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## **Module Six: Strong Districts and Their Leadership Characteristic**

### ***A Comprehensive Approach to Leadership Development***

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# ***A Comprehensive Approach to Leadership Development***

## **Agenda**

### **1. Objective**

As a result of participating in this module, district leaders will know how to significantly refine procedures in their districts for identifying, recruiting, selecting, developing and appraising both school-level and system-level leaders.

### **2. Overview of relevant research ([PowerPoint presentation](#))**

### **3. Case Study: Durham District School Board**

*What can be learned from this case study about how to build a comprehensive approach to leadership development?*

- Video overview of case study
- Discussion of the written case study (in teams of four or five people)
- Debriefing of what was learned from the written case study by each team
- Synthesis of key findings

### **4. Case Study: Ottawa Catholic District School Board**

*What can be learned from this case study about how to build a comprehensive approach to leadership development?*

- Video presentation - Journey of Catholic Leadership
- Discussion of the written case study (in teams of four or five people)
- Debriefing of what was learned from the written case study by each team
- Synthesis of key findings

## **5. Case Study: Thames Valley District School Board**

*What can be learned from this case study about how to build a comprehensive approach to leadership development?*

- Discussion of the written case study (in teams of four or five people)
- Debriefing of what was learned from the written case study by each team
- Synthesis of key findings

## **6. Case Study: York Region District School Board**

*What can be learned from this case study about how to build a comprehensive approach to leadership development?*

- Discussion of the written case study (in teams of four or five people)
- Debriefing of what was learned from the written case study by each team
- Synthesis of key findings

## **7. Compare and contrast the approaches to leadership development described in the case studies presented - full group discussion**

- Consider relationship to the relevant research and to the approaches to building a comprehensive approach to leadership development currently taken by the three case studies listed in this module
- Identify key lessons - what to do for sure, what not to do at any cost
- Concluding synthesis about how to build a comprehensive approach to leadership development

## Self-assessment

*In order to assist you with your learning, use a rating scale in response to the following: (1 = not at all, 2 = a modest amount, 3 = significantly, 4 = a great deal)*

Please indicate the extent to which you feel that participation in this module has extended your ability, or increased your awareness of the need, to address the following challenges associated with your district's overall approach to leadership development:

1. Well-designed and carefully implemented procedures are included for identifying, recruiting, selecting and appraising school-level leaders
2. Procedures are implemented for transferring school-level leaders that does no harm and, whenever possible, adds value to improvement efforts underway in schools
3. The most skilled leaders in the system are placed where they are most needed.
4. School-level leaders, when useful, are encouraged to supplement their own capacities with system-level expertise
5. System leaders expect principals to be knowledgeable about the quality of their teachers' instruction. This is a central criterion for selecting school leaders and for their performance appraisal
6. Both system- and school-level leaders are expected to reflect on the leadership practices and personal leadership resources identified in the *Ontario Leadership Framework*, as well as such other practices as might be deemed critical for local board purposes

## Samples of Relevant Research

- Barber, M., Whelen, F., Clark, M. (ND). Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future. McKinsey & Company.
- Earl, L., & Katz, S. (2005). What makes a network a learning network? National College for school Leadership, UK. Retrieved from <http://www.ncsl.org.uk/networked/networked-research.cfm>
- Fuller, E., Hollingworth, L. (2014). A bridge too far: Challenges in evaluating principal effectiveness, *Educational Administration Quarterly*, 50, 3, 466-499.
- Hargreaves, A. and Fink, D. (2006), Sustainable Leadership, Jossey-Bass, San Francisco, CA.
- Honig M. (k012). District central office leadership as teaching: How central office administrator support principals' development as instructional leaders, *Educational Administration Quarterly*, 48, 4, 733-774.
- Leithwood, K., Azah, V. (2014). *Elementary and Secondary Principals' and Vice-principals' workload: Executive Summary*. Final research report: Ontario Ministry of Education.
- Mascall, B., Leithwood, K. (2010). Investing in leadership: The district's role in managing principal turnover, *Leadership and Policy in Schools*, 9, 367-383.
- Northfield, S. (2014). Multi-dimensional trust: how beginning principals build trust with their staffs during leadership succession, *International Journal of Leadership in Education*, 17, 4, 410-441.
- The Wallace Foundation(2007). *Getting Principal Mentoring Right: Lessons from the field*. New York: The Wallace Foundation. [see especially the Summary and Highlights, pages 3-4]
- Zepeda, S., Bengtson, E., Parylo, O. (2012). Examining the planning and management of principal succession, *Journal of Educational Administration*

## **Appendix A: Durham District School Board**

### **Guiding Questions**

This case study describes Durham District School Board's efforts to enhance two characteristics of strong districts, learning-oriented improvement processes and job-embedded professional development for all members of the organization. Taken together, these characteristics are central to the district's leadership development efforts and are highly interdependent.

1. *How did this district go about revising its approach to leadership development? How does this process compare to your own approach?*
2. *This district made sure all documents and procedures related to recruitment, selection, appraisal and development were aligned. How has your district engaged in such alignment?*
3. *Does the "culture of mentoring" described in this case study reflect the culture in your district in any way? If so, how have you developed that culture? If not, how can you develop such a culture?*

### **CASE STUDY**

## **Appendix B: Ottawa Catholic District School Board**

### **Guiding Questions**

Ottawa Catholic District School Board has a long-standing tradition of offering leadership programs for all employees of the organization. Over time the board has developed and offered a total of 16 different leadership programs, which is unique to most districts.

1. *Why was it important for Ottawa Catholic District School Board to revisit their programs so that they were more inclusive of the personal leadership resources? Do you face similar circumstances in your district?*

One of Ottawa Catholic District School Board turning points was that feedback told them to better “leverage digital”.

2. *What have been the turning points in the development of your leadership programs and what are the changes you have made as a result?*
3. *As compared with Ottawa Catholic District School Board, has your district made adequate investments in a broad range of leadership opportunities and what factors do you have to consider in order to achieve make such investments?*

### **CASE STUDY**

## **Appendix C: Thames Valley District School Board**

### **Guiding Questions**

Thames Valley District School Board addressed a significant succession planning challenge with the appointment of 45 new administrators. In order to assist the newly appointed leaders, Thames Valley District School Board constructed a coaching and networking model. This two day session was conducted to review the board's leadership values, beliefs and understandings of their leadership practices in order to effectively formulate the approach that would be taken.

- 1. How do the strategies used by your district for determining your leadership approach compare with those taken by this district?*

Thames Valley District School Board believed that leadership development for all board staff had been neglected so a more targeted approach to support the development of their central staff was undertaken.

- 2. What are the ways in which you support the leadership journey of your board's support staff inclusive of Human Resources, Finance, Facilities and other related roles? How does this compare with the approach taken by Thames Valley District School Board?*

Thames Valley District School Board engaged system leaders by empowering them to assist with the leadership development of their colleagues. In addition they have empowered Education Assistants, for example, in the lateral leadership development of those new to the role.

- 3. In your district how do you avoid the use of solely top down methods to provide leadership support? What new approaches, if any, will you consider after your review of this case study?*

### **CASE STUDY**



## **Appendix D: York Region District School Board**

### **CASE STUDY**

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1. If your participation in this module has caused you to consider doing something different in your own system, please describe what that is.
  2. Please identify any changes or refinements that could be made to this module that would improve participants' learning.
  3. How can this work best be used with others in the future?

**The Institute for Education Leadership (IEL) invites you to share your responses to the above questions with the coordinator of the IEL at [communication@education-leadership-ontario.ca](mailto:communication@education-leadership-ontario.ca).**