

LEADERSHIP FRAMEWORK FOR MANAGERS AND SUPERVISORS

LEADERSHIP PRACTICES AND COMPETENCIES – displayed on this page

Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature of Ontario’s communities
- Leadership is contextual and multi-dimensional
- The practices and competencies of leaders will evolve as leaders move through a variety of career stages
- Leadership is inherent in every role. This includes the development of leadership practices and competencies within the role, as well as when preparing for changing roles with additional responsibilities
- Leadership supports student achievement by attracting and developing passionate, capable and skilled leaders
- Leadership embeds the GROWING WITH CHARACTER attributes into all initiatives

SETTING DIRECTIONS

The manager/supervisor builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

PRACTICES

The manager/supervisor:

- ensures the vision is clearly articulated, shared, understood and acted upon by all
- demonstrates the vision and values in everyday work and practice
- motivates and works with others to create a shared culture and positive climate
- ensures creativity, innovation and the use of appropriate technologies to achieve excellence
- provides ongoing and effective communication throughout the school/department/district

COMPETENCIES

Skills

The manager/supervisor is able to:

- think strategically and build and communicate a coherent vision within the department in a range of compelling ways
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the district

Knowledge

The manager/supervisor has knowledge and understanding of:

- local, national and/or global trends
- ways to build, communicate and implement a shared vision within the department that reflects and is integrated with the system plan
- strategic planning processes
- ways to communicate within and beyond the school/department/district
- new technologies, their use and impact
- leading change, creativity and innovation

Attitudes

The manager/supervisor demonstrates:

- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable
- a belief that all students can learn
- commitment to an inclusive, respectful, equitable department

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The manager/supervisor strives to foster genuine trusting relationships with and among staff, school communities, and the public, guided by a sense of mutual respect. The manager/supervisor affirms and empowers others to work in the best interests of all students.

PRACTICES

The manager/supervisor:

- treats people fairly, equitably and with dignity and respect to create and maintain a positive culture
- develops effective strategies for staff induction, professional learning and performance review
- engages staff in professional learning
- develops and implements effective strategies for leadership development
- 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, modelling GROWING WITH CHARACTER attributes
- demonstrates transparent decision-making and consistency between words and deeds
- maintains quality interactions with staff and students

COMPETENCIES

Skills

The manager/supervisor is able to:

- 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 attain high goals
- communicate effectively with a diverse range of people
- manage conflict effectively
- listen empathetically and actively
- foster anti-discriminatory principles and practices

Knowledge

The manager/supervisor has knowledge and understanding of:

- the significance of interpersonal relationships
- various models of continuing professional development
- strategies to promote individual and team development
- the relationship between performance management and department improvement
- the impact of change on organizations and individuals

Attitudes

The manager/supervisor demonstrates:

- commitment to effective working relationships
- commitment to effective teamwork
- confidence, optimism, hope, and resiliency
- integrity

SUPPORTING THE ORGANIZATION

The manager/supervisor builds collaborative cultures, structures the organization for success, and connects to the organization and its wider environment.

PRACTICES

The manager/supervisor:

- builds a collaborative culture within and among the department/district
- nurtures and empowers a diverse workforce
- provides equity of access to opportunity and achievement
- supervises staff effectively
- uses performance appraisal to foster professional growth
- challenges thinking and learning of staff to further develop professional practice
- develops a department culture which promotes shared knowledge and shared responsibility for outcomes

COMPETENCIES

Skills

The manager/supervisor is able to:

- create efficient administrative routines to minimize efforts on recurring and predictable activities
- collaborate and network with others inside and outside the department/district
- perceive the richness and diversity of school communities
- foster a culture of change
- engage in dialogue which builds community partnerships
- listen and act on community feedback

Knowledge

The manager/supervisor has knowledge and understanding of:

- change management strategies
- ministry policies and procedures
- behaviour and attendance management strategies

Attitudes

The manager/supervisor demonstrates:

- acceptance of responsibility for department climate
- ethical behaviour

SUPPORTING THE INSTRUCTIONAL PROGRAM

The manager/supervisor sets high expectations for achieving department outcomes and monitors and evaluates their effectiveness. The manager/supervisor manages the department effectively to support the focus on teaching and learning.

PRACTICES

The manager/supervisor:

- ensures that learning is at the centre of planning and resource management
- participates in the recruitment, hiring and retention of staff with the interest and capacity to further the department/district goals
- provides support for instruction
- buffers staff from distractions that detract from student achievement

COMPETENCIES

Skills

The manager/supervisor is able to:

- access, analyse and interpret data
- establish and sustain appropriate structures and systems for effective management of the department
- make organizational decisions based on informed judgements
- manage time effectively
- support GROWING WITH CHARACTER attributes

Knowledge

The manager/supervisor has knowledge and understanding of:

- use of new and emerging technologies to support teaching and learning
- behaviour and attendance management strategies
- strategies for ensuring inclusion, diversity and access
- tools for data collection and analysis
- strategies for developing effective staff
- project management for planning
- legal issues
- the importance of effective character development

Attitudes

The manager/supervisor demonstrates:

- commitment to raising standards for all students
- commitment to sustaining a safe, secure and healthy work environment
- commitment to upholding human rights

SECURING ACCOUNTABILITY

The manager/supervisor is responsible for creating conditions for student success and is accountable to staff, school community, the public, supervisors and to the Board for ensuring that students benefit from a high quality education.

PRACTICES

The manager/supervisor:

- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation
- aligns department targets with district and provincial targets
- reflects on personal contribution to department/district achievements and takes account of feedback from others
- participates actively in personal external evaluation and makes adjustments to better meet expectations and goals
- creates a department structure which reflects the district values and enables management processes to work within legal requirements
- makes connections to district goals
- develops and applies appropriate performance management practices to goals and outcomes identified in the system plan

COMPETENCIES

Skills

The manager/supervisor is able to:

- engage the school/district communities in the systematic and rigorous evaluation of department effectiveness

Knowledge

The manager/supervisor has knowledge and understanding of:

- the contribution that education makes to developing, promoting and sustaining a fair and equitable society
- the use of a range of evidence to support, monitor, evaluate and improve department performance
- the principles and practices of performance management

Attitudes

The manager/supervisor demonstrates:

- commitment to individual and team accountability
- commitment to department evaluation
- commitment to personal self-evaluation