

# ***Leadership Development Handbook***

*-revised 2013*

**“Leaders developing other leaders is  
at the heart of sustainability.”**

**- Fullan**



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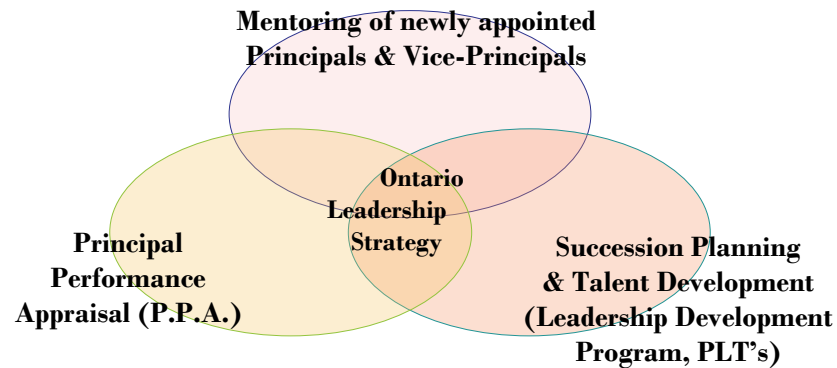
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***“The main mark of a great (leader) is not just his / her impact on the bottom line of student achievement, but also on how many leaders he / she leaves behind who can go even further.”***

***-Fullan***

## The Ontario 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. The leadership strategy will evolve through ongoing research and consultation with key partners



## Provincial Leadership Framework Overview

### ***Setting Directions:***

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

### ***Building Relationships and Developing People:***

- The Leader 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.

### ***Developing the Organization to Support Desired Practices:***

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

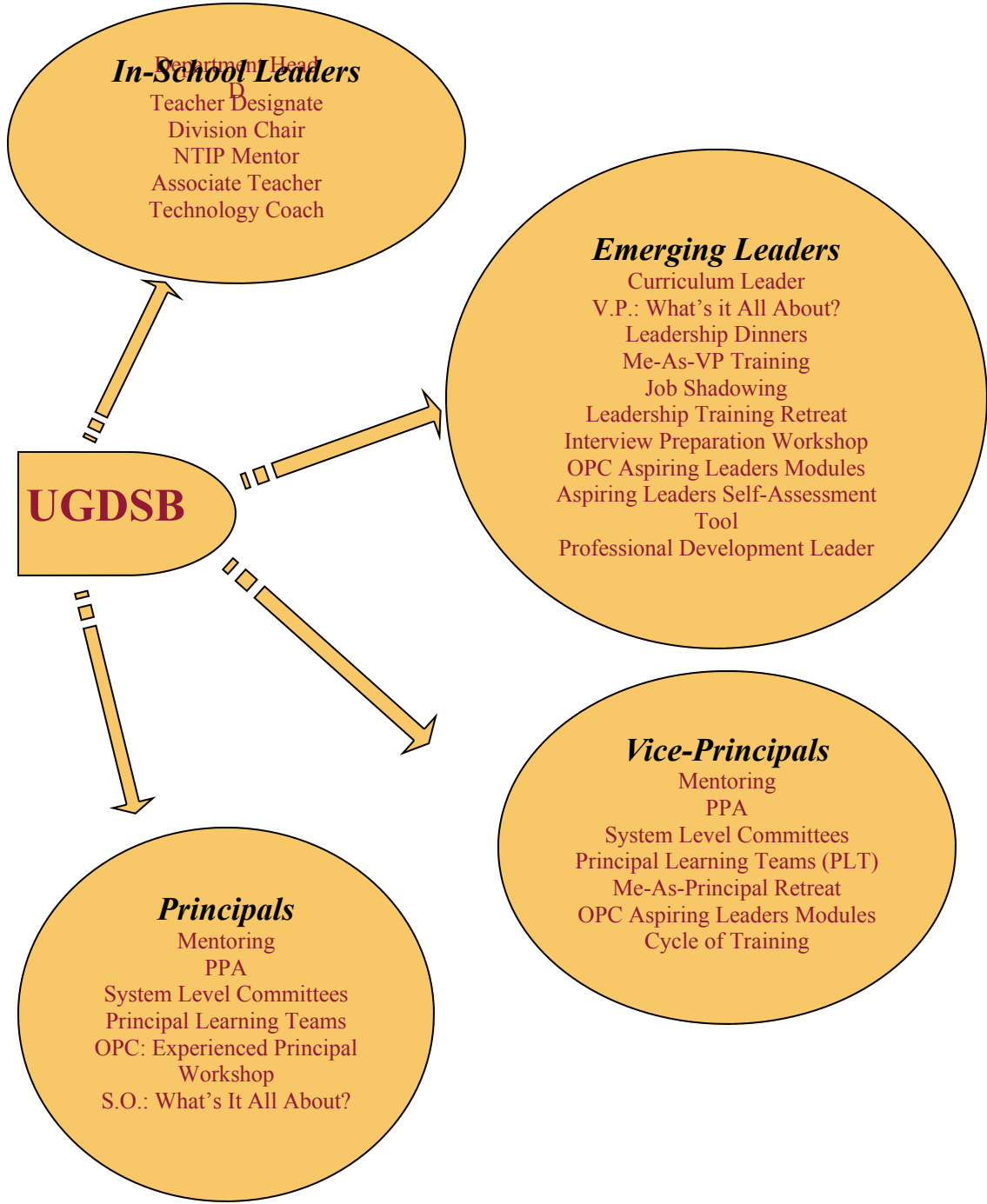
### ***Improving The Instructional Program:***

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

### ***Securing Accountability:***

- The Leader 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 his / her school improvement plan.

**Upper Grand District School Board**  
**Academic Leadership Pathways**



## **Leadership Development in the UGDSB**

Educational leaders play an essential role in improving student achievement and student character. The development of exemplary leadership skills is fundamental for all stakeholders. The UGDSB is committed to providing professional learning opportunities to promote and develop effective leadership throughout our system.

It is the intent of this document to reference available supports and system opportunities for aspiring and developing leaders.

### **Succession Planning and Talent Development Goals:**

- Build leadership succession at all levels of the organization
- Develop leadership skills at a variety of levels based on the Ontario Leadership Framework and the Five Core Leadership Capacities
- Provide exemplary and current professional development for leaders in the system
- Ensure a high level of accountability for all leadership positions

## **Five Core Leadership Capacities of Effective Leaders**

While all of the leadership capacities identified in the Framework are important, and contribute to student achievement and well-being, the Ministry has identified five CLC's as key to making progress on the province's current educational goals.

**1. *Setting Goals:*** This capacity refers to working with others to help ensure that goals are strategic, specific, measureable, 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 engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions of improvement focused on teaching and learning.

**5. *Engaging in Courageous Conversations:*** This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback and to provide feedback that will lead to improvements in student achievement and well-being.

# The Ontario Leadership Framework

## Personal Leadership Resources

<i>Cognitive Resources</i>	<i>Social Resources</i>	<i>Psychological Resources</i>
<p><b>Problem Solving Expertise</b></p> <ul style="list-style-type: none"> <li>• Understanding / interpreting problems</li> <li>• Identifying goals</li> <li>• Articulating principles and values</li> <li>• Identifying constraints</li> <li>• Developing solution processes</li> <li>• Maintaining calm / confidence in the face of challenging problems</li> </ul> <p><b>Knowledge about school and classroom conditions with direct effects on student learning</b></p> <ul style="list-style-type: none"> <li>• Technical/rational conditions</li> <li>• Emotional conditions</li> <li>• Organizational conditions</li> <li>• Family conditions</li> </ul>	<p><b>Including the ability to:</b></p> <p><b>Perceive emotions</b></p> <ul style="list-style-type: none"> <li>• Recognizing our own emotional responses</li> <li>• Discerning emotional responses in others through verbal and non-verbal cues</li> </ul> <p><b>Manage Emotions</b></p> <ul style="list-style-type: none"> <li>• Reflecting on our own emotional responses and their potential consequences</li> <li>• Persuading others to likewise reflect on their responses</li> </ul> <p><b>Act in emotionally appropriate ways</b></p> <ul style="list-style-type: none"> <li>• Being able to exercise control over which emotions guide our actions</li> <li>• Being able to help others act on emotions that serve their best interests</li> </ul>	<p><b>Optimism</b></p> <ul style="list-style-type: none"> <li>• Habitually expecting positive results from our efforts</li> <li>• Recognizing where we have, and do not have, opportunities for direct influence and control</li> <li>• Taking positive risks</li> </ul> <p><b>Self-efficacy</b></p> <ul style="list-style-type: none"> <li>• Believing in our own ability to perform a task or achieve a goal</li> <li>• As a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure</li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>• Being able to recover from, or adjust easily to, change or misfortune</li> <li>• Being able to thrive in challenging circumstances</li> </ul>

## *Leadership Opportunities Continuum: In-School Leaders*

<b>Opportunity</b>	<b>Description</b>	<b>Audience</b>
<b>Directions Team Member</b>	<ul style="list-style-type: none"> <li>Working with in-school teams to coordinate School Improvement Planning</li> </ul>	Teachers looking for in-school leadership opportunities
<b>Department Head</b>	<ul style="list-style-type: none"> <li>Apply to lead a secondary division department including managing that particular department's budget</li> </ul>	Teachers looking for in-school leadership opportunities
<b>School Council Staff Representative</b>	<ul style="list-style-type: none"> <li>Attend School Council meetings on behalf of staff to share and receive ideas and to lend a staff perspective to the discussions</li> </ul>	Teachers looking for in-school leadership opportunities
<b>School Ambassador</b>	<ul style="list-style-type: none"> <li>Work closely with a new staff member to your school to assist in their transition to a new building and school community</li> </ul>	Teachers looking for in-school leadership opportunities
<b>NTIP Mentor</b>	<ul style="list-style-type: none"> <li>Work closely with a first year teacher to establish and support their learning goals and transition into their new role</li> </ul>	Teachers looking for in-school leadership opportunities
<b>Associate Teacher</b>	<ul style="list-style-type: none"> <li>Work closely to develop instructional skills with a student teacher from a Faculty of Education during one of their practicum placements</li> </ul>	Teachers looking for in-school leadership opportunities
<b>Instructional Leader / Division Chair</b>	<ul style="list-style-type: none"> <li>Organize and lead professional development workshops for staff during in-school meetings or at the Learning Fair</li> </ul>	Teachers looking for in-school leadership opportunities
<b>School Designate Workshop</b>	<ul style="list-style-type: none"> <li>Participate in an after school workshop for teachers who take on the role of teacher designate when the administration is out of the building</li> </ul>	Teachers looking for in-school leadership opportunities
<b>Professional Development Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in various professional development opportunities (e.g., running a book study, coordinating lesson studies and / or CLIC days with your curriculum lead)</li> </ul>	Teachers looking for in-school leadership opportunities

## ***Leadership Opportunities Continuum : Emerging Leaders***

<b>Opportunity</b>	<b>Description</b>	<b>Audience</b>
<b>In-School Leadership Opportunities</b>	<ul style="list-style-type: none"> <li>• Positions of Added Responsibility (PAR) * e.g. Department Heads (Secondary)</li> <li>• Divisional Chairs</li> <li>• Direction Team Member</li> <li>• School level committee participation</li> <li>• Tech Coach</li> <li>• Student Success Lead Teacher</li> <li>• Designate (Teacher-In-Charge)</li> <li>• Administrative Time (Secondary)</li> <li>• NTIP mentor</li> </ul>	Teachers looking for in-school leadership opportunities
<b>System Level Teacher Leadership Roles</b>	<ul style="list-style-type: none"> <li>• Teacher leaders supporting implementation of programs and curriculum in schools</li> <li>• Curriculum leaders</li> <li>• Special Education Consultants &amp; Coordinators</li> <li>• Literacy / Numeracy Coaches</li> <li>• High Skills Major Coordinator</li> <li>• Dual Credit Coordinator</li> <li>• System Level Committee Participation</li> </ul>	Teachers looking for system level leadership opportunities
<b>V.P.: What's it all About?</b>	<ul style="list-style-type: none"> <li>• An after school session which outlines the leadership pathway for school leaders interested in becoming administrators.</li> <li>• Experienced V.P.'s will summarize the challenges and rewards of the role</li> <li>• This session is offered 1-2 times annually and is approximately 1 hour in length</li> </ul>	Open to all teachers interested in learning more about the role of the vice-principal
<b>Self-Assessment Tool for Aspiring Leaders</b>	<ul style="list-style-type: none"> <li>• In consultation with their principal, teachers to complete a leadership development profile highlighting their strengths and areas of growth. Action steps to be agreed upon to address areas of leadership development. The Ontario Leadership Framework will be used as a guide for this profile.</li> </ul>	Teachers interested in refining their leadership skills and identifying areas for growth and improvement
<b>Leadership Dinners</b>	<ul style="list-style-type: none"> <li>• An opportunity for teachers to meet informally with their principal, fellow teachers and superintendents to:               <ul style="list-style-type: none"> <li>• explore their leadership pathway</li> <li>• enquire about leadership opportunities</li> <li>• develop professional networks</li> <li>• review their leadership self-assessment tool</li> </ul> </li> </ul>	Teachers aspiring to the role of vice-principal in the next three to five years



## *Leadership Opportunities Continuum: Emerging Leaders cont'd*

Opportunity	Description	Audience
<b>Vice-Principal Job Shadowing</b>	<ul style="list-style-type: none"> <li>One full day of connecting with a vice-principal and principal in a different school to experience the role of vice-principal first hand</li> </ul>	Teachers aspiring to the role of vice-principal in the next three to five years
<b>Vice-Principal Package and Interview workshops</b>	<ul style="list-style-type: none"> <li>A session detailing the requirements for completing the Vice-Principal Application</li> <li>Receive information on the interview process</li> <li>An invitation to register for a mock interview</li> </ul>	Teachers applying to the Vice-Principal pool within the next year
<b>Vice-Principal Mock Interviews</b>	<ul style="list-style-type: none"> <li>Practice interview skills and receive feedback</li> <li>Consult with your Superintendent for more information</li> </ul>	Teachers applying to the Vice-Principal pool within the next year
<b>*“Me-As-VP”</b> <i>(required for VP application)</i>	<ul style="list-style-type: none"> <li>Participate in a mock VP position with peers to practice your leadership skills and receive feedback from experienced principals</li> </ul>	Teachers interested in applying to the Vice-Principal pool within the next year
<b>LEADERSHIP Training Retreat</b>	<ul style="list-style-type: none"> <li>This training will focus on various leadership styles, change management, communication, emotional intelligence and be aligned with the Leadership Framework</li> </ul>	Teachers interested in applying to the Vice-Principal pool within the next year. This session will likely be held the day prior to the Learning Fair at the end of August.
<b>OPC Aspiring Leader Modules</b> <b>(2 modules suggested for VP application)</b>	<ul style="list-style-type: none"> <li>These modules run throughout the year and can be accessed online at <a href="http://www.principals.ca">www.principals.ca</a>. (Ontario Principals Council website)</li> </ul>	Teachers interested in applying to the Vice-Principal pool within the next year
<b>Vice-Principal Interview</b>	<ul style="list-style-type: none"> <li>An hour and a half process to demonstrate leadership skills and competencies to an interview panel made up of superintendents, a parent, a principal and a trustee</li> </ul>	Teacher candidates who have been short-listed through the application process
<b>Vice-Principal Interview Debriefing Session</b>	<ul style="list-style-type: none"> <li>A follow-up debriefing session upon request to review strengths and next steps for the Vice-Principal candidacy</li> </ul>	Vice-Principal candidates looking for feedback on their interview

## ***Leadership Opportunities Continuum: Vice-Principal***

<b>Opportunity</b>	<b>Description</b>	<b>Audience</b>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Mentoring is a reciprocal learning relationship in which mentors and mentees agree to a partnership where they work collaboratively toward the achievement of mutually defined goals</li> </ul>	Vice-Principals in their first two years of their new assignment
<b>Cycle of Training for New Administrators and System Managers</b>	<ul style="list-style-type: none"> <li>• A series of workshops with an introduction to various departments in the Upper Grand District School Board</li> <li>• A review of key protocols in areas such as:               <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Human Resources</li> <li>• Communications</li> <li>• Collective Agreements</li> <li>• Health &amp; Safety</li> </ul> </li> </ul>	Vice-Principals new to their role and / or new to the board
<b>Superintendent Fall Visits</b>	<ul style="list-style-type: none"> <li>• Discuss professional growth plan</li> <li>• Discuss Career Planning</li> </ul>	All Vice-Principals
<b>Vice-Principal Performance Appraisal</b>	<ul style="list-style-type: none"> <li>• Designed to ensure that school leaders are well supported in their development through formal and informal opportunities for feedback and learning</li> </ul>	All Vice-Principals in their second year and every subsequent five years
<b>Mentor Training</b>	<ul style="list-style-type: none"> <li>• Training offered to facilitate professional mentoring relationships</li> <li>• Development and refining of adaptive skills</li> </ul>	Experienced Vice-Principals
<b>System Level Administration Leadership Roles</b>	<ul style="list-style-type: none"> <li>• Involvement in system level committees</li> <li>• Opportunities to lead book studies and workshops</li> </ul>	All Vice-Principals
<b>PLT's (Principal Learning Teams )</b>	<ul style="list-style-type: none"> <li>• A network of peers designed to support professional learning through a common focus determined by the group</li> </ul>	All Vice-Principals and Principals

## ***Leadership Opportunities Continuum: Vice-Principal cont'd***

<b>Opportunity</b>	<b>Description</b>	<b>Audience</b>
<b>Principal, Vice-Principal Conference</b>	<ul style="list-style-type: none"> <li>An annual conference designed to support professional development on common themes to improve student achievement</li> </ul>	All Vice-Principals, Principals and Superintendents
<b>*Leadership Retreat</b> <b>“Me-As-Principal”</b> <i>(required for P application)</i>	<ul style="list-style-type: none"> <li>Participants attend a one night / two day leadership training session based on case studies.</li> <li>Session will include training on emotional intelligence, leadership development, change management and self-reflection</li> </ul>	Vice-Principals interested in applying to the Principal Pool within the next year
<b>EQ-i Emotional Quotient Inventory</b>	<ul style="list-style-type: none"> <li>Vice-Principals to complete the EQ-i Emotional Quotient Inventory and a reflection page to identify strengths and potential areas for growth.</li> <li>This may be covered through the Cycle of Training</li> </ul>	Vice-Principals interested in applying to the Principal Pool within the next year.
<b>OPC Aspiring Leaders Modules</b> <b>(4 modules suggested for Principal Application Package)</b>	<ul style="list-style-type: none"> <li>These modules run throughout the year and can be accessed online at <a href="http://www.principals.ca">www.principals.ca</a>. (Ontario Principals Council website)</li> </ul>	Vice-Principals interested in applying to the Principal Pool within the next year

## ***Leadership Opportunities Continuum: Principal***

<b>Opportunity</b>	<b>Description</b>	<b>Audience</b>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Mentoring is a reciprocal learning relationship in which mentors and mentees agree to a partnership where they work collaboratively toward the achievement of mutually defined goals</li> </ul>	Principals in their first two years of their new assignment
<b>Cycle of Training for New Administrators and System Managers</b>	<ul style="list-style-type: none"> <li>• A series of workshops with an introduction to various departments in the Upper Grand District School Board</li> <li>• A review of key protocols in areas such as:                             <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Human Resources</li> <li>• Communications</li> <li>• Collective Agreements</li> </ul> </li> </ul>	Principals new to their role and / or new to the board
<b>Superintendent Fall Visits</b>	<ul style="list-style-type: none"> <li>• Discuss professional growth plan</li> <li>• Discuss Career Planning</li> </ul>	All Principals
<b>Principal Performance Appraisal</b>	<ul style="list-style-type: none"> <li>• Designed to ensure that school leaders are well supported in their development through formal and informal opportunities for feedback and learning</li> </ul>	All Principals in their second year and every subsequent five years
<b>Mentor Training</b>	<ul style="list-style-type: none"> <li>• Training offered to facilitate professional mentoring relationships</li> <li>• Development and refining of adaptive skills</li> </ul>	Experienced Principals
<b>System Level Administration Leadership Roles</b>	<ul style="list-style-type: none"> <li>• Involvement in system level committees</li> <li>• Opportunities to lead book studies and workshops</li> </ul>	All Principals
<b>PLT's (Principal Learning Teams )</b>	<ul style="list-style-type: none"> <li>• A network of peers designed to support professional learning through a common focus determined by the group</li> </ul>	All Principals

## ***Leadership Opportunities Continuum: Principal cont'd***

<b>Opportunity</b>	<b>Description</b>	<b>Audience</b>
<b>Principal, Vice-Principal Conference</b>	<ul style="list-style-type: none"> <li>An annual conference designed to support professional development on common themes to improve student achievement</li> </ul>	All Vice-Principals, Principals and Superintendents
<b>Rhodes TIP (Thinking Intentions Profile)</b>	<ul style="list-style-type: none"> <li>Principals interested in leadership development may complete the Thinking Intentions Profile to further reflect on their leadership skills, style and next steps for leadership development</li> </ul>	Experienced Principals interested in in-depth leadership development
<b>OPC Experienced Principals Development Course</b>	<ul style="list-style-type: none"> <li>This course is developed and implemented by OPC and held throughout the year for experienced principals looking to expand on the competencies and skills used in the principalship</li> </ul>	Experienced Principals interested in in-depth leadership development
<b>OPC Course Instructor</b>	<ul style="list-style-type: none"> <li>Principals may consider a role as an instructor of an OPC course in their area of interest</li> <li>Principals may consider instructing PQP Part 1 and / or Part 2</li> </ul>	Experienced Principals interested in additional leadership opportunities
<b>S.O.: What's it All About?</b>	<ul style="list-style-type: none"> <li>This workshop is essential to a successful transition into the role of Supervisory Officer. Topics include: Preparing for the S.O. role, the Interview, Developing a Portfolio, Mentoring, Obtaining Credentials (S.O.Q.P.), and Professional Development</li> </ul>	Experienced Principals interested in learning more about the role of Supervisory Officer
<b>SOQP Qualifications</b>	<ul style="list-style-type: none"> <li>The Supervisory Officer's Qualification Program is designed by supervisory officers for supervisory officers and delivered in partnership with OPSOA. The courses prepare candidates for the province-wide context, while at the same time acknowledging the importance of meeting the unique needs of candidates from individual systems</li> </ul>	Experienced Principals interested in becoming a Supervisory Officer
<b>System and Ministry Opportunities</b>	<ul style="list-style-type: none"> <li>In consultation with a supervisory officer, principals can explore system and Ministry level committee work and leadership opportunities</li> </ul>	Experienced Principals interested in becoming a Supervisory Officer

## Application Prerequisites

Position	Course Requirements
<b>Vice-Principal</b>	<ul style="list-style-type: none"> <li>• Principal’s Qualification Program Part 1 and Part 2</li> <li>• “Me-As-VP” UGDSB Training or equivalent</li> <li>• Special Education Part 1 or demonstrated experience with Special Education</li> <li>• OPC Aspiring Leaders Modules– 2 modules – <i>recommended</i></li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Principal’s Qualification Program Part 1 and Part 2</li> <li>• “Me-As-Principal” UGDSB Training or equivalent</li> <li>• Special Education Part 1 or demonstrated experience with Special Education Policy and Procedures</li> <li>• OPC Aspiring Leaders Modules –4 modules – <i>recommended</i></li> </ul>
<b>Superintendent of Education</b>	<ul style="list-style-type: none"> <li>• Supervisory Officer’s Qualification Program</li> </ul>

## Application Procedures

- The Principal and Vice-Principal pool is opened once in the fall and may be opened again in the spring of each school year
- Application Packages are available on the Upper Grand District School Board’s website
- Applications must include:
  - \* a copy of your most recent certificate of qualification from the Ontario College of Teachers;
  - \* a one-page cover letter;
  - \* application form;
  - \* a copy of your most recent performance appraisal;
  - \* three letters of reference including your present and most recent supervisors; and
  - \* reference form.
- Please see the Board's Policy # 404 on Principal and Vice-Principal Selection available on the Board’s website at [www.ugdsb.on.ca](http://www.ugdsb.on.ca)

## **LEADERSHIP RESOURCES AND REFERENCES**

**The Ontario Leadership Framework: [www.education-leadership-ontario.ca](http://www.education-leadership-ontario.ca)**

**Leadership Development Tracking Form : Appendix A**

**UGDSB Mentoring Handbook**

**UGDSB Designate Teacher Handbook**

### **Books**

Fullan, M., Stratosphere: Integrating Technology, Pedagogy and Change Knowledge, Pearson: 2012

Fullan, M., What's Worth Fighting For in the Principalship, Teachers College: Columbia University: 2008

Murphy, M., Hiring for Attitude, McGraw-Hill, 2012

Whittaker, T., (2003) What Great Principals Do Differently, Eye on Education: New York

### **Websites**

[www.principals.ca](http://www.principals.ca)

[www.education-leadership-ontario.ca](http://www.education-leadership-ontario.ca)

[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

[www.etfo.ca](http://www.etfo.ca)

[www.osstf.on.ca](http://www.osstf.on.ca)

### **Articles etc.**

Putting Ontario's Leadership Framework Into Action—A Guide for System Leadership: Institute for Education Leadership

Ideas Into Action: Five Core Capacities of Effective Leaders: Ontario Ministry of Education

Leithwood, K., Patten, S. & Jantzi, D. (2010). Testing a conception of how leadership influences student learning, *Educational Administration Quarterly*, 46, 5, 671-706

# Appendix A: UGDSB Leadership Development Strategy Form

This form may be used to track and monitor your leadership development

## In School Leaders

- Direction Team Member
- Department Head
- School Council Teacher Rep
- School Ambassador or NTIP Mentor
- Leading PD workshops for Staff
- System Level Committee Member
- Learning Fair School Leaders Session
- School Designate Workshop



## Emerging Leaders

- |                                    |                          |                                |                          |
|------------------------------------|--------------------------|--------------------------------|--------------------------|
| V.P.: What's It All About?         | <input type="checkbox"/> | Leadership Development Profile | <input type="checkbox"/> |
| Leadership Dinner                  | <input type="checkbox"/> | VP Job Shadowing               | <input type="checkbox"/> |
| Me-As-VP Training Sessions         | <input type="checkbox"/> | Leadership Training Retreat    | <input type="checkbox"/> |
| Interview and Application Workshop | <input type="checkbox"/> |                                |                          |
| Aspiring Leader Modules OPC        | <input type="checkbox"/> |                                |                          |





## Vice-Principal Leadership Development

Mentoring

System Level Committees

Me-As-Principal Retreat

EQ-i Emotional Quotient Inventory

OPC Aspiring Leader Modules

Performance Appraisal

Principal Learning Team

Orientation Sessions

Superintendent Meeting



## Principal Leadership Development

Mentoring

Principal Performance Appraisal

Principal Learning Teams

OPC Aspiring Leaders Modules

OPC Course Instructor

System Level Committees

New Administrator Training



## Principals and Superintendents

S.O.: What's It All About?

Leadership Framework PLC's

System and Ministry Opportunities

SOQP Qualifications