

Climate for Learning and Working
 Leadership for Learning
 Teaching and Learning

Peel Leadership Framework

Peel Leadership Framework

The Peel District School Board *Peel Leadership Framework* is designed to:

- Inspire a shared vision of leadership in schools and board
- Provide a common language and understanding of leadership
- Identify the competencies of transformational leadership that are proven to impact student achievement
- Provide a framework for reflection and mentoring
- Guide the design and implementation of professional learning opportunities to develop and strengthen leadership competencies and knowledge
- Support school success planning
- Align performance based assessment with evaluation and annual success planning
- Guide and direct candidates through the promotion process
- Attract potential leaders

Developmental Continuum

This tool has been designed to:

- Link and align school success planning and leadership development
- Honour the developmental continuum of leadership growth
- Promote reflection of leadership development
- Identify competency areas of strength and next steps i.e. gap analysis
- Provide a common language for conversation and descriptive feedback

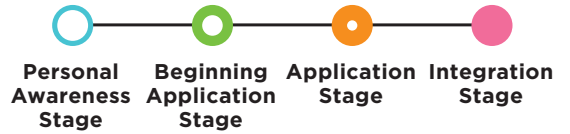


Personal Awareness Stage	Beginning Application Stage	Application Stage	Integration Stage
<ul style="list-style-type: none"> • Becoming familiar with • Limited opportunities to experience • Observing and recognizing • Acquiring knowledge about 	<ul style="list-style-type: none"> • Familiar with and beginning to incorporate into philosophy and practice • Beginning to apply knowledge into action • Some opportunities to experience and put into practice • Reflecting and experimenting 	<ul style="list-style-type: none"> • Incorporates into philosophy and practice • Applies knowledge and action • Many opportunities to experience and practice • Routine use • Consultative 	<ul style="list-style-type: none"> • Philosophy and practice are embedded in School Success Planning • Automatic and sophisticated knowledge and action • An integral part of experience and practice • Intuitive, intentional and situational

Climate for Learning and Working | Advocacy for Learners



The learner is the focus of all that we do. The effective school administrator consistently demonstrates a commitment to ensuring that the needs of all learners are met in a respectful, inclusive and equitable environment. Decision-making and problem-solving are always directed to a standard of what is best for the learner.



KEY KNOWLEDGE AND SKILLS IN ACTION

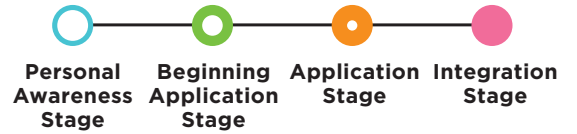
<ul style="list-style-type: none"> • Develops and maintains a respectful, equitable, and inclusive climate for learning and working 	
<ul style="list-style-type: none"> • Welcomes, accommodates and celebrates diversity in students and staff 	
<ul style="list-style-type: none"> • Supports student character development 	
<ul style="list-style-type: none"> • Ensures students and staff have safe and appropriate places to learn and work 	
<ul style="list-style-type: none"> • Is aware of, and implements, Ministry and board policies, procedures, practices and programs for the exceptional learner and all learners 	
<ul style="list-style-type: none"> • Develops and implements effective plans to foster and reinforce positive student behavior 	

Supporting Evidence:

Climate for Learning and Working | Parent and Community Relations



Positive parent and community relationships are an integral part of school success. The effective school administrator understands the importance of positive and healthy school community relationships. S/he actively welcomes and engages the diverse community through outreach to build relationships and partnerships.



KEY KNOWLEDGE AND SKILLS IN ACTION

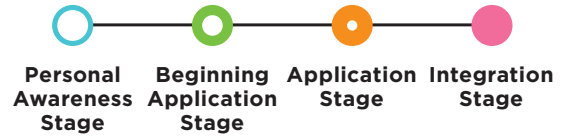
<ul style="list-style-type: none"> Follows the appropriate legislation and works collaboratively with School Councils, other parent and community organizations 	
<ul style="list-style-type: none"> Ensures School Council is reflective of the school community and the council's efforts/activities align with the goals of School Success 	
<ul style="list-style-type: none"> Proactively fosters, encourages and nurtures positive relationships with board, staff and community groups 	
<ul style="list-style-type: none"> Listens to and addresses concerns in a timely and sensitive manner 	

Supporting Evidence:

Climate for Learning and Working | Interpersonal-Intrapersonal Skills



A school represents a community of interrelationships among staff, students, parents, district staff and other stakeholders in the educational setting. The effective school administrator is aware of the complex interrelationships that exist among staff, students, parents, district staff and other stakeholders and understands the impact of these relationships on the learning environment in a school. S/he possesses the necessary skills required to engage students and staff, to make wise decisions, to resolve conflicts, and to help foster a productive and healthy learning climate.



KEY KNOWLEDGE AND SKILLS IN ACTION

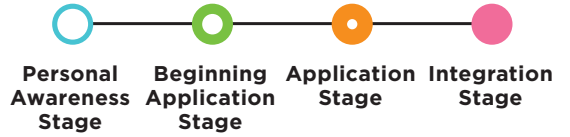
	Personal Awareness Stage	Beginning Application Stage	Application Stage	Integration Stage
• Demonstrates inclusivity with staff, parents, students, support staff and others in decision-making as appropriate				
• Demonstrates effective leadership for change by explicitly modeling attributes of optimism, mutual respect, trust and empathy				
• Engages staff within a culture of a professional learning community to improve student achievement				
• Differentiates leadership styles to meet specific needs and situations				
• Mediates and resolves conflicts empathetically, fairly and, ultimately, in the best interest of students				
• Re-engages, repairs, rebuilds and restores relationships and a sense of safety and belonging as needed				

Supporting Evidence:

Leadership for Learning | Visionary Leadership



A clear, shared and focused vision is central to continuous improvement. The effective school administrator is able to create a shared vision and mission for the school that guides actions and decisions and ensures understanding and cooperation among staff, students and the larger community. S/he is committed to building a welcoming, engaging and inclusive school where everyone is treated fairly, equitably, with dignity and respect.



KEY KNOWLEDGE AND SKILLS IN ACTION

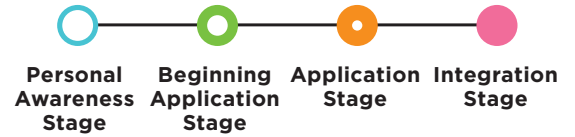
<ul style="list-style-type: none"> • Involves staff, parents and students in planning for School Success and develops a School Success plan that reflects the needs of the school's community of learners and is aligned with the system goals and priorities 	
<ul style="list-style-type: none"> • Is informed about technology uses and impact 	
<ul style="list-style-type: none"> • Is committed to social justice and works to foster equity in educational practices, policies and procedures 	
<ul style="list-style-type: none"> • Demonstrates a commitment to reflective practice and professional growth for self and staff 	
<ul style="list-style-type: none"> • Aligns professional learning with the goals and vision of the school and system 	

Supporting Evidence:

Leadership for Learning | Professional Knowledge in Action



The effective school administrator is able to access and prioritize, in a timely manner, the information that s/he needs to make informed decisions. S/he is seen as a knowledgeable practitioner who is actively engaged with all facets of the educational enterprise that impact on the school, its students and its staff.



KEY KNOWLEDGE AND SKILLS IN ACTION

<ul style="list-style-type: none"> Is knowledgeable about Ministry and board policies, procedures, practices and collective agreements and is able to apply this knowledge to daily situations and make decisions accordingly 	
<ul style="list-style-type: none"> Establishes and implements systems for handling routine, organizational responsibilities such as student records, budgets, timetables, supervision and attendance 	
<ul style="list-style-type: none"> Accesses and adheres to board policies, procedures and practices related to recruitment, hiring and assignment of staff to meet program needs, performance appraisal, leaves of absence and Human Rights 	
<ul style="list-style-type: none"> Demonstrates responsibility for site management and facility rentals adhering to all board policies and operating procedures in addition to meeting all legislation, standards and codes 	
<ul style="list-style-type: none"> Considers the legal and procedural ramifications of all actions and decisions 	

Supporting Evidence:

Leadership for Learning | Communication Skills



Outstanding expressive and receptive communication skills are essential in school leadership. The effective school administrator articulates clearly orally and in writing to different types of audiences and for different purposes. S/he is a knowledgeable practitioner in the areas of providing information and active listening.



Personal Awareness Stage **Beginning Application Stage** **Application Stage** **Integration Stage**

KEY KNOWLEDGE AND SKILLS IN ACTION

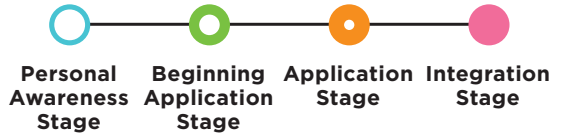
• Communicates effectively with all stakeholders	
• Gives and receives effective feedback	
• Communicates information in various forms, including technology, to all stakeholders on a regular basis	
• Responds to issues and concerns through a variety of media and in a sensitive and professional manner	
• Provides and welcomes opportunities for dialogue, feedback and input from diverse perspectives within school communities	
• Works collaboratively within the system to promote and showcase school	
• Communicates effectively during crises	

Supporting Evidence:

Teaching and Learning | Instructional Leadership



The effective administrator fosters a climate of continuous improvement in teaching and learning. S/he engages the entire learning community; builds focus for her/his work through the use of mission, vision, values and collective commitments; reflects on school planning information, analyzes gaps, and determines greatest area(s) of need; collaborates to develop SMART school goals and grade level/department action plans; and communicates the process and the plan to the learning community while continuously evaluating school improvement efforts.



KEY KNOWLEDGE AND SKILLS IN ACTION

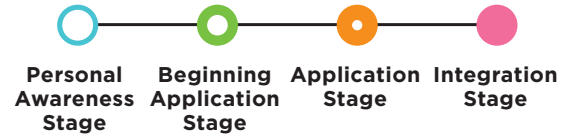
	Personal Awareness Stage	Beginning Application Stage	Application Stage	Integration Stage
• Creates a climate for shared responsibility, building capacity and distributed leadership				
• Initiates and facilitates an inquiry based approach to data and school improvement				
• Guides and directs teacher understanding and practice with differentiating instruction and assessment to meet the diverse learning profiles of students				
• Demonstrates a deep understanding of current curriculum, instruction and assessment practices				
• Models the standards of practice and the ethical standards of the teaching profession				
• Timetables effectively for both students and staff to maximize learning opportunities and resources				
• Focuses resources on school goals and uses School Success planning to inform budgetary decisions				

Supporting Evidence:

Teaching and Learning | Supervision of Staff



Supervision of staff is one of the most important ways of ensuring an effective, efficient and safe learning environment in a school. The effective school administrator possesses the knowledge and skill to clearly articulate role expectations, to assist others in meeting those expectations and to provide opportunities within available resources for staff training, development and mentoring.



KEY KNOWLEDGE AND SKILLS IN ACTION

<ul style="list-style-type: none"> Actively engages in the supervision of staff in terms of Ministry and board requirements 	
<ul style="list-style-type: none"> Conducts performance appraisals, in a timely manner, in accordance with Ministry and board requirements, with the goal of supporting professional learning and growth 	
<ul style="list-style-type: none"> Understands and adheres to legislation and collective agreements 	
<ul style="list-style-type: none"> Links the supervision of staff to student success through School Success planning 	

Supporting Evidence:

**The Peel Leadership Framework incorporates the practices
and competencies of the Ontario Leadership Framework for
Principals and Vice-Principals**

