**Appendix B: *French-language Education in Ontario: A Fresh Perspective on Leadership Practices***

This appendix offers statements that were used to gather data for the *French-language Education in Ontario: A Fresh Perspective on Leadership Practices* study conducted in the 12 French-language districts in Ontario.

The questionnaire examines leadership practices and personal leadership resources of school and system leaders from all four sectors of education.

REFLECTIVE ACTIVITY

* 1. As a group of school and system leaders, you are invited to complete the questionnaire.
	2. You are then encouraged to share your results in a small group setting, either in person or remotely.
	3. Discuss how the findings can inform your district’s next steps in completing the Board Improvement Plan for Student Achievement (BIPSA).

**QUESTIONNAIRE FOR SCHOOL AND SYSTEM LEADERS**

**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 | NA |
| --- | --- | --- | --- | --- | --- |
| 1. Principals and Vice-principals have given their views on the definition of the district's vision. |  |  |  |  |  |
| 2. Principals and Vice-principals have implemented the local Aménagement Linguistique Policy (PAL). |  |  |  |  |  |
| 3. High expectations are set for the school leader. |  |  |  |  |  |
| 4. High expectations are set for the leaders/school staff. |  |  |  |  |  |
| 5. High expectations are set for students. |  |  |  |  |  |
| 6. School staff, students and education stakeholders have established a consensus that contributes 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 toward achieving the educational and cultural goals of the school. |  |  |  |  |  |
| 8. The school's goals guide decisions about 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 student diversity. |  |  |  |  |  |
| 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 enriched living environment. |  |  |  |  |  |
| 14. Principals and Vice-principals engage students in making the school an enriched living 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 | NA |
| --- | --- | --- | --- | --- | --- |
| 1. Teaching staff is valued and encouraged to set professional learning goals. |  |  |  |  |  |
| 2. The opinions of teachers are considered 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 | NA |
| --- | --- | --- | --- | --- | --- |
| 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 considers 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 | NA |
| --- | --- | --- | --- | --- | --- |
| 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 a School or System Leader | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree | NA |
| --- | --- | --- | --- | --- | --- |
| 1. You choose to solve problems according to the effects 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 the 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 board. |  |  |  |  |  |
| 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 school. |  |  |  |  |  |
| 18. You understand what provokes emotional reactions in you. |  |  |  |  |  |
| 19. You think about the consequences of your emotional reasons. |  |  |  |  |  |
| 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. |  |  |  |  |  |

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| **Reflective Questions:** |
| 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 mission, shared 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 coherent instructional guidance** |
| 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 development 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 district 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 consider the resolution of school and school district improvement problems?
5. How is progress monitored?
6. How are staff held accountable for implementing professional learning?
 |
| **Align budgets, structures and time and personnel policies/procedures with the school board’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?
1. How are resources implemented to reduce the gap in achievement?
2. 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 governance approach to board of trustee practices** |
| 1. How do school trustees participate in the district’s strategic directions and achievement of goals?
2. How do school 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 school trustees?
 |
| **Nurture productive working relationships with staff and stakeholders** |
| 1. How are work relationships made and communications managed with:School staffLocal community groupsParentsThe 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?
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