



Leadership Framework for Principals & Vice-Principals in the York Region District School Board

Comprised of:

***Ontario's Leadership Framework
Leadership Framework Self-Assessment
Dimensions of Leadership
The Learning and Training Framework***

July 2010



MISSION

We unite in our purpose to inspire and prepare learners for life in our changing world community.

VISION

We are the faces of public education. We understand our gifts and challenges. We are motivated by our dreams and act towards their fulfillment. We respect and celebrate our differences. We invite and value the spirit of community, creativity, and personal growth. We support each other. We have joy in who we are and who we are becoming.

VALUES

- We recognize and celebrate excellence, and the heart-felt efforts and contributions of our community.
- We strive for equity, inclusiveness, and diversity in all our programs, practices, facilities, and people.
- We value dedication and commitment.
- We value and will respond in an appropriate manner to the voices, ideas, and understanding of all our community members.
- We believe it is the right and responsibility of everyone to ensure a safe nurturing community.
- We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.
- We are all responsible for our words and actions.

Leading with Purpose: Using the lessons of Leadership to achieve results

As an educational leader, you are contributing to one of the most exciting and challenging periods in the history of Ontario's education system. The targets being set and achieved in Ontario have put our education system on the world stage as a centre of excellence. At the same time, effective leadership has emerged as one of the critical foundations needed to sustain and enhance system-wide improvement. This booklet was designed to introduce you to a powerful new set of leadership tools, developed by and for Ontario educators, that will help you grow and refine your leadership skills, and put advanced leadership concepts and techniques to work on a daily basis to meet your educational targets and achieve concrete results.

MESSAGE FROM THE DIRECTOR

The success of any organization depends not only on the skills of its leaders but also on the application of those skills, day-to-day and year-to-year, toward the achievement of organizational goals. The demands of leadership in a learning organization require that every one of us commit ourselves to an endless journey of self-discovery and self-improvement.

The Leadership Framework for Principals and Vice-Principals has been developed with the extensive input from the province and our leaders as a tool to help foster a climate of continuous improvement throughout all of the departments and work units that support our schools. It is intended, first and foremost, as a standard by which leaders can reflect upon, plan for and monitor their professional growth, identify professional development needs and share best practices with one another. The profile will also serve as a rubric to assess leader performance and the qualifications of candidates seeking employment.

I am profoundly impressed and deeply proud of the wealth of knowledge, experience and dedication of our school leaders. I am certain that you will find the leadership competencies and descriptors contained in this document to be inspiring and invaluable to your career and to your professional learning within the York Region District School Board.

Ken Thurston
Director of Education
York Region District School Board
January, 2010

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IMAGE OF THE SCHOOL LEADER IN YRDSB

School leaders are guided by the Board Improvement Plan as they focus on the Board's mission to inspire and prepare learners for life in a changing world. School Administrators are strategically positioned to shape the direction of their schools, to influence the lives of students and to equip them with the knowledge, skills, attitudes, sensibilities and character attributes necessary for citizenship in the twenty-first century.

Effective educational leadership improves student learning. It is second only to classroom teaching in terms of impact on learning (Leithwood, 2004). Effective school leaders are committed to a results-focused and service-oriented approach in pursuit of excellence in education for all.

For Principals and Vice-Principals in the York Region District School Board, the leadership role in schools is fundamentally embedded in the School's Improvement Plan.

The York Region District School Board's image of an effective school leader focuses on the following research-based leadership competencies based on the *Ontario's Leadership Framework*:

- *Setting Directions*
- *Building Relationships and Developing People*
- *Developing the Organization*
- *Leading the Instructional Program, and*
- *Securing Accountability*

In **Setting Directions**, school leaders build and then sustain a sense of shared purpose. They foster a strategic perspective through the school planning process. They scaffold the necessary supports in preparing and assisting students and their families to engage in the learning process. They value and support parent engagement, recognizing the impact of meaningful family and community engagement on student success. Effective school leaders demonstrate strong operational management, ensuring that the learning environment is safe and supportive, and provides a respectful and welcoming environment for all.

In **Building Relationships and Developing People**, effective school leaders strive to establish genuine, trusting relationships with students, staff, families and communities guided by a sense of equity, inclusivity and mutual respect. Demonstrating the competencies inherent in emotional intelligence, collaborative decision making, communication, problem solving, mediation, conflict resolution and restorative approaches, school leaders affirm and empower others to work in the best interest of all students.

In response to the complexities of varying contexts offered by the environment, effective leaders continuously adjust their practices through **Developing the Organization**. As transformational leaders who are committed to creating a culture of collaboration to support student learning, they lead with knowledge, skill, courage, integrity and a sense of moral purpose. In accepting responsibility and accountability for the change process, they build opportunities for distributed leadership, empowering others to share in the change process for continuous improvement.

Effective school leaders believe that **all** children can learn given appropriate time and support. They **Leading the Instructional Program** by promoting the school as a learning environment which emphasizes the reciprocal nature of the teaching-learning process. Utilizing knowledge of teaching and learning, they monitor and support teacher growth. Effective leaders foster a shared commitment to support student learning through effective instructional practices, assessment for learning, assessment of learning, and the use of technology.

Securing Accountability school leaders are responsible for creating the conditions that support student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable for using data to inform decisions and to support, develop and regularly monitor achievement levels of their students ensuring that students benefit from a high quality education. They ensure equitable access to leadership opportunities, seeking, welcoming and valuing a diversity of voices.

Clearly evident in each of these leadership competencies is the expectation that all leaders demonstrate strong emotional intelligence to ensure a school culture in which a pervasive ethos of equity, inclusivity and mutual respect is fostered and sustained. Strong communication skills are essential, including the sensitivities that allow leaders to be informed by and to inform their communities. Sergiovanni (2004) states: "When leaders are able to strengthen the heartbeat, their schools become stronger and more resilient." Building a heartbeat in a school entails understanding the local context, and fostering social capital, community and relational trust. Effective leaders do this by leading with their head, their heart and their hands.

ONTARIO'S LEADERSHIP FRAMEWORK

Ontario's Leadership Framework identifies effective practices, skills, knowledge, and attitudes of successful educational leaders. The Framework is based on research by world-recognized experts in leadership and extensive consultation with educators across Ontario. The Framework provides a resource for school and system leaders to identify practices and competencies for building expertise in relation to a wide-range of leadership capacities. The Framework is the foundation of the Ontario Leadership Strategy and guides leadership development activities across the province.

The key purposes of this Leadership Framework document are to identify the practices and dimensions underlying effective educational leadership and to provide a framework for on-going leadership skill development for Principals and Vice-Principals in the York Region District School Board.

The Leadership Competencies provide an opportunity for:

- school leader self-assessment,
- self-directed learning and reflective practice,
- professional and leadership learning, training, and career planning,
- focused coaching,
- collaborative, growth-oriented performance assessment,
- succession planning, and
- supporting system recruitment, induction and retention.

The Leadership Competencies for Principals and Vice-Principals is divided into two sections: *Leadership Practices* and *Dimensions of Leadership*.

LEADERSHIP PRACTICES

Leadership Practices builds on those leadership actions previously identified in the *Administrator Growth Profile*, 2001. Additionally, the *Leadership Practices* section of this document lists those actions which research has shown to have a significant and positive impact on school effectiveness and on student achievement. (Leithwood et al, 2003; Marzano et al, 2005; Lezotte et al, 2006). Listed with these practices, **Setting Directions, Building Relationships and Developing People, Developing the Organization, Leading Instructional Program, and Securing Accountability**, are indicators, aimed at clarifying the repertoire of leadership strategies under each heading.

DIMENSIONS OF LEADERSHIP

The *Dimensions of Leadership* lists character traits, dispositions, attitudes and behaviours which are essential to successful educational leadership, regardless of the context in which a leader is placed. These dimensions of leadership reflect *ways of being a leader*.

THE FIVE CORE CAPACITIES OF EFFECTIVE LEADERS

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasintoAction09.pdf>

Five Core Leadership Capacities (CLCs) are derived from the Framework. They have been recognized by research, practitioners, and education partners as being critical areas of leadership required for sustained improvement in student achievement and well-being. Strengthening these capacities requires focussed efforts by all partners of the education system. School and system leaders have different levels of expertise at different stages of their careers related to the five CLCs. They use the Ontario Leadership Framework as a resource to identify practices and competencies that will be their focus for building expertise related to the CLCs. This is a dynamic process. As contexts change and expertise grows, leaders identify new areas for development related to the CLCs. In this way, they continuously improve their practice. The five CLCs are:

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.

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.

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.

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.

5. Engaging in Courageous Conversations

- This capacity relates to the challenging current practices and fostering innovation through conversations, to listen and to act on feedback and to provide feedback that will lead to improvements in student achievement and well-being.

(From Ideas into Action. Fall 2009)



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

ONTARIO'S LEADERSHIP FRAMEWORK

<http://www.education-leadership-ontario.ca/files/FrameworkAction.pdf>

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 development
- 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

ONTARIO'S LEADERSHIP FRAMEWORK

<http://www.education-leadership-ontario.ca/files/FrameworkAction.pdf>

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/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

Self-assessment Tool for Principals / Vice-Principals

(Based-on the Ontario Leadership Framework)

The principal/vice-principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.		
Setting Directions	Practices	Evidence / Reflection / Impact
Establishes a sense of shared purpose. - Fosters trust and confidence in the organization and the goals outlined in the Board's strategic directions. - Demonstrates the vision and values in everyday work and practice. - Motivates and works with all stakeholders to create a positive and collaborative school culture.	Indicators - Articulates understanding, support and commitment to the Board's mission, vision and core commitments. - Engages the school community in the development of a shared vision. - Engages with staff in the development of a shared vision through the lens of moral purpose and the understanding of school context. - Utilizes the vision to guide, resource and sustain school improvement efforts. - Aligns school and Board goals by articulating and stimulating discussion. - Ensures that strategic planning incorporates the diversity, values and experience of the school community. - Listens to and acts appropriately on community feedback. - Promotes and advocates for public education.	
Understands the strengths and needs of the school to develop and inform the school improvement planning process. Collects, analyzes manages and utilizes data to inform decisions and foster improved student achievement, well-being, success and quality education.	- Creates conditions for individual, team and whole-school accountability to improve student achievement and well-being. - Works with all stakeholders to set appropriate targets and goals for improved student achievement, well-being and success and uses a range of evidence to support, monitor, evaluate and improve aspects of school performance. - Shares data routinely with staff, and involves them in analysis, interpretation and action planning. - Makes decisions that reflect equity of opportunity and outcomes for all students.	
Builds consensus around the school improvement plan. - Engages all stakeholders in development, implementation, monitoring and reviewing the school improvement plan. - Influences staff to improve student achievement, well-being and success. - Fosters genuine commitment among stakeholders to achieving the goals in the school improvement plan.	- Uses an inclusive process to develop, implement, monitor and review the school improvement plan. - Communicates the roles and responsibilities of all partners with regard to school improvement planning. - Seeks community input to clarify and inform school improvement from a community perspective. - Collaborates with staff to develop action plans for improving student achievement, well-being. - Incorporates discussion with all staff regarding school direction and goals when engaged in performance appraisal processes and reviewing annual learning plans. - Engages school volunteers to effectively support the school improvement plan.	

Competencies for Setting Directions		
Skills	Knowledge	Attitudes
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.	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.	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.
Next Level of Learning		
What skills, knowledge and attitudes do I need to further develop?		

Building Relationships and Developing People		The principal/vice-principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal/vice-principal affirms and empowers others to work in the best interests of all students.	
Practices	Indicators	Evidence / Reflection / Impact	
Is consistently visible and approachable within the school. Has quality contact and interactions with students, all staff, family, and community members.	- Structures frequent and regular opportunities for interaction with students and staff in classrooms and throughout the school. - Initiates positive interaction with family and community members. - Provides effective feedback. - Receives feedback with openness to continuous improvement.		
Encourages all staff to see themselves as leaders with an important role to play in school and student success. Creates conditions for staff to succeed.	- Develops effective strategies to welcome and orient staff to the school community. - Helps staff find meaning, increased skill development, and personal satisfaction in making contributions to improved student achievement, well-being.		
Appreciates, respects, and affirms others. - Creates and sustains a caring, positive school culture. - Fosters a learning and working environment which is inclusive and affirms the gender, faith, culture, race and sexual orientation of students, staff and community. - Fosters a collaborative culture which recognizes and affirms the efforts and achievements of others.	- Treats people fairly, equitably and with dignity and respect and addresses disrespectful treatment of others. - Relates genuinely to others in ways that demonstrate appreciation and value. - Supports staff members who are experiencing difficulty. - Encourages, challenges, influences, motivates and supports others to attain high goals. - Affirms growth and excellence through recognition, celebration, communication, promotion and encouragement.		
Mediates and resolves conflict. - Anticipates, identifies, analyzes and resolves problems, consistently striving for mutually beneficial solutions. - Sees resistance as an opportunity for dialogue to find common ground.	- Applies restorative approaches in resolving differences with the goal of reconciliation. - Involves others in problem-solving and reaching resolutions that respect the core values of the organization and the dignity of all participants, while fostering continued relationship development.		

Competencies for Building Relationships Developing People		
Skills	Knowledge	Attitudes
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.	The principal has knowledge and understanding of: • The significance of interpersonal relationships, adult learning and models of continuing professional development. • Strategies to promote individual and team development. • The relationship between performance management and school improvement. • The impact of change on organizations and individuals.	The principal demonstrates: • Commitment to effective working relationships. • Commitment to shared leadership for improvement. • Commitment to effective teamwork. • Confidence, optimism, hope, and resiliency. • Integrity.
Next Level of Learning		
What skills, knowledge and attitudes do I need to further develop? Competencies for Setting Direction		

Developing the Organization		The principal/vice-principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.	
Practices			
Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities. Develops a culture that promotes shared understanding, decision-making and responsibility for outcomes.	- Fosters the development of professional learning teams. - Encourages teams to share successful practices both in the school and with other schools. - Ensures students, parents and teachers understand the full range of pathways, options, programs and supports that are available to facilitate student transitions.		
Fosters a changing culture in the school and within the system. - Creates an environment that welcomes change as an opportunity for growth and improvement. - Understands change theory and leads change with processes to meet the goals of the Board's Strategic Directions and the school's improvement plan. - Values and acts on suggestions for continuous improvement.	- Provides a clear picture of what is to be achieved. - Demonstrates an understanding that change can be difficult. - Scaffolds change initiatives to ensure manageable steps. - Utilizes a variety of strategies to support staff as they engage in changing practice. - Deals collaboratively with obstacles and provides feedback that is honest, specific and balanced. - Provides input into and/or feedback on system initiatives and contributes to the development of system initiatives as appropriate.		
Fosters growth and development in self and others. - Uses a combination of strategies and resources to support personal and individual staff growth and organizational learning. - Supports and encourages active participation in professional development that is aligned with school and system initiatives.	- Provides induction and mentoring for new teachers - Establishes an orientation procedure for new staff - Supervises all staff justly and appropriately. - Uses performance appraisal processes to foster professional growth and development in all staff. - Visits classrooms to understand and monitor progress. - Engages individual staff in courageous conversations that encourage further development of effective teaching practice. - Ensures staff are aware of current theories and practices and engages regularly in professional dialogue as a regular aspect of the school's culture.		
Develops the leadership capacity of others. - Empowers staff and provides opportunities to achieve goals for professional growth and leadership development. - Distributes leadership equitably amongst schools staff.	- Nurtures and empowers a diverse workforce providing equity of access to opportunity and achievement. - Challenges thinking and learning of self and others to further develop professional practice. - Identifies, trains, advises, mentors and coaches future leaders to build capacity consistent with school and system needs.		

Competencies for Developing the Organization		
Skills	Knowledge	Attitudes
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.	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.	The principal demonstrates: • Acceptance of responsibility for school climate and student outcomes. • Ethical behaviour.
Next Level of Learning		
What skills, knowledge and attitudes do I need to further develop?		

Leading the Instructional Program		The principal/vice-principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.	
Practices	Indicators	Evidence / Reflection / Impact	
Fosters professional, ethical learning communities. Builds a collaborative learning environment focused on improved student achievement and well-being.	- Networks with others inside and outside the school. - Facilitates the development of professional learning teams and ensures they engage in collaborative inquiry to improve instruction. - Establishes a process for the development of a timetable that promotes collaborative team learning. - Utilizes system and school data to inform decisions and to monitor progress.		
Demonstrates a deep knowledge of teaching and learning processes. - Establishes a supportive, learning environment in which all students are meaningfully engaged in authentic learning. - Fosters a commitment to equity of outcomes and to close the achievement gap.	- Implements appropriate curriculum, assessment and instructional processes and resources to maximize student learning to meet the needs of diverse learners. - Uses data to inform, develop and improve instructional practice. - Ensures the development of student and class profiles which include information that informs practice to improve student learning. - Monitors progress to assess the effectiveness of program delivery. - Integrates technology to maximize student learning. - Ensures effective use of and appropriate access to information communication technology for students and staff.		
Empowers teachers and support staff to become instructional leaders. Distributes leadership to build capacity and support for attaining the goals in the school improvement plan.	- Ensures clear and consistent high expectations for all staff are communicated, understood and pursued. - Stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners. - Engages staff in opportunities to learn about and to practice effective instructional and assessment strategies. - Provides teams with strategies that foster reflective practice. - Encourages risk-taking and creativity.		
Engages families and communities in supporting student achievement and well-being. Understands the importance of family and community involvement in supporting student achievement, well-being.	- Assists parents to understand the developmental stages of their children and to create home conditions that support their children as learners. - Uses a variety of communication strategies to connect with all families in the school. - Works with the school council and school staff to provide home programs which actively engage parents in working directly with their children. - Engages students, parents and the community to build partnerships that enhance student learning and work together to create a variety of involvement opportunities.		

Competencies for Leading the Instructional Program		
Skills	Knowledge	Attitudes
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.	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.	The principal demonstrates: • Commitment to raising standards for all students. • Commitment to equity of outcomes 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.
Next Level of Learning		
What skills, knowledge and attitudes do I need to further develop?		

Securing Accountability The Principal/Vice-Principal is responsible for creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education.		
Practices	Indicators	Evidence / Reflection / Impact
Takes responsibility and is accountable for the goals set out in the school improvement plan. - Has a focused plan to sustain continuous improvement. - Aligns school improvement initiatives with mandated Board and Ministry directions. - Works collaboratively with the Supervisory Officer to reflect on progress and establish new goals to meet student needs.	- Works collaboratively to set reasonable, achievable targets. - Works with others to develop and implement strategies to support achievement of goals outlined in the school improvement plan. - Leads a school assessment and review process to measure results and provide evidence of outcomes. - Works to develop a climate of trust in collaborating with teachers on the Annual Learning Plan. - Assesses personal growth as outlined in the Annual Growth Plan. - Supports the school council so it can participate actively and authentically in its advisory role.	
Manages day to day operational tasks and processes to ensure optimal school functioning. - Assumes responsibility and is accountable for a safe, orderly, supportive and healthy learning environment. - Assigns and supervises staff consistent with legislation and Ministry and Board policy and procedures.	- Ensures staff roles, responsibilities, and individual accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation. - Responds appropriately to legislation and Board policies. - Conducts performance appraisals of staff consistent with legislation and procedures. - Participates in recruitment, hiring and retention of staff with the interest and capacity to further school and system goals. - Attends to and complies with all school operations (e.g. plant, finance, H.R. policies, information technology) - Monitors and reviews I.E.P. and provides parents and students with the opportunity to contribute and refine learning goals. - Maintains accurate records that reflect system and Ministry requirements, and completes reports accurately and in a timely fashion.	
Manages the school budget procedure. Demonstrates accountability for processes that monitor finances and resources.	- Implements Board business and financial procedures. - Deploys resources to support school improvement initiatives and to ensure equitable opportunity and outcomes for each student.	
Demonstrates reflective practice as a leader. Reflects on personal contribution to school achievements and responds to feedback from others.	- Reflects on and responds to feedback based on external evaluations (i.e. District Reviews and Principal Performance Appraisal). - Develops and presents a coherent and transparent account of the school's performance to a range of audiences (e.g. school council, parents, Board)	

Competencies for Securing Accountability		
Skills	Knowledge	Attitudes
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.	The principal has knowledge and understanding of: - Accountability frameworks including self-evaluation. - The contribution that education makes to - The use of a range of evidence to support, monitor, evaluate and improve school performance. - The principles and practices of performance management.	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.
Next Level of Learning What skills, knowledge and attitudes do I need to further develop?		

DIMENSIONS OF LEADERSHIP

ATTITUDE AND SELF-MANAGEMENT

- Maintains a strong sense of identity and purpose characterized by confidence, conviction and decisiveness
- maintains high levels of energy and commitment even in challenging circumstances
- demonstrates a hopeful and optimistic presence
- possesses a healthy self-confidence and a positive attitude
- is self-disciplined
- demonstrates self-control across a wide range of situations
- manages emotions
- manages response to stress

COLLABORATION

- works positively and productively with others
- distributes leadership and shares responsibilities
- promotes interdependence, good morale, collaboration and communication

COMMUNICATION

- is approachable and accessible
- expresses oneself with openness, honesty and diplomacy
- listens empathetically and actively
- appreciates the perspectives of others
- respects the rights and dignity of all persons
- when necessary, disagrees respectfully with others
- demonstrates sensitivity to the feelings of others
- articulates ideas clearly, both orally and in writing
- adjusts communication style to meet group or individual needs
- provides clear direction to others
- recognizes the contributions of others

CONFLICT MANAGEMENT

- Is aware at all time of body language, tone and mannerisms when dealing with others in stressful situations
- challenges stakeholders appropriately when circumstances warrant
- uses effective strategies to resolve conflict
- Is proactive in addressing difficult issues

DECISION-MAKING

- utilizes professional knowledge, intuition, assessment and evaluation to make wise decisions
- seeks input and feedback from others in the decision-making process
- generates alternative solutions
- is flexible and responsive in decision-making
- is decisive

JUDGEMENT

- demonstrates moral discernment including good judgment
- demonstrates the skills of critical analysis
- seeks expert opinion and credible evidence

LEARNING

- sets personal goals and reflects on progress
- participates in learning experiences to further growth (e.g. workshops, conferences, e-learning courses, reading of professional journals, etc.)
- demonstrates willingness to admit error and modify thinking
- takes account of and acts upon feedback from others
- objectively assesses own strengths and areas for improvement
- demonstrates adaptability to situational demands

MODELING

- accepts responsibility for setting a good example and being a positive influence
- models the behaviours which are expected of others
- is aware of personal style and impact on others
- models integrity

MOTIVATION

- is strongly motivated to give best effort
- is committed to high quality work
- practices in order to improve in the skills and habits required for excellence
- demonstrates initiative
- perseveres in the face of difficulty
- is resilient

TAKING A STAND, DOING WHAT IS RIGHT

- assumes risk in pursuing innovation
- identifies those practices which are at odds with the school or Board's commitment to excellence and ethics
- acts upon ethical convictions

TIME MANAGEMENT

- prioritizes appropriately
- manages time appropriately
- delivers on commitments in a timely manner

OTHER

THE LEARNING & TRAINING FRAMEWORK

<https://bwww.yrdsb.ca/learning/Pages/default.aspx>

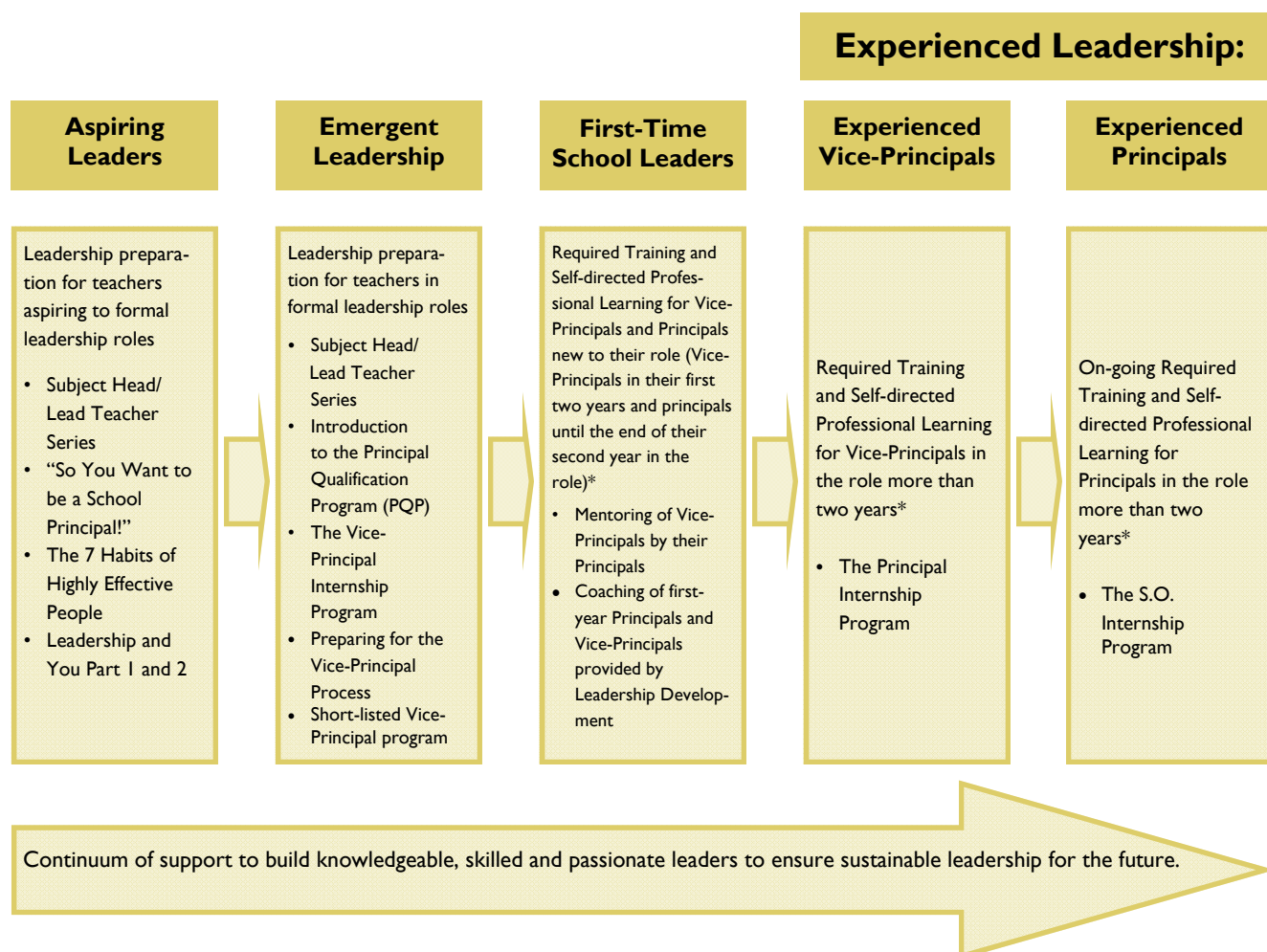
The York Region District School Board is committed to providing system leaders with opportunities to learn, to continue to grow as leaders and develop the necessary skills and practices required for effective leadership. The Centre for Leadership and Learning offers a variety of learning opportunities, both required and self directed that reflect the needs of school principals and vice-principals as well as the system as a whole.

LEADERSHIP DEVELOPMENT PROGRAM PHASES

The Centre for Leadership and Learning is committed to developing leadership capacity within our learning organization that cultivates excellence, innovation and creativity through quality professional learning opportunities.

Through a variety of delivery modes, The Centre for Leadership and Learning develops and delivers programs which reflect current research on effective school leadership, to meet the varied and unique needs of a variety of school leaders, including emerging leaders, first time administrators and experienced administrators.

THE LEARNING & TRAINING FRAMEWORK: A CONTINUUM OF SUPPORT FOR SCHOOL PRINCIPALS AND VICE-PRINCIPALS



* Note: There may be exceptions to the above time-lines

THE LEARNING & TRAINING FRAMEWORK

<https://bwww.yrdsb.ca/learning/Pages/default.aspx>

The Learning & Training Framework is designed to support the development of all school leaders within our system. The continuum of support will meet the needs of first-time vice-principals, experienced principals, and respond to the needs of the system and province.

The Learning & Training Framework is designed to give opportunities to assist first time principals, vice-principals make the transition into their new role.

These learning opportunities, whether face to face or on-line learning are designed to provide the skills, competencies, and personal feedback to help first-time administrators develop as effective leaders.

GOALS OF THE LEARNING & TRAINING FRAMEWORK:

Research (Leithwood, 2005), (Marzano, 2005) tells us that school leadership has a dramatic effect on student achievement. It is therefore paramount that we develop and support effective and successful principals who are able to have a positive impact within their schools.

The YRDSB Learning & Training Framework promotes a model for developing highly effective educational leaders. The Framework is informed by the administrator's own learning needs.

The Leadership Development Framework is founded on research-based principles and will:

- Incorporate job-embedded learning
- Be critical and collaborative
- Promote deep rather than surface learning
- Create a community of learners
- Be informed by research and incorporate new technologies
- Recognize the importance of theory development, modeling, low risk practice and support, and the power of coaching

CRITERIA/DEFINITIONS:



THE LEARNING & TRAINING FRAMEWORK

<https://bww.yrdsb.ca/learning/Pages/default.aspx>

The Learning & Training Framework defines the first-time school leader as someone who is in the first year of being appointed as a Vice-Principal and continues until the end of the second year of being a Principal. The objectives of the program are to develop the knowledge, skills, and capacity of first-time school leader and to support their development as successful school leaders.

Required professional learning includes legislated compliance required training, Ministry mandated training, and Board required training to meet the needs of the organization.

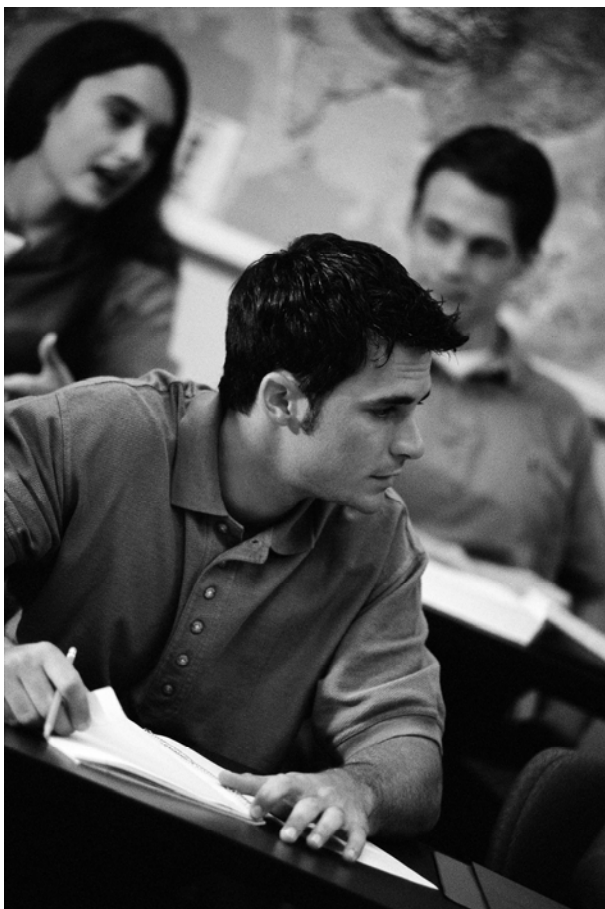
Self-directed professional learning may include extra required training modules, conferences, courses, on-line learning, professional reading, network learning, etc.

MODES OF DELIVERY:

Workshop Presentations: Groups of administrators will be brought together for topic-specific workshops, keynote speakers, case studies, and guest presenters. Workshops are research-based and will involve interactive participation.

e-learning Modules: Several on-line technologies will be available to support the professional learning choices of administrators in order to develop collaborative learning communities and lead to sustained professional learning throughout the induction process.

The Learning & Training Framework is updated annually and can be accessed on-line through the Learning and Training tab on the portal. (<https://bww.yrdsb.ca/learning/Pages/default.aspx>)



APPENDIX A— DIMENSIONS OF LEADERSHIP

DIMENSIONS OF LEADERSHIP – 360 DEGREE FEEDBACK FOR PRINCIPALS AND VICE-PRINCIPALS

Name of recipient _____

Completed by _____

*Don't Know – Please use 'don't know if you have not had the opportunity to observe this dimension of leadership.

Optional 360 degree feedback
may be completed by:

- ✓ Principal
- ✓ Vice-Principal
- ✓ Supervisory Officer
- ✓ Principal Colleague
- ✓ Teacher
- ✓ E.A.
- ✓ Caretaker
- ✓ Support Staff
- ✓ Parent
- ✓ Student

	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
ATTITUDE AND SELF-MANAGEMENT				
• maintains a strong sense of identity and purpose characterized by confidence, conviction and decisiveness				
• maintains high levels of energy and commitment even in challenging circumstances				
• demonstrates a hopeful and optimistic presence				
• possesses a healthy self-confidence and a positive attitude				
• is self-disciplined				
• demonstrates self-control across a wide range of situations				
• manages emotions				
• manages response to stress				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
COLLABORATION				
• works positively and productively with others				
• distributes leadership opportunities and shares responsibilities				
• promotes interdependence, good morale, collaboration and communication				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
COMMUNICATION				
• expresses oneself with openness, honesty and diplomacy				
• is approachable and accessible				
• listens empathically and actively				
• appreciates the perspectives of others				
• respects the rights and dignity of all persons				

APPENDIX A— DIMENSIONS OF LEADERSHIP

	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
• when necessary, disagrees respectfully with others				
• demonstrates sensitivity to the feelings of others				
• articulates ideas clearly, both orally and in writing				
• adjusts communication style to meet group or individual needs				
• provides clear direction to others				
• recognizes the contributions of others				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
CONFLICT MANAGEMENT				
• is aware at all times of body language, tone and mannerisms when dealing with others in stressful situations				
• challenges stakeholders appropriately when circumstances warrant				
• uses effective strategies to resolve conflict				
• is proactive in addressing difficult issues				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
DECISION-MAKING				
• utilizes professional knowledge, intuition, assessment and evaluation to make wise decisions				
• seeks input and feedback from others in the decision-making process				
• generates alternative solutions				
• is flexible and responsive in decision-making				
• is decisive				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
JUDGEMENT				
• demonstrates moral discernment including good judgement				
• demonstrates the skills of critical analysis				
• seeks expert opinion and credible evidence				
Comment (optional)				

APPENDIX A— DIMENSIONS OF LEADERSHIP

	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
LEARNING				
• sets personal goals and reflects on progress				
• participates in learning experiences to further growth (e.g. workshops, conferences, e-learning courses, reading of professional journals, etc.)				
• demonstrates willingness to admit error and modify thinking/ make adjustments				
• objectively assesses own strengths and areas for improvement				
• demonstrates adaptability to situational demands				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
MODELLING				
• accepts responsibility for setting a good example and being a positive influence				
• models the behaviours which are expected of others				
• is aware of personal style and impact on others				
• models integrity				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
MOTIVATION				
• is strongly motivated to give best effort				
• is committed to high quality work				
• practices in order to improve in the skills and habits required for excellence				
• demonstrates initiative				
• perseveres in the face of difficulty				
• is resilient				
Comment (optional)				
	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
TAKING A STAND, DOING WHAT IS RIGHT				
• assumes risk in pursuing innovation				
• identifies those practices which are at odds with the school or Board's commitment to excellence and ethics				
• acts upon ethical convictions				
Comment (optional)				

APPENDIX A— DIMENSIONS OF LEADERSHIP

	NOT EVIDENT	EMERGING	EVIDENT	DON'T KNOW*
TIME MANAGEMENT				
• prioritizes appropriately				
• manages time appropriately				
• delivers on commitments in a timely manner				
Comment (optional)				





OUR COMMITMENT

To support the development of leadership capacity within our learning organization that cultivates excellence, innovation, creativity and commitment through quality professional learning that is:

- ✓ informed by research
- ✓ aligned with our Board Plan for Continuous Improvement
- ✓ culturally proficient
- ✓ engaging and promotes collaboration
- ✓ inspiring and forward thinking
- ✓ technologically integrated
- ✓ focused on building knowledge and skills
- ✓ responsive and connected to our changing local and global community

Location:
Aurora/King
Newmarket/East Gwillimbury
Georgina
Toronto/Markham/Richmond Hill

Switchboard:
905-727-3141
905-895-7216
905-722-3201
416-969-8131

Automated:
905-727-0022
905-895-7227
905-722-6255
416-9697170

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300 Harry Walker Parkway South, Newmarket, ON L3Y 8E2