FRENCH-LANGUAGE EDUCATION IN ONTARIO:

A Fresh Perspective on Leadership Practices

A project sponsored by the Ontario Institute for Education Leadership and the Ontario Ministry of Education

Final report

September 2017

Marie Josée Berger Ph. D

Table of Contents

Table of Contents

Report Summary

The study examined the leadership practices of school and system leaders in the 12 French-language school districts. These practices fall within the mandate of French language education in a minority setting as defined in the *Aménagement Linguistique Policy* (PAL), and are listed in the *Ontario Leadership Framework* (OLF), which serves as a reference for identifying successful individual and organizational practices for both school and system-level leaders. The quantitative and qualitative analyses conducted throughout the study made it possible to document leadership practices in the context of institutional capacity and academic achievement development within the French-language districts as defined in the *Aménagement Linguistique Policy* (PAL). These analyses also identified the important roles that school and system leaders play within French-language catholic and public district school boards in operationalizing a shared vision of the achievement of their students. It turns out that the practices of school and system leaders are based on effective leadership skills that have educational, participatory and shared attributes, as well as an in depth knowledge of the French-language minority setting. These practices are associated with schools that have a close relationship with the community and define themselves as community schools in the service of their students and parents. The actions of school and system leaders converge toward academic achievement and student well-being. Every effort is made to close the gaps and to accompany the student in his or her career pathways. It is through coaching and within the professional learning communities that the professional learning of teachers and leaders takes place. And to use a Franco-Ontarian expression, a French-language school community is knitted tightly, that is, it stands hand in hand throughout the student's journey at school. The school ensures that students not only achieve academic success but also come to define themselves as Francophones through their engagement in French-language acquisition and cultural ownership activities. School and system leaders are confident in the future of French-language schools. They explore innovative ideas with staff, parents and community to respond to the challenges inherent in a French-language minority setting, for example, by providing professional resources in French in regions of the province where they are not always available. One system leader described the collective resilience and faith in the future in these terms: *. . . we'll continue to pursue and explore innovative ideas to ensure we can meet our needs.* In fact, with the French language school's educational and cultural mandate, as set out in the *Aménagement Politique Policy* (PAL), to maintain a strong Francophone environment on which the vitality and pluralism of the minority French-speaking community depends, the leadership practices of school and system leaders go beyond the nine characteristics described in the *District Effectiveness Framework* (DEF) of the *Ontario Leadership Framework* (OLF.) The practices of school and system leaders include competent leadership that is reflected in an in-depth knowledge and understanding of education in French-language minority settings, the French speaking community and the challenges they face. For this reason, this study recognizes that it is important that the leadership practices and personal leadership resources of the *Ontario Leadership Framework* (OLF) systematically incorporate the areas of the *Aménagement Politique Policy* (PAL). It proposes a follow-up study to examine the ways in which members of the teaching staff, as they support academic achievement and student well-being, live and integrate the leadership practices of school and system leaders in their day to-day work in the classroom or in their professional learning.

Introduction

The *Ontario's Leadership Framework* (OLF) for School-level Leadership and for System-level Leadership complement each other by promoting the leadership practices from the best school and system leaders as well as the organizational practices of schools and school districts.

The leadership practices defined in the *Ontario Leadership Framework* (OLF) apply to all education systems, and it is in line with these practices that this study proposes leadership practices and personal leadership resources that support institutional capacity development goals for academic achievement in the French-language district school boards whose mandate is defined by the *Aménagement Linguistique Policy* (PAL). These practices and resources may be implemented and used in all four sectors of education, English-language, French-language, Catholic or public, according to the circumstances and contexts of the institutional environments.

Although the leadership practices defined by the *Ontario Leadership Framework* (OLF) can apply to any education system, the fact remains that in the specific mission of minority French-language education, the leadership practices of school and system leaders involve dimensions that sit squarely in the sights of the institutional capacity and academic achievement development goals set out in the Aménagement Politique Policy (PAL), (2004).

Several studies have examined topics related to French-language education (Duchesne and Berger, 2004; Gérin-Lajoie, 2008; Landry, Deveau and Allard, 2006). While they captured the recommendations of teaching staff, principals and other stakeholders, they did not document the leadership practices of French-language schools and school districts with regard to the *Aménagement Politique Policy* (PAL).

The purpose of this study is to analyze the leadership practices of school and system leaders in the 12 French-language districts that are targeted by the *Aménagement Linguistique Policy* (PAL) and the *Ontario Leadership Framework* (OLF). It will document these practices in the context of institutional capacity and academic achievement development in French-language education in a minority setting. For the purposes of our study, the *Ontario Leadership Framework* (OLF) is considered to include the leadership practices of school and system leaders.

Research Questions

The *Ontario Leadership Framework* (OLF) defines leadership practices as a bundle of activities exercised by a person or group of persons, which reflect the particular circumstances in which they find themselves.

In light of this definition, the study aims to answer the following questions:

1. How do French-language school and school district leadership practices promote academic achievement in a minority context?
2. How do French-language school and school district leadership practices develop the ability of school staff, families and students to maintain their Francophone linguistic and cultural identity?
3. How do French-language school and school district leadership practices support a French-speaking environment that is conducive to the vitality and pluralism of the minority French-speaking community?
4. How do the effective leadership practices of school and system leaders of French-language schools and school districts influence the leadership practices and personal leadership resources development of Ontario school and system leaders?

To support the research questions, the literature review will focus on French-language education in a minority setting, while the conceptual framework will address leadership that is favourable to French-language education.

Structure of the Report

The report is divided into four chapters. The first chapter provides a review of the literature pertaining to French-language education in a minority setting. The second chapter sets out the conceptual framework and explains the theoretical elements of leadership in schools and school districts. The third chapter details the methodology used for the study, including the participants involved in the study and the methods used to gather data. The analyses of the findings with respect to the four research questions are reported in the fourth chapter, along with the corresponding conclusion.

CHAPTER 1

Literature review

French-language Education in a Minority Setting

In Francophone minority settings, schools often serve as the most significant link between families and the French-speaking circles formed within English-speaking majority communities. Expectations for these schools are therefore very high. First, the schools are expected to give each student the opportunity to acquire advanced language skills, and second, their mission of education is relied upon to convey the values that may shape young people's identities to ensure linguistic vitality in present and future generations (Dalley and Roy, 2008). To meet such expectations, schools must be able to count on contributions from the community and the active participation of parents who share these aspirations.

In order for the community to make its mark, French-language schools must be continually striving for the success and achievement of their students (Berger, 2003). French-language students living in Ontario most often grow up in a social environment dominated by English language and culture. As a result of frequent contact with English, Francophone communities experience a high rate of linguistic and cultural assimilation, feelings of ambivalence toward their culture and language, tensions around defining their identity, and even a lack of confidence in their abilities (Cormier, 2004). Subtractive bilingualism (learning a second language to the detriment of one's own when the latter is a minority language), exogamy, linguistic and cultural assimilation, an eroded sense of belonging, the high rate of transfers to Anglophone culture, and the geographical and cultural isolation of some communities are also factors that shape the context in which French-language schools in minority settings are tasked with fulfilling their mandate. These factors are part of the larger issue associated with being in a minority situation, and they create massive challenges that must be faced within French-language schools, which, according to Faucher, function as a tool for survival, identity building, cultural reproduction, belonging, affirmation, acculturation, and maintenance of the community (Faucher, 2001). Over the years, rapidly increasing migration to Western countries, including Canada, has been reflected in the social fabric of Ontario's French-speaking community, leading to the appearance of a well-established social phenomenon within French-language schools: ethnolinguistic and cultural diversity (Gérin-Lajoie and Jacquet, 2008). As their populations become more diverse, French-language schools must continue to play their vital role within minority French-speaking communities, which is to preserve the French-language and culture.

Every link in the chain supporting French-language education is essential to its development. However, the link carrying the most weight for the future is school, the institution that instils knowledge and skills in the future generation, which must continue to assert itself and thrive in French. In order for this link to be supported, the *Aménagement Linguistique Policy* (PAL) has identified some defined and planned interventions to sustainably advance the French-speaking school community. In addition to supporting students' acquisition of the skills expected by Ontario's educational programs and promoting the use of French in all areas of activity, the *Aménagement Linguistique Policy* (PAL) endeavours to increase the ability of French- language schools to contribute to the linguistic and cultural development of the French-speaking community.

French-language school districts, together with parents and community organizations as a whole, must keep the provincial PAL up to date and develop a language improvement policy promoting the fulfillment of the mandate of French-language schools. The strategic aims of this mandate are to encourage the academic achievement of every student, implement high-quality programs and services that are specific to the French speaking community, create a dynamic and pluralistic Francophone environment that properly reflects Ontario's French-language community, promote identity building, and form significant partnerships between schools, families and the community.

Researchers have examined the work of teachers in minority settings (Gérin-Lajoie, 2008) as well as the connection that receiving education in French has to psycholinguistic development (Landry and Allard, 2000) and writing quality (Mandin, 2003). Several studies indicate that in a minority language setting, academic achievement depends largely on first language proficiency, which in turn is associated with socialization (Landry, Deveau and Allard, 2006). These studies are priceless resources, as they shed light on the reality of Francophone minorities and provide food for thought about how to view student achievement and language acquisition and take culture into consideration as advocated by the PAL. It is through education that French, the language of the minority in Ontario, can flourish (Berger, 2003).

Language Acquisition in a Minority Setting

The *Aménagement Linguistique Policy* (PAL) defines language as a tool that provides access to a system of values and a way of interpreting the world and is in fact a tool for expressing culture. Under section 23 of the *Canadian Charter of Rights and Freedoms*, schools must welcome students who speak French fluently, but also a significant number of students who do not know the language very well or do not even speak it. Furthermore, right holder students who are recent immigrants can also access education in French; they must become familiar with their new environment, become integrated into Canadian society and, if necessary, catch up their oral communication, reading or writing skills.

In Ontario, academic achievement is measured through the results of literacy and numeracy tests in the school's language of instruction. Acquiring literacy skills means that students must use language codes to communicate. It is a way of accessing and transmitting information through effective acts of communication, not only in writing, but also orally and visually.

For students, particularly those from ethnocultural backgrounds, literacy instructional practices require a redefinition of the school's culture and reflection by the different stakeholders; this is a vital and necessary process in order to better approach classroom instruction, learning and assessment. That is why, in order to take the needs of students from these backgrounds into consideration, literacy that includes culture—that is, cultural literacy—must be a major aspect of instruction, learning and the assessment of knowledge.

The development of language skills through literacy is a major factor in the integration of the Francophone minority (Berger, Forgette-Giroux and Dei, 2007). Since French is the language of instruction and learning at school, fundamental language strategies must be pursued at school in all subjects throughout students' academic journey until the end of post-secondary school. Students must become proficient in the language, and it takes several years to get to that point and untangle the complex web that is the French-language. For students who do not speak French at home, school is where they use the language to read, converse, create, understand the world and build an identity as French speakers (Fleuret, Bangui and Berger, 2015). Moreover, the *Aménagement Linguistique Policy* (PAL) underlines the importance of the concept of linguistic consciousness, which is metacognitive in nature and allows students to develop their creativity and be fully integrated into the linguistic and cultural experience of the French-speaking community. The French-language taught at school is the primary vehicle for socialization and culture.

Culture in a Minority French-language Educational Setting

French-language schools, through their mandate of being a Francophone presence and place of Francophone affirmation, have a cultural mission that encourages a direct connection between their students and Francophone culture. In a cultural pedagogical approach, students are in contact with Francophone culture throughout their studies, and teachers facilitate this contact by integrating facilitation, educational and cultural practices into the teaching of all subjects in the various programs. With regard to personal development, identity building and expressing pride in being Francophone require the promotion and enhancement of a vital and pluralistic Francophone environment. This development is in line with the mission of French-language schools. The document entitled *Une approche culturelle de l'enseignement pour l' appropriation de la culture dans les écoles de langue française de l'Ontario* (2009) outlines the elements required to plan for the incorporation of cultural referents into teaching and to encourage distributed leadership. The type of culture to be promoted follows the *Organisation des Nations Unies pour l'éducation, la science et la culture* (UNESCO) definition adopted by the Ontario Ministry of Education, which states that "culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs" (Ontario Ministry of Education, 2004, p. 49).

Over the years, French-language schools have become a learning environment that is open to cultural diversity and minorities (Farmer and Labrie, 2008). Villegas and Lucas (2002) describe openness to culture as an important characteristic of instructional practices that result in the integration of diversity and culture at school. This openness, in addition to ensuring that students' cultures are valued, involves a type of teaching that calls on students' previously gained knowledge and skills, reference systems and learning styles in order to make their education more relevant and effective.

According to Weinstein, Tomlinson-Clarke and Curran (2004), numerous factors such as family structure, interpersonal relationships, communication styles and religion can influence students and their classroom behaviour. Weinstein and her collaborators emphasize the importance of having a good understanding of students' cultural environment and striving to make one's class open to difference.

The *Aménagement linguistique Policy* (PAL) says that culture and identity are interlinked and that they carry one's relationship to the self, to others and to the world. School is considered to be an identity-building environment, because

it is at the heart of the development of cultural identity and a feeling of belonging to a vital culture. Identity building encourages all students to flourish and become involved in the French-speaking community. It is also an integral part of their achievement; it is a life process that results in their sociocultural identity growing roots in the Francophone world through increased awareness and exploration. French-language schools can create conditions that are conducive to identity building. It is through their school that students enter into a relationship with their community and peers, interpret and understand the world, explore their own culture and others, and identify with the Francophone environment in which they are developing, while affirming their sense of belonging and identity.

Under the guidance of the *Aménagement Linguistique Policy* (PAL), French-language education has established hard and soft skill models and practices so that schools can fulfill their educational mandate while contributing to the protection, enhancement and transmission of the French-language and culture. In fact, these schools are rapidly growing, thanks to their staff, students, and school and system leaders.

In recent years, one line of leadership research has attempted to establish links between academic achievement and the culture of an efficient organization (Berger, 2009). Researchers such as Moisset (2010) found that schools that focus on a culture of academic achievement stand out from others and that, within these schools, the diversity in student and student group values and their rich contributions are integrated into a common culture of academic achievement. It is to promote language, culture, and linguistic and ethnolinguistic vitality that leadership in French-language education is evolving.

A group of researchers led by Jules Rocque (2011), in *La direction d'école et le leadership pédagogique en milieu francophone minoritaire* examined numerous aspects of principals' work, including questions related to the multiethnic Canadian Francophonie, cross-cultural education and time management. But specific questions regarding school and system leaders as drivers of academic achievement in a French-language minority setting have not been addressed. However, Godin, Lapointe and St-Germain (2004) pointed out that French- language principals, in addition to their administrative role, must also ensure linguistic and cultural reproduction, academic achievement, student identity building and the development of the French-speaking community. This study's conceptual framework will focus on this issue to identify leadership practices associated with French-language education.

CHAPTER 2

Conceptual Framework

The Ontario Leadership Framework (OLF)

In the context of the educational and cultural mandate of French-language schools, the *Ontario Leadership Framework* (OLF) defines leadership as the exercise of influence over the members of the organization and other stakeholders to achieve the organization's vision and goals. This influence, which is driven by a process of collaboration and reciprocity, can be exercised by different people (school leaders, system leaders, parents and teaching staff) and make a positive contribution to the organization's vision and goals.

The *Ontario Leadership Framework* (OLF) describes successful individual and organizational practices for both school-level and system-level leaders. These practices represent a bundle of activities exercised by a person or group of persons in certain social contexts or situations. They constitute the essential nature of the leader's relationship with their community and refer to the actions taken by leaders to achieve their objectives.

It should be noted that the *Ontario Leadership Framework* (OLF) is explicitly contingent on updating leadership practices. Even though the practices it describes are those adopted by the most effective leaders in various contexts, the fact remains that their value and how leaders implemented them depends on the school's and the district's particular characteristics, circumstances and situation. Time is also a factor that should be considered in order to properly assess the nature and impacts of leaders' successful practices. In Ontario, school districts are responsible for improving students' performance on provincial and national tests. This responsibility puts a lot of pressure on school and system leaders, who must demonstrate the influence of their practices on their students' improved performance, when undeniable proof of such a relationship has not yet been conclusively found (Sun and Leithwood, 2015). Nevertheless, according to Shapira Lishchinsky (2015), leadership is a catalyst, and leadership interventions can have an impact on learning in the classroom and at school.

Transformational Leadership

Leadership practices are behaviours to adopt in order to set directions, build relationships and develop people, develop the organization to support desired practices, improve the instructional program and secure accountability. Of the categories identified, "setting directions" is considered to be a major part of leadership, as it underpins the setting of goals and the creation of a shared vision (Leithwood and Jantzi, 2006; Leithwood and Louis, 2012; Leithwood, Mascall and Strauss, 2009; Sun and Leithwood, 2015).

This category is associated with a leadership model known as transformational leadership. First conceptualized by Burns (1978) and Bass (1985) in non-educational contexts, transformational leadership has been implemented in education through the work of Leithwood and his collaborators (Leithwood and Jantzi, 1999; Leithwood, Seashore-Louis, Anderson and Wahlstrom, 2004; Leithwood and Riehl, 2005). It emphasizes the development of a vision by leaders and their ability to support and intellectually stimulate staff and get them engaged to accomplish shared goals.

The transformational leadership model has been empirically studied from different angles. The theory behind transformational leadership assumes that leaders have a vision, that they are able to discursively explain this vision and that they have the passion to accomplish great things by inspiring enthusiasm and energy while providing a behavioural model that is coherent with their vision. Transformational leaders strive for excellence and encourage their colleagues to share their vision by creating trust and preserving their personal integrity so that they are convincing. This vision may be developed by the leader or the team in place, or stem from a series of discussions. Transformational leaders seize every opportunity and use everything they can to convince others.

According to Sun and Leithwood (2015), building a shared vision and developing consensus are the practices most frequently identified as transformational leadership practices. A recent trend in leadership research is the development of a hybrid model of effective educational leadership that reflects both instructional and transformational practices. Leithwood (2013) has identified the effective leadership practices associated with school and system leaders. These practices are identifying and articulating a vision, formulating shared goals, creating high expectations, supervising the organization's performance, and encouraging efficient communication and collaboration.

The influence of school principals has often been considered to have a direct impact on academic achievement; this influence is associated with instructional leadership (Ross and Gray, 2006; Ross and Berger, 2009). However, many variables are related to the impact that principals have on student success, and these multiple-definition variables are of differential importance, according to a review by Leithwood, Day, Sammons, Harris and Hopkins (2006). Meanwhile, Mazarno, Waters and McNulty (2003) emphasize that school leadership is a transversal concept that permeates every part of a school's environment.

Leadership in a French-language Minority Setting

In a French-language minority setting, French-language school management reflects a specific demographic, socioeconomic and linguistic context, with challenges stemming from its mandate, school size and dispersion and the human and material resources available. In a French-language minority setting, principals not only have to meet the everyday challenges associated with managing a school, but they also have to apply their leadership to ensure the school's linguistic and cultural vitality, which is

French-language school districts implement shared participative leadership and cultural leadership, as defined in the Aménagement Linguistique Policy (PAL).

essential for the Francophone community to thrive (Berger, 2009). Moreover, the *Aménagement Linguistique Policy* (PAL) underlines the importance of contributing to the ethnolinguistic vitality of the neighbouring community and the structural and sociological factors that influence the survival and development of the linguistic minority. The *Aménagement Linguistique Policy* (PAL) also highlights shared participative and cultural leadership, which requires staff to be intrinsically committed to reflecting the mandate of the French-language school.

Lapointe (2002) demonstrated that the experience of leaders in a minority setting involves a political dimension characterized by the management of intercommunity and intracommunity relationships. These leaders must be aware of the particular situation in which French-language schools are evolving, in addition to having an in-depth understanding of their mission. Leaders must take ownership of the mission of French-language schools in a minority setting in order to incorporate issues relating to student identity building into academic achievement, while maintaining a school environment that is conducive to learning. They also need to be engaged in the action (Lapointe and Gauthier, 2005).

Owens (1998) suggested a model of instructional leadership with three aspects: participative, transformational and moral. Lapointe (2002) then inserted the linguistic and cultural particularities of French-language education into Owen's model. School principals in a minority setting need to master the essential elements and the specific elements related to French-language education and acquire the necessary skills to promote a dynamic Francophone culture and language to encourage academic achievement. According to Lapointe (2002), transformational leadership also requires competent leadership, which is shown by an in-depth knowledge of the past and future of French-language education, as well as self-efficient leadership to inspire, bring together and work with a team to accomplish the school's mission and make collaborative decisions. Concretely, this translates into participative and shared leadership. The *Aménagement Linguistique Policy* (PAL) supports Lapointe's argument: "Participative leadership is the development, with a strong team, of a positive vision of the school, which is seen as the protector of the language and culture" (p. 54). Furthermore, the document entitled *Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario : Cadre d'orientation et d'intervention* (2009) advocates for shared cultural leadership.

The practices of school and system leaders include competent leadership that is reflected in an in-depth knowledge and understanding of French-language schools in francophone minority environments.

By referring to the model put forth by Lapointe (2002) and taking into account the *Aménagement Linguistique Policy* (PAL), one comes to understand that effective leadership in a minority setting needs educational, participative and shared attributes. This is the concept of leadership examined by this study, which is governed by the *Ontario Leadership Strategy* (OLS), a plan of action for school and system leaders. The OLS promotes a collaborative approach to support the achievement and well-being of students in French-language school districts, which encompass more than 425 schools. The *Ontario Leadership Framework's* (OLF's) *District Effectiveness Framework* (DEF) summarizes evidence about the nine characteristics of "strong" school districts, those districts that are successful at improving the learning of their students. These nine characteristics are: a broadly shared mission, vision and goals founded on aspirational images of the educated person; a coherent instructional guidance system; deliberate and consistent use of multiple sources of evidence to inform decisions; learning-oriented organizational improvement processes; job-embedded professional learning for all members of the organization; budgets, structures, time and personnel policies/procedures aligned with the district's mission, vision and goals; a comprehensive approach to leadership; a policy-oriented board of trustees; and productive working relationships with staff and stakeholders. To answer the research questions, the leadership practices of school and system leaders in French-language schools and school districts will be examined in light of the nine characteristics of the *District Effectiveness Framework* (DEF) as well as the strategic aims for personal development and academic achievement under the *Aménagement Linguistique Policy* (PAL) mandate to enhance the French-language and culture.

CHAPTER 3

Methodology

The research questions highlight the study's interest in the leadership practices of school and system leaders in a French-language minority setting. They therefore focus on an approach and a review of processes. That is why a mixed method was used, combining the strengths of quantitative and qualitative data (Creswell and Plano, 2007), which will allow us to more easily pinpoint the leadership practices of school and system leaders. By collecting quantitative data, we can paint a picture of leadership practices through the use of questionnaires. Adding qualitative data will provide a more contextualized perspective from the participants' point of view (Denzin and Lincoln, 1994). Qualitative data will be collected in the form of a case study, as this yields accurate descriptions of specific situations (Yin, 2009). In this study, the case is the whole array of leadership practices used by school and system leaders. By describing leadership practices, we hope to clarify the role of school and system leaders within French-language schools and school districts in a minority setting.

Data Collection

A letter of invitation was sent to the leaders of the twelve (12) French-language district school boards. This letter described the objectives of the study and the quantitative and qualitative data collection process (Appendix A).

Quantitative Data Collection Process

Two questionnaires were designed, one for system leaders and one for school leaders. The questions touched on the nine (9) characteristics of strong school districts listed in the *District Effectiveness Framework* (DEF), as well as the School-Level Leadership and the Catholic School-Level Leadership sections and the personal leadership resources of the *Ontario Leadership Framework* (OLF). These characteristics are a broadly shared mission, vision and goals founded on aspirational images of the educated person; a coherent instructional guidance system; deliberate and consistent use of multiple sources of evidence to inform decisions; learning-oriented organizational improvement processes; job-embedded professional learning for all members of the organization; budgets, structures, time and personnel policies/procedures aligned with the district's mission, vision and goals; a comprehensive approach to leadership; a policy-oriented board of trustees; and productive working relationships with staff and stakeholders.

The *Aménagement Linguistique Policy's* focus on culture and diversity is also reflected in the questions. The questionnaires were validated among a sample of school and system leaders. The questions were distributed using a five-point Likert-type scale. Each school district was given a website link where school and system leaders were asked to respond to the questions. As well, each school district selected a representative to ensure communication between the research team and the school and system leaders. The data on the leadership practices of school and system leaders of French-language schools and school districts was structured and represented using descriptive statistical analysis (Appendix B).

Participants

System Leaders

Forty-five (45) system leaders completed the questionnaire, including twenty-eight (28) women, sixteen (16) men and one (1) participant who did not indicate their sex. Twenty five (25) catholic system leaders and nineteen (19) public system leaders responded; one participant did not indicate which school district they were with. Nine (9) directors of education took part in the survey, as did thirteen (13) academic supervisory officers, two (2) superintendents of business and twenty (20) department managers and coordinators; one (1) participant did not indicate their position.
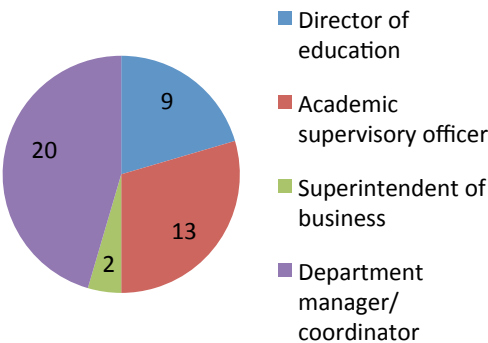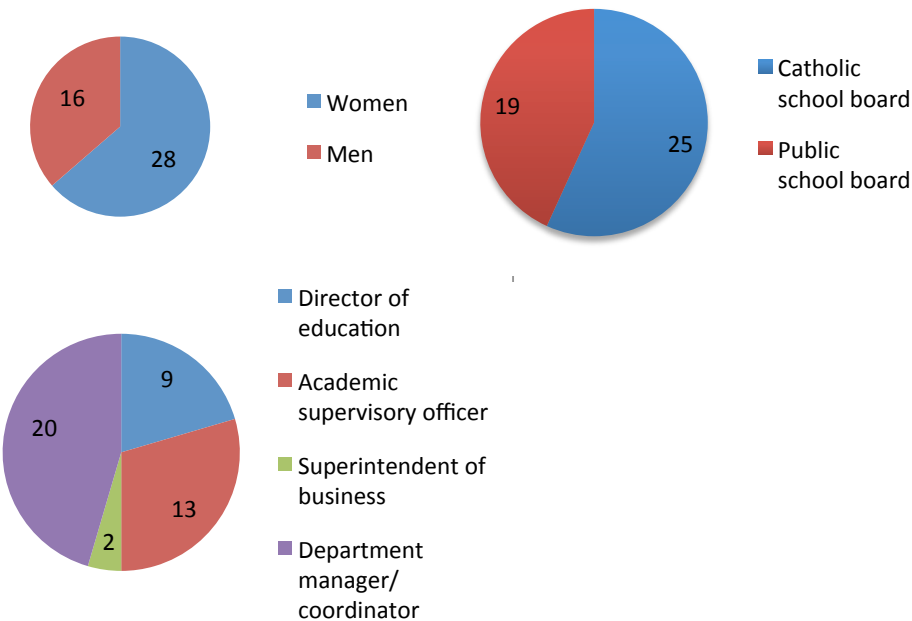
In terms of their years of experience in their positions, eight (8) participants are in the first year of their position, twenty-three (23) have one (1) to five (5) years of experience, eight (8) have six (6) to ten (10) years of experience, and four (4) have eleven (11) to fifteen (15) years of experience. One (1) participant has seventeen (17) years of experience, and one (1) participant did not state years of experience.
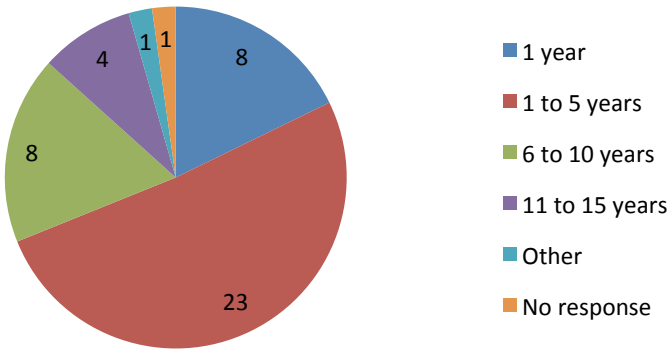
Twelve (12) participants described their student profile as comprising a large number of exceptional students and three (3) as a student population with special needs. As for a more specific profile of students in the *Actualisation linguistique en français program* (ALF), eight (8) participants said this applies to them, and nine (9) participants reported a profile of French-language students of different nationalities. However, eleven (11) participants said that none of the characteristics given in the questionnaire describe their clientele.

- High number of exceptional students
- High number of students with identified special needs
- High number of students registered in an ALF program
- High number of students registered in a PANA program
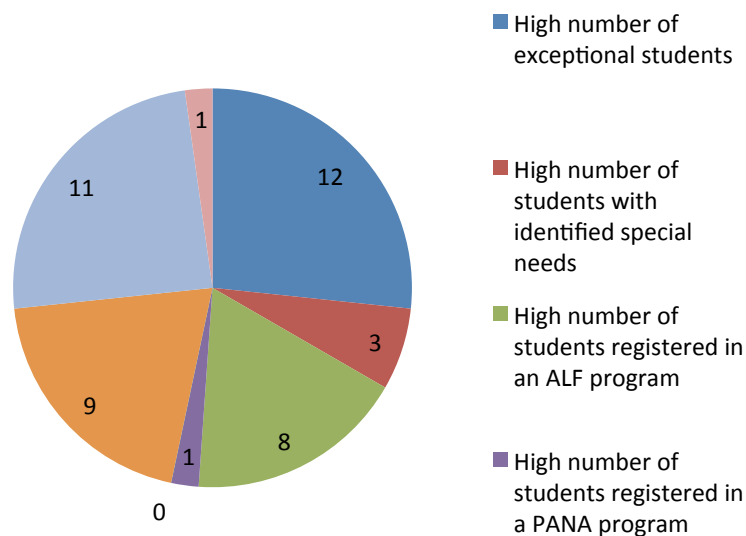
School Leaders

Two hundred and twenty-four (224) school leaders completed the questionnaire, including one hundred and fifty (150) women and seventy-four (74) men. Of these school leaders, one hundred and twenty-four (124) work in catholic school districts, and one hundred (100) work in public school districts. The total number of school leaders is comprised of ninety-five (95) elementary school principals, forty-nine (49) elementary school vice principals, forty (40) secondary school principals and thirty-nine (39) secondary school vice-principals. One (1) participant did not indicate their position.

- Women
- Men

- Catholic school board
- Public school board

Legend:
- Elementary school principal — 95
- Elementary school vice-principal — 49
- Secondary school principal — 40
- Secondary school vice-principal — 39
- No response — 1
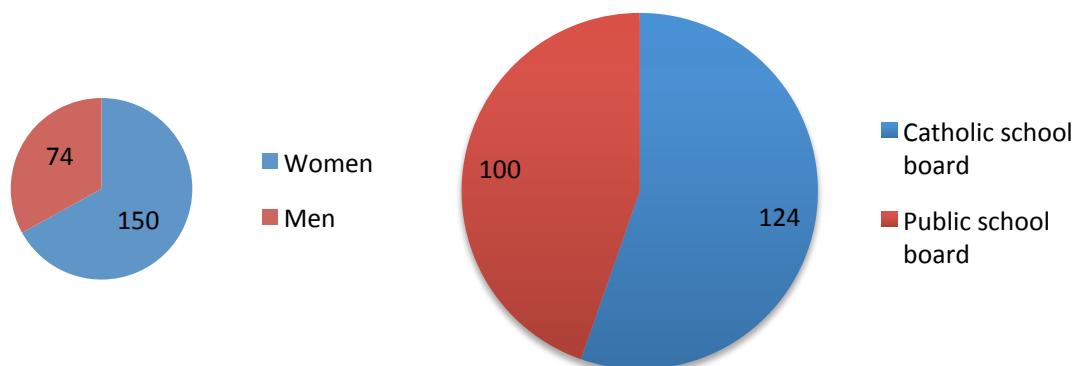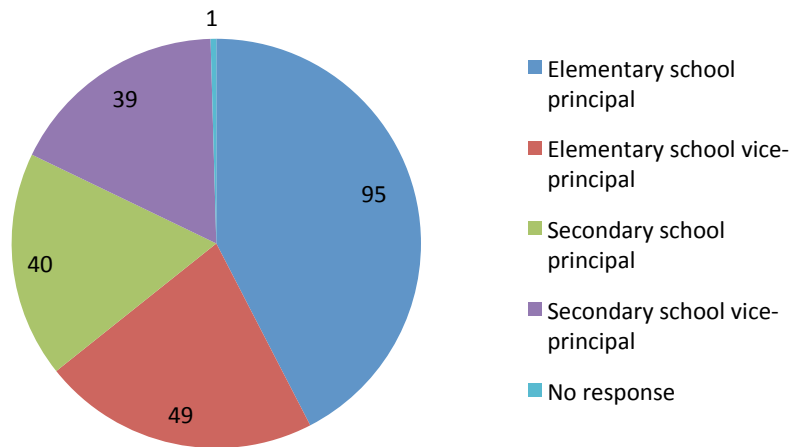
In terms of years of experience in their positions, thirty-one (31) participants are in their first year, eighty-two (82) have one (1) to five (5) years of experience, fifty-three (53) have six (6) to ten (10) years of experience, and forty-four (44) have eleven (11) to fifteen (15) years of experience. The "Other" category includes thirteen (13) participants who have sixteen (16) to twenty-three (23) years of experience and one (1) participant who did not state years of experience.

Legend:
- 1 year — 31
- 1 to 5 years — 82
- 6 to 10 years — 53
- 11 to 15 years — 44
- Other — 13
- No response — 1
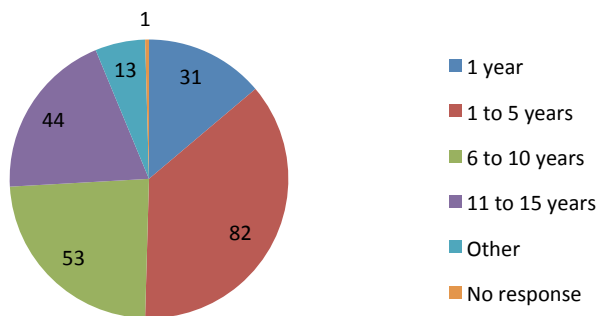
On the question pertaining to student clientele in their schools, forty-six (46) school leaders stated that they have a large number of exceptional students. Several students identified as having special needs make up the student clientele of twenty-one (21) school leaders. Sixty five (65) school leaders reported that their clientele includes a large number of students in the *Actualisation linguistique en français* (ALF) program. Students of different nationalities make up the student clientele of thirty-four (34) school leaders. It should be noted that fifty-five (55) school leaders said that none of the characteristics given in the questionnaire describe their clientele.

Legend:
- High number of exceptional students — 46
- High number of students with identified special needs — 21
- High number of students registered in an ALF program — 65
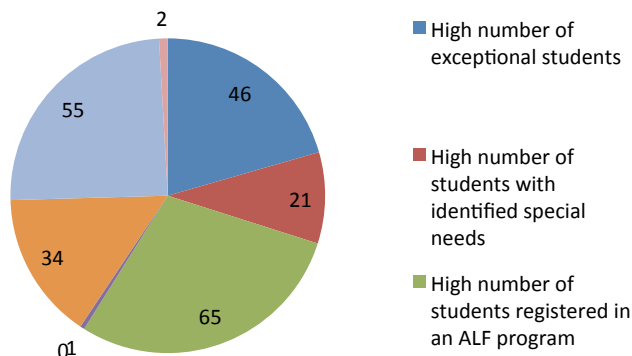
Qualitative Data Collection Process

To study how the leadership practices of school and system leaders are integrated into French-language catholic and public schools and school districts, the case study method was used to collect qualitative data in order to obtain accurate descriptions (Yin, 2009). According to Stake (1995), cases can be programs, groups or individuals, and constitute units of analysis. In this study, the case included the whole array of leadership practices used by school and system leaders in relation to the *Aménagement Linguistique Policy* (PAL) and the *Ontario Leadership Framework* (OLF). Discussion through semi-structured interviews allowed the different aspects of the leadership practices of school and system leaders to be highlighted.

Interview Protocol

The school and system leaders who took part in the qualitative data collection process were part of a voluntary sample from each school district. Each district was responsible for determining their target groups. The system leader target group of each district included the director of education and one person each to represent academic and business supervisory officers, and managers. School leader target groups included elementary and secondary school principals and vice-principals. No discrimination was observed in the identified practices based on sex, district size or region. It should be noted that 12 French-language school districts participated in the collection of qualitative data. Sixty-five (65) system leaders, which included directors of education, academic supervisory officers, some business supervisory officers, managers of finance, communications, human resources, curriculum leads, 21st Century Learning leads and information technology leads. School leaders (46) included elementary and secondary principals, and vice-principals.

During group meetings, discussions were generated in the form of semi-structured interviews following a question protocol that referred to the *Ontario Leadership Framework* (OLF) and the *Aménagement Linguistique Policy* (PAL) and led school and system leaders to express the ways their leadership practices promote academic achievement in a minority context, develop the ability of school staff, families and students to maintain their Francophone cultural identity and support a French-speaking environment that is conducive to its vitality, given their personal leadership resources. On average, the meetings were forty-five (45) to sixty (60) minutes long with system leaders and sixty (60) to seventy-five (75) minutes long with school leaders (Appendix C).

The discussion group meetings were recorded, and then logged in an electronic file. Although multiple-case studies are always associated with specific contexts, the use of various forms and sources of data and the inter-case and intra-case analysis performed in connection with the literature review and conceptual framework are ways of ensuring the study's credibility (Yin, 2009). The data associated with each case was carefully perused in accordance with interview protocols during the meetings. The intra-case analysis then helped identify the emerging themes of school and system leaders' practices. All the categories were put in relation with the research questions. The data analysis procedure preserved the nuances and complexity of the practices used by school and system leaders. On the first read-through of the transcriptions, words or expressions that could potentially represent the initial categories were selected and noted in the margins of the transcriptions (Hycner, 1985).

After several readings, some categories were determined and connected to the research questions. Various categories that had characteristics in common by comparing the initial categories, the subsequent categories and the research questions, and referring back to the transcriptions when certain categories were difficult to identify were then clustered (Hycner, 1985). These constant comparisons between the data resulted in a more in-depth analysis and clusters that were more closely related to the research questions.

CHAPTER 4

Presentation & Analysis of Findings

This chapter presents the findings with respect to the four questions that guided the study: 1) How do French-language school and school district leadership practices promote academic achievement in a minority context? 2) How do French-language school and school district leadership practices develop the ability of school staff, families and students to maintain their Francophone linguistic and cultural identity? 3) How do French-language school and school district leadership practices support a French-speaking environment that is conducive to the vitality and pluralism of the minority French-speaking community? 4) How do the effective leadership practices of school and system leaders of French-language schools and school districts influence the leadership practices and personal leadership resource development of Ontario school and system leaders? Data found under the categories on the questionnaires were primarily used to support the findings of the discussion group interviews.

Question 1: How do French-language school and school district leadership practices promote academic achievement in a minority context?

The findings related to this question affect both public and catholic elementary and secondary schools. The data was analyzed and interpreted using the *District Effectiveness Framework* (DEF) structure, which summarizes evidence supporting the nine characteristics of strong districts that have successfully improved their students' learning, referring to the School-level Leadership, Catholic School-level Leadership, System-level Leadership and Catholic System-level Leadership sections of the *Ontario Leadership Framework* (OLF). Personal leadership resources were also taken into account.

For system leaders, the leadership practices are organized according to the nine characteristics:

1. Establish a broadly shared mission, vision and goals founded on aspirational images of the educated person

2. Provide coherent instructional guidance

3. Make deliberate and consistent use of multiple sources of evidence to inform decisions

4. Create learning-oriented organizational improvement processes

5. Provide job-embedded professional learning for all members of the organization

6. Align budgets, structures and time and personnel policies/procedures with the school board's mission, vision and goals

7. Use a comprehensive approach to leadership development

8. Advocate for and support a policy governance approach to board of trustee practices

9. Nurture productive working relationships with staff and stakeholders

Through their leadership practices, school leaders will:

✓ Set directions
✓ Build relationships and develop people
✓ Develop the organization to support desired practices
✓ Improve the instructional program
✓ Secure accountability.

Given these leadership practices domains, we will be able to identify and study French-language school and school district leadership practices that promote academic achievement as defined by the Ontario Ministry of Education. The Ministry recognizes that the concept of academic achievement, while including the idea of performance, relies simultaneously on the successful integration of knowledge, high self-esteem and a pathway that serves the goals of each student. The concept of performance-related academic achievement based on the learning prescribed by the Ontario curriculum is regularly measured through provincial tests from the *Education Quality and Accountability Office* (EQAO) and the Ontario secondary school graduation rate. To this end, the province has set a five-year graduation rate goal of 85%. In 2016, the secondary school five-year graduation rate was 85.5% and the four-year graduation rate was 78.3%.

For French-language school districts, the secondary school five-year graduation rate was 90.5% and the four-year graduation rate was 88.1%. Provincial tests show that the percentage of Grade 3 students whose performance equalled or surpassed the provincial standard was 82% for reading, 80% for writing and 81% for mathematics. The percentage of Grade 6 students whose performance equalled or surpassed the provincial standard was 90% for reading, 85% for writing and 85% for mathematics. As well, 88% of French-language school students passed the Ontario Secondary School Literacy Test in 2014–2015.

French-language school districts have therefore met and surpassed the Ministry of Education's standards according to the established measurements of academic achievement. In doing so, they have met the province's academic achievement and personal development objectives. These objectives were met because of French-language school and system leaders, whose practices should also be integrated into the Ontario education system's mission. The education system's four core priorities, as set out in *Achieving Excellence, a Renewed Vision for Education in Ontario* (Ontario Ministry of Education, 2014) are: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

The quantitative and qualitative data gathered from school and system leaders will help us analyze how the characteristics of their leadership practices are demonstrated in relation to academic achievement that includes student well-being.

I. Establish a Broadly Shared Mission, Vision and Goals Founded on Aspirational Images of the Educated Person – *System-level Leadership*

Leithwood and Reihl (2005) consider that building a vision and setting directions is one of the core practices of successful leadership. They also consider that providing direction and exercising influence are two essential functions of leadership. Within the *District Effectiveness Framework* (DEF), the system leader's role is to establish and communicate a shared mission, vision and goals founded on aspirational images of the educated person.

With regard to their specifically catholic character, schools are temporal organizations committed to the mission of catholic education (Ozar and Weitzel O'Neill, 2012).

Meanwhile, catholic schools districts are called on to define the standards and expectations needed to strengthen the viability and success of their schools (O'Keefe, 2007). To start, effective catholic schools must have governance and leadership that make it possible to achieve their objectives (Garanzini, 2012). Catholic school leadership is guided by the catholic faith and supported by the community through evidence-based positive change. These aspects are central to the vocation of catholic education, a vocation that demands special qualities of mind and heart, very careful preparation and continuing readiness to renew and to adapt (Second Vatican Council, 1965).

Measures are taken to integrate the school board's directions into monthly meetings with school principals.
- No response: 8%
- Not applicable: 0%
- Strongly disagree: 3%
- Somewhat disagree: 0%
- Somewhat agree: 38%
- Strongly agree: 51%

Measures are taken to integrate the school board's directions into annual improvement plans.
- No response: 5%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 18%
- Strongly agree: 74%

Relationships between school and system leaders are open and collaborative.
- No response: 10%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 21%
- Strongly agree: 67%

The Christian message is embodied in the school board's directions.
- No response: 5%
- Not applicable: 38%
- Strongly disagree: 0%
- Somewhat disagree: 0%
- Somewhat agree: 10%
- Strongly agree: 46%

The Christian message is embodied in the life, spirit, relationships and operating procedures of the school board.
- No response: 5%
- Not applicable: 38%
- Strongly disagree: 0%
- Somewhat disagree: 5%
- Somewhat agree: 21%
- Strongly agree: 31%

The school board's Catholic vision is expressed, shared, understood and put in practice.
- No response: 5%
- Not applicable: 38%
- Strongly disagree: 0%
- Somewhat disagree: 0%
- Somewhat agree: 36%
- Strongly agree: 21%

Board improvement plans inspire the development of school improvement plans.
- No response: 3%
- Not applicable: 3%
- Strongly disagree: 3%
- Somewhat disagree: 3%
- Somewhat agree: 9%
- Strongly agree: 79%

Ministry of Education priorities guide board improvement plans.
- No response: 6%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 0%
- Somewhat agree: 25%
- Strongly agree: 69%

School and system leaders are able to communicate the school board's vision.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 0%
- Somewhat agree: 21%
- Strongly agree: 79%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

The mission, vision and goals are guidelines for the future.
- 5%
- 0%
- 0%
- 5%
- 23%
- 67%

The mission, vision and goals are referenced in decision making.
- 5%
- 0%
- 3%
- 3%
- 38%
- 51%

All school board members understand the vision and goals.
- 5%
- 0%
- 0%
- 5%
- 72%
- 18%

The school board's vision and goals are focused on reducing gaps in achievement.
- 5%
- 0%
- 0%
- 3%
- 28%
- 64%

The school board's vision and goals are focused on achievement.
- 5%
- 0%
- 0%
- 3%
- 18%
- 74%

The vision and goals for student well-being are established in collaboration with schools and school board stakeholders.
- 5%
- 0%
- 0%
- 0%
- 23%
- 72%

Learning goals and visions are established in collaboration with schools and school board stakeholders.
- 5%
- 0%
- 0%
- 0%
- 15%
- 79%

The strategic planning process is responsible for the clarity of the school board's directions.
- 5%
- 0%
- 0%
- 3%
- 26%
- 67%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

For system leaders, leadership practices consist of:

✓ **Ensuring that a transparent visioning/direction-setting process is carried out.**

Within French-language school districts, the vision is part of the strategic plan. As one system leader noted: *The district's vision is the foundation for all strategic planning, so basically, what we're also looking to do is to really provide schools that are representative of society in general ... to give general directions. That's kind of the district's mandate. From there, we get into the specifics in our annual operational plans.*

Trustees sometimes take the first steps of strategic plan development. *They explored our area, because we cover a large area. They went into and met with different communities and called it "conversation cafés." From there, they put together the strategic plan. And on the boardroom wall, you can see our vision, mission, values and motivations, which came out of the plan.*

✓ **Consulting extensively about district directions as part of the process.**

Formulating a vision involves having widely-shared beliefs about student learning and well being that have been transparently developed with the engagement of system stakeholders (Leithwood, 2013, p. 11). One system leader described how this process unfolded within their school district:

There was a whole consultation step for parents, students and staff ... These were public meetings that parents were invited to attend in regions throughout the district. Data was collected ... The Ministry's priorities ... were also a focus.

Parents were invited to voice their opinions through the school councils: *About what they would like to see the district plan next. ... We present the general framework and directions and we'll go into more detail, to get their feedback, so they can get the general idea and become multiplying agents of what's to come.*

✓ **Spending sufficient time to ensure that the mission, vision and goals (directions) of the district are widely known, understood and shared by all members of the organizations.**

The strategic plan is the district's road map for carrying out their vision in the medium and long term. It requires them to examine the internal and external contexts in which they operate, make projections about the future and determine the strategies that will make their mission and vision a reality. The strategic plan helps move leaders toward the objectives they want to fulfill and ensures consistent strategic decisions are made with a comprehensive approach to improving student outcomes and closing achievement gaps. System leaders use the strategic plan as a springboard into action. The implementation step of the strategic plan involves sharing with school and system stakeholders and takes student achievement into account.

The district's vision, mission and strategic plan are verified and proposed in meetings with staff to ensure they are still current. The system leader invites staff to share their questions and concerns to better implement the update. Is the vision and mission we are proposing something that we're still able to do? Is it still relevant to our students? Is it a plausible profile of our district? There was no one who could tell us that they didn't see themselves in the strategic plan, the vision or the mission. ... Everyone saw themselves in it and believed that as educators, they still had an important role to play in our education system. That's really the message we want to send them when we talk about strategic planning ...

✓ **Articulating, demonstrating and modeling the French-language school district's goals, priorities and values**

The vision is a source of inspiration, and it becomes a reality through action, which generally requires agreement about the objectives that must be achieved to move closer to achieving the vision. All the objectives drive activities and initiatives to promote cooperation between school distrcit stakeholders and bring them together to work toward a shared goal. *The vision is used to set the parameters for questioning and implementing the objectives, such as: Are we taking the right approach? Is what we're doing in line with that? If what we're doing doesn't align with the strategic plan, why are we doing it? If we're here to drive new initiatives, these new initiatives have to fit into the strategic plan.*

As one system leader noted: *When we look at the mission, we're really talking about high-quality education. We're talking about developing the true potential of young people so they become citizens of the world. We're talking about excellence in education through innovation.*

The vision is also part of the school district's culture and like-minded approach. On assessing this culture, one system leader said: *It gave us a shared vocabulary: How do we assess our culture, where we are, where we want to go? We work with principals, department heads who don't have a direct responsibility for the school, and trustees.*

The vision is added to the strategic plan, which is a constantly changing document that leaders regularly refer to. *We look at it and try to figure out how to bring it to life. But the strategic plan isn't set in stone; it's a very broad document that allows for some leeway within it. So it needs to be looked at from this perspective... and it has to be constantly updated.*

Indeed, the strategic plan is defined as *an umbrella for everyone in the district. In addition to the strategic plan, we submit an annual growth plan to the Ministry every October. That plan is even more specific, but we also have operational plans in our different sectors of intervention for each person, to ensure that our practices are aligned and work in sync to improve achievement in all areas of the district's operations.*

✓ **Embedding district directions in improvement plans, principal meetings and other leader-initiated interactions.**

A very important aspect of district strategic plans is student success and achievement. The system leader of one district said that the emphasis of the strategic plan is not necessarily on reducing gaps, which they consider to be a mechanism for improving student achievement, but rather on the following point.: the success of students. *The focus isn't on reducing gaps; it's on everyone improving and hopefully reaching their potential…*

Related to the strategic plan is the school improvement plan, a tool for articulating the school's specific goals. System leaders emphasized the importance of aligning the school improvement plan with the strategic plan. For one system leader *the entire education sector will work together to ensure that things are aligned and that we're able to better meet our students' needs and improve their performance and well-being.* Furthermore, the school improvement plan *is part of the daily*

discussion of what's going on in the schools. It's also part of the superintendent's role when they visit schools, meet with principals and discuss how to improve their school's performance and what's going on.

1.1 Setting Directions – *School-level Leadership*

✓ **Building a shared vision.**

After teaching staff, school principals have the most considerable impact on student achievement, as they influence the conditions needed for members of the school staff to work together (Leithwood, Seashore Louis, Anderson and Wahlstrom, 2004). In general, principals oversee the school's operations by ensuring that courses of study are followed, that staff are up to date on innovative approaches to instruction and that the organization, policies and regulations are aligned with the educational mission, while creating community interest in student achievement.

School Leaders
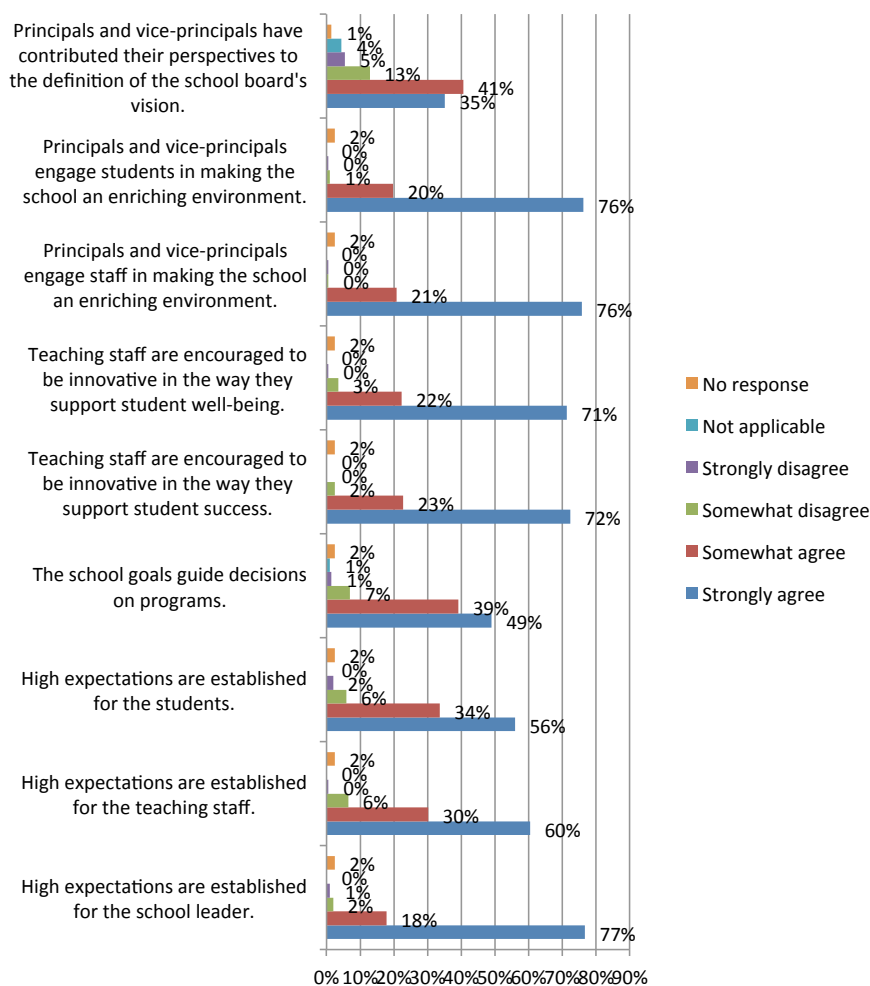
For school leaders, leadership practices consist of:

✓ **Establishing, in collaboration with staff, students and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed.**

Instructional leadership requires a willingness to experiment, the capacity for long term vision and the desire to re-examine systems as needed (Horng, Klasik and Loeb, 2010). School leaders' interactions with staff must be founded on mutual trust, a sense of partnership and high moral standards (Beaudoin and Taylor, 2004). Schools leaders must create an environment that fosters creativity and innovation. In such an environment, staff is more cooperative and productive (Barth, 2001).

To develop their own mission, schools hold consultations. *The school's priorities are identified with staff members. So we make sure, at every staff meeting for example, to review what has been done in this regard. You asked how we involve students in the process. Actually, students are the ones whose experiences will be shaped by the priorities we have set.*

The values, mission and goals are communicated to the teaching staff. However, as one school leader pointed out: *It's not so much the district communicating to the teachers, but rather, a team effort to establish our vision for the school together. So it's looking at the data, seeing what our challenges are and where our strengths are, and then determining our focus, our plan for the school, our school improvement plan. So it's more of a consultation and team effort to set goals together.*

Parents are also consulted to ensure that they are engaged with the school. *We work a lot on . . . values, as much with students as with staff and parents. Respect, openness, collaboration and personal achievement: these are values that everyone instinctually understands. So yes, there's the vision and mission . . . but there are also the district's visions and missions, which are more concrete with regard to what each school experiences.*

✓ **The specific nature of French-language catholic schools.**

The catholic vision is expressed, shared, understood and implemented. One system leader drew attention to the catholic vision: *We have a strategic orientation that speaks to our faith. As districts there are many actions, celebrations, we highlight special celebrations during the year; Christian values are implemented throughout these actions and interventions. There is a whole aspect on faith where school must have a goal and they work at attaining this goal throughout the entire school year.*

The catholic vision is mentioned by a school leader: *We talk about community partners, but in our area . . . the churches are very close to the schools, so often the church is practically the school church. In addition to our mission and the district's vision, it's clear that the Catholic faith is part of our dual heritage.*

The schools' programs take into account their Catholic faith, and the schools place particular importance on maintaining close ties with dioceses.

. . . In secondary school, we require that one of the 30 credits be related to the faith or religious studies . . . we also have pastoral support, so in each of our schools, there's someone who's in charge of pastoral activities. And I also think that every staff member has to recognize that while we often follow the model of French-language here, we also have Catholicity, and it's up to everyone to embody that . . . Relationships are formed with diocesan centres and parishes from various localities. What we're saying is that ultimately, this is part of a mission, and we still do community outreach. Catholicity is also part of who we are, but also should be a reflection of who we are.

Catholic schools *use symbols that reflect their faith. We have a regular routine with prayer . . . we have priests who participate by coming to visit and so forth, which adds to the visual aspect of what goes on in our schools.*

Furthermore, pastoral life in the schools is aligned with some of the activities and subjects that are part of the everyday Catholic school experience. . . *Also, as far as teaching is concerned, when there's a nod that can be given in this regard, it's done in the classroom, at least in various subjects where it applies. There are also, naturally, the different celebrations, the various days that are important in Catholicism and that are listed for the year at various times.*

As for values, the Catholic districts, said one school leader, *embody the evangelical values that we try to promote to everyone in our school. We even have a special professional activity day . . . Catholicism is a part of the everyday experience in these schools, with the morning prayer, when we all come together to pray or go to church for various celebrations, or when we hold a fundraiser in Christ's name, that appeals to Christian values, that helps encourage mutual support and Catholicity in our families. There are also pastoral events that take place on a regular basis.*

✓ **Encouraging the development of organizational norms that support openness to change in the direction of the school's vision and mission**

The school principal plays the main role in school leadership (Lowery, 2016). The process of putting a school's mission into operation is ongoing and requires collaboration at every level. The process defines specific shared, short-term goals while ensuring that goals are clearly communicated to all stakeholders.

With respect to our district's routine . . . *the principals hold a regional meeting, and at that time, news from the Ministry is often shared. Then we talk about the board improvement plan and the school improvement plans, that is, the mission, vision and changes that stem from the Ministry's priorities.*

✓ **Building consensus among students, staff and diverse stakeholders about the school's goals with a commitment to a positive school climate.**

System leaders, like school leaders, mobilize staff and work with them to achieve shared goals. Leithwood and Beatty (2008) demonstrated that, by developing a shared vision, building consensus on goals and holding high performance expectations, leaders have a significant positive impact on staff and create a positive climate within schools.

One school leader asserted that *it all starts with the school climate. When a school climate builds trust, people feel more comfortable trying new things… They're encouraged to take risks, and their successes are celebrated along with the things that didn't work as well. In that kind of climate, I think teachers are more ready to try new things and aren't afraid of innovating and jumping into the unknown . . .*

The effectiveness of interventions in terms of student well-being can be seen in the school climate *and relationships with students: Whether they feel better and are smiling when they come in, whether their relationship with teachers is tense or not. I think this is how we know whether we're creating a positive climate that fosters trust and respect toward staff.*

✓ **Encouraging staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals.**

Once the school improvement plan has been co-planned and presented to staff members, one school leader *will ask teachers or staff members to develop individual goals in connection with the school improvement plan. Once the goals are developed, they are noted in their professional learning plan and subsequently monitored, and meetings are conducted throughout the year to see where they are in terms of their professional learning.*

✓ **Referring frequently to the school's goals when engaged in decision making about school programs and directions.**

Many variables are contributing factors to the success of effective schools, but one that seems significant is the school leader's role as instructional leader. The instructional leader guides innovation and encourages staff to make the changes needed for increased achievement, while stimulating the teaching staff's capacity for innovation. When staff members work in a positive climate, it becomes easy to improve their teaching (Green, 2010).

Staff meetings throughout the year become forums for sharing viewpoints. *We discuss what was set out in our improvement plan, and what we set out in terms of what's working, a strategy that we use in our classrooms. This turns into a pretty interesting educational exchange. Naturally, there are times when experienced teachers as well as new teachers in various subjects are monitored. We discuss things to help each other out. We have what we call "PLC days," where we discuss educational strategy to be in line with what we're talking about in our improvement plan, which also follows the board improvement plan.*

✓ **Encouraging staff to be innovative in helping students meet the high expectations created for them.**

Teaching staff is encouraged to assume responsibility for achieving the school's vision and goals. Expectations are high for teachers, students and school leaders. Furthermore, additional effort is expected in order to increase achievement of struggling students. According to one school leader, *once the vision starts being implemented, the teaching staff must therefore set goals. These are their goals. It's not the principal's plan or the school's plan, it's their plan, because they took part in developing the plan and are accountable in relation to this plan. Then we bring it back and discuss it regularly. This living tool is as much theirs as it is mine.*

Teaching staff are encouraged to be effective, to achieve goals and to be innovative and creative in achieving the school's vision and goals for all students. One school leader shared how they support their teaching staff through their words and actions:

There are several ways to motivate teachers. One of them is that within the district, we provide a lot of support and professional learning for teachers while taking into consideration the school improvement . . . So that ensures that whatever the needs of the teacher and the classroom, there is support that I personally think is very personalized and very much aligned with the goals of that classroom.

Teaching staff must be motivated. *This is really a daily effort… When it comes to motivation, I think a huge part of it is the atmosphere of trust within the school.*

Open-mindedness and an allowed margin of error are also motivating factors. For teachers, to innovate is to take risks. *In our schools, we let teachers make mistakes, because they're sometimes afraid of making these mistakes, and we're a pretty open-minded district. This openness lets teachers get a bit more involved.*

II. Provide Coherent Instructional Guidance – *System-level Leadership*

Effective leadership depends on having the capacity for a number of factors, including a coherent educational strategy, in order to improve teaching and learning in a sustainable manner and create an organizational culture in which daily activities within the school and district can be changed and improved. The emphasis on program coherence often revolves around the use of specific teaching strategies that are well suited to students' learning needs and content. There are several strategies to improve student learning, but in order for them to be effectively and successfully implemented, there must be faith in the abilities of school and system leaders. They are the ones who can set high standards and identify gaps in teacher performance and student performances and any barriers to student achievement (Bell, 2007).

System Leaders

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

The program pathway meets the aspirations of each student.
- 3%
- 3%
- 3%
- 3%
- 74%
- 15%

Learning networks between the board's schools collaborate to improve teaching and learning.
- 3%
- 0%
- 0%
- 9%
- 29%
- 59%

Improvement efforts are focused on student needs.
- 3%
- 0%
- 0%
- 9%
- 88%

Teaching staff fully participate in instructional improvement through quality teaching and constructive learning.
- 3%
- 0%
- 0%
- 0%
- 62%
- 35%

Realistic high achievement standards are established for students.
- 3%
- 0%
- 0%
- 24%
- 74%

Professional development priorities and assessment tools are based on the achievement of the school board's mission and goals.
- 3%
- 0%
- 0%
- 29%
- 68%

The minority context is considered in the teaching and learning of literacy and numeracy.
- 0%
- 0%
- 10%
- 37%
- 53%

Student development is at the heart of the school board's decision-making process.
- 3%
- 0%
- 0%
- 0%
- 26%
- 71%

Student well-being is at the heart of the school board's decision-making process.
- 3%
- 0%
- 0%
- 0%
- 18%
- 79%

Student learning is a primary concern of school and system leaders and teaching staff.
- 0%
- 0%
- 0%
- 14%
- 86%

School and system leaders collaborate on quality instruction.
- 0%
- 0%
- 0%
- 0%
- 31%
- 69%

For system leaders, leadership practices consist of:

✓ **Aligning curricular goals, assessment instruments, instructional practices and teaching resources.**

Student achievement is the district's priority. It is therefore important for this to be the focal point taking the Ministry's priorities into consideration, as one system leader reported: *. . . Our board improvement plan as presented to the Ministry focuses on literacy, numeracy, well-being and identity building, which go together, and . . . we have specific goals for particular groups and a target for improvement for all of our schools.*

The operations committee makes decisions in keeping with priorities. *This is where we have all the managers of all the departments, from finance to human resources to IT, often when we have decisions to make that require us to consult other departments. When we make a decision, the issue that's often brought back to the table is that the decision has to improve student well-being and achievement.*

Resources are aligned to support the teams working on academic achievement and student well-being. *There are meetings involving the entire district team. When I say district team, I mean the superintendent in charge of the school, the superintendent in charge of Student Success Leaders, classroom consultants and educational services leads, who meet with the school team, that is, the principal, the teachers and usually the guidance members too; in short, the team members who are key to the school's success. Together we review not only the school's performance, but also its action plans, well-being, students with special needs, school climate, related issues, and communication with parents.*

✓ **Maintaining ambitious goals for teaching and learning.**

One system leader described a structure put in place within their district: an education committee. *[The education committee] is the learning support team... So, there's always a yearly exercise were we go through all the data related to the school's achievement in literacy and numeracy . . . . For two years, the service learning team has even been going into schools for collaborative meetings that are essentially what we call micro-PLCs and working with the school teams to look at the data, devise strategies and identify and determine what they'll work on to increase student achievement in the targeted subject.*

All means are used to meet student needs. Students are viewed within the context of their holistic development, guided in their learning and provided with one-on-one services and material and human resources, including specialists. *That's the whole matter for students: the child and youth workers we have. We also have all kinds of assistive technology. We have someone who's responsible for meeting with students to give them support with their assistive technology. Helping them use this technology means helping staff to be able to use assistive technology.*

At the secondary level, *mechanisms are put in place to meet the needs of students, specifically achievement needs, mostly to reduce the gaps, whether through the centers of success ... or targeted support ... and even an additional endowment to really help the schools that are in need ...*

School and system leaders explore innovative ideas with teaching staff to improve student achievement.

✓ **Advocating for attention to the best available evidence to inform instructional improvement decisions.**

Within French-language school districts, *we noted ongoing support from success teams in our principal networks. So again, it's very much aligned with what we're doing. So we provide the principals with support in terms of what data to look for, how to interpret that data and what kind of support to give teachers.*

Analyzing the data helps identify the needs of students. *We have to start with what students need in order to decide what to research, what is innovative, what is of the quality required to meet their needs on the ground.*

Data is an importance reference, and according to one system leader, *no matter what data we have, we analyze the data. Then, there are actions taken directly with the teacher's principal. [Accordingly,] in junior kindergarten we start tracking students. We look at where they are and where they're going. That way, we have an overall picture of the situation when they get to senior kindergarten. We continue to track those students; we have a picture when they come to us. Information is shared at each level.*

To systematically monitor students, *once the data has been analyzed, the systematic decisions have been made and the required support has been identified and targeted, then we need to start monitoring the achievement of the goals that were set. Our support will extend to the classroom in order to check which students are and are not achieving the results and set goals, and thinking things over as a collaborative team.*

✓ **Expecting schools to focus on needs of individual as well as groups of students.**

At the system level, improved achievement comes as a result of implementing a vision of success. *We want students who learn and grow and are engaged in our area of activity, which is going to school and learning. . . This involves parents, this involves community partners . . .*

Student engagement is important. *If we want engaged students, the best way is probably to surround them with engaged adults. So, it's also a question of a broader sense of well-being… I think it's the way we work together that maybe gives us a trajectory that's consistently focused on engaging students, teachers and ultimately all our employees.*

There is instructional coherence between the schools and district to improve achievement. *There is ongoing support from the district to help schools meet their targets and monitor students who struggle more and are more at risk.*

Leaders make sure that student achievement is sufficiently monitored: *There are tasks to track student achievement, and after that, there are school-level intervention plans to help students who haven't met the thresholds.*

Ultimately, *all specific actions put in place to meet student needs are obtained through collaboration between the principal and teaching staff.*

At the school level, the principal meets with their teaching staff as well to specifically discuss students. *This is when the interventions are implemented and the necessary services are accessed for the child, if additional support is needed. So this discussion happens at the school level. And the discussions with the principals are largely about monitoring . . . and the actions are really taken by the staff so they can then follow up on them.*

✓ **Encouraging staff to be innovative within the boundaries created by the district's instructional guidance system.**

Collaboration is the basis for any initiative to improve achievement. Support is provided to integrate projects, particularly those led by the Ministry. *[Funds are allocated to] the schools that need them the most in order to advance instructional practices in those schools. This doesn't necessarily mean that their instructional practices are poor, but sometimes a little extra help is needed.*

Teachers' innovation efforts are celebrated: *. . . we have a group of tech educators, that is . . . a group of teachers . . . we bring them together so that they can talk about all the wonderful things they are doing in their classrooms. Networking among themselves in order to encourage each other and share innovative methods has proven to be a successful practice.*

2.1 Improve the Instructional Program – *School-level Leadership*

Leadership for teaching and learning is defined as a process for assessing the learning conditions that could be potentially effective in school and in the classroom (Bush, 2008). The people involved in this type of leadership also identify learning conditions that may hinder student progress, and they create the conditions for continuously improving learning.

School Leaders
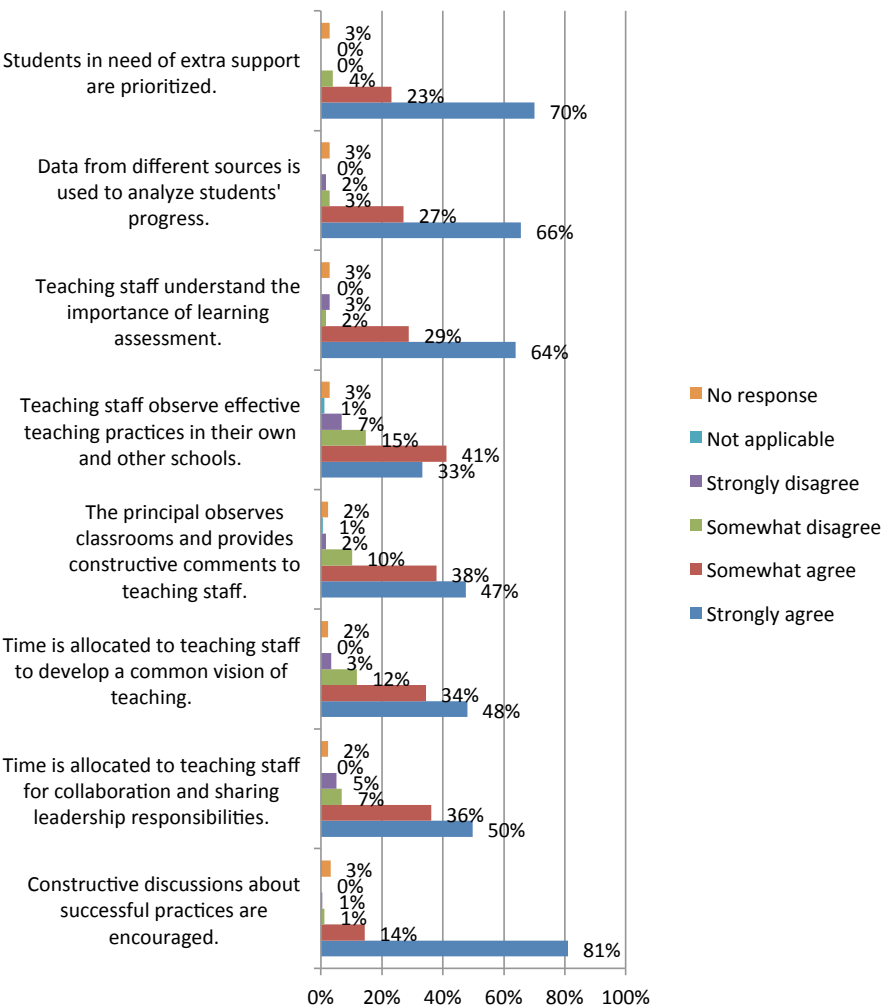
For school leaders, leadership practices consist of:

✓ **Monitoring progress in student learning and school improvement.**

Data from various sources is used to monitor and analyze student progress and confirm the importance of assessing learning. Priority can then be given to identifying those students most in need of additional support.

Data contributes to the analysis of class profiles. *So we go through the data for each student and at-risk students . . . we'll put a plan in place to support at-risk students . . . So the data is fully used for both academic and behavioural purposes.*

Data is also used for diagnostic assessment: *What we also do is start with our students' needs that is; we perform a diagnostic assessment of students at the beginning of the year, in literacy and numeracy and from a social/emotional standpoint. We then add our school improvement plan to that. Then, throughout the year, we perform more assessments and readjust.*

With this data, *appropriate resources can be made available. We also use that data to see, in terms of human resources, whether we have, let's say, money for tutoring, or educators that we could free up or reassign to go help those students and try to improve their performance.*

III. Make Deliberate and Consistent Use of Multiple Sources of Evidence to Inform Decisions – *System-level Leadership*

Under the *Ontario Leadership Framework* (OLF), system leaders must show they can use data in different ways. Encouraging the use of systematically collected evidence in district and school level decision-making has been at the centre of all accountability-oriented policies introduced in Ontario and elsewhere over the past 15 years (Leithwood, 2013, p. 13). A commitment to basing all decisions on evidence holds educators accountable for reaching the targets for improved student achievement.

For system leaders, leadership practices consist of:

✓ **Using data from all available sources to assist decision making in the central office.**

Relevant data is gathered, analyzed and interpreted to inform school and board improvement plans. The analyses go beyond the technical aspects of using data: they help promote a collaborative learning culture in which staff members are encouraged to have high standards for student achievement and assessment. In this collaborative culture, school and school district staff use the results of student assessments to consider what are the best instructional practices that can serve the needs and interests of students.

Over the years, the districts have created databases. One system leader noted what their particular school district did with its database: *[It] has, over the years, built what we call the "tool box" and within it, we can generate tables in different formats to analyze and examine our data from different angles so that we're ultimately able to make the best decisions to enhance student achievement.*

Leaders expect *the data to tell them something. It has to tell us something about our students. It's very important for the data . . . to tell us about the students we're dealing with.*

✓ **Insisting on the use of the best available research and other systematically collected evidence to inform decisions wherever possible.**

According to one system leader: *We always bring forward the good practices found using research as a foundation. So these aren't just randomly selected teaching practices, but really highly efficient practices that have been proven to be effective. Then we verify student achievement based on trials we make for a number of weeks with students. So we have always implemented new strategies and data after the process, but also during.*

One system leader says of their school district: *We often take part in research and surveys, precisely because the data we get back is from qualified researchers in the field.*

School districts experiment with different ways of referring to research, and sometimes there are internal consultations based on the previous experiences of staff and principals. . . The work performed within schools is based on the experiences of a work team. The question you asked, that's your background in research that makes you want to differentiate or categorize certain things.

✓ **Encouraging collaboration in the interpretation and use of data.**

According to Earl and Katz (2006), a data culture involves understanding the importance of using data effectively and incorporating it into the decision-making process.

To that end, we noted that decisions within districts are informed by data. *[These decisions are] made systematically based on systematic data. There are definitely school improvement plans that address the particular aspects of the school in question based on a particular school's needs, and if you go from one school to another, the plan isn't the same.*

Over the years, one school district has set up a database and conducted surveys on welcoming students. *For example, "I feel very welcome at school." When we talk about well being, feeling welcome is a significant component.*

✓ **Building the district's capacity and disposition for using systematically collected data to inform as many decisions as possible.**

Districts use data to inform their decisions in relation to their schools' needs and their improvement strategies in order to achieve their goals at the classroom, school and district level. As one system leader stated: *Everything probably starts with data, a fair and accurate data analysis. So we have data from the EQAO, which is one form of data. So, we may be able to look at our achievement over a period of time. We also have what we call well being data, which we use to make particular decisions that may help further track the quality of well being in certain schools or in certain places . . . We analyze the data, we implement things, we review our stuff, and then, when we start the cycle over again, I would say we always try to get better and achieve perfection*

✓ **Modeling evidence-informed decision making to school staff.**

Wayman, Jimeson and Cho (2012) identified the structures underpinning successful leadership practice in using data. There must be formal and informal structures to support data use. Collaboration with staff must also be considered the basis for analyzing and interpreting data, particularly when choosing effective strategies. *There are a lot of highly efficient practices, but you don't just pick a strategy because it's highly efficient. You have to consider students' needs.*

System Leaders

Chart legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Various sources of data guide the board improvement plan.
- No response: 6%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 13%
- Strongly agree: 78%

Data serves to support the improvements to be made and to establish common goals.
- No response: 6%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 6%
- Strongly agree: 84%

Teaching staff and school leaders collaborate to analyze multiple data sets before making decisions on ways to improve student achievement.
- No response: 6%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 28%
- Strongly agree: 63%

Teaching staff receive in-service training in interpreting and applying data.
- No response: 6%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 13%
- Somewhat agree: 44%
- Strongly agree: 38%

Schools are guided in improving their performance by the data provided to shed light on their challenges and the progress made.
- No response: 6%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 0%
- Somewhat agree: 25%
- Strongly agree: 69%

Schools quickly obtain data relevant to their performance.
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 6%
- Somewhat agree: 41%
- Strongly agree: 50%

When using data, *patterns may emerge. It's vital to understand why. You have to avoid making the excuse that a particular area or school is not doing well right from the start. You have to find the solution that meets that school's needs and helps it reach the same level of achievement as any other school. And the way to get there isn't the same.*

Using data from various sources, the approaches recommended for use in class can be analyzed. *This year, we'll be using the predictive approach. So we look at each student and their chances of success—not their chances of failure, which is really different, because* the conversation is operating from a different perspective when we talk about success, which is objective, rather than the opposite—and afterwards, an action plan for success for all students.

One system leader added the following comment: *In the end, our data is about student achievement, but it's also about changing teachers' practices. So there are two layers when we are reflecting on the sustainability of practices. We want to avoid going into the schools and providing teachers with support and then having them implement strategies that only last as long as we are there. We want the strategies to be sustainable. So we talk a lot about that too.*

3.1. Ensure Accountability – *School-level Leadership*

School leaders play a key role in establishing the purpose for data use and provide staff with planned opportunities and time for working with data. According to Earl and Katz (2006), school leaders who have the most success with data use are those who make decisions in collaboration with their staff.

School Leaders

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Teaching staff establish links between the school's educational goals and those of the Ministry of Education in order to reinforce commitment to these efforts to improve the school.
- No response: 4%
- Not applicable: 0%
- Strongly disagree: 2%
- Somewhat disagree: 7%
- Somewhat agree: 38%
- Strongly agree: 49%

School staff regularly participate in analyzing data on the learning process.
- No response: 2%
- Not applicable: 0%
- Strongly disagree: 2%
- Somewhat disagree: 11%
- Somewhat agree: 39%
- Strongly agree: 45%

The school environment allows school staff to use data effectively (time, support, partnerships with specialists, a culture based on the importance of using data).
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 2%
- Somewhat disagree: 6%
- Somewhat agree: 36%
- Strongly agree: 54%

The effectiveness of the teaching staff and leader is measured by evidence of improved student achievement.
- No response: 4%
- Not applicable: 1%
- Strongly disagree: 2%
- Somewhat disagree: 9%
- Somewhat agree: 39%
- Strongly agree: 46%

The effectiveness of the teaching staff and leader is measured by evidence of improved achievement in student pastoral development.
- No response: 4%
- Not applicable: 29%
- Strongly disagree: 8%
- Somewhat disagree: 14%
- Somewhat agree: 28%
- Strongly agree: 16%

For school leaders, leadership practices consist of:

✓ **Regularly engaging staff in analyzing data on the learning progress of all students.**

It is understood that school leaders must establish a vision and motivate teachers and students by setting high standards while facilitating the collection and analysis of data. The school's learning process should take place within a data culture, as this encompasses its values, attitudes, standards, goals and practices (Hill, 2010).

Some districts *have specialists and others have also been introduced from outside the district. Data is also available in a portal where it can be searched in its entirety. Classroom consultants and specialists in different spheres provide teachers with support to find the things that work and the things that work less well with their students and give them additional strategies if needed, so that our students continue to improve and don't fall through the cracks.*

The school district environment enables *teaching staff to effectively use the data available to them. Teaching staff can update the data on a regular basis. When they conduct a "GBPlus" assessment (Early Reading Assessment), for example, they'll enter the data in the system. When they make their list of high-frequency words, they'll go enter the data. So the program is regularly updated. It's very well done.*

Because the data is accessible, one school leader said: *It's easy to see the students who are at risk, those who are doing well, and the areas where we are doing well and those we're having more difficulty with. So just the look of the software itself . . .*

Implementing data analysis is part of school management, and over the years, there has been a lot of support in terms of the tools to use and the ways of presenting data so it can bring about instructional change in our schools. We're responsible for making sure the data can change things in our schools for the better.

After receiving negative results, time should be taken to sit down as a team. We do case studies; we meet as a school team. *We pair with another school for mutual support.*

Schools are responsible for provincial test results: *It's no coincidence that EQAO is now called the "primary division" provincial assessment. It's not the Grade 3 teacher who's responsible for student achievement. Their students have been at our school since junior kindergarten, so every teacher is responsible for their achievement.*

One school leader described how their teaching staff made effective use of data: *. . . we spent an entire professional activity day, at least half the day, where each member of the teaching staff was invited to share, in writing or out loud, what's working well in their classroom. And based on these comments, we created a database of tips and things that are going well.*

✓ **Insisting on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and subjected to collaborative interpretation).**

Understanding data use is a priority, and in professional learning community meetings, leaders ensure that *every teacher is able to use the data . . . we look at the data throughout the year to see whether our interventions are working.*

Teachers *take the time to question data to ensure it is reliable and valid. Through calibration exercises, leaders can verify whether teachers have the same understanding of achievement levels . . . This gives us the opportunity to see whether the teachers have a common understanding of achievement levels. So it's a good entry point; the data gives us a great opportunity to start an important instructional discussion.*

In fact, according to one school leader, *it's important to share these data sources with teachers, because at the end of the day, they're the ones who are going to make the difference in the classroom. So when we conduct these studies, they go back, and when we meet again for PLC studies, they can tell us what worked and what didn't work with the strategies they've implemented.*

One leader described how the student survey influences the goals of the professional learning community: *. . . we worked very hard to upgrade the environment and the welcome for students because we really believe that if a student feels good at school and likes being there, that's already the biggest step forward they can take towards their learning.*

IV. Create Learning-oriented Organizational Improvement Processes –
System-level Leadership

Districts that work on successful improvement implement a range of strategies that support the promotion of student achievement and allocate resources accordingly. These districts are aware of the particular needs of their schools and allocate funds and human and material resources based on specific goals. In fact, favourable conditions make it possible to create learning-oriented organizational improvement processes (Lai, 2015).

System Leaders

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Statement	No response	Not applicable	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
School and system leaders agree on the instructional guidance systems that contribute to success.	0%	0%	0%	3%	43%	53%
Teaching and appropriate activities support student well-being.	0%	0%	0%	0%	23%	77%
The success of each student is at the heart of the school board's organizational culture.	0%	0%	0%	0%	10%	90%
Student academic success is achieved by placing value on self-esteem.	0%	0%	0%	0%	27%	73%
Student academic success includes successful learning of skills.	0%	0%	0%	0%	27%	73%
Instructional approaches support student well-being.	0%	0%	0%	0%	27%	73%
Instructional approaches are directed toward student needs.	0%	0%	0%	0%	27%	73%
The steps of learning improvement initiatives are targeted.	0%	0%	0%	0%	30%	70%
The key goals regarding improved achievement are clear and appropriate.	0%	0%	0%	3%	17%	80%
Student well-being is at the heart of the school board's decision-making process.	3%	0%	0%	0%	18%	79%
Student development is at the heart of the school board's decision-making process.	3%	0%	0%	0%	26%	71%
School board structures and standards encourage regular open-to-learning conversations about school improvement.	0%	0%	0%	3%	43%	53%
School board structures and standards encourage regular open-to-learning conversations about the whole school board.	0%	0%	0%	3%	47%	50%

For system leaders, leadership practices consist of:

✓ **Inviting school-level leaders to participate in decisions concerning district-wide improvement measures.**

Improvement measures require taking data into consideration and setting targets in order to make the appropriate decisions to improve each affected school. Referring to school leaders' participation in decisions, one system leader noted: *We prepare the board improvement plan based on what the schools also want to target as priorities. That way, we meet the schools' needs, so there's that kind of synergy in coordinating the planning.*

✓ **Creating structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole.**

During monthly meetings with principals, *we also have time . . . with the principals to really stress what's important to us. So we give them time so they can work on their plan. That's often where they get into discussions amongst themselves and come up with successful practices that work in some schools.*

Beyond meetings with principals, teachers are also valued and encouraged to be innovative. *We'll never derail anyone's ideas. So if they have any sound instructional practices that could be implemented in their classroom, we're open to that.*

One school district offers all its schools professional learning opportunities related to everything to do with the school climate. We have social skills technicians who come into the schools specifically to work with small groups and bigger groups of students, and who provide strategies for good conflict resolution and student interaction. We have our mental health strategy to create a climate that promotes mental health.

The structures that foster a healthy, safe and inclusive work environment take into consideration workers' well-being and safety. In districts, there are people responsible for this matter, and services are available to both students and staff. *You don't have to face these challenges in silence. Sometimes they aren't necessarily work-related things but personal things, or sometimes personal issues seep into people's work lives as well.*

✓ **Creating structures to facilitate regular monitoring and refining of improvement processes.**

Structures can be adjusted to fit provincial goals and priorities in school and district improvement initiatives. They also allow for school-level variation in school improvement efforts.

Actions to promote student achievement and well-being must therefore take several parameters into account: *. . . we have our student well-being leader. So we have a mental health strategy and annual action plans for what we want to implement. That includes staff professional learning, so really increasing the abilities of front-line staff to provide students with support with regard to well-being.*

4.1 Develop the Organization to Support Desired Practices – *School-level Leadership*

Mutual trust between staff members is also a key element of schools that are successful in making a significant improvement in student achievement (Bryk and Schneider, 2003). Teaching and learning are also improved when student behaviour is controlled and the disciplinary climate is positive and favourable (Ma and Willms, 2004).

For school leaders, leadership practices consist of:

✓ **Structuring the organization to facilitate collaboration.**

Strong leadership is reflected in principals' ability to create a shared vision among staff and to foster acceptance of group goals. Creating a shared vision is an important aspect of developing a positive school culture. The importance of having a shared vision, and associated shared values and goals, is due to the fact that these are the foundation blocks upon which a collaborative learning community is built. Research has pointed to the importance of collegiality and collaboration among staff and shown that consistency in the practice of teachers in schools has a positive impact on student achievement (Crowther, Ferguson and Hann, 2009).

For school leaders to ensure an atmosphere of trust, *it's very important to make sure that all staff is engaged in a climate in which everyone works not only at their own pace, but also towards common goals. For this to happen, a lot of collaboration is needed to move together towards a goal. To address one point that's important to us, the use of new technology, we're trying to be both innovators and leaders, so we use collaboration tools.*

Collaboration arises out of *the desire to work together . . . often when I do classroom visits, I watch what the teachers are doing, and afterward, I give them feedback. . . . I also think it's important to always value . . . there's a lot of respect because they're part of our team. Without them, we're nothing . . . I make arrangements if they need help . . . I'm personally there . . . . So they feel confident and appreciated, and I think all of that is very important.*

✓ **Creating timetables that maximize time on tasks relating to students.**

One school leader makes sure to plan certain activities at favourable times. *Yes, there are schedules for collaboration, which are important. So teachers have some shared preparation time with their colleagues; they have time to regroup or plan interventions with other teachers.*

Time management must be based on the school calendar. *As a leader, however, what I find is that there are heated times of the year where teachers and students are known to be less patient and*

The school's collegial culture gives school staff the confidence to openly discuss difficulties they encounter in their instructional practices.
- 1%
- 0%
- 1%
- 7%
- 35%
- 57%

School-community projects support the student well-being curriculum.
- 0%
- 1%
- 1%
- 2%
- 10%
- 35%
- 53%

School-community projects support the student success curriculum.
- 0%
- 2%
- 1%
- 2%
- 8%
- 33%
- 56%

School staff take on a leadership role in promoting a positive school climate.
- 0%
- 0%
- 0%
- 6%
- 21%
- 73%

Schedules allocate the maximum amount of time to tasks concerning students.
- 0%
- 0%
- 2%
- 3%
- 25%
- 70%

Students with different experiences and perspectives are included in order to enrich the classroom experience.
- 0%
- 2%
- 1%
- 2%
- 33%
- 62%

The staff and the school leader work directly with families from different backgrounds to help them support their children at home to ensure their academic success.
- 0%
- 2%
- 0%
- 6%
- 36%
- 56%

Teaching staff have opportunities to collaborate on instructional improvement.
- 0%
- 0%
- 1%
- 4%
- 16%
- 79%

Open and fluid communication supports a learning community within the school.
- 0%
- 0%
- 1%
- 3%
- 26%
- 70%

Staff participate in developing and implementing important decisions and policies concerning the school.
- 0%
- 1%
- 1%
- 3%
- 41%
- 54%

The organizational model reflects the values of a French-language school in a minority setting.
- 4%
- 5%
- 1%
- 9%
- 34%
- 47%

The organizational model reflects the values of a French-language Catholic school in a minority setting.
- 4%
- 36%
- 3%
- 4%
- 16%
- 38%

The school staff takes on a leadership role in promoting a positive school climate and appropriate behaviour as taught by the Gospels.
- 0%
- 38%
- 0%
- 4%
- 18%
- 40%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

where there might be some unruly conduct, and that's exactly when my office is full—and I'm not there. So it's important to prepare for those times, and I think when you have experience and you see these times of year coming, you can say to staff: "Okay, it's coming, get ready. Remember the pyramid of interventions and stick to it." So sometimes you need to go case by case and be very flexible and understanding, and be safe rather than sorry.

✓ **Providing regular opportunities and structures that support teachers in working together on instructional improvement, and establishing a system for monitoring their collaborative work.**

Collaboration is encouraged, *and often, one teacher will join up with another. One teacher, for example, will try all sorts of projects, and then another teacher will join up with them, because it seems like what they're doing is working. This is what we'll hear: "That looks like it's working; I want to know more." So this is done too. It's not by osmosis, but it's still done this way, and I find that it's a good way of putting them together.*

Collaboration sometimes leads to partnerships with the community. One leader shared: *I think that one of the things, at least for us, is that a lot of our teachers will also do a lot of extracurricular work, and a lot of community partnerships will be formed.*

Professional learning communities are considered an ideal environment for encouraging school teaching staff to collaborate and communicate with one another.

It is up to the leader to identify their teaching staff members' skills and connect them with their colleagues. *It's important to realize that opportunities will present themselves to people, and as a leader, I really see my role as recognizing people's strengths and giving them the opportunity to show initiative regarding their strengths, interests and passions.*

✓ **Implementing and monitoring the use of appropriate disciplinary practices in classrooms and throughout the school.**

Students who describe their classroom disciplinary climate as positive are more likely to report high levels of interest, motivation and enjoyment in learning. A positive disciplinary climate creates an atmosphere of trust and respect that increases social cohesion, keeping the environment healthy and safe (Rousseau and Bélanger, 2004).

To support students as they develop, *empathy is developed in the student, and I see it too when we have a disciplinary issue. That's an opportunity to help the student develop. It's a learning opportunity, with the parents as well . . . .*

Any disciplinary process must consider the aspect of communication, since the school is host to different cultures, and parents *don't necessarily understand the type of discipline we use at school, which is more of a dialogue to educate the student.*

The school code of conduct sets out the rules for maintaining a positive classroom experience. Shared tools are created within the school, *for example, information sheets for parents that share information about problematic behaviour at school. But the most important approach to implement is really the positive and progressive restorative approach.*

In some cases, restorative circles are necessary. *The student has to make a reparative gesture towards the other student. Then it's just learning how to act in society and what rules should be respected.*

Leaders make sure that the school's values *are known and understood by all students. Their conduct is also observed to ensure a positive school climate for every person and every classroom.*

V. Provide Job-embedded Professional Learning for all Members of the Organization – *System-level Leadership*

Over the years, the concept of professional learning for teachers has had different meanings. But irrespective of the theories and models related to teacher professional learning, there is one constant, which is the idea of professional learning as a transformational process that improves teachers' instructional practices. In a context where teaching is being professionalized through various education reforms, including in Ontario, teachers have come to consider their practices as a subject of analysis, examining them from a critical point of view and contemplating new ways of doing things. This reflection process has resulted in professional learning for teachers, based on an awareness of the nature and influence of their actions as educators (Darling-Hammond, 2006).

System Leaders
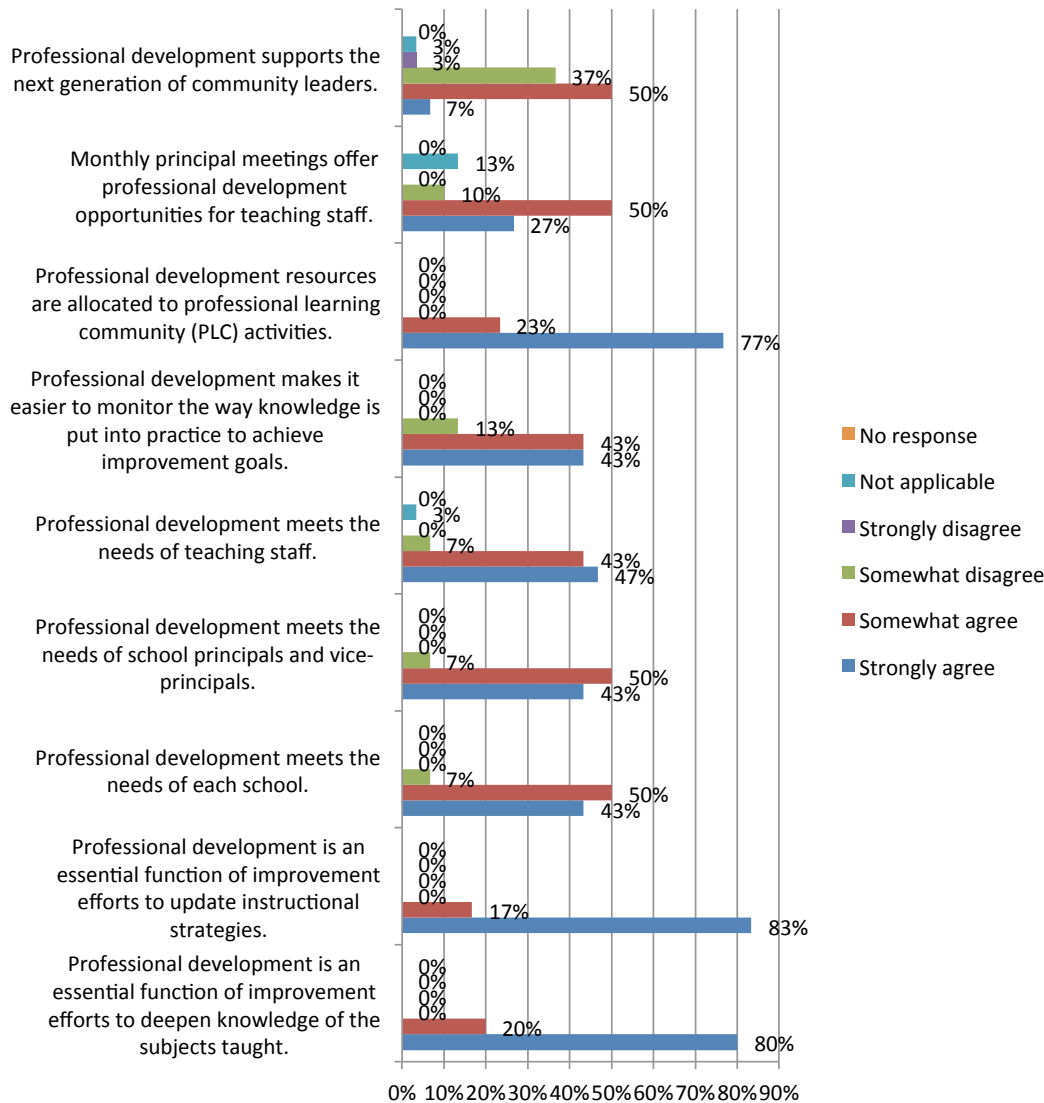
For system leaders, leadership practices consist of:

✓ **Providing extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on the job professional learning.**

According to Patterson and Rolheiser (2004), when groups of teachers work with the senior administrative team to form a professional learning community, they commit to changing the culture in their schools. In such a professional learning community, debates about foundational issues inform the school experience and influence the working and learning climate of the community. To support a professional learning community, leaders must act, initiate, promote, delegate, innovate and foster a spirit of collaboration. Furthermore, they must be sensitive to workplace quality within the school.

Professional learning priorities are centered on each district's mission, vision and goals. One system leader stated that *at the end of every school year, we ask teachers to complete a survey about everything to do with professional learning. So we ask them what kinds of professional learning they need, what context they would prefer to receive these kinds of sessions in (in large groups), and whether they prefer coaching. So this survey is given at the end of the school year, and as a team of educators, we then sit down and look at how we can offer teachers greater support.*

Professional learning takes into account *the student needs identified using assessment data. When we have student data, and we always collect data, we sit down with the principal and teacher, and if we see that there's a particular need, right away we put things in place to support the teacher. So it's really based on the students' needs as well as the teachers' needs. So we work closely with those people.*

With support from the Ministry of Education, leaders can implement *the New Teacher Induction Program, where the possibility of mentor-mentee relationships can be addressed thanks to the support of the Ministry of Education, which is very important for us.*

One district introduced a specific plan for more remote schools, *a model called "Carrefour". We bring together two or three smaller schools, and at that time, there are learning communities in which, depending on the division, there are two or three teachers who get together to share ideas, instead of one big school where there would be three or four teachers from the same level.*

Coaching-based professional learning is also favoured, *with coaches who work in the same school, this was also a new model and we have had success with it.*

One district has experienced a shift in its approach to professional learning for teachers and school leaders. The Ministry of Education's goals and search for solutions were part of this new paradigm. *In recent years, we have undergone a paradigm shift with respect to professional learning, in which we have moved from training-based professional learning to a more coaching and inquiry-based type, so we can provide professional learning that meets people's needs, but also the needs of the students they're responsible for. We're even starting to do the same thing with principals now.*

✓ **Aligning the content of professional learning with the capacities needed for district and school improvement.**

In one district, professional learning session schedules are aligned for its various groups of employees and often stem from the priorities identified in its school district plan. *Already, this helps us identify more specific professional learning that we can offer school staff to build their capacities to better intervene with students. Some professional learning may also be offered that is more tailored to certain people, for example, we have identified some strategies through our professional learning committees.*

Professional learning to improve schools and districts is sometimes dictated by the Ministry of Education or by the district's priorities during annual planning. Subsequently, *each principal knows their people individually and knows their teachers' particular needs, and they'll probably make individual requests to meet the needs of one or two teachers at their school, according to their identified needs.*

When analyzing professional learning needs, *all school staff must complete an annual learning plan, which is revisited with the principal under their leadership to specifically help identify their needs, so that the teacher in the classroom can really fulfill their professional learning needs. A lot of learning takes place in professional learning communities, and we obviously believe these are very important . . .*

✓ **Requiring individual growth plans to be aligned with district and school improvement priorities.**

Improvement plans are the benchmarks for professional learning activities. *And within the framework of school improvement plans, each plan is presented to the superintendent in charge of the schools, and at different points throughout the year, the principals report to the superintendent on how they're progressing on their plan. Many kinds of learning opportunities, networks and coaching are chosen based on the needs noted in the reports on each school improvement plan.*

Professional and personal goals are chosen in the interests of improving achievement. *So let's say we see that in one school, the results meeting the standards, we'll expect the PLCs to be much more specific.*

As a complement to professional learning opportunities, follow-ups take place during the annual meeting and school visits. *The superintendent or the director of education visits the schools five or six times a year. We can't always be there . . . There are also regular communications by telephone. If people have a problem, they don't hesitate to call; there's good communication between the schools and the district. They can call the department managers, human resources or finance.*

School principals, like teaching staff members, have a professional growth plan. We do pretty much the same thing. *We review what's in the plan in terms of professional learning needs. We sit down together with the principal, and depending on the different initiatives and programs proposed, we look at how we can offer principals greater support as instructional leaders in the system.*

5.1 Build Relationships and Develop People – *School-level Leadership*

School Leaders

Legend:
- No response (orange)
- Not applicable (teal)
- Strongly disagree (purple)
- Somewhat disagree (green)
- Somewhat agree (red)
- Strongly agree (blue)

There are frequent and significant interactions between school staff, students and parents to achieve improvement goals. — 3%, 1%, 0%, 2%, 13%, 42%, 39%

Strategies are put in place to retain students in French-language schools. — 3%, 1%, 1%, 4%, 21%, 70%

Teaching staff are encouraged to reflect on what they are aiming to accomplish with students and how they can get there. — 3%, 0%, 1%, 2%, 23%, 71%

Strategies for recruiting students are implemented. — 3%, 2%, 1%, 4%, 27%, 63%

Constructive discussions about successful practices are encouraged. — 3%, 0%, 0%, 1%, 14%, 81%

Parents' ideas are heard and considered with respect. — 3%, 1%, 1%, 2%, 20%, 74%

Students' ideas are heard and considered with respect. — 3%, 0%, 0%, 2%, 21%, 73%

The ideas of school staff are heard and considered with respect. — 3%, 0%, 1%, 1%, 14%, 81%

People and groups at school are treated in an equitable manner. — 3%, 0%, 1%, 0%, 12%, 84%

The opinions of teaching staff members are considered before decisions with an impact on their work are made. — 3%, 0%, 1%, 3%, 31%, 62%

Teaching staff are valued and encouraged to set professional learning goals. — 3%, 0%, 0%, 2%, 30%, 64%

People and groups at school are treated in an equitable manner in accordance with the values of the Catholic faith. — 3%, 37%, 1%, 0%, 8%, 51%

Principals and vice-principals are very visible in the school to support staff. — 3%, 0%, 0%, 3%, 19%, 75%

For school leaders, leadership practices consist of:

✓ **Stimulating growth in the professional capacities of staff.**

As part of their profession, teachers are required to make complex decisions and implement instructional practices that meet the needs of a highly diverse student population. For Darling-Hammond (2006), teachers are reflective practitioners and strategic decision makers who have a good understanding of the learning process and are able to use an extensive repertoire of teaching strategies.

Professional learning communities are considered an ideal environment for encouraging staff to collaborate with their colleagues. One school leader said: *That's where you share and recognize everyone's successes. The quality of interpersonal relationships plays a major role in creating an atmosphere of trust.*

To stimulate discussions, one school leader issued a challenge to their staff at a staff meeting. *Every month, they have to recognize their colleagues' successes. So I say: "Does anyone have any successes to share?" and they say, "I really appreciated Mr. or Ms. So-and-so, who did such and such an activity or did such-and-such a thing." This way, staff members themselves are the ones pointing out the things that are recognized. At the beginning of the year, I was the one recognizing people's success, and I decided that it would be good if the staff did too.*

Communication between members of the teaching staff *is consistently maintained using information and communications technology. There needs to be communication between teachers, but collaborating in this way often occurs outside of work hours. As colleagues, they give each other feedback and share comments that they can include in the report. So these technologies make it possible for them to collaborate at any time.*

Based on their professional improvement plan, school leaders act as coaches for teachers. *Then there's also the monitoring we'll do to support them.*

✓ **Encouraging staff to reflect on what they are trying to achieve with students and how they are doing it.**

When school leaders participate in professional learning sessions, they send staff the message that the information provided through professional learning sessions is important and that staff is expected to implement the strategies presented (Hallinger, 2003). Taking risks and making mistakes is accepted when implementing strategies.

Principals get involved in their schools, and in fact, *when something new is introduced, I'll will say, "Invite me to come see how you're going to do" or "I'm trying something new—come see." Stuff like that.*

Accepting that mistakes happen is part of professional learning. One school leader has even created a culture within their school where mistakes are allowed. *So during our PLC periods at the beginning of the year, people seemed to be reluctant to share, out of fear of being judged and all that. But by showing that it's okay to make mistakes and modeling this in our administration and leaders, we were able to create this culture within the school. People were more willing to try new experiences.*

✓ **Leading discussions about the relative merits of current and alternative practices.**

Individual initiatives, and creativity and innovation in particular, are encouraged at the school level. One school leader will *reach out to one person at a time. I don't think it would be possible to do it for the entire staff, if they haven't all gotten there.*

When teaching staff forms learning communities, they start with their needs and strengths. *This carries a lot more weight and makes the members engaged from the get-go.*

In professional learning communities, *if possible, the members should have blocks when teachers from the same level can do some work together, or be freed up for some management time together. This promotes teamwork even more.*

A spirit of collaboration is very much inherent in the concept of professional learning communities. *So ultimately, groups are created to address specific themes. Teachers have the chance to discuss, to look at their own practices, to actually benefit from their colleagues' expertise. This is really part of the school culture . . .*

Professional learning communities are very important to school life. Appropriate resources are provided to promote collaboration. Technology is extensively used. One school leader said, *we use the Google method. We make Google documents that everyone can work in.*

It is also in professional learning communities that *we focus on what we really want to change in a specific and coherent way . . . but especially by celebrating successes and determining the next steps. Getting feedback by getting different players involved, students, colleagues, and parents through the school council.*

✓ **Facilitating opportunities for staff to learn from each other.**

In meetings, teachers are invited to show leaders what they have done. *We know there are teachers who are fantastic at the management level . . . And we ask them just to share. It's always based on evidence and learning outcomes. This is also an opportunity to recognize the teaching staff's efforts and share with the other teachers so they'll try innovative things in their classroom.*

Collaboration takes different forms depending on the nature of interventions made with teaching staff. *We try to publicly celebrate the successes and we try, of course, to work toward shared goals as a group, but it comes back to the atmosphere of trust that exists between colleagues and teaching staff members. But I have to say that the missing piece is that sometimes, there's something that isn't going right, and that's what really leads to courageous conversations.*

Teachers observe effective instructional practices among colleagues in their own school as well as in other schools. Teaching is also modelled in the classroom. *So when someone comes to model a way of teaching and their expectations of students, you might see it and use it, with some coaching support or co-teaching in that area as well.*

Professional reading material is shared during staff meetings or professional activity days. *Using this reading material as a basis, we'll decide on a strategy that people would like to implement. This could take place during our PLC meeting with the coach, but then the teachers have to perform diagnostics, with a tracking table, in a pretty objective way we'll be able to see how to guide students using the newly implemented strategy. School leaders are also involved in sharing their thoughts with their own learning community.*
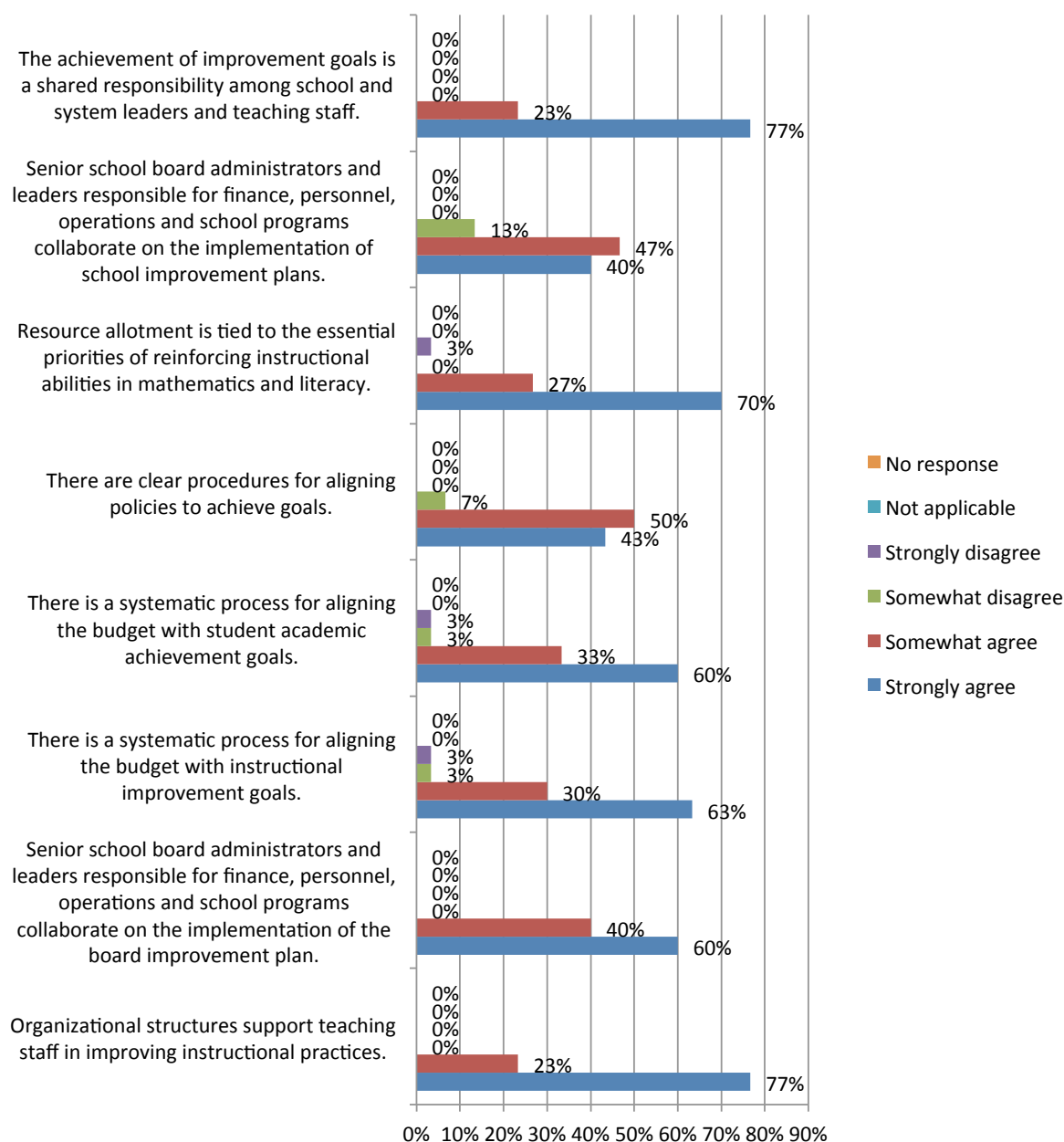
So outside of school as well, among principals, *we have principal PLCs . . . where we discuss our practices within our schools and can get inspiration from the other practices in neighbouring schools, and see how they handled this challenge or that challenge. These discussions are very productive and inspiring too.*

VI. Align Budgets, Structures and Time and Personnel Policies / Procedures With the District's Mission, Vision and Goals – *System-level Leadership*

Creative and sensitive to their schools' particular needs, effective districts allocate their funds based on specific goals. It appears that Allocation of resources within all . . . strong districts . . . [is] impressively aligned with the districts' focus on improving instruction and student achievement (Leithwood, 2013, p. 17).

System Leaders

The achievement of improvement goals is a shared responsibility among school and system leaders and teaching staff.
- 0%
- 0%
- 0%
- 0%
- 23%
- 77%

Senior school board administrators and leaders responsible for finance, personnel, operations and school programs collaborate on the implementation of school improvement plans.
- 0%
- 0%
- 0%
- 13%
- 47%
- 40%

Resource allotment is tied to the essential priorities of reinforcing instructional abilities in mathematics and literacy.
- 0%
- 0%
- 3%
- 0%
- 27%
- 70%

There are clear procedures for aligning policies to achieve goals.
- 0%
- 0%
- 0%
- 7%
- 50%
- 43%

There is a systematic process for aligning the budget with student academic achievement goals.
- 0%
- 0%
- 3%
- 3%
- 33%
- 60%

There is a systematic process for aligning the budget with instructional improvement goals.
- 0%
- 0%
- 3%
- 3%
- 30%
- 63%

Senior school board administrators and leaders responsible for finance, personnel, operations and school programs collaborate on the implementation of the board improvement plan.
- 0%
- 0%
- 0%
- 0%
- 40%
- 60%

Organizational structures support teaching staff in improving instructional practices.
- 0%
- 0%
- 0%
- 0%
- 23%
- 77%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

For system leaders, leadership practices consist of:

✓ **Aligning the allocation of resources with district and school improvement goals.**

When aligning resources, it is important to make *sure we have the school facilities needed to fulfill our mandate. So, that often involves reorganizing the facility and it involves the budget, so it's a discussion we have amongst ourselves to ensure we have the right things in place. I'm thinking of one student we have in one school, who is hard of hearing, who will come to us, and we're required to make changes to the gymnasium, etc. But that involves retrofitting the facility, so it's not just the issue of educational strategy on the one hand, but everything else on the other hand. There's a whole team, and it's also about trying to break down any silos they might have . . . and for everyone to work together.*

One system leader made the following comment about aligning resources: *When we talk about finances, human resources, facilities or technology, we get together specifically to make sure that for our schools' needs, with regard to educational strategy, projects, etc., we're all on the same wavelength. We want to allocate our resources in the right places while also taking into consideration our priorities.*

In addition, human resources supports are also *created to meet the needs of students who a language identification, or students requiring special supports. There is a lot of money spent on the Teacher-Coach strategy in elementary and secondary... this is an investment that the district has made to reduce the gaps that exist at both levels.*

6.1 Allocate Resources to Support French-language Schools' Vision and Educational Goals – *School-level Leadership*

Aligning resources with priorities involves three distinct functions:
1. clearly defining what the school intends to accomplish,
2. developing an instructional model appropriate to that goal, and
3. organizing resources in a way that supports the instructional model.

School leaders are pedagogues who have a vision of their school and focus on students and their specific needs. Goals for carrying out a student-centered vision may include identifying strategies that can meet the needs of all students, help teachers adjust to constant changes in the student population and increase students' academic achievement. The school leader respects staff and provides opportunities for them to express their views, consider their ideas seriously and to encourage communication (Davis, Darling-Hammond, LaPointe and Meyerson, 2005).

For school leaders, leadership practices consist of:

✓ **Managing efficient budgetary processes.**

To ensure that resources are aligned with the school's priorities, school leaders must take stock of their materials. While doing so, one school leader stated that their school *has plenty of stuff, be it books, manipulatives, science stuff, etc. I find we're not lacking for anything, especially since every year we always get grants from the district. We can buy manipulatives, books for the library or classrooms, etc.*

> *The budgeting process supports the needs of schools and services required to improve student achievement.*

However, another leader had mixed feelings about taking stock of their school's materials. *There are many demands but not enough resources. What I find a bit annoying is when we have a big school . . . we send teachers to professional learning sessions in keeping with their professional improvement plans, and they come back all gung-ho wanting to transform their classroom, and then we have to hit the brakes. "I have this much for you. I have this much for such and such in the school." . . . .*

One school leader asserted that to meet the needs of teaching staff, *. . it would be good if we could give a little something to each classroom which then lets the teacher feel like they can innovate and try new things. There isn't enough money at that level, and honestly, we try to prioritize, but there isn't enough money.*

At the district level, resources are made available to schools and staff according to needs. *Not all schools will necessarily get the same thing, but depending on their needs and results, we'll allocate resources, whether it's resources for staff or for special education, materials, whatever.*

✓ **Distributing resources in ways that are closely aligned with the school's improvement priorities.**

One school leader mentioned *that there are improvements to be made when it comes to aligning resources, because the different departments within our district work in silos . . . So I think to counter that, there should be more information between district departments to understand what the others are doing. Our goal, really, is to meet our students' needs. So everyone should ultimately be focused on pedagogy.*

There are funds available to get supply teachers in order to attend professional learning community meetings, but according to one school leader, *ideally, I think we should have more professional learning days where everyone is freed up to meet the teams, for example, by division, and then the entire staff, to have really good discussions. I must say, personally, I miss that . . .*

Sometimes, even though funds are available, it is difficult to find supply teachers for professional learning communities. *Yes, we have the resources to do it. The resource is really, again, our ability to effectively manage a conversation, lead everyone toward a shared priority and talk about everything that we've already discussed. But really, the reality of getting those supply teachers is very difficult.*

VII. Use a Comprehensive Approach to Leadership Development – *System-level Leadership*
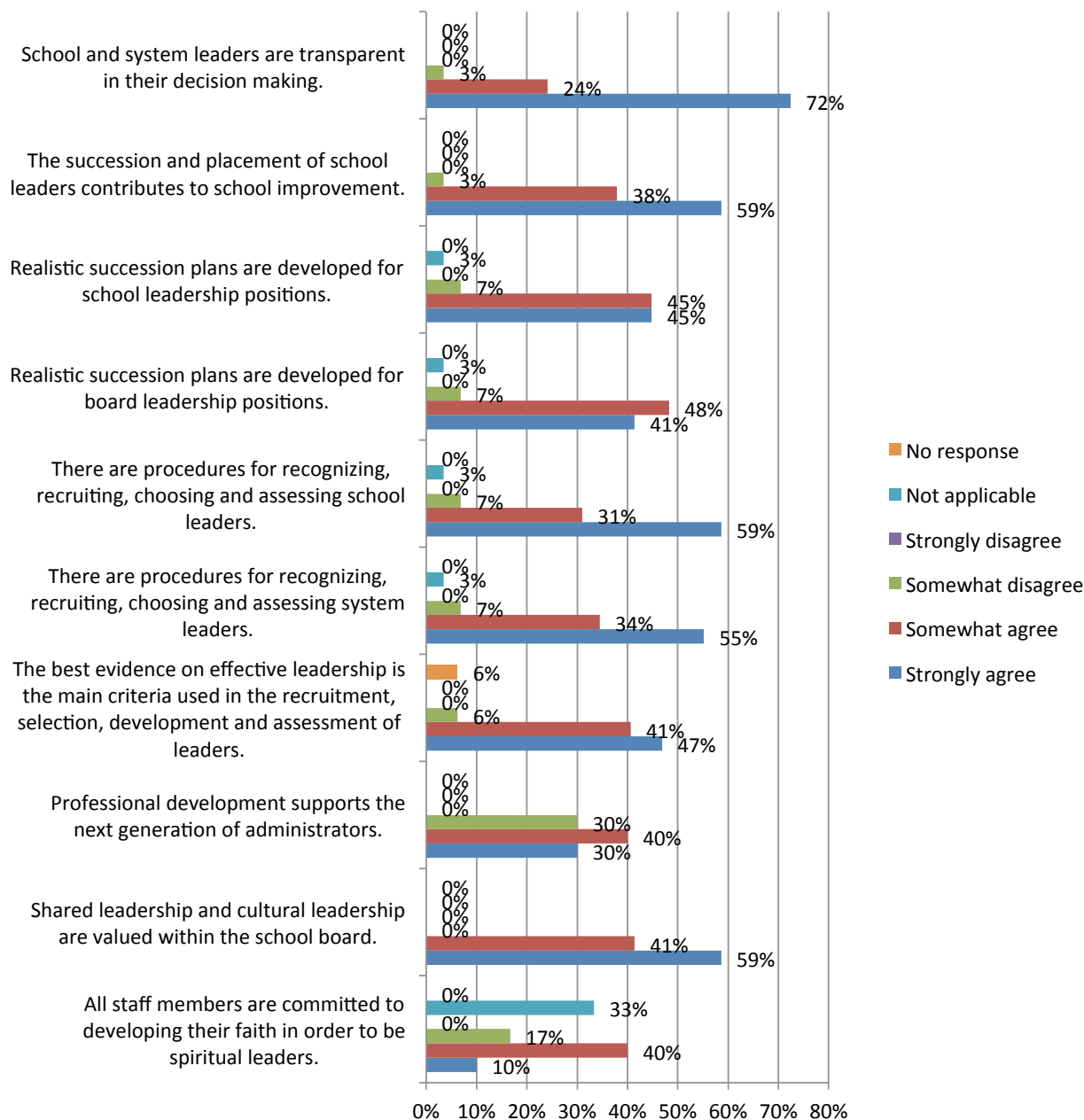
Issues surrounding leadership succession in organizations highlight the need to define recruitment goals based on the accountability and skills required for the future, rather than limiting role descriptions to existing skills. For this reason, succession planning must be adapted to the institution's unique needs (Barber, Whelan and Clark, 2010).

The contemporary challenge of leadership, systemically, is not only to distribute and develop leadership in the organization, but also to articulate it over time. At a time of high demographic turnover in leadership, thinking and looking to the future is an essential aspect of systemic leadership. Unanimously, the authors who have examined succession planning for leadership positions in

Succession planning involves an ongoing process of identifying people who have leadership potential and reflect the diversity of Ontario's Francophone community.

organizations emphasize the need to link recruitment goals to accountability, the skills needed in the future, rather than limit role descriptions to existing skills. Succession planning needs to be tailored to the unique needs of the organization. (Barber, Whelan et Clark, 2010).

School and system leaders are transparent in their decision making.
- 0%
- 0%
- 0%
- 3%
- 24%
- 72%

The succession and placement of school leaders contributes to school improvement.
- 0%
- 0%
- 0%
- 3%
- 38%
- 59%

Realistic succession plans are developed for school leadership positions.
- 0%
- 3%
- 0%
- 7%
- 45%
- 45%

Realistic succession plans are developed for board leadership positions.
- 0%
- 3%
- 0%
- 7%
- 48%
- 41%

There are procedures for recognizing, recruiting, choosing and assessing school leaders.
- 0%
- 3%
- 0%
- 7%
- 31%
- 59%

There are procedures for recognizing, recruiting, choosing and assessing system leaders.
- 0%
- 3%
- 0%
- 7%
- 34%
- 55%

The best evidence on effective leadership is the main criteria used in the recruitment, selection, development and assessment of leaders.
- 6%
- 0%
- 0%
- 6%
- 41%
- 47%

Professional development supports the next generation of administrators.
- 0%
- 0%
- 0%
- 0%
- 30%
- 40%
- 30%

Shared leadership and cultural leadership are valued within the school board.
- 0%
- 0%
- 0%
- 0%
- 41%
- 59%

All staff members are committed to developing their faith in order to be spiritual leaders.
- 0%
- 33%
- 0%
- 17%
- 40%
- 10%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

For system leaders, leadership practices consist of:

✓ **Using the best available evidence about successful leadership practices and skills as a key source when establishing criteria for recruiting, selecting, developing and appraising school and system leaders.**

Succession planning involves an ongoing process of identifying people who have leadership potential and reflect the diversity of Ontario's Francophone community, and assisting them in recognizing and developing that potential. Succession planning should be a meaningful, orderly and innovative process. It is based on data about the current and future needs of the organization, including the particular needs of French-language school districts.

French-language districts have implemented processes to assess and track the skills of their school leaders. In one district, for example, *each superintendent has a family of schools and supervises the principals. So in the context of those meetings, there's an appraisal in the first two years for new principals, and then every five years after that, as per the Ministry's policy.*

In addition to the appraisal process, during regular visits from supervisory officers, *there's a discussion about the performance of everything happening at the school level, with the school principals too. If there are adjustments to be made or support to offer, it's also done in this context. So it's not necessarily an appraisal, but rather coaching for our principals.*

System leaders are also evaluated. *[These appraisals] are necessarily aligned with strategic planning. We give ourselves targets, so we necessarily focus our efforts on them. When the time comes to speak with senior management, we can assure them that we're on the right track and that we're aware of targets in our daily work so as not to lose sight of the ultimate goal . . . and of the targets we set for ourselves.*

Individual meetings between system leaders and the director of education are opportunities to set aside time to examine *what the priorities are, if time is set aside for them, and what changes can be anticipated.*

Preparing for succession is a real challenge, according to one school leader. *During school tours, time should be taken to question school principals on leadership development among the teaching staff. In each school, there's a designated teacher who replaces the principal when they are attending professional learning sessions or when they are outside of the school or absent. But I often have questions about this: "Is this person ready to take their qualifications? Do they want to be principal someday?" It's a challenge to recruit, to put a little emphasis on the fact that teaching or personal development or leadership can be achieved, and we have a Board Leadership Development Strategy (BLDS) too. So it's related to the Ontario Leadership Strategy (OLS).*

✓ **Matching leaders and schools based on the capacities of leaders and the needs of schools.**

Schools are matched mostly based on the fact that *each superintendent knows their schools. They know the profiles, they know the needs of each school, and the superintendents work together, for example, to identify the potential candidates this year with the skills to take on a challenge related to the school's needs … There are all kinds of factors that can come into play . . . the realities are very different from one school to another . . . . So we have to consider that, but our pedagogical experts, our stakeholders, do consider it and collaborate with principals to achieve the targets.*

✓ **Providing aspiring and experienced leaders with many opportunities to develop their leadership capacities.**

One school leader gave a detailed description of the way opportunities to develop leadership capacities are created in their district. *Since the advent of the Board Leadership Development Strategy (BLDS), we have implemented certain specific strategies to work on different components of leadership development for our administrators. So there's an annual professional learning program, a schedule that's shared with our leaders every year . . . . We also try to be of service to our business administrators, because we have people in key positions at the system level who also need professional learning support. So there's an ongoing schedule of annual professional learning opportunities . . . . We also offer an orientation session for our new staff every year, and then we track them throughout the year. Sometimes staff members express a need to participate in certain more in-depth professional learning, so we allow them to participate in external sessions in order meet those needs.*

The first years spent in a leadership position are about learning the trade, as one leader stresses, describing one way of learning: *Ask a lot of questions to your colleagues, those who have experienced the same things, naturally. Don't lose sight of the experience gained by your colleagues, but at the same time, you have to carve your own path, become a leader in a way that fits in with your existing personality.*

Leadership development also occurs through frank discussion. *We speak very openly. The way our organization works is very horizontal, it's not hierarchical. A principal will be very candid. They will say: "I've got a problem here and I don't really know what to do." So we'll say, "Call a department manager," or we'll try to find solutions.*

✓ **Developing realistic succession plans for leaders.**

Districts have implemented succession plans that vary depending on the context and priorities. Each succession plan is developed *in collaboration with the superintendent and Human Resources. This plan is for anyone who wants to assume a vice principal or principal role. There is a series of meetings with discussions and case studies. Many meetings are conducted virtually or through teleconferencing.*

Succession plans notwithstanding; recruiting school and system leaders remains a challenge… Despite having created a pool of future school principals over the years, one system leader finds that their school district struggles to fill senior administrative positions. *People are not interested in taking on that kind of job . . . . So yes, we have work to do; we're working on it now, looking at our succession plan. We created a new pool, but it's hard. In some communities, we have teachers who are not qualified because of all the changes the government has made over the last few years with respect to professional learning, etc. I mean, if we're not able to have people coming into our schools at the outset, people are not going to be interested in principal position, and principals are not going to be interested in superintendent positions, etc.*

It should also be noted that, in some cases, *the majority of teachers who participate in a leadership project don't want to become principals; they would like to be education consultants or coaches, or they would like a leadership position within the school, but it's rare to hear people say "I want to be the principal."*

7.1 Providing Support and Demonstrating Consideration for Individual Staff Members – *School-level Leadership*

For school leaders, leadership practices consist of:

✓ **Recognizing the accomplishments of individual staff members.**

One district offers leadership learning projects to staff. *Teachers are able to develop an idea that will allow them to improve student achievement while working toward their own professional learning. They work as a team with the school and the principal to implement this project.*

As one school leader said, *to encourage leadership in teachers, there's apparently a standard that's more formal, the improvement plan, and there's something more informal, that is, an awareness of what's happening and initiatives that have been taken, and then you intervene, you encourage them to the extent that it's aligned with what's happening at school. You see?*

One school leader noted: *Our professional learning community (PLC) meetings are really important for motivating the whole team. During PLC meetings, I learn and work with the team. We aim for common learning program outcomes for each division, with an objective based on our data so we can work toward a specific goal as a team. So they are accountable to their colleagues . . . . I find that staff is more engaged and motivated to work on the goals set in our school improvement plan.*

Staffing proves to be an important aspect of performance improvement efforts. Ideally, teachers are in appropriate positions and students' needs are met and their interests are served. But some districts face challenges recruiting new teachers. *The Minister of Education even recognized it . . . by saying that there was a shortage of French-speaking teachers in Ontario. Why? There are 12 French language districts that are fighting for the same teachers, but there are also English language districts that are looking for teachers for their immersion programs. But the number of students was reduced in the faculties, and programs were extended to two years; universities suspended their programs when the move was made to a two-year program.*

✓ **Considering staff members' opinions before making decisions that affect their work.**

In order to collaborate, *a relationship of trust must be created with the staff members you work with, a relationship of trust with the students . . . There are people who bring us ideas or initiatives that don't necessarily align with the mandate of the French-language catholic school, or the mandate of the district we work for. It's also our role to ensure that the ideas or changes they bring us are in line with the mandate of a French-language Catholic school and fit in with the student success plan.*

> *System and school leaders base their decisions on a set of values they can easily defend.*

Leaders learn by taking risks sometimes. *[We] have to be flexible. If we see that an initiative isn't going the right way, it's better to admit it. If there are decisions we made that were maybe not the right decisions, we must not be afraid to say that we thought it was the right choice at the time, but it didn't work out well. We can change direction and not be afraid to admit that things aren't going well; we shouldn't be rigid in our thinking and approach.*

✓ **Responding to individual staff members' unique needs and building upon their expertise.**

When working as a team at the leadership level, it is possible to help one another, as a school leader notes. *[We can] lend a hand to reach conclusions that will meet our students' needs. It's important to be a facilitator, because there's someone on your staff that will need a little thank-you, there's someone else who will need support for a longer period of time because they are a little insecure about a situation or a method, or whatever it may be.*

One school leader is very happy to receive suggestions for initiatives from members of the teaching staff. *[We] will certainly take the time to sit down with the person and ensure that what is being proposed aligns well with the school's priorities and brings something positive to the school.*

School leaders help teaching staff to be as effective as possible, to improve and to innovate. *I think that sometimes we have to be facilitators. Given current limits and constraints, as well as the social and structural reality, you have to be there to help staff members out, if the ideas are viable, because most of the time they are.*

School leaders emphasize the importance of having a good knowledge of their staff and of their strengths and weaknesses, in order to be able to give them leadership opportunities. *There are always teachers with potential, but they might be shyer, or they don't really want to take up space. These opportunities allow them to grow in leadership situations.*

✓ **Treating individuals and groups among staff equitably.**

Based on professional improvement plans and their own observations, one school leader encourages teachers with particular strengths. *Sometimes I suggest, for example, that they be a designated teacher or something like that. Then I also suggest that they pursue further studies. If I can see them eventually becoming the principal, for example, I suggest they work toward that. So, there's the professional improvement plan, where the teacher is and where they want to go, but there are also teaching observations. Then, of course, there are all the projects, but professionally, I also look at teachers' strengths.*

The need to value efforts should be considered when it comes to equitable treatment of staff. *I think it's about valuing what each person brings to the table. And "equitable" doesn't mean "equal," so there might be differences in your expectations of people, depending on their role, but that doesn't mean in the end that it's not fair, and that people won't be happy with that.*

Learning and leadership opportunities can be distributed among the staff in an equitable way by ensuring the same players aren't always chosen. So, yes, you have to get to know the players, but you also need to ensure that everyone has the opportunity to participate in professional learning opportunities, receive coaching or demonstrate their leadership.

While maintaining equity in the *school, leaders need to be able to have courageous conversations when a member of the teaching staff is unable to continue in their leader role. If the team is solid enough, it can be easily transferred to someone else . . . . So you have to ensure a good distribution and ensure a succession…*

VIII. Personal Leadership Resources

Goleman (2000) believed that the qualities traditionally associated with successful leadership, such as intelligence, strength, resolve and vision, are necessary but insufficient. There are many personality traits or personal characteristics associated with leaders and leadership. In addition to the practices found to be effective for most schools, systems and leaders in most contexts, the *Ontario Leadership Framework*

(OLF) includes some important personal leadership resources that leaders can draw on to enact effective leadership practices. The OLF identified the resources for which there is compelling empirical evidence indicating they are instrumental to leadership success. These personal resources fall into three categories: cognitive, social and psychological. It should be noted that systems thinking is reflected in decision-making.

Cognitive Resources

Cognitive resources include both the capacity for problem solving and systems thinking, and the role-specific knowledge required to use those abilities effectively. The *Ontario Leadership Framework* (OLF) presents two categories of

cognitive resources: problem-solving expertise and knowledge of effective school and classroom practices that directly affect student learning.
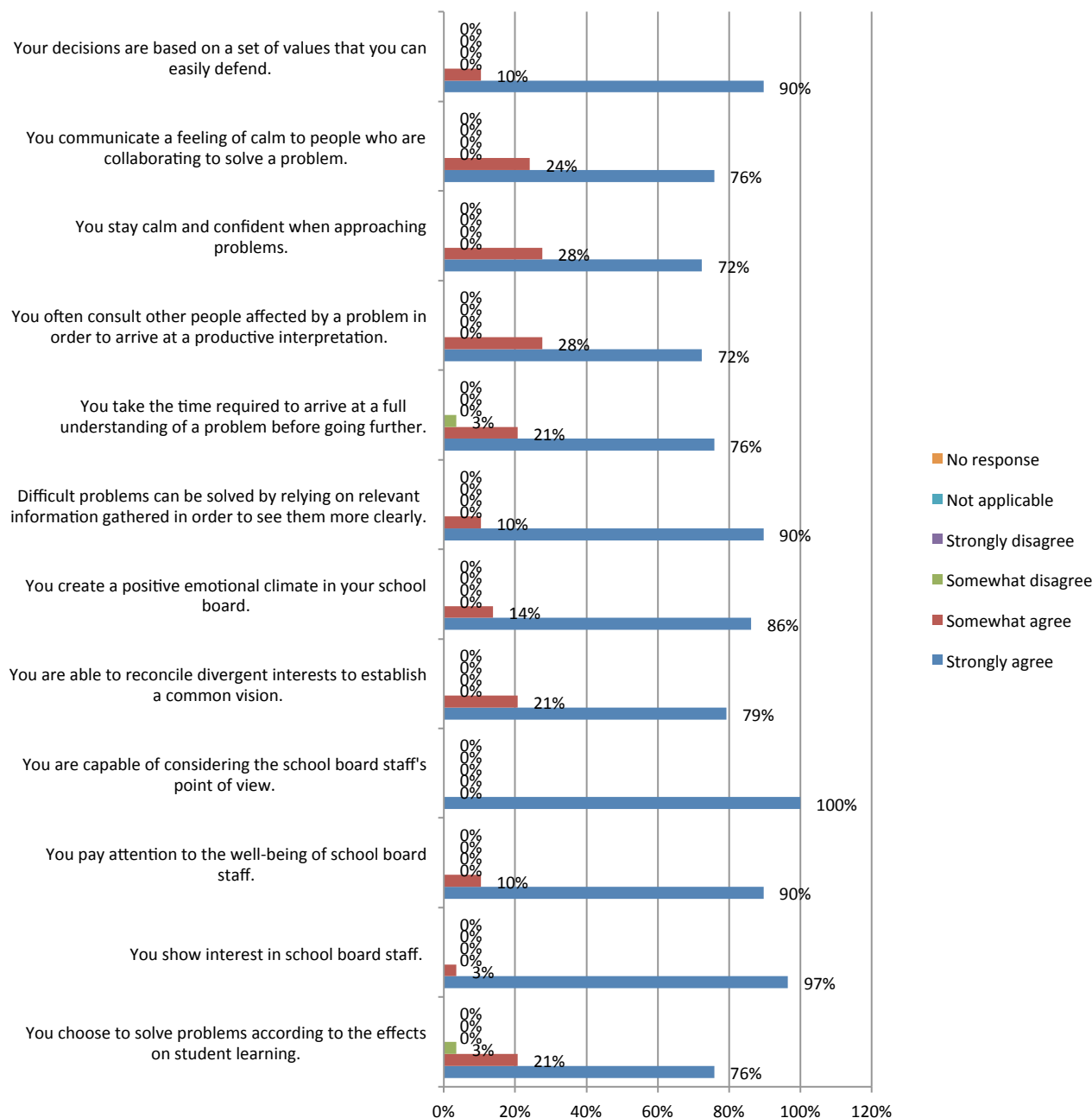
Leaders consider difficult problems to be manageable if considered carefully, and they rely on the collection of relevant information, rather than assumptions, to help them clarify the problem. Leaders are typically willing to spend whatever time it takes to arrive at a clear and comprehensive interpretation of the problem before going further. They often involve others with a stake in the problem in order to arrive at a productive and defensible interpretation.

A comment from one system leader clarifies the operationalizing of personal leadership resources. *We know that we have to pay more attention to the development of personal leadership resources of our administrators, because right now they see the more technical side of the Ontario Leadership Framework (OLF), but the leadership committee works on the slightly more personal aspect of personal leadership resources in the OLF, which has a significant effect on the environment too.*

Your decisions are based on a set of values that you can easily defend.
- 0%
- 0%
- 0%
- 1%
- 12%
- 87%

You communicate a feeling of calm to people who are collaborating to solve a problem.
- 0%
- 0%
- 0%
- 1%
- 17%
- 83%

You stay calm and confident when approaching problems.
- 0%
- 0%
- 0%
- 1%
- 22%
- 77%

You often consult other people affected by a problem in order to arrive at a productive interpretation.
- 0%
- 0%
- 0%
- 2%
- 18%
- 79%

You take the time required to arrive at a full understanding of a problem before going further.
- 0%
- 0%
- 0%
- 2%
- 21%
- 76%

Difficult problems can be solved by relying on relevant information gathered in order to see them more clearly.
- 0%
- 0%
- 0%
- 1%
- 17%
- 83%

Difficult problems can be solved by taking the time to think and see them more clearly.
- 0%
- 0%
- 1%
- 1%
- 16%
- 83%

You choose to solve problems according to the effects on student learning.
- 0%
- 0%
- 0%
- 2%
- 18%
- 80%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

When dealing with a problem, a leader considers the consequences it will have on student learning. *Our goal is to have students learning, so when we find a solution to a problem, whatever it is, we look at what will have the biggest impact on student learning. It's one of the important factors in making a decision. At my school, we changed the lunch hour because my students take the city bus, and with the previous lunch hour, they weren't doing anything after they finished eating because they were waiting for their bus. So we just pushed back our lunch hour, and this way, they work longer and they don't realize it. That time isn't wasted now, and so they learn more. But the idea of changing the lunch hour was made so that they would work longer and improve their outcomes. It's just an example, but . . .*

School and system leaders have confidence in their ability to find ways to reach their goals and are optimistic that their initiatives will produce positive results.

Expert leaders usually identify relatively few challenges to their problem solving, are quick to find ways of dealing with those challenges and almost never consider a challenge to be an insurmountable obstacle to moving forward. Here are the thoughts of one school leader: *I find it helpful to not take anything personally. So when a staff member or parent shows up in my office angry and using colourful language, I don't take it personally. That belongs to them; it's their emotion. They're going through something. I'll listen to them and try to calm them down so that we can then work together. They're not angry with me, they're angry about the situation. It's about making that distinction.*

Knowledge of effective school and classroom practices that directly affect student learning

The *Ontario Leadership Framework* (OLF) has demonstrated that school leaders' influence on student learning is largely indirect (a well-documented assumption of the OLF), and leaders should have knowledge of school and classroom conditions that have significant effects on students ("learning conditions") and on which they can have an influence.
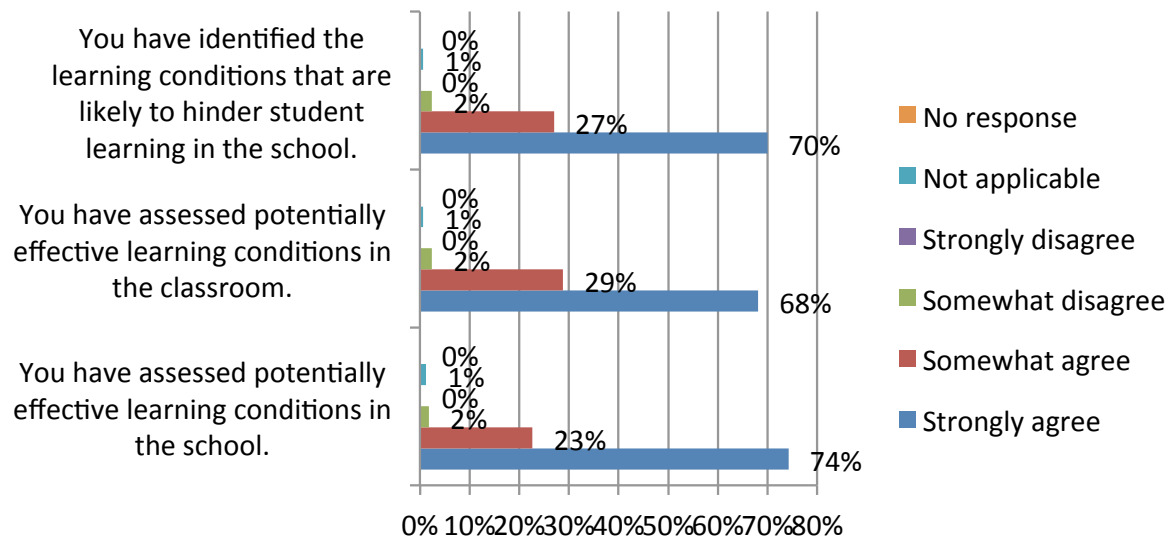
System Leaders
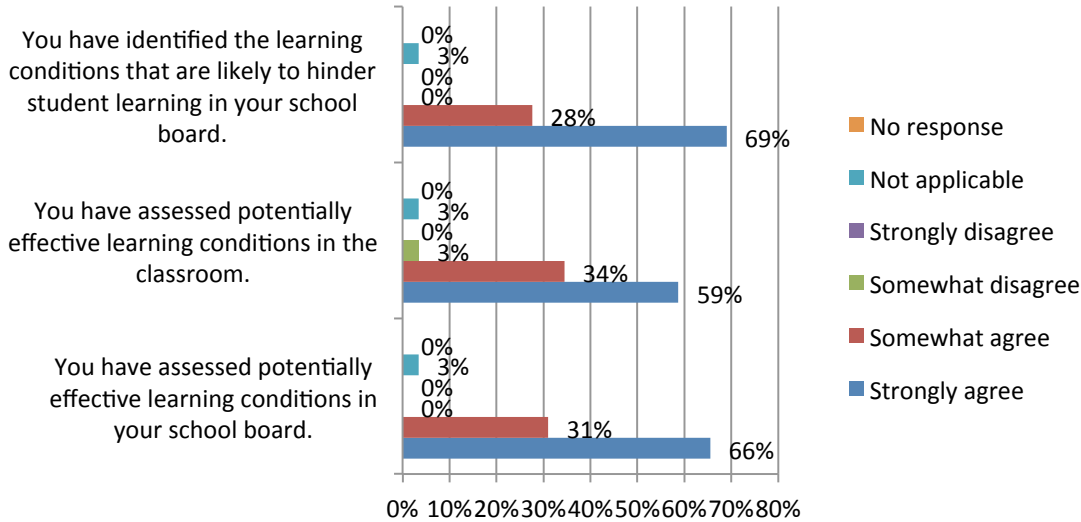
According to one system leader, *there are indicators— elements of accountability—that we want to seek out to see if the implementation of the educational strategy in the school is having an impact and if we are approaching the goal . . . . The school principal will monitor the implementation of instructional*

practices through classroom observation visits. As effective leaders, we support school principals in planning the monitoring, and then, a bit like with modelling, we don't tell them how, we go through the process with them and then they have to go through the process again, getting the teaching staff involved . . .

You have identified the learning conditions that are likely to hinder student learning in the school.
- 0%
- 1%
- 0%
- 2%
- 27%
- 70%

You have assessed potentially effective learning conditions in the classroom.
- 0%
- 1%
- 0%
- 2%
- 29%
- 68%

You have assessed potentially effective learning conditions in the school.
- 0%
- 1%
- 0%
- 2%
- 23%
- 74%

0% 10% 20% 30% 40% 50% 60% 70% 80%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
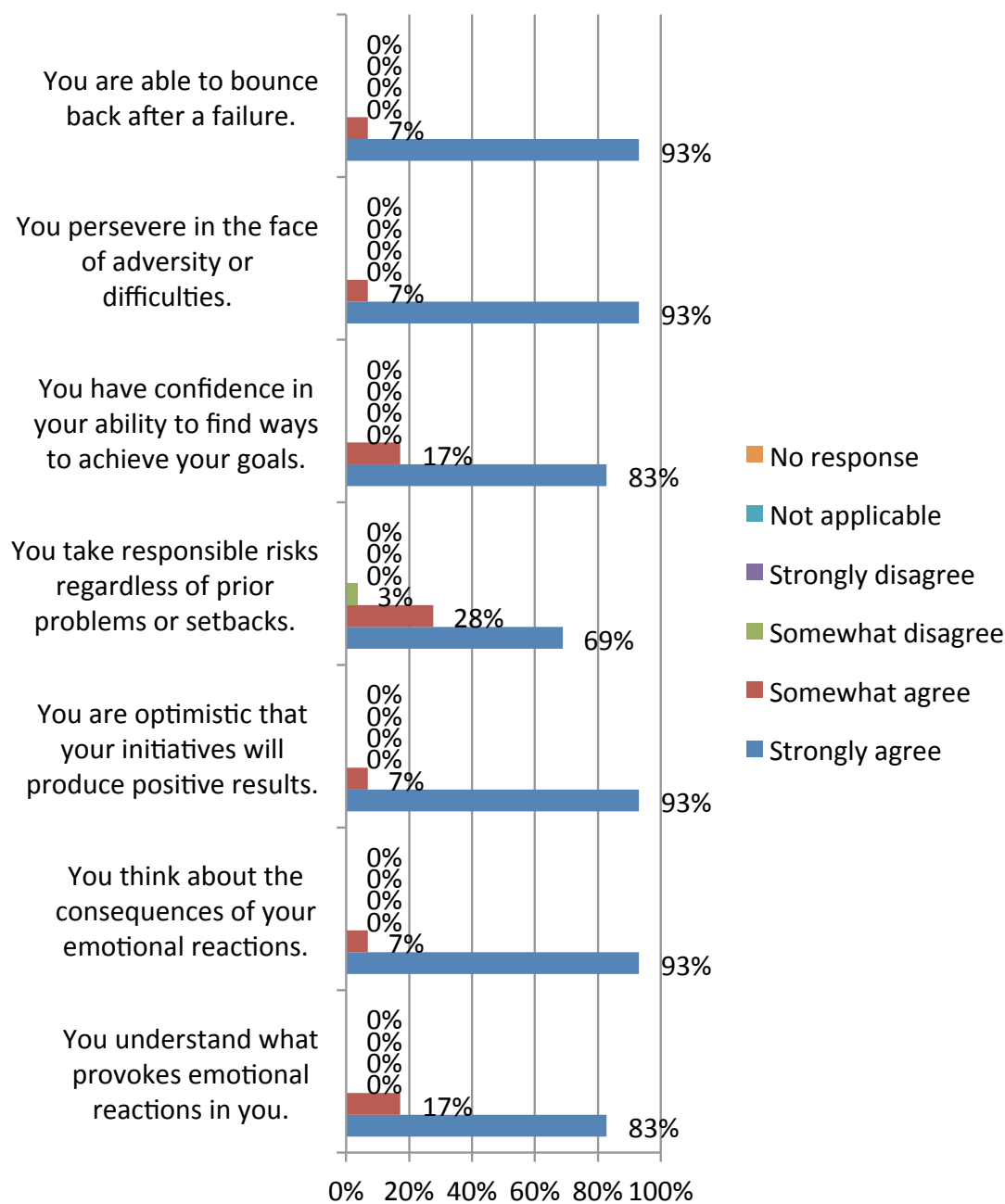- Somewhat agree
- Strongly agree

Leaders create appropriate learning conditions for students by relying on the entire school staff. *Because the way we treat each person, regardless of the role they play in the school, they all have an important role. I'm not just talking about the teaching staff; we can talk about secretarial staff, our custodians, our technician, our library technicians, and so on. When we treat everyone with respect and allow them to have a voice and make a contribution to the school, we ensure their commitment, we ensure they have their chance to bring their best and make a contribution to school life, to a positive environment, and so on.*
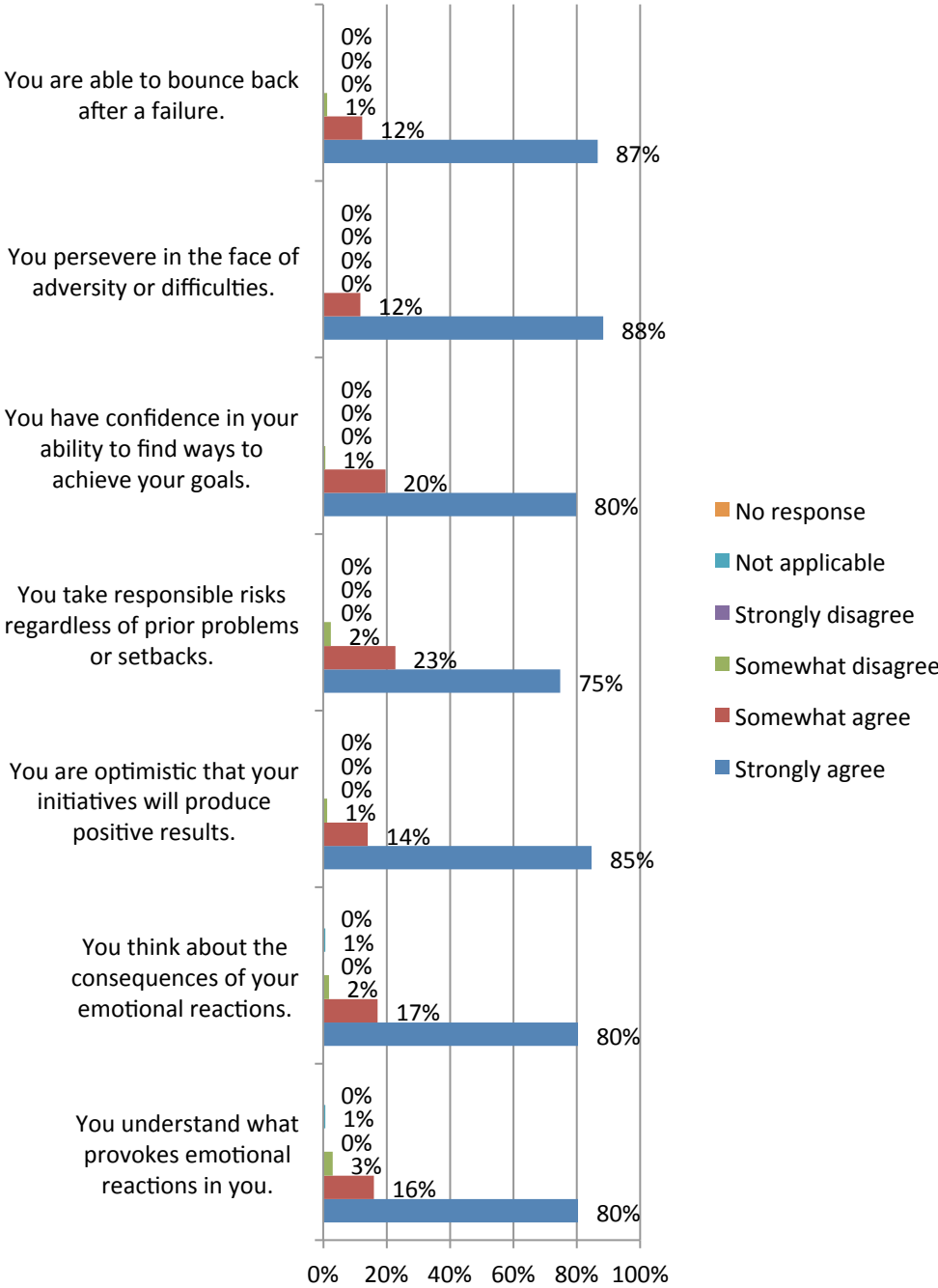
Psychological Resources

As the challenges facing leaders become more and more complex, there is an increasing drain on their psychological resources. Well-developed psychological resources allow leaders to cope productively in the face of complex situations without giving up, experiencing excessive strain or becoming burnt out. That is why the *Ontario Leadership Framework* (OLF) identified the following three psychological resources: optimism, self-efficacy and resilience.

You are able to bounce back after a failure.
- 0%
- 0%
- 0%
- 0%
- 7%
- 93%

You persevere in the face of adversity or difficulties.
- 0%
- 0%
- 0%
- 0%
- 7%
- 93%

You have confidence in your ability to find ways to achieve your goals.
- 0%
- 0%
- 0%
- 0%
- 17%
- 83%

You take responsible risks regardless of prior problems or setbacks.
- 0%
- 0%
- 0%
- 3%
- 28%
- 69%

You are optimistic that your initiatives will produce positive results.
- 0%
- 0%
- 0%
- 0%
- 7%
- 93%

You think about the consequences of your emotional reactions.
- 0%
- 0%
- 0%
- 0%
- 7%
- 93%

You understand what provokes emotional reactions in you.
- 0%
- 0%
- 0%
- 0%
- 17%
- 83%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

0% 20% 40% 60% 80% 100%

You are able to bounce back after a failure.
0%
0%
0%
1%
12%
87%

You persevere in the face of adversity or difficulties.
0%
0%
0%
0%
12%
88%

You have confidence in your ability to find ways to achieve your goals.
0%
0%
0%
1%
20%
80%

You take responsible risks regardless of prior problems or setbacks.
0%
0%
0%
2%
23%
75%

You are optimistic that your initiatives will produce positive results.
0%
0%
0%
1%
14%
85%

You think about the consequences of your emotional reactions.
0%
1%
0%
2%
17%
80%

You understand what provokes emotional reactions in you.
0%
1%
0%
3%
16%
80%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

0% 20% 40% 60% 80% 100%

One school leader expressed the following thoughts: *If I experience a failure, in the moment I'm very angry and very frustrated. It can take time. You have to take a step back and reflect, because with a failure, there are possibly things that you did, things that you didn't do very well. So I think you have to take a step back, reflect and make sure it will go better next time, and possibly talk to other people too to help you. That's how I see it.*

Another school leader described how they cope with failure. *[I] try to analyze the situation, study what happened and find the exact source of the failure. What could be done differently the next time? What could I do to succeed rather than fail? It is also an opportunity to show that sometimes, even in our roles, we can make mistakes, analyze our mistakes, look at the whole issue to find solutions together and see that sometimes leadership is not independent work, but teamwork.*

Social Resources

Leithwood and Beaty (2008) contend that leaders must have social resources that allow them to face up to the inevitable emotional discomfort involved in asking teaching staff to participate in a collaborative process to improve their teaching practices. Social resources encompass the leader's ability to understand the feelings, thoughts and behaviours of persons, including themselves, in interpersonal situations and to act appropriately on that understanding. The three sets of social resources in the *Ontario Leadership Framework* (OLF) are the ability to perceive emotions, the ability to manage emotions and the ability to act productively in response to one's own emotions and those of others. These social resources certainly contribute to the creation of a positive emotional environment in schools.
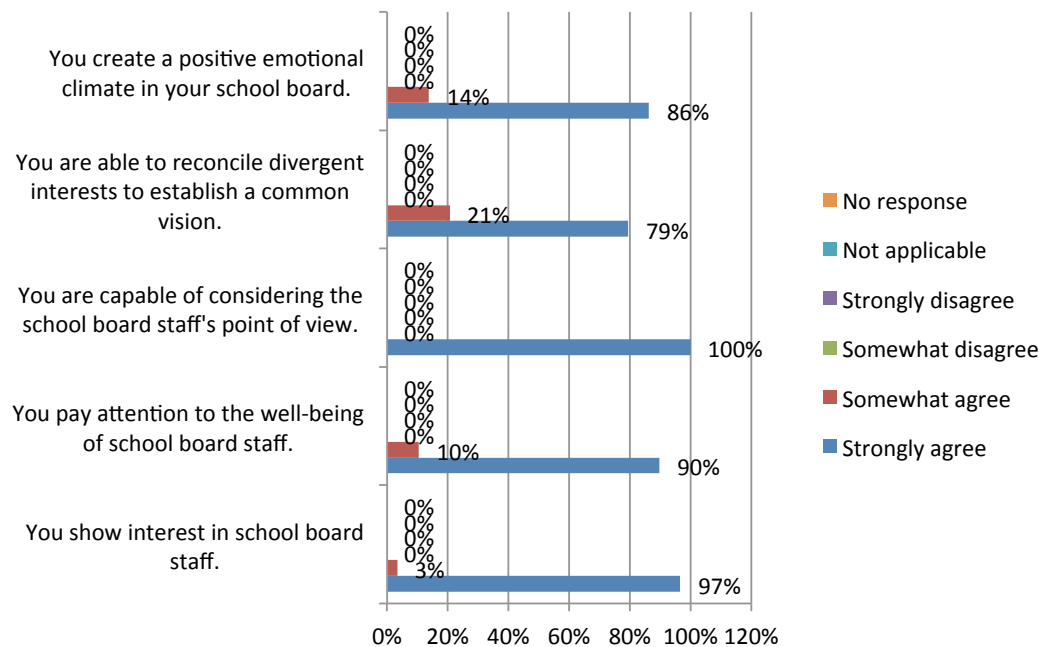
System Leaders
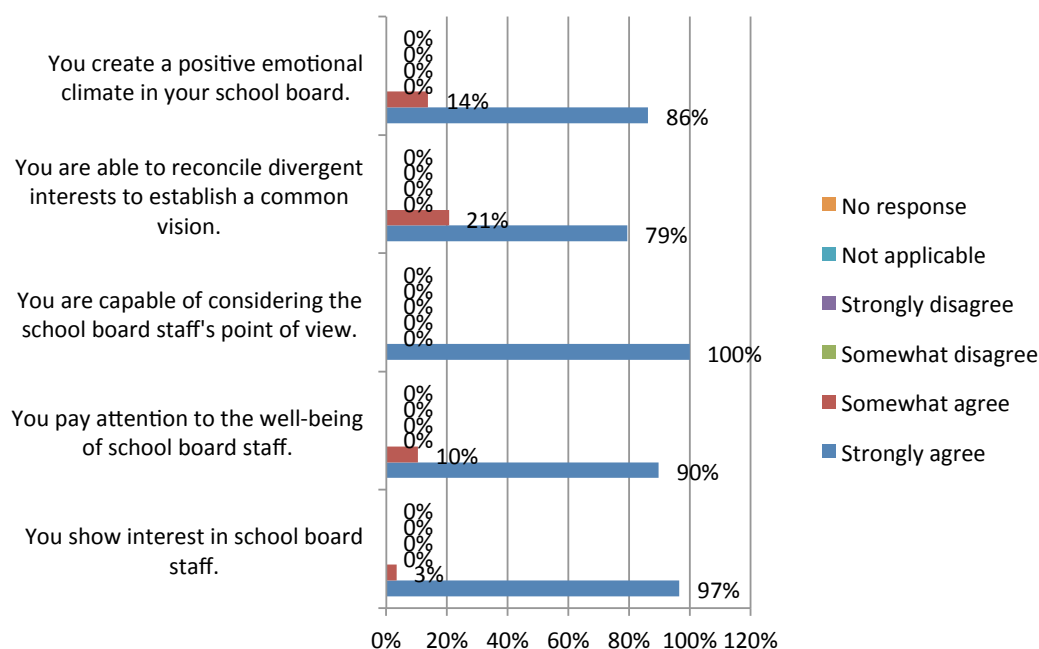
One school leader thinks that it is important *to make room for leadership by staff and to welcome the initiatives they bring up when they come to see us . . . to respond favourably and to make room . 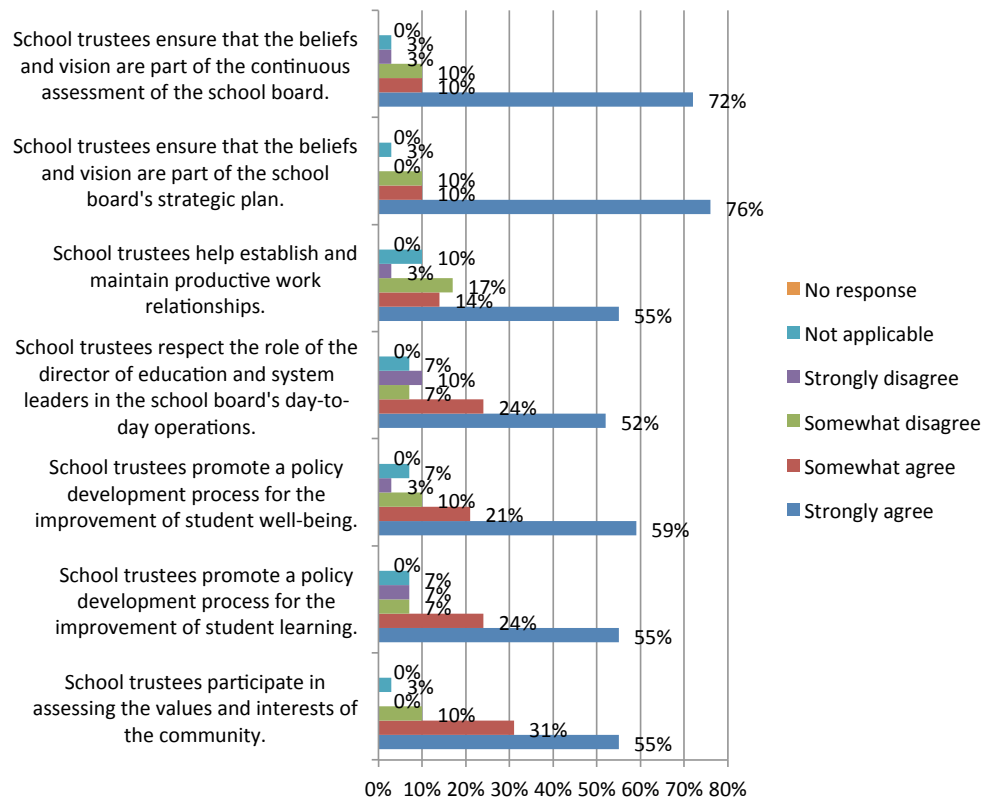. . . So the point of departure for me is to determine* *what kind of leader I am, and to see if I'm making room for others to show leadership. A collaborative style of leadership will be more open and more conducive to making room for others to get involved.*

You create a positive emotional climate in your school board.
0%
0%
0%
0%
14%
86%

You are able to reconcile divergent interests to establish a common vision.
0%
0%
0%
0%
21%
79%

You are capable of considering the school board staff's point of view.
0%
0%
0%
0%
100%

You pay attention to the well-being of school board staff.
0%
0%
0%
0%
10%
90%

You show interest in school board staff.
0%
0%
0%
0%
3%
97%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

IX. Advocate for and Support a Policy Governance Approach of Trustee Practices – *System-level Leadership*

System Leaders

School trustees ensure that the beliefs and vision are part of the continuous assessment of the school board.
0%
3%
3%
10%
10%
72%

School trustees ensure that the beliefs and vision are part of the school board's strategic plan.
0%
3%
0%
10%
10%
76%

School trustees help establish and maintain productive work relationships.
0%
10%
3%
17%
14%
55%

School trustees respect the role of the director of education and system leaders in the school board's day-to-day operations.
0%
7%
10%
7%
24%
52%

School trustees promote a policy development process for the improvement of student well-being.
0%
7%
3%
10%
21%
59%

School trustees promote a policy development process for the improvement of student learning.
0%
7%
7%
7%
24%
55%

School trustees participate in assessing the values and interests of the community.
0%
3%
0%
10%
31%
55%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

For system leaders, leadership practices consist of:

✓ **Encouraging trustees to focus on the strategic direction and achieving the district's goals and priorities (policy governance model of trustee practice).**

Trustees participate in the development of the strategic plan. According to one system leader, *the trustees are responsible for the strategic plan. Most of the work is done by the senior administrative team and the executive director, who provides information so that the trustees can make and adopt decisions. Their decision is very important. It's their job to give strategic directions to the senior administrative team and the executive director. Trustees are accountable to their voters. The role of system leaders is to operationalize the strategic directions and collaborate with trustees.*

Trustees are involved in the organization of the district. According to one system leader, they are consulted in particular on areas in which the school district would like to innovate. *They gave us all their ideas, and then we took them, we went to the table, we consulted everyone, we brought them a product, and they approved it.*
Consultation is not limited to formal meetings. We are often active via text message and email. *We send a draft of the agenda two weeks in advance for validation. So we get them involved in community activities . . . They ensure outreach for the district. It's a lot of effort. . . It's important to keep them active in their communities.*

✓ **Encouraging participation of the elected board in setting broad goals for fulfilling its responsibilities with regard to setting and monitoring policies.**

The role of elected school district members must be well defined. For this reason, one district hosts an orientation session to explain their role. *Their role isn't to manage operations and the day-to-day, it's to ensure the plan is implemented and that governance is results-oriented. As we said, members practice a model of governance that's focused on the organization's results. So they see that what they're doing is monitoring. They assess the executive director, obviously, on the achievement of goals.*

There must be trust between the senior administrative team and trustees. *It's very important to have that trust, especially with the files we have to handle . . . So with all the reports we present to the trustees, we make connections with their responsibilities or the strategic planning, which in itself becomes their responsibility. We have a good bond; both sides are listening.*

✓ **Regularly reporting progress to the trustees.**

Trustees participate in various district statutory committees and are kept informed about what is happening in the system. *So what we do is we have a group of trustees who sit on an educational strategy committee . . . We need to give them a forum to talk about educational strategy, so we bring them into the educational strategy. In addition, at each monthly meeting, in the open meeting, we have a presentation on an initiative, something happening within the district. We try to feed them information as we go, so they can be aware and know what's going on. That way, when they're out in the community representing us, at least they're prepared and able to speak about us. And when the time comes to make decisions about the strategic plan, well, we'll have fed them information and they'll understand what we're trying to do.*

X. Nurture Productive Working Relationships with Staff and Stakeholders – *System-level Leadership*

Transformational leaders consider the ability to maintain good working relationships to be fundamental for leaders in almost all organizational contexts. This skill is important within organizations like districts and schools, where interpersonal relationships are very intense. School leaders must interact with system stakeholders, but they also have more intense interactions with students and parents, often under emotionally charged circumstances. System leaders must collaborate in a more profound way with all district stakeholders—parents, local community groups, trustees, Ministry of Education representatives and union members. Being an effective leader in such contexts entails discerning the expectations of others, appreciating their points of view and finding common ground among competing interests to achieve their common goal, the success of all students.

For system leaders, leadership practices consist of:

✓   **Adopting a service orientation toward schools.**

A service orientation includes communicating with schools and their environment. As one system leader noted, *by touring the schools, I'm able to meet people in their communities, whether it's just for a coffee or a school visit. That way, they can see that I'm approachable and open to their questions.*

Community officers build relationships between schools spread out over a large area and community agencies. *It's for welcoming newcomers. We have relationships with health care services too . . . . We have many partners . . . . We're trying to expose our young people to the fact that they'll become citizens one day, and we also want them to stay active in the community.*

Services are offered within districts that have schools spread out over a large area. One district has its main office located more or less in the middle of the territory. *We also maintain three offices and we have staff allocated to these offices . . . . It's important for the district to be seen in the communities.*
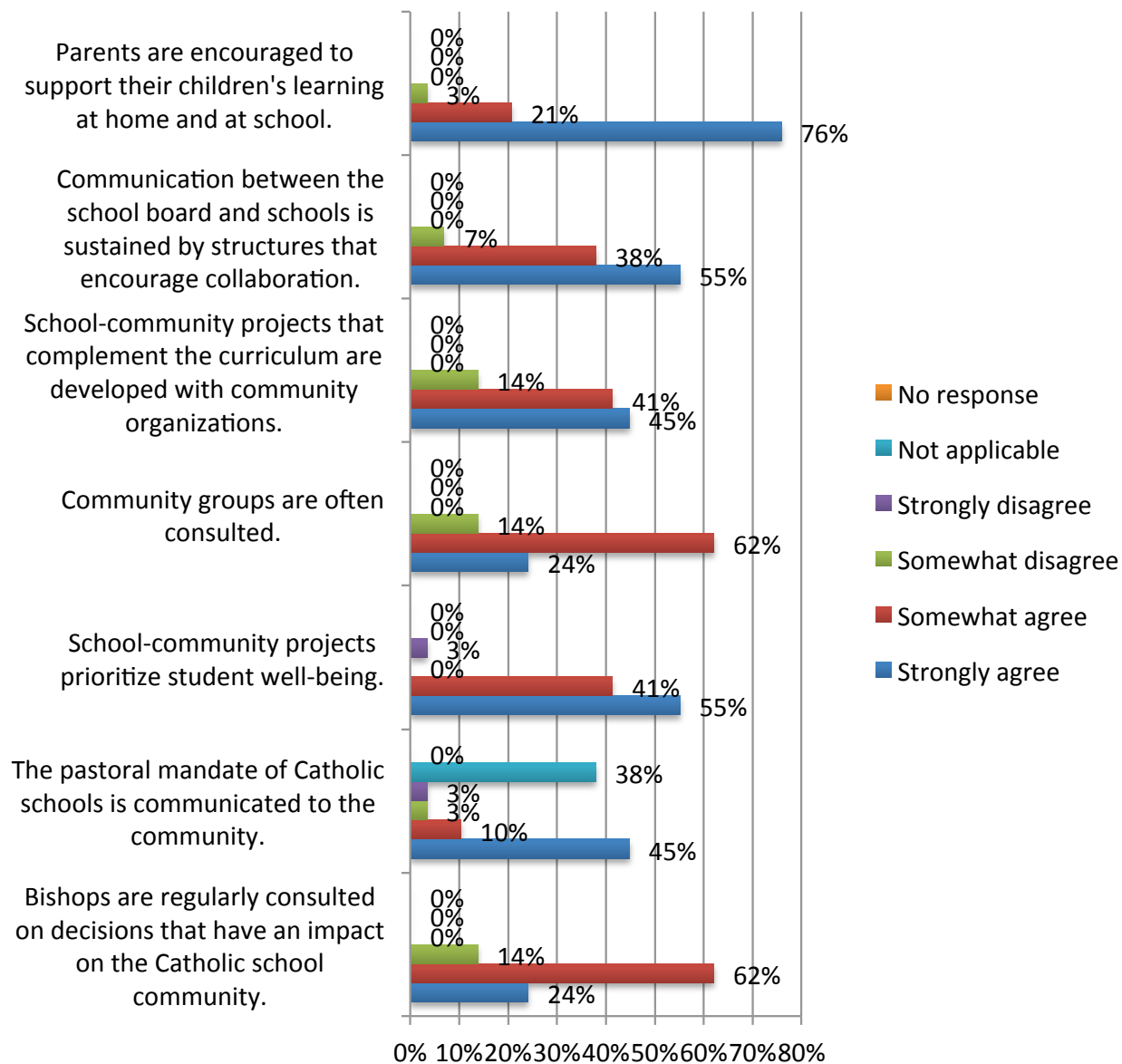
One system leader said: *As a catholic district, we have a set of themes. So every year, we have a pastoral theme that guides us throughout the school year, and we have monthly activities for staff in relation to this pastoral theme, which identifies us and demonstrates that we are welcoming and at the service of our people.*

✓   **Developing communication systems and processes for the district to keep all members informed.**

Surveys are often used to learn the opinions of staff. *[In addition to]* the quantitative aspect that we can measure to give ourselves a good baseline regarding where we are and what improvement strategies we need to work on, we also look at the level of hospitality in our schools, among other things . . . . As leaders, we have to pay attention to what is being discussed, what people are chatting about, so that we can sometimes be more proactive, rather than waiting until a situation requires a more formal intervention.*

One district has a *corporate relationships department that establishes a communications strategy. There are also annual reports that are also submitted to trustees documenting the goals that have been achieved and the progress that has been made.*

Parents are encouraged to support their children's learning at home and at school.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 21%
- Strongly agree: 76%

Communication between the school board and schools is sustained by structures that encourage collaboration.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 7%
- Somewhat agree: 38%
- Strongly agree: 55%

School-community projects that complement the curriculum are developed with community organizations.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 14%
- Somewhat agree: 41%
- Strongly agree: 45%

Community groups are often consulted.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 14%
- Somewhat agree: 62%
- Strongly agree: 24%

School-community projects prioritize student well-being.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 3%
- Somewhat disagree: 0%
- Somewhat agree: 41%
- Strongly agree: 55%

The pastoral mandate of Catholic schools is communicated to the community.
- No response: 0%
- Not applicable: 38%
- Strongly disagree: 3%
- Somewhat disagree: 3%
- Somewhat agree: 10%
- Strongly agree: 45%

Bishops are regularly consulted on decisions that have an impact on the Catholic school community.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 14%
- Somewhat agree: 62%
- Strongly agree: 24%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

0% 10% 20% 30% 40% 50% 60% 70% 80%

✓ **Creating structures and norms to facilitate reciprocal forms of communication in order to create deeply interconnected networks of school and system leaders working together on achieving the district's goals.**

The implementation of strategic planning involves structures with committees and subcommittees, with categories of employees from all levels. *From administration to school staff to people working in different school departments, we're always really trying to create a good work environment for our employees. These kinds of structures allow for in depth analyses. Many, many things are considered in all our plans, in order to take an in-depth look at the decisions we make concerning school programs and capital projects . . . .*

Communication is important for creating relationships in order to offer the best possible services. *Regardless of what we say or do, we try to find every possible means of communication that we can use to communicate with people, including technology, letters or our bulletin board outside. We also go into the regions. We use videoconferencing a lot . . . . We use everything we can to ensure good communication, both within our district and with people outside.*

One system leader described friendly conversations with their district's partners: *I think it's thanks to technology; we use technology both to support our students' learning and for communicating with our partners, who aren't necessarily at the head office. We take advantage of technology to reach them and to reach our parents in every possible way, whether by telephone calls, Synervoice, emails, or the Facebook pages of the different schools of our head office.*

Local community groups

✓ **Encouraging staff to participate directly in community groups.**

Partnerships with community groups are created through concrete actions. We have created partnerships with the community . . . . *Then, when we have our principal networks, we create a connection with school principals, and this leads to a connection with teachers. So we have created these partnerships, which I think is a good thing, because we rely heavily on this data, and students have the opportunity to have enriching experiences too. So we have the group of principals that do it, and after that, we have the principals that do it with their teams once a month too. It's about overall well-being.*

✓ **Demonstrating the importance the district attaches to its community connections, the Francophone community in particular.**

One system leader emphasized the importance of getting to know the community. *The school reflects the community in which it operates. It's important to know what the people of X community are experiencing. What is the poverty rate, the unemployment rate, and the alcoholism rate?*

Considering the particularities of communities is also important. *Within the same city, there are often very different communities; we have to keep that in mind when we are working with these students and communities.*

In a Catholic school district community, there are many opportunities for sharing celebrations. *Whether it's the Eucharist or even a celebration of the Liturgy of the Word . . . we have a whole region that's part of a network, and all the elementary school students come together at church to celebrate the end of the year . . . .*

Recognition days for staff and partners are special times to value those who work for the district. *Everyone has his or her day. Our partners, too . . . . Our school bus drivers have their day, our parish priests have their day, our patrollers—they're not necessarily our employees, but we have a special day for them—as well as our volunteers.*

Parents

✓ **Holding schools accountable for developing productive working relationships with parents.**

System leaders often *participate in school councils, to keep in contact with parents. They make sure to consult parents and keep them informed. For example, if there is a change in the principal position; for example, if a principal takes sick leave, we send a letter home. . . . Whenever there is a question of negotiating work contracts . . . we always send regular communications . . . .*

> *The practices of school leaders are associated with French-language community schools that are there to serve their students and parents.*

Participation is a key element in developing relationships with parents. *One district established a parent participation committee at the system level. [This committee] is very involved. We try to not only communicate with them, but also to engage them in creating an active school community and inviting them to participate in school activities such as barbeques or picnics . . . especially by hosting celebrations in our schools that highlight the talents of our students. Therefore, parents, community members, school staff can come together to celebrate the successes of students and applaud the beautiful work students produce for the community and the school.*

The Ministry of Education

System leaders collaborate with the Ministry of Education to achieve provincial goals and directions. They cite the Ministry's contribution to professional learning and support for different initiatives.

One system leader summarizes the situation this way: *there's certainly good communication with the French-Language Teaching, Learning and Achievement Division but people forget what it's like on the ground, and French language services clearly need to be revisited at the Ministry level . . . one of the greatest challenges is . . . equity of services for Francophones at the Ministry level . . . and rethinking what French-language education could look like without always comparing it to the English-language system, having to follow what they are doing for English-language education and having to do the same thing at the same time in the same way. There's certainly a major challenge arising right now, and that will continue to present itself at the Francophone leadership level within the Ministry.*

10.1 Implementing the Values and Practices of the French-language School – *School-level Leadership*

Interactions between teaching staff, students and parents take place in an environment of mutual respect and are conducive to maintaining the Francophone environment.

A school should be a gathering place for families and communities. By coming together, they create a partnership, ensuring that each student receives the best education. There are many reasons for developing school, family and community partnerships, but the main reason is to help all students succeed at school and in life. When parents, teachers and

community members view one another as education partners, a caring community forms around students and begins its work (Epstein and Salinas, 2004).

For school leaders, leadership practices consist of:

✓ **Being easily accessible to school staff, students and parents.**

One school leader who is very visible in their school described their accessibility and their excellent relationship with parents. *Of course, there are challenges sometimes. For just that reason, you have to keep the door open and keep an objective perspective on the situation. The main thing is recognizing children's needs. So, for me, my door is open, and I'm very available to parents. I think that it's very important that they know that we're at school, and of course, I ask teachers to ensure good communication with parents.*

✓ **Having frequent, meaningful interactions with teachers, students and parents in order to further the goals of the school.**

School leaders exemplify, through their actions, the school's core values and its desired practices. One school leader sees their school this way: *[We are], above all, a community school. The doors are wide open at any time for partnerships, for visits, for many things.*

Regional media keep parents informed, and in some locations, there is a close relationship between the school and the community. *You could be at the grocery store, the gas station, you can go anywhere in the community, especially in mine, where it's smaller, you're always communicating with them, whether it's about school, academic achievement, activities, etc.*

A close relationship has its advantages, but it also has its challenges, especially in a small community that is mostly French speaking. *[Sometimes] everyone is related to everyone, so with community involvement, if we do it right, it works and it's fun. But sometimes, it's the opposite; there are too many people in the school.*

✓ **Building trusting relationships with and between staff, students and parents.**

School leaders and teaching staff put a lot of effort into collaborating with parents. *We create . . . initiatives to bring them to school . . . so that they can be in the classroom. We also had the community café on Saturdays to invite parents to school . . . . I think that even if we use different strategies, it's very hard to have our community with us at school. It's always the same parents that come. It's good that they're there, but we should see how we can further educate our parents . . . to understand the education system and their place within it . . . . There's still a long way to go.*

Teamwork is important when it comes to ensuring collaboration between school and the home. *What we say at the beginning of the school year is that, when it comes to school and home, it's really about teamwork. We work together, that's very important. Everyone needs to understand that, both the school and the parents.*

✓ **Acting in ways that consistently reflect the school's core values and priorities in order to establish trust.**

Management practice in the area of education is above all based on profound human respect. Each decision has an effect on the life of school staff members and instructional practices. School leaders show instructional leadership when they succeed in developing the social and academic capital of students and the intellectual and professional capital of teaching staff. This kind of investment in the development of potential is aimed at achieving a success-based academic culture (Campbell, Gold and Lunt, 2003).

To promote the school, a school leader should be a model of responsibility, integrity and skill in their tasks. They create traditions, like open houses. *All our clubs and extracurricular activities were there for the parents' visits . . . . It's like a party. People come to the school. It's a bit like a cultural centre. People feel good at school.*

✓ **Demonstrating respect for staff, students and parents by listening to their ideas and genuinely considering their value.**

Several studies indicate that the success of a school is based in part on the principal's leadership, particularly with respect to the school's environment, the professional learning of teachers and collaboration with parents. The direct support of parents leads to academic success and fewer students dropping out of school (Epstein and Salinas, 2004). Schools therefore have an interest in working with parents to help them understand academic learning. The support of parents depends in large part on the quality of their relationship with the school. Parents should be part of the Francophone environment in order to support their children (Duchesne and Berger, 2004).

Interactions between teaching staff, students and parents take place in an environment of mutual respect. *[Parents] are always welcome. They participate in different activities that take place in the school community; they're very open. Naturally, we have discussions with our school council, which represents the parents' leadership, but I mean, any parent who wants to participate in an activity will be welcomed with open arms.*

Parents are taken very seriously. *Well, for us, in secondary school, we definitely organize a lot of activities, and what we often hear from parents is that their children don't necessarily want to see them at school. So in terms of relationships, I think that for us, at school, it's going very well in that respect. We give them that space*

. . . . Our door is open, and we allow them to express themselves. Parental commitment is just different in elementary school and secondary school, says one leader who takes the time to explain to parents that it's completely normal for secondary school students to feel that way. Their children don't want them there because they're becoming teenagers; they're turning to their peers . . . . So it's also a matter of finding a cause that's important to parents. We have breakfasts in the morning, and we have a whole group of parents. The teachers are barely involved in managing it now—it's a group of parents that takes care of breakfast. They come in and prepare the food; they pick up the food that's provided to us . . .

There are certainly issues of geographical distance for schools not associated with a specific ward. It becomes difficult for parents to come to school in the evenings, and especially during the school day. Faced with these situations, one school leader thinks that technology can help. *Parents can contact us by email or call the school. I think it's important to ensure that we follow up; we want to keep that relationship. So, we should return emails within 24 hours, return phone calls, and be available at school.*

✓ **Encouraging staff, students and parents to listen to one another's ideas and genuinely consider their value.**

Kanouté and her collaborators (2008) emphasized the importance of parental commitment in a child's educational path. Dialogue must be maintained between parents, students and staff in order to support student success. *We have a very specific process for monitoring students at risk. When a student is falling short of the expected performance level, there has to be a meeting with the student and communication with the parent. We had to standardize the procedure, because otherwise, there wouldn't be any communication with the parent.*

The communication tool favoured by school leaders for creating close relationships with parents is the school agenda. *This is used in elementary school too, so that's a pretty well developed culture. We have the school's website, we have a blog. Several of our teachers have their own websites. So communication is very good . . . . It's pretty amazing how many parents are able to take the time, even during the day, to come participate when we have activities.*

One school leader described their experience sitting on the Parent Involvement Committee as a vice-principal. *There are people from all the communities, as well all the associations, and they present initiatives in the schools to us and we discuss them. Parents ask questions, and there are also trustees there. It's the voice of parents in their community, and I think that's important.*

Question 2: How do French language school and school district leadership practices develop the ability of school staff, families and students to maintain their Francophone linguistic and cultural identity?

System and school leaders rely on the Aménagement Linguistique Policy (PAL) to develop a vision of the French-language school that includes the transmission of French-language and culture.

In keeping with the *Aménagement Linguistique Policy* (PAL) (2004) and the Ontario Equity and Inclusive Education Strategy (2009), a shared vision of the future must be created in a space that encourages personal and collective growth and welcomes all those who wish to ensure the future of Francophone culture in Ontario. Aménagement linguistique typically consists of a set of interventions that deal specifically with language acquisition and cultural ownership in a minority setting (Politique d'aménagement linguistique, p. 31). The identity building area reflects the specificity of French language schools. It is up to the school to address the conditions that encourage solid identity building in its students, as it is a primary site for the transmission of French- language and culture. In a minority setting, the school is sometimes the only place that offers a Francophone environment for the community as well as for students. By being aware of the importance of each student's cultural journey, the school contributes to the development of their sense of belonging to the Francophone community and the consolidation of their identity. Each action and each cultural event by the school and the French-speaking community help to maintain a Francophone environment for students and their families as well as for school staff members.

1. Implementation of French Linguistic and Cultural Ownership in a Minority Setting: The Aménagement Linguistique Policy (PAL) – *System-level Leadership*

The *Aménagement Linguistique Policy* (PAL) is a lever that enables districts to fulfill the mandate of French-language schools. By offering quality education that meets the needs of each of their students, French-language schools become, through the implementation of their mandate, a place of socialization, meeting, exchange and collaboration with parents and the French-speaking community, as well as a resource for the community and all concerned stakeholders. Districts must also institute their own local *Aménagement Linguistique Policy* (PAL).

The local aménagement linguistique policy is communicated to the community.
- 10%
- 0%
- 8%
- 31%
- 46%
- 5%

The local aménagement linguistique policy is communicated to parents.
- 5%
- 3%
- 3%
- 31%
- 46%
- 13%

The local aménagement linguistique policy is communicated to students.
- 5%
- 3%
- 5%
- 31%
- 44%
- 13%

The local aménagement linguistique policy is communicated to staff.
- 8%
- 0%
- 0%
- 15%
- 59%
- 18%

Professional development activities focus on the expression of Francophone pride.
- 0%
- 0%
- 0%
- 7%
- 47%
- 47%

Professional development activities focus on Francophone identity building.
- 0%
- 0%
- 0%
- 3%
- 47%
- 50%

The professional development policy integrates the intervention areas of the Politique d'aménagement linguistique (PAL).
- 0%
- 3%
- 0%
- 13%
- 43%
- 40%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

X-axis: 0% 10% 20% 30% 40% 50% 60% 70%

For system leaders, leadership practices consist of:

✓ **Articulating, demonstrating and modelling the French-language school district's goals, priorities and values.**

Aménagement linguistique is defined as the implementation by educational institutions of planned systemic interventions to ensure the protection, enhancement and transmission of the French-language and culture in a minority setting.

The strategic plans of French-language districts include parameters related to the *Aménagement Linguistique Policy* (PAL). These parameters are organized around target areas such as learning, identity building, participative leadership, parental commitment, the community and institutional vitality. *Institutional vitality is about ensuring that we maintain our vitality and our presence among organizations that train future French-speaking Catholic young people to be ready to eventually take their place in society. That's our mission, our purpose. So that's really the core, if you will, of the strategic plan, but within our strategic plan, we identify the priorities for the school in each target area. We review and work on them every year.*

The strategic plan backed by the *Aménagement Linguistique Policy* (PAL) recognizes that a French-language school is more than just a school: *It's a living community that's part of a larger community, and we're fully aware that we have a role to play in that community. We have cultural facilitators, and we also have IPAL-designated teachers (Intervenants Politique d'aménagement Linguistique) . . . . All that I can add is that we're always concerned with the Franco-Ontarian cultural aspect when we're in a minority setting; therefore, we analyze our data and do everything to recruit. So why do we lose nearly half of our secondary school students to English-language institutions? Have we done a good job of making parents and students aware that if you attend a French-language school in a minority setting until Grade 12, you'll be perfectly bilingual?*

Institutional vitality depends on the district's ability to attract French-language students and their right-holders, and to keep them in French-language schools during the period of transition from elementary to secondary school—a period during which there is an increase in the movement of students from one system to the other, Francophone or Anglophone. One district developed *an exit survey tool that allows the principal to question students about their choice of their next school and try to understand . . . . This is part of the school's improvement plan, because it's not all schools, but some.*

To emphasize the importance of the district's Francophone values, the *Director of Education sends out a message that includes French music, and a little message about well-being, a little message to recognize the staff—what we did during the week, what they saw, what we saw. We try to promote the school in a positive way. It includes a little bit of everything—culture, French, music, the cultural nation, well-being. I think that's the key.*

School board improvement initiatives are aligned with the principles of the cultural approach. One school district implemented a team with a department manager. *[Their mandate] is to promote cultural activities with their team as well as all the interventions we have to support the actualization of the French- language, the Aménagement Linguistique Policy (PAL) . . . . This team works in secondary schools. [But there are] a lot of projects that the secondary and elementary schools collaborate on . . . . There are things happening at the cultural level, the school level, but there are also cultural activities at the system level. . . . We also have the cultural pedagogical approach, which we work on through our student support projects in our schools. We often rely on our cultural referents and contexts, and question how we can better prepare our teachers to include this aspect in their every day teaching.*

> *The principles of the cultural approach that target student success in accordance with the Aménagement Linguistique Policy (PAL) are integrated into the planning of curriculum-prescribed learning activities.*

The cultural approach undoubtedly inspires initiatives both in districts and schools. In addition to cultural animation, *it's also making sure our young people have pride in being Francophone. We know that activities that are both by and for students are often the most successful ones, so we have student trustees, we have a student participation committee with a representative from each secondary school, and we do videoconferencing . . . There are activities related to the Franco-Ontarian flag, but we also have theme days in schools that allow us to create some school spirit . . . So we understand that Francophone pride and all the cultural aspects are things to be developed, but it's something that may vary from one school to another . . . We try to develop the importance of promoting the culture, and . . . try to show that it's possible to work in French for your whole life.*

Teaching staff is encouraged *to work on the cultural approach in their classroom instruction by making connections with cultural referents and contexts. We really emphasize Francophone models that students can identify with and that encourage them to be proud of being Francophone. We also have lots of fun activities that take place both at the local and system levels.*

When it comes to the transition from elementary to secondary school, there is an ongoing desire to offer attractive programs. *We're launching a whole series of attractive new*

specialized programs for secondary school students to keep them with us and show them that, in fact, being bilingual puts you a step ahead when it comes to getting a job, especially for government jobs and international jobs.

To support the culture and various projects, cultural facilitators go into the schools to do activities, whether it's setting up greenhouses and plants in our schools to connect with the community or leading workshops to fight homophobia or transphobia. So all of that, and First Nations, Métis and Inuit education in the schools, all these aspects . . . . You have a well-

being component, a resilience component, a learning component, but you also have the cultural component that becomes important—it's another pillar of what we do for our students. An important aspect of identity building in the Catholic context is to equip everyone, all the stakeholders around students, so that they're able to make connections with the French-language Catholic context as part of their own learning, and then look around them in their community and see what that represents for them as people coming from this environment, going beyond contexts like Canada, in the whole world . . .

2. Implementation of French Linguistic and Cultural Ownership in a Minority Setting: The Aménagement Linguistique Policy (PAL) – *School level Leadership*

The uniqueness of French-language schools lies in their mission, which is not only to educate their students but also to protect, enhance, and transmit the language and culture of the community they serve. Protecting, enhancing and transmitting the language and culture are an explicit part of their mandate (*Politique d'aménagement linguistique*, p. 7). The principal of a French-language school contributes to students' individual identity building in many ways. They create direct relationships with students and become an accessible model; they stimulate and support the work of all school staff; and they collaborate with parents and the community. In this way, the principal helps shape a collective Francophone identity, both in their educational environment and in the community.

Schools build a bridge between families and the community to create a space for meetings, diversify students' learning experiences and expose them to cultural content. Community

In the context of catholic education, identity building is linked to catholic values.

partners are key actors in students' cultural lives, as they provide opportunities both in and outside of school for students to express themselves and their creativity and to be active and engaged in the primary French-speaking areas of Ontario. The dynamic of the school is essential to the development of a Francophone environment conducive to identity building for students and the harmonious coexistence of collective culture and individual culture.

School staff members assess their progress toward the achievement of goals linked to the school's educational and cultural mandate.
- 2%
- 0%
- 5%
- 18%
- 39%
- 35%

The school environment encourages the expression of Francophone pride.
- 2%
- 0%
- 1%
- 5%
- 33%
- 58%

The school environment encourages identity building.
- 2%
- 0%
- 1%
- 4%
- 32%
- 61%

Principals and vice-principals implement the local aménagement linguistique policy.
- 2%
- 3%
- 1%
- 9%
- 41%
- 44%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

0% 10% 20% 30% 40% 50% 60% 70%

For school leaders, leadership practices consist of:

✓ **Communicating the vision and goals.**

School leaders use formal and informal opportunities to explain to stakeholders the educational and cultural mandate of the French-language school, its vision and its goals.

The promotion of a dynamic and pluralistic Francophone environment is part of the missions and values of French-language catholic and public school districts.

The school staff and other education partners play a role in bringing together the vision of the school, the cultural pedagogical approach and the strategic priorities of the district and the province. *[In the school's improvement plan,] we choose goals, but . . . we have to choose them according to the needs of our community, the vision of the district, the cultural approach, all of that.*

And to ensure everyone is on the same wavelength, this same district hosts a meeting at the beginning of the year. *All the principals meet with district members; then we analyze the data, and we note the similarities between all the schools. It's a way to target needs, so if we notice that in each school, we have a certain need in particular, each school will target that need for their improvement plan (SIPSA). Then the district will also add that to their board improvement plan (BIPSA). That way, we can ensure that all the levels are aligned. The goals of the district's strategic plans, like the improvement plans, are part of the strategic aims of the Ministry of Education of Ontario, and so they need to be aligned. As the district cannot request things that are not related to what the Ministry wants, everything has to be in line.*

✓ **Building understanding of the specific implications of the French-language school's educational and cultural mandate, its vision, its programs and the nature of classroom instruction.**

Understanding of the educational and cultural mandate of the French-language school is sometimes taken for granted, and this mandate is not explicitly described. On the one hand, it is posted on the district's website. On the other hand, it is understood that this is the experience of a French-language school. We talk about what we're going to do to live in French at school, and we try to find activities. *We try to bring French to life for our students, but when it comes to explaining the French-language school's mandate in black and white, I take for granted that they know it and that's why they're here.*

✓ **Helping school staff and other education partners understand the relationship between the vision of the school, the cultural pedagogical approach and the initiatives and strategic priorities of the district and the province.**

There is an emerging desire to identify the values that represent Francophone identity. Based on the identification of the Francophone values promoted within schools, school staff and education partners will be able to consolidate their efforts and rally around the initiatives and strategic priorities of the district and the province. According to one school leader, *it's very important because that identity or the values that represent our identity already exist—we just have to find the right word. And studies have shown us that for many years, there hasn't really been a gathering place outside of school . . . . So it's very important to be able to name that identity, because it's intimately connected to the student's engagement in all aspects at the school level.*

For one school leader, *there are general expectations in terms of the cultural approach to teaching, so it's about referencing the curriculum and remembering that it's our responsibility as a French-language school in a minority setting. This is our reality . . . we get students who don't necessarily live in French at home. So we have this duty, and that's the richness, the gift we can give them as a French-language school . . . the staff are aware that for several students, this is the only place where they can really live in the language, and not just have it become a communication tool, but live in it.*

✓ **Regularly encouraging staff members to evaluate their progress toward achieving goals related to the school's educational and cultural mandate.**

The educational and cultural mandate of the French-language school is promoted in all the school's activities. *[It is promoted] in the classroom, in cultural pedagogy activities to develop identity building . . . It's part of our planning, it's part of our school improvement plan, it's part of the daily planning when we're teaching oral communication strategies and integrating our literacy blocks in the classroom.*

Teaching staff observes other teachers to see their cultural pedagogical practices. The professional learning opportunities given by the Ministry constitutes a reference for one school leader: *I have a teacher who was involved with the Ministry for the Aménagement Linguistique Policy (PAL). She was a good source of inspiration, a model for the others, and often, during prep periods, she invited other people to come see what she was doing with her group, how she was developing her value scale and measures, all the cultural pedagogy activities.*

Resources are put in place to address the priorities of the cultural approach set out in the school's plan. *We have cultural facilitators in our schools who give us a lot of support. I know that, for us, the last few years, they've been more present in secondary school. They're very present in secondary schools, and they make sure to work in collaboration with all the teachers in the school to bring the Aménagement Linguistique Policy (PAL) to life . . .*

The presence of cultural facilitators is as important in elementary school as in secondary. As one school leader noted, *cultural facilitators are our best resource, and I understand, how important it is for them to be present in secondary school . . .*

3. Implementation of an Instructional Guidance System Based on French Linguistic and Cultural Ownership in a Minority Setting – *System-level Leadership*

System Leaders

Chart legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Students' cultural development is at the heart of the school board decision-making process.
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 12%
- Somewhat agree: 56%
- Strongly agree: 29%

The cultural pedagogical approach is integrated into the planning of the learning prescribed by the curriculum.
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 12%
- Somewhat agree: 68%
- Strongly agree: 18%

Students are motivated to continue their studies in French.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 10%
- Somewhat agree: 63%
- Strongly agree: 27%

Student well-being is consistent with the areas of the Politique d'aménagement linguistique (PAL).
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 3%
- Somewhat agree: 41%
- Strongly agree: 53%

Student success is consistent with the areas of the Politique d'aménagement linguistique (PAL).
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 6%
- Somewhat agree: 47%
- Strongly agree: 44%

The minority context is considered in the teaching and learning of literacy and numeracy.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 10%
- Somewhat agree: 37%
- Strongly agree: 53%

Education system networks support parents who know little French.
- No response: 0%
- Not applicable: 3%
- Strongly disagree: 0%
- Somewhat disagree: 17%
- Somewhat agree: 38%
- Strongly agree: 41%

For system leaders, leadership practices consist of:

✓ **Aligning curriculum goals, assessment tools, instructional practices and assessments.**

According to one system leader, *the cultural approach is integrated into everything the school staff takes on. Given that in every curriculum in Ontario, there are now two general expectations that require that we assess the cultural referents that students know at each step . . . we want to be able to equip the staff at all levels so that they're really prepared to assess the two general expectations in each curriculum.*

For school and system leaders, students must not only achieve academic success but must also invest as a francophone in the appropriation of the French culture.

In order for teaching staff to be able to assess students' cultural referents, they are encouraged to *do reflective practices on their own identity building . . . to understand the challenges of Francophone vitality in Ontario and that receiving French language education isn't enough. We absolutely have to act as cultural models, guides and mediators for youth if we want to achieve the expected end result.*

The cultural pedagogical approach inspires *improvement initiatives both in school and at the district level. Francophone pride and the whole cultural aspect are things that can be developed. We try to stress the importance of promoting culture . . . .*

One system leader gave an example from their district. *[We] started adding video clips to the professional learning for new employees, because we thought it was important that people understand what it means to work in French in a primarily English-speaking environment . . .*

On the Catholic side, one leader specifies that they expect that *the identity building facilitators make connections with the curriculum and the instructional practices. And also . . . that they're skilled and able to intervene and create learning opportunities for students that will also emphasize Catholicism. So, we don't want to treat them like two separate things, faith on one side and language and culture on the other. We try to integrate them, because our students are Francophone, and proud of it, and they're catholic.*

4. Implementation of an Education Program for French Linguistic and Cultural Ownership in a Minority Setting – *School-level Leadership*

School Leaders

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

The effectiveness of the teaching staff and the leader is measured through evidence of the improvement of student cultural development.
- 4%
- 2%
- 9%
- 19%
- 45%
- 22%

Teaching staff establish relationships between the school's cultural goals and those of the Ministry of Education to reinforce commitment to school improvement efforts.
- 4%
- 0%
- 4%
- 15%
- 38%
- 40%

School staff regularly participate in analyzing data regarding the cultural development of all students.
- 2%
- 4%
- 14%
- 21%
- 39%
- 21%

Parents participate in training on teaching and learning in a minority setting.
- 4%
- 16%
- 17%
- 22%
- 27%
- 14%

Activities are organized to highlight the Francophone environment.
- 1%
- 0%
- 1%
- 4%
- 21%
- 74%

School resources are provided to support language learning.
- 0%
- 0%
- 1%
- 3%
- 23%
- 74%

Teaching staff demonstrate commitment to the educational mandate of the French-language school in a minority setting.
- 2%
- 4%
- 1%
- 6%
- 30%
- 58%

The goals of the school are aligned with those of the school board, the Politique d'aménagement linguistique and the province.
- 4%
- 1%
- 1%
- 5%
- 28%
- 62%

0% 10% 20% 30% 40% 50% 60% 70% 80%

Instructional improvement efforts include the cultural pedagogical approach for Francophone cultural ownership.
- No response: 3%
- Not applicable: 1%
- Strongly disagree: 1%
- Somewhat disagree: 12%
- Somewhat agree: 45%
- Strongly agree: 39%

Teaching staff observe effective cultural teaching practices in their own or other schools.
- No response: 3%
- Not applicable: 2%
- Strongly disagree: 10%
- Somewhat disagree: 22%
- Somewhat agree: 40%
- Strongly agree: 23%

Teaching staff have time allocated for identity building.
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 7%
- Somewhat disagree: 20%
- Somewhat agree: 45%
- Strongly agree: 25%

Teaching staff demonstrate a commitment to the cultural mandate of the French-language school in a minority setting.
- No response: 2%
- Not applicable: 4%
- Strongly disagree: 1%
- Somewhat disagree: 8%
- Somewhat agree: 33%
- Strongly agree: 53%

Cultural action is integrated into instructional approaches.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 1%
- Somewhat disagree: 11%
- Somewhat agree: 46%
- Strongly agree: 42%

Cultural action is integrated into school life.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 1%
- Somewhat disagree: 8%
- Somewhat agree: 37%
- Strongly agree: 54%

School resources are provided to support the integration of Francophone culture into learning.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 5%
- Somewhat agree: 32%
- Strongly agree: 63%

Parents are welcomed, respected and considered as partners in the cultural development of their children.
- No response: 0%
- Not applicable: 1%
- Strongly disagree: 1%
- Somewhat disagree: 4%
- Somewhat agree: 32%
- Strongly agree: 62%

Teaching staff have opportunities to collaborate on improving cultural practices.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 8%
- Somewhat agree: 32%
- Strongly agree: 60%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

For school leaders, leadership practices consist of:

✓ **Building relationships and developing people**

One school leader believes that the *Aménagement linguistique Policy* (PAL) is the cornerstone of French-language districts. *We exist because of the PAL, which allows us to live together in French, share our values in French, have gatherings in French . . . . The PAL calls on us to create a Francophone environment for our young people so that they can live in French, identify as Francophone, build their identities and continue to live in French for the rest of their lives. As a result, things at school take place in French, we play French music, we pray together in French, we advocate for French resources, our school council* *meetings are in French—the PAL is alive inside our schools and our communities, because like it or not, young people bring this language back out into their communities.*

According to one school leader, the cultural approach is difficult to measure. *The reality is that it'll probably be 10 or 15 years before we know if we succeeded. We have to see if students come back to the community, because they're part of the community. The cultural facilitators are our resources in secondary school . . . they're very, very present. We have no data at the secondary level that could show the effect . . . other than maybe a participation rate for improvisation teams and things like that. It's very, very, very superficial data.*

Question 3: How do French-language school and school district leadership practices support a Francophone environment that is conducive to the vitality and pluralism of the minority French-speaking community?

Ontario's *Aménagement Linguistique Policy* (PAL) for French-language education sets out guidelines for interventions related to the specific mandate of French-language school districts. It establishes frameworks that allow educational institutions "to increase their capacity to create teaching and learning conditions that foster the development of the French-language and culture to ensure the academic achievement of every student" (p. 2). Furthermore, it considers the context in which French-language education in Ontario is evolving and the resulting challenges.

An important element of this evolution is the increasing linguistic and cultural heterogeneity of the school population (Gérin-Lajoie and Jacquet, 2008). Two programs have been implemented to support the success of a heterogeneous student population: the *Programme d'actualisation linguistique* (ALF) 2010 and the *Programme d'appui aux nouveaux arrivants* (PANA) 2010. In addition to these two bridging programs, the *Aménagement Linguistique Policy* (PAL) insists that French-language schools must be open to growing cultural diversity. And because French-language schools are learning environments that advocate tolerance, solidarity in action, mutual aid and cooperation, and are privileged places for the transmission of culture, they offer cultural development specific to "the pluralism and diversity that characterize Ontario's Francophone community and Canadian society as a whole" (p. 49).

---

1. Implementation of a Francophone Environment Conducive to the Vitality and Pluralism of the Minority French-speaking Community: *Aménagement Linguistique Policy* (PAL) – *System level Leadership*

French-language education is marked by its openness to diversity and helps students develop a sense of belonging to the Ontarian, Canadian and international Francophonie. French-language education promotes respect for human rights and the rights of French speaking persons in a minority setting as well as other democratic values such as equality, justice and human dignity. This environment is the setting for a Francophone environment conducive to the vitality and pluralism of the minority French speaking community (Berger, Dei and Forgette-Giroux, 2009).

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

The vitality of the school board supports the pluralism of a minority French-speaking community.
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 6%
- Somewhat agree: 21%
- Strongly agree: 71%

The Actualisation linguistique en français (ALF) program and the Programme d'appui aux nouveaux arrivants (PANA) are considered in teaching.
- No response: 3%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 15%
- Somewhat agree: 50%
- Strongly agree: 32%

The pluralism of the French-language community is reflected in the implementation of student services.
- Not applicable: 13%
- Strongly disagree: 0%
- Somewhat disagree: 17%
- Somewhat agree: 47%
- Strongly agree: 23%

The pluralism of the French-language community is reflected in the implementation of programs.
- Not applicable: 13%
- Strongly disagree: 0%
- Somewhat disagree: 27%
- Somewhat agree: 43%
- Strongly agree: 17%

Strategies for managing a multiethnic classroom are emphasized.
- Not applicable: 17%
- Strongly disagree: 3%
- Somewhat disagree: 27%
- Somewhat agree: 47%
- Strongly agree: 7%

Newcomer parents participate in school-community projects.
- Not applicable: 17%
- Strongly disagree: 3%
- Somewhat disagree: 17%
- Somewhat agree: 55%
- Strongly agree: 7%

There are orientation programs for newcomer students and their parents.
- Not applicable: 7%
- Strongly disagree: 3%
- Somewhat disagree: 7%
- Somewhat agree: 31%
- Strongly agree: 52%

Principals, vice-principals and staff have access to training on equity and diversity.
- No response: 0%
- Not applicable: 0%
- Strongly disagree: 0%
- Somewhat disagree: 7%
- Somewhat agree: 57%
- Strongly agree: 37%

For system leaders, leadership practices consist of:

✓ **Articulating, modelling and demonstrating the French-language district's goals, priorities and values.**

Beyond the obvious institutions, neighbourhoods and communities, Ontario's Francophone environment is made up of a vast network of people and groups that represent the diversity of the French-speaking community in all spheres of public life in the province. In the spirit of the *Aménagement linguistique Policy* (2004) and *Ontario's Equity and Inclusive Education Strategy* (2009), this vision must be achieved in a space of personal and collective growth that welcomes all those who wish to participate in the evolution of Francophone culture in Ontario.

The pluralism of the minority French-speaking community is supported by the *districts, which welcome a diverse student population, including people who don't speak French and newcomers. For one school leader, it is important to consider these students. What can we do to support students who arrive suddenly from another country and speak very little French or none at all? They're in our schools. What can we do to teach them French and integrate them into the classroom as quickly as possible? We don't necessarily have all the resources a big district has. So we really need to adapt, and sometimes it means we have to be able to turn on a dime.*

2. Implementation of a Francophone Environment Conducive to the Vitality and Pluralism of the Minority French-speaking Community: *Aménagement Linguistique Policy* (PAL) – *School-level Leadership*

French-language schools can help build solidarity through communication as well as by understanding and expressing diversity in a multicultural context. Given that the cultural context of the Ontarian Francophonie is characterized by diversity, a person's cultural experience is often a relationship with "the other," or a relationship to otherness. This integration

of a pluralist and diverse collective culture is reflected in the contributions that students make to the creation of a renewed culture, thanks to their ability to socialize with people from a culture perceived as different from their own. This integration demonstrates emerging leadership that allows students to build new social skills together.

The Actualisation linguistique en français (ALF) program and the Programme d'appui aux nouveaux arrivants (PANA) are considered in teaching.
- 3%
- 11%
- 3%
- 10%
- 31%
- 43%

Strategies for managing a multiethnic classroom are emphasized.
- 3%
- 31%
- 3%
- 14%
- 36%
- 14%

The cultural skills taught at school take curiosity about different cultures into account.
- 3%
- 4%
- 2%
- 14%
- 39%
- 38%

Orientation programs for newcomer students are implemented.
- 3%
- 9%
- 2%
- 12%
- 38%
- 37%

Newcomer students are quickly integrated into regular classrooms.
- 3%
- 34%
- 2%
- 5%
- 15%
- 42%

Orientation programs for newcomer parents are implemented.
- 3%
- 13%
- 4%
- 19%
- 34%
- 26%

Teaching staff have opportunities to collaborate on the improvement of cultural practices.
- 0%
- 0%
- 0%
- 8%
- 32%
- 60%

Inclusive policies and procedures promote and support equity and respect for the diversity of students.
- 2%
- 0%
- 0%
- 4%
- 28%
- 64%

Inclusive policies and procedures promote and support equity and respect for the diversity of staff.
- 2%
- 1%
- 0%
- 3%
- 32%
- 61%

Legend:
- No response
- Not applicable
- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

For school leaders, leadership practices consist of:

✓ **Encouraging school staff, students and education stakeholders representing the diversity of the province to fully commit to the goals and vision of their school.**

The inclusion of diversity in schools and classrooms entails an awareness of students' social and cultural backgrounds (Masny, 2001; Gérin-Lajoie, 2006). One leader described what happens in their school. *For example, we created a diversity club, that's exactly what we called it, a "diversity club." We had presentations, but not just at our school—we had presentations throughout the district. It's about raising people's awareness of differences. Our school is not very racially diverse. I mean, it's basically just students from Francophone backgrounds. But we have people questioning their sexuality and things like that.*

An instructional strategy based on the linguistic and cultural diversity of contexts and learners has become the standard, as it requires consideration of factors such as culture, sex and the previous experiences of each student (Berger and Heller, 2001). These observations about linguistic and cultural diversity take on a considerable importance in the minority French-speaking school environment. Relationships are developed to make it easier for students to integrate. *Every two years or so, we offer a "youth partner" program, which allows students who have just arrived in Canada to be partnered with another student who has been in the country for three or four years so they can share their experiences of adapting to the culture. It's been very successful. We had about a hundred students participate. These are small examples, but the teacher and students, who are welcoming, and address day-to-day needs, do the bulk of the work on integration in the classroom.*

Educational activities that draw upon the cultural and ethnic heritage of families contribute to identity building and to supporting a sense of belonging, as well as an awareness and appreciation of the values and customs that exist in different cultures (Berger, Dei and Forgette-Giroux, 2007). *Our school is becoming increasingly diverse. We have diversity clubs for LGBT people and others. And we also have more and more students who come from different places . . . .*

Sometimes the family environment is a multilingual context, and practices associated with it are interwoven with different social, religious or cultural values. By addressing the social, linguistic or cultural characteristics that allow students to define themselves as members of their family or cultural community, schools build direct and important connections to the family environment. *Our school is very multicultural, and we welcome many immigrant families. So we offer community resources to parents. There's a welcome kit that allows newly arrived families to make contact with people who have medical resources, employment resources, etc., and people who can direct them to these services.*

The celebration of different cultures leads to sharing and *allows the school to develop relationships . . . because it's not about amalgamating; it's about keeping our cultures, but also about sharing them and living together.*

The *Programme d'actualisation linguistique* (ALF) and the *Programme d'appui aux nouveaux arrivants* (PANA) are the pillars of the operationalization of a Francophone space conducive to the dynamism and pluralism of the French-speaking minority community. The *Programme d'appui aux nouveaux arrivants* (PANA) is part of the Ontario Ministry of Education's strategies to meet the needs of an increasingly diverse society. It is particularly designed to help students who come from abroad, especially from countries where French is the language of instruction or public administration, to become familiar with the French-language school environment in Ontario, to learn society and culture, and to fill, if necessary, delays in oral communication, reading, writing, mathematics and science and technology.

Within each school district, *each school has one teacher who is responsible for putting the Programme d'appui aux nouveaux arrivants (PANA) into practice. This person is responsible for evaluating newcomers ... but for welcoming newcomers who may be placed in a classroom or who will follow the PANA program in a regular classroom but with support. (...) We have a lot of stakeholders. We have Settlement Workers in Schools (SWIS) who are really there to connect schools, students, parents and the community, who are fantastic and who work well with our teachers, students in the regular classroom, who are newcomers, or support the teacher responsible for the classroom.*

This person is responsible for assisting newcomers . . . but also for welcoming our newcomers who might be placed in a welcome program or take the PANA program in a regular classroom with support . . . . We have a lot of stakeholders. We have Settlement Workers in Schools (SWIS) who are really there to ensure a relationship between the school, the students, the parents and the community. They're fantastic and they work well with our teachers; they work with students who are newcomers in the regular classroom, or they support the teacher responsible for the welcome program.

School districts sometimes align both programs. *In one school, one teacher responsible for the implementation of the policy is also responsible for the assessment of the newcomers, this helps take stock of his / her tasks within the entire school, but also the welcoming of our new arrivals, who may be placed in a classroom or who will follow the PANA program, in a regular classroom but with support. So, really, it will ensure the bridge, the welcoming of students, the evaluation of students, and adequate placement of students ...*

One school leader considers it a challenge to align the ALF and PANA programs. *At both the elementary and secondary levels . . . we have to support the teaching staff with tools and professional learning opportunities and continue to ask the district for human resources . . .* When it comes to new refugees, *some have started to learn the language and others haven't. It's a big challenge still. It's really about supporting the teaching staff with tools and professional learning opportunities, and continuing to ask the district for human resources . . . for ALF–PANA, to continue supporting students. The community and the district are very involved in giving students a proper welcome. There was the district officer who came in because the parents spoke neither French nor English, and the officer could speak their language. They were able to communicate with the parents in their language to discuss what we offer at school and how to register; the officer could also tell them about all the community services they could access to support them through their move to a new country.*

Finding strategies to get newcomer parents involved in school life is also important. *Culturally, they have an idea that they should trust the school, and then they'll take care of what happens at home. You need to reach out to parents to get them more involved at school . . . for us, it was in our school improvement plan. One of our priorities over the last few years was to see parents at assemblies, report card meetings, evenings—at least 80% of the parents. We worked really hard to develop strategies to get parents into the schools. We've had success the last few years, and so it's no longer part of our improvement plan.*

One school leader would like to see newcomer parents coming into their school to ask questions and meet the teachers. *For me, it's a gift to be able to welcome people who've come from somewhere else. They chose our school, our school district. We have to treat them with respect. We have liaisons that can also support them outside of school. There are foundations that help us implement things to make people feel comfortable coming to school. I appreciate this contact with the parents . . . I empathize and want to welcome them.*

In some schools, adjustments are necessary in order to meet the needs of the population. At one school, *we do more work on the ALF level; we have fewer PANA students. So we have a lot of requests at the ALF level and the bulk of the work is done in the classrooms by the teachers, by making adaptations and modifications to help students acquire a more solid vocabulary.*

Settlement Workers in Schools (SWIS) *ensure a relationship between the school, the students, the parents and the community. They're fantastic and they work well with our teachers; they work with students who are newcomers in the regular classroom, or they support the teacher responsible for the welcome program. We have a welcome program in two schools in our district, so it's important.*

Villegas and Lucas (2003) describe openness to culture as an important characteristic of instructional practices that lead to the integration of diversity and culture within schools. *Diversity manifests in different ways*, as one school leader noted. *In terms of diversity, yes, my school is pretty diverse in terms of the student population because it's an alternative school. So we welcome students who don't necessarily fit into the framework of a regular secondary school. We have transgender students, students of different races—a variety of students facing a variety of challenges. It's very difficult to engage them, because that's why they're here, but the staff are engaged and the stakeholders are engaged. We're working with the students.*

In an environment that is open to culture, the classroom transforms into an amalgam of a diverse range of perspectives that enrich the learning environment. It is understood that the social and cultural background that students bring to school is part of their identity, history and experiences. That is why one school leader asserts that *you have to be open to different cultures. I think that we shouldn't favour one celebration over another. We should celebrate everything. I mostly leave that to the classroom teachers, because according to different groups . . . .*

According to McDonnell (2009), it is important to take into account the many ways a student may perceive their reality according to their experiences. In this regard, one school leader begins to take care of an immigrant family as soon as they are welcomed. *I call my school-planning worker. She raises awareness among the staff, she teaches us many things and she supports the family, which helps us welcome them into a new education system. This person is a very important resource for me.*

One school leader adds that the *Programme d'appui aux nouveaux arrivants, or PANA, is an important program for us, because we have many students arriving from different countries . . . by working with people in the community, we really make the school stronger.*

Question 4: How do the effective leadership practices of school and system leaders of French-language schools and school districts influence the leadership practices and personal leadership resources development of Ontario school and system leaders?

Under the auspices of the Conseil ontarien des directrices et directeurs d'éducation de langue française (CODELF), French-language catholic and public school districts have de-compartmentalized and shared practices between classrooms and schools over the years as part of provincial and regional sharing sessions, teleconferences and webinars. CODELF members collaborate with the Council of Ontario Directors of Education (CODE), an organization made up of the directors of education from each of the 72 English language and French language catholic and public school districts. In addition, the Ontario Institute for Education Leadership (IEL), which was founded in 2006, supports the implementation of policies and research on effective leadership that encourages student achievement and well-being. The Ontario Institute for Education Leadership (IEL) brings together representatives from Ontario's principals' associations, supervisory officers' associations, councils of directors of education, the Council of Senior Business Officials and the Ministry of Education to work in a collaborative partnership and model high-quality strategic leadership at the school, district and provincial levels (www.education-leadership-ontario.ca). How leadership practices are shared and what influence they have beyond the formal structures of the Institute and the representative councils of leaders from French-language school districts and the province remains to be seen.

System Leaders
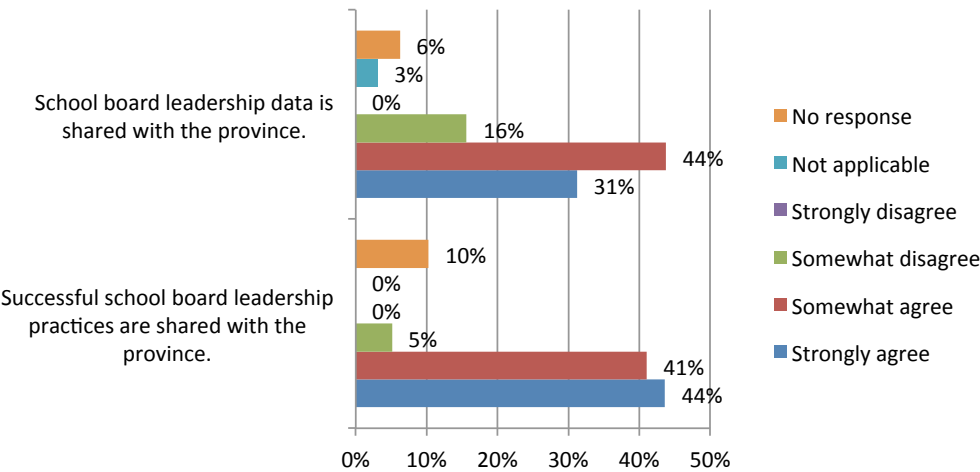
School Leaders
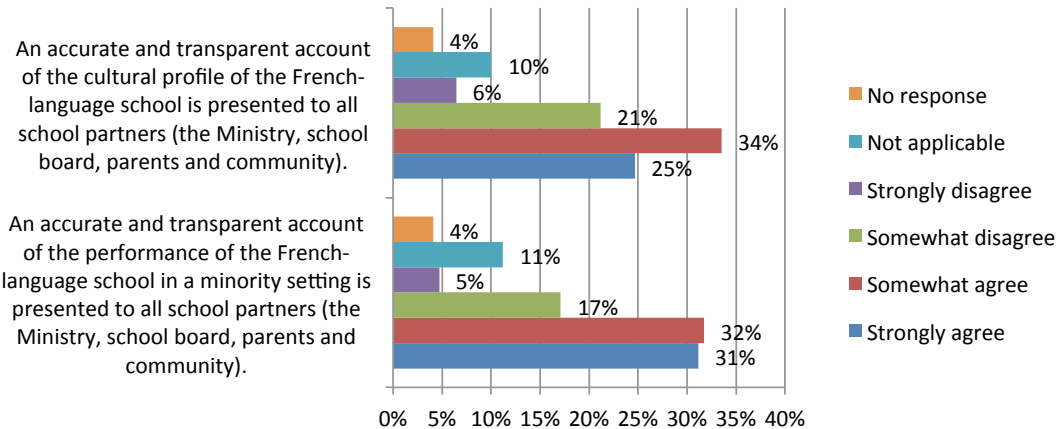
1. Sharing the Effective Leadership Practices of French-language School Districts – *System-level Leadership*

For system leaders, leadership practices consist of:

✓ **Nurturing productive working relationships with education stakeholders**

French-language school district leaders have shared their successes with their respective colleagues and those in English-language schools, *mostly indirectly, through Facebook, press releases or actions in the community. We don't really send an email directly to another school district to say, "Here's a good program, we had a lot of success with it."*

With respect to French-language school districts, *there are a few committees across the 12 French language school districts … we often share our successes on that level, but it's mostly informal, at meetings . . . As for the English-language school districts, there are no formal meetings, but we meet informally with colleagues, if there are calls; we can certainly share, but there's no specific sharing process.*

One French-language school district is experiencing a particular situation: *. . . we have three communities in which our secondary schools are in an English-language school. In addition to that, one of those schools is in a particular situation because this secondary school is what we call a married school, so the two French-language school districts are together, we divide up the students 50/50, and the teachers teach all students from one side or the other. So the students don't see the difference between a catholic school and a public school teacher.*

One system leader emphasizes that *it's a case-by-case basis. If we have something going well, and we have a call from an Anglophone colleague who would like to visit us, we're welcoming, we're open and we share the information, and vice versa. If we hear of a great success in an English-language school, we take steps at the local level. If we have data that's really relevant at the provincial level, sometimes there are officers from the Ministry that recognize that one district has had a particular success, and there are key people who would be interested, so they approach that district and have them present at a provincial forum, either with the 12 French language districts or even beyond that. Sometimes our colleagues are invited to share their innovations in special education or other areas. That's the model that we use internally.*

Beyond these spontaneous, informal meetings, new and more structured sharing perspectives seem to be on the horizon. One system leader says that there is also a *new Ministry initiative, there's the internal audit of districts that studies all the components, including finances, human resources and teaching resources. The new initiative will ask districts to share their successful practices, so there'll be a bank of data that we can go look at to see, "So, here's a special education student; this district did this, and we don't do that, so maybe we could adopt something." So a data bank is now being created throughout the English speaking and French-speaking provincial system. I'm not sure how we'll share it, in English or French, but I know that the Francophone districts will share with each other.*

Regional meetings are also organized to allow for discussions with the English-language school districts. *However, when we have discussions with the English-language districts, we're not always talking about the same realities . . . because we don't have the same realities, the same data, the same targets. . . . but it's important that the voices of French-speaking people and the French-language school districts are heard at all tables, whether it's regarding special education, social services, services for children and families, community partners.*

Ontario Leadership Strategy resources are shared through the *Centre de leadership en education (CLÉ). On their website, there's a place or a forum where people can put resources, strategies or tools they've developed to support implementation of the Leadership Development Strategy (BLDS). So especially at the beginning, I remember when we started to work on our own strategies and processes to respond to different components of BLDS, I regularly consulted the site, and there were resources from all the school districts in the province—English-language, French-language, catholic, public. Once people had developed a tool, even us, you could upload a few tools and make them available to education system leaders across the province to use or take inspiration from. We could go look for resources, adapt them, adjust them or change them to meet our needs.*

It should also be noted that there are *several provincial organizations for sharing information. I'm thinking about the Ontario Institute for Studies in Education (OISE), where they sometimes develop standard policies that a district can adopt, whether it's concerning criminal background checks, privacy . . . . There's work in the business area especially that's available for sharing.*

On leader shared that *in one municipality of the province, there's a committee where trustees from all four districts participate . . . . At the administrative level, with the Anglophones, there's what we call RECs (Regional Educational Councils). So these are very often directors of education, both Anglophone and Francophone, who discuss successful practices . . . . At the provincial level … there are Council of Ontario Directors of Education (CODE) meetings, which include all the directors of education of Ontario.*

Results of the Study Questions

Results of the First Question of the Study

In response to the first question of how French-language school and school district leadership practices promote academic achievement in a minority context, the results of the study show that catholic and public school districts as well as their schools have developed different strategies to operationalize the nine characteristics of the *District Effectiveness Framework* (DEF) from the *Ontario Leadership Framework* (OLF). Processes related to the development of a vision, policies, budgets, accountability, instructional improvement, resource allocation, use of data, professional learning and leadership development are put in place in order to maximize the success of all students.

A broadly shared mission, vision and goals founded on aspirational images of the educated person

✓ The mission, vision and goals are guidelines for defining the school district's directions and are understood by all school district members as frames of reference to inform their decision-making.

✓ The catholic school district's vision is put into practice, and the Christian message is embodied in the directions, relationships and operating procedures. The catholic school demonstrates symbols that reflect faith.

✓ Strategic plans and improvement plans for catholic and public schools and school districts are generally developed in a transparent way in collaboration with their stakeholders.

✓ The fundamental priorities of the strategic plans, which also incorporate those of the Ontario Ministry of Education, focus on the highest levels student achievement, staff and student well-being, and parental and community confidence.

✓ School improvement plans inspire schools to develop their own improvement plans. Measures are taken to ensure that improvement plans and strategic plans that are part of the district's vision are communicated equally well by system leaders and by school leaders.

✓ School leaders are committed to making the school an enriching environment with high expectations for students and staff, and they encourage instructional innovation in teaching.

A coherent instructional guidance system

✓ School and system leaders believe strongly in the ability of school and system staff to achieve high standards for all students as well as standards of excellence in teaching and leadership. There is also a desire to identify weak performances and obstacles to achievement, to accept responsibility for failures and to find solutions.

✓ System leaders work in collaboration with school leaders to target specific goals and effective strategies.

✓ Ambitious and realistic achievement standards for students take their development and well-being into consideration. Learning assessments make it possible to identify and prioritize students who need additional support.

✓ Improvement efforts in the form of learning networks between a school district's schools are focused on student needs and interests.

✓ School leaders observe classrooms and provide constructive comments to teaching staff.

✓ School leaders support teaching staff in implementing promising and evidence based instructional approaches

✓ Teaching staff are allocated time to collaborate and to share innovative practices with their colleagues. They have access to the district's resources to support them in their instructional process..

✓ Catholic school district programs take Catholicism into consideration. Pastoral life is part of the daily experience of catholic schools.

Deliberate and consistent use of multiple sources of evidence to inform decisions

✓ Priority is placed on understanding how data is used and on maintaining a database with multiple sources at the district level. Teaching staff and school leaders work together to analyze multiple data sets before making decisions on ways to improve student achievement and establish common goals.

✓ A databased culture is beginning to be integrated into research-validated instructional approaches. Districts believe there is added value in participating in research whose results could help them in their decision-making.

✓ Professional learning support or technology tools help school leaders and teaching staff to analyze and interpret data.

✓ Computerized data management systems give access at all times to an overall picture of a student's progress in order to provide appropriate, timely and specific interventions.

✓ Schools are responsible for interpreting the results of provincial tests from the Education Quality and Accountability Office (EQAO) and asking questions such as: what do the results mean, what can we do to improve, how can we find new strategies for aligning practices, and how can we be open to creativity?

Learning-oriented organizational improvement processes

✓ School district and school structures and standards encourage regular conversations about teaching and learning.

✓ School leaders create a safe and positive environment and a school culture that is conducive to learning. They organize the schedule, participate in school and community events and are present within the school, interacting with students, staff and parents. They ensure that teaching staff

participates in developing and implementing important school district decisions and policies.

✓ School-team meetings examine academic success, which is defined as much by the value placed on the student's self-esteem as their well-being and learning of skills. These components of academic achievement are supported by teaching and appropriate activities with clear and applicable improvement goals. A positive disciplinary climate leads to a trusting and respectful environment.

✓ The collegial culture gives school staff the confidence to openly discuss the difficulties they encounter in their instructional practices. This open communication supports a professional learning community within the school that allows staff to take on leadership roles in promoting a positive school climate and supporting the values of French-language schools in minority settings.

✓ The staff and the school leader work directly with families from different backgrounds to help them support their children at home to ensure their academic success.

Job-embedded professional learning for all members of the organization

✓ Professional learning is also an essential function of improvement efforts to implement the priorities of the district's mission, vision and goals.

✓ Professional learning makes it easier to monitor the way knowledge is put into practice to achieve improvement goals. It is part of an annual plan that constitutes a starting point for supporting teaching staff in their development both in terms of personal growth and their learning with respect to the school's priorities.

✓ Professional learning activities are guided by improvement plans. Monthly meetings provide opportunities for professional learning, as they create an appropriate context in which staff members' ideas can be heard, valued and taken into consideration. They also lead to constructive discussions on successful practices.

✓ The professional growth plan is used to identify learning conducive to the development of teaching staff and school leaders while helping them set professional learning goals.

✓ Network models allow professional learning to be decentralized according to the collective and individual needs of teaching staff. They offer teaching staff an opportunity to reflect on what they are trying to achieve with students and how they will do it.

✓ Professional learning resources are allocated to professional learning community activities that involve collaboration and discussion among peers on different themes with the goal of updating instructional strategies and approaches or deepening knowledge of the subjects taught.

Budgets, structures, time and personnel policies/procedures are aligned with the district's mission, vision and goals

✓ The budgeting process supports the needs of schools and services aiming to improve student achievement. School and system leaders emphasize the fact that they work together so that schools receive the resources they need. In fact, it is a shared responsibility of all the senior administrative team to work together to ensure that budgets are aligned with the goals of improvement plans based on the mission and vision.

✓ The particular needs of certain students are analyzed on an ongoing basis. This analysis also aims to ensure that the organizational structures of budgets support teaching staff in upgrading their instructional practices.

✓ Resource allotment is tied to the essential priorities of reinforcing instructional abilities in mathematics and literacy.

A comprehensive approach to leadership development

✓ An ongoing process for identifying potential leaders accompanies succession planning. This planning is based on evidence that reflects the particular needs of districts. There are procedures in place for recruiting, selecting and assessing school and system leaders.

✓ French-language school districts have implemented processes to assess and track the skills of their school leaders. Leaders have access to mentoring and are assessed based on their professional growth plan. They receive both formal and informal coaching and participate in discussions on the smooth functioning of the school, the school climate, academic achievement and their professional growth plan, among other topics.

✓ Shared leadership, cultural leadership and academic leadership are valued within districts and refer to the Aménagement Linguistique Policy (PAL).

✓ Competent leadership of school and system leaders manifests itself through in-depth knowledge and understanding of education in French language minority settings, the French-speaking community and the challenges they face.

✓ Leaders base their decisions on a set of values that they can defend easily. When it comes to solving problems, leaders remain calm and confident. They consult others and take the time required to come to a full understanding of the situation and the consequences of any decision. They create a positive emotional climate in which staff can share their perspective and feel heard.

✓ In particular, leaders' psychological resources allow them to bounce back after a failure and to persevere in the face of adversity or difficulties. Leaders have confidence in their ability to find ways to reach their goals and are optimistic that their initiatives will produce positive results.

A policy-oriented board of trustees

✓ School trustees help develop the strategic plan. They ensure that policy development is focused on improving student learning and well-being.
✓ School trustees collaborate with system leaders and respect their role in the district's day-to-day operations.
✓ Trustees are consulted on and engaged in district and community activities. They help establish and maintain productive working relationships.

Productive working relationships with staff and stakeholders

✓ Communication within catholic and public school districts is supported by the notion of community services and community schools. This means that the school is a place of convergence for the family and the community.
✓ Interactions between teaching staff, students and parents take place in an environment of mutual respect and are conducive to maintaining the Francophone environment. Surveys conducted among the staff, students and parents help maintain a friendly environment built on trust.
✓ Catholic schools develop direct relationships with dioceses.
✓ School and system leaders collaborate on and participate in Ministry of Education initiatives.

Results of the Second Question

In response to the second question of how French-language school and school district leadership practices develop the ability of school staff, families and students to maintain their Francophone linguistic and cultural identity, the results show that catholic and public school districts implemented interventions aligned with the strategic aims of the *Aménagement Linguistique Policy* (PAL) for a French-language minority setting. These interventions are associated with the development of culture and identity, attitudes conducive to cultural *affirmation, animation culturelle* and the Francophone environment.

Appropriation of the French-language and culture in Francophone minority settings

✓ The *Aménagement Linguistique Policy* (PAL) is believed to be the cornerstone of French-language school districts. School and system leaders work to ensure the school is a vibrant French-speaking community and that the French-language and culture are valued every day as part of instructional practices.
✓ Schools build a bridge between families and the community to create a space for meetings, diversify students' learning experiences and expose them to cultural content in French. Community partners are key actors in students' cultural lives, as they provide opportunities both in and outside of school for students to express themselves and to be active and engaged in the primary French-speaking areas of Ontario. The combined actions of the school, the parents and the communities create an essential dynamic for the development of a Francophone space conducive to student identity building.
✓ The French-language and culture are promoted in a way that reflects Francophone pride and identity through several initiatives both at the school and district level. Leaders use formal and informal opportunities to explain to stakeholders the educational and cultural mandate of the French-language school, its vision and its goals.
✓ Professional learning integrates the intervention areas of the *Aménagement Linguistique Policy* (PAL). School staff members assess their progress toward the achievement of goals linked to the school's educational and cultural mandate. They are encouraged to reflect on their own identity building in order to act as cultural models, guides and mediators for students.
✓ School districts have recruitment plans for attracting French-language students and right-holder students and keeping them in French-language schools during the transition from elementary to secondary school, a period during which more students tend to transfer to other systems.

Instructional guidance system based on cultural ownership in a minority setting

✓ The goals of the school are aligned with those of the district, the *Aménagement Linguistique Policy* (PAL) and the province. In this context, teaching staff establishes relationships between the school's cultural goals and those of the Ontario Ministry of Education to reinforce engagement towards efforts to improve school and student achievement.
✓ The school staff and other education partners play a role in bringing together the vision of the school, the cultural pedagogical approach and the strategic priorities of the district and the province. Parents are welcomed, respected and considered as partners in the cultural development of their children. School district networks support parents who know little French.
✓ Resources are put in place to update priorities with respect to teaching and the integration of Francophone culture into learning. Teaching staff observes effective cultural teaching practices in their own and other schools. Time is allocated for the development of strategies that will promote identity building and improving cultural practices.
✓ *Animation culturelle* with cultural facilitators plays an essential role in helping schools integrate cultural pedagogy and identity building and motivate students to continue their studies in French.

✓ The principles of the cultural approach that target student success in accordance with the *Aménagement Linguistique Policy* (PAL) are integrated into professional learning and the planning of curriculum-prescribed learning activities.

✓ In the context of catholic education, identity building is linked to catholic values.

✓ Activities focused on inclusion and openness to diversity are pillars of the vitality of a pluralistic Francophone environment within the school. The celebration of different cultures is part of the school experience and of the process of welcoming all French speaking communities, including recent immigrants.

Results of the Third Question

In response to the third question of how French-language school and school district leadership practices support a Francophone environment that is conducive to the vitality and pluralism of the minority French-speaking community, the results reveal that Catholic and public school districts have implemented interventions that are aligned with the aims of the *Aménagement Linguistique Policy* (PAL) regarding the vitality and pluralism of the minority French-speaking community. These districts have also created structures to facilitate the inclusion of diversity in the Francophone environment of their schools, as the *Aménagement Linguistique Policy* (PAL) clearly defines the school as an environment in which students take ownership of their culture and also show openness to the culture of others.

Establishment of a Francophone environment conducive to the vitality and pluralism of the minority French-speaking community:

✓ School and system leaders support the pluralism of French-language community schools. This support is manifested through inclusive policies and procedures to promote and support equity and respect for the diversity of staff and students. Leaders also participate in professional learning opportunities, which focus on equity and diversity.

✓ The *Actualisation linguistique en français* (ALF) program and the *Programme d'appui aux nouveaux arrivants* (PANA) are considered in teaching. There are welcome programs and services for newly arrived students and their parents, and strategies are developed for managing multiethnic classrooms. The cultural skills taught at school take into account curiosity about cultural differences.

✓ The welcoming of newly arrived students takes into consideration their previous experiences. In some schools, a person is designated to support the integration process for newly arrived students.

✓ Parents of newcomer students are welcomed and directed to the appropriate community resources. Communication structures such as the Settlement Workers in Schools (SWIS) ensure a relationship between the school, the students, the parents and the community.

Results of the Fourth Question

In response to the fourth question of how the effective leadership practices of school and system leaders of French-language schools and school districts influence the leadership practices and personal leadership resources development of Ontario school and system leaders? The results show that the successful practices of school districts are shared with the province in different ways. In addition, Ministry of Education partners receive reports as part of the province's accountability process.

Influence of leadership practices and personal leadership resources development

✓ The Directors of Education of the Conseil ontarien des directrices et directeurs d'éducation de langue française (CODELF) share their leadership practices and resources through provincial and regional sharing sessions, teleconferences, webinars and the Centre de leadership de l'Ontario.

✓ An accurate and transparent account of the performance and cultural profile of French-language schools is presented to all school partners (the Ministry, parents and community).

✓ French-speaking leaders informally share their successes with their own colleagues and with their English-speaking colleagues.

✓ Relationships between French-language and English-language school districts are created through different organizations such as the Council of Ontario Directors of Education (CODE) and the Ontario's Institute for Education Leadership (IEL).

✓ Throughout the province, there are sharing systems in different regional or municipal committees that bring together French-language and English-language school districts.

Looking Ahead

Following the analyses conducted as part of the study, we propose some forward-looking recommendations to ensure that the leadership practices of school and system leaders maintain a commitment on the part of catholic and public school districts to improve learning for all students by closing gaps in achievement between those who have always succeeded and the others. In the context of French-language education, this commitment must take into consideration the goals of the *Aménagement Linguistique Policy* (PAL) in order to maintain the institutional vitality of the French-language and culture.

Recommendations

Leadership and French-language Education in a Minority Setting

A recent trend in leadership research is the movement toward a hybrid model of effective educational leadership that reflects both instructional and transformational practices. In the case of French-language education, the *Ontario Leadership Framework* (OLF) must consider the particularities of the linguistic and cultural context of French-language education in a minority setting. In this respect, beyond the additions regarding culture and language that are interspersed throughout the domains of School-level and System-level Leadership placemats, and the nine characteristics of the *District Effectiveness Framework* (DEF), these should better reflect the skills of effective leadership in a minority setting, which has educational, participatory and shared attributes according to the *Aménagement Linguistique Policy* (PAL). This would include more specific characteristics related to the mandate of French-language schools, for example, a mission, shared vision and goals founded on aspirational images of an educated person aware of their Francophone identity, or a coherent instructional guidance system that includes the cultural approach to teaching.

Leaders emphasize how important it is that the Ontario Ministry of Education fully supports the specificity of French-language education and its leadership. This support would make it possible to pursue an effective collaboration to meet the challenges of a minority setting and of valuing French-language leaders, whose leadership practices should be used to update the Ministry's policies and initiatives.

Leadership Practices

✓ Ongoing relationships should be maintained between all the departments and schools in a district in order to keep resources up to date.

✓ French-language school districts must have access to additional resources from the province to face the challenges of school and system leadership succession in a context of geographic dispersion.

✓ The implementation of personal leadership resources to support the leadership practices of effective leaders should be more formal as part of the mentoring and coaching programs for leaders.

Cultural ownership, vitality and pluralism in line with the *Aménagement Linguistique Policy* (PAL)

✓ Cultural development should be factored into the systematic analysis of data to inform decisions concerning the integration of culture and identity building.

✓ Student services should continue to consider the many needs of pluralistic French language schools.

Influence of the leadership practices of French-language school and system leaders

✓ To learn more about the influence of the leadership practices of French-language school and system leaders it would be necessary to survey a representative sample of school and system leaders from English-language districts and conduct a comparative study.

✓ Several leadership initiatives already exist across the province. However, for these provincial leadership practices to have an influence formal forums with specific themes should be established at the local, regional and provincial levels to allow leaders of English-language and French-language school districts to share innovative leadership practices to advance the *Ontario Leadership Strategy* (OLS). Leaders would therefore learn how Ontario's goals for student academic success and well being are achieved in their shared contexts and challenges. These forums could also be beneficial for succession, in particular for some French-language school districts that must resort to different procedures to build a pool of potential future leaders due to the demographic challenges.

Follow-up to the Study

A qualitative study of the teaching staff of French-language schools would make it possible to examine how they integrate the leadership practices and personal leadership resources of school and system leaders into their day-to-day work in the classroom to promote student academic achievement and well being.

Conclusion

In order to accomplish school improvement goals, school and system leaders must consider the essential dimensions of the French-language and culture in a minority setting in their decision-making. The integration of these dimensions supports the development of educational leadership in Ontario's French-language minority settings. It also has an impact on the recruitment process. As one leader emphasized, the recruitment process for leadership positions must begin early: *. . . as soon as new teachers arrive, we encourage them from the very first day to continue their studies . . . to advance their knowledge . . . it's important to seek them out and encourage them.*

With regard to the concept of performance-related academic achievement measured through provincial tests from the Education Quality and Accountability Office (EQAO) and the Ontario Secondary School graduation rate, results show that in 2016, the secondary school five-year graduation rate for students from French-language school districts was 90.5%, and the four-year graduation rate was 88.1%. Moreover, the performance of Grade 3 and Grade 6 students equalled or surpassed the provincial standard in reading, writing and mathematics. Research has not yet established a correlation between academic achievement and the organizational climate. This study therefore has not looked at such a correlation but has focused primarily on the way in which the leadership practices of school and system leaders contribute to academic achievement.

Through quantitative and qualitative data, the study revealed that the practices of school and system leaders in Ontario's French-language schools and school districts are based on effective leadership skills that have educational, participatory and shared attributes, as well as an in depth knowledge of education in French language minority

settings. These practices are associated with schools that have a close relationship with the community and define themselves as community schools serving their students and parents. The actions of schools and system leaders converge toward academic achievement and student well being. Every effort is made to close gaps and to support students in their development; teaching staff is also supported in their professional learning , and leaders are mentored in their professional growth. This close-knit school community is there for students throughout their years at school and ensures that they not only achieve academic success but also come to define themselves as Francophone through their engagement in French-language acquisition and cultural ownership activities. It is a complex challenge, but the school and system leaders who participated in the study clearly demonstrated their commitment and their desire and ability to fulfill the mandate of French-language schools as defined by the *Aménagement Linguistique Policy* (PAL) while implementing the *Ontario Leadership Framework* (OLF), which includes evidence related to the characteristics of highly effective districts.

It is to be hoped that this first study of Francophone school and system leaders in Ontario will contribute to enriching the Ontario Leadership Framework (OLF) and enhancing our understanding of the practice of leadership in minority settings, which must serve the community school and assure the transmission of French-language and culture. Moreover, in light of this study, it would be worthwhile to study the responses of teaching staff to understand the ways in which they live and integrate the practices of school and system leaders in their day-to-day work in the classroom in support of student academic achievement and well being.

References

Alexander, P. & Fox. E. (2004). A Historical Perspective of Reading Research and Practice. In Robert Rudell and Norman Unrau (Eds.), *Theoretical Models and Processes of Reading*, p. 33-68. Newark: International Reading Association.

Aydin, A. & Yilmaz, S. (2013) *The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction*. Educational Sciences: Theory & Practice.13 (2).806-811.

Ball, S.J. (2008). *The Education Debate.* Bristol: Policy Press.

Barber, M. Whelan, F., & Clark, M. (2010). *Capturing the Leadership Premium: How the World's Top School Systems are Building Leadership Capacity for the Future*. London: McKinsey & Company.

Barth, R.S. (2001). *Teacher Leader.* Phi Delta Kappa, 82(6): 443–49.

Bass, B.M. (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press.

Beaudoin, M. N., & Taylor, M. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together.* Thousand Oaks, CA: Corwin Press

Bryk, A., &Schneider, B. (2002). Trust in Schools: A Core Resource for Improvement . New York: Russell Sage Foundation.

Bell, L. (2007). *Perspectives on Educational Management and Leadership.* London: Continuum International Publishing Group

Berger, M.J.et Heller, M. (2001). *Promoting Ethnocultural Equity Education in Franco-Ontarian Schools, Language, Culture and Curriculum,* vol.14, no 2, p.130-141.

Berger, M. J. (2003). *Mise à jour des pratiques pédagogiques du personnel enseignant en actualisation linguistique* (ALF). *Dans Duchesne, H., Recherche en éducation francophone en milieu minoritaire, regard croisé sur une réalité mouvante*, p. 79-97. Winnipeg, Manitoba: Presses universitaires de Saint-Boniface.

Berger, M.J. (2009). *Leadership in Equity Practices: Issues for Social and Cultural Challenges*. In Sokolova, I.I. (ed.) *Pedagogical education: Contemporary problems, modern concepts, theories and practices*. Russian Academy of Education, Saint-Petersburg. P.270-284.

Berger, M.J., Forgette-Giroux, R., & Dei, G.J.S. (2007). *Study of Literacy and Numeracy. Teaching and Evaluation practices in relation to Diversity,* 167 p. The Literacy and Numeracy Secretariat: Toronto, Ontario.

Berger, M.J., Dei, G.J.S., & Forgette-Giroux, R. (2009). *Literacy, Diversity and Education: Meeting the Contemporary Challenge.*

Journal of the Comparative and International Education Society of Canada, 38(1), 1-16.

Burns, J.M. (1978). *Leadership.* New York: Harper Row.

Bryk, A. S., & Schneider, B. (2003). *Trust in Schools: A Core Resource for School Reform*. Educational Leadership, 60(60), 40–45.

Burton, N., & Brundrett, M. (2005) *Leading the Curriculum in the Primary School*. London: Paul Chapman.

Bush, T. (2008). *From Management to Leadership: Semantic or Meaningful Change?* Educational Management, Administration & Leadership 36(2): 271–288.

Campbell, C., Gold, A., & Lunt, I. (2003). *Articulating Leadership Values in Action: Conversations with School Leaders*. International Journal of Educational Reform. 6(3), 203-221.

Cormier, M. (2004). *Finalités justes ou attentes démesurées ? Le débat autour de l'école en milieu minoritaire.* Francophonies d'Amérique , 17, 55-63.

Creswell, J.W. & Plano Clark, V.L. (2007). *Designing and Conducting Mixed MethodsRresearch*. Thousand Oaks, CA: Sage.

Crowther F with Ferguson M and Hann L (2009) *Developing Teacher Leaders: How Teacher Leadership Enhances School Success* (2nd ed). London: Sage

Dalley, P., & Roy, S. (2008). *Francophonie, minorités et pédagogie*. Les Presses de l'Université d'Ottawa.

Dannetta, V. (2002). *What Factors Influence a Teacher's Commitment to Student Learning?* Leadership and Policy in Schools, 1 (2), 144-171.

Darling-Hammond, L. (2006). *Constructing 21st-Century Teacher Education*. Journal of Teacher Education, 57(3), 300-314.

Darling-Hammond, L. & Bransford, J. (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do*. San Francisco, CA : Jossey-Bass.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *Review of Research: School Leadership Study. Developing Successful Principals*. Palo Alto, CA: Stanford Educational Leadership Institute.

Denzin, N. K., & Lincoln, Y. S. (1994).*Handbook of Qualitative Research*. Thousand Oaks, CA: Sage.

Desrochers, A., & Berger, M.J. (2011). *Littératie, éducation et société.* Dans, Berger, M.J., & Desrochers, A. (Eds). L'évaluation de la littératie. Les Presses de l'Université d'Ottawa. p. 7-27.

Duchesnes, H., & Berger, M.J., (2004). *Défis de l'éducation francophone, Francophonies d'Amérique,* 18(1). Les Presses de l'Université d'Ottawa. 3 p.

Earl, L.M.& Katz, S. (2006). *Leading Schools in a Data-rich World: Harnessing Data for School Improvement.* Thousand Oaks, CA: Corwin.

Earl, L. & M. Fullan (2003) *Using Data in Leadership for Learning.* Cambridge Journal of Education, Vol.33, No.3 12-24.

Epstein, J. L., & Salinas, K. (2004). *Partnering With Families and Communities.* Educational Leadership, 61(8), 12-18.

Farmer, D. & N. Labrie (2008) *Immigration et francophonie dans les écoles ontariennes : comment se structurent les rapports entre les institutions, les parents et le monde communautaire?* Revue des sciences de l'éducation, vol.34, no.2, p.377-398.

Faucher, R. (2001). *L'école française en milieu minoritaire.* CIRCEM. Université d'Ottawa.

Fleuret, C., Bangou, F. & Berger, M.J. (2015). *Le programme d'appui aux nombreux arrivants. Un regard sur les pratiques pédagogiques mises en œuvre dans les écoles secondaires francophones en Ontario.* Éditions CFORP.105 p.

Garanzini, M.J.(2012) *A Catholic Response to the Accountability Movement.* Momentum, 43(1), 8-9.

Gérin-Lajoie, D. (2006) *La contribution de l'école au processus de construction identitaire des élèves dans une société pluralise, Éducation et francophonie,* vol.34, no 1, p.162-176.

Gérin-Lajoie, D. 2008. *Le travail enseignant en milieu minoritaire.* Dans P. Dalley et S. Roy (Éds), Francophonie, minorités et pédagogie. (p. 65-94). Ottawa : Presses de l'Université d'Ottawa.

Gérin-Lajoie, D. (2011). *Le rôle complexe de l'école et la construction identitaire des élèves. In J. Rocque, La direction d'école et le leadership pédagogique en milieu francophone minoritaire – considérations théoriques pour une pratique éclairée,* p. 307-321. Winnipeg : Presses universitaires de St-Boniface

Gérin-Lajoie, D. et Jacquet, M. (2008). *Regards croisés sur l'inclusion des minorités en contexte scolaire francophone minoritaire au Canada.* Éducation et francophonie, 36(1), 25-43.

Godin, J., Lapointe, C., Langlois, L. et St-Germain, M. (2004) *Le leadership éducationnel en milieu francophone minoritaire : un regard inédit sur une réalité méconnue,* Francophonies d'Amérique, no.18, p.63-78.

Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships.* New York, NY: Bantam Dell.

Green, P., & Skinner, D. (2005). *Does Time Management Training Work? An Evaluation. International Journal of Training and Development,* 9(2), 124–139.

Green, R. L. (2010). *The Four Dimensions of Principal Leadership: A Framework for Leading 21st Century Schools.* Boston, MA: Allyn & Bacon.

Grossman, S.(2009). *Les dispositifs groupaux d'analyse des pratiques au service du développement professionnel des enseignants. Quelles analyses? Quelles pratiques ? Quel professionnel ?* Canadian Journal of Education, 32(4), 764-796.

Hallinger, P. (2003). *Leading Educational Change: Reflections on the Practice of Instructional and Transformational Leadership.* Cambridge Journal of Education, 33 (3), 329-351.

Hill, P.W. (2010). *Using Assessment Data to Lead Teaching and Learning.* In A.M. Blankstein, P.D. Houston, & R.W. Cole (Eds.) Data Enhanced Leadership. Thousand Oaks, CA: Corwin.

Horng, E. L., Klasik, D. & Loeb, S. (2010). *Principal Time-use and School Effectiveness.* American Journal of Education, 116(4), 492–523.

Holmes, L.K. (2008). *Perceptions of Parents From Multiple Cultures on the Importance of Sharing Literacy With Their Children From Birth to Age 5.* Dissertation Abstract International, (UMI No.3291623)

Ingersoll, R. (2001). *Teacher Turnover and Teacher Shortages: An Organizational Analysis.* American Educational Research Journal, 38 (3), 499-534.

Hycner, R.H.(1985). *Some Guidelines for the Phenomelogical Analysis of Interview Data.* Human Studies, 8(3), 279-303.

Kanouté, F., Vatz Laaroussi, M., Rachédi, L., & Doffouchi, M. (2008). *Familles et réussite scolaire d'élèves immigrants du secondaire. Revue des sciences de l'éducation,* 34(2), 265-289.

King, M.B. & Newman, F.M. (2000). *Will Teacher Learning Advance School's Goals?* Phi Delta Kappa, 81(8), 576-580.

Lai, E. (2015). *Enacting Principal Leadership: Exploiting Situated Possibilities to Build School Capacity for Change.* Research Papers in Education. Vol.30, No.1, 70-94.

Landry, R., Deveau, K. & Allard, R. (2006) *Vitalité ethnolinguistique et construction identitaire : le cas de l'identité bilingue.* Education et francophonie, vol. 34, no.1, p.54-81.

Landry, R. et Allard, R. (2000). *Langue de scolarisation et développement bilingue : le cas des Acadiens et francophones de la Nouvelle-Écosse, Canada.* Divers Cité Langues. www.tewg.uquebec.ca/diverscite

Lapointe, C. (2002). *Diriger l'école en milieu linguistique et culturel minoritaire.* Dans L. Langlois et C. Lapointe (Dir.) Le leadership en éducation. Plusieurs regards, une même passion. Montréal : Chenelière. p..36-48.

Lapointe, C. et Gauthier, M. (2005). *Le rôle des directions d'écoles dans la dynamique de la réussite scolaire.* Dans Deblois, L. (dir.) La réussite scolaire Comprendre et mieux intervenir, Québec, Presses de l'Université Laval, p.39-50.

Leithwood, K. & Jantzi, D. (1999). *Transformational School Leadership Effects: A Replication.* School Effectiveness and School Improvement, 10(4), 451-479.

Leithwwood, K., Seashore-Louis K., Anderson, S., & Wahlstrom, K. (2004) *How Leadership Influences Student Learning: A Review of Research for the Learning from Leadership Project.* New York: The Wallace Foundation.

Leithwood, K. & Riehl, C.(2005) *What We Know About Successful School Leadership.* In W. Firestone & C. Riehl. (Eds.), A New Agenda: Directions for Research on Educational Leadership (pp.22-47). New York, NY: Teachers College Press.

Leithwood, K., & Jantzi, D. (2006). *Transformational Leadership for a Large-scale Reform: Effects on Students, Teachers, and Their Classroom Practices.* School Effectiveness and School Improvement, 17(2), 201–227.

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Successful School Leadership: What it is and How It influences Pupil Learning*, Nottingham, and National College for school leadership.

Leithwood, K., & Beatty, B. (2008). *Leading With Teacher Emotions in Mind.* Thousand Oaks, CA: Corwin Press.

Leithwood, K., Mascall, B., & Strauss, T. (Eds.). (2009). *Distributed Leadership According to the Evidence.* New York, NY: Routledge.

Leithwood, K. & K. S.Louis (2012). *Linking Leadership to Student Learning.* San Francisco, Jossey- Bass.

Leithwood, K. (2013) *Les conseils scolaires performants et leur leadership. Rapport de l'étude commandée par le Council of Ontario Directors of Education et l'Institut de leadership en éducation.*

Leurebourg, R. (2013). *Rôles des directions d'école de langue française en situation minoritaire.* Canadian Journal of Education |Revue Canadienne de l'éducation, 36(3) 272-297.

Ontario Institute for Education Leadership (2013). The Ontario Leadership *Framework, A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action*. www.education-leadership-ontario.ca

Lowery, C. L. (2016). *The Scholar-Practitioner Ideal. Toward a Socially Just Educational Administration for the 21st Century.* Journal of School Leadership, Volume 26, p.34-60.

Ma, X., & Willms, J.D. (2004). *School Disciplinary Climate: Characteristics and Effects on Eight Grade Achievement.* Alberta Journal of Educational Research, 50(2), 169-188.

Mandin, L. (2003). *Enseigner l'écriture : Une étude épistémologique d'une enseignante.* Dans H. Duchesnes, Recherche en éducation francophone en milieu minoritaire; regards croisés sur une réalité mouvante. Winnipeg, Manitoba : Presses universitaires de Saint-Boniface.

Masny, D. (2001). *Pour une pédagogie axée sur les littératies.* Dans Masny, D. (dir.). Culture de l'Écriture. Les défis à l'école et au foyer. Outremont, Les Éditions Logiques, p. 15-26.

Marzano, R.J., Walters, T., & McNulty, B.S. (2005). *School Leadership That Works: From Research to Results.* Alexandria, VA: Association for Supervision and Curriculum Development.

McDonnell, A. H. (2009). *Literacies of place: Towards a Worldview of Kinship.* Dissertation Abstract International, (UMI No. 1465400).

Ministry of Education of Ontario. (2005). *L'éducation pour tous. Rapport de la Table ronde des experts pour l'enseignement en matière de littératie et de numératie pour les élèves ayant des besoins particuliers de la maternelle à la 6e année.* Toronto : Imprimeur de la Reine pour l'Ontario.

Ministry of Education of Ontario. (2014). *Achieving Excellence : A Renewed Vision for Education In Ontario.*

Ministry of Education of Ontario. (2009a) *Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario. Cadre d'orientation et d'intervention.* Toronto, Imprimeur de la Reine.

Ministry of Education of Ontario. (2009b).*Stratégie ontarienne d'équité et d'éducation inclusive.* www.edu.gov.on.ca\fre\document\energize.

Ministry of Education of Ontario (2010) *Actualisation linguistique en français. Le curriculum de l'Ontario.* Toronto, Imprimeur de la Reine.

Ministry of Education of Ontario (2010) *Programme d'appui aux nouveaux arrivants.* Le curriculum de l'Ontario. Toronto, Imprimeur de la Reine.

Ministry of Education of Ontario (2014) *Atteindre l'excellence : Une vision renouvelée de l'éducation en Ontario.* Toronto, Imprimeur de la Reine.

Ministry of Education of Ontario. (2004) *La Politique d'aménagement linguistique de l'Ontario.* Toronto, Imprimeur de la Reine.

Moisset, J. (2010).*L'éducation interculturelle et la gestion scolaire : un modèle d'analyse, dans Toussaint, P. (dir.) La diversité ethnoculturelle en éducation : enjeux et défis pour l'école québécoise*, Québec, PUQ, p.125-141

O'Keefe, J. M. (2007). *Catholic Schools at a Decisive Moment: Challenges and Possibilities.* VIn R. M. Haney & J. M. O'Keefe (Eds.), EndangeredSspecies: Urban and Rural Catholic Schools (pp. 43-57). Washington, DC: National Catholic Educational Association.

Owens, R.G. (1998). *Organizational Behaviour in Education.* (6th Ed.) . Boston, MA: Allyn and Bacon

Ozar, L. A., & Weitzel-O'Neill, P. (Eds.). (2012). *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools.* Chicago, IL: Loyola University Chicago, Center for Catholic School Effectiveness.

Patterson, D. & Rolheiser, C. (2004). *Creating a Culture of Change.* Oxford, OH: National Staff Development Council.

Rocque, J. (2011) *La direction d'école et le leadership pédagogique en milieu francophone minoritaire – considérations théoriques pour une pratique éclairée*, p. 307-321. Winnipeg: Presses universitaires de St-Boniface.

Ross, J.A. & Gray, P. (2006) *School Leadership and Student Achievement: The Mediating Effects if Teacher Beliefs,* Canadian Journal of Education\ Revue canadienne de l'éducation, vol.29, no 3, p.798-822.

Ross, J.A. & Berger, M.J. (2009) *Equity and Leadership: Research-based Strategies for School Leaders.* Leadership and Management, 29 (5), 461-474.

Rousseau, N. & Bélanger, S. dir. (2004) *La pédagogie de l'inclusion sociale*, Québec, Presses de l'Université du Québec. , 402 p.

Samuel, E., Krugly, L., & Warren, L.W. (2001). *Academic Achievement of Adolescents from Selected Ethnocultural Groups in Canada*; A Study Consistent with Fohn Ogbu's Theory. McGill Journal of Education, 36(1), p.61-71.

Seybold, J.A. (2004). *An Examination of the Evidence that Teachers use to Assess Student Learning and the Decisions About Their Teaching Practices: Connecting Teacher and Student Learning Through Inquiry-based Professional Development.* Dissertations Abstracts International, 65(11), 4072A, (UMIND 3154729)

Shapira-Lishchinsky, O. (2015) *Simulation-based Constructivist Approach for Education Leaders. Educational Management Administration & Leadership* Vol. 43(6) 972–988

Soto Kile, L. L. (2006). *Balanced Literacy and its Impact on Students in Title I Schools.* Dissertation Abstracts International, 67(09). (UMI No. 3232240)

Stake, R. (1995). *The Art of Case Study Research.* Thousand Oaks, Ca: Sage Publications.

Sun, J. & K. Leithwood (2015) *Direction-setting School Leadership Practices: A Meta-analytical Review of Evidence About Their Influence.* School Effectiveness and School Improvement. Vol. 26, No. 4, 499–523.

Vatican Council II. (1965). *Gravissimum Educationis* [Declaration on Christian education].

Washington, DC: *National Catholic Welfare Conference*

Villegas, M.A., & Lucas, T. (2003). *Educating Culturally Responsive Teachers.* New York: State University of New York Press.

Wayman, J.J., J.Jimeson et V. Cho (2012). *Organizational Consideration in Establishing Data-informed Districts.* School Effectiveness and School Improvement, vol.23, no 2, p.159-178.

Weinstein, C.S., Tomlinson-Clarke, S., & Curran, M. (2004). *Toward a Conception of Culturally Responsive Classroom Management.* Journal of Teacher

Education. 55(1). 25-38.

White,S. (2011). *Beyond the Numbers: Making Data Work for Teachers and School Leaders.* (2nd Ed.) . Englewood: CO: The Leadership and Learning Center.

Yin, R.K.(2009). *Case Study Research: Design and Method.*(4th ed.). California: Sage Publication.

Appendices

Appendix A: Invitation letter

Dear Sir or Madam:

French-language school districts have celebrated their fifteen years of management and the success of their students is evident in many ways. In anticipation of this celebration, a study entitled *French-language education in Ontario: A Fresh Perspective on Leadership Practices* will document the leadership practices of school and system leaders to provide an overview of French-language leadership in Ontario. This study, sponsored by the Ontario Institute for Education Leadership and supported by the French-Language Education Policy and Programs Branch of the Ontario Ministry of Education, is in line with the institutional capacity and academic achievement development goals of the *Aménagement Linguistique Policy* (PAL).

For this study, we will need the collaboration of the 12 French-language school districts in order to collect quantitative and qualitative data from school and system leaders. I would be grateful if you would designate a liaison to contact me in order to coordinate the data collection for your school district.

Quantitative data collection process:
From May 1 to May 30, 2016, school and system leaders will be able to respond to the questions found on the site given in the letter of invitation.

Qualitative data collection process:
It will be up to your district to determine the number of participants for two focus groups. The interviews will be held at the most convenient time and place for your district. The interviews will last from 60 to 75 minutes.

- ✓ One interview with a target discussion group of system leaders: the director of education, two superintendents of education, one superintendent of business or manager of the business sector and one director or coordinator of educational services.

- ✓ One interview with a target discussion group of school leaders: two elementary school principals, two secondary school principals, two elementary school vice-principals and two secondary school vice-principals.

I thank you in advance for your cooperation and for that of your school district leaders.

Sincerely,

Marie Josée Berger, Ph.D.

Appendix B: Questionnaire for School and System Leaders

French-language Education in Ontario: A Fresh Perspective on Leadership Practices

....

Instructions

This study examines leadership practices and personal leadership resources of school and system leaders in 12 catholic and public French-language school districts according to the *Aménagement Linguistique Policy* (PAL) and the *Ontario Leadership Framework* (OLF).

Your cooperation is required for the collection of quantitative data. Your responses are confidential and will be used for analysis only. You will need a maximum of 30 minutes to answer the questions.

Thank you for your participation in this survey.

....

General information

1. Sex:

☐   Female
☐   Male

2. My role in a school district:

☐   Catholic
☐   Public

3. I am a system leader in a district as:

☐   Director of education
☐   Supervisory officer in education
☐   Supervisory officer of business
☐   Service management / Coordination of service
☐   Other (Please specify) _____

4. Number of years of experience in your functions:

☐   It is my first year.
☐   1 to 5 years
☐   6 to 10 years
☐   11 to 15 years
☐   Other (Please specify) _____

5. Select among the following items that best describe the students in your district. Check more than one box as needed.

☐   A large number of students with special needs
☐   A large number of special needs identified students
☐   A large number of students in an ALF program
☐   A large number of students from different nationalities in a PANA program
☐   None of these characteristics

To what extent do you agree or disagree with the following statements?

At my school / at the district level	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
1. Principals and vice-principals have contributed their perspectives to the definition of the school district's vision.					
2. Principals and Vice-principals have implemented the local Aménagement Linguistique Policy (PAL).					
3. High expectations are established for the school leader.					
4. High expectations are established for leaders.					
5. High expectations are established for students.					
6. School staff, students and education stakeholders have established consensus that prompts them to contribute to a positive school climate, reflecting the belief that all students are in the image of God.					
7. The members of the school staff assess their progress towards the achievement of objectives related to the educational and cultural school mandate.					
8. The school goals guide decisions on programs.					
9. Inclusive policies and procedures promote and support equity and respect for staff diversity.					
10. Inclusive policies and procedures promote and support equity and respect for the diversity of students.					
11. Teachers are encouraged to be innovative in the way they support student achievement.					
12. Teachers are encouraged to be innovative in the way they support student well-being.					
13. Principals and Vice-principals engage staff in making the school an enriching environment.					
14. Principals and Vice-principals engage students in making the school an enriching environment.					
15. The school environment promotes identity building.					
16. The environment of the school favours the construction of the expression of Francophone pride.					

To what extent do you agree or disagree with the following statements?

At my school / at the district level	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
1. Teaching staff is valued and encouraged to set professional learning goals.					
2. The opinions of teachers are taken into account before making decisions that affect their work.					
3. Individuals and groups within the school are treated equitably.					
4. Individuals and groups within the school are treated equitably in accordance with the values of the Catholic faith.					
5. Catholic culture is based on concern for the well-being of others.					
6. School staff ideas are listened to and considered with respect.					
7. Student ideas are listened to and considered with respect.					
8. Parent ideas are listened to and considered with respect.					
9. Constructive discussions about successful practices are encouraged.					
10. Teaching staff is encouraged to reflect on what they are aiming to accomplish with students and how they can get there.					
11. Student recruitment strategies are in place.					
12. Strategies are in place for the retention of students in French-language schools.					
13. Welcoming programs for newly appointed staff are in place.					
14. Welcoming programs for newcomer students are in place.					
15. Welcoming programs for parents of newcomer students are in place.					
16. There are frequent and significant interactions between school staff, students and parents to achieve improvement goals.					
17. Principals and vice-principals are very visible in the school to support staff.					

To what extent do you agree or disagree with the following statements?

At my school / at the district level	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
1. Staff participates in the development and implementation of important decisions and policies concerning the school.					
2. Open and fluid communication supports a learning community within the school.					
3. Teaching staff has opportunities to collaborate on instructional improvement.					
4. Teaching staff has opportunities to collaborate on improving cultural practices.					
5. Parents are welcomed, respected and seen as partners in their children's school learning.					
6. Parents are welcomed, respected and considered as partners in the cultural development of their children.					
7. The staff and the school leader work directly with families from different backgrounds to help them support their children at home to ensure their academic success.					
8. Students with varied experiences and perspectives are included to enrich the classroom experience.					
9. School resources support language learning.					
10. School resources are provided to support the integration of Francophone culture into learning.					
11. Schedules allocate the maximum amount of time to tasks concerning students.					
12. School staff assumes a leadership role in promoting a positive school climate.					
13. School staff assumes a leadership role in promoting a positive school climate and appropriate behaviour as taught by the Gospel.					
14. Cultural action is integrated into instructional approaches.					
15. Cultural action is integrated into school life.					
16. School-community projects support the student success curriculum.					
17. School-community projects support the student well-being curriculum.					
18. The school's collegial culture gives school staff the confidence to openly discuss difficulties they encounter in their instructional practices.					
19. Students, school staff and parents are actively involved in decisions affecting school life and school climate.					
20. Activities are organized to highlight the Francophone environment.					

To what extent do you agree or disagree with the following statements?

At my school / at the district level	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
1. Teaching staff demonstrates commitment to the educational mandate of the French-language school in a minority setting.					
2. Teaching staff demonstrates a commitment to the cultural mandate of the French-language school in a minority setting.					
3. Time is allocated to teaching staff for collaboration and sharing leadership.					
4. Time is allocated to teaching staff to develop a common vision of teaching.					
5. Time is allocated to teaching staff to develop identity building strategies.					
6. The principal observes classrooms and provides constructive comments to teaching staff.					
7. Teaching staff observes effective teaching practices in their own and other schools.					
8. Teaching staff observes effective cultural teaching practices in their own or other schools.					
9. Teaching staff understands the importance of learning assessment.					
10. Data from different sources is used to analyze students' progress.					
11. The school environment allows school staff to use data effectively (time, support, partnerships with specialists, a culture based on the importance of using data).					
12. Students who require more support are prioritized.					
13. Instructional improvement efforts include the cultural pedagogical approach for Francophone cultural ownership.					
14. The cultural skills taught at school take curiosity about different cultures into account.					
15. Teaching takes into account the Programme d'actualisation linguistique en français (ALF) and the Programme d'apprentissage aux nouveaux arrivants (PANA).					
16. Strategies for managing a multi-ethnic classroom are emphasized.					
17. Newcomer students are quickly integrated into regular classes.					

To what extent do you agree or disagree with the following statements?

At my school / at the district level	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
1. School staff participates regularly in the analysis of data pertaining to learning processes.					
2. School staff participates on a regular basis in the analysis of data pertaining to the cultural progress of all students.					
3. The objectives of the school are aligned with those of the district, the Aménagement Linguistique Policy and the province.					
4. Teachers link the educational objectives of the school with those of the Ministry of Education to strengthen commitment to school improvement efforts.					
5. Teachers link the cultural objectives of the school to those of the Ministry of Education to strengthen commitment to school improvement efforts.					
6. Teacher and leader effectiveness is measured using evidence of improved student achievement.					
7. Teacher and leader effectiveness is measured by evidence of improved cultural pathways for students.					
8. Teacher and leader effectiveness is measured through evidence of pastoral pathways.					
9. The organizational model reflects the values of the minority French-language catholic school.					
10. An accurate and transparent report on the performance of the French-language minority school is presented to all school partners (ministry, district, parents and community).					
11. An accurate and transparent report on the cultural profile of the French-language school is presented to all school partners. (Ministry, district, parents and community).					
12. The organizational model reflects the values of the French-language minority school.					
13. Parents participate in teaching and learning in a minority setting sessions.					

To what extent do you agree or disagree with the following statements?

As leader	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
1. You choose to solve problems according to the effects these will have on students.					
2. You believe that difficult problems can be solved by taking the time to think and see them more clearly.					
3. You show interest in staff.					
4. You pay attention to the well-being of staff.					
5. You are capable of considering the staff's point of view.					
6. You are able to reconcile divergent interests to establish a common vision.					
7. You create a positive emotional climate in your school.					
8. You believe that difficult problems can be solved by relying on relevant information gathered in order to see them more clearly.					
9. You take the time required to arrive at a full understanding of a problem before going further.					
10. You often consulted other people affected by a problem in order to arrive at a productive interpretation.					
11. You stay calm and confident when approaching problems.					
12. You communicate a feeling of calm to people who are collaborating to solve a problem.					
13. Your decisions are based on a set of values that you can easily defend.					
14. You have identified the learning conditions that are likely to hinder student learning in your school district.					
15. You have assessed potentially effective learning conditions in the classroom.					
16. You have assessed potentially effective learning conditions in your school district.					
17. You have identified learning conditions that are likely to hinder student learning in the classroom.					
18. You understand what provokes your emotional reactions.					
19. You think about the consequences of your emotional reactions.					
20. You are optimistic that your initiatives will produce positive results.					
21. You take responsible risks regardless of prior problems or setbacks.					

22. You have confidence in your ability to find ways to achieve your goals.				
23. You persevere in the face of adversity or difficulties.				
24. You are able to bounce back after a failure.				

Guiding Questions

French-language school and district leadership practices

1. How is achievement emphasized at all levels of the school district?
2. How is the level of student achievement raised?
3. What actions are implemented to reduce gaps in achievement?
4. How does the school district support performance improvement efforts?
5. What actions are implemented to promote student well-being?

Establish and communicate a broadly shared mission, vision and goals founded on aspirational images of the educated person

1. What is the process for developing the school district's strategic planning?
2. How are the school district's mission, vision and goals operationalized?

Provide a coherent instructional guidance system

1. In what ways are standards, curriculum, instructional practices and professional learning priorities based on the school district's mission, vision and goals?
2. In what ways does the school district collaborate with schools to improve achievement?
3. What forms of support are offered to schools?
4. How are the teaching staff's innovation and improvement efforts supported?
5. How is school support adapted according to student achievement?

Make deliberate and consistent use of multiple sources of evidence to inform decisions

1. How are existing studies used to inform the planning and development of policies?
2. How are relevant studies analyzed before decisions are made on the ways to improve student achievement?
3. How is evidence from multiple sources analyzed to highlight weaknesses, set goals and follow up on progress?
4. How do networks fuel collaboration to help teaching staff implement new forms of teaching to stimulate learning?

Create learning-oriented organizational improvement processes

1. What kind of coherent approach to improvement is used to reach key goals in the long term?
2. How are new initiatives integrated into everyday activities and existing practices?
3. How do professional learning communities, networks within schools and the school district share, assess and enhance improvement efforts?
4. How is job-embedded professional learning targeted?

Provide job-embedded professional learning for all members of the organization

1. How are the principles of the cultural approach integrated into professional learning?
2. How are school and school board improvement initiatives aligned with the principles of the cultural approach?
3. How is professional learning adapted to the needs of schools, leaders and teaching staff?
4. How does the job-embedded professional learning offered to supervisory officers, school principals, vice-principals and teaching staff take into account the resolution of school and school board improvement problems?
5. How is progress monitored?
6. How is staff held accountable for implementing professional learning?

Align budgets, structures and time and personnel policies/procedures with the district's mission, vision and goals

1. How are resources aligned with the school district's priorities with regard to:
   - cultural and instructional teaching?
   - student achievement?
2. How are resources implemented to reduce the gap in achievement?
3. How are identified students given greater access to better support?

Use a comprehensive approach to leadership development

1. How are the performance appraisal processes for school leaders developed and implemented?
2. How is feedback provided to school principals and vice-principals regarding their leadership practices and improvement efforts?
3. How is the placement of school leaders in schools planned? (according to the needs and challenges of each school)
4. How is the succession process for school leaders planned?

Advocate for and support a policy-oriented board of trustees

1. How do trustees participate in the district's strategic directions and achievement of goals?
2. How do trustees contribute to the creation of a culture of support and excellence?
3. How does the director of education report the progress of teaching and learning improvement efforts to trustees?

Nurture productive working relationships with staff and stakeholders

1. How are work relationships made and communications managed with:
   - School staff
   - Local community groups
   - Parents
   - The Ministry of Education

Personal leadership resources

1. How do you choose to solve problems according to the effects these may have on student learning?
2. How do you pay attention to the well-being of district staff?
3. How do you create a positive emotional climate in your district?
4. How do you consult other people affected by a problem in order to arrive at a productive interpretation?
5. How do you base your decisions on a set of values that you can easily defend?
6. How have you assessed potentially effective learning conditions in your district?
7. How do you have confidence in your ability to find ways to achieve your goals?