



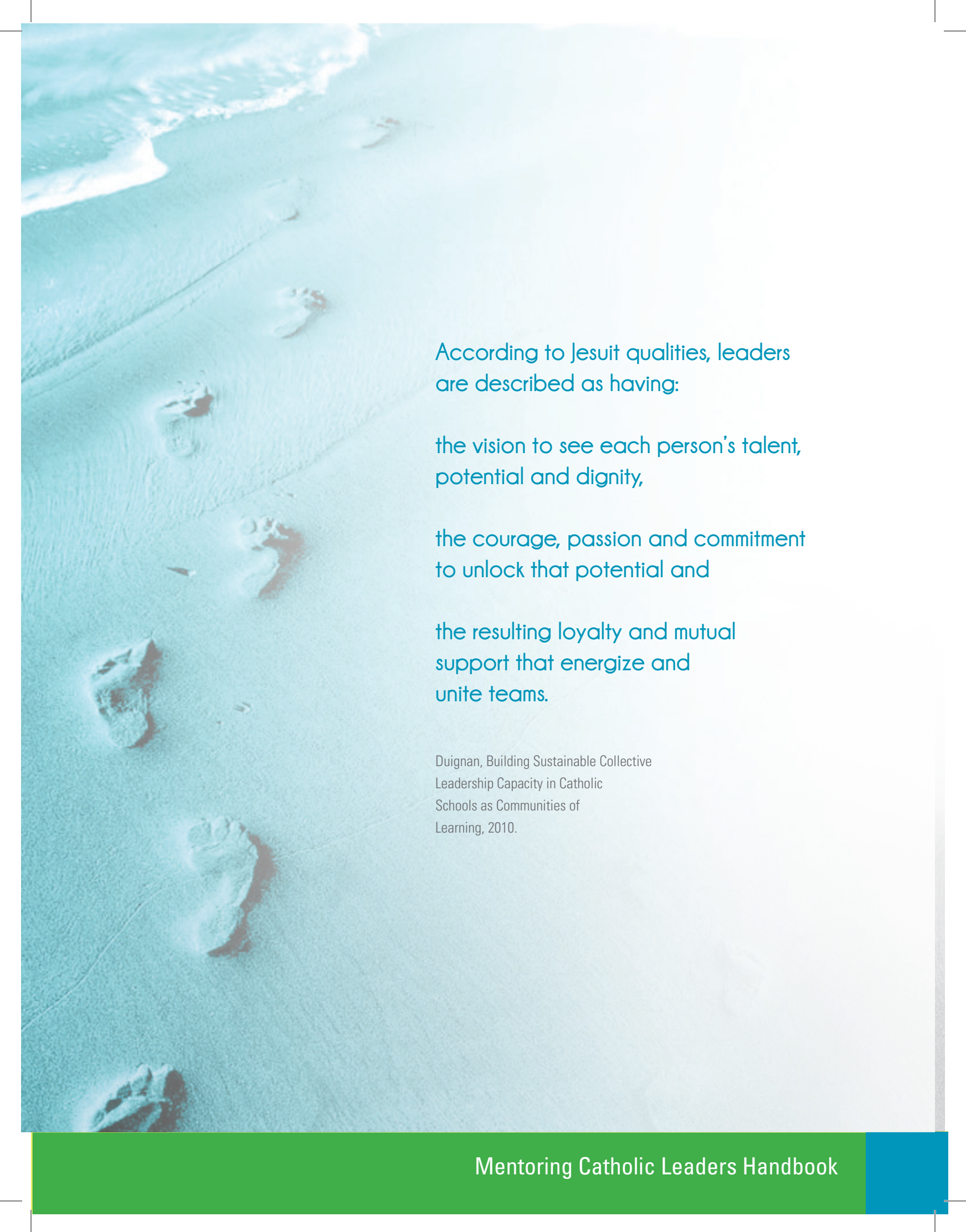
MENTORING CATHOLIC LEADERS
THROUGH FAITH AND VISION



HANDBOOK



Dufferin-Peel
Catholic District
School Board



According to Jesuit qualities, leaders are described as having:

the vision to see each person's talent, potential and dignity,

the courage, passion and commitment to unlock that potential and

the resulting loyalty and mutual support that energize and unite teams.

Duignan, Building Sustainable Collective Leadership Capacity in Catholic Schools as Communities of Learning, 2010.

A Message from the Director of Education

"Don't confuse motion with action" - Ernest Hemingway

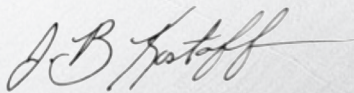
The Role of a Principal, Vice-Principal or Manager in Dufferin-Peel is a challenging and complex position. No matter how much one has prepared for the new role there is a whole side of learning, exposure to new documents, increase in importance to policy and to general administrative procedure and a large body of legislation, as well as data and research that will impact on how successful you are in your new role. In addition, that new role will require new skills and the developing and honing of existing skills. What can be safely said is what got you to this position is no guarantee that those skills and attributes will make you successful to the position that you are going into. That is why the need for professional development, your own aggressive reading and discussions, peer communications, participating in our mentoring program and reviewing the mentoring handbook will all assist in bridging those temporary gaps that you will encounter, as we all have encountered.

I am very impressed with the mentoring that Dufferin-Peel provides its administrators upon entering a new task. At no point should anyone ever feel that they are alone or that they don't know where to turn for advice, conversation, and deliberative thought in action. Our mentoring program and our handbook are just but two ways that we provide you with assistance as you begin your new role. Your ongoing relationship with your mentor and your peer conversations will help shape your practice, hone your skills and assist you in this challenging and complex, but highly rewarding and influential role in education. The great mistake is not by asking for help, but rather failing to ask for help, when there are so many around you who are willing to provide that assistance. The principal mentors can provide tremendous support and their participation in the mentoring program is very much appreciated. Let it be said, that out of newness to the position, embarrassment or sense of I should know this, we often don't ask that burning question that requires a response. Our mentoring program provides that safe opportunity for those questions to be raised in dialogue and in some cases answered within an environment that is supportive and nurturing so that you are better able to complete the role that you have been appointed to.

As Henry Thoreau once remarked "It takes two to speak the truth, one to speak, and another to listen". I hope this is the hallmark as you begin your new career, one that speaks the truth and one that also listens.

Congratulations and may God continue to Bless you in your ministry as a Catholic Educator.

Sincerely,



John B. Kostoff
Director of Education
Dufferin-Peel Catholic District School Board

June 28, 2011

Great mentors extend the human activity of care beyond the bounds of the family. They see us in ways that we have not been seen before. And at their best they inspire us to reach beyond ourselves; they show us how to make a positive difference in the wider world.

- L. Parks Daloz, 2000

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Introduction

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD MISSION

The Mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

The Dufferin-Peel Catholic District School Board believes that the Catholic faith, as expressed through Gospel values, is the driving force in the board's community of learners, which includes five key groups: students; the parish, home and community; teachers and support staff; administrators and supervisory officers; and trustees. The board strives to be a Christ-centred system in which all may work and learn in a supportive, inclusive, meaningful, and respectful environment. Within the context of an authentic Catholic learning community, the Dufferin-Peel Catholic District School board strives "...to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to society."¹ The board is further committed to:

- deepening the understanding, appreciation and practice of the Catholic Christian lifestyle, with Jesus as role model;
- aligning a system-wide approach to Catholicity, whereby all educational practices are implemented through a Catholic lens;
- developing graduates who are fully alive in Christ, "not only in terms of knowledge and skills, but in terms of values, attitudes and actions";
- encouraging unique approaches to support system priorities and the principal strands of faith education: prayer and liturgy; sacramentality; morality and justice; and scripture and church.

As a diverse educational community responding to God's call, Dufferin-Peel fosters and nourishes an inclusive atmosphere rooted in tradition and scripture. The board continues to commit to the guiding principles of Learning for All: K-12 (draft) and to Dufferin-Peel's Equity and Inclusive Education Policy (developed in accordance with the provincial Equity and Inclusive Education Strategy), while:

- being authentic witnesses to our Catholic faith;
- being responsible stewards of God's grace in the world;
- respecting human dignity;
- modeling all learners after Jesus, as ministers of compassion and service.

To strengthen its Catholic identity, Dufferin-Peel will continue to develop opportunities for faith formation of students and staff, together with an educational program which strives to integrate the board's fundamental beliefs and values into all of its endeavours.

¹ Education Act. R.S.O. 1990, Chapter E.2, 2009, c 25, s. 1(2).

Catholic Board Learning Plan

The Catholic Board Learning Plan focuses and contextualizes the direction of the mentoring framework. This document is the foundation upon which a common skill set can be supported through in-service, collaboration and daily reflective practice.

DUFFERIN-PEEL'S CORE PRINCIPLES

The Dufferin-Peel Catholic District School Board underwent a 2008-2009 Strategic System Review, commissioned by trustees, to help shape the board's 5-year strategic plan. This review included meetings with a variety of stakeholders, web-based information, and a comprehensive survey of the community. As a result of this review process, five core principles and their corresponding goals were identified for the board's 2010-2015 strategic plan and they are as follows:

CATHOLICITY

Model gospel values in the teaching and learning of our Christ-centred programs and services;
Celebrate and nourish the distinctive Catholic nature of our school communities.

LEARNING ENVIRONMENT

- Support the needs of all learners;
- Support and provide opportunities for life-long learning;
- Commit to continuous improvement in student achievement and well-being for all learners.

COMMUNITY ENGAGEMENT

- Ensure that Catholic School Councils reflect the diverse Catholic community;
- Support and advocate that Catholic School Councils receive resources required to fulfill their role;
- Build and sustain community partnerships and collaborative (e.g., collaborative relationships, Success By 6 Peel);
- Continue to enhance and use technology to communicate and connect with our partners in support of student needs.

PARISH-HOME-SCHOOL

- Affirm that the local parish is an essential part of the Catholic school community;
- Promote active participation of home and parish as a fundamental component of student success.

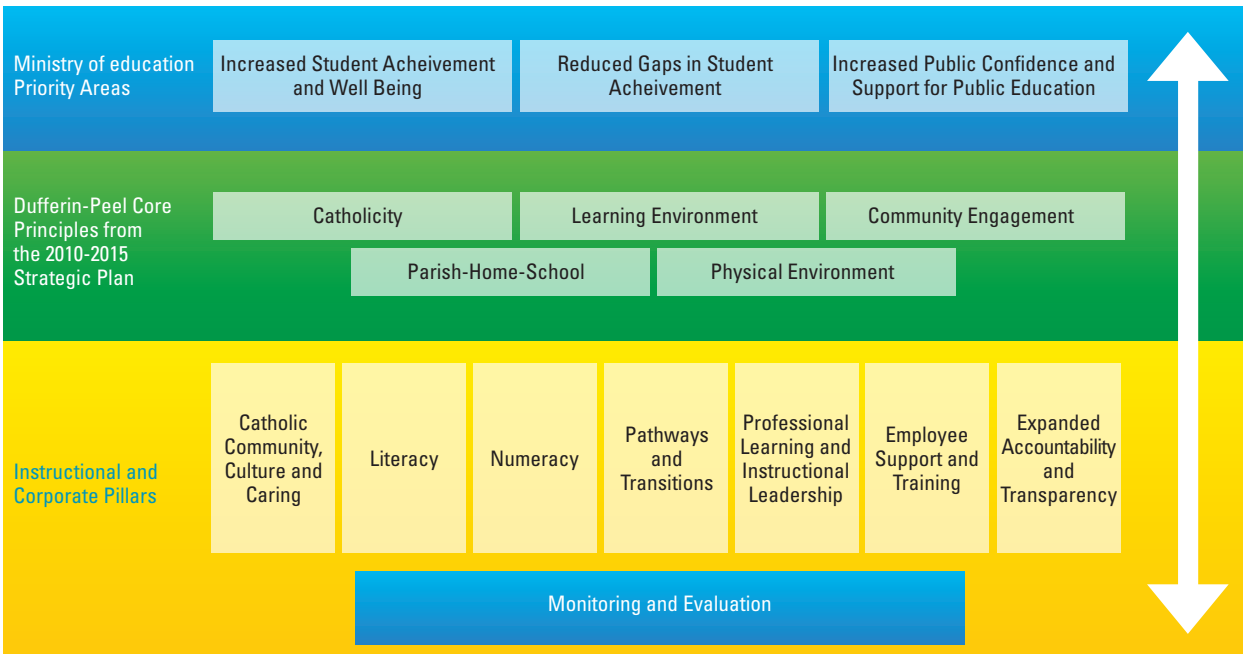
PHYSICAL ENVIRONMENT

- Model and promote good stewardship of resources;
- Be financially responsible;
- Respond to the emerging needs and trends within our diverse community.

The intent of the strategic plan is to shape school, classroom and corporate decision-making and direction over the next five years. The development of the Dufferin-Peel Catholic Board Learning Plan (CBLP) and the Catholic Board Corporate Plan (CBCP) has been undertaken within the context of these five core principles. All five principles are reflected throughout the plan.

Catholic Board Learning Plan

Figure 1: Development of the Pillars of the Dufferin-Peel Catholic Board Learning Plan within the Context of Ministry and Board Direction



ORGANIZATION, MONITORING AND EVALUATION OF THE CBLP






The Catholic Board Learning Plan is a three-year plan designed to support a variety of improved student learning, achievement and well-being outcomes through the full range of strategies and interventions supported by Dufferin-Peel. Additionally, at the school level, the CBLP is intended to act as a model for school improvement planning activities. This comprehensive nature of the CBLP allows for the development of local school plans that respond to specific individual school needs. The companion Catholic School Learning Plan (CSLP) for local school improvement planning use is contained in the Appendix of the CBLP.

As described previously, the CBLP focuses on the following five key focus areas, or “pillars”, which collectively capture the vision statements for each of Dufferin-Peel’s learner communities:

- Catholic Community Culture and Caring;
- Literacy;
- Numeracy;
- Pathways and Transitions;
- Professional Learning and Instructional Leadership.

Dufferin-Peel continues to promote the practice of a cycle of continuous improvement in its schools and families of schools. Continuous improvement in Dufferin-Peel can best be visualized as a cycle of six sequential activities that address evidence, analysis, planning, implementation and progress monitoring. At the core of the improvement model is our belief in the importance of all members of the Dufferin-Peel community

Catholic Board Learning Plan

Dufferin-Peel Catholic District School Board CATHOLIC BOARD LEARNING PLAN 2010-2013		Catholic Community, Culture and Caring K-12	Literacy K-12
Catholic Community, Culture and Caring K-12		<p>■ GOAL</p> <p>By June 2013, the proportion of Dufferin-Peel students indicating they feel safe all or most of the time at school will increase from 89% to 94% of students.</p> <p>■ KEY MESSAGE</p> <p>In Dufferin-Peel, our schools are communities of belonging, inclusivity, support, and safety rooted in:</p> <ul style="list-style-type: none"> • Gospel values • A focus on the dignity of all • A preferential option for the poor and vulnerable • Respect for individual needs in light of the common good <p>Dufferin-Peel is committed to ensuring that our schools:</p> <ul style="list-style-type: none"> • Have a Catholic Community of Culture and Caring Action Team (CCCCAT) • Implement the Catholic Community, Culture and Caring School Climate Surveys once every two years • Integrate the Dufferin-Peel Virtues program • Integrate high-yield strategies (e.g., co-operative learning, shared solutions) to support students, staff and/or other Catholic community partners • Endeavour to embrace social justice projects • Encourage positive school-parish relationships • Encourage and promote positive school-community engagement, partnerships and/or collaborative • Have a bullying prevention and intervention program <p>■ EXPECTED PRACTICE</p> <p>Schools will ensure integration and expression of the Virtues within the school community with a focus on listening.</p>	<p>■ GOAL</p> <p>By June 2013, student performance in Dufferin-Peel will increase by 5% on each EQAO assessment of literacy.</p> <p>■ KEY MESSAGE</p> <p>In Dufferin-Peel, everyone is a teacher of literacy. Literacy instruction that invites the inspiration of the Holy Spirit is centred on student achievement and well-being and rooted in current, research-based practice. All staff members will contribute to a collaborative culture of care that supports high standards for all, continuous improvement for all and is responsive to the full range of each learner's unique gifts and abilities.</p> <p>Dufferin-Peel is committed to ensuring that:</p> <ul style="list-style-type: none"> • The Ontario Curriculum is the basis for all teaching and learning • Every classroom will foster literacy development with rich environmental learning supports (e.g., procedure charts, process charts, models of writing) • Literacy skills are intentionally taught across the curriculum • Teaching, assessment and evaluation will take a variety of forms and learners will be provided with on-going, timely, descriptive feedback and appropriate supports (e.g., assistive technology) • Teachers regularly use the research-supported teaching strategies described by the Ministry of Education <p>■ EXPECTED PRACTICE</p> <p>Schools focused on professional development in the area of literacy will concentrate on implementing Guided Practice/ Guided Reading.</p>
Literacy K-12			
Numeracy K-12			
Pathways and Transitions K-12			
Professional Learning and Instructional Leadership K-12			

Catholic Board Learning Plan

Numeracy | K-12

■ GOAL

By June 2013, student performance in Dufferin-Peel will increase by 5% on each EQAO assessment of numeracy.

■ KEY MESSAGE

In Dufferin-Peel, the approach to mathematics is rooted in our Catholic worldview and inspired by Isaiah 43:1 "Each one called by name".

In all grades, from Kindergarten to Grade 12, Dufferin-Peel embraces:

- The belief that all students can experience success in mathematics and develop their God-given gifts and talents
- Teaching in mathematics that is responsive to the needs of the full range of learners
- Equity and fairness so that all students are provided with multiple opportunities to demonstrate their mathematical learning
- The board's core principles of Catholicity, Learning Environment, and Parish-Home-School

Dufferin-Peel is committed to ensuring that:

- The Ontario Curriculum is the basis for all teaching and learning
- The mathematical program embeds the mathematical processes described in the Ontario Curriculum:
 - Problem Solving
 - Reasoning and Proving
 - Reflecting
 - Selecting Tools and Computational Strategies
 - Connecting
 - Representing
 - Communicating
- Mathematics teaching, assessment and evaluation take a variety of forms and provide multiple opportunities for all students to demonstrate their learning
- Teachers regularly use the research-supported teaching strategies described by the Ministry of Education

■ EXPECTED PRACTICE

Schools focused on professional development in the area of Numeracy will concentrate on implementing The Three-Part Lesson format.

Pathways and Transitions | K-12

■ GOAL

By June 2013, the graduation rate for Dufferin-Peel students will increase by 5%.

■ KEY MESSAGE

Dufferin-Peel is committed to supporting the individual needs of all students as they progress through various transitions from Kindergarten to Grade 12 and beyond.

In all grades, from Kindergarten to Grade 12, Dufferin-Peel is committed to ensuring that:

- Programs, pathways, and career planning meet the learning needs and interests of all students
- Authentic learning experiences and experiential learning are built into all subject areas and programs
- Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available
- Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and destinations
- Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies
- Students with diverse learning needs have access to appropriate transition planning and resource supports
- A process is in place for identifying a caring adult(s) to support transitions for students (e.g., students 'at risk', students with diverse learning needs)

Dufferin-Peel is committed to ensuring that an effective transition plan, where appropriate, includes:

- Programs and processes that are personalized for all learners
- Orientation planning
- Interventions and strategies

■ EXPECTED PRACTICE

Schools will have clearly defined processes supported by a team approach, which may include multi-disciplinary teams, in response to individual student learning needs.

Professional Learning and Instructional Leadership | K-12

■ GOAL

By June 2013, all schools will increase their capacity by one level on the pillar expected practice rubric that corresponds with the area for which central support is provided.

■ KEY MESSAGE

In Dufferin-Peel, we recognize that in order to foster continuous improvement of student achievement and well-being, ongoing professional development for staff remains a focus.

Dufferin-Peel is committed to ensuring that:

- All professional learning opportunities are rooted in Gospel values and reflect the Board's core principles
- All professional learning opportunities support teaching and learning that is aligned with the Ontario Curriculum, Ministry of Education support documents and the Catholic Graduate Expectations
- All professional learning opportunities support collaborative and inquiry-based approaches to deepen understandings of student learning needs and to support professional learning needs of staff
- All professional learning opportunities are based on current data and research including the principles of Universal Design for Learning to support the diverse learning needs of all students

■ EXPECTED PRACTICE

Schools will use a collaborative inquiry approach to professional learning activities including: teacher moderation; ongoing use of assessment to guide teaching; the Gradual Release of Responsibility model.

The Catholic Board Corporate Plan

The Catholic Board Corporate Plan (CBCP) supports Dufferin-Peel's five core principles of Catholicity, Parish-Home-School, Learning Environment, Physical Environment, and Community Engagement. These principles are supported by the CBCP's two focus areas, or "pillars", of Employee Support and Training and Expanded Accountability and Transparency.

The detailed needs assessment, SMART goals, data sources, foundational principles, and policies and procedures identified for each of these two pillars can be found in the full Catholic Board Corporate Plan available on the secure Administrators' Portal intranet site. Each local school is expected to develop local responses, including SMART goals, for each of these corporate pillars.

Dufferin-Peel Catholic
District School Board
**CATHOLIC BOARD
CORPORATE PLAN
2010-2013**



Employee Support and Training

■ GOAL
By the end of June 2013, an attendance support program and system-wide training protocol will be developed and fully operational.

■ KEY MESSAGE
In Dufferin-Peel, all employees are supported in the performance of their responsibilities within their respective roles. As a key component of supporting its employees, Dufferin-Peel provides its personnel with in-servicing and training on various aspects of board, Ministry of Education, and government initiatives and requirements. The support and training opportunities ensure the creation and sustainability of a learning and working environment that is safe, caring, healthy and inclusive.

Dufferin-Peel is committed to ensuring that:

- Life-long learning opportunities for administrators, classroom teachers, and school staff are provided to ensure that they continue to grow in their understanding of the operations of the board.
- On-going training is provided for employees as they continue to meet diverse needs of Dufferin-Peel students.
- Continuous training and support is provided to school-based personnel in order to sustain strong, robust administrative best practices.
- All staff members are aware of and involved with Dufferin-Peel's on-going Equity & Diversity Strategy and related initiatives.
- All administrators and supervisory officers participate in the 20 hour course on anti-racism and equity training.
- The development of personal leadership skills in Diversity and Equity and the demonstration of links between anti-racism, equity and training and the Safe Schools Strategy are supported.
- Refinement of programs to support effective school leaders who reflect the diverse nature of Dufferin-Peel students and the communities in which they live is on-going.
- The participation of administrators in the Mentoring Program is supported.

■ POLICIES AND PROCEDURES

- The Employee Assistance Program responds compassionately to the diverse needs of our employees.
- Sound Health & Safety programs and Health Promotion & Wellness initiatives focus on employee health, safety at work and provide accommodations to maximize employee opportunities to access Dufferin-Peel facilities and services.
- Succession Planning identifies and develops strong, effective Catholic Leaders including those who will serve the board's diverse communities.
- Adherence to Collective Agreement provisions minimizes the possibility of grievances.
- Dufferin-Peel resources (e.g., By-Laws, Regulations & Policies, General Administrative Procedures, Ontario Student Record binders and manuals) are regularly maintained and are up-to-date.

Expanded Accountability and Transparency

■ GOAL
By June 2013, all employees, schools and departments, as appropriate, will demonstrate compliance with the Catholic Code of Ethics, Supply Chain Management policies and procedures, hiring practices, construction project tendering procedures (where applicable) and transportation policies and procedures.

■ KEY MESSAGE
In Dufferin-Peel, administrators, school-based staff and employees, and school council members who are involved in the collection, recording and reporting on schools' budgets and all school-generated funds, including school council funds, adhere to the highest standards of practice. In addition, all staff involved in contracts with third parties must demonstrate a commitment to adhering to such standards of practice that are beyond reproach or question.

Dufferin-Peel is committed to:

- Employing hiring practices that seek staff who are representative of the diverse communities that we serve in Dufferin-Peel.
- Working with our school councils to ensure that they are compliant with finance-related legislation, regulations and board policies and procedures and that they are utilizing funds in an appropriate manner.
- Continuing to be open, transparent and accountable by engaging the community to participate in areas such as the board's annual budget development process.
- Providing access to resources available through the Finance Department.
- Promoting the Green Schools initiative through the involvement of the Plant and Operations Department.
- Focusing on Resource Stewardship to protect the board's human, financial and capital assets through Financial Accountability and Transparency in the promotion of best practices in Supply Chain Management, Cash Management and Financial Reporting.

■ POLICIES AND PROCEDURES

- Catholic Code of Ethics guides performance of all duties.
- Financial Support Tool for Schools is used regularly and proficiently by schools.
- Supply Chain Management policies and procedures are followed by all schools and departments.
- Cash Management and Financial Reporting procedures are adhered to and completed by all schools and departments.
- Transportation policies and procedures are followed by schools and communicated clearly to students and parents/guardians.
- G.A.P. reporting processes and timelines regarding School Generated Funds are followed by schools and their school councils, as applicable.
- Local Green initiatives are incorporated into school plans.

The Catholic Board Strategic Plan for Technology

The purpose of the Strategic Plan for Technology (the “Plan”) is to help the board articulate and implement its Information and Communication Technology strategy. The Plan is intended to be a guide to decision making involving technology in both instructional and administrative areas. Technology initiatives will be approved, prioritized and implemented using the Plan as a guide. The Plan is not designed to determine any specific or local deployment of technologies in the classroom, but rather to provide high-level strategic directions and a framework for decision making.

The use of technology has become pervasive throughout the Dufferin-Peel Catholic District School Board (the “board”), and is an essential part of student learning and board operations. Over the past decade, technology has become an instrumental enabler to achieve greater success in student learning and workplace productivity.

Dufferin-Peel Catholic District School Board
STRATEGIC PLAN FOR TECHNOLOGY
2010-2013

Year 2 - 'Walking in the Light of Christ'
'Your word is a lamp to my feet and a light to my path'
(Ps.119:105)

 **Dufferin-Peel
Catholic District
School Board**



Walking in the Light

1 Enhance Teaching and Learning Opportunities through Increased Access to Technology

Education are discovering innovative ways to improve teaching and learning opportunities through the use of technology and the requirement for ubiquitous access has never been more pervasive than it is today. The board can assist by increasing access to technology for teachers and students throughout the system.

Improved access to technology may involve teacher and student-owned devices being used in the classroom, increasing the availability and ease of access to safe and secure Internet sites to staff and students, providing software-as-a-service for board applications and extending access to networked resources from remote locations.

To help address some of these needs the board has invested in various related software, hardware and infrastructure elements.

2 Improve the ICT Department's Ability to Support And Adapt to Evolving Technology Needs

All technology initiatives should conform to established board standards and must be considered within the context of resources immediately or planned to be available. The ICT department must have the resources available to implement and sustain the initiatives. The application process for new initiatives must include provisions for the appropriate enterprise tools to enable ICT to implement and manage the resulting infrastructure. Furthermore, ICT staff must be provided with the appropriate training to enable ongoing support for the environment.

3 Improve Communication Between Parish, Home, School and Community

Technology will be a key enabler in establishing strong, meaningful communication links between parish, home, school and community. This strategic direction will support students, teachers and the community in realising their partnership as they increasingly utilize technology to meet their communications needs.

4 Improve Administrative and Operational Efficiencies

This strategic direction addresses the need for effective and efficient administrative and operational systems and processes to enable improved data management, automated work flow, and opportunities for collaboration. This facilitates improvements in quality, reduced cost, increased capacity and adaptability.

5 Improve Access to Information and Services

People are more efficient in performing their duties when information is easy to access and readily available. For students, this strategic direction will provide access to 21st century learning resources. For teachers, the ability to personalise teaching and learning resources through a greater variety of information and services will be more feasible. For administrative/long support staff, improved access to information and services means better support for making informed decisions and improving workplace efficiencies and employee productivity.

6 Exercise Fiscal Responsibility and Efficiencies in All Technology Decisions

The return on technology investments can be partially measured through increased employee productivity and ultimately, improved student achievement. To assist in achieving these objectives, it is important that the board develops and implements a comprehensive professional development and training model for new technologies. Costs will be mitigated if the board has efficient acquisition, support and disposal policies and procedures associated with technology. Continuing to adhere to standards and to a system-wide approach to technology planning will result in prudent technology expenditures.

There are a number of different approaches and initiatives that can help with optimizing the impact of technology spending for the board. These include automating support, leveraging existing solutions, optimizing licensing costs and adhering to standards.

Technology Vision
"Based on the common good, to provide access to safe, secure, reliable and sustainable technology products and services that will facilitate the development of environments that are conducive to pedagogical best practices and operational efficiencies within a Catholic educational setting."

 **Dufferin-Peel
Catholic District
School Board**

Ontario Leadership Strategy

The Ontario Leadership Strategy is a comprehensive plan of action designed to support student achievement and well-being by attracting and developing skilled and passionate school and system leaders. One of the key components is the mentoring of newly appointed school leaders. The intent is to provide newly appointed school leaders with the support they need to make a successful transition to a new role, build their leadership practices and competencies, and implement key school, board and provincial priorities.

The Ontario Leadership Strategy states that effective school and system leadership is key to the successful attainment of the three core provincial education priorities:

- Improving student achievement
- Reducing the gap
- Increasing public confidence and support for publicly funded education

Two key goals of the Ontario Leadership Strategy are to:

- Attract the right people to the principalship
- Help principals and vice principals develop into the best possible instructional leaders

Mentoring, Principal Performance Appraisal (PPA), Succession Planning and Talent Development are inter-connected components of the Ontario Leadership Strategy. The OLS is grounded in the Ontario Catholic Leadership Framework (OCLF) and is supported by the five Core Leadership Capacities (CLCs).

Derived from the Ontario Leadership Framework are the Five Core Leadership Capacities:

- Setting goals
- Aligning Resources with Priorities
- Promoting Collaborative Learning Cultures
- Using Data
- Engaging in Courageous Conversations

The Ontario Leadership Strategy can work as a roadmap or guide by which individuals use the tools provided to refine their daily practice and consequently make a difference in the lives of the students they are educating. This takes a collaborative approach through which schools, school boards, education partners and the ministry work together to improve education for all.

PROFESSIONAL LEARNING AND INSTRUCTIONAL LEADERSHIP

As a Catholic school board, Dufferin-Peel has applied its distinctive Catholic lens to supporting teacher, support staff, administrator, and supervisory officer practice and instructional leadership. Dufferin-Peel recognizes that professional learning and instructional leadership are critical to ensuring that staff are appropriately equipped to support students and to respond effectively to their individual learning needs. Given the crucial role of professional learning and instructional leadership to helping staff support students, Dufferin-Peel's offerings in this pillar are based on research evidence, and are further aligned with school, board and ministry of education goals. Through this pillar, staff members are to contribute to improved student achievement by participating in high-quality, job-embedded professional learning that is: (1) collaborative and collegial in nature; and (2) that allows opportunities for professional dialogue and reflection so that all learners in Dufferin-Peel schools can be nurtured in God's image to grow both academically and spiritually. This focus on supporting adult learning and leadership is aligned most closely with the board core principles of Catholicity and Learning Environment.

Board Goals for Mentoring

The mentoring program in Dufferin-Peel is designed to support newly appointed principals and vice principals in the first two years of their new roles. It aligns with numerous leadership opportunities to build capacity and to develop and refine the skills and competencies for all Catholic administrators so that they will lead their schools with dignity, clarity of vision, purpose and integrity. Each Catholic leader must envision their goal to grow in spirituality and excellence as they strive to support the system to meet and exceed its goals for each Catholic learner. To achieve this central theme, each administrator is called to participate as a reflective practitioner when acting as a mentor or mentee. Our goal is to develop a system where each administrator assists in the development of leaders of the highest caliber.

The Goals of the Dufferin-Peel Mentoring Program are designed to:

- develop relationships that support and increase confidence in the new administrator's acclimatization to their new role;
- deepen the understanding of the role and increase confidence in the acquisition of skills for Catholic Leadership;
- provide opportunities for reflection;
- foster the development of a professional network and dialogue on professional issues;
- provide support in the development of an Annual Growth Plan;
- develop support networks that assist in developing and strengthening the Dufferin-Peel educational community;
- seek and receive advice on how to address current issues, responsibilities and commitments.

On a system level, the mentoring program will:

- improve the performance of new Catholic administrators;
- build capacity for all participants by developing and aspiring to a shared vision of leadership;
- ensure that consistency is developed across the system;
- support the implementation of system priorities;
- provide opportunities to access external ideas and resources.

Board Goals For Mentoring

The Dufferin-Peel Mentoring model is informed by...



Value of Mentoring for Newly Appointed Administrators

The ministry has clearly stated that they believe that strong leadership is the cornerstone for success of the education system in Ontario. The ministry developed a comprehensive leadership strategy to ensure that school leaders have the support they need to be successful in their role. The Ontario Leadership Strategy (OLS) is a comprehensive plan of action; phased in over three years, beginning in 2008/09 and will further be refined based upon district experiences and evidence. The goals of the mentoring initiative are:

- to attain the right people for the principalship;
- help principals and vice principals develop into the best possible instructional leaders.

The Ontario Leadership Framework (OLF) supports career-long professional learning and helps guide learning-focused conversations about effective leadership practices and approaches to resolving issues. Clearly, school leadership matters, and research shows that leadership is second only to teaching in its impact on student outcomes. School leaders understand and contribute to the implementation of a range of initiatives, such as high levels of literacy and numeracy; student success; safe, healthy, and inclusive schools; parent engagement; and evidence-based decision-making. Principals have a primary role in setting the vision and working in partnership with staff, students, parents, and the community to focus on student achievement and well-being. They serve as role models and community leaders in forging and sustaining relationships; they lead staff toward excellence through continuous professional growth and development; and they partner with parents to help students achieve their best.

It is critical to support newly appointed administrators with their transition to the role and ensure that they have the support they need to be successful. Mentoring and coaching is one example of how leadership development is supported through system wide strategies targeting new school leaders. To succeed in this important and complex role, principals and vice principals require a network of supports ranging from peer support to professional learning opportunities offered through the ministry, boards and principal associations. In 2009/10 the ministry highlighted its ongoing commitment to the Ontario Leadership Framework (OLF) and the Five Core Leadership Capacities (CLCs). These are tools to be used in developing capacity and they are important tools in the mentoring initiative.

School leaders have the power to shape the vision, culture and structure of a school; they influence the core values of the school; they act as the central hub from which the tone of the building radiates. By mentoring new school leaders, capacity is built within the system. A core function of good leadership practice is developing capacity through mentoring/coaching.

To keep pace with the dynamics and continued changes in education, the Dufferin-Peel Catholic District School Board, supported by the ministry of education, is committed to providing our school leaders with tools and skills to cope with the pace of change, and adapt to the ever changing landscape and environment so they are able to improve the quality of education for the young people of today and tomorrow.

Mentoring Links to the Ontario Leadership Strategy

The Dufferin-Peel Mentoring program is an integral component of the ministry of education's "Ontario Leadership Strategy". The OLS is a comprehensive plan of action that was developed to foster leadership of the highest possible quality in schools and school boards across the province. It includes the following initiatives:

- Ontario Leadership Framework for Catholic Principals and Vice Principals
- Institute for Education Leadership
- Principal/Vice-Principal Performance Appraisal
- **Mentoring/Coaching**
- Principals' Congress
- Succession Planning and Talent Development

As part of the OLS, the mentoring program supports new administrators by:

- providing opportunities to explore the skills and competencies as outlined in the Ontario Leadership Framework (refer to **Appendix A**)
- initiating a non-evaluative introduction to the P/VP Performance Appraisal through the preparation of a Mentoring Learning Plan (refer to **Appendix B**)

Mentoring Links to the Dufferin-Peel CDSB Strategic System Plan

Within the context of Mentoring Links to Dufferin-Peel CDSB Strategic System Plan (2010 - 2015), each administrator is entrusted with the responsibility to actualize the direction of the board. Servant leadership is contextualized within the daily task of ensuring that each child is gifted with the opportunity to optimize their potential within a Catholic School that nurtures and responds to their spiritual development as a member of the faith community. The Dufferin-Peel Mentorship Program supports the board's Strategic Direction by ensuring that the faith community extends itself to the support of newly appointed administrators. The community of Dufferin-Peel allows for a multi-level opportunity to support, guide and celebrate its newly appointed administrators as they acclimatize to their role.

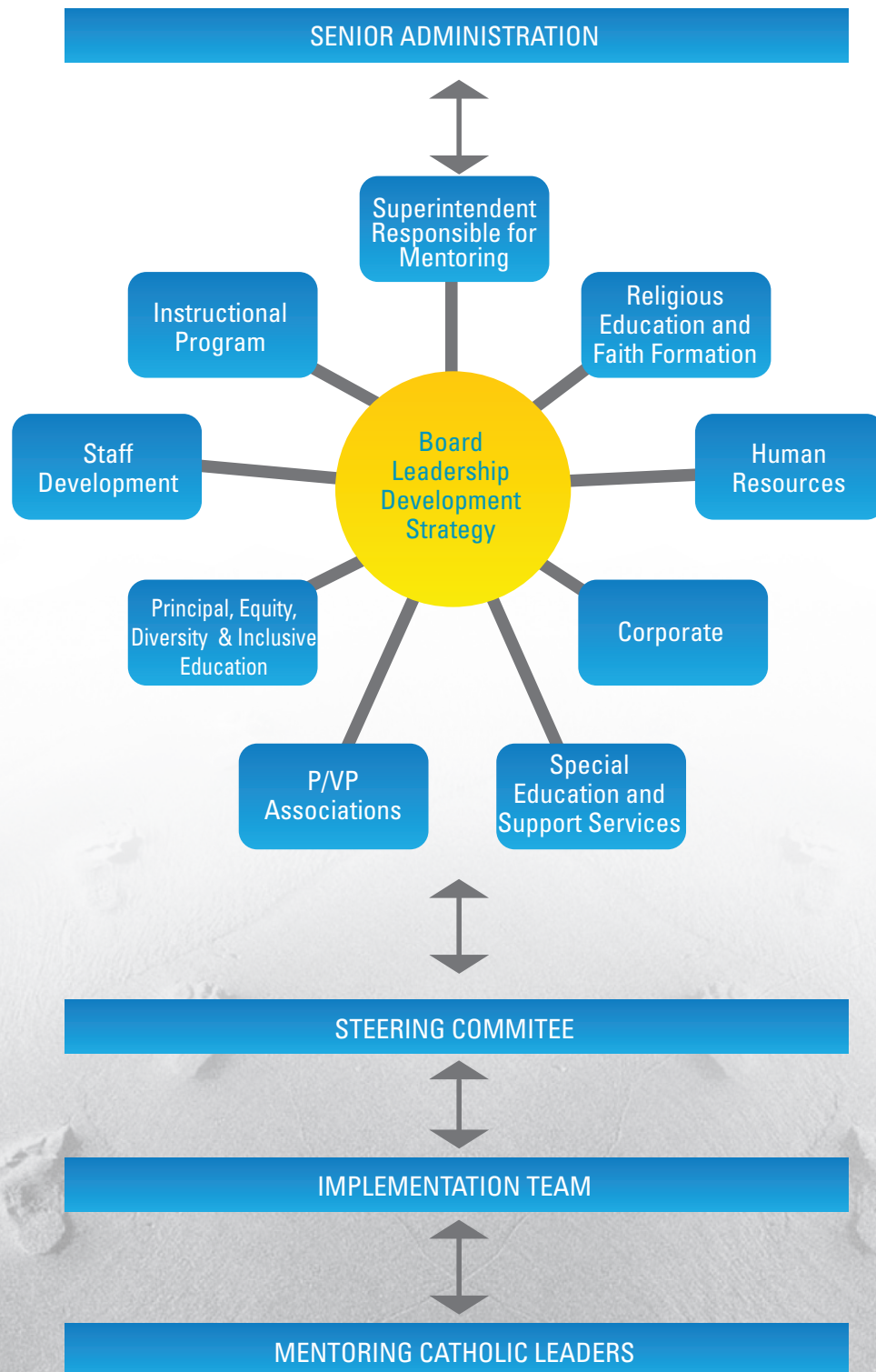
The board's five core principles, articulated in the 2010-2015 strategic direction are:

- Catholicity;
- Learning Environment;
- Community Engagement;
- Parish-Home-School;
- Physical Environment.

Within each of the core principles, system goals and initiatives have been developed to ensure that the strategic directions are met.

Mentoring Governance Structure

A steering committee was established in 2008/2009 to develop an implementation plan for the Dufferin-Peel Catholic District School Board Mentoring initiative. It includes representation from the various stakeholders within the system. The Mentoring Steering Committee ensures alignment and consistency with ministry and board direction.



Definitions of Mentoring/Coaching Strategies

A variety of mentoring strategies can be accessed to support the differentiated needs of the mentee. The mentor will receive training in the delivery of the various strategies that will best support the mentee's development. These approaches will include but are not limited to the mentoring approaches listed below.

- Mentoring/Coaching -** non-evaluative relationships which develop over time. Mentoring/coaching is a long-term relationship with an emphasis on enhancing overall effectiveness in a role. This is the richest form of professional development for it offers consistent, honest and timely discussions on how to improve and reflect upon practice.
- Consulting -** short term job embedded learning, guidance or advice to others based on specific knowledge or skills, specific answers to specific questions. Consulting is based on the best practice and solution model of the person being consulted. It is recommended that consultants request permission from the mentee to pose solutions to problems, prior to offering advice.
- Collaborating -** a collegial process of working together to solve a common problem or to create a pathway that leads to the development of a new strategy.
- Facilitating -** strategic support of groups. One leader offers opportunities for groups to discuss and come to consensus on a resolution to a common or shared problem.

Information for Mentors and Mentees

FREQUENTLY ASKED QUESTIONS

Q1. How are mentees identified?

Principals and vice principals in the first two years of their positions are identified as mentees. Principals, who have had mentoring during their time as vice principals, also receive mentoring in their first two years as a principal. The board identifies the new mentees by the end of June, based on the new appointments. Any mid-year appointments begin their two year mentoring process at the time of their appointment.

Mentor Allocation

New Principals	New Vice Principals
<p>Elementary</p> <ul style="list-style-type: none">Individual mentors will be provided for new principals. <p>Secondary</p> <ul style="list-style-type: none">Individual mentors will be provided for new principals.	<p>Elementary</p> <ul style="list-style-type: none">Group or individual mentoring will be provided for new vice principals, according to needs. <p>Secondary</p> <ul style="list-style-type: none">Group or individual mentoring will be provided for new vice principals, according to needs.

Information for Mentors and Mentees

Q2. How are mentors identified?

Mentors are identified based on their experience and demonstrated leadership in the five core leadership capacities. Three or more years of experience is ideal. The mentor/mentee relationship is a non-supervisory relationship built on trust. Mentors considered for the role should be principals or vice principals that are currently practicing or recently retired. All mentors will receive specific training to prepare for the role of mentor.

Mentor Qualifications

Mentors should be reflective, innovative and forward-thinking leaders who are focused on student achievement.

They should:

- have at least three years experience as an effective administrator;
- possess a strong commitment to Catholic Education;
- be accessible and willing to give a two year commitment to the role of mentor;
- be a role model for effective Catholic school leadership;
- demonstrate the types of practices and competencies outlined in the Catholic Leadership Framework;
- be able to communicate, listen actively and provide constructive feedback;
- be able to foster genuine trusting relationships;
- be skilled in problem solving, planning and goal-setting;
- have experience working with adult learning styles;
- be a life-long learner;
- be compassionate, supportive and able to cultivate a learning environment;
- have strong Emotional Intelligence;
- be a role model for effective school leadership
- be knowledgeable about instructional leadership practices;
- be able to demonstrate accountability and high expectations for student success and learning outcomes;
- be recommended by their Family of Schools Superintendent.

Q3. How will mentees be matched with mentors?

Mentor/Mentee Pairing

By the end of June or shortly after the mentee's appointment date, a welcome letter accompanied by a mentee needs survey will be sent to the new appointees by the Associate Director of Instructional Services and/or the Superintendent lead for the mentoring program. The welcome letter will include an introduction to the program and information found on the board's website. Mentees are asked to return the needs survey with three names of possible mentors of their choice.

The Superintendent responsible for mentoring in consultation with the Family Supervisory Officers will determine the mentor/mentee pairing.

Information for Mentors and Mentees

Matching Process and Timelines

Action	Timeline
<ul style="list-style-type: none">• Welcome letter and survey is sent out.	<ul style="list-style-type: none">• June
<ul style="list-style-type: none">• Mentee submits completed survey to Family Superintendent, with suggestion of three possible mentors.	<ul style="list-style-type: none">• June
<ul style="list-style-type: none">• Mentors are recruited.	<ul style="list-style-type: none">• June - September
<ul style="list-style-type: none">• Mentor/Mentee Pairings are finalized through Family of Schools Superintendent.	<ul style="list-style-type: none">• June - September
<ul style="list-style-type: none">• Mentees and mentors are informed.	<ul style="list-style-type: none">• June - September
<ul style="list-style-type: none">• Mentor/Mentee Mentoring Launch	<ul style="list-style-type: none">• End of September
<ul style="list-style-type: none">• Mid-year appointments will follow the same process.	<ul style="list-style-type: none">• Timelines as appropriate

Q4. Participation in the Program

Participation in the program is a mandated requirement for all newly appointed principals and vice principals. Mentees will be matched with their mentors following their appointment. The program is designed to support principal and vice principal Mentoring Learning Plans throughout the first two years of their roles. The Mentoring Learning Plan is embedded in the board's Catholic Leadership Plan and aligns with the board's System Direction and the Catholic Board Learning Plan. The mentoring program will also support Annual Growth Plans for new administrators in their first two years.

Participation in the program is designed to:

- provide a support network;
- increase networking abilities;
- provide a smooth transition to the new role and responsibilities;
- increase confidence and efficacy;
- encourage engagement in instructional leadership;
- encourage problem solving to adaptive challenges (e.g. parent, staff issues, change implementation);
- encourage administrators to use data to inform decision-making;
- enable a collaborative learning culture and goal-setting (e.g. SMART goals);
- provide effective feedback;
- focus on school improvement planning and system priorities in mentoring dialogue;
- encourage self-reflection;
- provide access to coaching support teams for skill development in specific areas.

Information for Mentors and Mentees

Q5. How will I get detailed information about Dufferin-Peel's mentoring program?

Detailed information about the Dufferin-Peel Mentoring Program will be accessible through:

- The Dufferin- Peel Mentoring Website;
- The Family of Schools' Superintendent;
- Dufferin-Peel CDSB Mentoring Brochure.

The following information will be made available on the website:

- The Dufferin-Peel Catholic District School Board Mentoring Plan;
- A Calendar of Scheduled Events/ Sessions;
- Dufferin-Peel Board Contacts;
- Program Elements;
- Mentee's Profile Survey;
- Coaching Support Groups;
- Forms;
- Resources;
- Suggested Readings;
- Mentoring Handbook;
- Newsletter;
- System level initiatives;
- Ontario Leadership Framework for Catholic Principals and Vice Principals;
- Leading Our Catholic Schools (Draft);
- P/VP Performance Appraisal;
- P/VPs Annual Learning Plan.

Q6. How will mentees be prepared?

Through training and workshop opportunities, mentees will be introduced to the six pillars of the **Ontario Leadership Framework for Catholic Principals and Vice Principals** and **Leading Our Catholic Schools (Draft)**:

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

In addition, mentees, with the support of their mentors, will engage in discussions that will focus on the Five Core Leadership Capacities (CLCs). These skills and practices are derived from the OLF and have been recognized by research, practitioners, and education partners as being critical areas of leadership required for sustained improvement in student achievement and well-being.

Information for Mentors and Mentees

The five CLCs are:

- Setting Goals
- Aligning Resources with Priorities
- Promoting Collaborative Learning Cultures
- Using Data
- Engaging in Courageous Conversations

As part of the mentoring program, new administrators will be developing a Mentoring Learning Plan, in consultation with their mentor. As they work through the identified goals, mentees will be better prepared to enter into the P/VP Performance Appraisal process (PPA). Although the mentoring relationship is independent of the appraisal process, the goals identified in this plan will assist the new administrator in identifying his/her SMART GOALS as part of the Annual Growth Plan as required within the PPA. (refer to Q.13)

Q7. How will mentors be prepared?

Mentors will be prepared through a variety of professional development opportunities. Training of mentors will be an ongoing process.

Training will include:

- introduction of program expectations at Mentoring Launch in September/October;
- mentor training sessions facilitated by the Dufferin-Peel training team;
- on-going professional development opportunities;
- access to Resource Library and Webliography.

Q8. Is participation with an individual mentor or with a mentor group or both?

The goal for the first year principals is to provide individual mentors. Elementary and secondary vice principals will be involved in group and one to one mentoring based on system availability and sustainability.

Year two mentoring will include a variety of formats. One-to-one mentoring for principals will continue the adaptive, technical and instructional components of Catholic leadership. Year two mentoring will further address the individual needs of the mentee as reflected in their individual learning plan. Coaching support teams will be available for specific focus and skill development.

Information for Mentors and Mentees

Q9. What are ways that mentors and mentees will have regular contact?

Mentors and Mentees will have regular contact through a variety of communication forums. Examples of these forums are:

- Mentoring Launch;
- Retreat Day;
- Dialogue opportunities at all mentoring sessions;
- Face to Face Meetings;
- Mentoring Contact Log – Appendix C;
- Telephone Conversations;
- Email;
- Websites;
- Web Conferences;
- Microsoft SharePoint;
- Board Supported Website.

Q10. What is the role of a mentor?

Mentoring is a reciprocal learning relationship in which mentors and mentees agree to a partnership where they will work collaboratively toward the achievement of mutually defined goals. It is intended to develop a mentee's leadership practices and competencies (skills, knowledge and attitudes).

Mentoring is:

- a process of engagement;
- a reflective practice;
- a powerful growth experience;
- a reciprocal and collaborative learning relationship;
- a process whose primary goal is learning;
- a non-evaluative, non-supervisory process;
- a confidential process.

In addition, mentors and the mentees collaboratively develop a Mentoring Learning Plan that addresses the mentee's profile survey, board goals and priorities and selected domains from the Leadership Framework for Catholic Principals and Vice Principals. Mentors offer support to the mentee so they can actualize the goals of their learning plan.

Q11. What will the learning goals be for the mentorship?

A Mentoring Learning Plan (Appendix B) will be developed collaboratively by mentor and mentee to support professional growth and provide a focus for discussion during the two year mentorship program. The Learning Plan is a tool that can be used to support the Annual Growth Plan, which is a mandatory component of the Principal Performance Appraisal. A new administrator may use the competencies and skills utilized in their Mentoring Learning Plan to develop their Annual Growth Plan. This learning plan is critical to the discussions of the mentor/mentee relationship as it will support the

Information for Mentors and Mentees

Annual Growth Plan which must be submitted to the Superintendent of Human Resources and Family of Schools Superintendent by June of the first year in the new role.

The mentee's self-analysis should form the basis of their learning plan. This learning plan should consider the development of skills, knowledge, attitudes and practices described in the Leadership for Catholic Principals and Vice Principals and/or the Five Core Capacities using the self assessment tool (Institute for Education Leadership).

Q12. How are learning goals in the Mentoring Learning Plan developed?

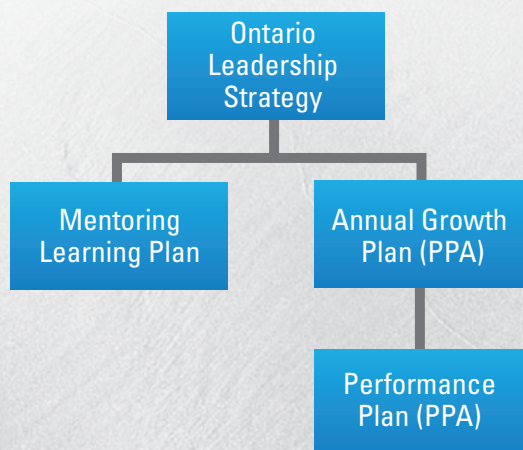
The Mentoring Learning Plan (Appendix B) reflects the individual learning needs of the mentee and is flexible in response to the mentee's own professional growth. The plan is to be reviewed each term by mentor and mentee to determine progress and update learning. Discussions to support the needs of the mentee will take place as considered necessary. For the development of the Mentoring Learning Plan, refer to the Ontario Leadership Framework for Catholic Principals and Vice Principals as it provides an overview of leadership skills, knowledge and competencies from which learning goals may be developed. The Mentoring Learning Plan could include adaptive, technical and instructional aspects in order to support the leadership role. This plan must also include the domains of the Leadership Framework for Catholic School Principals and Vice Principals and it can support the Annual Growth Plan, a mandatory component of the Principal Performance Appraisal process.

An additional document called the Mentoring Collaborative Log (Appendix D) has been provided in order to assist mentors and mentees for the purpose of recording key highlights/next steps of individual meetings.

Q13. How is mentoring linked to the mentee's performance appraisal(s)?

Mentorship is a process for assisting the mentee in achieving and clarifying their professional goals as stated in their Learning Plan in the non-appraisal year. Mentorship is a non-evaluative, non supervisory and confidential relationship built on trust and mutual respect. Mentors may be asked to support the development of the mentee's Annual Growth Plan during the appraisal year by choosing to use components of the Learning Plan for their Annual Growth Plan. The Annual Growth Plan is a mandatory component of the Principal Performance Appraisal process. The Annual Growth Plan must be submitted to the Superintendent of Human Resources and Family of School Superintendent by June of the first year in the new role.

Connecting the Learning Plan to Performance Appraisal



Please note that the Mentoring Learning Plan goals can be entirely independent of the Annual Growth Plan goals and the appraisal process if the mentee chooses.

Information for Mentors and Mentees

Q14. How long does the mentoring relationship last?

The relationship is supported for two years for those appointed to the position of principal or vice principal. The board can choose to support the relationship beyond two years. If required, an exit strategy process is in place. Refer to question #19 for a graceful exit strategy.

Q15. If I would like to work with a mentor past the first two years, can this be arranged?

Mentor and mentees may agree to continue collaboration beyond the formal mentoring. The board supports continuing opportunities for growth for experienced principals /vice principals as outlined in the Leadership Development Plan.

Q16. How frequently should mentoring contact occur and what form should it take?

It is recommended that the mentee and mentor meet a minimum of three times per year. Contact and meetings should be tracked on the Mentoring Contact Log. Opportunities to support these meetings will be offered through the mentoring initiative and board/family of schools initiatives that support improved student achievement. It is expected that collaboratively planned meetings will occur between the mentee and mentor as directed needs.

Q17. What if my mentor and I have difficulty finding time to meet?

For the mentoring process to be successful it is essential that both parties commit to regular and ongoing communication. The Mentoring Learning Plan should include the collaboratively agreed upon meeting plan, outlining the timing, frequency and method of communication, be it face-to-face meetings, distance communication, email, phone or webcam. Contact should be a minimum of three meetings per year or as otherwise collaboratively established by the mentor and mentee. Contact and meetings should be tracked on the Mentoring Contact Log.

Q18. Is there coverage for my attendance at training and workshops? Is coverage funded if the Mentor Group, or my Mentor and I, meet during the school day or after work?

In-service opportunities will be provided by the board on an on-going basis to all principals and vice principals in a variety of areas for leadership growth. However, coverage will be provided on a needs basis, according to individual/group circumstances with the authority of the supervisory officer responsible for mentoring.

Q19. What is the exit strategy if I find that the relationship with my mentor/mentee is not working?

The Graceful Exit: Mentor relationships are built on trust and confidence. If it becomes apparent that there are impassible barriers to the success of the mentor-mentee relationship, please advise your family supervisory officer and the supervisory officer that is leading the Mentorship Program so that new partnerships can be established. Exit strategies for relationships not working will be facilitated entirely by the Superintendent and will remain confidential. In this case a phone call or meeting with the Superintendent is recommended. In some cases the mentorship relationship may be discontinued at the discretion of Senior Administration and informed by the Superintendent.

Information for Mentors and Mentees

Q20. Feedback Opportunities

Feedback opportunities are provided on an on-going basis at all in-services hosted by the mentoring committee.

Suggestions include:

- Mentor feedback form to be completed at the end of the 1st and 2nd year;
- Mentee feedback form to be completed at the end of the 1st and 2nd year;
- Session evaluation forms;
- Mentoring Learning Plan;
- Conversations about the application of learning;
- On-line ministry survey;
- Dufferin-Peel Qualitative survey.

Resources for Professional Development

Books and Other Literary Works

- Abrams, Jennifer(2009). *Having Hard Conversations*. Corwin Press. California.
- Bloom, G., C. Castagna, et al. (2005). *Blended Coaching*. Corwin Press, California.
- Copland, Michael. (2001). *Phi Delta Kappan*. The Myth of the Superprincipal. March.
- Duignan, Patrick. (2007). *Educational Leadership*. Cambridge.
- Fullan, Michael, (2008). *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*: Jossey-Bass, San Francisco.
- Gross Cheliot, Linda & Fleming Reilly, Marceta. (2010) *Coaching Conversations*. Corwin Press, California
- Heifetz, R.A. Linsky, M. (2002). *Cambridge Leadership Associates, LLC*, When Leadership Spells Danger, April.
- Johnson, Jean. (2008). *Education Week*, "Copers and Transformers". Vol. 27, Issue 45 Pages 26,32.
- Kostoff, John. (2010), *Auditing Our Catholic Schools, A Process of Discernment, Discussion and Action*. Pearson Canada Inc.
- Leithwood, Kenneth. (2008) *Leading with Teachers Emotions in Mind*. Corwin Press.
- Scott, Susan. (2002) *Fierce Conversations*. Berkley Publishing Group, New York.
- Succession Planning For Ontario Schools and School Boards*. A Study Commissioned by the Institute for Education Leadership, September 2008.
- Supporting a Culture of Leadership Excellence in Ontario Schools. *The Institute for Education Leadership*. Annual Report 2007-2008
- Roher, Eric, (2008). *Role of the Principal*. Aurora Professional Press. 2nd edition
- Urs Bender, Peter, (2002). *Leadership From Within*. The Achievement Group. February
- Zachary, Lois J. (2009). *The Mentee's Guide: Making Mentoring Work For You*. Jossey-Bass, San Francisco
- Zachary, Lois J. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships*. Pfeiffer, San Francisco.

Web Resources

- <http://www.ontario.ca/eduleadership>
- www.education-leadership-ontario.ca
- <http://www.cpco.on.ca/mentoringandcoaching/mainpage/html>
- <http://www.principals.on.ca>
- <http://www.edu.gov.ca/eng/policyfunding/leadership/systems.html>
- www.ocsoa.ca
- <http://www.education-leadership-ontario.ca/content/home>
- <http://www.iceont.ca/>
- www.edugains.ca

Appendices / Forms

Appendix A – Ontario Leadership Strategy

Appendix B – Mentoring Catholic Leaders Learning Plan

Appendix C – Mentoring Catholic Leaders Learning Log

Appendix D – Mentoring Catholic Leaders Collaborative Log

Appendix E – Mentoring Catholic Leaders Feedback Form - Mentor

Appendix F – Mentoring Catholic Leaders Feedback Form - Mentee



Appendix A

Ontario Leadership Strategy

LEADERSHIP DOMAIN	DUFFERIN-PEEL SYSTEM DIRECTION	MENTEE COMPETENCIES	RESOURCES
Catholic, Faith, Community and Culture	Catholicity	Areas of Support	
The principal nurtures Catholic faith, community and culture and makes a commitment to gospel values.	By the end of June 2015, Dufferin-Peel students' sense of belonging, inclusion, connectedness, and safety will increase compared to baseline data to be collected using the Catholic, Community, Culture and Caring Survey in 2010-2011.	<ul style="list-style-type: none"> church teaching on education, culture, and the connection of faith with culture; the role of the administrator in shaping the Catholic culture of the school; the integral role that human dignity, social justice and environmental stewardship play in the faith formation of students and staff; the availability of resources to provide the pastoral care; personal strengths, styles and strategies to deepen relationships and networks. 	<ul style="list-style-type: none"> The Enduring Gift DVD The Catholic Register Catechism of Catholic Education Institute for Catholic Education Catholic Education: A Light of Truth Sacramental Norms Booklet FYI portal Parish/School meetings and in-services Positive School Climate Resources The World I Know: Virtues in Action Student Voice Initiative Auditing Our Catholic Schools – John Kostoff CCCC School Climate Survey
Setting Directions		Areas of Support	
The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.	<p>By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of literacy.</p> <p>By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of numeracy.</p> <p>By June 2015, the graduation rate in Dufferin-Peel will increase by 5%.</p>	<ul style="list-style-type: none"> the Catholic faith tradition; local, national and global trends; ways to build, communicate and implement the Catholic vision; strategic planning processes; ways to communicate within and beyond the school; new technologies, their use and impact; leading change, creativity and innovation. 	<ul style="list-style-type: none"> School Effectiveness Framework District Review Process Professional Learning Communities EQAO Skovision Skopus Leadership Self-Review Tool Catholic School Learning Plan DP Information and Technology department Leadership Self-Assessment Tool CCCC School Climate Survey

Appendix A

Ontario Leadership Strategy

LEADERSHIP DOMAIN	DUFFERIN-PEEL SYSTEM DIRECTION	MENTEE COMPETENCIES	RESOURCES
Building Relationships and Developing People		Areas of Support	
The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empower others to work in the best interests of all students.	<p>By June 2015, all students will demonstrate evidence of ongoing, close involvement between the home, school and local parish.</p> <p>Implementation of the Eco schools certification program with 40% of each family of schools completing the certification process in year one, 40% in year two and 20% in year three.</p>	<ul style="list-style-type: none"> the significance of interpersonal relationships, adult learning and models of continuing professional learning; strategies to promote individual and team development and adult faith formation; the relationship between performance management and school improvement; the impact of change on organizations and individuals effective media relations. 	<ul style="list-style-type: none"> Information and Technology support Learning Partnerships Professional learning communities Research in Education NTIP Mentoring Sportsmanship and Ethical Guidelines Plant department ECO Schools Equity and Inclusion Policy and Guidelines. Time To Lead DVD Health Promotion & Wellness Department Personality Dimensions Workshop Emotional Intelligence Surveys CPCO P/V/P Association CCCC School Climate Survey

Appendix A

Ontario Leadership Strategy

LEADERSHIP DOMAIN	DUFFERIN-PEEL SYSTEM DIRECTION	MENTEE COMPETENCIES	RESOURCES
Developing The Organization	Community Development	Areas of Support	
The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment	<p>By June 2015, Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of literacy.</p> <p>By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of numeracy.</p> <p>By June 2015, the graduation rate in Dufferin-Peel will increase by 5%.</p> <p>By June 2015, all students will demonstrate evidence of ongoing, close involvement between the home, school and local parish.</p> <p>Implementation of the Eco schools certification program with 40% of each family of schools completing the certification process in year one, 40% in year two and 20% in year three.</p> <p>By 2013, all employees, schools and departments, as appropriate, will demonstrate compliance with the Catholic Code of Ethics, Supply Chain management policies, construction projects, tendering procedures and transportation procedures.</p>	<ul style="list-style-type: none"> • building and sustaining a Catholic professional learning community; • change management strategies; • models of effective partnership; • strategies to encourage parent involvement; • ministry policies and procedures; • models of behaviour and attendance management. 	<ul style="list-style-type: none"> • Principal, Equity, Diversity & Inclusive Education • Equity and Inclusion Policy Guidelines. • Peel Childrens' Centre • Community Living • G.A.P. • Dufferin-Peel Procedural Policy, Regulations and By-Laws • Geneva Centre • Erin Oak • Peel Police • O.P.P. • Regional Police • Chiefs of Social Worker, CYW, Speech & Language • Elementary/Secondary Principals of Employee Relations • Peel Public Health Department • Wellington/Dufferin/Guelph Health Department • Communication Officer

Appendix A

Ontario Leadership Strategy

LEADERSHIP DOMAIN	DUFFERIN-PEEL SYSTEM DIRECTION	MENTEE COMPETENCIES	RESOURCES
Leading the Instructional Program The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively so that everyone can focus on teaching and learning.	Excellence in Student Achievement By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of literacy. By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of numeracy. By June 2015, the graduation rate in Dufferin-Peel will increase by 5%.	Areas of Support <ul style="list-style-type: none"> strategies for improving student achievement; new and emerging technologies to support teaching and learning; models of behaviour and attendance management; strategies for ensuring inclusion, diversity and access; curriculum design and management; tools for data collection and analysis; school self-evaluation; strategies for developing effective teachers; project management for planning and implementing change; legal issues to effectively manage the importance of effective student character development; exemplary Catholic educators and their systems of education; the liturgical year and appropriate ways of celebrating its major seasons and feast days with the school community. 	<ul style="list-style-type: none"> Learning for All Student Document Growing Success ministry of education: Curriculum Documents School Effectiveness Framework District Review Catholic Graduate Expectations Literacy & Numeracy Secretariat Resources E.Q.A.O. L.S.A.T. Catholic Board & School Learning Plans Dufferin-Peel Program Department School/Board Data Skopus School Culture Surveys

Appendix A

Ontario Leadership Strategy

LEADERSHIP DOMAIN	DUFFERIN-PEEL SYSTEM DIRECTION	MENTEE COMPETENCIES	RESOURCES
Securing Accountability	Financial Accountability and Transparency	Areas of Support	
<p>The principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education.</p> <p>The principal is specifically accountable for the goals set out in the school improvement plan.</p>	<p>By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of literacy.</p> <p>By June 2015, student performance in Dufferin-Peel will increase by 5% compared to 2009/2010 on each EQAO assessment of numeracy.</p> <p>By June 2015, the graduation rate in Dufferin-Peel will increase by 5%.</p>	<ul style="list-style-type: none"> accountability frameworks including self-evaluation; the contribution that education makes to developing, promoting and sustaining a fair and compassionate society; the use of a range of evidence to support, monitor, evaluate and improve aspects of school performance; the principles and practices of performance management. 	<ul style="list-style-type: none"> Learning for All Student Document Growing Success ministry of education: Curriculum Documents School Effectiveness Framework District Review Catholic Graduate Expectations Literacy & Numeracy Secretariat Resources E.Q.A.O. L.S.A.T. Catholic Board & School Learning Plans Catholic Corporate Learning Plan Dufferin-Peel Program Department School/Board Data Skopus School Culture Surveys

Appendix B

MENTORING CATHOLIC LEADERS LEARNING PLAN Catholic Leadership Practices

Mentor:.....

Mentee:.....

Date Developed:.....

Catholic Faith,
Community and
Culture

Setting
Directions

Building
Relationships
and Developing
People

Developing the
Organization

Leading the
Instructional
Program

Securing
Accountability

Ministry Priorities

- High levels of student achievement and well being
- Reduced Gaps in student achievement
- Increased confidence in public education

Strategic Direction

System Direction

Catholic Board Learning Plan

Board Corporate Plan

School Effectiveness Framework

Catholic School Learning Plan

Input from Teachers, Parents and Students

Input from the Mentoring Program

5 Core Leadership Capacities

Setting Goals

Aligning Resources with Priorities

Promoting Collaborative Learning Cultures

Using Data

Engaging in Courageous Conversations

AREAS FOR GROWTH
(Identified in consultation with immediate supervisor)

TECHNICAL GOAL:

ADAPTIVE GOAL:

GROWTH STRATEGIES/ SUPPORTS
(Ways of Acquiring Skills)

RECORD OF ACCESS TO PROFESSIONAL DEVELOPMENT

NEXT STEPS
(Annual Growth Plan)

Leader Practices

Leader Competencies

- Skills
- Knowledge
- Attitudes

Ongoing Professional Development

- Learning Networks
- Mentoring
- In-services
- Training
- Leadership Self-Assessment Tool

System Practices and Procedures

- School and District Improvement
- Fostering a Culture of Professionalism
- Leadership Development
- Administrative structures
- Parent and Community Supports
- Succession Planning, including Recruitment

Appendix B

MENTORING CATHOLIC LEADERS LEARNING PLAN SAMPLE

Catholic Leadership Practices

Mentor:.....
Mentee:.....
Date Developed:.....

Ministry Priorities

- High levels of student achievement and well being
- Reduced Gaps in student achievement
- Increased confidence in public education

Strategic Direction

System Direction

Catholic Board Learning Plan

Board Corporate Plan

School Effectiveness Framework

Catholic School Learning Plan

Input from Teachers, Parents and Students

Input from the Mentoring Program

Catholic Faith, Community and Culture

Setting Directions

Building Relationships and Developing People

Developing the Organization

Leading the Instructional Program

Securing Accountability

5 Core Leadership Capacities

Setting Goals

Aligning Resources with Priorities

Promoting Collaborative Learning Cultures

Using Data

Engaging in Courageous Conversations

AREAS FOR GROWTH (Identified in consultation with immediate supervisor)

Gain an understanding of different ways in which to delineate budget priorities
Explore program areas requiring financial support
Work collaboratively with staff and school council to facilitate alignment of resources
Align budget requests with school/board/provincial priorities based on student needs
TECHNICAL GOAL: Learn budget requirements and develop technical skills to manage school and school council budgets
ADAPTIVE GOAL: Develop skills of allocating funds to meet Smart Goal focus as identified through data collection, using a collaborative

GROWTH STRATEGIES/ SUPPORTS

- (Ways of Acquiring Skills)
- Attend board-sponsored workshops
 - Work with senior management staff and experienced school leaders to gain a better understanding of budgets and budgeting
 - Work with mentor to get tips and strategies on ways to align budget requests with school/board/ provincial priorities

RECORD OF ACCESS TO PROFESSIONAL DEVELOPMENT

- Fall
- Winter
- Ongoing, regular intervals

NEXT STEPS (Annual Growth Plan) Aligning Resources

Growth Strategies as a Focus of Mentoring Dates and Timelines
Participate in mentor workshop August 2011
Mentor to participate in school improvement meeting at mentees school to observe process of decision making and alignment with board priorities, and provide feedback and suggestions Sept. 2011
Work with mentor and financial services staff on school budget, consulting with school council on budget for outreach money October 2011 as appropriate to Min. guidelines
Facilitate budget-planning meetings with staff and advisory council – plan and discuss with mentor.
Review school and district priorities and the school improvement plan to inform the process October '11
Facilitate budget-planning meeting with school council – plan and discuss with mentor Oct. '11

Leader Practices

Leading the instructional program –Ensures that learning is at the centre of planning and resource management
Securing accountability Supports the school council so it can participate actively and authentically in setting goals

Leader Competencies

- Skills – Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school
- Knowledge – Understanding of accountability frameworks, including self-evaluation
- Attitudes – Commitment to individual, team, and whole-school accountability for student outcomes

Ongoing Professional Development

- Learning networks – attend Board-sponsored workshops
- Networking with colleagues, staff, consultants
- Conferences
- Mentoring Sessions

System Practices and Procedures

- School and District Improvement
- Fostering a Culture of Professionalism
- Leadership Development
- Administrative structures
- Parent and Community Supports
- Succession Planning, including Recruitment

MENTORING CATHOLIC LEADERS LEARNING LOG

Mentee: Mentor:
Mentee Family SO: Mentee Family SO:

Contact Types: Face to Face, Telephone, E-Mail, etc.

[illegible]

Appendix D

MENTORING CATHOLIC LEADERS COLLABORATIVE LOG

Mentor: _____ Mentee: _____ Date: _____

Technical Goal: _____ Adaptive Goal: _____

Review of Last Meeting	Current Challenges, Concerns	
What worked? Is there a continued area of focus?	Link to Mentoring Learning Plan Goals / Catholic Leadership Framework, (Board/System Goals and Plans)	
Mentee's Next Steps	Mentor's Next Steps	Next Meeting Date/Agenda
Resources, contacts, actions needed for current areas of focus.	Resources, contacts, actions needed for mentees current areas of focus.	Date, time focus.

Appendix E

MENTORING CATHOLIC LEADERS FEEDBACK FORM - MENTOR

Name: Mentee: Year:

In order to continue to develop and implement an effective leadership mentoring program for new principals and vice principals, feedback is essential. Please take some time to respond to the following questions and provide specific responses. Thank you.

1. Did the training prepare you for your role as a mentor? Be specific.	
2. Was the mentoring relationship mutually beneficial? Explain.	
3. What are your suggestions for improving the mentoring process/program? If so, please specify.	
4. Identify any additional supports required in your role as a mentor?	
5. Other comments.....	

Appendix F

MENTORING CATHOLIC LEADERS FEEDBACK FORM - MENTEE

Name: Mentor: Year:

In order to continue to develop and implement an effective leadership mentoring program for new principals and vice principals, feedback is essential. Please take some time to respond to the following questions and provide specific responses. Thank you.

1. How did the mentoring process support you in your role as a new administrator? Be specific.	
2. Did the mentoring process provide you with opportunities for professional reflection and growth? Explain.	
3. What are your suggestions for improving the mentoring process/program? If so, please specify.	
4. Identify any additional supports required in your role as a new administrator?	
5. Other comments.....	

NOTES



Dufferin-Peel
Catholic District
School Board