

Mentoring for Newly Appointed Principals and Vice-Principals



Handbook for Mentors and Mentees

“Mentoring is a process which occurs over time and is modified to meet the changing needs of the newly appointed school leader.”

“School leaders have a primary role in setting the vision and working in partnership with staff, students, parents and the community to focus on student achievement and well-being. The first two years in a school leadership role are both rewarding and challenging. Mentoring is a powerful stimulus for the professional learning of new leaders. At the heart of it, mentoring provides support tailored to the unique role of newly appointed school leaders so they can be successful in this important stage of their leadership career. In the face of multiple demands and priorities, mentoring can accelerate learning, reduce isolation and increase the confidence and skill of newly appointed leaders.”

(Mentoring for Newly Appointed School Leaders, Ontario Ministry of Education, Version 3, June 2010)

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The Limestone District School Board Mission Statement and Statement of Beliefs align closely with the Ministry of Education’s Ontario Leadership Strategy and with MentorCoaching skills and principles.

“Our mission is to prepare students to face a changing world as life long learners and informed, responsible citizens within a safe, inclusive and dynamic environment.” (LDSB Success For All 2009-10)

Limestone District School Board Statement of Beliefs

To prepare students within safe and inclusive environments to embrace a changing world as life-long learners and informed, responsible citizens.

STUDENTS:

We believe that...

- our students are our reason for being.
- our students include adult learners.
- every student can learn and experience success.
- it is the purpose of the schools to maximize each student's potential for and enjoyment of life-long learning.

STAFF:

We believe that...

- every staff member is valuable and essential to fostering quality public education
- all staff members endeavour to maintain a work environment that respects each person’s integrity, dignity and individual contribution.
- the board and staff share in the responsibility to model teamwork, continuous improvement and professional development.

PARTNERS:

We believe that...

- public education is a shared responsibility.
- the Ministry of Education is responsible for providing appropriate funding for a quality education program.
- our parents, community and businesses will enthusiastically support public education.
- partnerships will enhance and improve the quality of education, including support for program innovation.
- our schools reflect and honour society's common goals and enrich them by encouraging diversity.

ACCOUNTABILITY:

We believe that...

- our trustees, our director and our staff are accountable to the community for providing quality education to all students.
- in partnership with parents, students and the community, we have the responsibility to provide a positive, safe and inviting learning environment
- our resources should be committed to ensure that our strategic initiatives and expectations are met.

Ministry of Education Mentoring Requirements

In 2010-11 school boards receive one funding allocation for the implementation of a board leadership development strategy (BLDS). As part of the BLDS, boards will provide mentoring to all newly appointed principals and vice-principals in their first and second years in their role. Funding includes a base allocation and a proportional amount based on the number of administrators, including vice-principals, principals, supervisory officers, and the director of education in the board. Boards must meet the following mentoring requirements in order to receive this funding as part of the BLDS in 2010-11.

Each board will have an implementation plan in place, which is to be based on the implementation continuum provided in Appendix B to this manual. The implementation plan will include the following minimum requirements:

- Provide mentoring to all eligible newly appointed school leaders.
- Include the mentoring lead as a member of the board leadership development strategy (BLDS) steering committee.
- Identify at least one mentoring goal that aligns with the board strategic plan and/or the board improvement plan for student achievement.
- Establish operational parameters.
- Recruit and select mentors.
- Establish a transparent mentor/mentee matching process.
- Establish and communicate the roles and responsibilities of the mentor and mentee.
- Develop a process for the initial and ongoing assessment of mentee learning needs.
- Provide a joint mentor/mentee orientation.
- Provide high-quality mentor training.
- Offer ongoing professional learning and resources to mentors and mentees.
- Develop a learning plan that mentors and mentees use to focus the mentoring interactions.
- Provide an exit process.
- Conduct ongoing monitoring and evaluation of the board mentoring program.
- Meet all ministry reporting requirements outlined in section 4 of this manual.

In particular, critical components of a successful mentoring program are high-quality mentor training and identification of learning goals and objectives that are key components of the shared learning plan.

Boards have the flexibility to customize the mentoring requirements outlined in this manual to reflect local circumstances. They may also establish additional requirements that reflect their unique needs.

Limestone Embraces a MentorCoaching Model

Mentoring usually refers to non-evaluative relationships sustained over time between a newer and a more experienced principal where the focus of the learning conversation is on professional learning needs in the context of a trusting relationship.

Coaching involves conversations that support job embedded learning. The goals are largely set by the person/group being coached and support enhanced performance, reflection and problem solving. The focus is on supporting mentee strengths, vision and core values and the mentee is viewed as creative, resourceful and whole as they seek desired change and growth.

Why Mentoring?

To support our mission and our beliefs, we need Principals and Vice-Principals who are both competent and confident. MentorCoaching plays an important role in the development of school leaders as they develop the competencies outlined in “The Ontario Leadership Framework.”

Core capacities for school leaders are:

- Setting goals
- Aligning resources with priorities
- Promoting collaborative learning cultures
- Using data
- Engaging in courageous conversations.

As of the 2010 school year, the Provincial Strategy has been in place for three years and it is clear that there are many benefits:

- *“Mentees benefit from support in learning the new leadership role, opportunities for professional reflection to guide goal setting, increased confidence in their work and to achieve identified goals.”*
- *Mentoring also provides a tremendous professional development opportunity for experienced school leader mentors. Experienced school leaders receive support and resources to become effective mentors, and to continue developing their own leadership competencies.”*
- *Schools, school boards and the ministry benefit from improved performance of new school leaders, increased capacity building across the system, increased student achievement and support for system priorities. Most importantly, students benefit from strong and effective school leaders.*

(Ontario Ministry of Education, *Mentoring for Newly Appointed School Leaders*, Ver. 3, June 2010)

Administrator Mentoring in Limestone

The Limestone District School Board is committed to the development of school leaders. In 2007-08, ten LDSB principals trained as Mentor/Coaches as part of a pilot project through the Ontario Principals' Council. During the 2008-09 school year, Mentoring for Newly Appointed School Leaders had a province-wide role out and to date thirty-eight Principals/ Vice-Principals have been trained locally in preparation to be mentors through the OPC MentorCoaching training.

Administrator mentoring is one of the goals on our Board Improvement Plan and to that end is well supported.

Goals of Mentoring

- To foster a board-wide collaborative learning culture that supports our leaders to build capacity within their schools and within the board through professional dialogue and learning
- To develop a network of supports ranging from peer support to professional learning opportunities
- To help Principals and Vice-Principals develop into the best possible instructional leaders
- To attract the right people to the principalship
- To develop a culture of supporting each other while developing individual strengths
- To share knowledge of mentoring approaches to encourage mentees to adopt these approaches when working with staff, students, parents and each other
- To equip all Principals with mentoring skills to support teacher and Vice-Principal professional growth and learning as part of the teacher performance appraisal and the Principal/Vice-Principal performance appraisal

Mentoring Benefits

For the Mentee:

- a safety net
- learning in a non-judgmental and inclusive environment
- an opportunity to test out ideas
- candid feedback
- less stress
- quicker learning
- needed support
- help in navigating the organization
- more strategies for being productive
- cultural knowledge
- learning with group support
- forging supportive learning relationships for the future
- additional PD opportunities and resources

For the Mentor:

- satisfaction from helping others
- energizing experience
- more knowledge about operations and best practices in other parts of the organization
- expanded perspectives
- opportunities to share experience and wisdom
- opportunity to strengthen mentoring skills
- reconnection to other people
- reaffirmation of approaches
- meaningful relationships
- additional PD opportunities and resources

For the Organization

- helps retain the next generation of leaders
- improves leadership and managerial skills
- develops new leaders
- enhances career development
- honours potential leader's strengths and capacity for growth
- promotes diversity
- improves technical knowledge
- manages knowledge within the organization

Mentees

Mentees are administrators who are in their first two years in the position, including those in acting roles. Principals who have had mentoring during their time as Vice-Principals, also receive mentoring in the first two years as a Principal. It is expected that all newly appointed Principals and Vice-Principals will participate in the mentoring program and make attendance at group meetings a high priority.

Mentors

The mentor is **not** a supervisor to the mentee and has experience of three years or more, where possible, ideally five years. Mentors are practicing principals who have received specific training (OPC MentorCoach Training) to prepare for the role of mentor, and are selected based on interest and willingness as well as by the following attributes:

Mentors should be:

- reflective, innovative and forward looking leaders who are focused on student achievement and well-being.
 - accessible and willing to serve as a resource for a minimum of one year and preferably two years.
 - positive, and seek to focus on positive attributes of mentees
 - committed to the initial training and on-going training related to mentoring, as well as committed to implementing the practices within their groups and with individuals
 - an experienced principal with a minimum of three years experience as a principal, where possible
 - a role model for effective school leadership, demonstrating the practices and competencies outlined in the Ontario Leadership Framework
 - knowledgeable about the current education system priorities and initiatives
 - knowledgeable about adult learning styles
 - compassionate, supportive individuals who are able to cultivate a learning environment
 - able to communicate, to listen actively and to provide constructive feedback
 - skilled in problem solving, planning and goal setting
 - open to the views and feedback of others and be a life-long learner
- (adapted from *Mentoring for Newly Appointed School Leaders, 2010*)

Role of the Mentee

- to be open to learning together
- to be open to discovering who they are as a leader
- to be open to tapping into their strengths
- to be accountable to the group
- to complete and implement the learning plan with the support of the mentor
- to support the development of collegial networks

Role of the Mentor

- to create with other mentees, a collaborative relationship which is built on trust and mutual respect
- to offer ongoing support, challenge and encouragement
- to encourage the mentees to be creative and resourceful and to realize their potential
- to support individual strengths and invite curiosity and reflection
- to support the development of collegial networks

Mentor Training

Mentors are trained through the Ontario Principals' Council program, *MentorCoach Training for Educators*. Participants learn about mentoring and coaching relationships and purposeful mentoring conversations. The necessary skills, as determined by the International Coaching Federation, are reinforced throughout the training, and participants have multiple opportunities to practice these skills during the sessions. The skills, knowledge and attitudes of this training are transforming and transferable to many areas of the Principal/Vice-Principal role. The structure of the purposeful conversation provides for effective mentor-mentee interaction. Mentors are trained in effective listening, powerful questioning, and giving acknowledgment and feedback, while allowing the mentee to own the agenda. Conversations are structured to move the mentee forward to reaching the goals set by the mentee with reference to the *Ontario Leadership Framework*.

Group Make -Up

In LDSB, each mentee participates in group mentoring. A trained, experienced, practicing Principal acts as the mentor for each group. Groups consist of Principals and Vice-Principals respectively. First and second year administrators are combined to form the groups, and generally mentees will have the same mentor over a two year period. Groups typically range from 4-6 participants. Secondary administrators are mentored by a secondary Principal, and elementary administrators are mentored by an elementary Principal. Mentors are highly encouraged to meet individually with each of their mentees at least twice in the school year, in support of the mentee's learning plan.

Matching

Mentees have the opportunity to give input to the Board's mentoring lead staff as to their learning needs, goals and preference for an available mentor. The mentoring lead staff and the steering committee then match mentors with mentees based on these learning needs and the expertise of the mentors. Group size is kept in mind. Potential conflicts of interest should be addressed during this process.

Orientation

Each September an orientation session is held for mentors and mentees. An overview of the LDSB approach to mentoring is presented at this time. The Administration Mentoring Steering Committee as well as list of mentors and mentees for the current school year is included in the Appendix. The first point of contact for mentors and mentees is the Mentoring Lead Staff member in Human Resources.

Meetings

Mentor group meetings occur, on the average, once per month. At the first orientation meeting, mentors and mentees determine the mentoring calendar for the group for the year. Attendance is strongly encouraged at each meeting, as powerful learning occurs within the group and crucial networks are developed. **Confidentiality is paramount and the members agree that the discussions remain within the group** (see appendix for a sample of a confidentiality agreement.) Face to face interactions are invaluable. Other means of communication may be established by the group, such as, creating a conference on First Class, email, and a telephone tree. Meetings are usually held off-site during school hours. Each group develops a meeting plan to submit to the board's lead staff indicating whether or not coverage is needed and the type of coverage, (supply administrator, supply teacher or teacher in charge). Coverage for the meetings is supported through the board's mentoring plan. Each group is informed about the amount of money it will have to support extraneous meeting costs, e.g. food, resources for the group and professional development. Expense allocations follow the board and Ministry of Education guidelines. The expenditure claim form and other pertinent forms can be found in the appendix and in the forms hub of First Class.

When one-to-one mentor/mentee meetings are being coordinated, meeting at the mentee's school site may be considered, as this practice has been found to be valuable.

What to expect in a mentoring meeting...

Confidentiality agreement (see appendix)
Reference to the learning plan and the *Ontario Leadership Framework*
Powerful questions to guide forward momentum to reach goals
Accountability
Feedback
Collegial support
Reflection
Agenda
Sharing issues and solutions
Problem Solving
Learning Plan discussions

Group Learning Plan

The mentor group collaboratively develops a learning plan that is aligned with the needs of the mentees in the group, key board goals or priorities, and the *Ontario Leadership Framework*. The learning plan includes the agreed upon meeting plan, outlining the timing, frequency and method of communicating. A mentoring agreement between the mentor and the group members is also completed to support the group learning plan. The learning plan is monitored throughout the year and adjustments are made as needed, as the learning plan is intended to be flexible as the learning needs and mentee interests change. The plan is to include both adaptive and technical aspects of the leadership role. Templates for the needs assessment, learning plan, and the mentorship agreement are included in the appendix.

Supporting Individual Mentee Learning Plans

School boards must require that mentors and mentees develop a learning plan and use it to focus the mentoring interactions and growth and development of the mentee. Early in the process, the mentor and mentee will develop the learning plan to guide the mentoring process. The learning plan will reflect the learning needs of the mentee, which are identified through the learning assessment and will become the focus of work for the mentor and mentee. The mentor and mentee will review the plan on a regular basis to determine progress and to identify any changes in the learning needs and interests of the mentee.

All Principals and Vice-Principals are required to develop an Annual Growth Plan (AGP) each year as part of the Principal/Vice-Principal Performance Appraisal (PPA) process. The Annual Growth Plan provides a vehicle for planning the Principal/Vice-Principal's learning during the first year, during the

appraisal year, and in the intervening years between appraisals. This plan and the Mentee Learning Plan complement each other and are mutually supportive. Mentees are encouraged to use the strategies/supports and target dates identified in their Annual Growth Plan as a basis for informing their Mentee Learning Plan. The Principal/Vice-Principal Performance Plan is used during the performance appraisal year.

In the Appendices, templates for the Limestone District Annual Growth/Mentee Learning Plan and Performance Plans are provided. The Mentee learning Plan includes an additional template to support the Mentee Learning Plan. Information from the Mentee's Growth/Learning Plan is confidential between the mentor and mentee and is specific to the mentee learning plan process.

Technical and Adaptive Challenges

Problems that we can solve through the knowledge of experts or senior authorities are technical challenges. The problem may be complex, such as a broken arm or car part, but experts know exactly how to fix them. Technical problems reside in the head; solving them requires an appeal to the mind, logic and to the intellect. The problems that require leadership are those that experts cannot solve. These are adaptive challenges and the solutions lie, not in technical answers, but rather in people themselves. Adaptive challenges lie in the stomach and the heart. To solve them, we must change people's values, beliefs, habits, ways of working, or ways of life. Most problems do not come cleanly bundled as technical or adaptive. (Highways. R. & Linksy, M. 2004)

Exit Strategy

In the event that a conflict or issue arises for a group member that impedes, or has the potential to interfere with the learning of the group, there is an opportunity for the mentor and/or mentee to communicate confidentially with the Board lead staff and placement changes may occur. Early and honest communication is important. If the relationship between the mentor and mentee is breaking down, or a conflict of interest arises, the lead staff must be informed immediately. Mentorship may also be discontinued at the discretion of the Board where the mentor and mentee agree that two years is not required.

Monitoring and Closure

Confidential feedback regarding mentoring is given by each mentee and mentor at the end of the school year using a survey monkey. Feedback is helpful in guiding the steering committee. Mentors meet as a group twice during the year with the lead staff and the steering committee to offer feedback.

Resources for Professional Learning and Information

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- Zachary L. J. (2006). *Creating a Mentoring Culture: The Organization’s Guide*. San Francisco, CA: Jossey-Bass
- Zachary. Lois, (2009). *The Mentee’s Guide, Making Mentoring Work for You*. www.josseybass.com
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Websites of Interest

Association des directions at directions adjointes des écoles franco-ontarian (ADFO) www.adfo.org

Association for Supervision and Curriculum Development (ASCD) <http://www.ascd.org>

Catholic Principals’ Council of Ontario (CPCO) www.cpco.on.ca

Leadership Development Services
www.leadershipdevelopmentservices.com

National Staff Development Council <http://www.nsd.org>

Ontario Principals’ Council (OPC) www.principals.on.ca

Ontario Ministry of Education www.ontario.ca/eduleadership

Webcasts for Educators (Literacy and Numeracy Secretariat) <http://www.curriculum.org/secretariat/literacy.en.shtml>

Resources For Inspiration

- Intrator, S., Scribner, (2007). *M. Leading From Within, Poetry That Sustains the Courage to Lead.* www.josseybass.com
- Tschannen-Morgan, M., (2004). *Trust Matters.* www.josseybass.com
- Palmer, P., (1998) *The Courage to Teach.* www.josseybass.com
- Seligman, M., (2002). *Authentic Happiness: using the new psychology to realize your potential for lasting fulfillment.* New York, NY: Simon and Shuster, Inc.
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Photo Courtesy of Anne Potter

The Essence of Mentoring

“Ecologists tell us that a tree planted in a clearing of an old forest will grow more successfully than one planted in an open field. The reason, it seems, is that the roots of the forest trees are able to follow the intricate pathways created by the former trees and thus embed themselves more deeply. Indeed, over time, the roots of many trees may actually graft themselves to one another creating an interdependent mat of life hidden beneath the earth. This literally enables the stronger trees to share resources with the less strong, so the whole forest becomes healthier.” Zachary, 2000

Appendices and Forms

Appendices

Ontario Leadership Framework For Principals and Vice-Principals
Limestone Administrator Growth/Performance Plan Templates
Mentoring Learning Plan Sample Template
Confidentiality Checklist
MentorCoach Agreement Template
Principal's Feedback Survey (a needs assessment based on the Leadership Framework)
MentorCoaching Skills Inventory
Adobe Mentoring Protocol
Post Assessment for Participants
Key Components of Closure

Forms

Elementary Request for Allowance for Teacher-in-Charge
Secondary Request for Substituting for an Administrator
Replacement (Retired) Administrator Pay Sheet
Monthly Expenses Reimbursement Form
Mentor / Mentee Release Time Needs
Board Organization of Mentor Groups in LDSB 2010-2011



FROM RESEARCH TO POLICY TO EFFECTIVE PRACTICE

IdeasIntoAction

FOR SCHOOL *and* SYSTEM LEADERS

ONTARIO LEADERSHIP STRATEGY

BULLETIN #1 • FALL 2009

Ideas into Action is published by the Ministry of Education to support Ontario's school and system leaders. It is designed to provide research insights and practical strategies for school and system leadership that are aligned with both the [Ontario Leadership Framework \(OLF\)](#) and the broader [Ontario Leadership Strategy \(OLS\)](#). This and future issues during 2009/10 will focus on the five Core Leadership Capacities and assist leaders in further strengthening and integrating these capacities into their daily practice. You will find more information about [Leadership Development](#) on the ministry website. If you have any comments or suggestions, please contact us at: ldb-ddl@ontario.ca

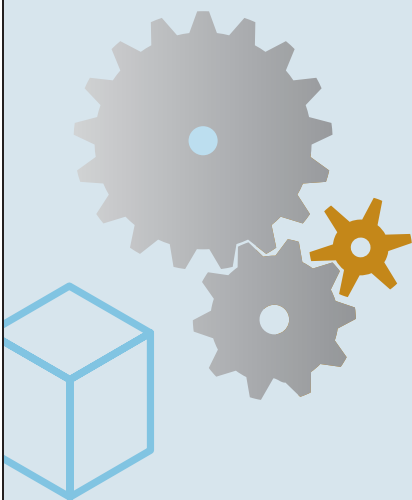
Five Core Capacities of Effective Leaders

What does effective leadership look like? What key leadership capacities will help us leverage our time, energy and resources – as individuals and as a system – to generate results?

In this issue of *Ideas into Action* we present a brief overview of the five Core Leadership Capacities (CLC) derived from Ontario's Leadership Framework that have been adopted by the Ministry of Education as a key focus for capacity building beginning in 2009/10:

1. **Setting goals**
2. **Aligning resources with priorities**
3. **Promoting collaborative learning cultures**
4. **Using data**
5. **Engaging in courageous conversations.**

While all of the leadership capacities identified in the Framework are important, and contribute to student achievement and well-being, the ministry has identified the five CLCs as key to making progress on the province's current educational goals. Thus, these five CLCs will be embedded in all provincially-sponsored professional learning and resources for school and system leaders beginning in the 2009/10 school year.



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“...a principal’s knowledge of curriculum, instruction, and assessment ranked high among 21 leadership responsibilities that correlate with student academic achievement. This leadership responsibility involves a hands-on approach to classroom practices and extensive knowledge about best practices in the field; it extends beyond platitudes about the importance of instruction. Principals need to actively develop their own background and expertise in the field of curriculum, instruction, and assessment in the company of their colleagues.”

– Marzano, Waters, & McNulty, 2005

“Focusing the school on goals and expectations for student achievement is one of the top three practices for supporting teachers’ instructional work.”

– Leithwood et al, 2009

“Locate the learning as close as possible to the work...the influence of learning on practice is greater the more direct and immediate the application to practice.”

– Elmore, 2006

BUILDING ON SUCCESS

Ontario’s approach to system-wide improvement has yielded measurable results and attracted the attention of jurisdictions around the world.

As our knowledge continues to expand and evolve, leadership has emerged as a critically important factor necessary not only to sustain this improvement, but also to accelerate our progress toward the three core priorities set out in *Energizing Ontario Education*:

- High levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education.

Providing supports to help Ontario’s educational leaders develop into the best possible instructional leaders continues to be a goal of the **Ontario Leadership Strategy (OLS)**.

The Ontario Leadership Framework (OLF) is an essential resource that school and system leaders have available to them to guide their individual leadership development. The Framework is an integral foundation of the OLS and provides leaders across the province with a clear roadmap to successful leadership. For the past two years school and system leaders across the province have been using the Framework as a resource to reflect on their practice and build their expertise in a wide range of leadership capacities.

WHAT WE HAVE LEARNED

According to Richard Elmore (2007), the condition necessary for successful school leadership is the leader’s capacity to improve the quality of instructional practice.

The best possible instructional leadership cannot be accomplished simply by having a leadership framework of effective practices and competencies in place. Rather, there is a need to provide continuous guidance and support to help Ontario’s educational leaders further develop and strengthen their practice, with a particular emphasis on the “deep instructional practices” that Elmore and others point to, as a focus for capacity building.

“The best advice I can give to Ontario’s school leaders is to learn how to manage instruction. It’s going to make you a stronger practitioner, more influential in the organization and a leader in helping to develop other people’s practice...”

– Elmore, 2007

“Capacity building is not an end in itself. It needs to be linked explicitly to results.”

– Levin and Fullan, 2008

At the same time, research and practice have revealed increasingly that our approach to capacity building matters.

Capacity, argues Michael Fullan in *The Six Secrets of Change* (see *In Conversation*, Fall 2008), is more than knowledge and skills. It also involves using resources wisely, and committing to get important things done collectively and continuously. It is a combination of skills and knowledge, attitudes and actions taken together, and is focused on generating results.

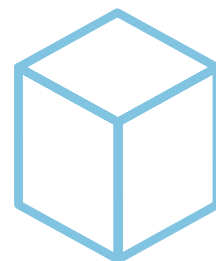
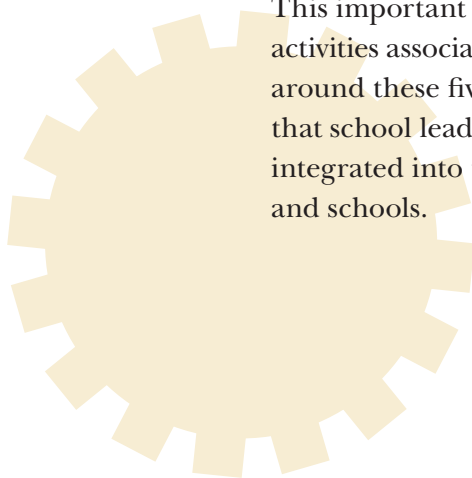
While training, workshops and summer institutes are valuable to a point, says Fullan, they represent only part of the solution. No matter how well done – and even if they are team-based – these approaches are only input to capacity building.

In contrast to this “indirect” capacity building, Fullan stresses the importance of ‘direct’ capacity building which involves application, coaching, monitoring, exchanging ideas and strategies, assessment for learning, and other results-focused activities that take place in the leadership context.

SHARPENING OUR FOCUS

Based on these findings and drawing on the advice of research and education partners, the Ministry of Education has adopted the five Core Leadership Capacities as a ministry-wide focus to be embedded in all provincially-sponsored professional learning and resources for school and system leaders beginning in 2009/10.

This important new direction will ensure that capacity building activities associated with all ministry initiatives are aligned consistently around these five core capacities. Equally important, it will ensure that school leaders benefit from direct capacity building that is integrated into the day-to-day “business” of the ministry, boards and schools.





The Five Core Leadership Capacities

to help strengthen your leadership practice.

“The first of seven practicalities that all leaders need to be able to manage is to establish a vision and goals.”

– Levin, 2008

1. Setting Goals

This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning. For example:

- Develop and communicate a shared vision for the school that sets a context for goal-setting
- Lead groups to use evidence and inquiry to establish these goals, monitor progress and make adjustments to plans and/or practices
- Establish important linkages between individual goals, school improvement plans, and school board and provincial priorities.

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. For example:

- Engage teachers, staff, the school board and the broader community to join in decisions related to resource allocation and share ownership for the results
- Collaborate with other schools and/or districts to learn about effective practices and to share resources wherever possible.

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. For example:

- Facilitate a shared understanding and ownership of student achievement and well-being as a central focus for collaboration

“Professional communities are born and nurtured in webs of conversation. What we talk about in our schools and how we talk about those things says much about who we are, who we think we are, and who we wish to be both in the moment and in the collective future that we are creating for ourselves as colleagues and for the students we serve.”

– Garmston and Wellman, 2009

"Members of a professional learning community recognize that they cannot accomplish their fundamental purpose of high levels of learning for all students unless they work together collaboratively. The collaborative team is the building block of a PLC."

– DuFour et al, 2006

"The planned use of data is a common characteristic of high-performing schools."

– The Literacy and Numeracy Secretariat, 2008

"The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes."

– Robinson et al, 2009

among staff, federations, associations, the school board and the diverse school community

- Improve and build on existing models of professional learning communities
- Enable teamwork and collective decision-making among teachers and staff, providing opportunities for teacher-leadership
- Engage parents and the broader school community to be part of the learning culture.

4. Using Data

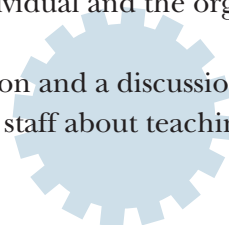
This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning. For example:

- Use data to inform school improvement plans
- Move beyond technical aspects of using data to address adaptive challenges such as gaining support for data use, managing emotional issues that may arise, and building staff confidence and sense of efficacy around the use of data
- Use data to foster a school culture in which staff:
 - have high expectations for student achievement
 - assess student performance and modify practice based on findings
 - take ownership for the results.

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. For example:

- Build relational trust and establish a culture in which courageous conversations and feedback are seen as necessary for improvement
- Challenge assumptions at both the individual and the organizational level
- Integrate description, analysis, prediction and a discussion of the next level of work in every debrief with staff about teaching and learning.



The Institute for Education Leadership (IEL)

Ontario's Institute for Education Leadership is a unique partnership committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders. As part of its work on research into practice the IEL has adopted the Ontario Leadership Framework and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province.

Visit: www.education-leadership-ontario.ca/ for more information about the IEL, upcoming events, leadership research, and a variety of tools and resources for leaders.

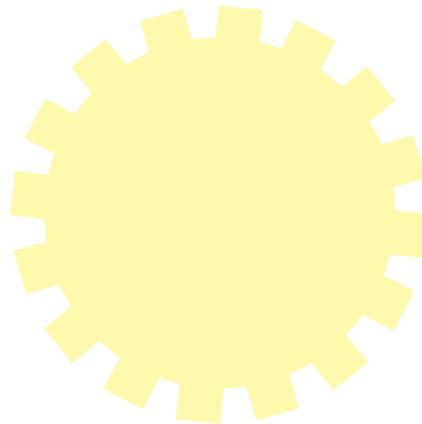
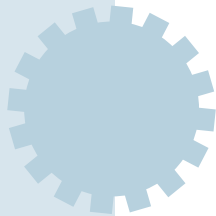
A Call to Action

School and system leaders can expect to find a sustained emphasis on capacity building focused on the five CLCs beginning in 2009/10. All provincial leadership associations have endorsed these CLCs as a priority for the coming year and will continue to work with the ministry to reflect them in the professional learning they deliver. Boards are also encouraged to consider ways to support development in the areas of the five CLCs.

The work related to these capacities will strengthen and further align work that is already underway in the ministry, school boards and schools to build leadership competencies and practices. To support this work, *Ideas into Action* will be distributed on an occasional basis and will offer ideas and strategies drawn from current, credible research.

We hope this bulletin enriches your professional learning experience and provides a powerful springboard for putting ideas into action.

Learn more about the Ontario Leadership Strategy at www.ontario.ca/eduleadership



Making Connections: Five Core Capacities and the Leadership Framework

This chart illustrates the way in which the CLCs are embedded in the Ontario Leadership Framework

Core Leadership Capacity	Sample domains and related practices of the Ontario Leadership Framework		
1. Setting Goals	Setting Directions	Leading the Instructional Program	Securing Accountability
	Ensures the vision is clearly articulated, shared, understood and acted upon by all	Fosters a commitment to equity of outcome and to closing the achievement gap	Aligns school targets with board and provincial targets
2. Aligning Resources with Priorities	Setting Directions	Leading the Instructional Program	Securing Accountability
	Ensures creativity, innovation and the use of appropriate technologies to achieve excellence	Ensures that learning is at the centre of planning and resource management	Makes connections to ministry goals to strengthen commitment to school improvement efforts
3. Promoting Collaborative Learning Cultures	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program
	Acknowledges and celebrates the achievements of individuals and teams	Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities	Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities Develops professional learning communities to support school improvement
4. Using Data	Setting Directions	Leading the Instructional Program	Securing Accountability
	Works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement	Ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress	Develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community)
5. Engaging in Courageous Conversations	Building Relationships and Developing People	Developing the Organization	Securing Accountability
	Encourages colleagues to take intellectual risks	Uses performance appraisal to foster professional growth, and challenges the thinking and learning of staff to further develop professional practice	Ensures individual staff accountabilities are clearly understood, agreed to and subject to rigorous review and evaluation

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FROM RESEARCH TO POLICY TO EFFECTIVE PRACTICE

IdeasIntoAction

FOR SCHOOL *and* SYSTEM LEADERS

ONTARIO LEADERSHIP STRATEGY

BULLETIN #2 • WINTER 2010

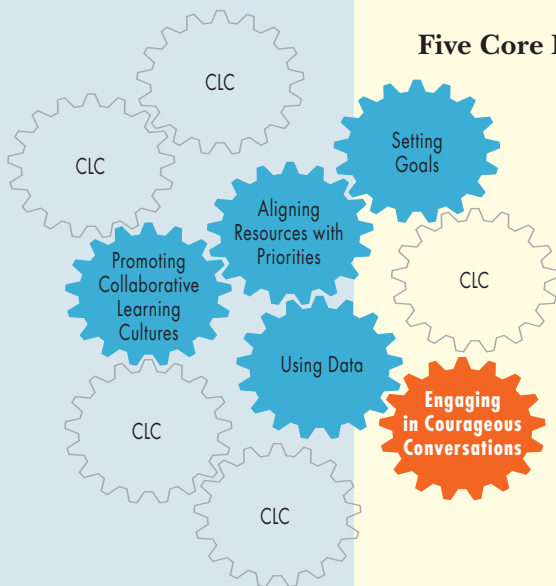
Ideas Into Action is published by the Ministry of Education to support Ontario's school and system leaders. It is designed to provide research insights and practical strategies for school and system leadership that are aligned with both the [Ontario Leadership Framework \(OLF\)](#) and the broader [Ontario Leadership Strategy \(OLS\)](#). This and future issues during 2009-10 will focus on five Core Leadership Capacities and assist leaders in further strengthening and integrating these capacities into their daily practice. You will find more information about [Leadership Development](#) on the ministry website. If you have any comments or suggestions, please contact us at: ldb-ddl@ontario.ca.

Exploring Five Core Leadership Capacities Engaging in Courageous Conversations

In the first issue of *Ideas Into Action* we introduced five Core Leadership Capacities (CLCs) derived from Ontario's Leadership Framework that have been adopted by the Ministry of Education as a key focus for capacity building beginning in 2009-10:

- **Setting goals**
- **Aligning resources with priorities**
- **Promoting collaborative learning cultures**
- **Using data**
- **Engaging in courageous conversations.**

Five Core Leadership Capacities (CLCs) as key focus for 2009-10



This issue and the next four will focus on one of the five CLCs. In this issue we will explore “engaging in courageous conversations”. Focusing on these core capacities will help school and system leaders further strengthen and integrate them into their daily practice. In turn, these key capacities will help leaders use their time, energy and resources as effectively as possible, and contribute to building excellence in instructional leadership across the province.

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reach every student





The Case for Courageous Conversations

“What is leadership?...
At the core of most definitions
of leadership are two functions:
providing direction and
exercising influence. Leaders
mobilize and work with others
to achieve shared goals.”

– Leithwood and Riehl, 2003

“There are three things that
leaders do to create organiza-
tional culture. These are (1) to
declare values (the easy part),
(2) to model those values in
practice (the very hard part),
and (3) to gather feedback
on how well one is doing and
adjust accordingly.”

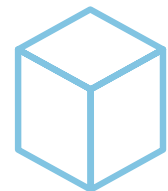
– Levin, 2008

One of the key themes that appears consistently in our interviews with internationally-recognized leaders in *In Conversation* is the concept of “authentic leadership” and its role in building the foundation of trust necessary to lead improvement. This concept of authentic leadership is also reiterated by school and system leaders in Ontario who are participants in Mentoring for Newly Appointed School and System Leaders and those involved in the Principal and Vice-principal Appraisal process.

What capacity do we need as leaders to demonstrate authenticity and build credibility and trust? One of the most critical is our ability and willingness to engage in challenging, sensitive – in a word, courageous – conversations.

If we are leading for improvement, we are inevitably leading for change and can expect some degree of discomfort, disagreement or resistance along the way – whether on the level of the individual, or the organization. Change often challenges our deeply-held beliefs, and as John Kenneth Galbraith famously said, “Faced with the choice between changing one’s mind and proving that there is no need to do so, almost everyone gets busy on the proof”. Open, authentic, truthful dialogue, in an atmosphere of trust and respect, is the key ingredient that makes meaningful change possible.

While effective leadership draws on a wide range of capacities, it could be argued that this one is unique in its influence over whether or not we can effect deep and sustainable improvement and, as part of that process, build an organizational culture in which change and improvement are welcomed and embedded in daily practice. In the absence of courageous conversations, we may be able to put a veneer on the status quo, and effect change on the surface, but deep and lasting change will be virtually impossible.



"Deep conversations uncover invisible goals."

– Kegan and Lahey, 2009

"Major change requires alteration in some of our basic, underlying beliefs."

– Kegan and Lahey, 2009

Leadership often involves challenging people to live up to their words, to close the gap between their espoused values and their actual behaviour. It may mean pointing out the elephant sitting on the table at a meeting – the unspoken issue that everyone sees but no one wants to mention. It often requires helping groups make difficult choices and give up something they value on behalf of something they care about more... 'adaptive leadership' is needed to confront such challenges.

– Adapted from Heifetz, Grashow, and Linsky, 2009

"Adaptive leadership is a daily opportunity to mobilize the resources of people to thrive in a changing and challenging world."

– Heifetz, Grashow, and Linsky, 2009

The Challenge: Leaders are as Human as Those They Lead

If the first truth about courageous conversations is that they are key to effective leadership for improvement, the second is that many leaders, if not most, find them difficult and uncomfortable. We often avoid courageous conversations, even when we recognize that they are desperately needed. Leaders are human too, and just as prone to avoiding discomfort as those they lead. In fact, Abrams (2009) has identified 18 reasons we can, and often do, avoid courageous conversations:

A desire to please: I want people to like me and to respect me.

Personal safety: I would rather avoid any emotional or physical pain.

Personal comfort: It will take so much effort to do what I need to do if this starts.

Fear of the unknown: I'd rather live with the status quo than take on the unknown.

No sense of urgency (for you): Not enough kids in the room are affected so let's not make a big deal of it.

"I don't fit in here": The culture doesn't address things head on. Why should I?

Waiting for the perfect moment: I can't do it until I know more about him or her or that.

Perfectionism: I don't have the right words yet.

Distrust of oneself and others: I am too judgmental, and maybe this is just another example.

Lack of authority: I don't have enough internal role authority or perspective, and I have no external role authority. So who am I to bring it up?

Distrusting our own judgement: It is her choice to do what she wants. Who am I to tell my peer what is best for kids?

Fear of kicking someone who is already down: I don't think she'll be able to take it. It will overwhelm her.

Too big a shift in role expectations: I thought I was here to work on classroom management and the external factors that make up a classroom. Now I am supposed to also focus on something personal and internal?

"This wasn't in the job description": I thought I hired someone who already knew how to do the job. I didn't expect to deal with these kinds of issues.

"Too close to home": This is a small town. My kid plays with her kid.

Conflict with beliefs or values: I don't agree with the program they are asking me to coach, and I just feel awkward.

Fatigue: I don't have the energy today.

Personality or intent: He is a nice person over all. She didn't mean it.

“Teachers who know that they are allowed to be imperfect works-in-progress can afford to engage in bold self-critique, especially if they are fully aware that the principal sees herself this way too. The role of the leader in setting the scene for continuous improvement is a powerful one that depends on strengthening beliefs, such as self-efficacy, among teachers. In the final analysis, teacher self-efficacy can make all the difference between choosing hope or despair and in deciding whether to engage or not to engage in the challenges of optimizing the learning conditions for all children.”

– Leithwood and Beatty, 2008

Courageous conversations are about being true to oneself, doing what is right for students, and shaping an environment that supports learning.

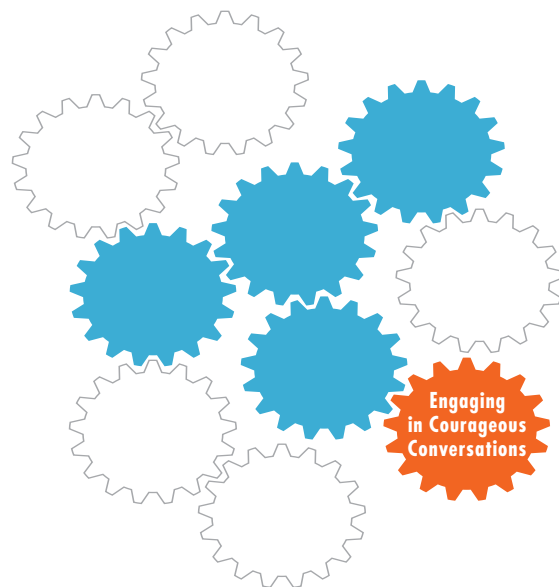
– Adapted from Abrams, 2009

One of the most powerful ways to overcome our own resistance to courageous conversations is to deepen our understanding of what they look like in practice, and how they can empower – rather than threaten – both our own leadership and those we lead.

Courageous Conversations in the Ontario Leadership Framework (OLF)

Within Ontario’s Leadership Framework, the practice of engaging in courageous conversations is recognized as vital to successful leadership and is reflected within and across all of the framework’s domains. Engaging in courageous conversations is about challenging current practices and fostering improvement and growth through conversation, listening to and acting on feedback, and providing feedback that will lead to improvements in student achievement and well-being. Leaders do this in a variety of ways; for example, they:

- Build relational trust and establish a culture in which courageous conversations and feedback are seen as necessary for improvement
- Challenge assumptions at both the individual and the organizational level
- Integrate description, analysis, prediction and a discussion of the next level of work in every debrief about teaching and learning.



The table below demonstrates the linkages between the Ontario Leadership Framework (OLF) domains and sample practices and competencies.

How “engaging in courageous conversations” is embedded in the Ontario Leadership Framework (OLF)		
Domains of the OLF	Sample Practices for leaders	Sample Competencies – Skills, Knowledge & Attitudes needed by leaders
Setting Directions	<ul style="list-style-type: none"> Ensures the vision is clearly articulated, shared, understood and acted upon by all 	<ul style="list-style-type: none"> Is able to inspire, challenge, motivate and empower others to carry the vision forward Demonstrates commitment to inclusive, respectful, equitable school culture
Building Relationships and Developing People	<ul style="list-style-type: none"> Encourages colleagues to take intellectual risks Leads by example, modelling core values 	<ul style="list-style-type: none"> Is able to challenge, influence and motivate others to attain high goals Has knowledge and understanding of strategies to promote individual and team development
Developing the Organization	<ul style="list-style-type: none"> Uses performance appraisal to foster professional growth Challenges thinking and learning of staff to further develop professional practice 	<ul style="list-style-type: none"> Is able to foster a culture of change Has knowledge and understanding of change management strategies
Leading the Instructional Program	<ul style="list-style-type: none"> Ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress 	<ul style="list-style-type: none"> Is able to initiate and support an inquiry-based approach to improvement in teaching and learning Has knowledge and understanding of strategies for developing effective teachers and leaders
Securing Accountability	<ul style="list-style-type: none"> Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation 	<ul style="list-style-type: none"> Has knowledge and understanding of the principles and practices of performance management Demonstrates commitment to individual, team and whole-school accountability for student outcomes

Aspects of leadership practice that are critical to constructive problem talk include:

- Building relational trust
- Having “open-to-learning” conversations
- Identification of qualities or behaviours that engender trust
- Engaging theories of action to bring about school-based change in instructional practice.

– Adapted from Robinson, Hohepa and Lloyd, 2009

Courageous Conversations in Research Literature

Robinson, Hohepa, and Lloyd (2009) recently published one of the best syntheses to date of empirical research evidence that illuminates the complex relationship between educational leadership and student outcomes. Among the eight dimensions of leadership the authors identify as having the greatest impact on student outcomes is what they term “constructive problem talk”. Some constructive problem talk takes the form of “courageous conversations”. Other such talk which is problem focused and requires more knowledge than courage will be addressed in future issues of this bulletin.

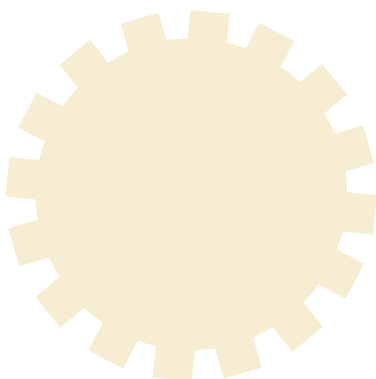
The authors suggest that, “In order to build communities that learn, leaders may need to challenge and change well-established aspects of teacher culture”. They argue that the evidence is compelling and shows “that leaders who engage in constructive problem talk are better able to help teachers make changes that benefit their students rather than those who avoid problem talk or who blame and invite defensive reactions”.

These principles would apply equally to other conversations involving directors, supervisory officers, principals and teachers. It is also important to note that courageous conversations can – and often need to – flow in both directions. Leaders must be prepared to hear from staff members about their leadership if the school is to be more effective. Leaders need to be seen as open to challenges from others about the value of what they are doing.

The intent of constructive problem talk, according to the authors, is to reveal possibilities for change by identifying, describing and analyzing problems. Effective leaders describe problems in a way that invites ownership and commitment, and includes respectfully identifying the ways in which they, and others, may be contributing to the problem.

Another important element of courageous conversations is leaders’ ability to inquire into the theories of action that lie behind the processes they wish to change. By exploring not only the behaviours and actions of colleagues, but also the beliefs that lie behind them, leaders are demonstrating respect – taking the time to acknowledge, discuss and understand why colleagues act as they do, before suggesting alternatives.

City, Elmore, Fiarman and Teitel (2009) also identify the positive outcomes associated with engaging theories of action. They stress



"A theory of action can be thought of as the story line that makes a vision and a strategy concrete. It gives the leader a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. It provides the map that carries the vision through the organization. And it provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in an actual organization with actual people.

– City, Elmore, Fiarman, and Teitel, 2009

"What leadership qualities or behaviours engender trust?"

- Respect for others,
- Personal regard for others,
- Competence in role, and
- Personal integrity are all factors.

Of these, the most basic is respect."

– Robinson, Hohepa, and Lloyd, 2009

that, while the term "theory" may conjure up thoughts of lofty, abstract ideas, a theory of action is, in fact, a highly practical tool that grounds our strategies in reality and helps us examine them more deeply to produce concrete results.

The authors suggest that an effective theory of action is stated as a series of "If ... then" propositions that can ultimately be tested against real outcomes. For example, "If I take this action ... then the following outcome will result". They suggest that the "If ... then" structure is an important way we can remind ourselves that each of our theories of action is a proposition that can be tested, and should be subject to revision. The end result is that we have established a platform for continuous improvement and professional learning.

In another synthesis of research that examines school leaders' influences on student learning, Leithwood, Anderson, Mascall, and Strauss (2009) describe four paths through which school leaders can impact student learning – the rational, emotional, organizational and family paths. The authors indicate that more than 90 studies have identified a connection between teacher emotions and their consequences for classroom practice and student learning. The rational and emotional paths, they suggest, are much more tightly connected than many leaders believe. Teacher trust in colleagues, parents and students is among the seven emotions the authors identify as having a particularly significant effect on teaching and learning. This research suggests that teachers' collective efficacy will increase when leaders:

- Clarify goals and encourage collaboration among staff toward reaching them
- Encourage their staff to network with others facing similar challenges
- Offer individual support and value staff opinions
- Sponsor and engage with staff in meaningful professional learning
- Provide appropriate models of both desired practices and appropriate values.

Relational Trust: A Key Foundation

No matter how good a leader's pedagogical knowledge and problem-solving ability may be, their ability to effect change and improvement will be compromised if relations within the school are characterized by lack of trust. Relational trust influences the effort, risk taking

“... trust has to grow out of patterns of practice over time in which people learn that they can depend on each other to behave in predictable ways in high-stakes activities. For many administrators, exposing their practice to the scrutiny of others is about as high-stakes an activity as one can imagine.”

– City, Elmore, Fiarman
and Teitel, 2009

and collective commitment that staff bring to the complex task of increasing student achievement and well-being.

Robinson, Hohepa, and Lloyd (2009) draw on the seminal work of Bryk and Schneider (2002) to support the following key observations about the importance of relational trust:

- Trust is critical when the success of an individual’s efforts is dependent on the contributions of others
- Such interdependence, however, creates risk and vulnerability – relational trust requires a willingness to be vulnerable, because each individual must have confidence that others will play their part.

Trust, they advise, is required for all school relationships including those between teacher and principal, teacher and teacher, and teacher and parent.

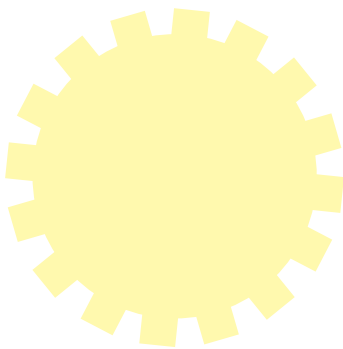
“Open-to-Learning” Conversations

Crucial to all the leadership dimensions are the interpersonal skills and values that enable leaders to identify and check their own and others’ “taken-for-granted” assumptions about themselves, other people, and the situation. Leaders need to be able to:

- Disclose their views and the reasons for them
- Listen to others’ views and be open to reciprocal influence
- Give and receive tough messages
- Detect and challenge their own and others’ problematic assumptions.

To engage in “open-to-learning” conversations, leaders need the skills and values that will make it possible for them to respectfully give and receive the tough messages that are an inevitable part of the process of improving teaching and learning.

The “open-to-learning” conversations model provides the theoretical framework for strategies that leaders can use to effectively deal with difficult issues, as shown in the table on the next page.



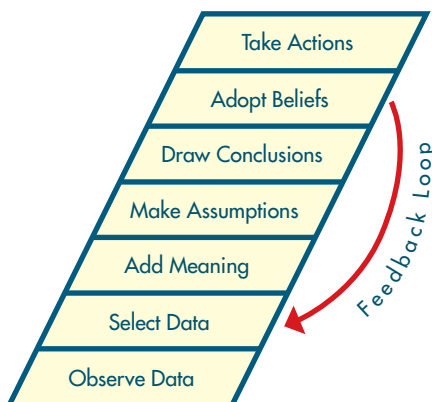
Guiding values	Key strategies
<p>1. Increase the validity of information Information includes: thoughts, opinions, reasoning, inferences, and feelings</p>	<ul style="list-style-type: none"> • Disclose the reasoning that leads to your views • Provide examples and illustrations of your views • Use the ladder of inference (see 'What is a ladder of inference?' below) • Treat your own views as hypotheses rather than taken-for-granted truths • Seek feedback and try to confirm the validity of the information
<p>2. Increase respect Treat others as well-intentioned, interested in learning, and capable of contributing to your own learning</p>	<ul style="list-style-type: none"> • Listen deeply, especially when views differ from your own • Expect high standards and constantly check to see how you are helping others reach them • Share control of the conversation, including the management of emotions
<p>3. Increase commitment Foster ownership of decisions through transparent and shared processes</p>	<ul style="list-style-type: none"> • Share the problems and the problem-solving process • Require accountability for collective decisions • Foster public monitoring and review of decisions

Source: Robinson, Hohepa, and Lloyd, 2009

The three guiding values illustrated in this table are widely espoused, but hard to put into practice. The conversations are referred to as “open-to-learning” because, within them, individuals have the opportunity to express their views openly rather than defensively, which increases the chance that faulty assumptions are made – about one another, the problem or task, or what needs to be done.

What is a “Ladder of Inference”?

Most of us are quick to leap to our own conclusions and make assumptions about a situation. This often occurs in the absence of any facts or supporting evidence – particularly the evidence of others. Argyris (1982) and Senge (1990) have used a “ladder of inference” to illustrate the way that we need to avoid leaping to conclusions without checking facts/data. At the bottom of the ladder is a pool of information or data. Each rung on the ladder represents the assumptions or inferences we make about that information as we incrementally move up the rungs toward a conclusion. The top step of the ladder represents a conclusion that should be data-based. To ensure that we are developing valid conclusions, the data (whether our own or others’) at each rung should be carefully checked for accuracy. Checking involves a high level of “inquiry”, or questioning, to test both our own and others’ perspectives. Checking minimizes the drawing of invalid or inaccurate assumptions. Providing and checking of evidence is therefore a crucial component of productive reasoning because it prevents us from drawing premature and often inaccurate conclusions.



Walking the Talk: Building Our Capacity

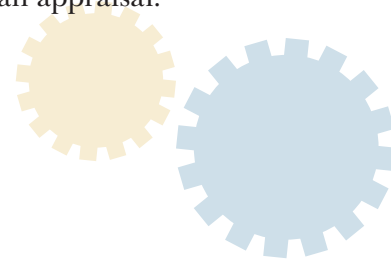
Courageous conversations in action: Teaching-Learning Critical Pathway (T-LCP)

The T-LCP is a process that is used to sequence and organize actions for teaching and student learning within school-level professional learning communities (PLCs). The work of individual PLCs is supported, challenged and shared through hubs (groups of three to five PLCs) and networks (larger groups of hubs). Courageous conversations are a foundation of success in the T-LCP. School leaders play a critical role by working with teachers to create a context of trust in which risk taking, innovation and ownership provide the conditions for change and improvement. They build a high tolerance for truth as they “put their thinking on the line” and reflect, share and refine practice through the T-LCP.

How can we as leaders further develop our practices and competencies for engaging in courageous conversations? Here is a sampling of supports and resources available. See www.ontario.ca/eduleadership for more information.

Ministry supports available to Ontario leaders

- **Conversation Starters:** This resource offers suggested guiding questions to provide focus in professional dialogue as well as support for engaging in courageous conversations. This resource will be helpful in a variety of contexts from daily interactions to more formal opportunities; for example, dialogue between mentors and mentees and between principals and superintendents in the performance appraisal process.
- **Mentoring for Newly Appointed School and System Leaders:** Mentoring provides the ideal context for strengthening leaders’ capacity to engage in courageous conversations by raising difficult questions and finding solutions to adaptive challenges. The context of confidential professional mentoring relationships based on trust and mutual respect makes it possible for newly appointed school and system leaders to take risks, try out new behaviours and strengthen their leadership related to this capacity. This in turn builds leaders’ confidence and willingness to open up the conversations needed to bring about improvements in student achievement and well-being in their own school and system contexts.
- **Principal and Vice-Principal Performance Appraisal:** Skilful appraisers can motivate and support principals/vice-principals to hold courageous conversations that challenge current practices and bring about change in their schools. In fact, the appraiser may need to have courageous conversations with the principal/vice-principal through the course of an appraisal.



Courageous conversations in action: School Effectiveness Framework (SEF)

The SEF is designed to bring about continuous improvement through school self-assessment. It serves as a catalyst for courageous conversations that foster introspection, reflection and analysis and help schools become more precise, intentional and strategic in their planning. The school self-assessment process focuses on three key questions:

- How effective are we in achieving our student learning and achievement goals?
- What is the evidence?
- What actions will we take to ensure continuous improvement?

Within a trusting and supportive environment, school self-assessment provides an opportunity for principals and teachers to engage in open, honest dialogue about strengths, areas for improvement and next steps.

Professional learning opportunities and resources offered by Ontario leadership associations:

• **Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) and Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO):**

ADFO and AGÉFO will be offering a one-day face-to-face provincial session, a web conference and a DVD and guide for school and system leaders focused on building collaborative relationships. In addition, ADFO has developed "*Le guide du mentor - mentorat pour les leaders scolaires nouvellement nommés*" and training focused on violence against women and its effect on children in our schools. A number of news bulletins and resources can be found on the association websites at www.adfo.org and www.agefo.ca.

• **Catholic Principals' Council of Ontario (CPCO) and Ontario Catholic Supervisory Officers of Ontario (OCSOA):**

CPCO in partnership with OCSOA hosts one-day workshops with internationally renowned speakers to provide educational leaders with access to current research and information. These shared learning opportunities support implementation of the Ontario Leadership Strategy and the Equity and Inclusive Education Strategy, while providing networking opportunities to strengthen Catholic education. Learn more at www.cpcoco.on.ca or www.ocsoa.ca.

CPCO has also designed and developed a number of workshops to support the Ontario Leadership Strategy which can be customized to meet the needs of individual boards. For more information visit www.cpcoco.on.ca.

• **Ontario Principals' Council (OPC) and Ontario Supervisory Officials of Ontario (OPSOA):**

OPC provides professional learning opportunities that support collaborative schools and, in particular, can assist school leaders in establishing effective working relationships. Programs focus on a wide range of topics such as challenging conversations, alternative dispute resolution and conversations about equity and inclusion. For more information visit www.principals.ca.

OPSOA offers a two-part networking session for new supervisory officers in their first year. As well, each new superintendent is connected with an experienced mentor who acts as coach and confidant. A similar program is in place for new directors of education. Learn more at www.opsoa.org.

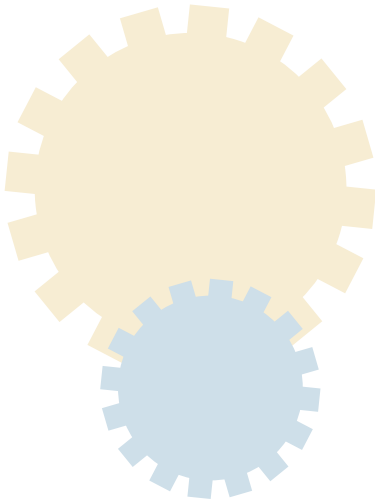
**Courageous
conversations in action:
Equity and Inclusive
Education Strategy:**

Implementation of the provincial Equity and Inclusive Education Strategy requires shared and committed leadership by the ministry, boards and schools to identify and remove discriminatory biases and systemic barriers that can impact student achievement and well-being. Courageous conversations that reach out to our diverse communities and occur at all levels about equity and inclusive education including parent engagement and issues such as racism or homophobia are needed to identify the biases and barriers and find ways to address them so that every student can reach his or her full potential.

Commercial resources recommended by Ontario leaders:

- *Crucial conversations: Tools for talking when stakes are high* by Patterson, Grenny, McMillan and Switzler (2002) provides tools to handle life's most difficult and important conversations including preparing for high-stakes situations and making it safe to talk about almost anything.
- *Difficult conversations* by Stone, Patton and Heen (1999) is based on 15 years of research at the Harvard Negotiation Project. This book answers the question: "When people confront the conversations they dread the most, what works?" It walks the reader through a proven step-by-step approach to having a tough conversation with less stress and more success.
- *Fierce conversations: Achieving success at work and in life one conversation at a time* by Scott (2004) includes helpful tools and a work book to show how conversations can change educators' and students' lives. Susan Scott, the author of this book also writes 'Collaborative Culture', a regular column in each issue of *Journal of Staff Development* available at www.nsd.org.
- *Having hard conversations* by Abrams (2009) provides an interactive, personal approach to mastering the art of challenging conversations and includes sample scripts and practical tools to help educators prepare for the conversation.
- *Immunity to change* by Kegan and Lahey (2009) examines why change is so hard, shows how our individual beliefs – along with the collective mindsets in our organizations – combine to create a natural but powerful immunity to change, and provides practical insights and tools to help unlock our potential to change and move forward.
- *Influencer: The power to change anything* by Patterson, Grenny, Maxfield, McMillan and Switzler (2008) builds on the advice the authors offer in *Crucial conversations* and provides concrete steps in the influence process to make change inevitable.
- 'Leadership practices that build trust: A closer look at trust and its importance in the principal-teacher relationship' by Ontario vice-principal Martine Lewis (2009) is an article published in the Catholic Principals' Council of Ontario's *Principal Connections* in which the author reports on her research and study on trust in schools.

- *The practice of adaptive leadership* by Heifetz, Grashow & Linsky (2009) provides tools and tactics for mobilizing people to tackle tough challenges and fashion new and better responses.



Seven Principles of Fierce Conversations:

Regardless of our skill and experience, courageous conversations will always be challenging. Scott (2004) advises that we need to focus on passion, integrity, authenticity and collaboration in approaching what she refers to as “fierce” conversations, and offers the following seven principles:

Master the courage to interrogate reality. What has changed, does the plan still make sense? If not, what is required of you? Of others?

Come out from behind yourself into the conversation and make it real. No one has to change, but everyone has to have the conversation. When the conversation is real, the change occurs before the conversation is over.

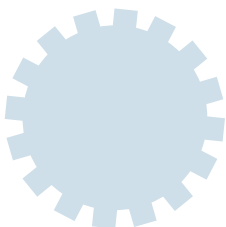
Be here, prepared to be nowhere else. Speak and listen as if this is the most important conversation you will ever have with this person.

Tackle your toughest challenge today. The problem named is the problem solved. All confrontation is a search for the truth. Healthy relationships include both confrontation and appreciation.

Obey your instincts. During each conversation, listen for more than content. Listen for emotion and intent as well. Act on your instincts rather than passing them over for fear that you could be wrong or that you might offend.

Take responsibility for your emotional wake. For a leader there is no trivial comment. The conversation is not about the relationship; the conversation is the relationship. Learning to deliver the message without the load allows you to speak with clarity, conviction and compassion.

Let silence do the heavy lifting. Talk with people not at them. Memorable conversations include breathing space. Slow down the conversation so that insight can occur in the space between words.



The Institute for Education Leadership (IEL)

Ontario's Institute for Education Leadership is a unique partnership committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders. As part of its work on research into practice the IEL has adopted the Ontario Leadership Framework and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province.

Visit: www.education-leadership-ontario.ca for more information about the IEL, upcoming events, leadership research, and a variety of tools and resources for leaders.

A Call to Action

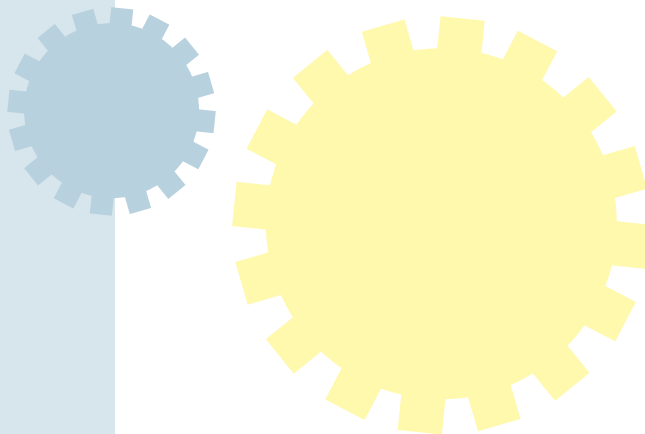
The Ontario Leadership Framework (OLF) remains the key foundation of initiatives being undertaken within the Ontario Leadership Strategy (OLS). The OLF includes a leadership framework of practices and competencies for individuals – supervisory officers, principals and vice-principals – and system practices and procedures for districts. Five Core Leadership Capacities, taken from the Ontario Leadership Framework, are the province's focus for capacity building beginning in 2009-10.

Ideas Into Action is designed to support and align with this capacity building, which is being undertaken by the ministry, Ontario's provincial leadership associations, the Institute for Educational Leadership (IEL) and district school boards. It is intended to contribute to your ongoing professional learning and provide you and your colleagues with a meaningful springboard for reflection, professional dialogue and for putting ideas into action.

Do you have insights to share? We are interested in hearing about your experience with courageous conversations – what has worked for you? What professional learning supports have you found to be most effective in strengthening this capacity?

We look forward to your responses, and to sharing excerpts from them in our next issue of *Ideas Into Action* which will focus on “promoting collaborative learning cultures”.

Learn more about the Ontario Leadership Strategy at www.ontario.ca/eduleadership.



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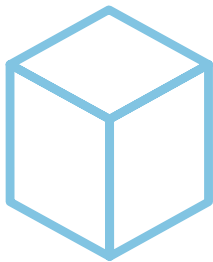
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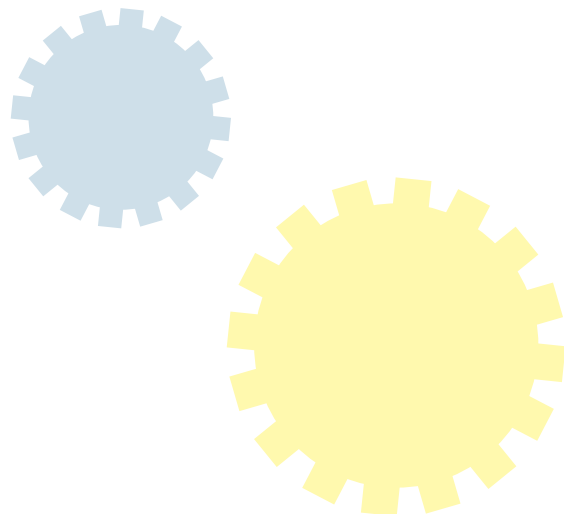
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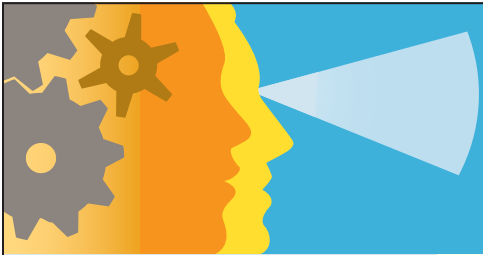
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FROM RESEARCH TO POLICY TO EFFECTIVE PRACTICE

IdeasIntoAction

FOR SCHOOL *and* SYSTEM LEADERS

ONTARIO LEADERSHIP STRATEGY

BULLETIN #3 • SPRING 2010

Ideas Into Action is published by the Ministry of Education to support Ontario's school and district leaders. It is designed to provide research insights and practical strategies for school and system leadership that align with the [Ontario Leadership Framework \(OLF\)](#) and to help implement the [Ontario Leadership Strategy \(OLS\)](#). Ministry-sponsored professional learning and resources are focussed on five Core Leadership Capacities (CLCs) derived from the OLF: setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging in courageous conversations.

Ideas Into Action is likewise devoted to exploring these five CLCs as one of many supports being provided to assist leaders in further strengthening and integrating these capacities into their daily practice. Each issue has as its primary focus one of the CLCs and shows how it is derived from the Ontario Leadership Framework, which describes the full range of capacities leaders use to meet their specific challenges and leadership goals.

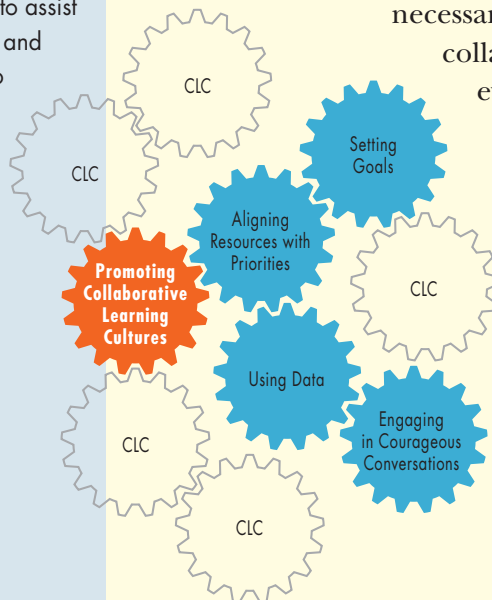
Exploring Five Core Leadership Capacities

Promoting Collaborative Learning Cultures: Putting the Promise into Practice

The case for collaborative learning cultures – and their direct impact on school improvement and student achievement – has been made so consistently and conclusively that collaborative approaches of one form or another have become a common feature of effective education practice in Ontario.

Yet most education researchers and practitioners would agree that we may have, individually and collectively, only begun to scratch the surface. What does a genuine collaborative learning culture look like? Are we there yet? If not, how can we move beyond structural change and bring about this kind of deep cultural change? What are the necessary conditions for establishing an authentic collaborative learning culture? How can we

evolve from an organization of individual learners to a true learning organization in which knowledge is shared, developed and applied and practice is deprivatized? How can we build networks beyond our own individual walls to embrace – and benefit from – a system-wide collaborative learning culture? And how can we help ensure that the work of educators coming together results not only in more knowledge, but also significantly improved practice in classrooms?



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reach every student



Some Research Foundations

While the need for collaborative learning cultures, and for deprivatization of practice, might appear to be “contemporary” concepts, they date back as far as Willard Waller’s *The Sociology of Teaching*, published in 1932. It was not until the late 60s, however, that the issue began to receive broad attention.

- The issue of teacher isolation and its effect on school improvement has been explored by Jackson (1968), Sarason (1971), Lortie (1975) and Newmann and Wehlage (1995).
- Rosenholtz (1989) and McLaughlin and Talbert (1993) studied the effect of workplace factors – particularly opportunities for collaborative inquiry – on teaching quality.
- Insights on the characteristics of effective Professional Learning Communities (PLCs) are offered by Little (1990) and by Kruse, Louis, and Bryk (1995).
- The connections between professional learning and student achievement have been studied by Louis, Marks and Kruse (1996), Louis and Gordon (2006) and Leithwood, Louis, Anderson, and Wahlstrom, 2004.
- DuFour, DuFour and Eaker (2004) continue to have a significant impact on putting PLCs into practice beginning with their release of *Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn*.

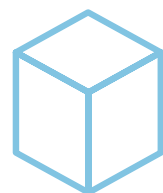
An excellent adjunct to the U.S. literature is a Canadian study, by Coleman and LaRocque (1990), that explores the links between district climate and improvements in both teaching and student achievement.

Re-Focusing on the BIG Picture: Deepening Our Understanding of Collaboration

In this issue of *Ideas Into Action* we explore research foundations supporting collaborative learning cultures, and present a sampling of current findings and resources that will help school and system leaders deepen their understanding and practice of this core leadership capacity.

While it could be argued that educators in 2010 collectively view collaborative learning cultures as essential to improving schools and education systems, the very acceptance of this idea has in some ways led to our greatest challenge. In viewing collaborative learning cultures as a process or practice – or worse, as the latest educational “innovation” – we risk losing sight of the intended outcome: a dramatic improvement in the culture itself that builds teaching capacity and improves student achievement. Far beyond process or practice, this is a profound shift away from isolation and autonomy, and toward deprivatized practice, away from the traditional silos of classroom, school, district, and province and toward a genuine, system-wide learning organization.

The rise of the concept of Professional Learning Communities (PLCs) as Michael Fullan (2006) argues, is a case in point. Fullan hesitates to apply the PLC label, preferring to speak more generally about building collaborative networks. He does this first, because transforming the culture of schools and systems is the key focus, and second, because educators run the risk of simply describing what they are currently doing as a PLC, without realizing that they are not going deep enough. He describes this as a “you-don’t-know-what-you-don’t-know” (Fullan, 2009) phenomenon.



Promoting collaborative learning cultures as a “wicked problem”

Transforming the culture of a school, district or education system certainly qualifies as a “wicked problem,” a term coined by Horst Rittel in the late 60s. This concept continues to capture the attention of leaders in business and education contexts alike. Leithwood, Harris and Strauss (2010), for example, describe turning schools around as a wicked problem – one that is especially difficult to solve and resolve. Roger Martin (2009), Dean of the Rotman School of Business, relates the concept of wicked problems to his theory of integrative thinking. In the words of Jennifer Riel (cited in Martin, 2009), “attempting to solve a wicked problem is like that old cliché of trying to grasp a handful of sand: the harder you grip the more sand slips through your fingers. In other words the causes of the problem are not just complex but deeply ambiguous; you can’t tell why things are happening the way they are and what causes them to do so. Furthermore there is no clear stopping rule when attempting to solve the problem as it is difficult to tell when it is solved and what the solution may look like when you reach it.”

The Challenge: From Concept to Reality

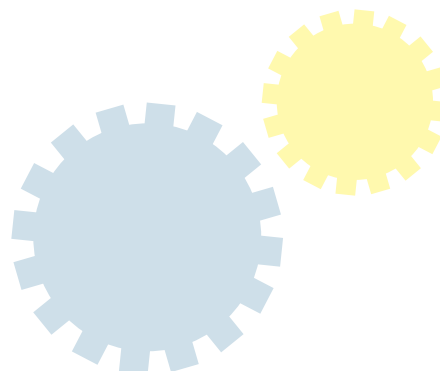
So what should we know that we don’t know? While the underlying concepts may be relatively straightforward – and the objectives clear – the business of realizing an authentic collaborative learning culture requires that leaders recognize the depth of this task, and the multitude of challenges that need to be addressed along the way. Developing a collaborative learning culture is a process, rather than a destination, and one that requires knowledge, skills and persistence.

The Complexity of Culture Change

In the language of Heifetz and Linsky (2002), turning around school and system cultures is an adaptive – rather than a technical – challenge. As illustrated in the chart below, technical problems may be very complex and critically important, but they have known solutions that can be implemented through current knowledge. They can be resolved through the application of authoritative expertise and through the organization’s current structures and procedures. Adaptive challenges, on the other hand, can only be addressed through changes in people’s priorities, beliefs, habits, and loyalties. Making progress requires going beyond any authoritative experience to mobilize discovery, shedding certain entrenched ways, tolerating losses, and generating new capacity to thrive.

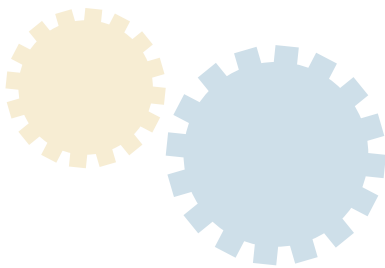
Kind of challenge	Problem definition	Solution	Locus of work
Technical	Clear	Clear	Authority
Technical & Adaptive	Clear	Requires Learning	Authority & stakeholders
Adaptive	Requires Learning	Requires Learning	Stakeholders

Source: Heifetz, Grashow and Linsky, 2009



"Leading implies change and change implies leadership."

– Herold and Fedor, 2008



"Mental models are the images, assumptions, and stories which we carry in our minds of ourselves, other people, institutions, and every aspect of the world. Like a pane of glass framing and subtly distorting our vision, mental models determine what we see. Human beings cannot navigate through the complex environments of our world without cognitive 'mental maps' and all of these mental maps, by definition, are flawed in some way."

– Senge et al, 1994

Engendering Trust

Why does it take so long to establish a PLC? Kruse and Louis (2009) suggest that trust is a key element of organizational culture that is often taken for granted, and routinely overlooked. High trust, they assert, is associated with improved performance on a variety of measures such as student achievement and parent engagement. Low trust is associated with stress and anxiety.

Kruse and Louis note that:

- Even where there are pockets of high trust among like-minded teachers in a school, there may be weak relational trust within the larger organization.
- Relationships between teachers and administrators may be less trusting than those among teachers, with the result that teachers may look cynically at an administrator-initiated change.
- Change itself decreases trust because it alters and disrupts the existing norms and functions within the organization.

Trust, then, is required for the development of effective collaborative learning cultures, and a factor that must be considered. Although leaders can't be solely responsible for creating a trusting culture in the school or district, their words and actions set the tone and lay the foundation.

Cultural Context and History

Changing a culture requires understanding the local context and history, and designing the change process – and any supporting structural changes with sensitivity to both factors.

As Kruse and Louis (2009) suggest, culture describes "how things are", "how things operate" and reflects how we view the world. In order to change a culture, we first need to understand the current mental model of school and classroom organization. It is important to keep in mind that leaders inherit culture, rather than create it. Even in a new school, experienced staff will have preconceived ideas about how schools operate.

In the face of pressure to close achievement gaps and raise levels of achievement, and on the assumption that a leader may be in the school only a limited number of years, most principals feel a need to focus on what they can handle at the moment. Short term "wins" are useful, but they must be integrated into a long-term process of change – one in which the work is never done.

“Leadership has been delightfully defined as ‘the ability to foster consequential relationships.’ Easier said than done. To promote collegial relationships in the school, someone has to make relationships among adults a ‘discussable.’ Someone must serve as a minesweeper, disarming those landmines. I can think of no more crucial role for any school leader.”

– Barth, 2006

“Think ‘system’ and not ‘individual school’ if the goal is to fundamentally change the culture of schools.”

– Fullan, 2008

Resistance to Change

In *Change the Way You Lead Change*, Herold and Fedor (2008) point out that it is one thing to lead change when you enjoy high-quality relationships with followers. However, it is another thing to do so when you are still in the process of establishing such relationships, and it is yet quite another to do so when the quality of such relationships is damaged.

In their words:

“People do not naturally resist change; they resist change they do not understand, the value of which they do not see, or the demands of which they cannot meet. It is a change leader’s job to motivate others to follow and to make it possible for them to do so. Change leaders are not born. They come in all shapes and sizes but they work with what they have and can achieve success using many approaches, as long as what they do fits with the situation in which they find themselves. People are not unfortunate obstacles to change plans; they are the key elements in these plans. Cultivating people’s commitment to the organization and to the leader may be the most important change tool leaders have.”

The Issue of System Cohesion

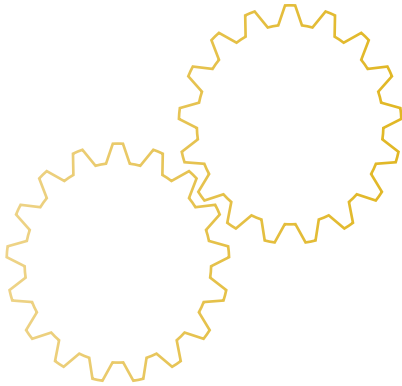
All systems, particularly larger systems, face the problem of how to achieve cohesion, which Fullan (2009) refers to as the “too-tight-too-loose” dilemma. Focus the organization with sharp goals and tight accountability, says Fullan, and you get passive or alienated workers. Go for decentralized creativity and you get drift and inertia. The key to achieving tight-loose organization lies more in “purposeful peer interaction” (Fullan, 2009) than in top-down direction from the hierarchy. This does not require less leadership at the top, according to Fullan, “but rather more – more of a different kind”. Fullan suggests positive peer interaction works effectively under three conditions:

1. When the larger values of the organization and those of individuals and groups mesh.
2. When information and knowledge about effective practices are widely and openly shared.
3. When monitoring mechanisms are in place to detect and address ineffective actions while also identifying and consolidating effective practices.

“Internal States” include:

- those that are largely *affective*; i.e. individual teacher efficacy, collective teacher efficacy, teacher job satisfaction, organizational commitment, stress/burnout, trust in colleagues, students and parents, and morale
- those that are largely *cognitive*; i.e. engagement or disengagement from the school and pedagogical content knowledge.

– Leithwood, 2006



Working Together for the “Collective Good:” Union and District Relationships

Researchers and experts in educational leadership argue that collaboration and partnership between unions and school systems are necessary pre-conditions for creating a trusting collaborative learning culture in schools and districts.

For example, in Leithwood’s (2006) study of teachers’ working conditions, he points out that “teachers’ internal states and their classroom performance contribute much more positively to student learning when there is a consistent, largely uncontested sense of direction for change in the province.” Michael Fullan (2010) in *All Systems Go* extends this argument, suggesting that “there is no way to make whole-system reform work without the entire teaching profession and its leaders working together for the collective good.” The writings of these and others open doors to greater collaborative efforts between school systems and teachers’ unions both to improve working conditions for teachers and to build teacher satisfaction and morale, and in turn, positively impact teaching, learning and student achievement.

Toward a Collaborative Learning Culture: Promising Findings

What does recent research suggest about addressing the issue of culture change? In addition to the following selected findings, see “Walking the Talk: Building Our Capacity” on page 15 for many additional sources and learning resources.

“Relational trust involves a willingness to be vulnerable because one has confidence that others will play their part. It should not be mistaken for feelings of warmth or affection.”

– Tschannen-Moran and Hoy, 2000

How Leaders Develop Relational Trust

Robinson, Hohepa and Lloyd (2009) recently published one of the best syntheses to date of empirical research evidence that illuminates the complex relationship between educational leadership and student outcomes. Among the competencies involved in effective educational leadership, these researchers identify “building relational trust” as essential in schools and systems where the success of one person’s efforts is dependent on the contribution of others.

What qualities or behaviours engender trust? According to these researchers, the critical components are: respect for others, personal regard for others, competence in role, and personal integrity. Of these, the most basic is respect. Practical steps educational leaders can take to build relational trust include:

- acknowledging the interdependence – and therefore vulnerability – of members of the school community, and the importance of trust in building commitment and cohesiveness
- modelling the four critical components of trust on a daily basis
- following through on expectations for school staff, including the difficult task of confronting issues involving both behaviour and performance
- demonstrating integrity by “walking the talk” and through actions that uphold the interests of students as paramount.

RELATIONAL TRUST AS A RESOURCE FOR SCHOOL IMPROVEMENT	
Involves	Does Not Involve
Integrating the needs of adults with advancing the best interests of students	Meeting the needs of adults
Putting the needs of students first when their needs and the needs of staff are in conflict	Putting the needs of staff before those of students
Making critical decisions collectively on the basis of a unifying focus on what is best for students	Staff doing their own thing with mutual indifference or tolerance
Giving transparent explanations of reasons for treating staff differently	Giving similar affirmation and voice to staff, regardless of their commitment or breaches of trust
Explaining respectfully what is and is not acceptable and why	Tolerance of and collusion with a negative status quo (for example, high rates of staff or student absenteeism)

Source: Robinson, Hohepa and Lloyd, 2009

“Educators who believe that a ‘primer’ – containing the philosophical underpinnings of professional learning communities and the practical steps needed to create them – and the introduction of modest changes such as study groups and team times are a sufficient set of tools to ‘re-culture’ their school don’t really grasp the sea change required to deepen trust and to create the intellectual ferment that characterizes a learning organization.”

– *Louis, 2006*

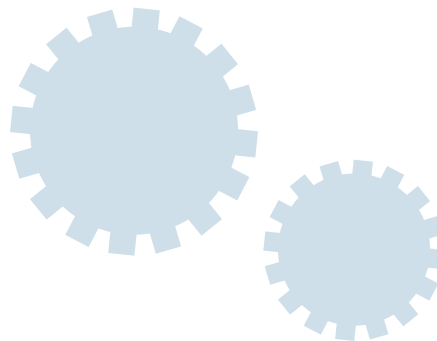
“The measure of collective efficacy is that school and district leaders have confidence that they and their peers, can together figure out how to make progress – that is, their ongoing interaction and experience with one another build the trust and knowledge that they are collectively responsible and good at their work. It is not the sum total of individual qualities that counts, but the fact that people learn from and identify with one another.”

– *Fullan, 2009*

The Principal’s Role

In *The Principal’s Role in Supporting Learning Communities*, researchers Hord and Hirsh (2009) suggest principals have found that the following approaches support strong learning communities:

- **Emphasize to teachers that you know they can succeed – together:** Particularly in schools with a history of low achievement, lay the groundwork for collaborative learning cultures by letting teachers know that you believe they have the expertise to make student learning happen. Make clear that you expect them to pool that expertise.
- **Expect teachers to keep knowledge fresh:** Let teachers know you expect them to keep their skills up-to-date through collaborative study.
- **Guide communities toward self-direction:** Effective learning communities are democratic and participatory. Share authority and decision-making from the beginning and prepare others to take the lead.
- **Make data accessible:** Support instructional decision-making by ensuring that data on student performance is available in a format that teachers find understandable and that invites interpretation.
- **Teach discussion and decision-making skills:** Especially if collaboration is new in your school, help teachers develop skills in talking and making decisions together. Explain the different modes of dialogue and discussion (See for example, Garmston and Wellman, 2009).
- **Show teachers the research:** Research on professional learning communities indicates that teachers reap benefits such as: collective responsibility for student success, increased understanding of teachers’ roles in helping students achieve, feedback and assistance from peers, and professional renewal.
- **Take time to build trust:** Giving teachers guided practice in conducting appropriate conversations, making decisions, and managing conflict will help strengthen trust; so will keeping the focus on building student and teacher learning.



“Schools with high levels of Professional Community, Organizational Learning and Trust (PCOLT) have statistically significant improvements in student learning.”

– Kruse and Louis, 2009

“The district plays an essential role in providing the conditions that enable schools to develop PCOLT ... School districts can support change by:

- clarifying expectations bilaterally
- establishing common values and priorities
- designing opportunities for communication and mutual learning
- building trust
- coaching and modelling a culture of professionalism
- planning and thinking strategically.”

– Kruse and Louis, 2009

Building School Culture

In their most recent publication, *Building Strong School Cultures*, Kruse and Louis (2009) describe the cultural attributes of a school that they have found will create better opportunities for students. Among these is a shift from the concept of the “heroic leader” – one person with all the answers – to an approach that increases the number of people engaged in leadership roles, with a particular focus on student outcomes.

They also identify three features of school culture that have been tied to student learning in multiple studies – professional community, organizational learning, and trust – which they have named PCOLT.

- **Professional Community (PC):** strong school cultures are based on shared norms and values, reflective dialogue, public practice, and collaboration in which adults feel a sense of collective responsibility for students and outcomes.
- **Organizational Learning (OL):** collective engagement with new ideas generates enhanced classroom practices and deeper understanding of how organizational improvement occurs. In the learning school, teachers work together to gather more information about their teaching and their content areas and then discuss, share and critique the new ideas so that all members understand and can use the new information.
- **Trust (T)** is the glue, according to Kruse and Louis, and comprises integrity, honesty and openness, concern and personal regard for others, competence, reliability, and consistency.

The authors believe school leaders need to move beyond the current pressure to focus on curriculum and instruction. Rather, school leaders ought to concentrate on integrating the fragmented subcultures that exist in every school. In their view, it is the influence of peers, parents, colleagues, and community that creates a fidgeting, rebellious student or a cynical teacher. Nothing inherent in a classroom creates these realities, nor can classroom teaching alone cause them to disappear.

Katz, Earl and Jaafar (2009) draw attention to Little's (1990) four-fold taxonomy for examining collaboration as a useful organizer for thinking about and questioning existing practices:

1. Storytelling and scanning for ideas
2. Aid and assistance
3. Sharing
4. Joint work.

As they point out: "Looking across the four forms of collaboration, it is obvious that joint work is something of a different order that includes deprivatization and a collective commitment to change. Simple intensity of collaboration cannot automatically be taken as a precursor to improvement."

"Deprivatized practice is when teaching practice goes public, teachers visit one another's classrooms to observe lessons and materials and to mentor and to solve problems in the living laboratory of instructional space."

– Louis, Marks and Kruse, 1996

Assessing Cohesion and Organizational Climate

How staff members feel about their work, their supervisors, their peers, senior management, and many other factors affects their individual performance and, collectively, the organization's ability to achieve its goals. Without a formal process, finding out about staff attitudes usually relies on the instincts of their supervisors or the individual employee's willingness to communicate upward. But managerial instinct rarely provides the kind of hard data needed for decision-making, and most employees are hesitant to communicate anything but positive information to their supervisors. Organizational reviews, employee surveys and culture studies are being increasingly used by leading edge organizations across the province to get an accurate picture of the organization's current climate with the goal of helping to drive the continuous improvement/change process. Such tools help leaders to:

- understand the connection between their actions and the climate they create for their staff
- understand the climate they themselves experience on a daily basis
- work with teams and the survey results to put action steps for improvement in place
- inform professional learning through mentoring and coaching.

Building System Culture: From PLC to Networked Learning Community (NLC)

Drawing primarily on the Networked Learning Communities (NLCs) initiative in England, Jackson & Temperley (2007) make the case for school-to-school learning and collaboration, and argue that in a knowledge-rich and networked world, the school as a unit is too small-scale and isolated to provide professional learning to its members on its own without system support.

- **Networked learning:** occurs when people from different schools engage with one another to learn together, to innovate and to enquire into their collective practices. This activity is purposeful, designed, sustained and facilitated.
- **Networked:** involves random relationships and offers rich opportunities for learning, but is distinct from networked learning, which is organized by design.
- **The effective PLC:** requires openness to learning sources from outside the school community – thus, networked learning is at the heart of the relationship between school networks and the PLC.

“Collaborative inquiry involves two components – collaboration (working together) and inquiry (a search for deep understanding)...Collaboration is what most people think about as the purpose of networks. Collaboration is why you would want to bring people together. However, not all collaboration is equal, and working together for the sake of working together is not enough to move improvement forward.”

– Katz, Dack and Earl, 2009

Four principles underpin networked learning:

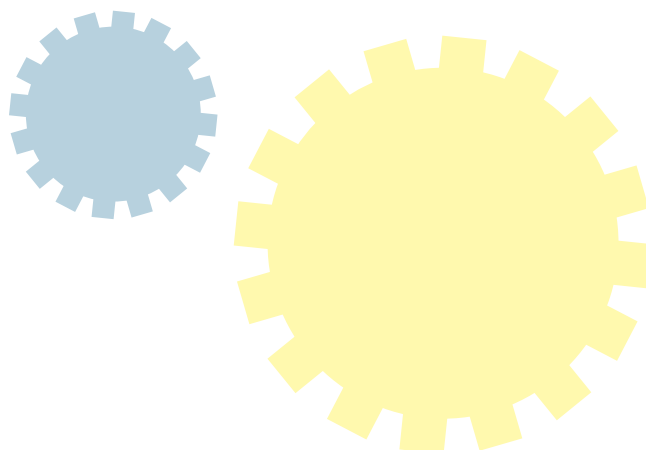
1. Moral purpose – a commitment to success for all children.
2. Shared leadership.
3. Inquiry-based practice which is evidence- and data-driven learning.
4. Adherence to a model of learning that draws on three fields of knowledge: practitioner, public, and new.

These four principles underline a commitment to collaborative practice and generosity of spirit – hence, networked learning has two key mantras. The first is that collaboration means working smarter together, rather than harder alone. The second, which represents a critical part of the principle of moral purpose, revolves around learning from, with, and on behalf of, one another.

The Role of School and District Leaders in Supporting NLCs

According to Katz, Earl and Jaafar (2009), formal leadership is critical in the work of NLCs, at both the school and network levels in what these researchers term “enabling activities.” They argue that the involvement of formal leaders in such enabling activities is correlated with changes in thinking and practice at both the school and the network levels. Four important roles that formal leaders – whether school or district – play in relation to networks are:

1. Encouraging and motivating others
2. Setting and monitoring the agenda
3. Sharing leadership
4. Building capacity and providing support.



“For collaboration to be an enabler of the kind of meaningful professional learning that can impact on practice, it needs to be more than just an inventory of group-based activities that someone hopes will make a difference. Practitioners need to be able to work together in a way that makes their knowledge accessible and explicit, and then subject it to scrutiny and challenge in an evidence-driven sense. That is, they need to practice inquiry together. Inquiry is about a need to know or a search for deep understanding. The practice of inquiry promotes the challenge and reconstruction of professional knowledge based on a body of evidence.”

– Katz, Dack and Earl, 2009

Some terminology

- Asynchronous describes events that don't require learners to gather at the same time; they can participate at their own convenience.
- Synchronous describes events that require learners to gather at the same time for collaboration such as a chat or phone call.

– *Journal of Staff Development*,
February 2010

Using Technology to Support Collaboration

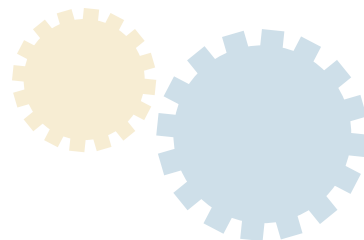
Online technologies can provide a powerful platform to support PLCs, NLCs, and other collaborative learning and work teams. Chris Dede (Crow, 2010), a leading researcher in the field at Harvard Graduate School of Education, offers the following observations:

- Online communities can be widely distributed – peers with like goals, knowledge, capacities and learning needs can connect far beyond local boundaries.
- Web 2.0 technologies allow rich collaboration and the sharing of information and resources in a wide variety of media.
- Online communities can be blended with, and support, face-to-face interactions.
- An effective online community will potentially use a wide variety of technologies from wikis, asynchronous discussions and synchronous chats to streaming videos and other media.

Dede points out the importance of developing an online community that is rewarding enough for members to participate regularly and share information and resources, in the knowledge that others will share in turn. It is not the technology, but rather the shift in culture needed to create an active community, that presents challenges, and much remains to be learned about effectively building cultures online.

The Power of the Human Connection

Douglas Reeves (2009), recognizes the advantages that Web 2.0 offers schools and students. That said he cautions: “Let’s remember that online interaction will never replace the human connections that underlie the most powerful education. Think for a moment about your best teachers and most inspiring leaders – the ones who challenged you to be better than you thought possible. Did they equip you merely with the most efficient way to learn many things, or did they provide essential insights that helped you make sense of what you learned? It still takes a person to accomplish that kind of teaching and learning.”



MAKING CONNECTIONS BETWEEN THE CLCs

Collaborative Learning Cultures and Courageous Conversations

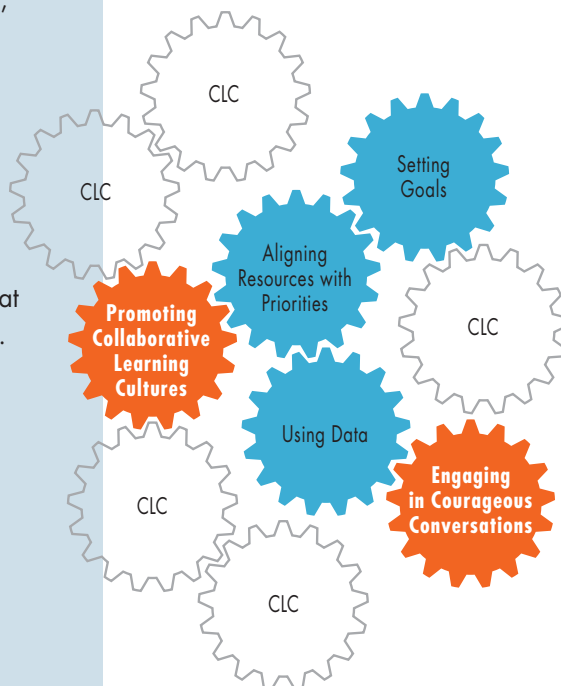
Having the capacity to engage in courageous conversations (see *Ideas Into Action*, Winter 2010) is an indispensable pre-condition for promoting and leading collaborative learning cultures. Engaging in courageous conversations is about challenging current practices and fostering improvement and growth through conversation and feedback. It requires that leaders build relational trust and establish a culture in which “difficult” conversations are not only accepted, but seen as necessary for improvement. Likewise, it requires that we challenge assumptions at both the individual and organizational levels. As we lead the shift toward deprivatized and collaborative practice, courageous conversations become a very powerful vehicle through which we can engage in open, trustful and purposeful dialogue, identify and address barriers, and build a cohesive culture that embraces positive change.

The Ontario Context: Collaborative Learning Cultures and the Ontario Leadership Framework

How are these research findings reflected in the Ontario Leadership Framework (OLF)? Within the OLF, the core capacity promoting collaborative learning cultures is recognized as vital to successful leadership and is reflected within – and across – all of the framework’s domains.

The framework recognizes that promoting collaborative learning cultures 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. It also recognizes that leaders may do this in a variety of ways. For example, they may:

- Facilitate a shared understanding and ownership of student achievement and well-being as a central focus for collaboration among staff, federations, associations, the school board and the diverse school community.
- Improve and build on existing models of professional learning communities.
- Enable teamwork and collective decision-making among teachers and staff, providing opportunities for teacher-leadership.



**This table illustrates how “promoting collaborative learning cultures”
is embedded in the Ontario Leadership Framework (OLF)**

Domains of the OLF	Sample Practices	Sample Competencies – Skills, Knowledge & Attitudes
Setting Directions	<ul style="list-style-type: none"> • Works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement • Demonstrates the vision and values in everyday work and practice 	<ul style="list-style-type: none"> • Is able to actively engage the diverse community, through outreach, to build relationships and alliances • Has knowledge and understanding of ways to build, communicate and implement a shared vision
Building Relationships and Developing People	<ul style="list-style-type: none"> • Develops effective strategies for staff induction, professional learning and performance review • Engages staff in professional learning 	<ul style="list-style-type: none"> • Is able to develop, empower and sustain individuals and teams • Has knowledge and understanding of the significance of interpersonal relationships, adult learning and models of continuing professional learning • Has knowledge and understanding of strategies to promote individual and team development
Developing the Organization	<ul style="list-style-type: none"> • Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities • Develops a school culture which promotes shared knowledge and shared responsibility for outcomes 	<ul style="list-style-type: none"> • Is able to collaborate and network with others inside and outside the school • Is able to engage in dialogue which builds community partnerships • Has knowledge and understanding of building and sustaining a professional learning community
Leading the Instructional Program	<ul style="list-style-type: none"> • Ensures that learning is at the centre of planning and resource management • Develops professional learning communities to support school improvement 	<ul style="list-style-type: none"> • Is able to initiate and support an inquiry-based approach to improvement in teaching and learning • Has knowledge and understanding of the use of new and emerging technologies to support teaching and learning
Securing Accountability	<ul style="list-style-type: none"> • Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation • Measures and monitors teacher and leader effectiveness through student achievement • Develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan. 	<ul style="list-style-type: none"> • Has knowledge and understanding of the principles and practices of performance management • Demonstrates commitment to individual, team and whole-school accountability for student outcomes

Collaborative Learning Cultures in Action: Student Success School Support Initiative

The Student Success School Support Initiative offers intense support to principals from secondary schools where data show a significant number of students not being successful academically. The goal is to build on and enhance the instructional leadership capacity of the principal, who in turn can develop and lead school-based professional learning teams that focus on student achievement. The initiative brings together a group of principals, within a given district who work together in a collaborative learning culture to share ideas, learn from each other, and build and support their capacity as school leaders.

This initiative matches each participating principal with a retired secondary school principal who acts as the principal's coach. It uses a collaborative coaching model to focus support on the principal's role as leader of learning and instruction.

The Student Success School Support Initiative not only provides direct support to participating principals, but also serves to foster the growth of networks of support generally, and to support learning within and across districts.

Walking the Talk:

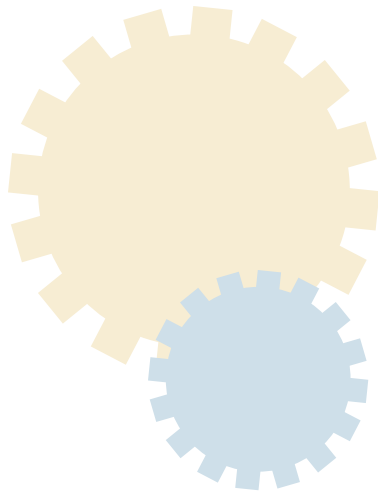
Building Our Capacity

How can we as leaders further develop our practices and competencies for promoting collaborative learning cultures? The following is a brief sampling of current programs and resources that support the development of collaborative learning cultures.

Ministry Resources and Supports Available to Ontario Leaders

Programs:

- **The Principal Congress** is a continuing series of province-wide “think tanks” through which some 400 school and system leaders in 2009 and 2010 have had the opportunity to collaboratively explore, and generate successful leadership practices to improve schools and enhance student learning. The Congress contributes to a professional learning network through dialogue that invites open exchange and solicits input on policy directions that impact schools and students.
- **Effective Leadership, Effective Schools: Schools in the Middle** is a co-learning initiative through which teachers, principals and supervisory officers come together in networks that support open-to-learning conversations. The focus is on developing the instructional leadership capacity of team members within and across schools and districts.
- **Connections for Students** is a joint initiative of the Special Education Policy and Programs Branch and the Ministry of Children and Youth Services (MCYS). It supports a child-centred collaborative approach to improving transitions for students with Autism Spectrum Disorders (ASD) who leave intensive behavioural intervention (IBI) services provided by Autism Intervention Program (AIP) and start or continue with applied behaviour analysis (ABA) instructional methods in publicly funded schools. Some resources connected to this initiative can be found at www.ontariodirectors.ca.



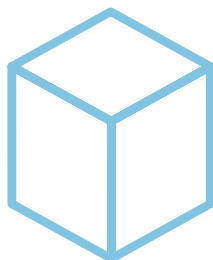
- **Ontario Focused Intervention Partnership (OFIP)** supports selected schools over a two-year period, facilitating professional learning community discussions about student data and work, sharing successful evidence-based teaching strategies, and assisting the principal in bringing about school and classroom changes for improved teaching and learning.

Publications:

- ***In Conversation*** is a series of thought-provoking papers designed to support professional learning and dialogue, available on the ministry's [leadership website](#).
- ***New Leader*** provides practical strategies for student achievement. See for example 'Beyond Professional Learning Communities' by André LaRouche, Principal, Conseil des écoles publiques de l'Est de l'Ontario (CÉPEO). *New Leader* is published by the Student Achievement Division and is available at www.inspirelearning.ca.
- ***Professional Learning Communities: A Model for Ontario Schools*** and ***Teaching-Learning Critical Pathways: One Model for Ontario Professional Learning Communities*** are two resources relevant to collaborative learning cultures. Both are part of the Capacity Building Series produced by the Literacy and Numeracy Secretariat (LNS) to support leadership and instructional effectiveness in Ontario schools posted at www.edu.gov.on.ca/eng/literacynumeracy/inspire.

Webcasts:

- **Teaching-Learning Critical Pathways, Hubs and Networks:** The Teaching-Learning Critical Pathway (T-LCP) is a powerful model for organizing the work of teacher action teams (Professional Learning Communities) which has shown promising results in improved student learning and the creation of new teacher knowledge. This series of podcasts which are available at www.curriculum.org/secretariat/literacy_en.shtml includes the expert voice of Kenneth Leithwood who reflects on the evidence about the value of three approaches to managing change.
- **Networked Learning Communities:** This webcast features researcher Stephen Katz, who shares insights on what makes networks effective, based on his research and experience. He suggests that six characteristics consistently emerge as being essential to effective networks: Purpose and focus, "leadership-full", collaboration, inquiry, accountability, building capacity and support. This webcast is available at http://www.curriculum.org/secretariat/literacy_en.shtml.



Collaborative Learning Cultures in Action:

Leading Student Achievement

Leading Student Achievement (LSA) is a collaborative learning project initiated in 2005 and now going into its sixth year with 55 districts and 1600 schools participating. The LSA is a large-scale action research project sponsored by the Ministry of Education and implemented jointly by the LNS, CPCO, OPC and ADFO. This initiative is designed to improve student achievement in literacy and numeracy, and build the instructional leadership capacity of school leaders to support effective classroom practices.

School leaders work in Principal Learning Teams (PLTs), hubs and networks to improve instructional leadership, and build professional learning communities within and across schools and districts. They use evidence-based inquiry to inform assessment for learning practices, and use the Teaching-Learning Critical Pathway T-LCP process for collaboratively improving instructional practice.

Recommended areas of focus in 2010-11 include:

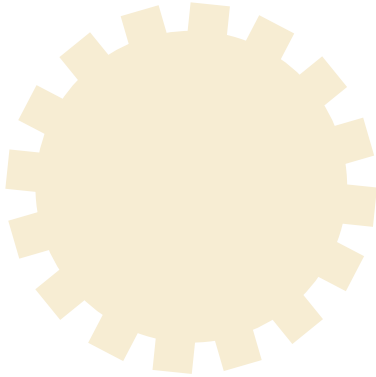
- continued T-LCP training for principals and their staffs with particular attention paid to clarifying the meaning of “big ideas” and the critical importance of developing “deep understandings” about such ideas
- continued learning for principals about how to develop “academic press” in their schools
- continued support for principals’ work in PLTs
- strengthening of PLCs to increase their impact on student learning.

Professional Learning Opportunities and Resources Offered by Ontario Leadership Associations:

- **The Institute for Education Leadership (IEL)** invites educators to upload resources to APPLIKI a succession planning search engine for Ontario educators found at www.education-leadership-ontario.ca. The IEL library currently houses documents and articles to assist school and system leaders to develop their leadership capacity.
- **Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) and Association des gestionnaires de l’éducation franco-ontarienne (AGÉFO):** Beginning in spring 2010 throughout October 2010, ADFO and AGÉFO will be offering tri-level provincial training for school and system leads on building collaborative relationships. In addition, ADFO has developed *Le guide du mentor - mentorat pour les leaders scolaires nouvellement nommés* as well as training focussed on violence against women and its effect on children in our schools. A number of news bulletins and resources continue to be available on the association websites at www.adfo.org and www.agefo.ca.
- **Catholic Principals’ Council of Ontario (CPCO) and Ontario Catholic Supervisory Officers’ Association (OCSOA)** will continue to offer both the introductory and “going deeper” session for *Coaching Catholic Leaders to Attain Student Success* as a summer institute. On-line registration can be accessed on the CPCO website. The well-received OCSOA/CPCO Speaker Series designed to encourage professional dialogue and networking will also continue in 2010-11. CPCO has a full range of professional learning workshops and resources that support school and system leaders in building capacity in the various leadership domains. Learn more at www.cpco.on.ca or www.ocsoa.ca.
- **Ontario Principals’ Council (OPC) and Ontario Public Supervisory Officials’ Association (OPSOA):** OPC provides a full range of professional learning opportunities and resources that support the growth of collaborative schools. For example:
 - Teaching-Learning Critical Pathway is a process supported by OPC facilitators and professional development sessions for principals and teachers participating in the LSA project.
 - Leading and Learning through Professional Learning Communities is a workshop offered to all school leaders and districts that are looking for support in developing a culture where schools use PLCs to build leadership capacity and improve teacher practice and student achievement.

- *The Principal as Professional Learning Community Leader* from Leading Student Achievement Series (joint Corwin Press/OPC publication) is a print resource providing school administrators with hands-on, practical support to lead the development of PLCs in their schools. Learn more at www.principals.on.ca.

OPSOA continues to coordinate a strong mentoring program for new supervisory officers and directors of education emphasizing the collaborative role of the system leader in building a positive and active learning culture. The program utilizes the proven experience of veteran administrators, reviews expert models and establishes networks. Efforts are made through all mentoring teams to establish system-wide learning organizations. Learn more at www.opsoa.org.



Selected Resources and Publications Recommended by Ontario Leaders:

All Systems Go: The Change Imperative for Whole System Reform by Fullan (2010) shows educators what must be done to “strip away distractions and move an entire system forward” and bring about sustainable change that involves all stakeholders.

AllthingsPLC found at www.allthingsplc.info is a clearinghouse for information about establishing and implementing professional learning communities.

Attending to Problems of Practice: Routines and Resources for Professional Learning in Teachers’ Workplace Interactions by Horn and Little (2010) investigates how conversational routines, or the practices by which groups structure work-related talk, function in teacher professional communities to forge, sustain, and support learning and improvement.

Becoming a Learning School by Killion and Roy (2009) is a comprehensive resource that provides tools, ideas, and research-based strategies on how to build learning communities and collaboration.

Building Strong School Cultures: A Guide to Leading Change by Kruse and Louis (2009) is a practical handbook that shows school leaders how to build a climate of collaboration with staff, teachers, parents and the community.

Building and Connecting Learning Communities: The Power of Networks for School Improvement by Katz, Earl, and Ben Jaafar (2009) draws on the authors’ professional development and research experience to unpack the kinds of collaborative professional learning opportunities that can have a positive impact on student learning and achievement.

How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level by Levin (2008) is a realistic account of the key ideas and strategies necessary to raise the bar and close achievement gaps for all students in public school systems.

It's About Learning (and It's About Time): What's In It for Schools? by Stoll, Fink, and Earl (2003) is about understanding the connections between pupils', teachers' and leaders' learning, and between learning in schools and in the wider community, with a focus on developing schools as learning communities.

King Arthur's Round Table: How Collaborative Conversations Create Smart Organizations by David Perkins (2003) argues that organizations function and grow through conversations – face-to-face and electronic – and offers insights on collaborative problem solving.

Leading with Teacher Emotions in Mind by Leithwood and Beatty (2008) draws on theory and empirical evidence to show how teachers' emotional well-being can affect performance in the classroom. The authors provide specific practices educational leaders can enact to create the conditions that support teachers in their work resulting in improved climate and culture and increased student achievement.

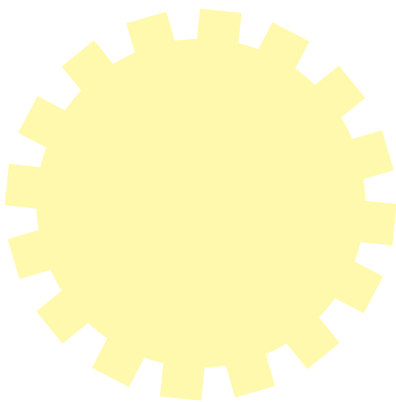
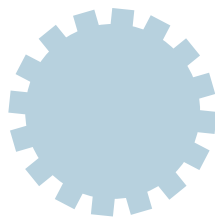
Learning by Doing: A Handbook for Building Professional Learning Communities by DuFour, DuFour and Eaker (2006) is intended to “take all the excuses off the table” for policymakers and practitioners alike in their pursuit of establishing authentic professional learning communities in schools and districts.

Professional Learning Communities: Divergence, Depth and Dilemmas edited by Stoll and Louis (2009) draws on research to bring together the best experts on professional learning communities.

Shaping School Culture, 2nd edition by Peterson and Deal (2009) describes the critical elements of school culture and shows how a positive culture can make school improvement efforts work.

The Shaping School Culture Fieldbook, 2nd edition by Peterson and Deal (2009) provides tools and practical suggestions on how leaders can balance cultural goals and values against accountability demands.

The Adaptive School: A Sourcebook for Developing Collaborative Groups, 2nd edition, by Garmston and Wellman (2009) addresses aspects of schooling – culture, community, and communications – that are often overlooked, and provides a detailed menu of tools, strategies and protocols for school improvement.



The Institute for Education Leadership (IEL)

Ontario's Institute for Education Leadership is a unique partnership committed to exploring leading-edge thinking on education leadership and applying that expertise to the development of high-quality resources and learning opportunities for school, board, and system leaders. As part of its work on research into practice the IEL has adopted the Ontario Leadership Framework (OLF) and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province. Part 2 of the OLF focuses on system supports for principals and vice-principals. *Leading the Future*, a recent project with Dr. Ken Leithwood and the directors of education in the South West region has led to a draft set of enhanced System Practices and Procedures that focus on other areas of system responsibility in addition to principals. The incorporation of these additional practices into the existing OLF is under development.

Visit: www.education-leadership-ontario.ca for more information about the IEL including the *Leading the Future* report, upcoming events, leadership research, and a variety of tools and resources for leaders.

Continuing the Dialogue: We'd Like to Hear From You

Ideas Into Action is designed to support the capacity building being undertaken by the Ministry, Ontario's provincial leadership associations, the Institute for Educational Leadership (IEL) and districts. It is intended to contribute to your ongoing professional learning and provide you and your colleagues with a meaningful springboard for reflection and professional dialogue and for putting these ideas into action.

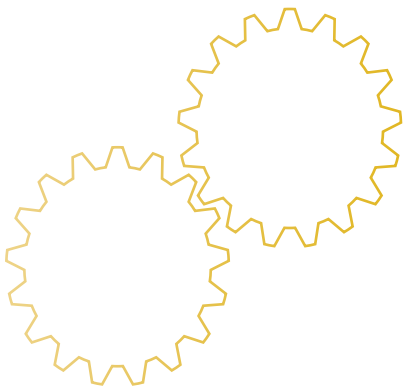
Engaging in Courageous Conversations – What You Told Us

Here are comments we received from the last issue of *Ideas Into Action* which focused on the CLC engaging in courageous conversations:

- “*Ideas Into Action* #2 is a thorough treatment of a timely topic – making a case for courageous conversations. The research has been synthesized in a clear and concise way, making the document easy to read and exceptionally practical.”
- “As a participant in the Principal Congress 2010, I wrote about my theory of action for bringing about a change in instructional practice in response to the advance question we were asked to complete. When I read *Ideas Into Action* #2, it really struck a chord. A key challenge I face as a school leader is, in fact, to address long-held beliefs in order to bring about breakthroughs in closing achievement gaps, and to do this in a way that is constructive and does not result in defensiveness and disengagement.”
- “As a Student Success Leader, I found that having some key questions in mind is helpful when engaging others in courageous conversations about school and district data. Some examples of questions I found useful are:
 - Is the data accurate? Accurate versus exact.
 - How do I communicate the change? Explain versus defend.
 - What do I do about it? Act rather than accept.”

- “Principal Qualifications Program (PQP) providers report that *Ideas Into Action* bulletins are a valued resource used to help meet expectations of the program. In the words of one principal council representative, ‘keep them coming’ as they are a relevant and meaningful support to those who aspire to become principals in future.”
- “As a PQP instructor, I use the *Ideas Into Action* bulletins as a resource reflective of current educational research and as a tool for candidates to familiarize themselves with Ontario pedagogy and educational priorities.”
- “*Ideas Into Action* #2 provided an easy-to-read, concise document. It is a great resource for today’s school leaders looking for more information on courageous conversations, how to challenge current practices and foster improvement and growth through conversation, to support teachers as they strive to continuously improve their practice.”

Write to Us about Promoting Collaborative Learning Cultures



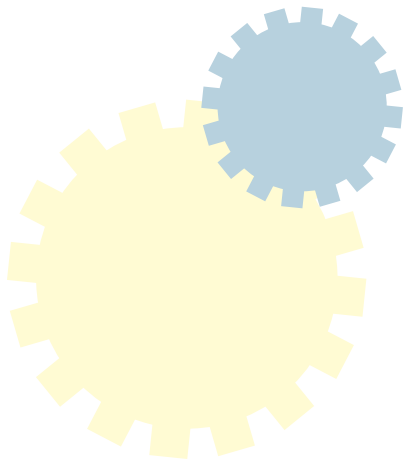
We encourage you to share your insights with us about this issue, and tell us about your own experiences with promoting collaborative learning cultures. What has worked for you? What professional learning supports have you found to be effective in strengthening this capacity? We look forward to your responses and to sharing excerpts in the next issue of *Ideas Into Action* which will focus on “setting goals”.

Learn more about the Ontario Leadership Strategy at
www.ontario.ca/eduleadership.

You will find more information about Leadership Development on the ministry website and on the website of the Institute of Education Leadership (IEL) at www.education-leadership-ontario.ca.
If you have any comments or suggestions, please contact us at:
ldb-ddl@ontario.ca.

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LEADERSHIP FRAMEWORK FOR PRINCIPALS AND VICE-PRINCIPALS

PART 1: PRACTICES AND COMPETENCIES

Understanding the framework

The leadership framework for principals and vice-principals consists of two parts:

- Part 1: Leader Practices and Competencies is displayed on this page
- Part 2: System Practices and Procedures is displayed on a separate page

The System Practices and Procedures portion of the framework is common to both the framework for principals and vice-principals and the framework for supervisory officers.

Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature 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 practices and competencies are distributed members of school and system professional learning teams working together to accomplish goals

SETTING DIRECTIONS

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

PRACTICES

The principal:

- ensures the vision is clearly articulated, shared, understood and acted upon by all;
- works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;
- 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;
- ensures that strategic planning takes account of the diversity, values, and experience of the school community
- provides ongoing and effective communication with the school community.

COMPETENCIES

Skills:

The principal is able to:

- think strategically and build and communicate a coherent vision in a range of compelling ways;
- inspire, challenge, motivate and empower others to carry the vision forward;
- model the values and vision of the board;
- actively engage the diverse community, through outreach, to build relationships and alliances.

Knowledge:

The principal has knowledge and understanding of:

- local, national and global trends;
- ways to build, communicate and implement a shared vision;
- strategic planning processes;
- ways to communicate within and beyond the school;
- new technologies, their use and impact;
- leading change, creativity and innovation.

Attitudes:

The principal 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 school culture.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

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.

PRACTICES

The principal:

- treats people fairly, equitably and with dignity and respect to create and maintain a positive school 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 core values;
- demonstrates transparent decision-making and consistency between words and deeds;
- maintains high visibility in the school and quality interactions with staff and students.

COMPETENCIES

Skills:

The principal 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, including the public and the media;
- manage conflict effectively;
- listen empathetically and actively;
- foster anti-discriminatory principles and practices.

Knowledge:

The principal has knowledge and understanding of:

- the significance of interpersonal relationships, adult learning and models of continuing professional learning;
- strategies to promote individual and team development;
- the relationship between performance management and school improvement;
- the impact of change on organizations and individuals.

Attitudes:

The principal demonstrates:

- commitment to effective working relationships;
- commitment to shared leadership for improvement;
- commitment to effective teamwork;
- confidence, optimism, hope, and resiliency;
- integrity.

DEVELOPING THE ORGANIZATION

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

PRACTICES

The principal:

- builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities;
- 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 school culture which promotes shared knowledge and shared responsibility for outcomes.

COMPETENCIES

Skills:

The principal is able to:

- create efficient administrative routines to minimize efforts on recurring and predictable activities;
- collaborate and network with others inside and outside the school;
- 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;
- engage students and parents.

Knowledge:

The principal has knowledge and understanding of:

- building and sustaining a professional learning community;
- change management strategies;
- models of effective partnership;
- strategies to encourage parent involvement;
- ministry policies and procedures;
- models of behaviour and attendance management.

Attitudes:

The principal demonstrates:

- acceptance of responsibility for school climate and student outcomes;
- ethical behaviour.

LEADING THE INSTRUCTIONAL PROGRAM

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.

PRACTICES

The principal:

- ensures a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress;
- ensures that learning is at the centre of planning and resource management;
- develops professional learning communities to support school improvement;
- participates in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals;
- provides resources in support of curriculum instruction and differentiated instruction;
- buffers staff from distractions that detract from student achievement;
- implements strategies which secure high standards of student behaviour and attendance;
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills:

The principal is able to:

- demonstrate the principles and practice of effective teaching and learning;
- access, analyse and interpret data;
- initiate and support an inquiry-based approach to improvement in teaching and learning;
- establish and sustain appropriate structures and systems for effective management of the school;
- make organizational decisions based on informed judgements;
- manage time effectively;
- support student character development strategies.

Knowledge:

The principal has knowledge and understanding of:

- strategies for improving achievement;
- effective pedagogy and assessment;
- use of new and emerging technologies to support teaching and learning;
- models of behaviour and attendance management;
- strategies for ensuring inclusion, diversity and access;
- curriculum design and management;
- tools for data collection and analysis;
- school self-evaluation;
- strategies for developing effective teachers and leaders;
- project management for planning and implementing change;
- legal issues;
- the importance of effective student character development.

Attitudes:

The principal demonstrates:

- commitment to raising standards for all students;
- commitment to equity of outcome and closing the achievement gap;
- belief in meeting the needs of all students in diverse ways;
- commitment to sustaining a safe, secure and healthy school environment;
- commitment to upholding human rights.

SECURING ACCOUNTABILITY

The principal 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 the school improvement plan.

PRACTICES

The principal:

- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation;
- measures and monitors teacher and leader effectiveness through student achievement;
- aligns school targets with board and provincial targets;
- supports the school council so it can participate actively and authentically in its advisory role;
- develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community);
- reflects on personal contribution to school achievements and takes account of feedback from others;
- participates actively in personal external evaluation and makes adjustments to better meet expectations and goals;
- creates an organizational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements;
- makes connections to ministry goals to strengthen commitment to school improvement efforts;
- develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan.

COMPETENCIES

Skills:

The principal is able to:

- engage the school community in the systematic and rigorous evaluation of school effectiveness;
- collect and use a rich set of data to understand and assess the strengths and weaknesses of the school;
- combine the outcomes of regular school self-review with provincial and other external assessments for school improvement.

Knowledge:

The principal has knowledge and understanding of:

- accountability frameworks including self-evaluation;
- 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 school performance;
- the principles and practices of performance management.

Attitudes:

The principal demonstrates:

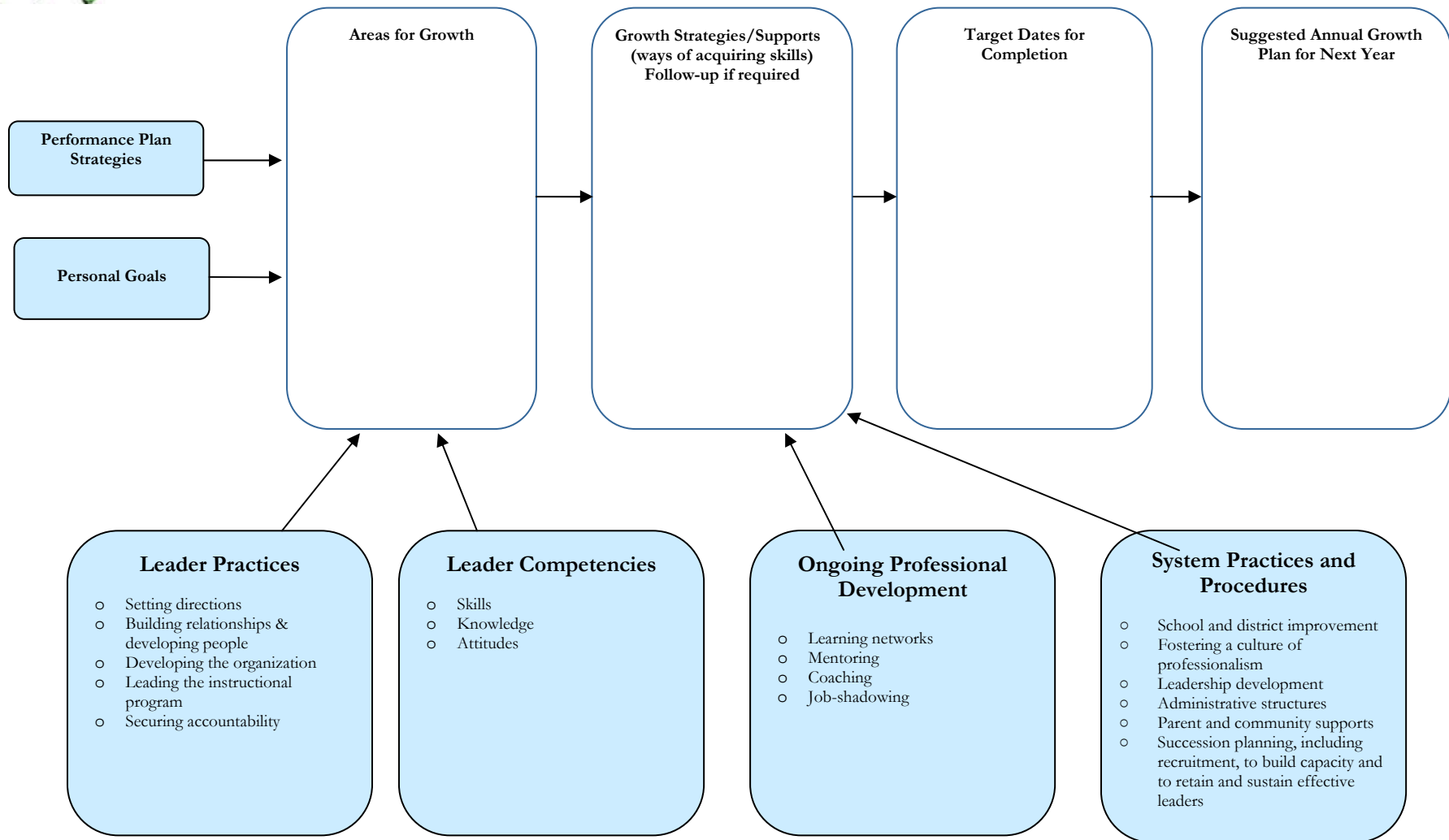
- commitment to individual, team and whole-school accountability for student outcomes;
- commitment to the principles and practices of school self-evaluation;
- commitment to personal self-evaluation.



Principal and Vice-Principal Annual Growth Plan Working Template

Name: _____

Date: _____



Annual Growth Plan Working Template

The Annual Growth Plan template provided in this manual is not a mandatory form. Boards can create their own templates as long as they meet the requirements of O. Reg. 234/10.

Instructions for completing the Annual Growth Plan

- ◇ The principal's/vice-principal's Annual Growth Plan includes any developmental activities the principal/vice-principal undertakes, as well as any supports/resources agreed upon to support the implementation of the Performance Plan.
- ◇ The focus of the Annual Growth Plan is the development of the practices (actions, behaviours, functions) and competencies (knowledge, skills, and attitudes) known to improve student achievement as identified in the Ontario Leadership Framework.
- ◇ The areas for growth, growth strategies/supports, and target dates support the goals of the performance Plan (including the strategies/actions identified for achieving those goals).
- ◇ The suggested growth plan will be reviewed and updated at the third appraisal meeting.
- ◇ The appraiser and appraisee must both sign the appraisee's Annual Growth Plan, in both evaluation and non-evaluation years, and retain a copy for their records.
- ◇ In non-evaluation years, the development of the Annual Growth Plan will take into account the growth over the past year, the last Annual Growth Plan, and the last summative report (if applicable).

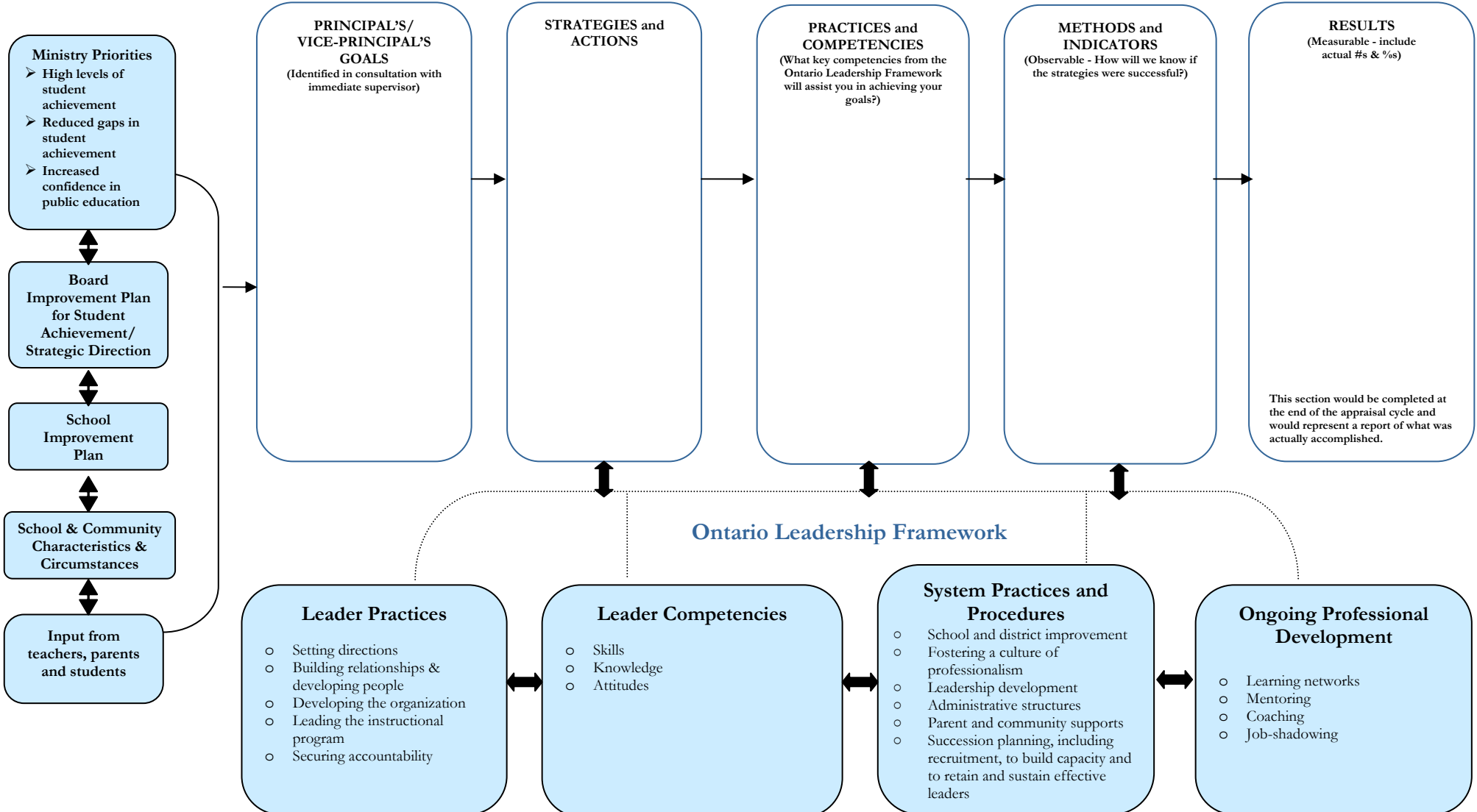
Principal and Vice-Principal Performance Plan Working Template



SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

Name: _____

Date: _____



Performance Plan Working Template

The Performance Plan template provided in this manual is not a mandatory form. Boards can create their own templates as long as they meet the requirements of O. Reg. 234/10.

Instructions for completing the Performance Plan

- ◇ The first five sections of the Performance Plan (school and community characteristics and circumstances, principal's/vice-principal's goals, strategies/actions, practices and competencies, and methods and indicators) will be completed at the beginning of the evaluation year by the appraisee in consultation with the appraiser.
- ◇ The sixth section, results, will be completed by the appraisee at the end of the appraisal process prior to the third appraisal meeting.

Goals

- ◇ The appraisee develops goals to improve student achievement and well-being, taking into account the board's improvement plan, the school improvement plan, and provincial education priorities; the school and local community context and personal development goals; and the practices and competencies described in the Ontario Leadership Framework (OLF).
- ◇ Goals should be attainable within the evaluation year

Strategies/Actions

- ◇ Actions (including strategies to be implemented) are intended to articulate what the principal/vice-principal will do during the evaluation year to achieve stated goals. These actions are commitments made by the appraisee for which the appraisee will be held accountable.
- ◇ Actions should be structured to be carried out within the appraisal year.
- ◇ In determining the actions and related strategies, the appraisee will consider the leadership practices and competencies necessary to be an effective principal or vice-principal and the leadership practices known to have a positive impact on student achievement and well-being as set out in the Ontario Leadership Framework.

Practices and competencies

- ◇ The appraisee selects practices and competencies from the Ontario Leadership Framework that closely align with and support the goals.

Methods and indicators

- ◇ Methods are the ways in which the achievement of a principal's/vice-principal's goals will be measured in an evaluation year. These methods must include indicators of success that provide evidence of whether or not goals have been achieved.
- ◇ The indicators should be observable and measurable and should be both qualitative and quantitative.
- ◇ The principal/vice-principal will need to incorporate the collection of baseline data into the development of goals and the early stages of implementation of strategies and actions in order to create a basis for measurement of achievement once a strategy has been carried out.

Results

- ◇ The results section includes specific, measurable data that demonstrates what actually happened in relation to the goals set

Appendix D: Mentoring Learning Plan Sample Template

This form is similar to one found in the Principal Performance Appraisal and is included to provide an option for the mentee to use the template for their mentoring learning plan.

Mentee: _____ Mentor: _____ Date(s) Developed: _____			
A. Contact Considerations <ol style="list-style-type: none"> 1. Frequency 2. Meeting Location(s) 3. Email/phone/Adobe Connect/Share Point 4. At school/off site 			
Contact Planning			
B. Learning Goals Considerations <ol style="list-style-type: none"> 1. Ontario Leadership Framework 2. Board Improvement Plan and/or Board Priorities 3. Individual interests and needs 4. Technical and/or adaptive learning challenges 5. School context 6. School Improvement Plan 			
Learning Goals	Strategies	Dates/Timelines	Resources

Confidentiality Checklist

Instructions: After you have each completed this checklist individually, come to consensus about which confidentiality protocols you might want to adopt for your relationship.

Which of the following assumptions about confidentiality do you hold?	Yes	No	Not Sure
What we discuss stays between us for as long as we are engaged in our mentoring relationship.			
We can freely disclose what we talk about in our conversations with other people.			
After our formal mentoring relationship has ended, it is okay to talk about what we discussed or how we related.			
If there is a demonstrated need to know, we can appropriately disclose our conversations, impressions, etc.			
What we say between us stays there unless you give me specific permission to talk about it with others.			
Some issues will be kept confidential while others will not.			
It is okay to discuss how we relate to one another but not the content of our discussions.			
It is okay to talk about what we talk about as long as it is positive.			
Are there any assumptions I hold that should be added to this list?			

Mentor/Coach Agreement Template

(Adapted from Zachary)

We have agreed on the following goals and objectives as the focus of this mentor/coach relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows:
2. Look for multiple opportunities and experiences to enhance the mentees learning. We have identified, and will commit to the following specific opportunities for learning:
3. Maintain confidentiality of our relationship. Confidentiality for us means...
4. Honor the ground rules we have developed for the relationship. Our ground rules will be...
5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for a maximum of two years. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature

Date

Mentee's Signature

Date

Principal's Feedback Survey Based on Leadership Framework

Can be administered by Principals/Vice-Principals to assist in developing goals & learning plan with mentor-mentee

Please circle the response that best represents your understanding of the Principal's performance.

5 - Strongly Agree

4 - Agree

3 - Neutral

2 - Disagree

1 - Strongly Disagree

NA - Does Not Apply or Do Not Know

Setting Directions						
Ensures the vision is clearly articulated, shared, understood and acted upon effectively by all;	5	4	3	2	1	NA
Works within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;	5	4	3	2	1	NA
Demonstrates the vision and values in everyday work and practice;	5	4	3	2	1	NA
Motivates and works with others to create a vibrant Catholic Learning community, shared culture and positive climate;	5	4	3	2	1	NA
Ensures creativity, innovation and the equitable use of appropriate technologies to achieve excellence;	5	4	3	2	1	NA
Ensures that strategic planning embraces the diversity, values, and experiences of the school and community;	5	4	3	2	1	NA
Comments:						
Building Relationships and Developing People						
Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture	5	4	3	2	1	NA
Develops effective strategies for staff induction, professional development and performance review;	5	4	3	2	1	NA
Uses delegation effectively to provide opportunities for staff to self-actualize;	5	4	3	2	1	NA
Acknowledges and celebrates the achievements of individuals and teams;	5	4	3	2	1	NA
Encourages colleagues to take intellectual risk;	5	4	3	2	1	NA
Leads by example, modeling core values;	5	4	3	2	1	NA
Demonstrates transparent decision making and consistency between words and deeds;	5	4	3	2	1	NA
Maintains high visibility in the school associated with quality interactions with staff and students	5	4	3	2	1	NA
Comments:						

Developing the Organization						
Builds a collaborative learning culture within the school and actively engages with other schools parishes and community partners to build effective learning communities;	5	4	3	2	1	NA
Nurtures and empowers a diverse workforce;	5	4	3	2	1	NA
Provides equity of access to opportunity and achievement;	5	4	3	2	1	NA
Supervises staff justly and effectively;	5	4	3	2	1	NA
Uses performance appraisal to foster professional growth;	5	4	3	2	1	NA
Challenges thinking and learning of staff to further develop professional practice;	5	4	3	2	1	NA
Develops a school culture which promotes shared knowledge and shared responsibility for outcomes;	5	4	3	2	1	NA
Comments:						
Leading the Instructional Program						
Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress;	5	4	3	2	1	NA
Ensures that learning is at the centre of planning and resource management;	5	4	3	2	1	NA
Develops professional learning communities in collaborative cultures;	5	4	3	2	1	NA
Participates in the recruitment, hiring and retention of teachers with the interest and capacity to further the school's goals;	5	4	3	2	1	NA
Provides resources in support of curriculum instruction and differentiated instruction	5	4	3	2	1	NA
Buffers staff from distractions that detract from student achievement;	5	4	3	2	1	NA
Implements strategies which secure high standards of behaviour and attendance;.	5	4	3	2	1	NA
Fosters a commitment to equity of outcome and to closing the achievement gap;	5	4	3	2	1	NA
Comments:						
Securing Accountability						
Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation;	5	4	3	2	1	NA
Works with the school council providing information and support so that the council can participate actively and authentically in its advisory role;	5	4	3	2	1	NA
Develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g, school council, parents, board, supervisors);	5	4	3	2	1	NA
Reflects on personal contribution to school achievements and takes account of feedback from others;	5	4	3	2	1	NA
Participates actively in personal external evaluation and makes adjustments to better meet expectations and goals;	5	4	3	2	1	NA
Creates an organizational structure which reflects the school's values and enables the management systems, structures and processes to work effectively in line with legal requirements;	5	4	3	2	1	NA
Develops and applies appropriate performance management practices to goals and outcomes identified in the school improvement plan;	5	4	3	2	1	NA
Makes connections to ministry goals to strengthen commitment to school improvement efforts;	5	4	3	2	1	NA
Comments:						

Appendix I: **Mentoring/Coaching Skills Inventory**

Instructions: Review each skill and indicate how comfortable you are in using it by checking one of the three grids: V = very comfortable, M = moderately comfortable, U= uncomfortable. Then identify an example that illustrates a concrete situation in which you were either comfortable or uncomfortable using the skill. Check each skill that you feel you must improve to develop a level of comfort. Once you have completed the skill inventory, rank your overall comfort level with all twelve skills on a scale of 1 to 5.

Skill	Comfort Level			Examples	Needs Work	
	V	M	U			
Building Trust						
Developing Rapport						
Genuine Listening						
Asking Powerful Questions						
Providing Meaningful Feedback						
Receiving Meaningful Feedback						
Setting Learning Goals						
Fostering accountability						
Managing conflict						
Cultural Competency						
Problem identification						
Problem solving						
Commitment to process						
Overall Rating		1	2	3	4	5

Appendix I: **Mentoring/Coaching Skills Inventory**

Instructions: Review each skill and indicate how comfortable you are in using it by checking one of the three grids: V = very comfortable, M = moderately comfortable, U= uncomfortable. Then identify an example that illustrates a concrete situation in which you were either comfortable or uncomfortable using the skill. Check each skill that you feel you must improve to develop a level of comfort. Once you have completed the skill inventory, rank your overall comfort level with all twelve skills on a scale of 1 to 5.

Skill	Comfort Level			Examples	Needs Work	
	V	M	U			
Building Trust						
Developing Rapport						
Genuine Listening						
Asking Powerful Questions						
Providing Meaningful Feedback						
Receiving Meaningful Feedback						
Setting Learning Goals						
Fostering accountability						
Managing conflict						
Cultural Competency						
Problem identification						
Problem solving						
Commitment to process						
Overall Rating		1	2	3	4	5

Adobe Mentoring Protocol

Adapted from Zachary

The goal of this exercise is simply to receive the gift of wisdom from the group by gathering ideas, feedback and strategies from each person in the group in a very short period of time.

Think about a leadership challenge you are currently facing or anticipate facing.

1. Each person takes a few minutes to jot down a professional challenge they are currently facing or anticipate facing.
2. One person reads their challenge aloud to the group.
3. Group members ask questions for clarification only.
4. Each group member, in turn, responds with suggestions, ideas or thoughts about the issue.
5. The recipient takes notes, asks questions, but does not defend, rebut or criticize the remark.
6. 5-8 minutes total for responses.
7. The next person reads their challenge to the group and the process begins again.

My Challenge
Wisdom From the Group

Appendix : Post Assessment for Participants

Date: _____ Name: _____

Please rate the following statements on a scale of one to four:

1 - Seldom 2 - Occasionally 3 - Frequently 4 – Regularly

In my leadership role I have benefited from the support of a formal mentor/coach.

1 2 3 4

I have had the opportunity to learn about the skills involved in mentorship and coaching.

1 2 3 4

I meet with peers to discuss my professional goals related to instructional leadership.

1 2 3 4

The Leadership Competencies and Practices Framework is a resource used to assist me in reflecting on my performance and setting goals for growth.

1 2 3 4

I maintain a written record of reflection on my professional practice.

1 2 3 4

I feel supported by system and provincial initiatives dedicated to professional learning for administrators.

1 2 3 4

Based on my knowledge and understanding of mentorship and coaching I feel it has the potential to add value to professional learning.

1 2 3 4

Additional Comments:

Key Components of Closure

(Adapted from Zachary)

It is through the process of coming to closure that mentoring partners are best able to capitalize on what they've learned in the mentoring relationship. Coming to closure offers a rich opportunity for growth and reflection, regardless of whether or not a mentoring relationship has been positive. It is a place marker, in the sense that it offers a welcome opportunity for transition and leveraging learning. The hallmark elements of successful closure include:

Planning

If closure is to be a mutually satisfying and meaningful learning experience, mentoring partners must prepare and plan for it. Sometimes obstacles or circumstances force premature closure of the relationship. It is important to consider coming to closure under the best circumstances, as well as under circumstances that are less than ideal. Discuss the best-case scenario:

What would we ideally like to see happen when this mentoring relationship comes to an end?

How can we ensure that the relationship reaches a positive learning conclusion?

If the ideal isn't possible, how can we still ensure a positive learning outcome? Anticipate worst-case scenarios and potential obstacles

What might get in the way of a positive learning conclusion? What might a positive learning conclusion look like under these circumstances?

A Learning Conclusion

A learning conclusion is a highly focused conversation about the specific learning derived from the mentoring experience. It is a no-fault conversation focusing on the process/content of the learning.

•Talk about how you want to structure your learning conclusion conversation and agree on an agenda.

•Evaluate the relationship.

•Were the learning goals realized?

If yes, what did you learn as a result of reaching your learning goals?

If no, what got in the way?

What else do you need to learn?

What worked well for you in the relationship?

What did you learn as a result of the process?

What did you learn about yourself as a learner?

What did you learn about mentoring? About being a mentor? A mentee?

What would you do differently?

Integration of Learning

Good closure focuses on applying and integrating what you have learned as a result of the relationship taking it to the next step and leveraging your learning. Discuss: How you will apply what you've learned? What you will do as a result? Action steps you will take?

Celebration of Success

Celebration is a fundamental part of healthy mentoring relationships. Celebration at the conclusion of a mentoring relationship is critical for reinforcing learning and signals the transition process, which will redefine the relationship. The celebration should be mutually significant.

• Be sure to include opportunities to express appreciation as part of the celebration.

• Look for meaningful ways to celebrate accomplishments consistent with the organization's culture.

• Don't forget to celebrate mini-milestones along the way.

Redefinition of the relationship

Your relationship with your mentoring partner will change once the mentoring relationship ends. You may decide to continue the relationship on an ad hoc basis, or informally. Be proactive and talk about these changes before they take place and the move on.

Moving on... When the relationship has been defined, it is time to take the next step and to move on.

Limestone District School Board

ELEMENTARY
Request for Allowance for a Teacher In Charge

The teacher should complete the form below and submit it to his/her principal for confirmation. The principal shall sign and enter the reason for substitution and forward the completed form to the Superintendent of Human Resources for processing.

Name: _____ ID# _____

School/Location: _____

Position: _____

Date(s) of Substitution:

Reason for Substitution:
(To be completed by Principal)

_____	_____
_____	_____
_____	_____
_____	_____

AMOUNT OF ALLOWANCE: _____ days X \$33.00 = _____

Teacher's Signature

Principal's Signature

Date

Please forward to Human Resources Services - Education Centre

Board Office Use Only

Approval: _____
Superintendent of Human Resources

Date: _____

Limestone District School Board

SECONDARY
Request for Allowance for Substituting for an Administrator

A teacher may substitute for an Administrator who is absent from the worksite for a period of not less than a day on a temporary basis but not to exceed twenty (20) days in a school year. Preference shall be given to Bargaining Unit Members qualified for the position (Article 36). The teacher should complete the form below and submit it to his/her principal for confirmation. The principal shall sign and enter the reason for substitution and forward the completed form to the Superintendent of Human Resources for processing.

Name: _____ ID # _____

School/Location: _____

Position: _____

Qualifications: Principal's Course Part I ____ Part II ____

Date(s) of Substitution:	Reason for Substitution: (To be completed by Principal)
_____	_____
_____	_____
_____	_____
_____	_____

AMOUNT OF ALLOWANCE: _____ days X \$40.00 = _____

Teacher's Signature

Principal's Signature

Date

Please forward to Human Resources Services - Education Centre

Board Office Use Only

Approval: _____
Superintendent of Human Resources

Date: _____

Limestone District School Board

Replacement (Retired) Administrator Pay Sheet

Replacement Administrator's Name: _____

Address: _____

Postal Code: _____ Phone: _____

Administrator Replaced: _____

at _____
(School)

Date(s) of Replacement:

Reason for Replacement:
(To be completed by the Principal)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Employee Signature: _____

Principal Signature: _____

Please forward to Human Resources Services - Education Centre

Board Office Use Only

Budget Account Code(s): _____

Approval: _____
(Superintendent of Human Resources)

Mentor / Mentee Release Time Needs

Name: _____

Mentoring Session	Date	Coverage Required (yes or no)	If yes, indicate type of coverage (see below)
1			
2			
3			
4			
5			
6			
7			
8			

Types of Coverage

- A. Teacher-In-Charge – Released
- B. Teacher-In-Charge – Not released
- C. Retired Administrator – VP
- D. Retired Administrator – Principal

Return to Karen Marr by **Oct 13/10**