



The Institute for
Education Leadership

L'Institut de leadership
en éducation

www.education-leadership-ontario.ca

A Comprehensive Approach to Leadership Development

Hamilton-Wentworth Catholic District School Board (HWVDSB)

HWVDSB Demographics

Schools	
Continuing Ed.	5
Elementary	49
Secondary	7
Total	29,098

Staff	
Continuing Education - Teacher	77
Elementary - Teacher	1,075
Secondary - Teacher	559
Other Staff	2,885
Total	4,596

Enrollment	
Continuing Ed.	102
Elementary	18,569
Secondary	10,427
Total	29,098

Web:	www.hwcdsb.ca
-------------	--

Background

The Hamilton-Wentworth Catholic District School Board has operated a defined leadership development program for teaching staff interested in having an opportunity to explore school-level leadership since 1982 as seen in Appendix A.

Three distinct programs provide candidates with daily experiences in leadership at the school level combined with monthly professional learning opportunities facilitated by experienced principals and members of Senior Administration. The three programs are:

- a) Principal Internship Program (Elementary);
- b) Assistant to the Principal (Elementary);
- c) Secondary Leadership.

Through these programs, the candidates have an opportunity to apply learnings and leadership skills in the setting of a school while also discerning whether formal school leadership is the right path for their career in Catholic education.

For the Board's Senior Administration, having aspiring leaders participate in the leadership program allows for the mentoring and training of potential leaders on the strategies and areas of focus of both the Board's Multi-Year Strategic Plan (MYSP) and the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). In addition, the leadership programs provide important insight regarding potential candidates as they are recruited and formed as Department Heads, Vice-Principals and Principals.

Connection to Strong Districts & Their Leadership (Leithwood, 2013)

Strong districts:

- Have well-designed and carefully implemented procedures for identifying, recruiting, selecting and appraising school-level leaders;
 - Encourage school-level leaders, when useful, to supplement their own capacities with system-level expertise;
 - Expect the behaviour of both system-level and school-level leaders to reflect the leadership practices and personal leadership resources identified in the [Ontario Leadership Framework \(OLF\)](#), as well as such other practices considered critical for local board purposes
 - Encourage coordinated forms of leadership distribution throughout the board and its schools.
- (Leithwood, 2013)

In addition, Leithwood and his colleagues provided support for the board's leadership focus on the importance of leveraging the personal leadership resources, as outlined in the [Catholic School-level Leadership Framework](#), to facilitate school cultures that supported staff motivation and commitment (2006). They state that, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions" (Leithwood et al., 2006, p. 10). They also say how school leaders "had quite strong and positive

influences on staff members’ motivations, commitments and beliefs about the supportiveness of their working conditions” (Leithwood et al., 2006, p.10).

Principal Internship Program (Elementary)

The Principal Internship Program began as a pilot in 1982 as seen in Appendix B. The program came about out of a recommendation to the Board of Trustees that recognized the importance of preparing aspiring leaders for future leadership openings within the system:

This program will contribute to preparing staff for the assumption of leadership in a Catholic School. During the internship, candidates are assigned to a school and given practical experience in school management, supervision, curriculum development, implementation and assessment. In addition, candidates will have an opportunity to gain experience and insight into dimensions of the school program, school climate and other aspects of the school that enhance its unique Catholic mission. The appointment to this Program is for a two-year term. The program also involves a mentor component and an after-hours course component.

(HWCDSD RFI Report)

Successful applicants are appointed to a school that does not have a vice-principal and engage in a variety of leadership responsibilities under the supervision of the principal. These responsibilities can include supervision schedule preparation, consumable supply ordering, student discipline, presentations to the Catholic School Council, participation on the Special Education Resource Team, leadership with the School Improvement Team, involvement on system-level committees and many other similar responsibilities that are part of the role of school leadership.

The program’s after-hours mini-course allows participants to examine a variety of topics predominately centered on the components of the [Catholic School Level Leadership Framework \(Ontario Institute for Education Leadership\)](#). Two weekend sessions allow participants to examine themselves more closely. Using the [Myers-Briggs Type Indicator](#), principal internship candidates examine their psychological preferences and how they perceive the world and make decisions. More recently those involved in the program have had the opportunity to examine their Emotional Intelligence Quotient and how this is an important aspect of leadership.

Finally, participants are engaged in a mentor/mentee program, choosing a principal or vice-principal not at their school and engaging with them in regular mentoring sessions.

To date the Principal Internship Program has had:

25 Principal Internship Groups		
259 Participants which produced:		
Directors of Education	Senior Administrators	Elementary Principal/Vice Principal
2	4	119

Assistant to the Principal/Secondary Leadership (see Appendix C)

In order to continue to build capacity with these aspiring leaders, especially in the absence of vice-principal opportunities, Senior Administration established the Assistant to the Principal position. Unlike the Principal Internship Program that lasts for a two-year term, individuals appointed to the

Assistant to the Principal position do not have a term limit to their appointment. These successful candidates are placed in schools that have neither a vice-principal nor a principal intern. Similar to the Principal Internship Program, Assistants to the Principal have in-school leadership opportunities supervised by their principal, participate in after school monthly sessions facilitated by a superintendent and two principals and select a mentor to support their ongoing leadership development.

Through these programs, the HWCDSB is able to have either a vice-principal, assistant to the principal or a principal intern in each elementary school (49). This provides for good capacity building and succession planning. It also allows for consistent support for the principal, school staff and students. The Secondary Leadership Program began in 1992 in order to provide support and capacity building for secondary teachers aspiring to leadership positions such as department heads and/or school principal/vice-principal positions. The posting is for two years and is similar to the Principal Internship Program. Each secondary school supports up to 3 candidates for a total of twenty-one per group. To date there have been 10 secondary leadership program cohorts.

Personal Leadership Resources: Supporting Catholic School-level Leaders and School Leaders in Training

In the last 2 years the content and structure of the professional learning for superintendents, principals, vice-principals and the three leadership programs has been evolving. While the [Catholic School Level Leadership Framework](#) has been the foundation of professional learning and leadership development for a number of years it became increasingly evident that a focus on developing the Personal Leadership Resources for all leaders, or future leaders, was an important foundation for those in leadership in the Board.

The decision to increase focus on the cognitive, social and psychological personal leadership resources of the Board's leaders was because of some key factors:

- a) The HWCDSB Multi-Year Strategic Plan identified the importance of mental health at work and the fostering of schools, and departments, in which psychological health and safety were essential for both student achievement and the successful administration of the Board;
- b) Changes to the [Ontario Occupational Health and Safety Act](#) particularly in the area of harassment in the workplace;
- c) Observations by Senior Administration, both formal (in the Principal Performance Appraisal) and informal (regular school visits) revealed that those leaders who were most successful, (measured both by student achievement and staff cohesion) seamlessly blended the characteristics of the [District Effectiveness Framework](#) of *Ontario Leadership Framework* with well-developed personal leadership resources. Conversely, those leaders that experienced workplace complaints and/or grievances were rarely because of a "failing" in the characteristics of the framework but rather too often centered in how they used (or failed to use) their personal leadership resources in the enactment of their leadership.

In support of this focus, two parallel tracks of training have been undertaken. Track 1 consisted of an in-depth examination of Mental Health at Work (see Appendix D). Over a series of 6 sessions, the following topics were covered:

- Mental Health at Work Overview;
- Understanding Employee Mental Health;
- Mindful Leadership;

- Policy and Legislative Frameworks;
- Accommodating Mental Health; and
- Leadership Visioning.

The second track involved using an instrument to examine emotional intelligence as seen in Appendix E. Supports provided to participants to use the results of this tool included:

- Applying one's personal Emotional Intelligence Quotient to the role of leadership;
- Understanding how to use emotions to facilitate divergent thinking and effective decision making;
- Understanding how to effectively use emotional intelligence during times of conflict; and
- Enhancing understanding of their own personal emotional intelligence and its application to personal and professional life;

(EITC, 2013)

With both of these leadership training tracks all of the Senior Administration team were the first group to work through the learning. Since that time all principals and vice-principals have participated in this work and the three leadership training groups have done work with emotional intelligence and have been given an introduction to Mental Health at Work.

Administrative Services Extension

The success of this work with school-level leadership in the Board has also begun with leadership in other areas of the Board. Managers and supervisors in the various administrative services of the Board have had the opportunity to have professional learning sessions on Mental Health at Work and the legislative requirements connected to a psychologically safe work environment. In addition, leadership teams in this area have engaged in the EQi2.0 process to examine their own leadership skills and biases.

Conclusion

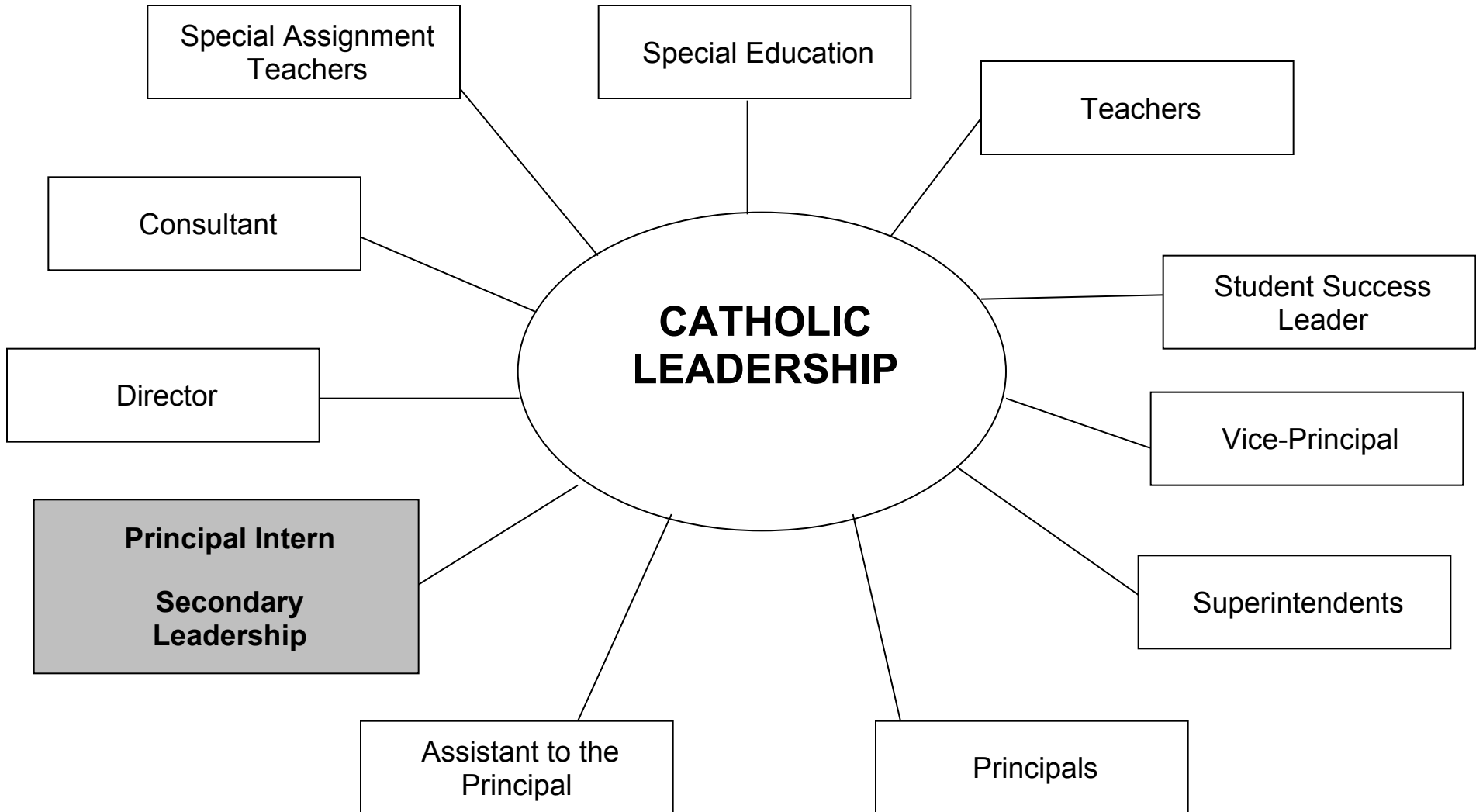
The approach of the Hamilton-Wentworth Catholic District School Board to leadership development is to assist leaders to demonstrate knowledge, care and compassion in carrying out their responsibilities within the role and to approach leadership from a servant leader perspective.

Acquiring information regarding their own personal skills and abilities through the EQi 2.0 inventory and using that information to develop their individual growth plan for development based upon that information is important. The work will assist leaders to be aware of those qualities and skills and how they affect their interactions with others. Additionally, leaders need to know the legislative framework that guides them around specific issues such as the duty to accommodate. Ultimately, as a system there is an overall plan as well as individual plans designed to facilitate the growth of leadership skills in the board.

Through this focus on leadership growth and development, the HWCDSB believes the students trusted to its care will experience school and classroom environments in which "all learners realize the fullness of humanity of which Our Lord Jesus Christ is the model" (HWCDSB Mission & Vision Statement).



Hamilton-Wentworth
Catholic Schools
Believing, Achieving, Serving



OVERVIEW

PRINCIPAL INTERNSHIP PROGRAM/SECONDARY LEADERSHIP PROGRAM

During the two-year Leadership Program, selected candidates will be given a variety of opportunities to experience leadership first hand. These will occur through:

- an in-school component, under the supervision of the Principal
- a mini course component after hours and on two weekends
- a mentor component

GOALS OF THE PROGRAM

- to discuss the importance of Catholic leadership in a Catholic community
- to provide leadership training that will meet the needs of the candidates and the Hamilton-Wentworth Catholic District School Board
- to provide participants with increased knowledge of the policies and practices of the Hamilton-Wentworth Catholic District School Board
- to increase the knowledge of the participants in the area of current leadership theory and practices
- to provide an opportunity for personal growth by increasing interpersonal and leadership skills.

The In-School Component

This part of the Leadership Program provides the opportunity for the candidates to experience leadership responsibilities assigned by the Principal. The candidate should have some experience in all aspects of leadership in the area of:

1. Catholic Leadership
2. Administration
3. Curriculum
4. Special Projects

Mini Course Components

1. Effective Catholic Leadership
2. Board policies and administrative practices
3. Curriculum Leadership
4. Accountability
5. Leading a Safe School
6. Special Education
7. Interpersonal Skills
8. Career Planning and Development
9. Mentorship

Mentorship

Each candidate will select a “mentor” – someone currently involved with educational leadership, within the first few weeks of the Program. The “mentor” will be facilitator, advisor and contact person throughout the two-year period that the candidate is a participant in the program. A minimum of four formal meetings will be held between mentor and mentee in each of the two years of the program.

Program Evaluation

The Program will be evaluated in a continuous and ongoing manner. It will be evaluated formally at the end of year 1 and Year 2, by both the Principal and Leadership candidates.

Standards of Performance

The leadership candidate is accountable to the Principal for following through on the components of the in-school program agreed to through a process of consultation. Principals will be required to assess the effectiveness of the candidate’s leadership role at the end of Year 2.

**CRITERIA FOR LEADERSHIP GROUPS
THE HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD**

PRINCIPAL INTERN (SECONDARY LEADERSHIP)	ASSISTANT TO THE PRINCIPAL	VICE-PRINCIPAL	PRINCIPAL
<ul style="list-style-type: none"> • Good standing with OCT • 5 years minimum of successful teaching experience • have completed religious renewal as required by Board Policy (35 hours) • have completed/or are enrolled in a graduate program (e.g., Master of Education or Master of Religious Education) OR have a specialist's certificate in at least one program area and completed Religious Education Part I • have experience in more than one (1) division <p>Package:</p> <ul style="list-style-type: none"> • updated resume • religious renewal form • principal's support letter 	<ul style="list-style-type: none"> • good standing with OCT • 5 years minimum of successful teaching experience • have completed religious renewal as required by Board Policy (35 hours) • Part I of Principal Qualification Program or Principal Intern Program • experience in at least 2 divisions • demonstrated initiatives and leadership at the school level • completion of one religious education course <p>A Completed Package – (see principal)</p>	<ul style="list-style-type: none"> • Principal's Qualifications • Religious Education Specialist • 8 years' experience and at least 1 year with Board • at least (2) years of demonstrated leadership (e.g., Principal Intern, Secondary Leadership, Assistant to the Principal, Department Head, Consultant) • teaching experience in 2 divisions (Elem – Pr. Jr. Int.) (Sec – Int. Sr.) • completion of Religious Renewal as required by Board Policy (35 hours) • demonstrated system committee experience <p>A Completed Package – (see principal)</p>	<ul style="list-style-type: none"> • Principal's Qualification • Religious Education Specialist • experience as a vice-principal • 8 years' experience and at least 1 year with Board • teaching experience in 2 divisions (Elem – Pr. Jr. Int.) (Sec – Int. Sr.) • completion of Religious Renewal as required by Board Policy (35 hours) • completion of Religious Renewal as required by Board Policy (35 hours) • demonstrated system committee experience <p>A Completed Package – (see principal)</p>

Topics covered in Leadership Training Series for Senior Leadership, Principals, Vice-principals

Mental Health at Work Overview

- Excellence Canada Framework and implementation of the National Standard of Psychological Health and Safety in the Workplace- Mental Health at Work;
- Organization Guidelines for Promoting Mental Health in the Workplace: positive leadership style, communicating effectively, designing jobs for positive mental health, recruitment of employees, balancing work and life demands, positive mental health and well-being initiatives
- Conducted pre-training surveys

Understanding Employee Mental Health Helpful Leadership Behavior

- The skills and strategies necessary to facilitate difficult conversations related to mental health and managing your own emotions
- Mindful Leadership and developing the skills and strategies to improve workplace relationships
- Emotional Intelligence and Mental Health
- Managing conflict

Policy and Legislative Frameworks

- Increasing knowledge and skills related to legislative mandates and requirements: Human Rights and OHS
- Facilitating positive leadership and workplace culture
- Facilitating consistency in problem solving and application of policy and legislative frameworks in managing mental health at work
- Best Practices Related to Return to Work and Stay at Work Interventions for workers with mental health concerns

Accommodating Mental Health

- What to do when an employee reports or exhibits mental health concerns
- What if you suspect that an employee is suffering from a mental health issue
- Employer's duties, employee's duties medical documentation
- Forms of accommodation
- Basic accommodations/complex accommodations
- Accommodating a mental health disability vs. other types of disabilities
- Discipline and accommodation

Mindful Leadership and Emotional Intelligence

- application of Emotional Intelligence, mental health in the workplace and neuro-leadership
- ongoing coaching and support regarding the implementation of EQ in relationship to leadership development



EQ-i 2.0 Model of Emotional Intelligence

STRESS MANAGEMENT

Flexibility is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.

Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.

Optimism is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

SELF-PERCEPTION

Self-Regard is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.

Self-Actualization is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.

Emotional Self-Awareness includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions and those of others.

SELF-EXPRESSION

Emotional Expression is openly expressing one's feelings verbally and non-verbally.

Assertiveness involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.

Independence is the ability to be self directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.



DECISION MAKING

Problem Solving is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.

Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.

Impulse Control is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

INTERPERSONAL

Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.

Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.

Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

References

EITC. (2013). [*What is the EQ-i 2.0?*](#). *The Emotional Intelligence Training Company, Inc.*. Retrieved 11 April 2017.

Institute for Education Leadership. (2013). [*Catholic School-level Leadership*](#). *The Ontario Leadership Framework*. Retrieved 11 April 2017

Leithwood, K. (2013). [*Strong Districts & Their Leadership*](#): *A Paper Commissioned by The Council of Ontario Directors of Education and The Institute for Education Leadership*. *Institute for Educational Leadership*. Retrieved 11 April 2017.

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). [*Seven strong claims about successful school leadership*](#). *National College for School Leadership*. Retrieved 11 April 2017.