

Rainbow District School Board
Future Leaders Program
2009-2011

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A Message from Director Hanson

Leadership is critical for the success of Ontario's education system. Today more than ever, there is a call for effective leadership at every level of education to guide and support teaching and learning in schools, and ensure that our students have the opportunity to achieve to their highest potential. (The Institute for Education Leadership)

Rainbow District School Board has a long history of strong leaders who have had significant impact on student achievement. Many school leaders are graduates of the Future Leaders Program.

Future Leaders enter the Program with a demonstrated understanding of the importance of courage, trust, authenticity and service. The Future Leaders Program expands that foundation in a more formal way through an examination of the practices, skills, knowledge and attitudes of effective leaders.

Based upon Ontario's Leadership Framework, Future Leaders is an exciting opportunity for natural leaders to network and continue their professional learning journey.

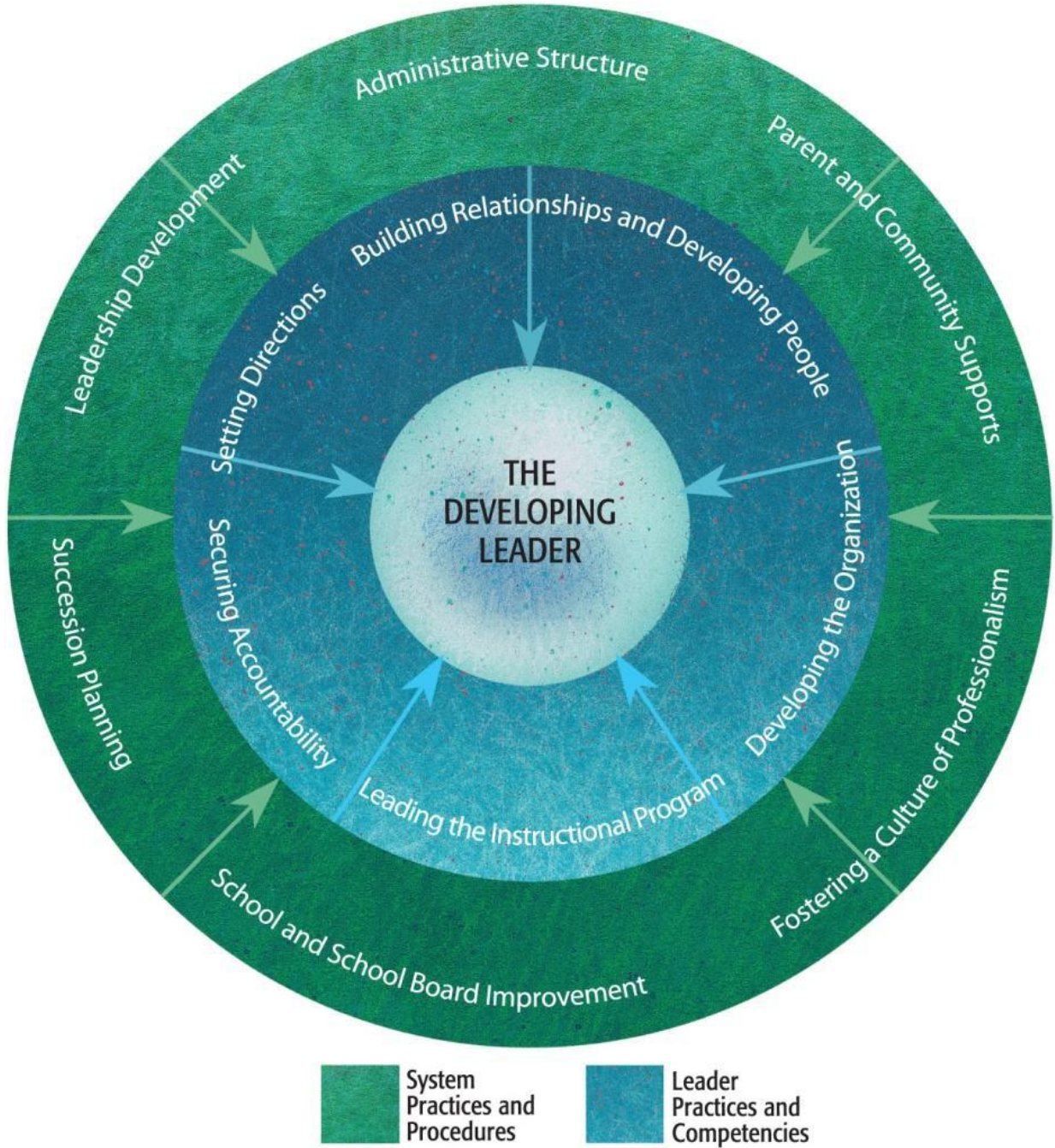
We thank our Future Leaders for their commitment to the program and their dedicated service to the students of Rainbow Schools.

Introduction

The Rainbow District School Board is committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of knowledge and learning opportunities for school leaders.

Announced in October 2007 by the Ministry of Education, the Leadership Competencies for School Administrators provides a clear leadership roadmap representing the best thinking – and experience of successful leaders across Ontario and around the world. The Future Leaders program has been redesigned with the Leadership Framework in mind. As a result, program participants will discover the key practices of successful educational leaders, and how to put them into action to achieve goals. Future Leaders will explore the practices, skills, knowledge and attitudes of effective leaders, and be exposed to a common leadership language to enable effective dialogue, professional learning, and collaboration.

ONTARIO'S LEADERSHIP FRAMEWORK



The Leadership Framework (itemized)

Leader Competencies and Practices

These competencies and practices refer to principals and apply to vice-principals as well. Similar competency and practice statements will be designed for supervisory officers and directors.

1. Setting Directions

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

Practices

The principal:

- a) Ensures that the vision is clearly articulated, shared, understood, and acted upon effectively by all.
- b) Works within the school community to translate the vision into agreed objectives and operational plans that promote and sustain school improvement.
- c) Demonstrates the vision and values in everyday work and practice.
- d) Motivates and works with others to create a shared culture and positive climate.
- e) Encourages creativity, innovation, and the use of appropriate technologies to achieve excellence.
- f) Ensures that strategic planning takes account of the diversity, values, and experience of the school and community.

Skills

The principal is able to:

- a) Think strategically and build and communicate a coherent vision in a range of compelling ways.
- b) Inspire, challenge, motivate, and empower others to carry the vision forward.
- c) Model the values and vision of the board.

Knowledge

The principal knows about:

- a) Local, national, and global trends
- b) Ways to build, communicate, and implement a shared vision
- c) Strategic planning processes
- d) Ways to communicate within and beyond the school

- e) New technologies and their use and impact
- f) Leading change, creativity, and innovation

Attitudes

The principal demonstrates:

- a) Commitment to setting and achieving ambitious, challenging goals
- b) A belief that all students can learn
- c) Commitment to an inclusive, respectful, equitable school culture

Core Leadership Practices	Instructional Leadership	21 Leadership Responsibilities
Leithwood & Riehl, 2005	Hallinger, 2001	Waters, Marzano, McNulty, 2003
Building a shared vision	Developing a clear mission focused on students' academic progress	Optimizer (inspires and leads new challenges)
Setting goals to guide action	Framing the school's goals	Focus (establishes clear goals)
Holding high performance expectations	Communicating the school's goals	Change Agent (actively challenges the status quo)

2. Building Relationships and Developing People

The principal strives to establish 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 interest of all students.

Practices

The principal:

- a) Treats people fairly, equitably, and with dignity and respect in order to create and maintain a positive school culture.
- b) Develops effective strategies for staff induction, professional development, and performance review.
- c) Uses delegation effectively to provide opportunities for staff to self-actualize.
- d) Acknowledges and celebrates the achievements of individuals and teams.
- e) Encourages colleagues to take intellectual risks.
- f) Leads by example, modeling core values.
- g) Demonstrates transparent decision making and consistency between words and deeds.
- h) Maintains high visibility in the school, as associated with quality interactions with staff and students.

Skills

The principal is able to:

- a) Foster an open, fair, and equitable culture.
- b) Develop, empower, and sustain individuals and teams.
- c) Give and receive effective feedback.
- d) Challenge, influence, and motivate others to attain high goals.
- e) Communicate effectively with a diverse range of people, including the public and the media.
- f) Manage conflict effectively.
- g) Listen empathetically and actively.
- h) Foster anti-discriminatory principles and practices.

Knowledge

The principal knows about:

- a) The significance of interpersonal relationships, adult learning, and models of continuing professional development
- b) Strategies to promote individual and team development
- c) The relationship between performance management and school improvement

- d) The impact of change on organizations and individuals
- e) Effective media relations

Attitudes

The principal demonstrates:

- a) Commitment to effective working relationships
- b) Commitment to shared leadership
- c) Commitment to effective teamwork
- d) Confidence, optimism, hope, and resiliency
- e) Integrity

Core Leadership Practices	Instructional Leadership	21 Leadership Responsibilities
Leithwood & Riehl, 2005	Hallinger, 2001	Waters, Marzano, McNulty, 2003
Intellectual stimulation	Promoting professional development	Intellectual stimulation
Individual consideration	Providing incentives for teachers	Contingent rewards Affirmation (recognizes & celebrates...) Relationships (awareness of personal aspects of staff...)
Modeling values and practices	Maintaining high visibility	Visibility (quality interactions with teachers and students)

3. Developing the Organization

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

Practices

The principal:

- a) Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
- b) Nurtures and empowers a diverse workforce.
- c) Provides equity of access to opportunity and achievement.
- d) Supervises staff effectively.
- e) Uses performance appraisal to foster professional growth.
- f) Challenges thinking and learning of staff to further develop professional practice.
- g) Develops a school ethos that promotes shared knowledge and shared responsibility for outcomes.

Skills

The principal is able to:

- a) Collaborate and network with others inside and outside the school.
- b) Perceive the richness and diversity of school communities.
- c) Foster a culture of change.
- d) Engage in dialogue which builds community partnerships.
- e) Listen and act on community feedback.

Knowledge

The principal knows about:

- a) Building and sustaining a professional learning community
- b) Change management strategies
- c) Models of effective partnership
- d) Strategies to encourage parent involvement

Attitudes

The principal demonstrates:

- a) Acceptance of responsibility for school climate and student outcomes
- b) Ethical behavior

Core Leadership Practices	Instructional Leadership	21 Leadership Responsibilities
Leithwood & Riehl, 2005	Hallinger, 2001	Waters, Marzano, McNulty, 2003
Building collaborative cultures	Providing incentives for learning	Culture (fosters shared beliefs, sense of community, cooperation)
Creating and maintaining structures		Input (involves teachers in decision making)
Productive relationships with parents and the larger community		Outreach (advocate and spokesperson for the school)

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4. Leading the Instructional Program

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school organization effectively so that everyone can focus on teaching and learning.

Practices

The principal:

- a) Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress.
- b) Ensures that learning is at the centre of planning and resource management.
- c) Develops professional learning communities in collaborative cultures.
- d) Participates in the recruitment, hiring, and retention of teachers who have the interest and capacity to further the school's goals.
- e) Provides resources in support of curriculum instruction.
- f) Buffers staff from distractions.
- g) Implements strategies which secure high standards of behaviour and attendance.

Skills:

The principal is able to:

- a) Demonstrate the principles and practice of effective teaching and learning.
- b) Access, analyze, and interpret data.
- c) Initiate and support an inquiry-based approach to improvement in teaching and learning.
- d) Establish and sustain appropriate structures and systems for effective management of the school.
- e) Make organizational decisions based on informed judgments.
- f) Manage time effectively.
- g) Foster student character development strategies.

Knowledge

The principal knows about:

- a) Strategies for improving achievement
- b) Use of new and emerging technologies to support teaching and learning
- c) Models of behaviour and attendance management
- d) Strategies for ensuring inclusion, diversity, and access
- e) Curriculum design and management

- f) Tools for data collection and analysis
- g) School self-evaluation
- h) Strategies for developing effective teachers
- i) Project management for planning and implementing change
- j) Legal issues to manage effectively
- k) The importance of the effective development of student character

Attitudes

The principal demonstrates:

- a) Commitment to raising standards for all
- b) Commitment to closing the achievement gap
- c) Belief in meeting the needs of all students in diverse ways
- d) Commitment to sustaining a safe, secure, and healthy school environment
- e) Commitment to upholding human rights

Core Leadership Practices	Instructional Leadership	21 Leadership Responsibilities
Leithwood & Riehl, 2005	Hallinger, 2001	Waters, Marzano, McNulty, 2003
Staffing the program Providing instructional support	Supervising and evaluating instruction Coordinating curriculum	Order, Resources, Curriculum, Instruction and Assessment
Monitoring school activity	Monitoring student progress	Monitors/evaluates
Buffering staff from distractions to their work	Protecting instructional time	Discipline

5. Securing Accountability

The principal is accountable to students, parents, the community, supervisors, and the board for ensuring that students benefit from a high-quality education and for promoting collective responsibility for student outcomes within the whole school community. The principal is specifically accountable for the goals set out in the school improvement plan.

Practices

The principal:

- a) Ensures that individual staff accountabilities are clearly defined, understood, agreed upon, and subject to rigorous review and evaluation.
- b) Works with the school council, providing information and support so that the council can participate actively and authentically in its advisory role.
- c) 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, and supervisors).
- d) Reflects on personal contribution to school achievements and takes account of feedback from others.
- e) Participates actively in personal external evaluation and makes adjustments to better meet expectations and goals.
- f) Creates an organizational structure that reflects the school's values and enables the management systems, structures, and processes to work effectively in line with legal requirements.
- g) Develops and applies appropriate performance management practices to the goals and outcomes identified in the school improvement plan.

Skills

The principal is able to:

- a) Engage the school community in the systematic and rigorous self-evaluation of the work of the school.
- b) Collect and use a rich set of data to understand the strengths and weaknesses of the school.
- c) Combine the outcomes of regular school self-review with external evaluations in order to develop the school.

Knowledge

The principal knows about:

- a) Accountability frameworks, including self-evaluation
- b) The contribution that education makes to developing, promoting, and sustaining a fair and equitable society
- c) The use of a range of evidence to support, monitor, evaluate, and improve aspects of school performance
- d) The principles and practices of performance management

Attitudes

The principal demonstrates:

- a) Commitment to individual, team, and whole-school accountability for student outcomes
- b) Commitment to the principles and practices of school self-evaluation
- c) Commitment to personal self-evaluation

Descriptors of the Future Leader Session Events:

“Laughing Matters”: Paul Thibault and his colleague, Susan Stephenson, co-authored the book, *Laughing Matters: Strategies for Building a Joyful Learning Community*. Paul and Sue offer keynotes and workshops that focus on the book’s topic, which is as heartening as it is vital to creating successful professional learning communities. Their acclaimed presentations address the impact of happiness and positive psychology on educators in their personal lives, with students, and as leaders.

“Mentor Groups”: Each Future leader will be part of a mentor group consisting of fellow Future Leaders, a manager or administrator on the planning committee and a Supervisory Officer. Throughout the two year program Future Leaders will take part in Mentor Group discussions and share ideas on topics such as managing conflict, Board and School Council meetings, and reflection and debriefing on session content.

“Emotional Intelligence”: Participants will identify with the key emotional and social competencies required by educational leaders to support their success. Self reflection of the outcome of the on-line version of the Emotional Quotient Inventory will affirm the ongoing importance of strong EI skills in the role of a program leader, manager, vice-principal or principal. Future Leaders will explore the value of strong interpersonal skills, self-awareness, adaptability, flexibility, optimism and resilience which remain at the critical interface between our role as stewards of equity, opportunity and achievement for our students. Successful leaders believe in their organizations, their ability to communicate the vision, and their confidence to address the complex daily stresses of their roles with

optimism and empathy. They transform policy into guided practice, and help to create sustainable and vigorous communities of learning and hope.

“Behaviour Management Systems Training (BMS)”: BMS represents a behaviour management approach that is integrated with the student and his/her relationships. The focus of BMS allows educators to support students by ensuring that behaviour interventions within the educational relationship provide protective factors rather than risk factors. It is critical that intervention strategies acquired through BMS training, including physical interventions are not applied in isolation but are part of the overall programming for a student with behaviour needs. BMS offers several different strategies to assist with calming students as well as safe techniques in the case of necessary physical containment through a training program that assists staff to develop interventions and use appropriate educational tools in an effort to minimize acting out behaviour. The greatest emphasis is on de-escalating situations through the use of non-verbal and verbal strategies.

“Cognitive Coaching”: The notion of Cognitive Coaching was originally developed as an alternative form of supervision. It was even labeled “supervision for reflective practice”. It was about effective lessons – planning, conducting and reflecting. Since then it has been realized that the process of coaching has more extensive applications because of the generic nature of the communication skills that are applied to extend thinking. Ultimately effective education revolves around the effectiveness of the teacher in the classroom – his/her relationship with the students, the level of professional competency, and the application of best practice. The coaching process is one vehicle to support teachers in maintaining their confidence, their enthusiasm, their creativity, and their ever increasing capacity as instructional leaders. Through coaching they are supported in designing and delivering dynamic lessons that captivate children, motivate students and develop a lust for life-long learning. Coaching is skill set, a capacity. The fundamental skills of coaching are: rapport, listening, giving wait time, paraphrase, probing for specificity, inquiry and the use of structures or maps. These skills are learnable and essential for successful leadership. Strategies for internalizing the ability to attend to these skills will be shared.

“Standards and Ethics”: The standards of practice for the teaching profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public. The Ethical Standards are: care, trust, respect, and integrity.

“Structure and Governance”: Governance in education refers to the means by which educational institutions are formally organized and managed. The organizational structure of the Rainbow District School Board will be presented defining the relationships between all stakeholders. The role of goals, process of decision making, the nature of organizational culture, and the nature and processes of organizational change will provide participants with a clear view of the structure and governance of Rainbow schools as presented by Director Hanson.

“The Role of the Trustee”: Trustees are policy makers, financial guardians and advocates at local and provincial levels. Trustees bring a range of skills, experience, knowledge, values, beliefs and opinions to their role. Their background does not necessarily include teaching, administration, or any other aspect of education. This diversity ensures the board processes are truly democratic and contributes to good decision-making. It also helps trustees provide a balance between the interests of a broader community and the interests of those involved in the delivery of education.

“Instructional Leadership”: Participants will explore the role of the administrator as an instructional leader and how it impacts learning teams within schools. An effective school leader has a profound knowledge of the importance of the conditions that positively influence student learning such as engaging teachers in job-embedded professional learning within the context of a professional learning community and the support strategies required to align intended teaching with student demonstrated learning.

“Media Relations 101”: The media - be it newspapers, radio, television or online news sources - build public understanding, shape public opinion, increase visibility, promote transparency and encourage accountability. Rainbow District School Board supports effective two-way communications with the media to ensure the public is well informed about Board programs and policies; the media receives accurate, up-to-date information from knowledgeable sources in a timely fashion; Board decisions are fully explained to the public; and the public is well informed about what’s happening in Rainbow Schools and in education, in general. In sensitive situations, it is important to provide a thorough and thoughtful response. During this session, Future Leaders will hear practical examples about how the Board puts its best foot forward in good times and bad times.

“Getting the Job”: The job interview is the last phase of the eligibility process and an important part of getting a job. It’s your chance to show your skills and talents. Practical activities, advice and tips from the planning committee will help candidates put their best foot forward.

“Principal for a Day”: Future Leaders will have the opportunity to be released for a day to job shadow with an administrative team. Half of the day is to be spent shadowing the Vice-Principal and half is to be spent shadowing the Principal. The primary purpose of Principal for a Day is to provide Future Leaders with hands on experience learning about the multiple roles that school principals play, from instructional leadership to the management of school facilities. During Principal for a Day, Future Leaders may participate in a variety of activities such as visiting classrooms, reviewing daily attendance reports, attending staff meetings, meeting the Student Council, monitoring late arrivals, talking about discipline issues or engaging in dialogue around budgets, policies, procedures and teaching and learning.

“School Management”: Managers and school administrators are responsible for the administration of the school budget allocated and for monies raised in the name of the school. Participants will further their understanding of financial policies and procedures and learn strategies to manage budgets at the school level.

“Assessment Centre”: This activity was once part of the eligibility process for administrators. Future leaders will have the opportunity to participate in the activities within the assessment centre session as experiential learning to gain further understanding of the roles, responsibilities, and skills of administrators through engaging activities such as the “Principal’s in basket” and the “Leaderless Group.”

“Investigations”: *This session will* address current issues affecting principals and vice-principals. Along with information regarding relevant legal contexts, a case study approach is used to allow participants to apply the principles presented. Possible topics include: issues with parents and students; accidents and professional misconduct and the Ontario College of Teachers. The session will focus in a general way on the proper methods and procedures for conducting a fair and professional investigation.

“Making Change for School Improvement”: A simulation of a Board Committee trying to implement change in the school system. This is based on the Concerns Based Adoption Model. The exercise exposes participants to the realities of creating change and identifies differing characters whose personalities have to be considered in successful change endeavors. This workshop experience identifies the critical aspects of change theory.

“Self-Awareness: A Point of Departure”: Based on work by Robbins & Husaker, this activity guides participants through a series of personal inventories which ultimately provides a picture of “Interpersonal Style”. This will pull previous experiences together and will send participants away with a greater understanding of themselves, their orientation towards others in the workplace setting and as leaders or potential leaders.

Future Leaders Program – Components / Key Elements Matrix

		Setting Directions	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program	Securing Account
Laughing Matters: Strategies for Learning Communities	Practices	1.P.c.d.e	2.P.a.c.d.h	3.P.a.b		
	Skills	1.S.b	2.S.a.c.f.g	3.S.d		
	Knowledge	1.K.d	2.K.a.b	3.K.a		
	Attitudes	1.A.c	2.A.a.b.c.d	3.A.a	4.A.d	4.A.a
Mentor Groups Managing Conflict	Practices	1.P.d	2.P.a			
	Skills		2.S.c.e.f.g			
	Knowledge		2.K.a			
	Attitudes	1.A.c	2.A.a.d	3.A.b	4.A.d	
Emotional Intelligence	Practices	1.P.d.e	2.P.a.c.d.h	3.P.a.b.c.g	4.P.c.f.g	5.P.d,e
	Skills	1.S.b	2.S.a.b.c.d.e.f.g	3.S.a.b.c.d.e	4.S.a.g	
	Knowledge	1.K.b.d.f	2.K.a.b.d	3.K.a.b.c	4.K.k	5.K.d
	Attitudes	1.A.c	2.A.a.b.c.d.e	3.A.a.b	4.A.d.e	5.A.c
Behaviour Management Systems	Practices	1.P.d	2.P.a			
	Skills		2.S.f.g.h			
	Knowledge				4.K.c	
	Attitudes	1.A.c	2.A.a.d	3.A.a	4.A.d.e	
Mentor Groups School Council	Practices	1.P.a.b.c.d.f	2.P.a.f.g	3.P.g	4.P.b	5.P.b.c
	Skills	1.S.a.b.c	2.S.a.e.f.g.h	3.S.a.b.c.d.e		
	Knowledge	1.K.b.d.f	2.K.a.b	3.K.d	4.K.d	
	Attitudes	1.A.a.b.c	2.A.a.b.c.d.e	3.A.a.b	4.A.c	
Cognitive Coaching	Practices	1.P.d	2.P.a,b,e	3.P.b,d,f		
	Skills	1.S.b	2.S.b,c,d,e,f,g	3.S.c,e		
	Knowledge	1.K.b,c,d	2.K.a,b,c,d			
	Attitudes	1.A.b	2.A.a,b,c,d,e			
Standards and Ethics	Practices	1.P.c.f	2.P.f.g	3.P.b.c		
	Skills	1.S.c	2.S.a.h	3.S.b		5.S.b
	Knowledge				4.K.d	
	Attitudes	1.A.c	2.A.e	3.A.b	4.A.a.e	
Structure and Governance	Practices	1.P.a.b.c				5.P.a
	Skills	1.S.a.b.c				
	Knowledge	1.K.a.b.c				
	Attitudes					
Role of the Trustee	Practices	1.P.a.f				5.P.c
	Skills			3.S.a		5.S.a
	Knowledge			3.K.c		
	Attitudes					
Mentor Groups Board Meeting	Practices					
	Skills					
	Knowledge	1.K.a.c.d				
	Attitudes					

Instructional Leadership	Practices	1.P.d.e	2.P.a.b.d.e.f	3.P.a.b.c.e.f.g	4.P.a.b.c.e.f.g	5.P.a
	Skills	1.S.b	2.S.b.c.d	3.S.a.c	4.S.a.b.c	5.S.b
	Knowledge	1.K.a.e.f	2.K.a.b.c.d	3.K.a.b	4.K.a.b.e.f.h	
	Attitudes	1.A.a.b.c	2.A.a.b.c.d	3.A.a	4.A.a.b.c	5.A.a.
Media 101	Practices	1.P.a	2.P.d		4.P.f	5.P.c
	Skills	1.S.a.c	2.S.b.c.e.f.g.h	3.S.a.e		
	Knowledge	1.K.a.b.d.e	2.K.a.b.e		4.K.k.j	5.K.b
	Attitudes		2.A.a.d.e	4.A.a.b		
Getting the Job	Practices	1.P.c	2.P.a.f			
	Skills	1.S.a	2.S.f			
	Knowledge	1.K.a	2.K.a			
	Attitudes	1.A.a	2.A.d.e	3.A.b	4.A.a.d	
Future Leaders as Principals/Managers for a Day	Practices	1.P.c	2.P.a.d.e.f.h	3.P.b.g	4.P.b.	5.P.f
	Skills	1.S.a	2.S.c.d.e.f.g.h	3.S.d.e	4.S.d.f	5.S.b
	Knowledge	1.K.d.f	2.K.a.b	3.K.	4.K.c.k	5.K.c
	Attitudes	1.A.a.b.c	2.A.a.b.c.d.e	3.A.b	4.A.a.b.c.d.e	5.A.a
School Management	Practices				4.P.e	5.P.f
	Skills					
	Knowledge					
	Attitudes					
Investigations	Practices		2.P.f.g			5.P.a
	Skills		2.S.a.e.f.g.h			
	Knowledge					5.K.d
	Attitudes		2.A.d	3.A.b	4.A.d.e	
Eligibility Process Assessment Centre	Practices	1.P.a.c	2.P.b.e.h	3.P.d.e	4.P.b.e	5.P.b
	Skills	1.S.b.c	2.S.c.f.g	3.S.e	4.S.b.f	5.S.b
	Knowledge	1.K.b.c	2.K.a.b	3.K.a.d	4.K.a.h	5.K.d
	Attitudes	1.A.a.b	2.A.a.b.c	3.A.a	4.A.a.c	5.A.a
Change Game: Making Change for School Improvement	Practices	1.P.a.b.d.f	2.P.f.g			5.P.b.c
	Skills	1.S.a.b	2.S.c.d.e.f	3.S.a.c.d.e		
	Knowledge	1.K.b.c	2.K.a.b.d	3.K.b.c		
	Attitudes	1.A.a	2.A.a.b.c.d	3.A.b	4.A.a	
Self-Awareness: A Point of Departure	Practices					5.P.d.e
	Skills					
	Knowledge					
	Attitudes					5.A.c

Gap Identification:

The following competencies and practices are not addressed in the events included in the matrix above.

Leading the Instructional Program:

4. Practices

- d. Participates in the recruitment, hiring, and retention of teachers who have the interest and capacity to further the school's goals.

4. Skills

- e. Make organizational decisions based on informed judgments.

4. Knowledge

- g. School self-evaluation
- i. Project management for planning and implementing change

Securing Accountability:

5. Practices

- f. Develops and applies appropriate performance management practices to the goals and outcomes identified in the school improvement plan.

5. Skills

- c. Combine the outcomes of regular school self-review with external evaluations in order to develop the school.

5. Knowledge

- a. Accountability frameworks, including self-evaluation

5. Attitudes

- b. Commitment to the principles and practices of school self-evaluation

Recommendations

Additions:

Mentor Groups – Expand on topics and alternate between a topic and debriefing of selected sessions. Supervisory Officers and Planning Committee members would serve as co-mentors.

- **Board Meeting** – all Future Leaders would attend a Board Meeting. This would be a valuable experience and address gaps in Securing Accountability.
- **School Council** – all Future Leaders would attend a school council meeting or a PIC meeting.
- **Managing Conflict** – all Future Leaders would meet with their administrative team to discuss conflict resolution skills.
- **Principal for a Day** – all Future Leaders would share their PFAD experience with their mentor group members.

Instructional Leadership – Essential to our future success. OPC has created a presentation on this topic after our request. This was cancelled for Sunjay Nath.

Assessment Centre – All future leaders would take part in this activity experientially.

Standards and Ethics – An important topic relevant to all. This is available as an OPC presentation.

Investigations – How to properly carry out an investigation as per board procedures.

School Management – A combination of finance and budgeting of school allocated and generated funds.

Possible Future Addition:

Succession Planning Best Practices – Possible Incorporation into communications plan

Sample Program Based on Gap Analysis

Year One:

	Session One	Session Two	Session Three	Session Four
Thursday Evening	Laughing Matters Mentor Group	Emotional Intelligence	BMS Mentor Group	BMS
Friday	Laughing Matters	Emotional Intelligence Mentor Group	Cognitive Coaching	Standards and Ethics Mentor Group

Year Two:

	Session One	Session Two	Session Three	Session Four
Thursday Evening	Structure and Governance Role of the Trustee Mentor Group	Media and Communications Getting the Job Mentor Group	School Management Mentor Group	Investigations
Friday	Instructional Leadership	Principal for a Day	Assessment Centre	Change Game Mentor Group Graduation

Mentor Group Topics	
Session One	Managing Conflict
Session Two	Session Debrief
Session Three	School Council
Session Four	Session Debrief
Session Five	Board Meeting
Session Six	Session Debrief
Session Seven	Principal for a Day
Session Eight	Session Debrief

Professional Learning:

- Develop a policy for Future Leaders to receive board sponsored professional learning to support leadership development. The content and delivery must be aligned with the Leadership Framework. This is part incentive and part exposure to a provincial perspective – consideration of tri-level leadership.

Communications/Next Steps:

- Survey Principals to informally collect names of the most promising leaders
- Send out revised application information
- Provide motivation for participation
- Develop a strategic communications plan informing RDSB teachers/staff of the Future Leader program.



Future Leaders 2009-2011

Rainbow District School Board Future Leaders 2009-2011 will be designed for employees who wish to develop their leadership skills in their current position and who may aspire to a management position in the future. The program will provide participants with opportunities to further develop leadership and management skills through topics such as instructional leadership, effective communication, conflict resolution, time management, decision-making, and budgeting.

Those who are interested in participating in Rainbow District School Board Future Leaders Program 2009-2011 are invited to submit this application with the reasons for their interest in leadership to Jean Hanson by May 8, 2009 (not more than one page).

Current principals/managers will have input into the selection process.

Your interest in this professional learning opportunity is welcomed!

Name: _____ School: _____

of Years of Teaching Experience: _____

Basic Qualifications: _____

Additional Qualifications: _____

I have completed Part 1, Part 2, Part 3 of the Principals' Qualification Program (PQP).

If you are planning to start the PQP please indicate when you plan to register: _____

I have completed other leadership training (please list):

Signature

Date

Principal/Manager's Signature

Date

Please forward to Jean Hanson, Director of Education by May 8, 2009.

Session Components:

*Emotional Intelligence
Cognitive Coaching
Managing Conflict
Role of the Trustee
Structure and Governance
Laughing Matters
Behaviour Management
Systems (BMS)
Structure and Governance
School Management
Media 101
Standards and Ethics
Change Game
Instructional Leadership
Getting the Job
Self-Awareness
Investigations*

Competencies:

*Setting Directions
Building Relationships
and Developing People
Developing
Organizations
Leading the Instructional
Program
Securing Accountability*

Future Leaders 2009-2011

Session Components

*Leadership Framework
Competencies*

Complimentary Events

Complimentary Events:

*Mentor Groups
School Council Activity
Board Meeting
Principals for a Day
Eligibility Process
Assessment Centre
Professional
Development*