

# LEADERSHIP DEVELOPMENT PROGRAM

## A GUIDE TO PROFESSIONAL GROWTH AND REFLECTION



The following is provided to help you design a Professional Leadership Growth Plan that will facilitate your reflective inquiry into Catholic leadership.

Familiarize yourself with the five leadership competencies outlined below. Discuss and collaborate with your School Administrator about your intended area for professional growth and intended outcomes.

<b>Setting Directions</b>	<b>Building Relationships and Developing People</b>	<b>Developing the Organization</b>	<b>Leading the Instructional Program</b>	<b>Securing Accountability</b>
The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.	The principal 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.	The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.	The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.	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.

Leadership Framework  
Institute for Instructional Leadership (Ministry of Education 2008)

1. Identify the steps you will take to learn more about the leadership competency you have chosen.
2. Select the readings and identify meetings and/or committee work you will use as part of your reflective inquiry.
3. Keep a journal of the readings, meetings, colleague dialogues, you engage in as part of your Professional Leadership Growth Plan. Record these events, and your reflections and learning, on the chart in Section B.
4. Complete the Candidate's Self Assessment – Section C.
5. Discuss your completed report (sections A, B, and C) with your Principal.

### Questions to guide the reflection and development of my plan:

- What area of the leadership framework is of interest to me?
- What do I want to learn and study in my pursuit for professional growth?
- What knowledge, insights, expertise would I like to develop in order to develop my leadership in my school and the Huron-Perth Catholic District School Board?
- How will my plan contribute to improving my abilities as an emergent leader?

# PROFESSIONAL LEADERSHIP GROWTH PLAN



## SECTION A – PLAN DESCRIPTION

Candidate's Name: \_\_\_\_\_

What aspect of educational leadership is of particular interest to me.

What steps will I take to learn more about this component of leadership.

How will this topic relate to my leadership development within my school/board.

The following are readings, meetings and/or committee work I will use as part of my reflective inquiry.

# PERSONAL LEADERSHIP GROWTH PROJECT



Huron-Perth Catholic  
District School Board

## SECTION B – CANDIDATE’S JOURNAL

Date	List the meeting or dialogue or reading.	What has this taught me about the leadership topic I have chosen?

# PERSONAL LEADERSHIP GROWTH PLAN



## SECTION C – CANDIDATE’S SELF-ASSESSMENT

<b><i>WHAT?</i></b> What have I learned about leadership and about the goals I set when I began my plan?	<b><i>SO WHAT?</i></b> Why is this learning important or significant to me on my leadership journey?	<b><i>NOW WHAT?</i></b> What will I do with what I have learned?

Candidate's Name: \_\_\_\_\_

Date: \_\_\_\_\_