Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization’s vision and goals.

Building a shared vision
School leaders:
- engage in collaboration with staff, students, and other stakeholders, an overall sense of purpose in vision for the school to which they all strongly committed
- build understanding of the specific implications of each of its goals and the nature of classroom instruction
- encourage the development of an organizational norm that support openness to change in the direction of the school’s vision
- help staff and diverse stakeholders understand the relationship between the school’s vision and broad and provincial policy priorities and initiatives

Providing support and demonstrating consideration for individual staff members
School leaders:
- recognize the accomplishments of individual staff members
- consider staff members’ opinions when initiating actions that affect their work
- build upon and respect to individual staff members’ unique needs and expertise
- encourage individuals and groups among staff equitably

Stimulating growth in the professional capacities of staff
School leaders:
- encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- lead discussions about the validity merits of current and alternative practices
- challenge staff to continually re-assess the extent to which their practices support the learning of all their students
- facilitate opportunities for staff to learn from each other
- support new ideas for staff learning
- encourage staff to develop and review their own goals for professional growth
- distribute resources for professional learning
- encourage staff to be new practices that are consistent with both their individual and the school’s goals

Modelling the school’s values and practices
School leaders:
- are highly visible in their school
- are easily accessible to staff, parents and students
- have frequent, meaningful interactions with teachers, students and parents in pursuit of the further goals of the school
- demonstrate the importance of continuous learning through visible engagement in pursue professional learning
- exemplify, through their actions, the school’s core values and its expected behavior

Building trusting relationships with and among staff, students and parents
School leaders:
- develop an environment in which everyone is respected, valued and included in the learning experience of others
- develop a school-wide sense of community and create a culture in which all members of the school feel valued and included
- encourage staff and students to be respectful of one another by modeling the importance of respect
- promote opportunities for staff and students to grow through meaningful interactions

Creating high expectations
School leaders:
- share high expectations for teachers, students and parents
- promote the concept of high expectations as a tool for success for all students who are committed to their learning
- encourage staff to be in innovative in helping students achieve their goals
- encourage staff to assume responsibility for the individual success of students
- make expectations known through words and actions

Communicating the vision and goals
School leaders:
- use many different formal and informal opportunities to explain to stakeholders the overall sense of purpose
- demonstrate to stakeholders the use of the school’s vision and goals in their day-to-day actions and decision making
- regularly invite other stakeholder groups to discuss how their work furthers the school’s vision and goals

Providing support and demonstrating consideration for individual staff members
School leaders:
- model collaboration in their own work
- foster mutual respect and trust among those involved in collaboration
- encourage the collaborative development of group processes and outcomes
- help develop clarity about goals and roles related to collaborative work
- encourage a willingness to compromise among collaboration

School leaders:
- ensure that the development of professional learning communities
- provide adequate and consistently available resources to support collaborative work
- involve staff in the design and implementation of important school decisions and policies
- provide staff with leading opportunities and support them as they take on these opportunities

Structuring the organization to facilitate collaboration
School leaders:
- create strategies for teaching that maximize time on task for students
- provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work
- establish a structure of teams and groups that work together on problem solving
- distribute leadership on selected tasks
- engage in making decisions that affect their work

Building productive relationships with families and the community
School leaders:
- create a school environment in which parents are welcomed, respected and valued as partners in their children’s learning
- demonstrate the type of leadership that parents can trust – confident, systematic and attentive
- help foster strong and effective partnerships among parents
- work with parents to help them provide their children with support in the home that will contribute to their success at school
- encourage staff to develop effective relationships with wide perspectives and experiences to enrich the school’s environment and help all students feel included
- encourage parents to develop an appreciation of parental engagement and encourage parents to be involved
- help connect families to the wider network of social services as needed

Connecting the school to the wider environment
School leaders:
- establish connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community

Maintaining a safe and healthy environment
School leaders:
- take measures to secure the school’s physical facilities against intruders
- establish norms in the school that demonstrate the proactive achievement of an effective environment
- communicate standards for non-violent behavior and uphold these standards in an equitable manner
- encourage staff in the school to play a leadership role in promoting a positive school climate and modeling appropriate behavior
- implement and monitor the use of appropriate discipline policies in classrooms and throughout the school
- develop, with the input of students, processes to identify and resolve conflicts quickly and effectively
- provide opportunities for staff and students to learn about effective conflict resolution strategies

Allocating resources in support of the school’s vision and goals
School leaders:
- manage the school’s budget with the intent of meeting the school’s improvement priorities
- improve the efficiency of the school’s budgeting process
- improve the effectiveness of the school’s budgeting process
- review and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change

Improving the instructional Program
School leaders:
- model collaboration in their own work
- foster mutual respect and trust among those involved in collaboration
- encourage the collaborative development of group processes and outcomes
- help develop clarity about goals and roles related to collaborative work
- encourage a willingness to compromise among collaboration

School leaders:
- ensure that the development of professional learning communities
- provide adequate and consistently available resources to support collaborative work
- involve staff in the design and implementation of important school decisions and policies
- provide staff with leading opportunities and support them as they take on these opportunities

Securing Accountability
School leaders:
- regularly engage staff in analyzing data on the learning progress of all students
- focus on the use of data that is high quality reliably, validly, collected using a range of indicators and sources
- ensure that the data is used for its intended purpose in its original form, and has been subjected to clear analysis
- promote collective responsibility and accountability for student achievement and well-being
- help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts
- assess the influence of contributions to school achievements and take into account

Meetings the demands for external accountability
School leaders:
- clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously measured and evaluated
- measure and monitor teacher and leader performance and capacity for changes in student achievement
- align school targets with board and provincial targets
- implement the appropriate use of data when making decisions that relate to student learning at school improvement
- help staff develop and maintain effective and efficient use of data
- use data to measure the success of classroom improvement strategies that are the focus of the school improvement efforts
- help staff develop and maintain effective and efficient use of data
- provide data to support school improvement
- help staff develop and maintain effective and efficient use of data

Buffering staff from distractions to their work
School leaders:
- create and enforce consistent, school-wide discipline policies
- minimize daily disruptions to classroom instructional time
- improve the use of instructional planning time
- develop an organizational structure that reflect the school’s values and enable management systems, structures and processes to be effective and accountable within legal mandates

For more information visit www.education-leadership-ontario.ca