

OUR LEADERSHIP JOURNEY

ONTARIO LEADERSHIP FRAMEWORK

Catholic education must remain committed to the essential work of forming leaders in our faith tradition for the future. Our apostolic faith is built on the witness of those who have experienced the Risen Christ in their lives and who have shared that truth in the way they live: close to Jesus, receiving the Eucharist, engaged in parish life, serving their families and those most in need. We need such leaders if we are to ensure that our Catholic schools are genuinely to be communities that build and nurture relationships, capable of accompanying and engaging with those within the community, and ultimately giving witness to the joy of the Gospel. Careful attention must be given to support the formation of such leaders.

Renewing the Promise: A Pastoral Letter for Catholic Education

A LEADER'S PRAYER

Leadership is hard to define.
Lord, let us be the ones to define it with justice.
Leadership is like a handful of water.
Lord, let us be the people to share it with those who thirst.
Leadership is not about watching and correcting.
Lord, let us remember it is about listening and connecting.
Leadership is not about telling people what to do.
Lord, let us find out what people want.
Leadership is less about the love of power
and more about the power of love.

Lord, as we continue to undertake the role of leader
let us be affirmed
by the servant leadership we witness in your son Jesus.
Let us walk in the path
He has set and let those who will, follow.

Let our greatest passion be compassion.
Our greatest strength love.
Our greatest victory the reward of peace.

In leading let us never fail to follow.
In loving let us never fail.

Amen

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MISSION

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

VISION

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

VALUES

At the Halton Catholic District School Board, we value:

Our Catholic Faith

and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child

and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning

and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Relationships and Partnerships

and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities

and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

HCDSB LEADERSHIP STRATEGY

To be a disciple of Jesus is to say yes to the Great Invitation to come forth to follow and learn the mission of Jesus.

Matthew 4:18-22

To be an apostle of Jesus is to say yes to the Great Commission to go forth to lead and to teach the mission of Jesus.

Matthew 28:16-20

HCDSB LEADERSHIP STRATEGY

“Leadership is set in the context of Christian values, inspired by the love of God and exercised in the spirit of that love. Our Catholic tradition acknowledges that each person has particular gifts and a responsibility to share these gifts, as a way to recognize and celebrate the work of the Holy Spirit. There are some who have specific qualities and competencies that lend themselves to provide leadership in our Catholic community. The motivation to develop and nourish these qualities and competencies springs from a deep sense of vocation and mission to create a genuine Catholic school community in the spirit of servant leadership.” (Our Catholic Schools pg. 34)

Leadership development is the foundation to ensure that the Halton Catholic District School Board can achieve its mission in fulfilling the goals of Achieving, Believing, Belonging, and Creating Conditions for the success of our students. The Halton Catholic District School Board’s Leadership Strategy has been developed to create, enhance, and promote leadership opportunities that engage all staff as transformational leaders in order to strengthen staff capacity for instructional leadership, to enhance organizational effectiveness, and to support succession planning. This strategy has been designed to foster leadership of the highest possible quality at both the school and board level. The Halton Catholic District School Board’s Leadership Journey is a comprehensive program designed to support faith formation, and student achievement and well-being, by developing passionate and skilled leaders.

We know that school leaders have a profound impact on student achievement, and they play a crucial role in creating successful schools. Professional Learning is integral to the success of all students in our Catholic school system. While research shows that the Principal is second only to the teacher in improving student achievement, it also shows that it is leadership distributed across a system that has the greatest potential to impact student learning. Hence, the Halton Catholic District School Board Leadership Strategy, is designed to offer all employees an opportunity to consider their leadership potential and support those new to the role and others in on-going ways in order to build on leadership capacity.

We hope that the Leadership Journey will help you to discern your call to leadership and to understand the hopes and plans God has for you and His world.

COMPONENTS OF HCDSB LEADERSHIP DEVELOPMENT

Discerning, Aspiring, Awaiting, Mentoring, and On-Going.

The **Discerning** program is for those exploring leadership and considering not only the possibilities and opportunities in HCDSB, but also the theoretical framework and practical realities of leadership in large organizations.

The **Aspiring** program is a two-year commitment for permanent staff who are on the pathway toward formal leadership positions throughout the system.

The **Awaiting** program is for individuals who are formally awaiting placement in leadership positions in the system in order to allow them to be as prepared as possible to assume the role.

The **Mentoring** program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect, and on-going learning.

The **On-Going** program is for experienced leaders who continue to seek new opportunities for professional growth and development.

OUR CATHOLIC SCHOOLS

At the Halton Catholic District School Board, we believe that the experience of Catholic Education is shaped by four elements:



Catholic Learning Environment

A Catholic school is an extension of the family and the Church, and as such, embodies the values and teachings of Jesus Christ. This is highly visible through prayer, through its symbols and liturgies, and through the interrelationships which respect the dignity of each student.



Catholic Community

We are a community committed to acting morally and legally as a people formed in Catholic traditions. We witness Catholic Social Teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.



Catholic Curriculum

A Catholic school teaches the Ontario Ministry of Education curriculum with a difference – grounded in Religious and Family Life Education. Catholic attitudes and values permeate each individual area of experience and learning in our schools.



Catholic School Staff

HCDSB staff share a common focus on faith and take pride in openly demonstrating and celebrating that faith through their teaching and service to all students, to each other and to the greater community.

THE ONTARIO LEADERSHIP FRAMEWORK 2012 (OLF)

Effective leadership has emerged as one of the critical foundations needed to sustain and enhance system-wide improvement. The Ministry of Education in partnership with the Institute for Educational Leadership developed the Ontario Leadership Framework (2006) and released a revised version in 2012. This framework is designed to provide consistency of vision and a clear leadership roadmap representing current research around successful leadership practices, and personal characteristics that describe effective leadership. The Leadership Framework includes Personal Leadership Resources at the base that reflect the characteristics of effective leaders.

The Framework acknowledges that leadership in Catholic School Systems must reflect the board's articulation of the Catholic Faith perspectives and as such has developed the Ontario Catholic Leadership Framework. "The differentiated Framework for Catholic School-level Leadership speaks of a Christ-centred community reflecting the Gospel and Catholic social teachings, where leaders are actively engaged in liturgy, prayer, evangelization and life-long faith development." (ICE Monograph – *Shepherding and Serving*, by Michael Saver – 2019)

Leadership is defined within the OLF as the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals. Leadership is "successful" when it makes significant and positive contributions to the progress of the organization and is ethical (supportive and facilitative rather than persuasive, manipulative or coercive).

PURPOSE OF THE LEADERSHIP FRAMEWORK

The Ontario Catholic Leadership Framework (OLF) is designed to:

- facilitate a shared vision of Catholic leadership in schools and districts
- promote a common language that fosters an understanding of Catholic leadership and what it means to be a school or system leader
- identify the practices, actions and traits or personal characteristics that describe effective Catholic leadership
- guide the design and implementation of professional learning and development for school and system leaders
- identify the characteristics of highly performing schools and systems - K-12 School Effectiveness Framework (SEF) and District Effectiveness Framework (DEF)
- aid in the recruitment, development, selection and retention of school and system leaders

The leadership framework provides aspiring leaders at both the school and district levels with important insights about what they will need to learn to be successful.

For those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment. Finally, the framework also supports the work of those responsible for recruiting, selecting, developing and retaining new leaders.

More information on the Ontario Leadership Framework can be found at "The Institute for Education Leadership" - <https://www.education-leadership-ontario.ca/en/resources/ontario-leadership-framework-olf>

PERSONAL LEADERSHIP RESOURCES

The OLF also describes the characteristics of effective leaders such as optimism, emotional intelligence and problem-solving abilities, which the research indicates create the variation among leaders in how well they are able to enact the framework practices. While many traits or personal characteristics have been associated with leaders and leadership, the framework includes only those for which there is compelling research evidence. School leader and system leader practices are enacted most effectively using these Personal Leadership Resources.

FIVE CORE LEADERSHIP CAPACITIES

For the purpose of professional development, the ministry has identified five Core Leadership Capacities (CLCs) that the research suggests are key to making progress toward the province's current educational goals. These five CLCs, described below, are embedded in all provincially sponsored professional learning and resources for school and system leaders. It is important to note that the CLCs tend to work across domains rather than residing within a single domain of school level leadership practices and they are supported by the use of the Personal Leadership Resources.

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 to 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 challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide input that will lead to improvements in student achievement and well-being.

CATHOLIC SCHOOL-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of a common purpose.

Setting Directions

Building a shared vision

Catholic school leaders:

- establish, in collaboration with staff, students, and other stakeholders, a commitment to purpose and vision which is embedded in the Gospel and energizes their work
- build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction
- encourage the development of organizational norms that support openness to change in the direction of the school's vision
- help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities

Identifying specific, shared short-term goals

Catholic school leaders:

- facilitate stakeholder engagement in processes for identifying specific school goals nurtured in a Christ centred community
- build consensus among students, staff, and diverse stakeholders about the school's goals with a commitment to a positive school climate rooted in the belief that all students are created in the image of God
- ensure the goals are clearly communicated to all stakeholders
- regularly encourage staff to evaluate their progress toward achieving the school's goals
- encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals
- refer frequently to the school's goals when engaged in decision making about school programs and directions

Creating high expectations

Catholic school leaders:

- have high expectations for teachers, students and themselves
- devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school
- encourage staff to be innovative in helping students meet those expectations
- encourage staff to assume responsibility for achieving the school's vision and goals for all students
- make their expectations known through words and actions

Communicating the vision and goals

Catholic school leaders:

- ensure that a Catholic vision is clearly articulated, shared, understood and acted upon
- use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school
- demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making
- regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals

Building Relationships and Developing People

Providing support and demonstrating consideration for individual staff members

Catholic school leaders:

- acknowledge and celebrate the accomplishments of individuals and teams
- consider staff members' opinions when initiating actions that affect their work
- build upon and respond to individual staff members' unique needs and expertise
- treat individuals and groups among staff equitably

Stimulating growth in the professional capacities of staff

Catholic school leaders:

- encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- lead discussions about the relative merits of current and alternative practices
- challenge staff to continually re-examine the extent to which their practices support the learning of all their students
- facilitate opportunities for staff to learn from each other
- suggest new ideas for staff learning
- encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities
- encourage staff to try new practices that are consistent with both their interests and school goals

Modelling the school's values and practices

Catholic school leaders:

- are highly visible in their schools
- are actively engaged in liturgies and prayers that nurture Catholic school culture and faith development
- evangelize and commit to life-long faith formation
- are easily accessible to staff, parents and students
- have frequent, meaningful interactions with teachers, students and parents in order to further the school goals
- demonstrate the importance of continuous learning through visible engagement in their own professional learning
- exemplify, through their actions, the school's core values and its desired practices

Building trusting relationships with and among staff, students and parents

Catholic school leaders:

- create and sustain a caring Catholic school culture
- foster the relationship among parents, parishes and the Catholic school community to support faith development and school programs
- model responsibility, integrity and thoroughness in carrying out tasks
- act in ways that consistently reflect the school's core values and priorities in order to establish trust
- demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value
- encourage staff, students and parents to listen to one another's ideas and genuinely consider their value
- establish norms in the school that demonstrate appreciation for constructive debate about best practices
- demonstrate respect, care and personal regard for students, staff and parents
- encourage staff, students and parents to demonstrate respect, care and personal regard for one another

Establishing productive working relationships with teacher federation representatives

Catholic school leaders:

- include federation representatives in processes for establishing goals for school improvement
- encourage federation representatives to keep their members well informed about their work with school leaders
- encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work and reflect Catholic social teachings

Developing the Organization to Support the Vision

Building collaborative cultures and communities

Catholic school leaders:

- model collaboration in their own work
- foster mutual respect and trust among those who work with them
- encourage the collaborative development of goals and plans
- help develop clarity about goals and roles related to the school's vision
- encourage a willingness to compromise among those who work with them
- foster open and fluent communication among those who work with them
- involve staff in the design and implementation of the school's vision
- provide staff with leadership opportunities and support

Structuring the organization to facilitate the vision

Catholic school leaders:

- create timetables for teaching that maximize the use of time
- provide regular opportunities and structures that support the school's vision
- establish a system for monitoring their collaborative work
- establish a structure of teams and groups that support the school's vision
- distribute leadership on selected tasks
- engage teachers in making decisions that affect the school's vision

Building productive relationships with parents and the wider community

Catholic school leaders:

- create a school environment in which parents and the wider community are valued
- demonstrate the type of leadership that parents and the wider community can expect
- help develop staff commitment to engaging parents and the wider community
- work, with staff, directly with families of diverse backgrounds and abilities to ensure that all students feel included
- encourage staff to reach out to students with special needs to ensure that all students feel included
- encourage staff to adopt a broad view of parents and the wider community
- help connect families to the wider network of Catholic schools

Connecting the school to the wider community

Catholic school leaders:

- develop and maintain connections with other Catholic schools
- develop and maintain partnerships with other organizations

Maintaining a safe and healthy environment

Catholic school leaders:

- take measures to secure the school's physical environment
- ensure that the physical facility is maintained in good condition
- communicate standards for non-violent behaviour to all those who work with them
- empower staff in the school to play a leadership role in promoting safe and healthy behaviour as reflected in Gospel teachings
- implement and monitor the use of appropriate discipline
- develop, with the input of staff and students, policies and procedures that reflect Gospel teachings
- provide opportunities for staff and students to participate in decision making

Allocating resources in support of the vision

Catholic school leaders:

- manage efficient budgetary processes
- distribute resources in ways that are closely aligned with the school's vision
- ensure that sustained funding is directed to the school's vision
- secure resources as needed to support faith formation
- revisit and adjust as needed the nature, amount and distribution of resources
- ensure effective oversight and accountability of resources

Personal Leadership Resources Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources

- Problem-solving expertise
- Knowledge of effective school and classroom practices that directly affect student learning
- System Thinking* (*Especially important for system leaders)

Social Resources, including the ability to:

- Perceiving emotions
- Managing emotions
- Act in emotionally appropriate ways

at of the organization's vision and goals.

<p>Support Desired Practices</p> <p>Distributing leadership</p> <p>Involved in collaboration</p> <p>Group processes and outcomes</p> <p>Directed to collaborative work</p> <p>Engaging collaborators</p> <p>Collaborators toward building and sustaining a Catholic professional learning</p> <p>Resources to support collaborative work</p> <p>Of important school decisions and policies</p> <p>Support them as they take on these opportunities</p> <p>Create collaboration</p> <p>Time on task for students</p> <p>That support teachers in working together on instructional improvement, and</p> <p>Collaborative work</p> <p>Work together on problem solving</p> <p>Effect their instructional work</p> <p>Engage families and the community</p> <p>Are welcomed, respected and valued as partners in their children's learning</p> <p>Trusts can trust - confident, systematic and attentive</p> <p>Parents in the school</p> <p>Backgrounds to help them provide their children with support in the home that</p> <p>Diverse viewpoints and experiences to enrich the classroom experience and help</p> <p>Parental engagement and encourage more parents to be involved</p> <p>Social services as needed</p> <p>Environment</p> <p>Expert school and board leaders, policy experts and members of the educational</p> <p>Catholic institutions, organizations and outreach groups</p> <p>Environment</p> <p>Facilities against intruders</p> <p>In a safe, healthy and attractive condition</p> <p>Four and uphold those standards in an equitable manner</p> <p>Role in promoting a positive school climate and modelling appropriate</p> <p>Disciplinary practices in classrooms and throughout the school</p> <p>Processes to identify and resolve conflicts quickly and effectively as reflected in</p> <p>Learn about effective conflict resolution strategies</p> <p>Align school's vision and goals</p> <p>Aligned with the school's improvement priorities</p> <p>Align school's improvement priorities</p> <p>Information and the instructional work of the school</p> <p>Content and alignment of resources as priorities for school improvement change</p> <p>Of resources to support priorities</p>	<p>Improving the Instructional Program</p> <p>Staffing the instructional program</p> <p>Catholic school leaders:</p> <ul style="list-style-type: none"> recruit and select educators who have the interest and capacity to further the school's mission, vision, goals and culture of faith retain skilled educators by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships <p>Providing instructional support</p> <p>Catholic school leaders:</p> <ul style="list-style-type: none"> actively oversee the instructional program coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals observe classroom instruction and provide constructive feedback to teachers provide adequate preparation time for teachers provide advice to teachers about how to solve classroom problems by supporting a solution-focused learning environment based on Catholic values provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools participate with staff in their instructional improvement work ensure that the Ontario Catholic School Graduate Expectations are incorporated throughout the curriculum <p>Monitoring progress in student learning and school improvement</p> <p>Catholic school leaders:</p> <ul style="list-style-type: none"> assist staff in understanding the importance of student assessment for, of, and as learning collaborate with staff during the process of data interpretation use multiple sources of evidence when analysing student progress give priority to identifying those students most in need of additional support incorporate the explicit use of data when making decisions that relate to student learning and school improvement examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued) <p>Buffering staff from distractions to their work</p> <p>Catholic school leaders:</p> <ul style="list-style-type: none"> create and enforce consistent, school-wide discipline policies minimize daily disruptions to classroom instructional time implement a systematic procedure for deciding how best to respond to initiatives from outside the school develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities regularly assess the contribution of all out-of-classroom activities to the learning priorities of students 	<p>Securing Accountability</p> <p>Building staff members' sense of internal accountability</p> <p>Catholic school leaders:</p> <ul style="list-style-type: none"> regularly engage staff in analyzing data on the learning progress of all students insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation) promote collective responsibility and accountability for student achievement and well-being help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts assess their own contributions to school achievements and take into account feedback from others on their performance participate actively in their own performance appraisal and make adjustments to better meet expectations and goals ensure ongoing adult faith formation that addresses internal faith development <p>Meeting the demands for external accountability</p> <p>Catholic school leaders:</p> <ul style="list-style-type: none"> clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated measure and monitor teacher and leader effectiveness using data about changes in student achievement align school goals with board and provincial goals provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, and the Catholic community) create an organizational structure that reflects the Catholic school's values and enables management systems, structures and processes to work effectively within Catholic teachings and legal requirements
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	<p>Psychological Resources</p> <ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* (*Especially important for system leaders)
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CATHOLIC SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of a common purpose.

Leadership practices described in the Catholic School-level Leadership section of the Ontario Leadership Framework (OLF) are equal in importance to those described in the Catholic District-level Leadership section.

This placemat of Catholic system-level leadership practices adds to those common leadership practices a set of unique practices described in the Catholic System-level Leadership section of the Ontario Leadership Framework (OLF). The practices and personal leadership recourses below capture how system leaders contribute to the effectiveness of the system.

Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	Provide coherent instructional guidance	Build district and school staff's capacities and commitments to make informed decisions	Create learning-oriented organizational improvement processes	Provide job-embedded professional learning
<ul style="list-style-type: none"> • Ensure that a transparent visioning/direction-setting process reflecting the mandate of the Catholic school system is carried out • Consult extensively with stakeholders including the diocese about district directions as part of the process • Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization • Articulate, demonstrate and model the system's goals, priorities, and gospel values to staffs when visiting schools • Embed the vision of the learner as expressed in the "Ontario Catholic School Graduate Expectations" and district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> • Align curricular goals, assessment instruments, instructional practices and teaching resources • Insist on ambitious goals for teaching and learning • Advocate for attention to the best available evidence to inform instructional improvement decisions • Expect schools to recognize the dignity of all human persons, especially the poor and marginalized, in their focus on needs of individual as well as groups of students • Encourage staff to be innovative within the boundaries created by the district's instructional guidance system 	<ul style="list-style-type: none"> • Use data from all available sources including the Catholic Tradition to assist decision making in the central office • Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible • Encourage collaboration in the interpretation and uses of data • Build system's capacity and disposition for using systematically-collected data to inform as many decisions as possible • Provide training for principals and staff on the use of data and research literature to sustain decision-making • Model evidence-informed decision making to school staffs • Ground interactions with, and advice to, trustees in sound evidence 	<ul style="list-style-type: none"> • Require improvement processes to be evidence-informed • Set a manageable number of precise targets for district school improvement • Include school-level leaders in decisions about district-wide improvement decisions • Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole • Develop and implement board and school improvement plans interactively and collaboratively with school leaders • Create structures to facilitate regular monitoring and refining of improvement processes • Acknowledge provincial goals and priorities in district and school • Allow for school-level variation in school improvement efforts 	<ul style="list-style-type: none"> • Provide extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context • Use internal system networks as the central mechanism for the professional development of school-level leaders • Align the content of professional development with the capacities needed for district and school improvement • Require individual staff growth plans to be aligned with district and school improvement priorities • Provide faith development opportunities for principals and staff • Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans

Personal Leadership Resources Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources

- Problem-solving expertise
- Knowledge of effective school and classroom practices that directly affect student learning
- System Thinking* (*Especially important for system leaders)

Social Resources, including the ability to:

- Perceiving emotions
- Managing emotions
- Act in emotionally appropriate ways

ent of the organization's vision and goals.

ly useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways.

demanded of Catholic system-level leaders organized by the nine characteristics of strong districts outlined in the District
ne development of strong districts.

Align budgets, time and personnel/policies/procedures with district mission, vision and goals	Use a comprehensive performance management system for school and district leadership development	Advocate for and support a policy-governance approach to Board of Trustee practices	Nurture productive working relationships with staff and stakeholders
<ul style="list-style-type: none"> • Align the allocation of resources with district and school improvement goals • Align personnel policies and procedures with the district's improvement goals • Align organizational structures with the district's improvement goals • Provide principals with considerable autonomy in the hiring of teaching staff • Expect and assist schools to allocate instructional resources equitably 	<ul style="list-style-type: none"> • Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders • Match the capacities of leaders with the needs of schools • Provide prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities • Develop realistic plans for leadership succession • Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> • Encourage trustees to focus on district policy and the achievement of the district's goals and priorities (policy governance model of trustee practice) • Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities within the mandate of the Catholic school system • Regularly report to the board progress in achieving these broad goals 	<p>Internal district and school staffs</p> <ul style="list-style-type: none"> • Adopt a service orientation toward schools • Develop communication systems and processes throughout the district to keep all members informed • Develop open, accessible and collaborative relationships with principals • Encourage reciprocal forms of communication with and among schools • Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement • Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of Catholic school and system leaders working together on achieving the system's directions • Buffer schools from external distractions to the district's and schools' priorities and goals <p>Local Community Groups</p> <ul style="list-style-type: none"> • Routinely consult with community groups on decisions affecting the community • Encourage staff to participate directly in community groups • Demonstrate the importance the district attaches to its community connections <p>Diocese, Parishes and Catholic Partners</p> <ul style="list-style-type: none"> • Collaborate with partners in Catholic education, on alignment and coherence of direction • Routinely consult with diocesan bishops and diocesan staff on decisions affecting the Catholic school community • Assist schools to develop and sustain effective working relationships with parish priests and parish communities • Encourage schools to champion positive home-school-parish relationships <p>Parents</p> <ul style="list-style-type: none"> • Hold schools accountable for developing productive working relationships with parents • Influence the work of schools toward fostering improved educational cultures in the home environments of their students <p>Ministry of Education</p> <ul style="list-style-type: none"> • Develop/maintain high levels of engagement with the provincial ministry of education • Engage frequently with the ministry proactively rather than only responsively • Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

Psychological Resources

- Optimism
- Self-efficacy
- Resilience
- Proactivity* (*Especially important for system leaders)

PERSONAL LEADERSHIP RESOURCES

In addition to recognizing and undertaking effective leadership practices, effective leaders also tend to possess and draw on a small but critical number of personal leadership resources when enacting the leadership practices. There is a compelling research base for including cognitive, social and psychological resources, as briefly highlighted below.

Cognitive Resources	Social Resources	Psychological Resources
<p>Problem-solving expertise</p> <ul style="list-style-type: none"> • understanding/interpreting problems • identifying goals • articulating principles and values • identifying constraints • developing solution processes • maintaining calm/confidence in the face of challenging problems <p>Knowledge about school and classroom conditions with direct effects on student learning</p> <ul style="list-style-type: none"> • technical/rational conditions • emotional conditions • organizational conditions • family conditions <p>Systems Thinking</p> <ul style="list-style-type: none"> • being able to understand the dense, complex, and reciprocal connections among different elements of the organization • having foresight to engage the organization in likely futures and consequences for action 	<p>Including the ability to: perceive emotions</p> <ul style="list-style-type: none"> • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cues <p>manage emotions</p> <ul style="list-style-type: none"> • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses <p>act in emotionally appropriate ways</p> <ul style="list-style-type: none"> • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests 	<p>Optimism</p> <ul style="list-style-type: none"> • habitually expecting positive results from our efforts • recognizing where we have, and do not have, opportunities for direct influence and control • taking positive risks <p>Self-efficacy</p> <ul style="list-style-type: none"> • believing in our own ability to perform a task or achieve a goal • as a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure <p>Resilience</p> <ul style="list-style-type: none"> • being able to recover from, or adjust easily to, change or misfortune • being able to thrive in challenging circumstances <p>Proactivity</p> <ul style="list-style-type: none"> • being able to stimulate and effectively manage change on a large scale under complex circumstances • showing initiative and perseverance in bringing about meaningful change

PROFILE FOR EFFECTIVE CATHOLIC LEADERSHIP

Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good.

1 Corinthians 12:4-7

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

The purpose of the Self-Assessment Tool for Catholic School Leaders in the Halton Catholic District School Board is to enable practicing school leaders to assess their practices with reference to those identified in the Ontario Leadership Framework that are required to lead our schools in providing excellence in Catholic Education by developing Christ-centered individuals enabled to transform society. The Self-Assessment Tool will provide potential leaders, and those serving in leadership positions, a means to evaluate their leadership skills on a continuum of development. The Catholic Leadership Self-Assessment Tool provides an opportunity for individuals to plan and seek out learning opportunities suited to their level of leadership development.

SELF-ASSESSMENT TOOLS TO SUPPORT THE ONTARIO LEADERSHIP FRAMEWORK

The Institute for Education Leadership (IEL) promotes and supports the Ontario Leadership Framework (OLF) 2012 as a powerful vehicle for strengthening school and system-level leadership. The Leadership Self-Assessment Tool is a resource that school and system leaders may choose to use to inform their professional practice.

Self-Assessment Tool for Aspiring Catholic Leaders (revised 2013) can be used:

- To highlight leadership practices and reflect on how you as a leader are implementing the practice. As part of identifying evidence, focus on three main practices and highlight the indicators that helped you identify areas for growth.
- For personal self-reflection to help identify areas of growth for inclusion in the Annual Learning Plan (ALP).

To access the Self-Assessment Tool for Aspiring Catholic Leaders go to Resources at:

<https://www.education-leadership-ontario.ca/>

Self-Assessment Tool for Catholic School Leaders (revised 2013) can be used:

- To highlight a leadership practice and reflect on how you as a leader implement that practice.
- For personal self-reflection to help identify areas of growth for inclusion in the Annual Growth Plan (AGP).
- To work with a critical friend or mentor to help identify and/or analyse the:
 - Quality of the evidence.
 - Areas of growth in the Annual Growth Plan.
 - Impact the evidence had on achieving the school's vision and improvement goals.
 - Next levels of learning for personal growth and development – i.e., the identification of leadership practices and personal leadership resources to develop.

To access the Self-Assessment Tool for Catholic School Leaders, Resources at:

<https://www.education-leadership-ontario.ca/>

PROFILE FOR EFFECTIVE CATHOLIC LEADERSHIP

Setting Directions	<p>The leader builds a shared vision for a model-teaching community that is distinctively Catholic, provides exceptional education and nurtures the call to love and serve as a people of faith. The leader nurtures Catholic faith, community and culture, models a commitment to Gospel values, and to the promotion of a Catholic school culture. The leader demonstrates a strong, active personal faith and is knowledgeable of Church teachings and faith traditions. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations based on a belief that all students are created in the image of God, and that all students can learn.</p>
Building Relationships and Developing People	<p>The leader acts with openness and integrity and strives to foster trusting and collaborative relationships with all staff, parents and all members of the broader school community in response to our call as disciples of Christ. Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships with students, families, and communities.</p>
Developing the Organization to Support Desired Practices	<p>The leader demonstrates an acceptance of responsibility for school climate and student outcomes and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students by building relationships which nurture body, mind and soul. The leader has a transformational style of leadership which reflects Catholic discipleship, personal and professional integrity and a commitment to serving the needs of others.</p>
Improving the Instructional Program	<p>The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.</p>
Securing Accountability	<p>The leader is committed to the success of our students, accepts personal responsibility and nurtures a culture of individual, team, and whole school accountability for student outcomes as articulated by the Ontario Catholic Graduate Expectations.</p>

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

Setting Directions

The leader builds a shared vision for a model-teaching community that is distinctively Catholic, provides exceptional education and nurtures the call to love and serve as a people of faith. The leader nurtures Catholic faith, community and culture, models a commitment to Gospel values, and to the promotion of a Catholic school culture. The leader demonstrates a strong, active personal faith and is knowledgeable of Church teachings and faith traditions. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations based on a belief that all students are created in the image of God, and that all students can learn.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader works in collaboration with all stakeholders to translate the board's vision within the school community which is embedded in Gospel values that promote and sustain continuous school improvement.			
The Catholic leader facilitates stakeholder engagement and processes for identifying specific school goals nurtured in a Christ-centred community by building consensus.			
The Catholic leader builds a positive school climate by creating an inclusive, respectful, compassionate and equitable school culture based on Gospel Values and the belief that all students are created in the image of God.			
The Catholic leader models a Catholic vision that is clearly articulated, shared, understood and acted upon.			
The Catholic leader is committed to engaging the staff in a shared responsibility for life-long learning and openness to new ideas.			
The Catholic leader demonstrates an active personal knowledge of the Church teachings and faith traditions and promotes strategies to strengthen the Catholic school culture.			

Building Relationships and Developing People

The leader acts with openness and integrity and strives to foster trusting and collaborative relationships with all staff, parents and all members of the broader school community in response to our call as disciples of Christ. Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships with students, families, and communities.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader acknowledges and celebrates the achievements of individuals and teams and treats all stakeholders with equity, dignity, and respect.			
The Catholic leader fosters relationships by communicating effectively with all staff, parents, the parish, and the broader Catholic school community to support life-long faith formation and school programs.			
The Catholic leader manages conflict respectfully and effectively by creating a caring Catholic school culture. The leader is highly visible, listens with empathy and demonstrates cultural competency.			
The Catholic leader demonstrates knowledge and understanding about the processes of change and the impact that it has on organizations and individuals through respect, care, and personal regard for students, staff, and parents.			
The Catholic Leader encourages and supports staff to develop and review their own goals for professional growth and the relationship of those goals to student achievement.			

Developing the Organization to Support Desired Practices

The leader demonstrates an acceptance of responsibility for school climate and student outcomes and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students by building relationships which nurture body, mind and soul. The leader has a transformational style of leadership which reflects Catholic discipleship, personal and professional integrity and a commitment to serving the needs of others.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader contributes to a school ethos which promotes a shared knowledge and responsibility for outcomes through collaboration.			
The Catholic school leader is engaged in contributing to and sustaining a Catholic professional learning community that encourages focused dialogue and collaboration.			
The Catholic leader demonstrates personal and professional integrity and a commitment to serving the needs of others by creating positive school climate and modelling servant leadership.			
The Catholic leader encourages staff to adopt a broad view of parental engagement and invites parents to be involved in supporting all students to reach their Christ given potential.			
The Catholic Leader ensures that resources are allocated and aligned with priorities for school improvement and student achievement.			
The Catholic leader empowers staff to share responsibility in promoting a positive school climate and modelling appropriate behaviour as reflected in Gospel teachings.			

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

Improving the Instructional Program

The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader is committed to a consistent and continuous school-wide focus on student achievement by collecting and using data to monitor progress and to inform decision making in school improvement planning.			
The Catholic leader demonstrates a deep understanding of current curriculum, instruction and assessment practices infused with the Catholic Graduate Expectations and Focus on Faith themes.			
The Catholic leader demonstrates knowledge and understanding of 21st century teaching and learning that enhances the instructional program.			
The Catholic leader responds to the diverse learning needs of each student and recognizes the inherent dignity of each human being and fosters a culture of inclusion.			
The Catholic leader learns along side staff in their instructional improvement work.			

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

Securing Accountability

The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader nurtures a collective responsibility and accountability for the achievement and well-being of all students.			
The Catholic leader is committed to personal self-evaluation and reflection.			
The Catholic leader is committed to and accepts responsibility for school improvement by regularly engaging staff in analyzing data on the learning progress of all students.			
The Catholic leader ensures ongoing faith formation by creating an organizational structure that reflects the Catholic school's values and enables management systems, structures and processes to work effectively within the Catholic teachings and legal requirements.			

ADULT FAITH FORMATION PROGRAM

We believe that those entrusted with leadership positions in the Catholic Schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity, inspired by the Gospel and lived in authentic freedom and commitment.

Fulfilling the Promise: The Challenge of Leadership, 1993

ADULT FAITH FORMATION

Adult Faith Formation opportunities are provided to the staff of the Halton Catholic District School Board to help nurture their Catholic faith and engage in the process of spiritual development. As one matures in their faith development, they bear witness to Jesus Christ and embody the Gospel values within the context of the contemporary Catholic school.

Adult Faith Formation is the foundation of the Halton Catholic District School Board's Staff Development and Leadership Plan.

Leaders within Halton Catholic are increasingly expected to promote religious and spiritual growth within our school communities. This task entails creating and communicating a vision for the school, building trust and support for the implementation of this vision, sponsoring the faith formation of staff, supporting just and fair working conditions and discovering ways to inspire commitment to turn the Catholic vision of education into reality.

Foundational to this process is a leader who is rooted in faith and confident in sharing the same with others. Enrolling in a selection of AFF sessions will be a benefit to the individual growth of those serving in leadership positions and for those seeking leadership development opportunities. It is expected that those interested in leadership will take advantage of the many offerings in faith development.

Each AFF Session provides the elements of prayer, reflection on scripture, a unique content focus and small/large group discussion. A variety of topics are offered each year that reflect our Board's Theological Theme, Liturgical Seasons and Diocesan Initiatives.

Those who are interested in engaging in the process of faith formation and spiritual development are highly encouraged to review the Halton Catholic District School Board's AFF program booklet. Booklets are distributed to each site at the start of new school year. Information about registration, coverage, location, dates and times are included in the program booklet. This information and online registration is also available on StaffNet.

“Evangelizing is the Church’s mission. It is not the mission of only a few, but it is mine, yours and ours... We must all be evangelizers, especially with our life!” Thus, the role of adults in the evangelizing mission of the church is critical. As Catholics we are called to respond to this mission. However, to fulfill it, most of us need to renew and deepen our understanding of our faith. Through formation, we acquire the knowledge and the confidence to fulfill the Church’s mission.”

Pope Francis, May 22, 2013

INTRODUCTION TO LEADERSHIP

Catholic educators...must never have any doubts about the fact that they constitute an element of great hope for the Church

The Sacred Congregation for Catholic Education, Lay Catholics in the Schools: Witness to Faith

HCDSB LEADERSHIP STRATEGY

The goal of our leadership strategy is to encourage those considering leadership, prepare those who have embraced leadership, and support those new to the role and others in on-going ways. As such, the Leadership Strategy in HCDSB has five distinct components:

Discerning, Aspiring, Awaiting, Mentoring, and On-Going

The **Discerning** program is for those exploring leadership and considering not only the possibilities and opportunities in HCDSB, but also the theoretical framework and practical realities of leadership in large organizations.

The **Aspiring** program is a two-year commitment for permanent staff who are on the pathway toward formal leadership positions throughout the system.

The **Awaiting** program is for individuals who are formally awaiting placement in leadership positions in the system in order to allow them to be as prepared as possible to assume the role.

The **Mentoring** program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect, and on-going learning.

The **On-Going** program is for experienced leaders who continue to seek new opportunities for professional growth and development.

DISCERNING

The Leadership Journey: Your Steps, Your Direction

This series is offered to all Halton Catholic District School Board employees interested in exploring their leadership capabilities. Participants will begin the inner journey to better understand themselves and reflect on how they work with others. The series is designed to help participants develop a deeper understanding of what it means to be a leader. At the end of the series participants should have a clear idea of what steps to take and what leadership direction they would like to follow.

The three (3) sessions will explore:

- What is Leadership?
- The Ontario Leadership Framework
- Distributive Leadership
- Emotional Intelligence
- The 21st Century Leader
- Leadership opportunities within the HCDSB
- Conflict resolution and authentic conversations

Positions of Added Responsibility Selection Process

This session is open to any staff who are considering applying for positions of added responsibility. It will provide information on preparing your applications, considerations in preparing for interviews, and expectations of Catholic leaders in Halton Catholic DSB.

Teacher-in-Charge Workshop

Those discerning leadership in schools are encouraged to look for opportunities to assume leadership roles in their schools. The role of teacher in charge is one such opportunity. Those interested in this role should speak with their Principal.

This in-service is provided annually for all teachers who have been delegated authority by their principal to act as Teacher-In-Charge at their school. The in-service will focus on:

- The Role of a Teacher-in-Charge
- Progressive Discipline
- Conducting an Investigation
- Reporting Incidents
- Police Protocol
- Fire Plan
- Conflict Resolution

Please see the annual Leadership Journey Program Guide Booklet for registration information, dates, times and locations, for the above Catholic Leadership sessions.

LEADERSHIP FOR SUPPORT STAFF

For as in one body we have many members,
and not all the members have the same
function, so we, who are many, are one body
in Christ, and individually we are members
one of another.

Romans 12:4-5

And so amid variety all will bear witness to
the wonderful unity in the Body of Christ:
this very diversity of graces, of ministries and
of works gathers the sons of God into one, for
‘all these things are the work of the one and
the same Spirit’

1 Cor. 12:11

LEADERSHIP DEVELOPMENT WORKSHOPS FOR SUPPORT STAFF

All staff members are an integral part of the Halton Catholic District School Board community in bringing about the mission or our system to ensure that our goals of achieving, believing and belonging for our students are met.

This series of workshops offered over the course of the school year, is intended to provide support staff with an opportunity to learn more about a variety of topics to support their professional learning goals.

Staff are encouraged to attend any of the sessions that meet their professional learning needs.

Session topics include, but are not limited to:

- Our Catholic Schools: Catholic Education In Halton
- Renewing the Promise: Responding to the Bishop's Call
- Leading In a Catholic Unionized Environment
- The Exercise of Influence
- Building Equity and Inclusiveness in the Work Place
- Finding Balance in Leadership
- Personal Leadership Resources
- Ethical Leadership
- Communication

SUPPORT STAFF LEADERSHIP DEVELOPMENT SERIES

This three-part series is open to all support staff and managers. It recognizes that in all of our roles, we are all leaders and we all have a leadership role to play within the HCDSB. This professional development series is intended for those who are interested in exploring and developing their leadership capabilities in the area of Building Relationships and creating a positive work environment for all staff. The first session will provide an introduction to the elements of creating a positive work environment for staff and key elements in building relationships. A needs assessment will be conducted with the group to determine the topics and contents of the remaining two sessions to ensure the group leadership/learning needs are met in this series. Please see the Annual Leadership Program Guide for more information and registration information.

Please see the annual Leadership Journey Program Guide Booklet for registration information, dates, times and locations, for the above Catholic Leadership sessions.

THE CATHOLIC LEADERSHIP PROGRAM

...and whoever shall be chief among you, let
him be your servant

Matthew 20:27

ASPIRING

Catholic Leadership Program

This program is designed for those considering a leadership position within the Halton Catholic District School Board. Candidates must possess a minimum of three (3) years successful teaching experience, inclusive of one (1) successful year with the Halton Catholic District School Board.

Permanent staff interested in participating in the Catholic Leadership Program are requested to speak to their Principals/Supervisors. Together, the Principal and candidate complete the Catholic Leadership Program Candidate Entrance form and submit to the Superintendent of Education responsible for Leadership Development. Candidate Entrance Forms are to be handed in by the end of June for entrance into the Fall program. Once a candidate is enrolled in the program an information package containing details of the program will be provided in September.

The Catholic Leadership Program Candidate Entrance Form must be completed by the candidate and shared with their Principal/Supervisor. The Principal/Supervisor will support the application by signing this document.

The Catholic Leadership Program Candidate Entrance form is sent to the Superintendent of Education responsible for Leadership Development by the Principal/Supervisor. Candidates are expected to keep a copy of this form for their reference.

The Catholic Leadership Program Candidate Entrance form can be found on StaffNet on the Board Services' Staff Development webpage – Catholic Leadership Program link.

Program Components

The Catholic Leadership Development program is divided into two (2) modules. Participants are required to complete three (3) mandatory sessions in each of Module I and Module II. In addition to the mandatory sessions, participants are required to participate in two (2) additional leadership sessions of their choice, from the optional leadership sessions in the Annual Leadership Journey Program Guide, as well as one Faith Formation session in each module year in the program guide. Over the course of the two-year program, participants are also required to complete one First Nations On-Reserve Training opportunity, and one Self-Awareness session listed in the Program Journey Guide. Candidates in Module I are required to attend an introductory session.

Year 1 - Module I Requirements:	Year 2 – Module II Requirements	Requirements over the Two-Year Program
<ul style="list-style-type: none">• One Introductory Session• All Three Mandatory Sessions• Two Optional Sessions• One Faith Leadership Session	<ul style="list-style-type: none">• All Three Mandatory Sessions• Two Optional Sessions• One Faith Leadership Session	<ul style="list-style-type: none">• One First Nations On – Reserve Training Opportunity• One Self-Awareness Session

A Catholic Leadership Learning tracking sheet used by each participant will be used to track the sessions and learning experience from each session. A copy of this tracking sheet will be required upon completion of the Catholic Leadership program. The form can be found on StaffNet on the Board Services' Staff Development webpage.

All candidates will participate in an entrance and exit goal setting discussion with an assigned Leadership Advisory Team. These discussions will take place at the start of Module I and the exit of Module II. The exit discussion will include conversations about information provided in their Catholic Leadership Learning Experience tracking sheet and the development of the Leadership Portfolio.

PROFESSIONAL DEVELOPMENT FOR AWAITING LEADERS

...the Son of Man came not to be served but
to serve...

Gospel of Matthew

AWAITING

Preparing for the Role of Principal and Vice-Principal

This program is open to teachers and/or vice-principals who have been placed in the Elementary or Secondary Vice-Principal/Principal hiring pool. This program will allow participants to enter into learning experiences that will assist them as they move from their current role to the role of Principal/Vice-Principal. A needs Assessment of the group will be completed at the first session to determine the programming in the remaining sessions.

The sessions will be designed around the needs of the group and will include some reflection on the topics below:

- Creating a positive professional network of colleagues
- Examining the Catholic Leadership Framework, “Profile of a Catholic Leader”
- Use of the Leadership Self-Assessment tool to inform professional goals
- Case Studies
- Conflict Resolution
- Issues in Special Education
- Increasing knowledge of operational processes and procedures, resources and services (i.e. Human Resources, scheduling, Business Services, safe schools, school facilities, etc.

MENTORING

Mentoring and Coaching for Newly Appointed Catholic School Leaders

As part of the Halton Catholic DSB's Leadership Strategy, each new administrator is paired with a mentor who will assist him/her through the first two (2) years in their new role. This provides an opportunity for those new to the role of administrator to learn with and from experienced leaders and develop relationships grounded in trust, respect and on-going learning. Each mentor and mentee will work together to set annual learning goals that reflect the individual's learning needs as determined through the use of the Catholic Leadership Framework, the profile of a Catholic Leader, the Leadership Self-Review Tool and the Mentee's Portfolio.

Funds will be provided for some coverage for mentors and mentees to spend extended time together in addition to regular and ongoing communication and meetings.

Participants will:

- Develop a professional relationship that offers guidance and support during the mentee's leadership development
- Increase self-confidence as he/she becomes familiar with their new role and increased responsibilities
- Develop an Annual Growth Plan
- Dialogue on professional issues
- Seek and receive advice on how to balance new responsibilities, personal and professional commitments
- Experience the benefits of having a role model for Catholic Leadership
- Develop increased competencies and skills in Catholic Leadership
- Develop new support networks and greater collegiality with other professionals across the board

This program is offered throughout the school year. It is a mandatory program for newly appointed school leaders within their first two (2) years in the role. Newly appointed administrators will be provided with information about the Mentoring and Coaching for Newly Appointed School Leaders soon after their appointment. Mentees will complete a Mentee Personal Information Sheet to assist in the matching of a mentor. The Mentee Personal Information Sheet is available on StaffNet.

For information contact The Superintendent of Education responsible for Leadership Development.

Please see the annual Leadership Journey Program Guide Booklet for registration information, dates, times and locations, for the above sessions.

ON-GOING

Professional Development to Support Leaders

Vice-Principals'/Principals' Development Sessions

Vice-Principals'/Principals' development sessions are designed to offer Vice-Principals/Principals with the opportunity to refresh and hone their leadership skills. Vice-Principals in their first year are required to participate in this series. These sessions are also open to any administrator wishing to participate. Vice-Principals/Principals can select one or more sessions based on their Annual Growth Plan. A needs assessment will be conducted at the beginning of the sessions to determine the remaining offerings. The dates and times will be included in the annual Leadership Journey Program Guide.

Vice-Principals Community of Practice

The Vice-Principal Community of Practice has been established to provide networking and support in sustaining exemplary Catholic leadership in the Halton Catholic District School Board. Participants are invited to join together to build a network of Vice-Principals and work in partnership to collaborate and develop a plan that promotes and sustains learning throughout the school year with timely, self-directed professional development opportunities.

All members will engage in creating the year long professional learning plan with monitoring moments. The plan will be created by interested participants as a vehicle to learn from one another and dialogue about urgent learning needs and issues that are important to the professional development of the collective Vice Principal group.

This ongoing professional development opportunity will strive to promote capacity building for Vice-Principals as they lead their school communities.

Exploring the Role of the Supervisory Officer

These sessions are offered to administrators and managers with four (4) or more years of experience in their role who wish to learn more about the academic and non-academic Supervisory Officer role. The program will focus on increasing the participants' knowledge and attitudes expected of Supervisory Officers within the Halton Catholic District School Board and across the Province.

The sessions will include:

- Review the Catholic Leadership Framework for Supervisory Officers
- Gaining an understanding of the Superintendents' role
- Understand issues facing system leaders within the Halton Catholic District School Board and the Province
- Job-shadow a Superintendent
- Attend a Board meeting
- Understand the portfolios of various Superintendents

Equity and Inclusive Education Leadership Development Sessions

These sessions are open to all staff; in particular to those who are interested in leadership within the Halton Catholic DSB. Those who have graduated from the Leadership Modules 1 and 2 may find this opportunity beneficial for their professional learning as they continue their leadership journey. Participants in this series will receive a certificate at the completion of the sessions.

Leadership Development Workshops for Corporate Staff

This series is offered to all Halton Catholic DSB Corporate Central Office Staff. The sessions will take place as either sunrise (8:00 a.m. – 9:30 a.m.) or lunch and learn sessions (11:30 a.m. – 1:00 p.m.) They will provide corporate staff with an opportunity to learn more about a variety of topics and to network with their colleagues from within and across all departments.

PRINCIPAL/VICE-PRINCIPAL SELECTION PROCESS

Like good stewards of the manifold grace of
God, serve one another with whatever gift
each of you has received

1 Peter 4:10

PRINCIPAL/VICE-PRINCIPAL SELECTION PROCESS

Effectively responding to the call of Catholic leadership in the Halton Catholic District School Board is indeed a challenging undertaking, underlined by a complexity of personal qualities and competencies. The Principal / Vice Principal Selection Process has been developed to ensure that leaders in the Halton Catholic District School Board are of the highest calibre and are capable of not only meeting the demands of today's educational challenges, but also of providing hope for the future.

Stage One

Discernment

This is the process whereby a candidate determines whether he or she wants and/or is ready to apply for a Vice-Principal or Principal position in the Halton Catholic District Catholic School Board.

Self-discernment entails a self assessment of the strengths and weaknesses and experiences that the candidate has had throughout his/her career. The Catholic Leadership Self-Assessment Tool provides an opportunity for individuals to evaluate their leadership skills on a continuum of development (see appendix A). The candidate should review his/her experience through the lens of these competencies.

Stage Two

Leadership Identification Process / Leadership Candidate Profile - Readiness Meeting

Current leaders in the Halton Catholic District School Board have a responsibility to identify future leaders. Supervisory Officers and Administrators who recognize staff who possess leadership abilities and who demonstrate the Catholic leadership competencies, should encourage them to explore leadership opportunities.

If the candidate feels they are ready for the leadership position they are seeking, the next step is to speak with his/her principal or supervisor. The candidate will seek recommendation from his/her most current supervisor (within two years). If the candidate has worked less than two years with his/her current supervisor, the candidate may seek support from the next previous supervisor.

The candidate will meet with their Principal/Supervisor and Family of School or applicable Superintendent to discuss their readiness for the role of Principal/Vice Principal. During the meeting, the candidate will speak about their readiness for the position they are seeking based on the five competencies of the HCDSB Profile of an Effective Catholic Leader. The candidate can speak to the contents of their Leadership portfolio, which highlights the competencies of an effective Catholic Leader. Up to two Superintendents may participate in the Readiness Meeting with the candidate.

The Principal/Supervisor shall complete The Leadership Candidate Profile (Appendix B), in consultation with the Family of School or applicable Superintendent as a guideline for the discussion. In order to go forward in the process, a candidate must achieve a satisfactory endorsement from their principal/supervisor, and Supervisory Officer. Should the candidate go forward in the process, this form will be forwarded as part of the application process for the role of Principal/Vice Principal.

If the candidate is not recommended by his/her supervisor, a meeting with the candidate and his/her Supervisory Officer may be arranged at the candidate's request to obtain feedback regarding recommendations regarding competencies for development.

Candidates who have undergone the discernment process, have been recommended by their Principal and Supervisory Officer, and who are ready to apply to the Vice-Principal or Principal position in the Halton Catholic District School Board should do so through the posting and application process. A complete application package must be submitted, with copies of all required documentation requested on the job posting as follows.

- Résumé and cover letter
- Certificate of Qualification
- Leadership Development Program Certificate or Equivalent
- A Positive Pastoral Letter of Reference dated within the last twelve months completed by your Parish Priest (Appendix C)
- Completed Leadership Candidate Profile (Appendix B)
- Two letters of professional reference

Applicants who meet the minimum qualifications will move onto stage three of the selection process.

Stage Three

Final Interview

Applicants will be interviewed by a panel comprised of Supervisory Officers, Administrators and other designated staff. Candidates will be presented with questions that will allow them to further demonstrate their readiness for the position for which they have applied. The Director of Education may choose to be involved in any interview process at his/her discretion.

Successful candidates will be recommended by the Interview Committee to the Director of Education for final approval for the Principal /Vice Principal Pool. Candidates who are not recommended, (i.e. candidates that require further experience to build upon their knowledge, skills and competencies) will be invited to participate in a de-briefing meeting which will provide the candidate with next steps.

Applicant Pool

Applicants who are successful in the Halton Catholic District School Board Principal / Vice Principal Selection Process may be placed in a Pool to be appointed as positions become available. Success in the process does not guarantee placement in the pool, as this will be based on the anticipated need for administrators as determined by the board. Inclusion in the Pool does not guarantee appointment. The Board reserves the right to place a cap on applicant pools in accordance with anticipated needs. Furthermore, it may be necessary for the Board to place an expiry date on a Pool, after which time applicants would have to re-qualify. Currently, successful candidates must re-apply after three years in the pool. Extensions in the pool may be granted at the Director of Education's Discretion, on an annual basis.

Stage Four

Appointment

The Director of Education may appoint a Principal / Vice Principal from the pool based on identified needs at his/her discretion. Such appointments will be brought to the Board of Trustees for information in advance of the appointment where circumstances allow.

LEADERSHIP POSITIONS, SKILLS, COMPETENCIES, PATHWAYS & REQUIREMENTS

And this is my prayer that your love may overflow more and more with knowledge and in full insight to help you determine what is best... having produced the harvest of righteousness that comes through Jesus Christ for the Glory and praise of God.

Philippians 1:3-11

LEADERSHIP POSITIONS, SKILLS, COMPETENCIES, PATHWAYS & REQUIREMENTS

Catholic Supervisory Officers

Position Overview

As a member of the Board's senior administrative team, the Catholic Supervisory Officer will report to the Director of Education. This position calls for Ontario Supervisory Officer's Qualifications, familiarity with various aspects of School Board operations; such as, curriculum, Special Education programs, School Improvement planning, processes to support School Effectiveness, Human Resources and Business operations demonstrated leadership skills, a capacity for personal growth and development. A Catholic Supervisory Officer has a strong commitment to Catholic education, knowledge of the Education Act and are current on recent changes in the field of education.

Skills and Competencies

In addition to a valid Ontario Teaching Certificate, an Ontario Supervisory Officer's Certificate or equivalency, and thorough knowledge of the Education Act of the Province of Ontario, the individual will have proven leadership skills. Having a strong commitment to the Catholic school community involving school, church and home and having positive interpersonal relationships with staff, students, parents and other members of the school community is essential.

Pathways and Requirements

- A minimum of seven (7) years of successful teaching/administrative experience
- A minimum of two (2) years of successful experience in one of the following areas:
 - a. Principal with successful experience as a school administrator
 - b. As an Education Officer employed by the Ministry of Education
- Masters in Education
- Successful completion of the Supervisory Officer's Qualification Program (SOQP)
- A recent pastoral reference from a Parish Priest

Catholic School Elementary Principal

Position Overview

The Catholic school elementary Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

In addition to Principals' Qualification program, Ontario College of Teacher's Certificate and a servant leader in the Halton Catholic District School Board, the individual's past administrative experience indicates their ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. He/she has the ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. The individual's instructional leadership in data collection and analysis, curriculum design, and management and staff development is demonstrated in his/her commitment to Catholic learning communities. The individual is a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- 7 years of successful teaching/administration experience; teaching experience of two divisions and/or specialized areas within the school system
- Certificate of Qualification
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's Certificate Part I and Part II or equivalent) prior to beginning assignment
- Masters of Education is preferred
- Completed Religious Education in Catholic Schools AQ Course: Parts I and II with a commitment to complete Specialist, or equivalency (i.e. Masters of Religious Education)
- Sections A & B of the Principal/Vice-Principal Candidate Application Form (as posted on StaffNet) and completed Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic School Secondary Principal

Position Overview

The Catholic school secondary Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

In addition to Principals' Qualification program, Ontario College of Teacher's Certificate and a servant leader in the Halton Catholic District School Board, the individual's past administrative experience indicates their ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. He/she has the ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. The individual's instructional leadership in data collection and analysis, curriculum design, and management and staff development is demonstrated in his/her commitment to Catholic learning communities. The individual is a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- 3 years of experience as a Secondary Vice-Principal
- Certificate of Qualification
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's Certificate Part I and Part II or equivalent) prior to beginning assignment
- Masters of Education or equivalent is preferred
- Completed Religious Education in Catholic Schools Specialist or equivalency (i.e. Masters of Religious Education)
- Sections A & B of the Principal/Vice-Principal Candidate Application Form (as posted on StaffNet) and completed Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic School Elementary Vice-Principal

Position Overview

Working in concert with the Catholic school Principal, the Catholic school elementary Vice-Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

As a servant leader in the Halton Catholic District School Board, the individual's past teaching/administrative experience indicates his/her ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. The individual's ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. His/her instructional leadership in data collection and analysis, curriculum design and management and staff development is demonstrated in their commitment to Catholic learning communities. Individuals are a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- A minimum of five (5) years of successful teaching experience
- Teaching experience in a minimum of two (2) divisions and/or in specialized areas within the school system
- Certificate of Qualification
- Masters of Education is preferred
- Certificate of Qualification
- Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's
- Certificate Part I and Part II or equivalent) prior to beginning assignment
- Completed Religious Education in Catholic School AQ Course, Part I & II with a commitment to complete Specialist, or equivalency (i.e. Masters of Religious Education)
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completion of Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic School Secondary Vice-Principal

Position Overview

Working in concert with the Catholic school Principal, the Catholic school secondary Vice-Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

As a servant leader in the Halton Catholic District School Board, the individual's past teaching/administrative experience indicates his/her ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. The individual's ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. His/her instructional leadership in data collection and analysis, curriculum design and management and staff development is demonstrated in their commitment to Catholic learning communities. Individuals are a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- Five (5) years successful teaching experience
- Teaching experience of two (2) divisions and/or in specialized areas with a school system
- Certificate of Qualification
- Masters of Education or equivalent is preferred

Certificate of Qualification

- Completion of Principal's qualifications Part I prior to beginning assignment, with a commitment to complete Part II within the first year of appointment
- Completed Religious Education in Catholic Schools AQ Course, Part I & II with a commitment to complete Specialist, or equivalency (i.e. Masters of Religious Education)
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completion of Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic Curriculum and Special Education Consultant

Position Overview

Reporting directly to the Superintendent of the assigned area, Consultants facilitate professional development for system and Family of Schools Catholic Learning Communities and provide leadership and guidance for the system implementation of Ministry teaching and learning programs that focus on our faith. Position requirements are subject to change based on System needs.

Skills and Competencies

Demonstrated leadership in Catholic teaching and learning programs, with enhanced understanding of the Ontario Catholic School Graduate Expectations and Ministry policy and support documents and initiatives. System Consultants require demonstration of strong facilitation skills, and the ability to collaborate and participate as a member of Catholic Learning Communities.

Pathways and Requirements

The following qualifications and documentation will be required for a Consultant's position:

- Certificate of Qualification
- A recent and positive pastoral reference from a Parish Priest
- Completion of Religious Education in Catholic Schools AQ Course, Part I
- Specialist or Honour Specialist in one or more subjects or programs in Curriculum
- A minimum of five (5) years of successful teaching experience in at least two (2) divisions
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Sections A & B of the Consultant Candidate Application Form (as posted on StaffNet)

Catholic Department Head

Position Overview

The Department Head reports directly to school administration and as a member of the school leadership team it is their responsibility to provide leadership and guidance in the implementation of programs for their department. The Ontario Catholic School Graduate Expectations and Ministry guidelines are central to department curriculum design and management; therefore, the Department Head will need to be committed to individual and department accountability for student outcomes.

Department Head positions are term appointments and are system deployed. Position requirements are subject to change based on System needs.

Skills and Competencies

Demonstrating a commitment to the Catholic school culture, the Department Head needs to be knowledgeable about effective programs for students and assist their department in securing high standards of achievement. The Halton Catholic District School Board's Department Heads will need to utilize strong interpersonal skills, good communication skills and model effective teamwork.

Pathways and Requirements

The following qualifications and documentation will be required for a Department Head position:

- Certificate of Qualification
- A recent pastoral reference from a Parish Priest
- Completion of Religious Education in Catholic Schools AQ Course, Part I
- Specialist or Honour Specialist in one or more of the subjects taught in the organization unit
- Teaching experience in a minimum of two (2) divisions and/or in specialized areas with the school system
- A minimum of five (5) years of successful teaching experience
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completion of Section "A" of the Department Head Candidate Application Form (as posted on StaffNet)
- Completion of Department Head Candidate Profile (as posted on StaffNet)

Catholic Itinerant Teacher

Position Overview

The Itinerant Teacher works directly with the Consultants of the assigned area, Itinerants support the Board's Curriculum Initiatives. Itinerants support staff in delivering effective programs and work as a team member to plan capacity building in-service sessions for teachers. In addition, Itinerants support classroom instruction through Instructional Coaching, providing materials and assisting teachers and administrators as needed. Position requirements are subject to change based on System needs.

Skills and Competencies

Itinerants require demonstration of strong facilitation skills, and the ability to collaborate and participate as a member of Catholic Learning Communities. Itinerants will need to utilize strong interpersonal skills, good communication skills and model effective teamwork to plan appropriate skill and strategy lessons for students, model lessons for teachers, and to assist schools with the implementation of their School Improvement Plans and implementation of improvement plan foci.

Pathways and Requirements

The following qualifications and documentation will be required for an Itinerant position:

- Certificate of Qualification
- A minimum of five (5) years of successful teaching experience
- Teaching experience in a minimum of two divisions

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HALTON CATHOLIC DISTRICT SCHOOL BOARD

Catholic Education Centre

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