

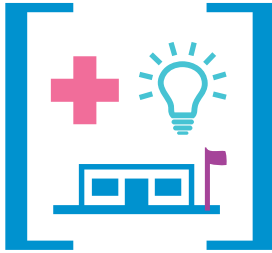
Climate for Learning and Working
 Leadership for Learning

Peel Leadership Framework

for Business and Support Staff



Climate for Learning and Working



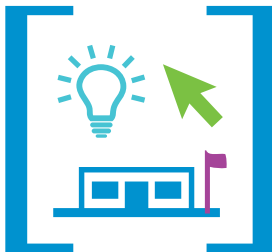
Student, Staff and Community Relations

Effective student, staff and community relations involves understanding, respecting and responding to their needs.



Interpersonal and Teamwork Skills

Effective interpersonal and teamwork skills involve an understanding of others and sharing of ideas to promote meaningful dialogue and to achieve common goals.

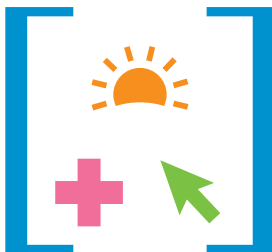


Professional Knowledge and Skills

An effective employee seeks to maintain and update technical and professional skills and knowledge for job-related and personal growth.

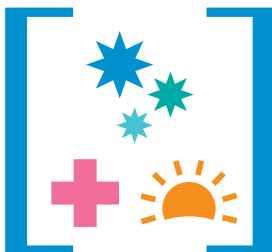


Leadership for Learning



Communication Skills

Effective communication involves giving and receiving information by speaking, reading, listening and writing, and using language and actions that are appropriate for the audience and purpose.



Personal Management

Effective personal management involves maintaining a personal and professional balance with integrity, accountability, self-discipline and a willingness to seek new learning opportunities.

Peel Leadership Framework

for Business and Support Staff

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

- Inspire a shared vision of leadership in schools and work sites
- Provide a common language and understanding of leadership
- Identify the competencies of leadership that are proven to impact student achievement and professional growth
- 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 and departmental planning
- Attract potential leaders

Developmental Continuum

This tool has been designed to:

- Link and align school and departmental 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

- Becoming familiar with
- Limited opportunities to experience
- Observing and recognizing
- Acquiring knowledge about

Beginning Application Stage

- 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

Application Stage

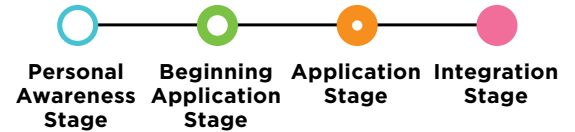
- Incorporates into philosophy and practice
- Applies knowledge and action
- Many opportunities to experience and practice
- Routine use
- Consultative

Integration Stage

- Philosophy and practice are embedded in planning
- Automatic and sophisticated knowledge and action
- An integral part of experience and practice
- Intuitive, intentional and situational



Effective student, staff and community relations involves understanding, respecting and responding to individual needs.



KEY KNOWLEDGE AND SKILLS IN ACTION

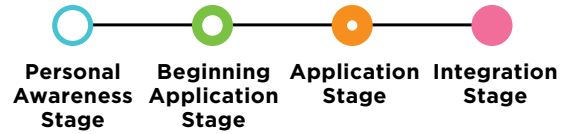
<ul style="list-style-type: none"> • Provide service in a positive, respectful and supportive manner 	
<ul style="list-style-type: none"> • Work appropriately, effectively and collaboratively with students, staff and community 	
<ul style="list-style-type: none"> • Practice effective listening skills to better appreciate the views of others 	
<ul style="list-style-type: none"> • Apply ministry, legislative and board policies and procedures in responding to the various needs of students, staff and community 	
<ul style="list-style-type: none"> • Are aware of system goals and organizational structures that support students, staff and community 	

Supporting Evidence:

Climate for Learning and Working | Interpersonal and Teamwork Skills



Effective interpersonal and teamwork skills involve an understanding of others and sharing of ideas to promote meaningful dialogue and to achieve common goals.

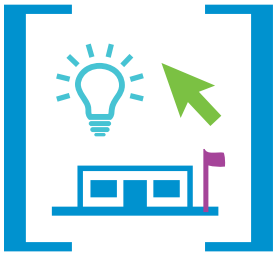


KEY KNOWLEDGE AND SKILLS IN ACTION

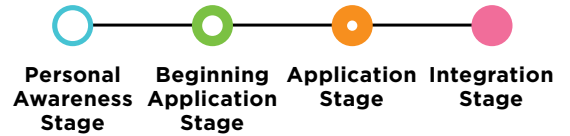
<ul style="list-style-type: none"> • Demonstrate respect for others recognizing diversity, individual differences and perspectives 	
<ul style="list-style-type: none"> • Listen with openness to new ideas and offer constructive feedback in a positive and supportive manner 	
<ul style="list-style-type: none"> • Work collaboratively with others - leading or supporting as appropriate 	
<ul style="list-style-type: none"> • Recognize your strengths and limitations and ask for clarification or assistance if required 	
<ul style="list-style-type: none"> • Work toward resolution, understanding that differing opinions lead to a positive outcome 	
<ul style="list-style-type: none"> • Contribute to a team by sharing information and expertise and by working to agreed upon norms and standards 	
<ul style="list-style-type: none"> • Demonstrate leadership, positive thinking, vision, critical thinking and sound decision-making skills 	

Supporting Evidence:

Climate for Learning and Working | Professional Knowledge and Skills



An effective employee seeks to maintain and update technical and professional skills and knowledge for job-related and personal growth.

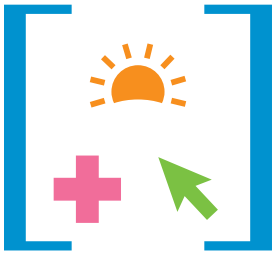


KEY KNOWLEDGE AND SKILLS IN ACTION

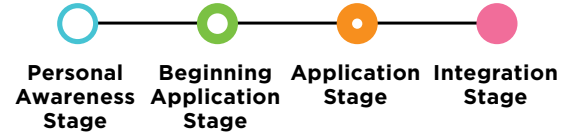
<ul style="list-style-type: none"> Apply the use of technology in your role (e.g. computers, digital media, equipment, plant control systems, photocopiers) 	
<ul style="list-style-type: none"> Observe and record information using appropriate symbols, tools and technology (e.g. numbers, units of measurement, computer applications, calculators) 	
<ul style="list-style-type: none"> Effectively locate, use and manage information and resources 	
<ul style="list-style-type: none"> Understand and apply ministry, legislative and board policies and procedures as related to your position (e.g. safe schools, student registration, privacy of information, human rights, equity, Sabrina's Law, etc.) 	
<ul style="list-style-type: none"> Are aware of and apply current safe work practices, codes and procedures as they relate to your work environment and personal well-being (e.g. appropriate use of tools, ladders, chemicals, allergens, etc.) 	
<ul style="list-style-type: none"> Participate in optional training and professional development opportunities for your personal and professional growth 	

Supporting Evidence:

Leadership for Learning | Communication Skills



Effective communication involves giving and receiving information by speaking, reading, listening and writing, and using language and actions that are appropriate for the audience and purpose.

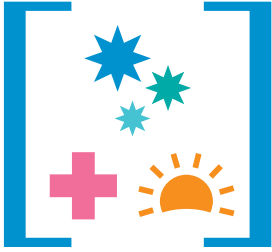


KEY KNOWLEDGE AND SKILLS IN ACTION

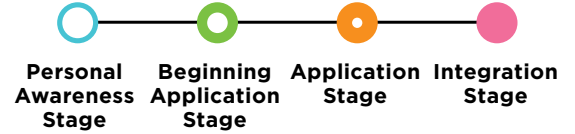
	Personal Awareness Stage	Beginning Application Stage	Application Stage	Integration Stage
• Demonstrate effective communication through the use of language conventions (reading, speaking, listening and writing) when communicating with students, staff and community				
• Use available technology tools appropriately to facilitate communication (e.g. telephone, voicemail, fax, email, computer software)				
• Communicate information clearly with an awareness of the audience and the purpose				
• Seek and ensure understanding by providing and welcoming opportunities for dialogue and feedback (e.g. ask and answer questions for clarification)				
• Practice use of non-verbal communication techniques that embrace the various needs, opinions and beliefs of others (e.g. body language, cultural practices such as hand shakes, eye contact, etc.)				
• Recognize the importance and purpose of communicating relevant information in a timely manner and to the appropriate audience (who, what, when, why and how much to share)				
• Recognize and use job-related terminology				

Supporting Evidence:

Leadership for Learning | Personal Management



Effective personal management involves maintaining a personal and professional balance with integrity, accountability, self-discipline and a willingness to seek new learning opportunities.



KEY KNOWLEDGE AND SKILLS IN ACTION

	Personal Awareness Stage	Beginning Application Stage	Application Stage	Integration Stage
• Are aware of and apply board, ministry and legislative requirements				
• Meet the day-to-day challenges while maintaining a balance between work and personal commitments				
• Adapt to organizational change with the willingness to develop required skills and seek new learning opportunities				
• Plan, organize and prioritize daily, weekly, monthly and annual activities within required timelines				
• Identify and explore options to make informed recommendations and/or decisions				

Supporting Evidence:

Notes

The Peel Leadership Framework incorporates the practices and competencies of the Ontario Leadership Framework.

Revised September 2010

Staff Development and School Support Services

