementary Principal

Brian Goodyear, Elementary Principal

Jason Connolly, Senior Manager of Human resource Services

Bill Haber, Elementary Principal

Dan Hutter, Secondary Vice Principal

Laura Isaac, Senior Manager of Financial Services

Gloria Lasovich, Elementary Principal

Jamie McKinnon, Secondary Principal, (Task Force Chair)

Sherry Peeples, Elementary Principal

Maura Quish, Manager of Human Resource Services

Bruce Rodrigues, Associate Director of Education: Learning Services

Pat Runstedler, Elementary Principal

Arnie Wohlgemut, Senior Manager of Facility Services

Table of Contents

Page

Mission and Vision	2
Committee Members	3
Table of Contents	4
Leadership Prayer	5
Education Leadership for Ontario Schools: Overview and Five Core Leadership Capacities	6
Leadership in The Waterloo Catholic District School Board	7
Waterloo Catholic District School Board Standards of Leadership	20
The Ontario Catholic Education Framework – Supervisory Officers	23
The Ontario Catholic Education Framework – Principals and Vice Principals	27
The Ontario Catholic Leadership Framework – System Practices & Procedures	31
Overview of Succession Planning	33
A. Self Assessment: Identification and Recruitment Practices	34
B. Self Assessment: Training and Development of Aspiring Leaders	35
C. Self Assessment :Leadership Selection Process	36
D. Self Assessment: Newly Appointed School and System Leaders	37
E. Self Assessment: Placement and Transfer of School Leaders	38
F. Self Assessment: Building Capacity for Experienced and System Leaders	39
G. Self Assessment: Comprehensive Plan	39
Annual Review of Leadership and Succession Plan and Strategies 2010-2011	40
H. Ontario Leadership Strategy	43

A Prayer for Leaders

Creating the Church of Tomorrow

(Oscar Romero)

“This is what we are about.....

We plant seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces effects far beyond our capabilities.

**We never see the end results, but that is the difference between the
master builder and the worker.**

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.”

Educational Leadership in Ontario – Overview and Five Core Leadership Capacities

The Ontario Ministry of Education in partnership with Directors of Education, supervisory officers and school administrators created The Institute for Education Leadership as “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.”

What has flowed from that work; a partnership that acts as an arms-length collaborative partner with the Ministry of Education, is the development of distinct partner specific leadership frameworks. Thus the framework for leadership in a Catholic school system in Ontario exists side by side with the leadership framework for leaders in a Public or French school system. What weaves its way through all of the work on leadership; however, are five Core Leadership Capacities. These capacities are key to effective education leadership in Ontario today. They are described as:

- 1. Setting goals:** This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning.
- 2. Aligning resources with priorities:** This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.
- 3. Promoting collaborative learning cultures:** This capacity is about enabling schools, school communities and districts to work together and learn from each other with a central focus on improved teaching quality and student achievement and well-being.
- 4. Using data:** This capacity is about leading and encouraging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.
- 5. Engaging in courageous conversations:** This capacity relates to challenging current practices and fostering innovation through conversations, to listen and to act on feedback, and to provide feedback that will lead to improvement in student achievement and well-being.

EXCELLENCE IN LEADERSHIP



**Waterloo Catholic
District School Board**

*Called to Serve the Learners of the
Waterloo Catholic District School Board*

Called to Serve the Learners of the Waterloo Catholic District School Board

Leadership Preparation and Support

Enduring Expectation

To ensure improved student learning:

- By deliberately supporting excellence in leaders thereby enabling leaders to build and sustain professional learning communities (PLC) that focus on the Waterloo Catholic District School Board’s Mission, the System Plan for Improved Student Learning and current leadership data and research focused on System Leadership Standards.
- By sustaining a PLC structure and job embedded professional development, to steadily build leader capacity at key stages of leadership (emerging, newly assigned, mentorship).

Introduction:

“Excellence in Leadership” is a framework that invites, encourages, facilitates challenges and supports leaders in the Waterloo Catholic District School Board. This framework is not intended to be a program or product. Any attempt to define this framework only falls short of what it is intended to be because the communal process constantly changes, informs and evolves. It is intended to provide emerging leaders, newly appointed leaders and well established leaders a personal and communal experience where the heart and head together find meaning. The framework is designed to invite emerging leaders to discern their call to leadership within a faith context as it intersects with the Waterloo Catholic District School Board’s mission. The framework provides newly appointed leaders the practical and reflective tools necessary to sustain them in their daily practice as well as their life long practices. Finally, the framework calls forth the sharing of the gifts of our experienced leaders in establishing mentor relationships that will keep our leadership cycle generative. The sustainability of such a framework requires dedication, passion and a commitment by all leaders to serving learners and their families so that all may achieve success.

Leadership Foundational Principles

Our leadership framework foundational principles will be based upon:

The Spiritual values of service and ministry which leaders in the Waterloo Catholic District School Board are guided by

Professional Learning Communities (PLC) providing leaders access to timely, quality and purposeful support.

The alignment of the Waterloo Catholic District School Board Mission, Guiding Principles, Professional Standards of Ethics, the System Plan for Improved Student Learning, Ontario Framework for Catholic School Leadership, and current leadership data and research.

Supporting leaders and building their capacity to ensure results.

Supporting Emerging Leadership: Two Years

The Emerging Leader Sessions and Modules will:

- Provide core sessions and Modules to support the leadership competencies of the employees who are selected or seek membership as emerging leaders in the System.
- Be grounded in: spirituality, leadership effectiveness, leadership skill sets, organizational ethical principles and personal and professional growth.

Core Sessions & Modules

Participants will:

- Explore personal awareness re: strengths and areas for growth, as well as personal commitment to the Waterloo Catholic District School Board's Mission, Professional Standard of Ethics and the System Plan for Improved Student Learning.
- Research/identify the desirable/universal behaviors/competencies, as outlined in the Ontario Leadership Framework, demonstrated by effective leaders.
- Examine the personal role of a leader creating an ethical, focused, learner centered, faith based culture.

Called to Serve the Learners of the Waterloo Catholic District School Board

- Identify key elements and skills for building effective equitable relationships (effective communication, interpersonal & decision-making skills ...).
- Identify the elements of a successful Professional Learning Community.
- Participate in the Myers- Briggs Typology Indicator Module to maximize both personal leadership competencies and team building potential.
- Participate in Professional Learning Book Club discussions centered on serving learners through excellence in leadership.
- In the second year participants will identify specific areas they feel are required for their personal Annual Learning Plan (ALP, if this applies to their role, if not then a Annual Growth Plan, AGP) for the following year that will further build personal leadership capacity. This will be supported by use of Self Assessment Tools for Aspiring Leaders and internship opportunities.

Emerging Leaders System Level Task

Participants will create a process to evaluate the *Excellence in Leadership Emerging Leaders* sessions and Modules. The process will be shared with the Superintendents of Leadership & Faith and Human Resource Services. Once the process is approved it will be implemented, analyzed and the results with suggestions for improving the sessions and Modules will be shared with both Superintendents.

TENATIVE CORE READINGS: (Entire books or key sections of selections)

Return of the Prodigal Son: The Story of Homecoming, Henri Nouwen

Who Moved My Cheese?

Principle Centered Leadership, Stephen Covey (pp. 13-39)

Myers Briggs *Introduction to Type and Teams*, Elizabeth Hirsh, Katherine Hirsh, Sandra Krebs Hirsh

Developing the Leaders around You: How to Help Others Reach Their Full Potential, John C.

Maxwell

Shepherd Leadership, McCormick and Davenport

Application Process:

To be communicated each April via email, school administrators, and website.

Schedule:

Activity	Description	Date	Program ()
Application and Information sessions	Outline Excellence in Leadership Plan, WCDSB. and support for Ministry/Board Leadership Development and Succession Planning	Spring - previous year	Emerging Leaders
Retreat: Catholic Leadership Formation	Catholic Leadership Framework application History (personal, organizational, graced, and shadow)	Sept. – full day Year one	Emerging Leaders I
Retreat: Catholic Leadership Formation	Tools of Leadership Discernment	Nov – 1.5 days Year one	Emerging Leaders I
Retreat: Catholic Leadership Formation	Personal awareness - MBTI	Feb. – full day Year one	Emerging Leaders I
Retreat: Catholic Leadership Formation	Relationships Change Applied Leadership	May – 1.5 days Year one	Emerging Leaders I
Internships and Review of year one	Matching of Internship opportunities. Reflecting on the Journey Develop goals and actions year two.	Sept. Year two	Emerging Leaders II
Developing the Organization	MBTI (or personality dements ions) application to role in teams and developing the organization	Dec. Year two	Emerging Leaders II
Research and Book Study	Review AGP, emerging needs in support of AGP and Leadership Framework.	March Year two	Emerging Leaders II (<i>Shepherd Leadership</i> , McCormick & Davenport)
Research and Book Study	Review AGP, emerging needs in support of AGP and Leadership Framework.	June Year two	Emerging Leaders II (<i>Shepherd Leadership</i> , McCormick & Davenport)

Supporting Newly Assigned Leaders: Two Years

The Newly Assigned Leaders Sessions and Modules will:

- Provide a variety of experiences/resources to support the successful assimilation and effectiveness of newly assigned leaders in the System.
- Invite participants to develop a feedback loop to measure their leadership effectiveness as part of their ALP (if this applies to their role, if not then a AGP). Leaders will identify/ practice and apply the skill/s they require and then measure their personal leadership effectiveness re: The Ontario Leadership Framework
- Be reflective of current research and data influencing leadership excellence, specific leadership skill sets and our spiritual call.

Core Sessions and Modules:

Participants will:

- Research/Identify the desirable/universal behaviours/competencies as outlined in the Ontario Leadership Framework
- Explore the complexity of ethical faith based leadership.
- Examine current research and data.
- Familiarize themselves with the WCDSB Standards of Leadership.
- Examine and apply *day to day* key operational/management skills for new leaders, including managing information overload effectively. Key personnel within the system will facilitate sessions on developing a budget, school law, providing Special education services, human resource management, effective communication and managing conflict
- Participate in The Myers Briggs Typology Indicator module to maximize personal leadership development and team building competencies.
- Participate in Professional Learning Book Club discussions focused on serving learners and excellence in leadership.
- Conduct research in the second year to facilitate the development of a two year ALP (or AGP) for mapping effective leadership growth.

System Level Task of the Emerging Leadership Participants: to create/draft a specific matrix of Leadership Competencies in conjunction with the Superintendents of Leadership and Faith and Human Resource Service that specifically and concretely support leader growth toward the WCDSB Standards of Leadership. This will be used by all leaders in the Waterloo Catholic District School Board.

Called to Serve the Learners of the Waterloo Catholic District School Board

Tentative Core Readings

Hidden Wholeness: Parker Palmer

Great to Good: Jim Collins

Overcoming the Five Dysfunctions of a Team; a Field Guide: Patrick Lencioni

Now Discover Your Strengths: Marcus Buckingham

On Common Ground: DuFour, Eaker, DuFour

The Servant Leader: J.A. Autry

What Makes Us Catholic: Eight Gifts For Life, Thomas Groome

The Five Most Important Questions you will ever ask about your organization, Drucker

Schedule:

Activity	Description	Date	Focus Group
Operational support	Mentor selection Corporate Services Budget Case studies	Sept.	Newly appointed Leaders
Spiritual Leadership	Admin ½ day retreats	Oct.	All school level administrators
Professional Development Learning Consolidation activity	Annual Topic Supporting Ministry/Board Leadership Goals	Oct.	Newly appointed Leaders (12 + distribution)
Professional Development Consolidation activity	Annual Topic Supporting Ministry/Board Leadership Goals	Nov.	Newly appointed Leaders and Mentors
Mentor/Mentee	Structure for support discussions regarding Annual Growth Plans	Nov.	Mentors Mentees
Operational support	Spec. Ed. Feedback on future sessions Case Studies	Dec.	Newly Appointed Leaders
Spiritual Leadership	CELF full day retreat. (Catholic Educational Leadership)	Jan.	All school level administrators
Operational support	Human Resources Contract support Case Studies	Feb.	Newly Appointed Leaders
Mentor/Mentee	- A.G.P. - Conversation Starters	Feb.	Mentors Mentees
Operational support	Information Technology and Program Services Case Studies	May	Newly Appointed Leaders
P.D. and Consolidation	Annual Topic Supporting Ministry/Board Leadership Goals	May	Newly appointed and others.
Spiritual Leadership	Admin ½ day retreats	May	All school level administrators
Mentor/Mentee	- A.G.P. - Emerging Needs - Next Steps	May 18th	Mentors Mentees

Leadership Mentoring: Building System Level Capacity

Specific Expectations:

The mentoring in leadership program will:

- Recognize and invite ethical, effective leaders who have proven their capacity of sustaining excellence to support leaders in the system.
- Encourage these mentor/leaders to stretch their capabilities and lead/support the cultural transformation of the system.

These leaders willing to mentor will be involved in:

- Researching most current / effective research re: the change process in an educational organization and the place of PLC's in that change
- Examining factors that enable the change process to support the Mission and the System Plan for Improved Student Learning.
- Preparing suggestions for the Superintendents of Leadership and Faith and HRS regarding areas that the System should be measuring to ensure necessary change / alignment with the Mission and System Plan for improved Student Learning / effective succession planning / ethical culture.
- Determining the two most vital areas in which principals/vice-principals/managers/ consultants express a need for professional support.
- Taking the lead in planning PD growth opportunities in a given school year that deliberately support excellence sustainability.
- Support identified existing leaders, in the system, who wish to be mentored.

Task of the Excellence in Leadership Program: to work with superintendents of Leadership and Faith and Human Resource Service to create meaningful, structured opportunities to mentor an identified leader (consultant, manager, principal, vice-principal...) in the system re: aligning effective leadership behaviour – what leaders do - to move the system closer to the Mission and the System Plan for Improved Student Learning.

Tentative Core Readings:

Mentoring Matters, Lipton and Wellaman

Good to Great, Jim Collins

Servant Leader: J.A. Autry

Who Moved My Cheese: Ken Blanchard

Authentic Leadership: Bill George

The Source of Success: George Georgescu

Leadership Sustainability: Michael Fullan

Called to Serve the Learners of the Waterloo Catholic District School Board

Schedule:

Activity	Description	Date	Program ()
Mentors	Invitation to ethical, effective leaders who have proven their capacity of sustaining excellence to support leaders in the system	Sept.	Mentors
Mentor Training	CPCO – Mentor training, Board Sponsored/Lead Cognitive Coaching professional development	Oct.	Mentors
Mentor/Mentee	Structure for support discussions regarding Annual Growth Plans	Nov.	Mentors Mentees
Mentor/Mentee	<ul style="list-style-type: none"> - A.G.P. - Conversation Starters 	Feb.	Mentors Mentees
Mentor/Mentee	<ul style="list-style-type: none"> - A.G.P. - Emerging Needs - Next Steps 	May	Mentors Mentees
Mentor Training	Annual P.D. opportunity for Mentors and experienced Administrators.	April	Mentors

GENERAL Leadership Support for all Staff

Waterloo Catholic District School Board Human Resource Service Personal Development Programs

Investing In Employees -- Our Greatest Asset

Developing Employees to Deliver Their Best

SAMPLE MODULES:

1. Communication Essentials
2. Relationship skills
3. Effective Time Management: Information Management Systems
4. Establishing Prayer Circles
5. Conflict Resolution Styles: Managing Conflict
6. Establishing Scripture Circles (African Model)
7. The Importance of Balance in Our Lives
8. The individual's role in building an Ethical Organization culture
9. Personality Types {self-awareness at home and at work e.g. True Colours Kiersey?}
10. Focus on Career Goals
11. Chairing Effective Meetings
12. Establishing a bi-monthly Book Club e.g. of books:
 1. *Who Moved My Cheese?*
 2. *One Minute Manager*
 3. *The Prodigal Son*
 4. *Principle-Centered Leadership pp 13-39*
 5. *Ten Secrets of Successful Leaders*
 6. *Others ...*
13. A guide to developing an effective TPA
14. The Power of Positive Thinking
15. Personal Success Factors
16. Meditation
17. Developing Active listening Skills {assertiveness skills, communicating diplomatically...}
18. Personally Managing Change
19. Stress Management
20. Effectively working with parents with concerns for the good of the learner
21. Yoga
22. Community of Practice (e.g. individuals interested in building relationship circles common passions/interests re: ecology, Social Justice, Ethics
23. IT sessions
24. Data analysis techniques
25. How to establish a PLC at your site
26. Others...

Post note:

The success of the "Excellence in Leadership" framework will be contingent on addressing the needs of leaders in the system by engaging the expertise of excellent presenters knowledgeable about the process of adult learning and current leadership research and data. It is also important that the process begin small, establishing roots through the positive sharing of participants with others about their experience and then grow by establishing additional relevant modules as the needs surface.

Called to Serve the Learners of the Waterloo Catholic District School Board

Full Schedule:

Activity	Description	Date	Program ()
Application and Information sessions	Outline Excellence in Leadership Plan, WCDSB. and support for Ministry/Board Leadership Development and Succession Planning	Spring - previous year	Emerging Leaders
Retreat: Catholic Leadership Formation	Catholic Leadership Framework application History (personal, organizational, graced, and shadow)	Sept. – full day Year one	Emerging Leaders I
Internships and Review of year one	Matching of Internship opportunities. Reflecting on the Journey Develop goals and actions year two.	Sept. Year two	Emerging Leaders II
Operational support	Mentor selection Corporate Services Budget Case studies	Sept.	Newly appointed Leaders
Mentors	Invitation to ethical, effective leaders who have proven their capacity of sustaining excellence to support leaders in the system	Sept.	Mentors
Mentor Training	CPCO – Mentor training, Board Sponsored/Lead Cognitive Coaching professional development	Oct.	Mentors
Spiritual Leadership	Admin ½ day retreats	Oct.	All school level administrators
Professional Development Learning Consolidation activity	Annual Topic Supporting Ministry/Board Leadership Goals	Oct.	Newly appointed Leaders
Retreat: Catholic Leadership Formation	Tools of Leadership Discernment	Nov – 1.5 days Year one	Emerging Leaders I
Mentor/Mentee	Structure for support discussions regarding Annual Growth Plans	Nov.	Mentors Mentees
Developing the	MBTI (or personality	Dec.	Emerging Leaders II

Called to Serve the Learners of the Waterloo Catholic District School Board

Organization	dement ions) application to role in teams and developing the organization	Year two	
Operational support	Spec. Ed. Feedback on future sessions Case Studies	Dec.	Newly Appointed Leaders
Spiritual Leadership	CELF full day retreat. (Catholic Educational Leadership)	Jan.	All school level administrators
Mentor/Mentee	- A.G.P. - Conversation Starters	Feb.	Mentors Mentees
Mentor Training	Annual P.D. opportunity for Mentors and experienced Administrators.	April	Mentors
Operational support	Information Technology and Program Services Case Studies	May	Newly Appointed Leaders
Retreat: Catholic Leadership Formation	Relationships Change Applied Leadership	May – 1.5 days Year one	Emerging Leaders I
P.D. and Consolidation	Annual Topic Supporting Ministry/Board Leadership Goals	May	Newly appointed and others.
Spiritual Leadership	Admin ½ day retreats	May	All school level administrators
Mentor/Mentee	- A.G.P. - Emerging Needs - Next Steps	May 18th	Mentors Mentees
Mentor/Mentee	- A.G.P. - Emerging Needs - Next Steps	May	Mentors Mentees
Research and Book Study	Review AGP, emerging needs in support of AGP and Leadership Framework.	June Year two	Emerging Leaders II (Shepherd Leadership, McCormick & Davenport)

Waterloo Catholic District School Board - Standards of Leadership

Domain	Practices	Competencies	Resources
Catholic Faith, Community and Culture	<p>Build and sustain a collaborative Catholic Learning Community promoting:</p> <ul style="list-style-type: none"> ➤ Collective responsibility for dignity and worth of all members of the community ➤ School programs, policies and procedures which embed fundamental concepts of human dignity, social justice and stewardship. (eg. Staff handbook, AP memos) 	<p>Knowledge: The alignment of the Waterloo Catholic District School Board Mission, Guiding Principles, Professional Standards of Ethics, the System Plan for Improved Student Learning and current leadership data and research.</p> <p>Skill Facilitate liturgical and daily prayer experiences that celebrate Catholic life and support faith formation;</p> <p>Attitude Commitment to faith development through modeling, facilitation and mentorship; (e.g. gospel values including empathy, compassion, equity)</p>	<ul style="list-style-type: none"> ➤ Leadership sessions ➤ Mentorship program ➤ Internship program ➤ PLC's ➤ Board Lead for O.L.S. ➤ Web based WCDSB Leadership link ➤ Excellence in Leadership Program ➤ Program coordinator for Religion, Family Life and Equity. ➤ Chaplains
Setting Directions	<p>Ensures a Catholic vision is clearly articulated.</p> <p>Demonstrates the vision and values in everyday practice by motivating and working with others to build shared culture and positive climate of a Catholic learning community.</p> <p>Provides ongoing and effective communication with the school community.</p>	<p>Knowledge The Catholic Faith Traditions Strategic planning process</p> <p>Skill Think strategically, build and communicate a coherent vision in a range of compelling ways. Inspire and Model</p> <p>Attitude A commitment to setting and achieving ambitious, challenging, inclusive goals that are based on Gospel values.</p>	<p>Website</p> <p>Professional Conversations</p>

Called to Serve the Learners of the Waterloo Catholic District School Board

<p>Building Relationships and Developing People</p>	<p>Treats people equitably, fairly with dignity and respect</p> <p>Creates and sustains Catholic school culture by:</p> <ul style="list-style-type: none"> ➤ Effective staff induction ➤ Professional learning ➤ Faith formation ➤ Leadership ➤ Performance review ➤ High visibility in school associated with quality interactions with staff and students. <p>Acknowledges and celebrates the achievements of individuals and teams.</p>	<p>Knowledge Strategies to promote and facilitate individual and team development and adult faith formation.</p> <p>Skills Foster an open, fair, and equitable culture. Challenge, influence and motivate others to discipleship and servant leadership</p> <p>Attitude Must display confidence, optimism, hope, resiliency, integrity, and trust.</p>	
<p>Developing the Organization</p>	<p>Develops a school ethos which promotes shared knowledge and shared responsibility for outcome in and amongst schools.</p> <p>Use performance appraisal to foster professional growth</p> <p>Builds harmonious community which works, reflects, and prays together.</p>	<p>Knowledge Change management strategies</p> <p>Skills Collaborate and network with others inside and outside the school Listen and act on community feedback.</p> <p>Attitude Acceptance of responsibility for school climate and student outcomes. Catholic discipleship and character</p>	

Called to Serve the Learners of the Waterloo Catholic District School Board

<p>Leading the Instructional Program</p>	<p>Ensures a continuous and consistent school wide focus on student achievement, using data to monitor progress.</p> <p>Ensures Learning is at the center of planning and resource management.</p> <p>Provides resources in support of curriculum instruction and Catholic Graduate Expectations.</p>	<p>Knowledge Strategies for improving student achievement. Strategies to ensure inclusion (access, curriculum, and management). Strategies to develop effective teachers. Exemplary Catholic Educators and their system of education.</p> <p>Skill Initiate and support:</p> <ul style="list-style-type: none"> ➤ Appropriate structures and systems for effective management of the school. ➤ An enquiry based approach to improved teaching and learning ➤ Faith and moral formation of students <p>Attitude A commitment to:</p> <ul style="list-style-type: none"> ➤ Raising the standards for all ➤ Closing achievement gaps ➤ Equity, Inclusion, and safety for all 	
<p>Securing Accountability</p>	<p>Develop and present a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g, school council, parents, board, supervisors);</p> <p>Reflect on personal contribution to school achievement and takes account of the feedback of others.</p>	<p>Knowledge Accountability frameworks (e.g. school climate surveys school reviews including self-evaluation)</p> <p>Skill Engage the school community by sharing regular school self-review with external evaluations in order to develop the school</p> <p>Attitude Commitment to implementation of Catholic values in individual, team and whole school responsibility to student outcomes.</p>	<ul style="list-style-type: none"> ➤ SKOPUS ➤ EQAO ➤ CCAT ➤ Culture surveys ➤ TTFM ➤ SIP and BIP ➤ School Superintendent ➤ Parent Council Chairs

The Ontario Catholic Educational Framework – Supervisory Officers

CATHOLIC FAITH, COMMUNITY AND CULTURE	SETTING DIRECTION	BUILDING RELATIONSHIPS AND DEVELOPING	DEVELOPING THE ORGANIZATION	LEADING THE INSTRUCTIONAL PROGRAM	SECURING ACCOUNTABILITY
The supervisory officer nurtures Catholic faith, community, and culture and models a commitment to gospel values.	The supervisory officer builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.	The supervisory officer strives to foster genuine trusting relationships with and among students, staff, families and communities guided by a sense of mutual respect. The Supervisory officer affirms and empowers others to work in the best interests of all students.	The supervisory officer builds collaborative cultures, structures the organization for success, and connects the board and schools to their wider environments	The supervisory officer sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The supervisory officer manages the board organization effectively so that everyone can focus on teaching and learning.	The supervisory officer is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education and for promoting collective responsibility for student outcomes within the whole community of schools and the board, based on the Ontario Catholic Schools Graduate Expectations.
<p>PRACTICES The supervisory officer will:</p> <p>*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. *ensure the development and implementation of liturgies and prayers that nurture Catholic School culture and faith development;</p> <ul style="list-style-type: none"> • provide pastoral care to persons and situations in need; • develop and recommend through the director to the Board, policies and procedures that are embedded with the fundamental concepts of human dignity, social justice and environmental stewardship; • establish and facilitate a process that promotes 	<p>PRACTICES The supervisory officer:</p> <ul style="list-style-type: none"> • ensures the vision is clearly articulated, shared, understood and acted upon by all; • works within the board and across school communities to translate the vision into agreed objectives and operational plans which promote and sustain school improvement; • demonstrates the vision and values in everyday work and practice; • motivates and works with others to create a shared culture and positive climate that reflects the mandate of a Catholic school system; 	<p>PRACTICES The supervisory officer:</p> <ul style="list-style-type: none"> • treats people as Jesus did: fairly, equitably, with dignity and respect to create and maintain a positive, inclusive and safe board culture; • develops effective strategies for staff induction, Catholic learning, faith formation and performance review; • engages principals and teachers in Catholic learning; • develops and implements effective strategies for leadership development; • distributes leadership to provide opportunities for staff to self- 	<p>PRACTICES The supervisory officer:</p> <ul style="list-style-type: none"> • builds a collaborative learning culture within the board and deanery and fosters the same in schools, parishes and communities; • fosters engagement across schools 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 Catholic growth; • challenges thinking 	<p>PRACTICES The supervisory officer:</p> <ul style="list-style-type: none"> • ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools; • ensures that learning is at the centre of planning and resource management; • develops Catholic learning communities in collaborative and growth-oriented cultures; • recruits, hires and retains staff with the interest and capacity to further the board's goals; • provides resources in support of curriculum 	<p>PRACTICES The supervisory officer:</p> <ul style="list-style-type: none"> • ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation; • measures and monitors leadership effectiveness through student achievement; • works with principals to align school targets with board and provincial targets; • supports principals' work with Catholic school councils so councils can participate actively and authentically in their advisory role; • develops and presents a coherent, understandable, accurate and transparent account of board and school performance to a range of audiences; e.g., ministry,

Called to Serve the Learners of the Waterloo Catholic District School Board

<p>systematic and comprehensive program links that support school, parish and family life.</p>	<ul style="list-style-type: none"> • ensures creativity, innovation and the use of appropriate technologies to achieve excellence; *ensures that strategic planning takes account of the diversity, values, and experience of the board and school communities; • provides ongoing and effective communication with schools and communities. 	<p>actualize;</p> <ul style="list-style-type: none"> • 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 board and in schools associated with quality interactions with staff and students. 	<p>and learning of staff to further develop Catholic practice;</p> <ul style="list-style-type: none"> • develops a board culture which promotes shared knowledge and shared responsibility for outcomes; • nurtures a harmonious school system that works, reflects and prays together. 	<p>instruction and the Ontario Catholic School Graduate Expectations;</p> <ul style="list-style-type: none"> • buffers staff from distractions; • allocates resources so that principals can implement strategies which secure high standards of behaviour and attendance. 	<p>board, parents, and Catholic education community;</p> <ul style="list-style-type: none"> • reflects on personal contribution to board achievements and takes account of feedback from others; • participates actively in personal external assessment and makes adjustments to better meet expectations and goals; • creates an organizational structure which reflects the board's values and enables the management systems, structures and processes to work within legal requirements; • makes connections to ministry goals to strengthen commitment to board improvement efforts, based on the Ontario Catholic Schools Graduate Expectations; • establishes liaisons with ministry to influence ministry direction in ways that support board plans; • develops and applies appropriate performance management practices to goals and outcomes identified in the board improvement plan; • prays on a regular basis with the Catholic Education community.
--	---	--	---	--	---

<p>COMPETENCIES Skills The supervisory officer is able to:</p> <ul style="list-style-type: none"> • articulate, facilitate and foster systemic practices which ensure appropriate liturgical and daily prayer experiences that celebrate Catholic life and support faith formation; • organize and facilitate practices and procedures that result in an environment where effective liturgies and prayers that support Catholic school culture and faith development are clearly evident; • recognize persons and situations which require a pastoral response; • inform trustees and motivate system leaders to provide leadership and encouragement to all members of the Catholic school community to develop programs which reflect the principles of our Catholic Faith. <p>Knowledge The supervisory officer knows about:</p> <ul style="list-style-type: none"> • 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 system; • the integral role that human dignity, social justice and environmental stewardship play in the faith formation of students and staff; 	<p>COMPETENCIES Skills The supervisory officer is able to:</p> <ul style="list-style-type: none"> • think strategically, build and communicate a coherent vision in a range of compelling ways; • inspire, challenge, motivate and empower others to carry the vision forward; • model the values and vision of the board. <p>Knowledge The supervisory officer has knowledge and understanding of:</p> <ul style="list-style-type: none"> • 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 board; • new technologies, their use and impact; • leading change, creativity and innovation. 	<p>COMPETENCIES Skills The supervisory officer is able to:</p> <ul style="list-style-type: none"> • 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; • foster anti-discriminatory principles and practices. <p>Knowledge The supervisory officer has knowledge and understanding of:</p> <ul style="list-style-type: none"> • the significance of interpersonal relationships, adult learning and models of continuing Catholic development; • strategies to promote individual and team development and adult faith formation; 	<p>COMPETENCIES Skills The supervisory officer is able to:</p> <ul style="list-style-type: none"> • collaborate and network with others inside and outside the board and across the broader Catholic community; • perceive the richness and diversity of school communities; • foster a culture of change and continuous improvement; • engage in dialogue which builds community partnerships; • listen and act on community feedback. <p>Knowledge The supervisory officer has knowledge and understanding of:</p> <ul style="list-style-type: none"> • building and sustaining a Catholic learning community; • change management strategies; • models of effective partnership; • strategies to encourage parent and parish involvement; • ministry policies and procedures. 	<p>COMPETENCIES Skills The supervisory officer is able to:</p> <ul style="list-style-type: none"> • 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 board and schools; • make organizational decisions based on informed judgments; • manage time effectively; • foster faith and moral formation of staff and students. <p>Knowledge The supervisory officer has knowledge and understanding of:</p> <ul style="list-style-type: none"> • strategies for improving achievement; • effective pedagogy and assessment; • use of new and emerging technologies to support teaching and learning; • models of behaviour and attendance management; • strategies for ensuring inclusion, diversity and equity of access; 	<p>COMPETENCIES Skills The supervisory officer is able to:</p> <ul style="list-style-type: none"> • articulate the story of the Catholic school system in the Province of Ontario; • foster principals' engagement of school communities in the systematic and rigorous self-assessment of the work of the schools; • collect and use a rich set of data to understand and assess the strengths and weaknesses of schools; • assist principals to combine the outcomes of regular school self-review with provincial and other external assessments in order to develop the school. <p>Knowledge The supervisory officer has knowledge and understanding of:</p> <ul style="list-style-type: none"> • the Roman Catholic Faith and how the Faith is to be fulfilled in a Catholic school; • accountability frameworks including self-assessment; • the contribution that education makes to developing, promoting and sustaining a fair, equitable and compassionate society; • the use of a range of evidence to support, monitor, evaluate and improve the board's performance • the principles and practices
---	---	---	--	---	--

Called to Serve the Learners of the Waterloo Catholic District School Board

<ul style="list-style-type: none"> • the availability of resources to provide the pastoral care to persons and situations in need; • programs, policies and procedures that model commitment to the formation of spirituality, character, human dignity, social justice and environmental stewardship; • personal strengths, styles and strategies to deepen relationships and networks. <p>Attitudes The supervisory officer demonstrates:</p> <ul style="list-style-type: none"> • commitment to faith development through modeling, facilitation and mentorship; • a strong, authentic and active faith reflective of gospel values; • commitment to the promotion of the distinct nature of a Catholic school system; • acceptance of the responsibility to provide pastoral care to persons and situations within the context of a Catholic school system; • approachability in his/her interpersonal relationships; • empathy with the feelings and faith perspectives of others • commitment to excellence and service tempered by compassion • respect for the dignity of all through inclusive practices, whereby each individual is valued, diversity is celebrated, and belonging is nurtured. 	<p>Attitudes The supervisory officer demonstrates:</p> <ul style="list-style-type: none"> • commitment to setting goals that are not only ambitious and challenging but also realistic and achievable; • a belief that all students are created in the image of God; • a belief that all students can learn; • commitment to an inclusive, respectful, equitable board culture based on Gospel values. 	<ul style="list-style-type: none"> • the relationship between performance management and school and board improvement; • the impact of change on organizations and individuals. <p>Attitudes The supervisory officer demonstrates:</p> <ul style="list-style-type: none"> • commitment to effective working relationships; • commitment to shared servant leadership; • commitment to effective teamwork; • confidence, optimism, hope, and resiliency *integrity. 	<p>Attitudes The supervisory officer demonstrates:</p> <ul style="list-style-type: none"> • acceptance of responsibility for board climate and student outcomes; • Catholic discipleship and character; *ethical behaviour. 	<ul style="list-style-type: none"> • curriculum design and management; • tools for data collection and analysis; • school and board self-assessment; • strategies for developing effective Catholic teachers and student leaders; • project management for planning and implementing change; • legal issues, faith and moral formation of students; • 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. <p>Attitudes The supervisory officer demonstrates:</p> <ul style="list-style-type: none"> • commitment to raising standards for all students; • commitment to equity of outcome and closing the achievement gap; • belief in meeting the needs of all students in diverse ways; • commitment to sustaining safe, secure and healthy school environments; • commitment to upholding human rights and respecting the dignity of all. 	<p>of performance management.</p> <p>Attitudes The supervisory officer demonstrates:</p> <ul style="list-style-type: none"> • commitment to individual, team and whole-school accountability for student outcomes • commitment to the principles and practices of school and board self-assessment • commitment to personal self-assessment *commitment to Catholic values and their implementation
---	---	--	---	---	--

The Ontario Catholic Education Framework – Principals & Vice-Principals

CATHOLIC FAITH, COMMUNITY AND CULTURE	SETTING DIRECTION	BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE	DEVELOPING THE ORGANIZATION	LEADING THE INSTRUCTIONAL PROGRAM	SECURING ACCOUNTABILITY
<p>The principal nurtures Catholic faith, community, and culture and models a commitment to gospel values.</p>	<p>The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.</p>	<p>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.</p>	<p>The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.</p>	<p>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.</p>	<p>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.</p>
<p>PRACTICES The principal will:</p> <ul style="list-style-type: none"> • 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 	<p>PRACTICES The principal:</p> <ul style="list-style-type: none"> • 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, 	<p>PRACTICES The principal:</p> <ul style="list-style-type: none"> • 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, 	<p>PRACTICES The principal</p> <ul style="list-style-type: none"> • 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 	<p>PRACTICES The principal:</p> <ul style="list-style-type: none"> • 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; 	<p>PRACTICES The principal:</p> <ul style="list-style-type: none"> • 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

Called to Serve the Learners of the Waterloo Catholic District School Board

<p>comprehensive program links that support school, parish and family life;</p> <ul style="list-style-type: none"> • fosters a commitment to equity of outcome and to closing the achievement gap. 	<p>innovation and the equitable use of appropriate technologies to achieve excellence;</p> <ul style="list-style-type: none"> • ensures that strategic planning embraces the diversity, values, and experiences of the school and community; • provides ongoing and effective communication with the school community. 	<p>modelling Gospel values;</p> <ul style="list-style-type: none"> • demonstrates transparent decision making and consistency between words and deeds; • maintains high visibility in the school associated with quality interactions with staff and students. 	<p>appraisal to foster professional growth;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • implements strategies which secure high standards of behaviour and attendance. 	<p>contribution to school achievements and takes account of feedback from others;</p> <ul style="list-style-type: none"> • 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.
<p>COMPETENCIES Skills The principal is able to:</p> <ul style="list-style-type: none"> • 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. 	<p>COMPETENCIES Skills The principal is able to:</p> <ul style="list-style-type: none"> • 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, 	<p>COMPETENCIES Skills The principal is able to:</p> <ul style="list-style-type: none"> • 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 	<p>COMPETENCIES Skills The principal is able to:</p> <ul style="list-style-type: none"> • 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 	<p>COMPETENCIES Skills The principal is able to:</p> <ul style="list-style-type: none"> • 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; 	<p>COMPETENCIES Skills The principal is able to:</p> <ul style="list-style-type: none"> • 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.

Called to Serve the Learners of the Waterloo Catholic District School Board

<p>Knowledge The principal knows about:</p> <ul style="list-style-type: none"> • 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. 	<p>through outreach, to build relationships and alliances.</p> <p>Knowledge The principal knows about:</p> <ul style="list-style-type: none"> • 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. 	<p>people, including the public and the media;</p> <ul style="list-style-type: none"> • manage conflict effectively; • listen empathetically and actively; • demonstrate cultural competency. <p>Knowledge The principal knows about:</p> <ul style="list-style-type: none"> • 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. 	<p>partnerships;</p> <ul style="list-style-type: none"> • listen and act on community feedback. <p>Knowledge The principal knows about:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • make organizational decisions based on informed judgements; • manage time effectively; • foster faith and moral formation of students. <p>Knowledge The principal knows about:</p> <ul style="list-style-type: none"> • 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. 	<p>Knowledge The principal knows about:</p> <ul style="list-style-type: none"> • 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.
<p>Attitudes The principal demonstrates:</p> <ul style="list-style-type: none"> • 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; 	<p>Attitudes The principal demonstrates:</p> <ul style="list-style-type: none"> • 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, 	<p>Attitudes The principal demonstrates:</p> <ul style="list-style-type: none"> • commitment to effective working relationships; • commitment to shared servant leadership; • commitment to effective teamwork; • confidence, optimism, hope, and resiliency, integrity and trust. 	<p>Attitudes The principal demonstrates:</p> <ul style="list-style-type: none"> • acceptance of responsibility for school climate and student outcomes; • Catholic discipleship and character; • a transforming style of leadership based on trust and mutuality; 		

Called to Serve the Learners of the Waterloo Catholic District School Board

<ul style="list-style-type: none"> • 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. 	<p>compassionate, equitable school culture based on Gospel values.</p>		<ul style="list-style-type: none"> • authenticity; *ethical behaviour. 	<p>Attitudes The principal demonstrates:</p> <ul style="list-style-type: none"> • 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. 	<p>Attitudes The principal demonstrates:</p> <ul style="list-style-type: none"> • 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.
--	--	--	--	---	--

The Ontario Catholic Leadership Framework – System Practices and Procedures

UNDERSTANDING THE FRAMEWORK	SCHOOL AND SCHOOL BOARD IMPROVEMENT	FOSTERING A CULTURE OF PROFESSIONALISM	LEADERSHIP DEVELOPMENT	ADMINISTRATIVE STRUCTURES	PARENT AND COMMUNITY SUPPORTS	SUCCESSION PLANNING
<p>The leadership framework consists of two parts:</p> <ul style="list-style-type: none"> • 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. 	<p>The commitment the board demonstrates to raising student achievement and closing student achievement gaps, to treating people ethically, and to empowering the whole board.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The procedures that the board has in place to assist and to support schools in involving parents and community in the school.</p>	<p>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.</p>
<p>The Leadership Self-Review Tool</p> <p>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</p>	<p>Indicators:</p> <ul style="list-style-type: none"> *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 	<p>Indicators:</p> <ul style="list-style-type: none"> • 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. 	<p>Indicators:</p> <ul style="list-style-type: none"> • 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 	<p>Indicators:</p> <ul style="list-style-type: none"> • The board has a system for coordinating demands made on schools and for gate keeping 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 	<p>Indicators:</p> <ul style="list-style-type: none"> • 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 	<p>Indicators:</p> <ul style="list-style-type: none"> • 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

Called to Serve the Learners of the Waterloo Catholic District School Board

<p>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.educationleadership-ontario.ca</p>	<p>mission for the school.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<p>evidence of best practice.</p> <ul style="list-style-type: none"> • 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. 	<p>in schools and data-driven decision making.</p> <ul style="list-style-type: none"> • 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. 	<p>community agencies and services (e.g., public health agencies, municipal services, community police).</p> <ul style="list-style-type: none"> • 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 	<p>for aspiring leaders.</p> <ul style="list-style-type: none"> • 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.
---	--	---	---	---	--	---

Overview: Leadership Development = Professional Learning = Succession Planning

The Waterloo Catholic District School Board takes a holistic approach to succession planning. We believe that professional learning for all staff is integral to the success students experience in our Catholic system. To develop people to be the best that they can be and to ensure that they see that the work they do each day has purpose, means a systematic and intentional effort must be made to provide professional learning opportunities that promote leadership and self-actualization. The common mission must be known through the alignment of goals, the building of skills, knowledge and capacity and a commitment to a culture of continued wonderment and inquiry. Professional learning must equip all members of our Catholic community to manage change and to collaboratively find creative solutions to the challenges of the twenty-first century. This will allow everyone to move forward in confidence and with success. **Succession Planning is embedded in learning opportunities that build leadership capacity...**

The Leadership Journey (Teaching Staff)	The Leadership Journey (Support Staff)	New Teacher Induction Program (NTIP)	Associate Teachers	Additional Qualification Programs	Additional Qualification Programs	The Catholic Leadership Framework	Principal and Vice Principal Professional Learning	Partners in Leadership
Waterloo Catholic Superintendent Mentorship Principal/Vice-Principal Mentorship Principal/Vice-Principal Training <ul style="list-style-type: none"> Newly Appointed Principals and Vice Principals Excellence In Catholic Educational Leadership (EXCEL) <ul style="list-style-type: none"> Aspiring Leaders Leadership Interview Process <ul style="list-style-type: none"> Principal/Vice-Principal competition 	Under development Parts of program to include <ul style="list-style-type: none"> Introduction to leadership Part 1 Introduction to Leadership Part 2 Professional Reading Mentoring Office admin. E.A's Admin assistants Caretaking staff <ul style="list-style-type: none"> Coaching for Learning Office admin.	Mentoring and Coaching Training	Student Teacher Placement Program <ul style="list-style-type: none"> Partnership with Wilfrid Laurier Faculty of Education in implementing Professional Development Schools Placement of students from WLU/Nipissing Faculty of Education Placement of students from other Faculties 	Coordination of Programs <ul style="list-style-type: none"> Religious Education Part 1 Religious Education Part 2 Religious Education Specialist Partnerships with local and provincial Faculties of Education to offer Additional Qualification Courses for our staff 	Coordination of Programs <ul style="list-style-type: none"> Integration of Information and Computer Technology in the Classroom Parts 1 & 2 French as a Second Language Part 1 Writers Instructors Coordinators Partnership with Ministry for Teacher Lead Intensive Research Projects 	Faith Leadership <ul style="list-style-type: none"> Adult Faith Development Faith Leadership: Pastoral Care Teams Instructional Leadership: Using the Ontario Catholic School Graduate Expectations Principal and Vice Principal Performance Appraisal and mentoring 	<ul style="list-style-type: none"> Professional Learning Communities Principal and Vice Principal Professional Development Series – three times per year Principal and Vice Principal participation on system-wide committees and Task Forces. 	CPCO *PQP Instruction CCC- Catholic Curriculum Co-operative of Ontario St. Jerome's University Wilfrid Laurier University University of Waterloo Brantford Campus of WLU/ Nipissing OCSOA (Catholic Supervisory Officers) Catholic Directors

Called to Serve the Learners of the Waterloo Catholic District School Board

SELF ASSESSMENT ON LEADERSHIP

A. SELF ASSESSMENT: Identification and Recruitment Practices

A	The board has a talent development strategy that includes well developed, well communicated and inclusive identification and recruitment practices.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1	Leadership Profile: The board develops the profile of a leader, consistent with the Ontario Leadership Framework and the Ontario Equity and Inclusive Education Strategy	The profile of a leader is communicated throughout the system in multiple ways.	All staff understands and can articulate the profile of a leader.	The board culture actively encourages potential leaders who reflect the “profile of a leader”.
2	Self Assessment: The board develops a plan to help potential leadership candidates self assess and for the board to provide feedback.	The board provides training on the self assessment tools and the leadership role.	The plan and training are well communicated and available to anyone with an interest in the role and the board also seeks out high potential candidates to self assess.	The plan is used consistently and cyclically and helps to inform a gap assessment to understand where development effort should be focused.
3**	Data Collection: The board uses current data to identify system needs, including economic and population trends and information gained from the leadership Self Review Tool. As part of talent management, data is kept on the range of experience of staff.	Data is used to inform long term planning for each school as well as the board, e.g.: to ensure continuity of a portion of any given school team from one year to the next.	Training and development ensures ad adequate pool of future well qualified candidates.	The board annual strategic plan is informed by The Leadership Self Review Tool and includes talent supply and demand. A well developed leadership recruitment plan is regularly communicated to teachers at all stages of their careers.
4	Diversity: The board develops a strategy to attract and develop leaders that reflect the diversity within the community.	The board identifies systemic barriers and discriminatory biases that may limit the opportunities of individuals from diverse communities for hiring and promotion.	The board removes systemic barriers and discriminatory biases that may limit the opportunities of individuals from diverse communities for hiring and promotion.	The board is seen as being strengthened by hiring and promotion practices that reflect the diversity within the community.

Called to Serve the Learners of the Waterloo Catholic District School Board

5	Leadership Roles: The board actively provides opportunities for teachers to take leadership roles, both formal and informal.	The board promotes widely, to all staff, opportunities for training for teacher leadership positions both formal and informal.	A completed leadership related project is part of the application requirement and provides feedback on leadership potential to the candidate.	The board provides opportunities e.g.: an acting position or internship, to try out the vice-principal or principal role.
---	---	--	---	---

B. SELF ASSESSMENT: Training and Development of Aspiring Leaders.

B	The board has a talent development strategy that includes training and development for aspiring leaders.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1**	Skills and competencies: The board has a clear statement of skills and competencies essential to each leadership position to assist candidates in career and experience planning.	The board supports potential candidates with self-assessment tool(s) that specifically target growth areas in skill and competencies. Potential candidates are provided information on career planning.	The board has a plan e.g.: job shadowing program, peer assessment centre, for potential candidates to acquire the necessary skills.	The board supports candidate development with: *growth oriented preparation for the position; *post interview feedback including the opportunity to address areas specified; *career support for all candidates whether selected or not
2	Self Reflection: The board recognizes the importance of reflection and informed decision making for those considering leadership positions.	The board has a program to support those considering applying for a leadership position and a process for communicating to those considered not suitable.	A program is offered to provide potential candidates with rich opportunities to reflect on personal suitability and decision to apply for a leadership position.	The board provides a variety of options e.g.: teacher leadership, consultancy, for those who wish to pursue a career in leadership.

C. SELF ASSESSMENT: Leadership Selection Process

C	The board has a talent development strategy that includes selection processes that systematic, transparent, equitable and inclusive.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1	Pathways to Leadership: The board makes those in leadership aware of the value of having candidates who bring a variety of backgrounds and experience.	Candidates from a wide variety of backgrounds and experiences are encouraged to consider the leadership path.	Pathways to and requirements for various leadership positions are clearly identified and well communicated to all.	Candidates feel the selection process is equitable, fair and the background of the leadership cadre is varied.
2	Selection Process: The board recognizes that a multifaceted selection process is required to accommodate a variety of learning styles.	The board uses a variety of means to demonstrate job readiness.	The board’s selection process, criteria and tools are well articulated, understood and communicated.	The selection process is seen as open, transparent and fair.
3	Identification of Barriers: The board identifies biases and barriers in its selection processes.	Board and school leadership are committed to removing bias and barriers.	The board develops a strategy for removing bias and barriers in its selection process, e.g.: outreach to employee groups; facilitated access to the selection process.	The selection process is seen as equitable.

D. SELF ASSESSMENT: Newly Appointed School and System Leaders

D.	The board has a talent development strategy that includes a range of professional development for newly appointed school and system leaders.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1	Training Requirements: The board evaluates the training requirements for those new to the role.	The board develops the training plan, materials, and schedule.	Training is integral to the board calendar and expectations for those new to the role.	The board ensures that training and resources are readily available and evaluated annually for improvement.
2	Mentoring: The board implements mentoring and principal performance appraisal.	All new school and system leaders have a mentor and develop a performance plan and a professional learning plan.	Individual performance plans are used as planning tools to support school and board objectives.	Mentoring, including opportunities for peer-to-peer coaching, networking, feedback, and rehearsal, and principal performance appraisal, are integrated into board culture.
3	Supporting instructional leadership: The board evaluates its own processes and information requests.	The board has a system for coordinating demands and for gate-keeping external demands. The board provides technical support for technology applications.	The board provides support for principals as instructional leaders.	The board continually monitors its systems and structures to assist school and system leaders to find an appropriate balance between instructional leadership and administration.
4	Informal supports: The board accesses the expertise of those recently promoted or retired from the role as supports for those new to the role.	The board facilitates the development of support networks for new school and system leaders to problem solve emerging issues.	The board promotes networking for job embedded learning.	The board actively promotes a collaborative learning culture.

E. SELF ASSESSMENT: Placement and Transfer of School Leaders

E.	The board has a talent development strategy that includes placement and transfer processes for school leaders with support for success.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1	Transition process: The board develops a comprehensive transition process and document for incoming school and system leaders.	The transition process is communicated to all.	The training in the expected use of the transition process is developed and available to all school and system leaders.	The board transition processes are accepted practice.
2	Coaching: The board develops a process for providing coaching appropriate to the placement.	New school and system leaders understand that coaching is available and that it is considered a positive option.	All new school and system leaders are provided with information on the school context by the supervisory officer and are available to access coaching support on a needs basis in a timely manner.	The board continually evaluates the way it provides coaching supports to inform planning.
3	Transfer policy: The board has a clear placement and transfer policy including opportunity for transferees to have input into placement decisions.	The transfer policy is well communicated and understood.	Transferees feel their input was taken into account and they trust the process.	The board continuously reviews its placement and transfer policy.

F. SELF ASSESSMENT: Building Capacity for Experienced and System Leaders

F.	The board has a talent development strategy that includes training and development for aspiring leaders.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1**	Professional learning: The board has developed a plan to support the professional learning of experienced school and system leaders.	The board provides opportunities for professional learning for all experienced and system leaders.	The board supports networks of schools as professional learning communities for school and system leaders.	Leaders have continual opportunities for professional learning that meets their needs and supports their goals.
2	Mentoring: The board recognizes the importance of a mentoring culture and has a plan to train its leaders at every level.	The board has a well defined training program of mentoring and coaching skills.	Mentoring and coaching training is provided to all school leaders as needed.	The board mentoring culture includes opportunities for school and system leaders at all stages of their career.
3	Performance Appraisal: The board implements outcomes based performance appraisal aligned with the Ministry Guidelines for Principal and Vice Principal Performance Appraisal.	The board establishes and communicates a performance appraisal cycle.	The board provides professional development in key leadership competencies and to support the needs identified in principals' growth plans.	The board culture includes the use of the performance appraisal process by all leaders as a tool to drive their own professional development.

G. SELF ASSESSMENT: Comprehensive Plan

G	The board has a comprehensive talent development strategy.			
	Early Implementation	Implementation	Building Capacity	Sustaining Capacity
1	Plan: The board develops an overall written plan for succession and talent development.	The plan is communicated throughout the system in multiple ways.	The plan is well understood across the system and addresses the needs of academic, business, and support staff leaders and potential leaders.	The board continuously monitors the plan to ensure that its systems, structures, policies, and procedures provide opportunities for the development of a diverse group of leaders throughout the system.

Called to Serve the Learners of the Waterloo Catholic District School Board

Annual Review of Leadership and Succession Plan and Strategies

<u>2010-2011 Goals to support Leadership and Succession Planning based on self assessment</u>	<u>specific actions to support Committee mandate</u>	<u>Resources</u>	<u>monitoring responsibility</u>	<u>MEASURES OF SUCCESS</u>	<u>Monitoring Dates (day/month)</u>
<p>a) <u>A3 – Use of data to inform system needs, including information gained from self review tool.</u></p>	<ul style="list-style-type: none"> • Succession Planning Leadership Team meets 3X per year • Reviewed demographics of school leaders, potential retirement dates and proposed attrition rate of school leaders 	<p>H.R. data</p> <p>Administrators Association information</p> <p>Self review tool</p>	<p>Sr. manager of H.R. and Board Lead for Leadership and Succession planning</p>	<p>Based on needs and projections to have a minimum of 8 internal staff prepared and ready for school administrative positions.</p>	<p>May of each school year</p>

<u>2010-2011 Goals to support Leadership and Succession Planning based on self assessment</u>	<u>specific actions to support Committee mandate</u>	<u>Resources</u>	<u>monitoring responsibility</u>	<u>MEASURES OF SUCCESS</u>	<u>Monitoring Dates (day/month)</u>
<p>b) <u>B1 – The board has clear statement of skills and competencies essential to leadership.</u></p> <p>c) <u>The board has a plan for potential candidates to acquire the necessary skills.</u></p>	<ul style="list-style-type: none"> • The Leadership task team developed a WCDSB profile of a leader based on the Ontario Leadership Framework. • Emerging Leader program and newly appointed leader support program allows for skill development and acquisition. 	<p>I.E.L.</p> <p>Ontario Leadership Framework.</p> <p>CPCO – coaching, mentoring, and having hard conversations training.</p>	<p>Associate Director and Board Lead for Succession Planning and Leadership Development.</p>	<p>Applicants demonstrate a working knowledge of the WCDSB profile of a leader and O.L.F.</p> <p>Annual Growth Plans contain competencies outline in O.L.F.</p>	<p>May and June of each school year</p> <p>Oct. for newly appointed leaders with mentors.</p>

Called to Serve the Learners of the Waterloo Catholic District School Board

<u>2010-2011 Goals to support Leadership and Succession Planning based on self assessment</u>	<u>specific actions to support Committee mandate</u>	<u>resources</u>	<u>monitoring responsibility</u>	<u>MEASURES OF SUCCESS</u>	<u>monitoring dates (day/month)</u>
<p>d) <u>D2 – Mentoring, Individual growth plans are used as planning tools to support school and board objectives</u></p> <p>e) <u>Mentoring includes opportunities for peer to peer coaching, networking, and feedback.</u></p>	<ul style="list-style-type: none"> Review and practice mentoring and coaching conversations. Matching of mentor/mentee based on needs and some autonomy. Group sessions to review B.I.P. and S.I.P. and Annual Growth plan to support personal growth connect to the role of school leader. (4X per year) 	<p>CPCO mentoring Handbook</p> <p>Cognitive Coaching framework</p> <p>O.L.F.</p> <p>Annual Growth Plans.</p> <p>Jim Knight’s Instructional Coaching</p>	<p>Associate Director and Board Lead for Succession Planning and Leadership Development</p>	<p>Positive evaluations form mentees of needs being met.</p> <p>Requests to continue the mentor/mentee relationship</p> <p>Growth in A.G.P. development and movement along the leadership continuum</p>	<p>Oct.</p> <p>Feb.</p> <p>And June of each school year.</p>

<u>2010-2011 Goals to support Leadership and Succession Planning based on self assessment</u>	<u>specific actions to support Committee mandate</u>	<u>resources</u>	<u>monitoring responsibility</u>	<u>MEASURES OF SUCCESS</u>	<u>monitoring dates (day/month)</u>
<p>f) <u>G1 Board develops an overall written plan for succession and talent development</u></p> <p>g) <u>The plan is communicated throughout the system in multiple ways</u></p>	<ul style="list-style-type: none"> Board Leadership Task Team – Succession Planning and Leadership Development developed a comprehensive plan for leadership development and succession planning. Including emerging leaders, newly appointed leaders, and mentors. To be posted and presented fall of 2011. 	<p>Institute for Educational Leadership</p> <p>Board Leadership Development Strategy</p> <p>EXCEL leadership program – WCDSB</p> <p>CPCO</p> <p>Principal Congress</p>	<p>Associate Director of Education and Board Lead for Succession Planning and Leadership Development</p>	<p>All staff can articulate that the WCDSB does have a Leadership Development Program</p> <p>Application and participation in leadership opportunities continues to surpass available opportunities.</p> <p>The WCDSB profile of a leaders is demonstrated in the work of its leaders.</p>	<p>Dec. and June of each school year</p>

Ontario Leadership Strategy

The Ontario Leadership Strategy was developed to foster leadership of the highest possible quality in schools and school boards across the province.

Why a leadership strategy?

School leaders have a profound impact on student achievement, second only to teachers among school related factors, and play a critical role in fulfilling our educational priorities: increased student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education. System leaders likewise have a crucial role to play in creating the conditions of success for principals. They provide the system leadership needed to encourage professional growth, foster excellence and support the important role of the principal.

What is the leadership strategy?

The Ontario Leadership Strategy 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. It incorporates a collaborative approach through which schools, school boards, education partners and the ministry work in partnership to make a difference. The commitment to develop a comprehensive leadership strategy is outlined in *Reach Every Student: Energizing Ontario Education (2008)*.

Who benefits?

School leaders benefit by getting the supports they need to succeed in a complex and challenging role

System leaders benefit through supports that enable them to foster successful school leadership

School boards benefit from guidance, tools and support in developing succession plans and leadership strategies

Students benefit as they are supported to reach their highest potential.

Who are the key partners?

Development and implementation of the leadership strategy is a system-wide, collaborative process. Based on extensive research and broad consultations held in the spring of 2008, the strategy involves a broad spectrum of partners including: School boards who provide direction and support for leadership. Associations representing principals, supervisory officers and directors of education who partner in implementation and resource development, provide member support and collaborate with boards to create conditions for success. The Institute for Education Leadership, which models a tri-level approach, commissions/disseminates research on leadership, develops resources and promotes/advises on sector engagement and alignment. Teacher federations who provide advice about recruiting and attracting teachers to the role of the principal and support shared leadership opportunities. Academic experts who provide theories of action, stimulate thinking and heighten the level of discourse on leadership. The Ministry of Education, which provides direction and support for the Ontario Leadership Strategy, maintains internal connections across the ministry and with other ministries and sectors focusing on learning about leadership. OCT which organized the revised Principal's Qualification Program Guideline into the five domains outlined in the Ontario Leadership Framework to support candidates in their development and application of leadership competencies.

Called to Serve the Learners of the Waterloo Catholic District School Board

VISION

To support student achievement and well-being by attracting and developing passionate and skilled leaders in our schools and boards through a comprehensive leadership strategy

GOALS

1. Attract the right people to the principalship
2. Help principals and vice-principals develop into the best possible instructional leaders

How is the strategy being implemented?

The leadership strategy will evolve through ongoing research and consultation with key partners. It is being implemented in phases over three years, beginning with the initiatives outlined below.

Year 1: 2008-09

- Launched the Ontario Leadership Strategy and the Premier's Leader-to-Leader initiative through the Minister's Principal Reference Group and ten regional, tri-level sessions throughout the province
- Mentoring for Newly Appointed School Leaders and Principal Performance Appraisal promotes continuous professional growth
- Leading Student Achievement Strategy supports networks of principals in focusing on improving students' literacy and numeracy achievement
- Inaugural session of the Principal Congress and continued meetings with the Minister's Principal Reference Group
- Continued tri-level collaboration through the Institute for Education Leadership, the promotion of the Leadership Framework and the Leadership Self-Review Tool to guide the development and support of leaders
- Dissemination of succession planning research and succession planning tools to attract aspiring leaders
- Framework of effective practices on terms and conditions of employment shared across the province
- Executive development supports provided for supervisory officers and directors of education
- Expanded field test of Mentoring for Newly Appointed Directors of Education and Supervisory Officers

Year 2: 2009-10

- Every school board has a succession plan in place
- Development and sharing of case studies on effective school and board leadership
- Summer Institute to streamline and focus ministry-provided professional learning
- Continued implementation of Year 1 initiatives including Premier's Leader-to-Leader initiative, Principal Congress, Mentoring for Newly Appointed School Leaders and Principal Performance Appraisal
- Ongoing support for school and system leaders through boards, associations and the Institute for Education Leadership

Year 3: 2010-11

- Every school board has a leadership development strategy in place
- Continued implementation of Year 1 and 2 initiatives including Premier's Leader-to-Leader initiative, Principal Congress, Mentoring for Newly Appointed School Leaders and Principal Performance Appraisal
- Ongoing support for school and system leaders through boards, associations and the Institute for Education Leadership

GUIDING PRINCIPLES

Partnership

Build on the good practices and networks already in place

Individual and Organizational Development

Promote professional learning for school leadership and school boards

Alignment

Engage all partners in learning from one another, sharing effective practices and common language, and aligning ministry initiatives

Communication

Engage in dialogue and communicate a clear message that supports effective practices

WHERE CAN I LEARN MORE?

Contact your Regional Office or the Leadership Development Branch at 416-325-2623. Stay tuned for updates to the Ministry's Leadership Development website at www.ontario.ca/eduleadership for more information.