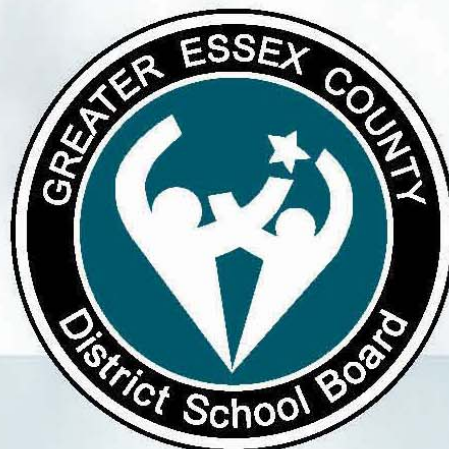# Greater Essex County District School Board

Leadership Development Program

Leadership
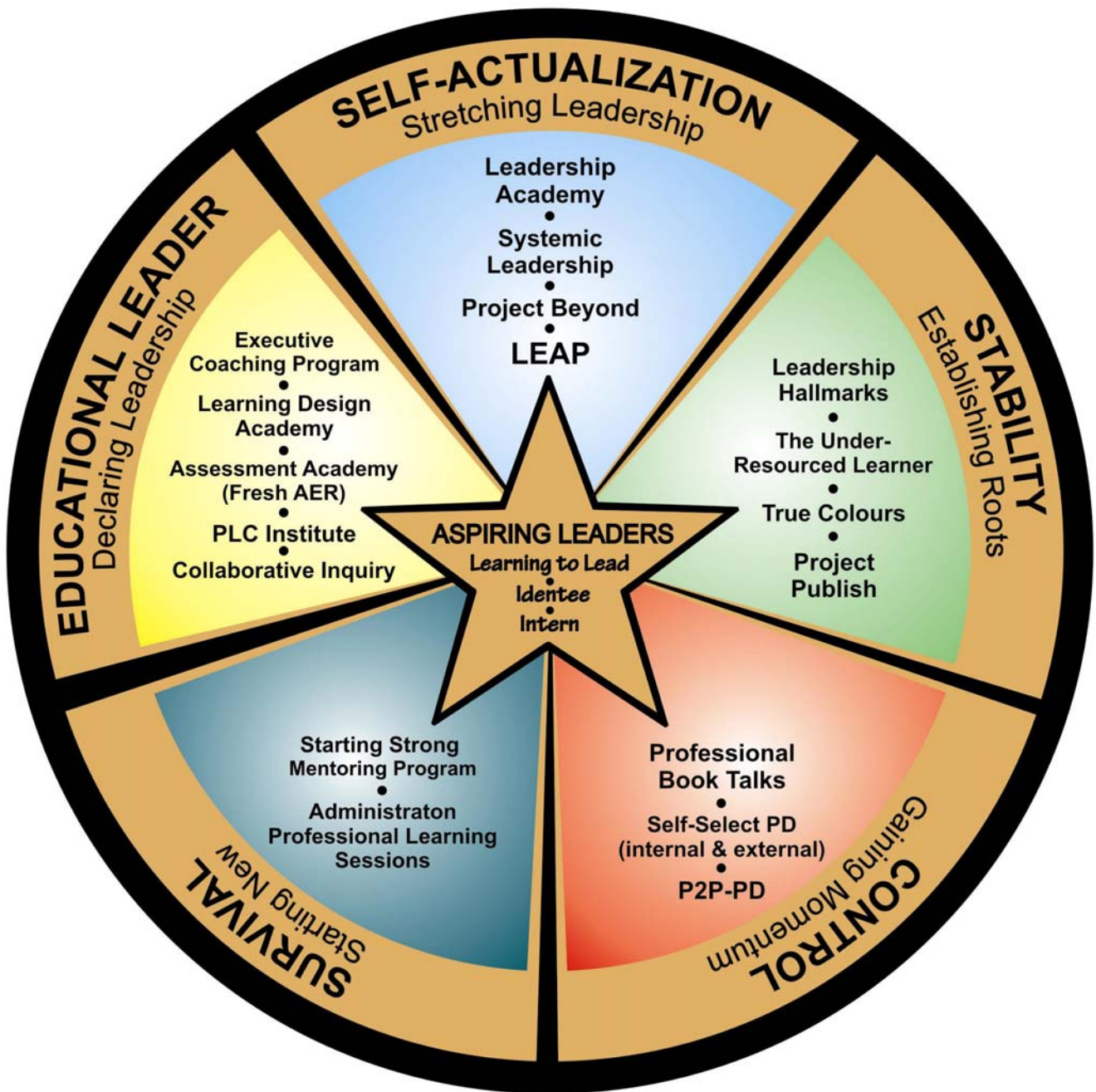# by Design

Investing in Our Leaders
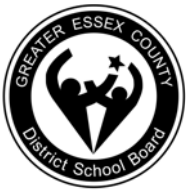
GREATER ESSEX COUNTY District School Board

The Leadership Development Program for the Greater Essex County District School Board replaces the Project Path document. The GECDSB model allows for autonomy, creativity and mastery of leadership through the leadership development program.

Parkay and Hall (1992) provided four basic assumptions which supported the varied levels of leadership development including (a) leaders being at different stages of development, (b) leaders develop through stages at different rates, (c) no single factor determines a leader's state of development, and, (d) a leader may operate at more than one stage simultaneously. The five stage model describes the career pattern of development of new educational leaders which include (a) survival, (b) control, (c) stability, (d) educational leadership, and, (e) self actualization.

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Leadership Development Program

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ACKNOWLEDGEMENTS

A Leadership Development Advisory Committee was established in the spring of 1998. The role of the Committee is to advise on the direction of the program and to review materials. Over the years, many school and system leaders have contributed to the development of our Board's Leadership Development program through their work on the LDAC committee, they are listed below:

Christina Alexopoulos
Keith Balkwill
Laura Bates
Christina Baumann
Sandra Beatty
Jackie Connelley
Debra Cooper
Jenni Donohoo
Shelly Duben
Jon Elcombe
Dan Fister
Doug Fox
David Garlick
Nancy Gignac
Vicki Houston
Clara Howitt
Teresa Iandolo
Andrew Johnston
David Lynn
Terry Lyons
Rick MacMillan
Sharon Maxwell
Angela Miloyevich
Melissa Nantais
Dustin O'Neil
Chris Pillon
Mary Plantus
Debbie Price
Louise Rea
Jessica Reimers
Jean Wallis
Mark Vitella
Kelly Winney

ASPIRING LEADERS

This program is designed for those who are interested in developing leadership skills through reflective practice and networking, and have had four or more years of experience teaching in the classroom.

Through this program candidates will:

★ gain leadership skills
★ gain a broader system-perspective
★ have the opportunity to network with others who are interested in leadership development; and, ultimately
★ improve student achievement

Participants will be asked to commit to the development and implementation of a leadership project and attend multiple sessions which cover topics such as cover letter and resume writing, building relationships, emotional intelligence, determining your philosophy of education and the Ontario Leadership Framework. The program objectives are listed as follows:

Learning to Lead Program Objectives

★ To encourage and stimulate interest in leadership development.
★ To develop a broad system perspective.
★ To increase the knowledge and skills of participants.
★ To provide opportunities for networking and mentoring.
★ To build and sustain leadership capacity in our system.
★ To improve student achievement.

The program is intended to allow aspiring leaders to gather information about all aspects of leadership within the Greater Essex County District School Board. Initial feedback from administrators stated that interest lies not only in administrative positions but other positions of added responsibility that may be available within the Board as well. The support of the Ministry of Education's focus on Succession Planning and the Ontario Leadership Framework for Principals and Vice Principals will be a major focus but there will be a concerted effort to share information about positions such as: Special Education Coordinator, Program Teacher Consultant, Elementary and Secondary Instructional Coaches, Special Assignment Teachers, Student Success Teachers and Department Heads.

STEP ONE: IDENTEE STATUS

Moving Towards the Promotion Process

This is the first of four formal steps along the path in the Leadership Development Program. It provides an introduction to leadership.

To become a Leadership Identee, complete the "Identee Form" available from your Principal. Forward this form to the Superintendent of Education responsible for Leadership Development.

The list of Leadership Identees is shared among senior administration and is shared with respective Principals. Leadership Identees should take on an active leadership role as part of their school staff. Examples of leadership activities include:

★ Being an instructional leader. Actively contribute to your school PLC.
★ Observing other leaders in action and learn from them. Watch them for technique and skills rather than content.
★ Participating in professional development, school council, or professional meetings, committees and projects. Work with other teachers, staff, parents and the community.
★ Working with your Principal who can suggest other leadership roles in your school.
★ Reflecting on how you feel while you lead. Is it invigorating and exciting or overly stressful?
★ Reading and studying about leadership and educational issues.
★ Planning your leadership development path and act on that plan.
★ Collecting artifacts and reflections for a leadership portfolio.
★ Broadening your teaching experience by moving to a different division, different assignment, different courses, different school, different community and maybe even a different panel.
★ Committing to moving forward to the second step on the leadership path by applying to be a Leadership Intern and working toward becoming qualified to be a Principal.

Starting Components of a Potential Leader

1 Good Teacher
The potential leader enjoys the respect of students, teachers, parents, community and administration. This success has been earned in a variety of settings.
2 Organized
The potential leader is an efficient, effective, results-oriented planner. Technological literacy supports this organization.
3 Personal Qualities
Potential leaders have, and are growing in intra- and interpersonal skills. They are aware of themselves and how they are perceived. Potential leaders are loyal, balanced, motivated and relationship oriented. Leaders leave positive "footprints or impressions" on people and groups that they work with, and the education system in which they work.

STEP TWO: INTERN STATUS

Moving Towards the Promotion Process

This is the second of four formal steps along the path in the leadership development program in the Greater Essex County District School Board. It provides a concentrated array of leadership development supports that can assist candidates on their pathway to leadership.

There are four requirements to be ready for this step: You are a respected teacher. You are well organized and use technology. You have strong inter- and intra-personal skills. You are committed to your development for the next steps and are planning on taking qualification courses.

The second stage of leadership development is when an Identee is ready to become an Intern. To do that the Identee is first found to be "ready" by a process or a filter. With that process comes feedback on what has to be developed to become ready. So Identees are either ready or not-yet-ready.

You become a Leadership Intern following discussions with your Principal, completion of the application form "Identee to Intern" and approval by Director's Council. Your name is then on a list of Leadership Interns which is shared with your Principal and members of Director's Council.

At this second step on the path many of the activities suggested under the first step will continue but perhaps more intensely.

You may be taking on some different and larger leadership roles, projects and assignments within the school and perhaps in other organizations. These include being teacher-in-charge in the absence of the Principal, doing action research, leading professional learning, speaking at conferences, running workshops, publishing, creating the school newsletter, introducing new programs, being an associate teacher, chairing meetings and so on.

You will be taking or preparing to take your Principal qualifications.

The proportions of learning sources change but there is still an emphasis on the successful application of leadership skills. Networking increases and more opportunities are offered by the Board. Step two includes those elements in step one but takes them to higher levels.

Project Shadow

Project Shadow is a program to support interns in their leadership path. Leadership interns are allowed up to five (5) half day shadows of a school Principal (one of which

can be in the opposite panel). It can be arranged that their leadership mentor join them during the shadow to assist them in noting items of importance in the area of practice, conflict resolution and political astuteness.

Project Mentor

A program designed to allow mentorship for aspiring leaders who have been identified as interns. Participants are asked to meet face to face with their mentor five (5) times over a ten (10) month period.

STEP THREE: THE PROMOTION PROCESS

PROCESS STAGE	INFORMATION	TIMEFRAME
Posting	- Postings will be issued by the Director of Education as appropriate. - Postings will be both internal and external. - An application package is available to any interested person and shall include: → The relevant policy, regulation and administrative procedures. → Blank copies of the required forms. → Any revision to the process → A schedule of steps in the process → (Please note that published dates may be amended later, upon notice)	- Anytime, as required - Typically during the first few weeks of the school year (or when needed)
Application	- Candidates must submit a completed application form, a cover letter, a detailed resume, Supervising Principals input and the most recent Teacher Performance Appraisal report (if applying for Vice Principal) - External Candidates must also include three letters of reference	Usually due in mid-late September
Screening	- All applicants are screened by two Superintendents and two Principals from the same panel - Debriefing by the Screening Process Team leader is available to any candidate upon written request	Usually complete by the end of October
Interviews	- Candidates will write an 'in-basket' exercise before the interview. Thirty minutes will be allocated to this task. - The interview team will include a minimum of two Superintendents and two Principals from the same panel. - The names of Interview team members will be published in advance of the interview. - Interviews are scheduled to last thirty minutes. - Candidates are expected to make a five minute verbal presentation on a pre-determined topic at the beginning of the interview. - Following the questions, candidates will be given three minutes to summarize or bring any matters relevant to their candidacy to the attention of the Interview team.	Usually during the month of November
Selection	- Director's Council shall meet and consider the following evidence when determining the readiness of the candidate: → The application package → The results of the screening process → The results of the in-basket exercise → The results of the interview process → The Supervising Principals input, and → Other knowledge of the candidate - All candidates will be notified by phone and subsequently by letter of the results of the selection process. - Debriefing by the Superintendent Team Leader is available to any candidate upon written request with a letter addressed to the Director of Education. - If a candidate is successful he/she is placed in an unranked pool.	Usually before the Winter Break

STEP 4: PLACEMENT TO A POSITION

The fourth formal step in the path of leadership development in the GECDSB is placement into a position of Vice-Principal and then Principalship.

Newly promoted and placed administrators are enrolled in the Starting Strong Mentorship and Learning Program.

Leadership development does not end with the attainment of a position or title. Performance appraisals attend to the unique needs of Principals and Vice-Principals in their role as school leaders and recognizes the appropriate care, support and resources required to nurture and be responsible for all learners.

Our Board has adopted the provincial Principal Performance Appraisal process (PPA) for Principals and Vice-Principals. Within this process, school leaders are appraised every five years by their immediate supervisor. The purpose of the appraisal process is to acknowledge performance, foster continuous growth and ensure accountability in our system. These goals support our underlying purpose of increasing student achievement.

The PPA process consists of three components: the Performance Plan, the Annual Growth Plan and the Summative Report.

The Performance plan outlines the goals, strategies, indicators and corresponding competencies developed by the appraisee in consultation with the appraiser. These should arise from the school improvement plan for student achievement (SIPSA), the Board's improvement plan for student achievement (BIPSA), ministry priorities and the appraisee's personal goals while taking into account the school and community context.

The Annual Growth Plan provides a vehicle for the appraisee to identify strategies for growth and development based on the Ontario Leadership Framework. The annual growth plan supports the implementation of the Performance Plan and is completed each year including the year of appraisal.

The Summative Report documents the appraisal process and becomes a vehicle for the leader to reflect on feedback they receive in order to monitor their own growth. The Summative Report includes the completed Performance Plan, comments from the appraiser and appraisee and a performance rating of *Satisfactory* or *Unsatisfactory*.
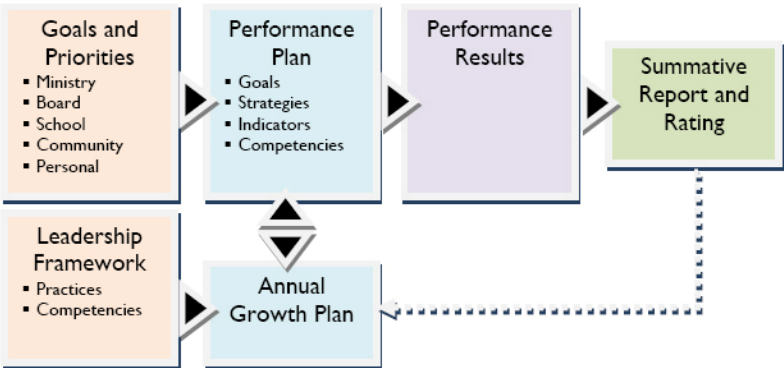
LEADERSHIP SUPPORTS

1 SURVIVAL – Starting New

STARTING STRONG MENTORING AND LEARNING PROGRAM

Inspirational school and system leaders make a lasting difference to generations of students and whole communities.

The Starting Strong Mentoring and Learning Program was initiated to support newly appointed leaders in their initial two years of administration as a Principal and Vice-Principal. The program includes professional development opportunities, mentoring, shadowing, professional reading resources and a reflective learning retreat for all newly placed administrators and administrator mentors. Starting Strong is also available to newly appointed administrators in interim positions.

Effective school and system leadership is essential for improving student achievement, reducing the gap in student performance and increasing public confidence in and for public education. The Greater Essex County District School Board is dedicated to effective succession planning and to supporting new administrators to ensure that they start strong.

ADMINISTRATOR PROFESSIONAL LEARNING SESSIONS

The overall objective of this project is to provide current and aspiring school leaders with Professional Development opportunities. Topics are selected and developed by a committee of school leaders, including administrators from the Elementary and Secondary panels in both the city and county. All administrators have the opportunity to provide input to the committee through periodic surveys.

Previous sessions:

- ★ Organization and Technology
- ★ Special Education
- ★ Special Education Law
- ★ Progressive Discipline for Teachers
- ★ Dealing with the Media
- ★ Communication Plans – Dealing with a Crisis
- ★ Book Talks
- ★ Facilities Services
- ★ Analyzing data
- ★ SMART goals for administrators

2 CONTROL – Gaining Momentum

PROFESSIONAL BOOK TALKS

Each year, the Greater Essex County District School Board offers all Elementary and Secondary Administrators, Leadership Academy Graduates, informal leaders such as Instructional Coaches, Teacher Consultants, Student Success Teachers, Special Education Coordinators and Leadership Interns the opportunity to participate in a professional book talk. Participation is voluntary.

The purpose of the book talk is to encourage professional reading, professional growth and the opportunity to collaborate and participate in rich, guided dialogue with colleagues around professional literature. Participants engage in continuous learning and are inspired by the professional development opportunity.

The Greater Essex County District School Board provides all participants with their own copy of the professional book and dinner on the evening that the event takes place.

Advanced book talks are also available on an annual basis. Advanced book talks typically include an active learning model for learning.

SELF-SELECT PD (INTERNAL/EXTERNAL)

Throughout the year, a variety of Professional Development sessions are offered on a number of instructional and operational topics.   Previous professional development sessions have included (but are not limited to) the following topics: EQAO – 101, Investigation Skills, Principal as Literacy Leader, Math Counts, Boys' Literacy, SMART Goals, Education and the Law, Parent Councils, and Hard Conversations. In addition, Principals and Vice-Principals have the option to apply to a Principal and Vice-Principal professional development fund every two years.

Administrators will be invited to these learning sessions through their appropriate First Class conference. Participation is voluntary.

P2P – PD (PRINCIPAL TO PRINCIPAL PROFESSIONAL DEVELOPMENT

Who best to learn from than the "on the ground practitioner"? Principals and teacher leaders share their learning, success and insights during system meetings. Administrators travel to learning carousels based on readiness, interest and need.

LEADERSHIP HALLMARKS

Leadership Hallmarks is intended to provide personalized coaching based on a self assessment (EQi) and an external data assessment (EQ360). Essentially, the program allows each participant to gather information (reflective and external) to determine areas of strength and areas for consideration to 'sharpen the saw' in the area of emotional intelligence. Personalized coaching is provided by an experienced and respected member of our system.

THE UNDER-RESOURCED LEARNER

This interactive learning session focuses on supporting under-resourced students and suggests strategies to narrow the achievement gap.

Some key points in the learning include:

Hidden Rules – "Hidden rules" exist in all aspects of society. This session helps to create an awareness of the distinct cueing systems that exist between economic groups.

Resources – Resources are not all financial. We discuss 9 different types of resources and the lack of these resources can affect a student's success. Leaders will be able to use the knowledge of student's resources in determining the most appropriate interventions

Relationships of Mutual Respect - Through this session we will create an awareness of strategies that help to develop relationships of mutual respect and emphasize the importance of these relationships in the success of all students.

Language and Story Structure – This session will distinguish among the different registers of language and suggest ways to support students in the development of a formal register. Also considered are different types of story structures that will benefit participants in working with under-resourced students and their parents.

Role of Family Structure – Participants will understand how a family helps to establish one's identity (role and gender), methods for conflict resolution, sense of competition, trust, and authority.

Discipline - This session will help participants understand how the approach to discipline helps students to be successful academically and socially.

Participation is voluntary.

TRUE COLOURS

True Colors® is a simple model of personality identification for people of all ages that improves communication through recognition of a person's true character. Utilizing the colors of orange, green, blue and gold to differentiate four basic personality types, True Colors becomes an uncomplicated language for every individual to convey complex ideas very simply.

True Colors' lively and interactive programs have become the easiest and most convenient way of discovering ones strengths, and understanding human behavior.

Participation is voluntary.

PROJECT PUBLISH

Project Publish provides educators in the GECDSB with the writing support to draft and revise a professional article. Through writing, educators reflect on their knowledge and experience to clarify their ideas that might interest and enlighten others. Dennis Sparks (2005) claims that leaders can extend their influence on teaching, learning and relationships within schools when they are clear about values, intentions, and assumptions. Professional writing requires educators to take their implicit internal knowledge and make it explicit for others on topics such as: Differentiating Instruction; Gender in Education; Character Education; Professional Learning Communities; Urban Education; 21st Century Literacy; Engaging the Community; Supporting English Language Learners; Teaching and Learning Mathematics; Leadership experiences; etc.

Support for GECDSB educators with the process of professional writing for publication also promotes knowledge mobilization as well as the exceptional work done by educators in our Board.

Participants will submit an Article Writing Plan outlining their topic, intended audience, major points, and possible journals for publication submission. A board level team of experienced writers with publishing experience will review the Article Writing Plans and provide written feedback to participants regarding possible ideas, possible references, article organization, and journals for possible publication. Participants will continue to work on their writing and submit a draft of their article to the board level team. Written feedback on the draft will be provided to the writers. Writers are encouraged to use the feedback to revise their draft and submit their work for publication. Participants are invited to attend an event at the conclusion of the project to celebrate their efforts and successes.

Participation is voluntary.

EXECUTIVE COACHING PROGRAM

The Principal's role is significant in creating and sustaining schools that promote learning for all, students and staff alike. Principals juggle multiple priorities, often in isolation and without personalized support. In essence, they too can benefit from coaching.

Specifically, the executive coach is someone with demonstrated expertise as a successful educational leader and is interested in helping educators, especially Principals, achieve success with their professional and school goals. Coaches have both a track record of success and extensive training to serve as a coach. Coaches may have work experiences in different types of schools and districts, yet are successful because they develop the capacity in others to achieve their goals. Coaches — as opposed to trainers, consultants, or technical assistance providers — assist Principals when the school system believes Principals have the knowledge, skills, and internal capacity to lead a successful school. In short, executive coaches expand potential, support development, and strengthen practice by focusing on building competence, confidence, and courage.

Coaches serve Principals in a confidential capacity that the Principal develops and implements an individual plan of action that enables the school to achieve its goals. In addition, the executive coach:

- Assists the Principal in clarifying his or her professional goals, goals for the school, and multiple pathways to accomplish the goals;
- Assists the Principal in keeping commitments by establishing regular reporting and monitoring systems;
- Assists the Principal in developing responsibility among those he or she supervises for achievement of the school's goals;
- Assists the Principal in developing action plans to achieve school priorities;
- Engages the Principal from outside expertise to clarify his or her point of view, drivers, and barriers;
- Facilitates the Principal's substantive problem solving when results, different from those achieved by the current course of action, are desired;
- Aids the Principal in recognizing and addressing personal and professional challenges; and
- Invests in his/her own continuous learning to serve the Principal more effectively.

Coaching sessions occur by phone, often two to three times per month, and usually last for 45-60 minutes. Principals set a schedule with their coaches, are responsible for placing the call to their coaches, and are accountable for the results of coaching. Principal and coaches sign an agreement for a designated period of time for coaching, often three to 12 months. The agreements may be renewed for any length of time. The benefits of coaching occur most often when a Principal makes a significant commitment to engage in coaching, so rarely are contracts under three months in length recommended.

Participation is voluntary.

LEARNING DESIGN ACADEMY

"Systemic school leaders/administrators and school based teacher leaders have the capacity and need for personal and professional growth to support ongoing gains in student achievement and the narrowing of the achievement gap."
~anonymous~

Effective leadership and distributed leadership have emerged as critical foundations needed to sustain and enhance system-wide improvement. School site leaders and teacher leaders are essential to the development of excellent teaching, excellent schools and improved student achievement.

Over the past two decades research suggests the work of leaders has become intense, more complex, and subject to greater accountability. Leadership must be distributed among staff to ensure the goals of improving student achievement are realized. The National College of School Leadership (Nottingham, England) research shows that distributed leadership contributes to improvements in school and student performance (NSCL 2004, 2006). NCSL studies indicate that these leaders:

- ★ lead by example
- ★ monitor student achievement and progress, classroom practices and the quality of teaching
- ★ use data to analyze and evaluate performance
- ★ generate and sustain discussion about teaching and learning
- ★ actively sustain school improvement, and
- ★ create school structures, systems and processes to support learning

A key to reaching our achievement targets lies in building our own leadership capacity. The GECDSB Learning Academy has been developed to refine the instructional leadership skills of participants. GECDSB Learning Academy participants will explore three specific learning designs, through a model of shared inquiry, reflection, practice, coaching and intentional dialogue over a 16 month period. As a result, participants will have the opportunity to increase proficiency in lesson study, case study and critical friends groups.

GECDSB Learning Academy Purpose
1. Promote the self-efficacy of participants.
2. Develop instructional leadership and learning skills to build a culture accepting of change that encourages and supports creative thinking and actions to improve student achievement, narrow the gap in student achievement and promote public confidence in and for public education.
3. Develop a network of distributed leadership excellence fostered by positive working relationships.

Learning Academy participants will benefit from the 16 month academy experience by developing:

- ★ an understanding of learning design language;
- ★ problem solving skills and tools;
- ★ skills to enhance staff motivation and collaboration;
- ★ an understanding of change theory and its application in school improvement planning; and,
- ★ facilitation skills related to learning designs such as critical friends groups, lesson study and case study.

School teams will be selected based on following criteria:

1. A completed application form,
2. a team commitment to actively participate for the 16 month learning experience, and,
3. a brief description of the ways in which this experience will support teacher learning.

Please note that there will be a blind review of applications.

Approved candidates may attend the annual Learning Forward pre-conference in December.

Content

Over a 16 month period participants will attend mandatory after school sessions and several ½ days sessions.

Learning sessions topics include:

- ★ distinguishing the difference between Professional Development and Professional Learning
- ★ Critical Friends Groups
- ★ Lesson Study
- ★ Case Study
- ★ the development of problem statements and planning to address the problem

Participant will be asked to provide feedback in order to assess the impact of this program.

Participation is voluntary.

ASSESSMENT ACADEMY – Fresh AER Assessment Evaluation Reporting

Assessment provides a way to measure students' demonstration of learning. It helps teachers answer the questions: "How much did they learn?" and "How well did they learn it?" and "How well did we teach it?" It helps students understand their progress to the intended learning target and the necessary next steps for improvement.

The GECDSB Assessment Institute Fresh AER provides an extended opportunity to explore the complexities of on-going assessment *for*, *as*, and *of* learning and build informed professional judgment. The institute's collaborative activities, focused dialogue, and opportunities for practice and feedback can combine with individual reflection to support of the development of more meaningful learning tasks and manageable assessment practices that embed assessment into everyday instruction. The learning focus will include the instructional core, robust learning tasks, and authentic assessment.

Participation is voluntary.

PLC INSTITUTE

The PLC Institute allows for a structure to foster distributed practices among formal and informal school leaders.

A key to reaching our achievement targets lies in building our own leadership capacity among both teachers and administrators. The GECDSB Professional Learning Community Institute has been developed to refine the instructional leadership skills of participants through a focus on data, collaboration and results. GECDSB Professional Learning Community Institute participants will explore an array of specific protocols, through a model of shared inquiry, reflection, practice, the implementation of tools, coaching and intentional dialogue over a 16 month period. As a result, participants will have the opportunity to increase proficiency in protocols to support a well structured learning community that will promote professional inquiry and dialogue to promote student learning and teacher practice.

The GECDSB Professional Learning Community Institute Purpose is to:

1. Promote the self-efficacy of participants.
2. Develop instructional leadership and learning skills to build a culture accepting of change that encourages and supports creative thinking and actions to improve student achievement, narrow the gap in student achievement and promote public confidence in and for public education.
3. Develop a proficiency in protocols to support professional learning communities focused on data analysis, collaboration and results.
4. Develop a network of distributed leadership excellence fostered by positive working relationships.

Professional Learning Community Institute participants will benefit from the 16 month academy experience by developing:

★ an understanding of a common instructional leadership language;
★ problem solving skills, protocol and tools;
★ skills to enhance staff motivation and collaboration;
★ an understanding of change theory and its application in school improvement planning; and,
★ facilitation skills related to learning protocols to foster intentional discussion, inquiry and learning focused on data analysis, collaboration and results.

Application for the GECDSB Professional Learning Communities Institute participation is open to school teams from both the Elementary and Secondary panels. A schools' team of Academy participants includes: Principal or Vice Principal, and, one or two teachers. Instructional coaches are also welcome team members.

School teams will be selected based on following criteria:

1. A completed application form
2. A team commitment to actively participate for the 16 month learning experience, and
3. A brief description of the ways in which this experience will support teacher learning.

Please note that there will be a blind review of applications.

Content

Over a 16 month period participants will attend mandatory sessions.

Learning sessions topics include:

★ distinguishing the difference between Professional Development and Professional Learning
★ Learning Protocols
★ Tools to support professional learning communities
★ the development of problem statements and planning to address the problem,

Participants would be required to:

- ★ become proficient in learning protocols and learning structures to promote professional learning communities
- ★ work with a small team (2-3 academy team members in connection with other schools) to investigate issues of interest, success, concern and relevance in relation to the protocol implementation
- ★ attend a visitation to Stevenson High School and Kildeer Countryside School District 96
- ★ maintain an electronic reflective journal, and
- ★ participate in focus group sessions and a one on one interview so that the impact of the GECDSB's Professional Learning Community – Protocols and Structures Academy can be assessed

The PLC institute is a highly effective model of professional learning as it allows for observation, reflection, application and connections to research.

Participation is voluntary.

COLLABORATIVE INQUIRY

Collaborative action research offers a systematic way for groups of individuals to explore issues and to determine potential resolutions through shared inquiry, reflection, and dialogue. Participating in collaborative inquiry enables educators to make better informed, evidence-based decisions about issues that are directly related to improving the learning for the students in their schools. The inquiry process employed in our model involves four interactive stages: problem framing; collecting data; analyzing data; as well as celebrating and sharing.

If you are interested in:

- ★ identifying questions related to your school, classroom, or individual students
- ★ taking action aimed at improving practice and student learning
- ★ working collaboratively with colleagues to explore solutions and measure outcomes
- ★ engaging in reflection on your teaching practice

Collaborative inquiry is for you!

Support for this initiative includes three half day learning sessions which will focus on the stages of collaborative inquiry. Critical friends will be available throughout the school year to assist teams as they work through the various stages of collaborative inquiry. Each team is also eligible for additional release time (up to two half days) to be

used for collaboration and work related to the team's inquiry. The project will culminate with a half day of sharing and celebration.

Teams are invited to apply. Teams should consist of 4-5 teachers (administrators and coaches are welcomed as well) teaching at the same school, from one division or subject-specific discipline. Teams are encouraged to include a teacher from special education. Applications are due near the end of November.

Systemic change requires professional learning to reconstruct existing practice. Professional learning models designed to address mental models (beliefs and assumptions that guide teachers' instructional decisions) can lead to significant and enduring changes in classroom practice. Collaborative inquiry is a a highly effective staff development model that promotes such introspection and results in professional growth.

Participation is voluntary.

LEADERSHIP ACADEMY

The GECDSB Leadership Academy has been developed to refine the leadership skills of participants and put advanced leadership concepts and techniques to work on a daily basis. The GECDSB Leadership Academy allows participants to put knowledge and understanding into action by exploring issues and determining potential resolutions through shared inquiry, reflection and dialogue. Participants will have the opportunity to create sustainable systemic level projects focused on promoting student achievement, closing the achievement gap and promoting public education in and for public education.

Purpose
1. Build the self efficacy of participants.
2. Positively enhance the emotional intelligence of participants.
3. Develop leadership skills to build a culture accepting of change that encourages and supports creative thinking to improve student achievement, reduce the gap in student achievement and promote public education.
4. Build a network of leadership excellence fostered by positive working relationships.

Academy participants will benefit from the 18 month academy experience by developing:

- ★ a common leadership language;
- ★ problem solving skills and tools;
- ★ team building and staff engagement skills;
- ★ a shared context for leadership purpose and clarity;
- ★ an understanding of the implementation of change theory and varied leadership behaviours; and
- ★ a sense of their personal leadership style and general practice.

Academy Participants may include Principals and Vice Principals from the Elementary and Secondary panels, Program and Special Education Staff, Interns, Coaches and teachers.

Each January a maximum of 12 candidates will be accepted into the GECDSB's Leadership Academy. Graduation will occur 18 months later in June of the subsequent year.

> **Participants are selected based on a declaration of interest via an application submission inclusive of a:**
>
> 1. commitment to actively participate for the following 18 months;
> 2. brief description of an inquiry project; and
> 3. choice of a presentation topic of interest.

Please note that there will be a blind review of applications. Participants will be determined based on responses to open ended questions. Responses should indicate evidence, connections and opinions to support the candidate's declaration of interest.

Content

Over an 18 month period participants will attend mandatory sessions to discuss the program overview, change theory, leadership behaviour styles and the attributes of successful leaders, effective schools and processes for improving student achievement.

A general description guiding the learning session include:

★ distinguishing the difference between Professional Development and Professional Learning;
★ Change Theory;
★ developing a Teachable Point of View (TPOV);
★ leadership behaviours and styles/emotional and social intelligence;
★ observations of "Classrooms on the Move" and a high functioning Professional Learning Community;
★ attend True Colours Training;
★ the development of problem statements and planning to address the problem; and
★ project planning (multiple sessions) including sessions for assessing impact.

Participants would be required to:

★ lead a presentation based on a topic of choice related to their inquiry;
★ work with a small team (3 to 4 academy team members) to investigate issues of interest and relevance;
★ attend the Learning Forward annual summer
★ maintain an electronic reflective journal; and
★ participate in focus group sessions and a one on one interview so that the impact of the GECDSB's Leadership Academy can be assessed.

Assessing Impact

Measurement tools to determine success in fulfilling the purpose goals include:

- ★ leadership efficacy tool
- ★ EQ360/EQi
- ★ face to face interviews, and
- ★ focus group interviews

Please note that previous Leadership Academy members cannot apply.

Participation is voluntary.

SYSTEMIC LEADERSHIP

A strong system requires strong leadership. School leaders may have the opportunity to work on system level projects through service on a committee, secondment or even in a formalized leadership position.

PROJECT BEYOND

Project Beyond assists with succession planning for the senior leadership of the Board. This is done by providing support for approved candidates toward obtaining their qualification as a Supervisory Officer. This might be to seek promotion or to grow through the professional development the program offers. More details are available through the Superintendent responsible for Leadership Development. Interested candidates must write a letter to the Director of Education to be considered for Project Beyond. All requests are brought to Director's Council for consideration.

APPLICATION FORM   LEADERSHIP IDENTEE

For completion by the Identee	
Name:	
Current School:	
Years of teaching experience (minimum of three):	
List qualifications (per Certificate of Qualification from the Ontario College of Teachers):	

Signature of Identee	*Date*

APPENDICES

This document outlines the application and approval process for movement from one leadership development group to the next: from "Identee" to "Intern". It also provides the form used.

Scope

This process of moving from one leadership development group to another is only an indication of readiness to do just that. It acts as an entry filter into a program which might assist some in growing in leadership knowledge, skills and experiences. It is not a promotion; nor is it a promise, invitation to, or indication of one. It is not required for promotion.

Process

If a teacher self identifies to be a leadership identee, they should formally apply for leadership identee status.

The Identee then reviews this process and considers their readiness. If feedback indicates readiness, then the Identee proceeds by making an appointment with the Principal to begin the process and complete the application form for leadership intern.

If the Identee is not recommended by the Principal for inclusion in the Intern program at this time, a copy of the form completed to that point is given to the Identee, a copy is put into the teacher's school personnel file and a copy is retained by the Principal.

If the Identee is recommended by the Principal, the Identee sends the completed form to the school Superintendent who then takes it to Director's Council for consideration. Intake is continuous.

Director's Council decides who will be Interns. The Identee (or now the Intern) and the Principal are informed.

A copy of the completed form is given to the Identee and one is put into the Identee's personnel file, a copy goes to the Principal and the original is kept by the Superintendent responsible for leadership

APPLICATION FORM   IDENTEE TO INTERN

For completion by the Identee			
Name:			
Current School:			
Years of teaching experience (minimum of three):			
List qualifications (per Certificate of Qualification from the Ontario College of Teachers):			
Use of technology:	☐	Is able to setup technology (SMART board, presentations, etc.)	
	☐	Uses technology to communicate (email, blogs, newsletters)	
	☐	Uses technology to organize (Calendar, contacts, etc.)	
	☐	Remains current as technology evolves	
Personal readiness and commitment to program.		☐	Yes

Signature of Identee	*Date*

For completion by the Principal		
Having reviewed this teacher's prior and current evaluation reports, I confirm that the teaching performance of this Identee is consistently above average.	☐	Yes

		NOT YET DEMONSTRATED	SUCCESSFULLY DEMONSTRATED	OUTSTANDING
ORGANIZATION SKILLS	uses time effectively	☐	☐	☐
	is organized	☐	☐	☐
	appears organized	☐	☐	☐
	has tested limits of ability	☐	☐	☐
	uses technology	☐	☐	☐
INTERPERSONAL SKILLS	public speaking	☐	☐	☐
	listening	☐	☐	☐
	understanding	☐	☐	☐
	analyzing	☐	☐	☐
	writing	☐	☐	☐
	persuasion	☐	☐	☐
	conflict resolution	☐	☐	☐
	relationship building	☐	☐	☐
BASIC LEADERSHIP SKILLS	motivated	☐	☐	☐
	achievement oriented	☐	☐	☐
	experienced with projects	☐	☐	☐
	makes a school-wide contribution	☐	☐	☐
	viewed as a leader	☐	☐	☐
	understands leadership	☐	☐	☐
	has a positive following	☐	☐	☐

The following are the areas for growth discussed at our meeting:	
Recommendation of the Principal:	

Signature of Principal	*Date*

PLEASE NOTE: A plan of growth must be attached to the application form.

The following are the areas for growth discussed at our meeting:	
Signature of Principal	*Date*

Copies when not recommended by Principal
- ☐ Identee
- ☐ Principal

Copies when recommended by Principal
- ☐ Identee
- ☐ Principal
- ☐ Superintendent
- ☐ Personnel file

If the application is recommended, then the Identee sends the original to the school Superintendent with the Identee's personal plan for growth as an attachment.

APPROVAL FORM   IDENTEE TO INTERN

This application was reviewed by Director's Council on:	
and	*Date*
	☐ was approved
	☐ was not approved
Signature of Superintendent	*Date*

Distribution of form completed this far:
- ☐ Identee
- ☐ Identee's personnel file
- ☐ Principal
- ☐ Superintendent (responsible for Leadership Development)

43. (1) The Principal's Qualification Program shall consist of two one-session courses. O. Reg. 184/97, s. 43 (1).
    (2) A teacher holds Principal's qualifications if the teacher's certificate of qualification has an entry for Part II of the Principal's Qualification Program. O. Reg. 184/97, s. 43 (2).

44. (1) An applicant for admission to the Principal's Qualification Program must,
    (a) hold an acceptable post-secondary degree or qualifications the College considers to be equivalent to an acceptable post-secondary degree;
    (b) hold a certificate of qualification or interim certificate of qualification;
    (c) have an entry on his or her certificate of qualification that shows a qualification in technological education for Grades 9 and 10 or a concentration in the intermediate division, and that shows any two of,
        (i) a concentration in the primary division,
        (ii) a concentration in the junior division, and
        (iii) either a qualification in technological education for Grades 11 and 12 or a concentration in the senior division;
    (d) provide evidence of at least five school years of successful teaching experience in a school providing elementary or secondary education, as certified by the appropriate supervisory officer or, in the case of experience outside Ontario, by the appropriate supervisory official; and
    (e) hold or provide evidence of one of the following:
    1. A Specialist or Honour Specialist qualification as indicated on the applicant's certificate of qualification and,
        i. successful completion of at least one-half the number of graduate post-secondary credits required to qualify for a master's degree granted by an institution identified in clause (a), (b), (c) or (d) of the definition of "acceptable post-secondary degree" in subsection 1 (1), or
        ii. an additional Specialist or Honour Specialist qualification as indicated on the applicant's certificate of qualification.
    2. A master's degree for which the applicant was required to complete at least 30 graduate post-secondary credits or their equivalent, or a doctorate, where the master's degree or doctorate is granted by an institution identified in clause (a), (b), (c) or (d) of the definition of "acceptable post-secondary degree" in subsection 1 (1).
    3. Successful completion of at least 30 graduate post-secondary credits or their equivalent, completed at an institution identified in clause (a), (b), (c) or (d) of the definition of "acceptable post-secondary degree" in subsection 1 (1). O. Reg. 184/97, s. 44; O. Reg. 188/04, s. 22; O. Reg. 135/08, s. 7 (1-5).
    (2) To fulfil a requirement in clause (1) (e) relating to the completion of graduate post-secondary credits or their equivalent, the credits or their equivalent must have been completed by the applicant in addition to any credits that he or she was required to complete to be granted a certificate of qualification or interim certificate of qualification. O. Reg. 135/08, s. 7 (6).

45. If the Principal of a course leading to qualifications in Part I of the Principal's Qualification Program reports to the Registrar that a candidate has met the admission requirements of section 44 and has successfully completed the course, the Registrar may have the Part I qualification entered on the candidate's certificate of qualification. O. Reg. 184/97, s. 45.

46. An applicant for admission to a course leading to qualifications in Part II of the Principal's Qualification Program must have an entry on his or her certificate of qualification showing qualifications in Part I of the program. O. Reg. 184/97, s. 46.

47. If the Principal of a course leading to qualifications in Part II of the Principal's Qualification Program reports to the Registrar that a candidate has met the admission requirements of section 46 or 51 and has successfully completed the course, the Registrar may have the Part II qualification entered on the candidate's certificate of qualification. O. Reg. 184/97, s. 47.

48. Where the Principal of a Principal's Development Course reports to the Registrar that a candidate,
    (a) holds Principal's qualifications;
    (b) has two school years of successful experience as a Principal or vice-Principal as certified by the appropriate supervisory officer; and
    (c) has successfully completed the Course,
    the Registrar may have entered on the candidate's certificate of qualification the Principal's Development Course qualification. O. Reg. 184/97, s. 48; O. Reg. 188/04, s. 23.

49. A teacher who holds a High School Principal's Certificate, an Elementary School Principal's Certificate, a Secondary School Principal's Certificate, Type B, a Secondary School Principal's Certificate, Type A, a Secondary School Principal's Certificate or a Vocational School Principal's Certificate, whether such certificate is an interim certificate or a permanent certificate, remains qualified within the limitations of the certificate except that the interim qualification will not lapse after the five-year period of validity and such qualification shall be shown on his or her certificate of qualification. O. Reg. 184/97, s. 49.

50. A teacher who holds an Elementary School Inspector's Certificate shall be deemed to hold an Elementary School Principal's Certificate. O. Reg. 184/97, s. 50.

51. Despite section 46, a teacher who holds or who is deemed to hold an interim or permanent Elementary School Principal's Certificate, or who holds an interim or permanent Secondary School Principal's Certificate, Type B, an interim or permanent Vocational School Principal's Certificate, an interim Secondary School Principal's Certificate, or an interim Secondary School Principal's Certificate Type A, may be admitted to the course leading to qualifications in Part II of the Principal's Qualification Program. O. Reg. 184/97, s. 51.

52. (1) Where a teacher held an interim Elementary School Principal's Certificate, an interim Secondary School Principal's Certificate, Type B, or an interim Secondary School Principal's Certificate, Type A, on July 1, 1978 and completes the requirements for the permanent certificate that corresponds thereto as they existed immediately before July 1, 1978, the Registrar shall have entered on the teacher's certificate of qualification the appropriate qualification. O. Reg. 184/97, s. 52 (1).
    (2) A teacher who holds a permanent Secondary School Principal's Certificate, Type A or a permanent Secondary School Principal's Certificate is deemed to hold Principal's qualifications. O. Reg. 184/97, s. 52 (2).

52.1. A candidate who began Part I or Part II of a Principal's Qualification Program before August 31, 2008 may complete the requirements for the qualification set out in this Regulation, as it read on August 30, 2008, and on completion shall have an entry recorded on his or her certificate of qualification indicating Part I or Part II of the qualification, as the case may be. O. Reg. 135/08, s. 8.

ROLES OF SUPERINTENDENT AND PRINCIPAL
IN LEADERSHIP DEVELOPMENT

- ★ Act as a model leader.
- ★ Possess and communicate a positive attitude when speaking about your role (job) in education and the system.
- ★ Know the documents, resources, programs and philosophy of leadership development in the GECDSB.
- ★ Get to know the people who have expressed an interest in leadership development.
- ★ Provide opportunities for experience for leadership candidates.
- ★ Participate in leadership development programs and share ideas and successes.
- ★ Assist in identifying and in providing feedback, guidance and encouragement to leadership development candidates, in helpful, truthful and sensitive ways.
- ★ Monitor the leadership development responsibilities of those who report to them.
- ★ Accommodate staff transfers to different assignments/schools for experience, to a school where there are fewer leadership candidates/more leadership opportunities.

ROLE OF THE PRINCIPAL (AND VICE-PRINCIPAL/MANAGER)
IN LEADERSHIP DEVELOPMENT

- ★ Know what the Board's leadership development program is.
- ★ Act as a model leader.
- ★ Possess and communicate a positive attitude when speaking about your role (job) in education and the system.
- ★ Encourage staff members who have leadership potential to self identify.
- ★ Provide opportunities for Identees to take responsibility for certain aspect of school operations such as graduation, open house. Provide other experiences and materials, as appropriate. Share information.
- ★ Provide feedback, guidance and encouragement in helpful, truthful and sensitive ways to leadership development candidates. If they are trying to move too fast, to expect too much, then tell them to temper their rate. If they don't have it, then tell them that too.
- ★ Participate in and guide candidates in the promotion process.

KNOWLEDGE, SKILLS AND EXPERIENCES
FOR POTENTIAL PRINCIPALS

Introduction

The following is a list of knowledge, skills and experiences for development toward the Principalship. This includes, of course, the Vice-Principalship which is viewed as a developing stage toward becoming a Principal.

It is meant as a guide, or checklist to assist in the process of development and growth. It might be used by the teacher who is seeking personal professional development, by a teacher interested in developing as a leader and in preparation for promotion.

The list appears daunting but it is important to realize that there are key components to each item in the list. For example, the Teaching Profession Act has one section that a person has to be acutely aware of and the rest can be looked up if needed. Also, you don't have to learn it all at once.

Knowledge

LEGISLATION	MINISTRY OF EDUCATION
- Education Act and Regulations - Teaching Profession Act - Ontario College of Teachers Act and Regulations - Child and Family Services Act (sections) - Municipal Freedom of Information and Protection of Privacy Act - Occupational Health and Safety Act - Workers' Compensation - Trespass to Property Act (sections) - other related legislation	- OSR Guidelines - Special Education Monograph 2 - Identification, Placement and Review Committees - Violence Free School Policy - policy and procedures memoranda from MET such as 122 on School Advisory Councils and 123 on Safe Arrival Programs - curriculum on a broad base - school effectiveness framework - Guides to Effective Instruction - Growing Success - other
BOARD	**SCHOOL**
- Board Policies, Regulations and Administrative Procedures - Special Education Plan - structure and operation of the board - performance appraisal procedures - transportation - collective agreements - BIPSA – Board Improvement Plan for Student Achievement	- school safety and emergency plans: fire drills, intruders, tornadoes, Fermi II, safe arrival programs, inclement weather, safe schools, crisis intervention - student registration, out-of-district, transfers, fees - SIPSA – School Improvement Plan for Student Achievement - use of volunteers - head lice - transportation - immigration, registration - custody issues
OTHER	
- pedagogy, child development - curriculum implementation models - teaching skills - professionalism: What it means to be a professional; professional conduct - current educational issues - change models	- change models - program evaluation - external agencies: police and police protocols, Childrens Aid Society, Regional Childrens Centre, Hiatus House, Maryvale, Human Resources Development - Canada and what they do - acronyms

Skills

LEADERSHIP
- interpersonal skills   - consensus building   - dispute resolution, handling dissension, mediation skills: students, staff and adults, working calmly in a crisis, work to resolution and closure   - innovation   - manage stress of self and others   - reflection and growth   - motivating self and others, creating enthusiasm   - knowing one's self and managing attributes   - career planning: self and others   - setting a tone or ethos or climate   - setting a vision and implementing change   - planning and goal setting   - coaching   - teamwork   - networking and relationship skills, building partnerships   - public relations

COMMUNICATIONS
- writing for various audiences   - impromptu speaking   - persuasion   - public speaking   - listening and interpreting skills   - body language, reading and presenting

ADMINISTRATIVE
- organizing an agenda   - chairing a meeting   - personal organization   - time management   - delegation and follow-up   - use of technology   - problem solving   - decision making and judgment   - conducting an investigation   - organization skills   - office management   - facilities management   - accounting   - progressive discipline of staff   - time tabling   - conducting interviews and personnel selection

Experiences

SCHOOL	PROFESSIONAL
- work with attendance procedures - dealing with parents - time table - set an examination schedule - implement a supervision schedule - lead a project with other staff - organize a field trip - organize a school wide event such as graduation - innovate and implement something of significance - work on public relations for your school - lead something that has a budget and do the financial stuff - work with other teachers as a team to set and achieve a goal - manage extra-curricular activities	- assist others in leadership development - self-evaluate, reflect and grow - mentor and be mentored - develop a written philosophy of education and live by it - build a leadership portfolio - assist others in leadership development - act as an associate for the faculty of education - mentor and be mentored - shadow - make a personal professional development plan; self-evaluate, reflect and grow - network - develop a set of resources (leadership resources; an addition to classroom/teacher resources) - take advantage of professional development opportunities as appropriate, both inside education and outside - maintain a positive attitude and share positive ideas - superior skills in conflict resolution and conflict management - lead, lead, lead in a variety of circumstances
SYSTEM	**COMMUNITY**
- serve on committees at board level, subject level or in professional organizations - attend a series of board and committee meetings - specific work on curriculum documents or writing teams	- work with the school advisory council - become involved in leading in organizations - establish parent and local community contacts, partnerships
PROMOTION SKILLS	**TECHNOLOGY SKILLS**
- career planning - resume and cover letter writing - interview and in-basket skills	- keyboarding skills - facility with appropriate computer software (First Class, Powerpoint, Word, Excel etc.) - saving files, making back-up copies, multi-tasking - ability to use the e-mail system, to download, open and print files; to attach files; spell checking prior to sending - to be developing short cuts and skills toward taking fullest advantage of the technology - use of Web 2.0 technology

RESOURCES

Over the years, many books have been provided to school leaders to inspire them and support their ongoing development. Some of these should be found in the schools "Instructional Leaders toolkit".

Each school has been provided with an array of books about leadership. Please see your school Principal if you are seeking a book title.

Our Media Centre has a special section on leadership development. A considerable financial commitment has been made to enhance the selection of books, CDs, DVDs and periodicals available for use by staff. You can visit the Centre to browse or order resources online..

Copies of a Consolidation of Education Statutes as provided to each school administrator annually and past dated copies along to Leadership Interns in the following year.

Leadership Identees, Interns, school administrators and others have access to an electronic conference called LEADERS on their computer desktop. It now operates like a bulletin board to relay information and announcements about leadership development.

In addition, Principals and Vice-Principals have been afforded the opportunity to gather each year for a conference for Administrators. Principals in the Elementary and Secondary panel attend a self-directed and self-organized conference in the fall. Vice-Principals in the Elementary and secondary panel attend a self-directed and self-organized conference in the spring.