

# Final Report

Succession Planning: schools and school boards

prepared for



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- The board and executive team members from provincial organizations (see Appendix D) who participated in interviews.
- The 2008 Canada's Outstanding Principals' winners and the National Academy members who completed the survey.
- The Northern Ontario Educational Leaders (NOEL) group for participating in interviews.
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- Advisory Board members (see Appendix E) who offered guidance and support throughout the project.

## Chapter 1: Introduction

*Research shows that school leadership, especially by the principal, is the second most important factor (next to the teacher) when it comes to impact on student learning.<sup>1</sup>*

### Background and Purposes

In 2001, a study<sup>2</sup> supported by the Ontario Principals' Council predicted that more than 80% of Ontario's elementary and secondary school principals would have retired by the end of 2009.... a rather staggering prediction. Given that the literature has shown that "Principals and vice principals are critical to the development of excellent teaching, excellent schools and ultimately, enhanced student achievement; and that Supervisory Officers play an essential role by putting in place supportive system practices ...."<sup>3</sup>, it is critical that practices are in place in Ontario school boards to recruit and build capacity in a new cadre of school and system leaders as well as to retain and sustain current leaders.

Ontario's Institute for Education Leadership (IEL), a partnership among principals' associations, supervisory officers' associations, the Council of Ontario Directors of Education and the Ministry of Education, commissioned a project to enable it to contribute to the leadership development and succession planning agenda in Ontario. Through an examination of the body of knowledge about succession planning in the education sector and an examination of current practices and challenges in Ontario, IEL hopes to enhance its understanding about the future needs of educational leaders and identify ways in which it can provide insights and support. The Learning Partnership, a national organization with a mission to champion a strong public education system, was engaged to undertake this work on behalf of IEL.

IEL has done considerable work over a period of several years to formulate and establish a Leadership Framework for both school and system leaders that outlines key practices of successful educational leaders, not only in Ontario, but around the world. The section of the framework on system practices and procedures includes a component on succession planning, defined as "*The procedures the board has in place to ensure that high quality candidates are ready and willing to take on school leadership roles and that all aspects of the transition from one leader to the next have been carefully considered.*" The practices identified in the framework as indicators of effective succession planning served as a valuable touchstone for this project.

The key purposes for the project were four fold:

- development of demographic profiles of the current cadre of Ontario's education leadership;
- a review of succession planning practices in a sample of Ontario school boards as well as in the literature;
- a review of factors that motivate people to aspire to and prepare for education leadership;
- a review of factors that discourage people from applying for and assuming education leadership roles.

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<sup>1</sup> *Reach Every Student Energizing Ontario Education* Government of Ontario, Winter, 2008

<sup>2</sup> Williams, T. R. (2001) *Unrecognized exodus, unaccepted accountability: The looming shortage of principals and vice principals in Ontario public school boards*. Ontario Principals' Council

<sup>3</sup> *Putting Ontario's Leadership Framework into Action: A Guide for School and System Leaders* Institute of Education Leadership.

## Chapter 2: Data Gathering Approaches

A variety of data collection approaches were used to gather evidence pertinent to the above purposes. They included:

- a review of literature about succession planning practices;
- an analysis of data describing demographic characteristics of educational leaders in Ontario;
- on-line and paper surveys;
- board visits including interviews with senior Board representatives and collection of relevant documents;
- interviews with representatives of provincial organizations representing principals, supervisory officers and trustees;
- guided collaborative dialogue with an Advisory Board of public and private sector leaders and HR specialists.

### ***Review of Literature***

An initial step in the undertaking of this project was an examination of literature related to succession planning in both English language and French language school boards in Ontario as well as in other jurisdictions. While it was intended that Ontario's education sector would be the prime focus for review, we wanted to include as much from other educational jurisdictions as time allowed as well as from other sectors (e.g. health, public service, business). Initially, a key purpose for the review was to inform the development of surveys and interview guides in the Boards that were to be participants in the study

A summary of the literature included in our review may be found in Chapter 3, section a: The Findings, Review of Literature.

### ***Demographic Profile***

The IEL was interested in understanding the provincial profile of vice principals, principals, supervisory officers and directors based on existing current data. It was made clear that the research team was not expected to collect new data and that the analysis should examine distinctions based on language of instruction, panel and geography.

Through consultation with various representatives from provincial organizations and the Ministry of Education, it became clear that:

- the most comprehensive and consistent data for principals and vice principals were available through the Ministry of Education;
- very limited data were available for supervisory officers from the Ministry of Education;
- demographic data were not available for directors of education.

A detailed description of the demographic data obtained plus the demographic profiles developed for principals and vice principals in English language and French language schools is provided in Chapter 3, section b: The Findings, Demographic Profiles of Ontario Administrators.

## **Participating Boards**

In establishing the parameters for the project, IEL asked that 20 boards be invited to participate in the project and that the boards identified should represent the diversity of Ontario's education sector in terms of factors such as English/French language, public/Catholic, geography (urban, rural) and size (large and small). Accordingly, The Learning Partnership team reviewed the list of all 72 Ontario boards including information about their size, their region in the province, the nature of their population in terms of serving urban or rural residents, whether they were public or Catholic and the language of instruction. The 20 boards that were selected and agreed to participate can be described as follows.

### **Support and Language of Instruction**

|          |         |   |
|----------|---------|---|
| Public   | English | 8 |
| Catholic | English | 8 |
| Public   | French  | 2 |
| Catholic | French  | 2 |

### **Region of the Province**

|            |   |
|------------|---|
| GTA        | 4 |
| Central    | 5 |
| South West | 2 |
| East       | 4 |
| North West | 1 |
| North East | 4 |

### **Board Size**

|                               |                 |
|-------------------------------|-----------------|
| Enrolment under 22K           | 12 <sup>4</sup> |
| Enrolment between 22K and 38K | 3               |
| Enrolment between 38K and 64K | 3               |
| Enrolment between 64K and 95K | 2               |
| Enrolment over 95K            | 0               |

### **Urban/Rural**

|                               |   |
|-------------------------------|---|
| Urban – Toronto Boards        | 1 |
| Suburban-GTA excluding French | 2 |
| Southern Ont rural/urban      | 8 |
| Southern Ont rural            | 4 |
| Northern Ont rural/urban      | 4 |
| Northern Ont rural            | 1 |

A complete list of the participating boards may be found in Appendix A.

<sup>4</sup> It should be noted that 61% of Ontario's school boards have a student enrolment of 22 thousand or less; the rationale, therefore, for ensuring that 60% of the sample boards were in this category.

When the demographic data for principals and vice principals became available, the team examined the data for the 20 participating boards to determine if, in fact, they were truly representative of the province. The findings of this analysis indicated that, in terms of the distributions of age, experience, and projected 85 factor, the patterns for the 20 boards very closely resembled those of the province. The research team is confident, therefore, that the findings from the participating boards can be generalized to the province as a whole.

### ***Board Visits: Interviews and Surveys***

Each board was visited by a member of the TLP research team during February and March. These team members were former directors of education and the boards were assured that the interviews would be confidential. Interviews were carried out with the Director of Education and a supervisory officer regarding policies and practices related to succession planning. The interviews included the following topics:

- challenges of filling leadership positions;
- factors that motivate/discourage leadership aspirations;
- identification and recruitment practices for leadership positions;
- selection processes for vice principals, principals, supervisory officers;
- training and support provided for aspiring leaders, newly appointed administrators and current administrators;
- placement and transfer processes; and
- review of board policies and practices.

A copy of the interview guide is provided in Appendix B.

In addition, boards were asked to provide copies of any documents that described their succession planning policies and/or practices.

A second component of board involvement in the project was the request that vice principals, principals and supervisory officers in each board complete an on-line survey. Directors of education were asked to provide support for this endeavour through sending an e-mail to their administrators inviting them to participate in the survey and giving their support for such participation. The electronic link for administrators to complete the survey was available for a two- to three- week period in late February/early March. The survey included a combination of closed-ended as well as open-ended questions and asked participants to:

- provide some demographic information about type of board (English/French, public/Catholic), gender, age, experience, qualifications and intentions for the future;
- rate their board's policies and practices concerning succession planning including recruitment, selection, training and development;
- share their perceptions of the role of administrator in terms of factors that motivate/discourage potential leaders;
- identify one change that would improve their jobs.

A copy of the survey is provided in Appendix C.

Completed surveys were received from 153 French language and 1120 English language vice principals, principals and supervisory officers; a response rate of approximately 57%.



Summaries of the information gathered through the interviews and the surveys may be found in Chapter 3, The Findings

- c. Succession Planning Practices
- d. Factors that Motivate Leadership Aspirations
- e. Factors that Discourage Leadership Aspirations

***Further Interviews and Surveys*** In addition to the data gathered through the participating boards:

- the team conducted interviews with representatives from various provincial educational organizations (see Appendix D for a list of the organizations and the interview guide);
- invited participants in The Learning Partnership's program for Canada's Outstanding Principals to complete the survey;
- invited representatives from both provincial organizations and private sector leaders and HR specialists to sit on an Advisory Board and to engage in a dialogue about issues and practices related to succession planning (see Appendix E).

Information from these sources is included in the three sections of The Findings chapter referenced above.

## Chapter 3: The Findings

### Section 3a. Review of Literature

*“System transformation of the type educators now aspire to cannot be accomplished without first ensuring solid leadership at all levels of the system. Establishing the high-quality leadership that will facilitate reform is difficult because we are starting in a hole: we are losing scores of talented people as demographics shift and early retirements mount. These changes, of course, also provide an opportunity for new leaders to emerge, but the turnover is so high that we need to devote massive attention to the leadership ‘problem’” (Fullan, 2002).*

#### ***The Looming Principal Shortage***

The Canadian Association of Principals (CAP) collected information across Canada in 1999 to determine whether concerns about a potential shortage of administrators across the country were, in fact, true. Based on data collected by the organization, it was determined “that an administrator’s shortage was looming seems to be clearly borne out across the country” (CAP, 1999).

In Ontario in 2001, it was projected that “greater than 80% of both elementary and secondary school principals in Ontario’s public school boards will have retired by the end of 2009” (Williams, 2001). In a 2004 census undertaken by the Catholic Principals’ Council of Ontario (CPCO), it was determined that almost 44% of principals and vice-principals will retire by 2007 (Catholic Principals’ Council of Ontario, 2004).

McIntyre (2005), writing in the journal of the Ontario College of Teachers (OCT), pointed out that as a result of the large number of retirements, school boards were having difficulties finding principals and vice principals to staff the schools. The OCT predicted, in December 2000, that “more than 75% of those qualified for principal and vice principal positions would retire this decade and that almost half would do so by 2005”. According to the article, despite the fact that this decade about 1,000 teachers per year completed their Principal’s Qualification certification, since 2000, an average of 175 Temporary Letters of Approval (TLA) were issued annually by the College to allow teachers who do not hold the required qualifications for principal and vice principal positions to be placed in schools to act as school leaders. French-language school boards require an average 20% of these annual TLA requirements, despite the fact that the French-language student population constitutes approximately 5% of the total student population in the province.

In 2000, it was predicted that by 2005, 60% of the French school boards’ principals in the province of Quebec will have retired (Printemps, 2000). In 2004, two consultations with 30 French boards of education on the needs of French school boards across Canada, identified issues related to recruitment of French language personnel including: the need to recruit French teachers, French specialized teachers, and French administrators (FNCSLF, 2004). In fact, in 2003, the 12 French School Boards in Ontario changed eight out of 12 directors of education. (Information reported by Jacqueline Bouliane, the Coordonnatrice provinciale de la formation du personnel cadre (FPC) du Centre franco-ontarien de ressources pédagogiques (CFORP)).

In 2003, CAP undertook Part III of its Leadership Crisis Study and indicated that the shortage that was predicted in 1999 was, in fact, a reality in 2003. The report cites stories of unqualified new administrators being appointed to schools; of retired principals being “lured out of retirement” to fill positions; and of schools starting the school year without school leaders because vacancies in administration had not been filled.

This leadership shortage is not just a North American phenomenon and not just restricted to the field of education. For example, in recent years, studies in both the U.S. and in Australia have affirmed the shortage of qualified candidates for principal vacancies. (ERS, 1998; Independent Schools Queensland, 2006) A study in 2006 by the Fédération canadienne de l'entreprise indépendante (FCEI) revealed that in the next five years 34% of the owners of small and medium businesses in Canada (French, English or other cultures) will retire or hand the leadership to somebody else. In 2004 The National Council for School Leadership in Britain indicated that "education is not alone in facing what some call a 'demographic time bomb'". It indicates that a similar trend exists in the private sector where between 40 and 50% of sector leaders will be retiring within the next 10 years. The difference between what is happening in the private sector and what is happening in education is that many businesses are putting into place systematic succession plans to replace departing leaders. The education sector is only beginning to consider its leadership succession needs.

This chapter will review literature from both English language and French language sources and will examine:

- factors that encourage and motivate people to aspire to and prepare for administrative positions;
- factors that discourage people from seeking administrative positions;
- succession planning practices in education in Canada;
- succession planning in other fields; and
- practices that promote effective succession planning in education.

### ***Factors that Encourage and Motivate People to Aspire to and Prepare for Administrative Positions***

The role of principal is associated with a number of intrinsic and extrinsic rewards. Principals identify their ability to make a difference, build a professional and committed team, and the multi-faceted nature of the role as reasons for becoming an administrator (d'Arbon, Neidhart & Carlin, 2002). The study by d'Arbon, et al. also identified that administrators enjoyed the personal challenge of the role, their role as change agent, the power and authority associated with the role, the salary package, and their ability to shape the educational outcomes of children as motivators to take on the role of administrator. The study found that internal awards (personal and professional factors), rather than external rewards (such as salary) are more potent as motivators.

Wallace (2002) spoke with principals and vice principals in Ontario and British Columbia and asked them why they decided to take on the role. All participants identified the following as the primary reason for becoming a school administrator: "the ability to formulate purpose, resolve values dilemmas, and make a difference in the lives of students, teachers, and parents". Respondents were most gratified with their role in the school as instructional leader and least gratified with their role as school manager.

In a study undertaken by Howley, Pendarvis and Gibbs (2002) to review the conditions that attract principals to apply for the superintendent position, it was found that extrinsic motivators such as salary and benefits as well as intrinsic motivators such as the ability to make a difference were factors that motivated them. Howley et al. cite a survey of superintendents in several U.S. states by Cooper (2000) reporting that most superintendents found their jobs to be satisfying, rewarding and challenging and indicated that their work made a significant difference in children's lives. (It should be noted that many boards of education in the United States refer to their senior administrator as superintendent.).

### ***Factors that Discourage People from Seeking Administrative Positions***

Increasing numbers of leaders are giving serious consideration as to whether they are prepared to take on the role of leading a school (Independent Schools Queensland, 2006). In Williams' 2001 study commissioned by the Ontario Principals' Council, a survey was administered to principals and vice principals to determine the factors that made the principalship dissatisfying to them. The three key dissatisfiers had "an extraordinarily high degree of agreement". These were also found to be the key disincentives to educators who had chosen not to pursue this leadership career path, despite the fact that they had been identified as strong potential candidates for an administrative position. These factors included: perceived problems with the management and implementation of provincially mandated changes; the availability of resources (financial and personnel) at the school level; and time demands of the job.

The Ontario Principals' Council indicated that in a number of school districts, principals and vice principals who choose to leave their administrative position to go back to the classroom lose their seniority, a potential barrier for teachers identified as possible leaders. Another barrier is the changing role of the school administrator. Masters of Education programs that have an emphasis on relating theory with practice would be beneficial for principals. Programs like this, available in England and in Australia, include courses in management as well as instructional leadership with assignments that are job-embedded and related to the kinds of issues principals face on a regular basis.

In a study of its membership carried out by the Catholic Principals' Council of Ontario (2004), principals identified time management as the major obstacle that got in the way of their ability to carry out their main job – dealing with instructional matters. Principals highlighted four issues that took time away from their jobs: 1) time required to supervise students during administrative and personal time because of collective agreement issues; 2) time needed to carry out the responsibilities created by outside sources such as EQAO, teacher recruitment, transportation, health and safety, etc.; 3) time required to carry out new initiatives from the Ministry and school boards that "collide during the school year and are incognizant of existing initiatives and school improvement plans"; and 4) time required to carry out duties downloaded to the school level that used to be performed by consultants or supervisory officers who have been cut back, with the expectation that principals will take them on while maintaining the operations of the school – with fewer vice principals, secretaries, and custodians.

In an Australian report from The Catholic Educational Leadership, principals reported that their role was becoming more demanding (d'Arbon, Duignan, Duncan & Goodwin, 2001). Like principals in Ontario, they were concerned with the amount of time required to carry out administrative and legal responsibilities that reduced the amount of time available to carry out their core business of teaching and learning.

A study in British Columbia (Grimmett & Echols, 2000) found that there is "deeply embedded adversarialism between administrators and teachers that accounts, in large part, for the decrease of highly capable people taking on administrative roles. This adversarialism is a result of the dramatic changes in the nature of the role of school administrator and increased work stress.

Ontario's French Language school boards have identified four challenges that impact succession planning including: the Ministry's requirement that candidates for administrative positions need to be certified for the position, thus limiting the pool of qualified people; candidates for administrative positions (except Director of Services) can only be selected from the field of education; there is a shortage of qualified teachers available to apply for an administrative position; most teachers don't seem to want to apply for an administrative position.

Participants at the 2000 Principals' Leadership Summit in Washington D.C. identified the following five reasons why relatively few people were pursuing the principalship as a career goal: the changing demands of the job, including increased accountability, not enough support to raise students to high standards, legal and special education issues; salary; time; lack of parental and community support; lack of respect (Institute for Educational Leadership, 2000). Similar findings in a study undertaken by the NAESP and the NASSP identified the following issues as barriers to people moving into leadership positions: the salary is not commensurate with the demands of the job; the job is too stressful; and there is too big a time demand (ERS, 1998).

Howley, Pendarvis and Gibbs (2002) reviewed the issues identified by principals as problems related to the superintendents' (i.e. Director of Education) position. They indicated that the most troubling issues included: increased responsibility for local, state and federal mandates; having to be accountable for outcomes outside of any educator's control; not enough support from the board; and excessive pressure to perform.

It is evident from the literature that educators from many different jurisdictions agree that there are many challenges related to administrative positions in the 21<sup>st</sup> century. These challenges need to be addressed to ensure that there are qualified educators available to take on these leadership roles as they become available.

### ***Succession Planning Practices in Canada***

Part III of the Leadership Crisis Study undertaken by the Canadian Association of Principals (2003) collected information from jurisdictions across the country to determine what was being done to respond to the principal shortage. The study findings "suggest that although the regional responses may differ in degrees of involvement and ownership of the issue, all regions recognize the need to, not only actively support and encourage new administrators, but also present administrators". Some of the common elements of the findings include the recognition of the need for school districts to support a better work-life balance, and the need for extended support from peers and professional organizations. Administrators also identified the importance of current administrators becoming advocates for administrative careers.

A variety of approaches/strategies were mentioned

- Retired principals are often used to fill leadership vacancies in school districts for varying periods of time.
- Provinces such as Ontario, British Columbia and Alberta have developed leadership standards as an approach to selecting and hiring administrators who have the identified skills and qualities to take on the task.
- A number of provincial organizations identified mentoring, coaching, and induction programs as approaches to succession planning undertaken by their jurisdictions. In addition, a number of provincial organizations require that potential principals complete leadership courses before they are placed in the principal pool.
- Many organizations indicated that potential leaders are “tapped on the shoulder” by current administrators and are given opportunities to take on leadership roles in their schools and school system to help them develop their leadership skills.
- In Quebec, teachers can apply for a 2-year leave of absence to try an administrative position and can go back to teaching if they choose. The *Association des cadres scolaires du Québec* wrote in its orientations for 2007-2008 that it will revisit its organizational model in order to take into account a) the difficulty of recruiting new leaders in administration positions, and b) the fact that the new generation of leaders have different priorities, such as wanting to spend more time with their families, and having more balance in their lives, rather than spending long hours at their jobs.
- In some school divisions in Saskatchewan, qualified teachers are being promoted to the vice principal's position and placed in this role in schools, regardless of the school size, to ensure that they have the leadership experience necessary to move into principal positions when needed. See Appendix F for a summary of findings from each province.

### ***Succession Planning in Other Fields***

From education, to hospitals, to the public service, succession planning is an issue whose time has come. The *Conseil des ressources humaines du secteur culturel* published a document on succession planning where it presents the errors most organizations make when they start their succession planning process. These errors include: considering the succession plan a secret which leads to people who don't know they're being considered for a position leaving before the offer of the position arrives; underestimating the talent of people in the organization to help with the process and going directly to consultants for help; not being open-minded about who could fill the position; concentrating too much on specialized competencies instead of general competencies; not offering adequate training and occasions for professional development; waiting for workers to identify themselves as candidates for a position; concentrating only on lateral succession, where a principal is moved from one school to another, rather than on issues of promotion to the position of administrator (ascendant succession); and concentrating on a generic program for succession.

Ram Charan is known as a veteran in the field of CEO succession planning, advising many business leaders in areas such as corporate governance and CEO succession. He points out that many companies struggle to find successors for their top jobs and, when successors are found they often fail because of ineffective succession planning. According to Charan, the severe shortage of effective leaders is a sign that the typical approaches to leadership development don't work – they're “fundamentally flawed”. Charan's approach to leadership development and succession is to develop an Apprenticeship Model to help leaders at all levels develop faster and better by having their development accelerated through a series of challenges where they can develop their talents through practise and self-correction (2007).



Frank Hartle, a director of the U.K.'s HayGroup, an international consultancy which focuses on people at work, was commissioned by the National Commission on School Leadership to present some of the HayGroup's findings and arguments related to identifying and nurturing future school leaders. In his article, Hartle (2004) reports on a study that looked at succession planning outside the field of education where data were collected from 25 public and private sector organizations. Like the education sector, all of these organizations were finding it a challenge to find leaders to fill positions. Unlike education, however, these organizations had undertaken a systematic approach and long-term view toward succession planning. They had developed a systematic process for tracking people who enter the system and preparing them for leadership roles. Hartle calls this the "leadership pipeline".

Steeves and Ross-Denroche, co-principals for the Centre for Exceptional Leadership, an organization created to help businesses develop exceptional leaders and leadership strategies, talk about the potential silver lining associated with an impending leadership crisis. The rapid turnover of experienced leaders in an organization provides an opportunity for organizations to transform themselves. They state that "unless organizations recognize succession planning as a transforming experience, they risk losing a once-in-a-lifetime opportunity to implement organizational change in a rapid and effective manner. The succession planning initiatives should be aligned to organizational vision and leadership development and the process of succession planning itself becomes a transforming experience. Cantor (2005), from the Ivey School of Business in Ontario, points out that succession planning should be an intensive, comprehensive initiative that cannot take place in a vacuum. Rather, it has to be part of the overall strategic planning process of an organization. The Fédération canadienne de l'entreprise indépendante (2005) examined the situation of succession planning and noted that even the owner of a small or medium family business should start developing a succession plan.

In 2007, Lucie Carrière, Montreal human resources consultant specializing in talent management and succession planning processes, published a Memoire for the *École des relations industrielles* of the *Université de Montréal*, on succession planning in the private sector. She pointed out that the role of the human resources professional has to change in order to implement a succession planning approach in an organization. These professionals have to act more as business partners and participate actively with the executive directors to establish the management philosophy, the business culture, and the strategic communication to employees.

In a statement to the United States General Accounting Office, Mihm (2003) reported on the succession of senior executives and other public sector employees in Australia, Canada, New Zealand, and the United Kingdom. Mihm identified six common practices used by agencies in these four countries to manage succession. The first of these is that agencies receive active support of top leadership. In Ontario, for example, Mihm described an OPS (Ontario Public Service) practice where the heads of every ministry attend a succession planning retreat to deal with anticipated leadership needs across the government. In addition, they discuss the status of a large group of individuals who have the potential to meet the leadership needs over the coming years. The RCMP is another example cited by Mihm where high level executives of the organization meet quarterly to discuss the succession needs of the organization and make decisions about the necessary individual staff required to meet those needs.

The next practice is linking succession planning to strategic planning. Mihm used Statistics Canada as an example of this practice. In 2001, during the strategic planning process, the planning committees of Statistics Canada received retirement projections for their senior executive pool and, because the pool of assistant directors was too small to replace them, they increased the size of the pool and introduced a development program of training, rotation, and mentoring, to expedite the development of those already in the pool.

Mihm cited the need to identify talent from multiple organizational levels, early in careers, or with critical skills as the next practice. He identified the Fast Stream program in the United Kingdom as an example where people with high potential are identified early in their careers in the civil service. Participants in the program are placed in a variety of jobs in order to gain experience that will support their admission to the Senior Civil Service. This program ensures quick promotion of identified individuals, thus ensuring that there is a cadre of qualified people to fill positions when they become available.

Another effective practice is emphasizing developmental assignments in addition to formal training. An example of this is Canada's Accelerated Executive Development Program (AEXDP) where senior executives are prepared for top leadership roles in the public service by taking on new roles or unfamiliar job environments in order to strengthen their skills and broaden their experiences.

Addressing specific human capital challenges, such as diversity, leadership capacity, and retention is another important practice. A 2-year program in the United Kingdom call Pathways is designed to identify and develop senior managers from ethnic minorities who have the potential to become Senior Civil Servants in 3-5 years. The Pathways program provides executive coaching, skills training, and the chance for participants to demonstrate their potential and talent through a number of developmental activities. In Canada, the Office of the Auditor General (OAG) provides an incentive for high-potential employees to stay with the organization through its succession planning and management program.

Finally, Mihm identified the facilitation of broader transformation efforts as an important component of succession planning. As discussed earlier, succession planning provides a powerful opportunity to foster transformation of an agency by selecting and developing leaders and managers who support and champion change. Mihm described the Modernising Government reform program undertaken in the United Kingdom to focus on improving the "quality, coordination, and accessibility of the services government offered to its citizens" as an example of a program designed to transform the public service.

Many departments of the federal and provincial government have put in place succession plans to ensure that they are prepared for the up-coming retirement of many of their top-level managers. In 2007, the *Canada Public Service Agency* published a Guide on Integrated Planning that presents succession planning as an embedded approach for Human resources management. The Guide describes the issue of succession planning in a proactive way instead of the traditional way. The traditional way is referred to as the planning of replacements whereas the proactive way is referred to as the planning and management of the succession. The focus has shifted from identifying one or two successors for high-level leadership positions to identifying a pool of successors for key positions in key sectors. It has also shifted to a systematic process where candidates are identified and evaluated based on different perspectives and sources of information, instead of being identified only by the evaluations of their superiors. The focus has also changed from identifying only the immediate or short-term positions to be replaced, to the provision of professional development of talented personnel. Finally, the proactive way is to integrate the process of succession planning in the management of human resources. The *Canada Public Service Agency* published a five-step checklist for succession planning in the federal government with a number of questions identified for each step. The Agency also developed a tool on integrated planning that provides information about legal duties or responsibilities for Deputy Ministers to help them develop an integrated succession plan.



In 2005, *Canadian Heritage* published a guide titled *La planification de la relève dans l'industrie de l'édition : Guide* which presents the steps toward succession planning in the Publishing Industry similar to the ones presented by the *Canada Public Service Agency*. Canadian Heritage added two components to the guide; one was on succession planning for future candidates who are in the organization; and the second was for the succession planning of candidates coming from outside of the organization.

In 2002, the *Treasury Board of Canada Secretary* published a guide for its managers and human resources specialists regarding planning for the transfer of organizational knowledge. The purpose was to find a way to transfer the highly personal knowledge of staff to the next generation before the first group moves on. The guide presents examples of how some organizations in the government have approached this situation. For example *Transport Canada* identified the individuals who would have the most pertinent historical knowledge of their services and then put them in a situation where they had to transfer that knowledge to the next generation. The methods of transfer included interviews, hiring a replacement so they can transfer their knowledge while working together for a while; job observations. One of the lessons they learned was to talk to their employees about their retirement plans and have them on the team to choose and prepare their successor.

In 2001, recognizing that 75% of its directors will have retired by 2011, the *Canada School of Public Service/École de la fonction publique du Canada* adopted an interesting approach to ensure continuity of the organization. In 2007, it published a bilingual guide from the perspective of knowledge management on how to manage the organizational memory of the Public Service by facilitating the transmission of knowledge from prior directors to the next ones. The guide provides a number of activities to facilitate the transmission of knowledge as well as diagnostic and data tools.

### ***Practices that Promote Effective Succession Planning in Education***

According to Hartle (2004), there are five characteristics of an effective educational succession plan. These include:

1. *Integration* where leadership development is part of the recruitment, retention, and performance management system, and part of an organizational strategy;
2. *Definition*, that is, a clearly defined framework that identifies and defines the organization's long-term leadership needs;
3. *Flexibility* ensuring that the frameworks are reviewed regularly, and adjustments are made along the way about both leadership requirements and leadership qualities, enabling more than one route in the organization towards leadership;
4. *Fluidity* -- the means by which organizations identify a pool of talent where people's potential is identified. This is a fluid pool of talent, where potential leaders aren't restricted to a narrow set of requirements; and
5. *Personal Development* where personal and professional development is used as both a recruitment and a retention tool at the individual level in organizations outside of education.

See Appendix G for Hartle's list of effective strategies for creating a culture of growth in a school, and Appendix H for processes identified by Hartle that can be implemented to support potential educational leaders.

Hartle points out that, historically, career development in education has largely been driven by the individual teacher. He believes that the education sector can learn from the corporate sector. It's important for schools to have in place a leadership talent management process and to adopt a combination of succession planning and leadership development approaches at various levels. In Ontario this would include approaches at the school level, the district level and the provincial level. Hartle believes that leadership development takes place in the schools where the key people are "middle" leaders. According to Hartle, high-class coaching of these middle leaders is one of the most powerful development activities that schools and school districts can undertake that will enable some schools to begin to develop leaders in their first year of teaching.

Hargreaves, Moore, Fink, Brayman and White (2003) looked at succession planning for principals in Ontario secondary schools. They concluded that successful planning for the succession of principals needs to include: "deliberate, systematic, and sustainable efforts to project leadership requirements, identification of a pool of high-potential candidates, development of leadership competencies in those candidates through intentional learning experiences, and then selection of leaders from among the pool of leaders" (Institute for Education Leadership, n.d.). The key recommendations for the principal succession process from the Hargreaves et al. study include: ensuring the succession plan is a thoughtfully-planned, ethically-managed process with authentic consultation, greater transparency and less secrecy; ensuring that successive leaders are groomed and ready for takeover through the use of outbound knowledge and distributed leadership; using early identification strategies, peer leadership networks and mentorship to develop "deeper pools of talent" (2003). In their book *Succession Planning* (2005), Hargreaves and Fink state that "Developing and renewing a compelling sense of purpose is central to sustainable leadership". "Leadership for learning isn't a destination with fixed co-ordinates on a compass, but a journey with plenty of detours and even some dead ends. Effective educational leaders are continuously open to new learning because the journey keeps changing." (Stoll, Fink & Earl, 2003).

Hargreaves and Fink (2003) identified seven principles of sustainable leadership. In defining sustainable leadership, they state:

Sustainable leadership matters, spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it, and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development.

Washington's Institute for Educational Leadership (2000) identified as a priority the need for school districts to ensure that people being recruited for leadership positions better reflect the demographics of student populations in order to "provide the leadership role models children deserve".

The journal *Le Point en administration scolaire*, suggested in 2000, that a succession planning process be put in place for the French principals in the province of Quebec. The article recommended that new principals not only be trained for the everyday work in management but that they also learn the theory related to management. As soon as principals start their new managerial positions, they need to be supported by a coach from the board and receive mentoring from another principal in another school.

The Ontario Ministry of Education has developed a strategy for leadership development intended to: “inspire a shared vision of leadership in schools and boards; promote a common language that fosters an understanding of leadership and what it means to be a leader; identify the competencies and practices that describe effective leadership; guide the design and implementation of training and development of leaders”. The Ministry has developed a four-point action plan for school leaders that establishes a common provincial framework describing a set of core competencies and practices for leadership. The framework is flexible and is designed to change based on new research and consultation with stakeholders.

The Leadership Self-Review Tool (LSRT), developed by the Ministry of Education, was based on published research and an examination of successful approaches to leadership development in Ontario and other jurisdictions. The LSRT was designed as a gap-analysis tool to provide leaders with a means of rating their board’s leadership development practices against the suggested practices, and to help them identify priority selected practices for their boards. It is anticipated that using the LSRT will help school board personnel examine their leadership development and succession planning practices and programs to determine their effectiveness and make changes where necessary. In addition, the Institute for Education Leadership has developed a leadership website that serves as an ongoing resource for leaders in education.

In 2003, the Centre franco-ontarien de ressources pédagogiques (CFORP) published a guide, *Assurer la relève en éducation : Guide de planification de la relève des cadres des conseils scolaires* on succession planning for the administrative cadre of the 12 French School Boards (FSB). The guide is based on studies of best practices used in the public and private sectors (mainly in the education sector in England, Australia and New Zealand). A section on Technical Competencies was added in 2007. The document explains the steps to follow for developing a succession planning process and includes tools designed to help the process. The tools are: Directory of Behavioral Competencies; Directory of Technical Competencies; Interview Guide for Behavioral Competencies; Questionnaire on professional accomplishment ; Wonderlic (Problem Resolution Questionnaire); Questionnaire on Kolb Learning Styles; Questionnaire on Managerial Style from HayGroup; Guide on Behavioral Competencies Development; Scale for measuring the technical competencies of the administrative leadership positions.

The document includes a number of suggestions to help the succession planning process in the French boards. These include : having people work on an interim basis in an administrative position before completing all the professional qualifications required by the Ministry of Education; hiring people outside the education area to occupy an administrative position; addressing the factors that discourage teachers from going into a leadership position; looking at the succession planning process as a continuous process and connecting it with the future orientation of the system; including in a significant way, the contributions of the current administrative cadres; ensuring that the succession planning program and process are relatively easy to understand and manage; continuously evaluating the efficiency of the succession planning process; putting in place human resource policies and procedures that facilitate the implementation of the plan; seeing themselves (boards and administrative cadres) as the “guardians” of human resources, rather than the “owners” to enable people to move more freely in the whole system.

Seven steps are suggested for the process of succession planning for administrators in the 12 French Language school boards. These include: 1) look at the challenges, culture, and administrative positions that have to be filled; 2) determine the administrative positions that will become available; 3) elaborate the competency profile of the administrative positions that will become available; 4) identify the people interested in these positions through a variety of means; 5) evaluate the pool of interested people for administrative positions using a variety of means; 6) analyze the gap between the competencies profiles of those interested in the position and the competencies needed for the position; and 7) elaborate the strategies to reduce the gap using a variety of means, including professional development.

### ***A Final Word...***

In 2005, The International Academy of Education and the International Institute for Educational Planning determined that the issue of recruitment, retention and development of school principals was an area of high priority across many Ministries of Education in both developed and developing countries. Judith Chapman, commissioned by the Institutes to conduct research related to issues of succession of educational leaders states that, "The recruitment, retention, and development of school principals are matters of great importance for all school systems because effective educational leadership is absolutely vital to bringing about improvements and advances in all those activities, institutions, and processes that foster the provision of education and student learning."

Educational leaders in Ontario, who are beginning to formulate a direction for ensuring that all schools and school districts are led by capable, competent leaders who see their jobs as critical to the improvement of student learning, can benefit from the succession planning experiences not only of school systems in the province, the country, and internationally, but also from organizations, both public and private, who are grappling with this issue.

It is necessary for boards to have an understanding of the issues related to attracting qualified candidates to principal positions and to examine their leadership development and succession practices to ensure that processes are in place to make certain that leadership positions in their schools can be filled by the best candidates for the job.

### Section 3b. Demographic Profiles of Ontario Administrators

One key element of the project on *Succession Planning* was the development of demographic profiles for Ontario administrators. IEL advised that this work should be based on existing sources of data and that, where feasible, there should be an examination of provincial data in terms of factors such as language of instruction, panel (i.e., elementary or secondary) and geography.

It became evident through consultation with various provincial organizations representing administrators and with representatives from the Ministry of Education that the most consistent and comprehensive data for principals and vice principals were available through the Information Management Branch of the Ministry of Education. Following the signing of a Memorandum of Understanding and a Research Agreement, the Ministry of Education provided electronic data files based on information gathered from school boards in 2004-2005 and in 2005-2006 through the submission of the annual School October Reports on Teaching Staff. The data files included information on each vice principal and principal as follows:

- depersonalized unique ID number
- position (i.e., VP or P)
- panel (Elementary or Secondary)
- whether position is filled full time or part time
- age (as of December 31)
- gender
- total number of years in teaching (including years as an administrator)
- number of years in current position (i.e., in current school)

In terms of Supervisory Officers, however, the data that could be provided by the Ministry of Education were very limited. Aggregate data were available by Board that indicated the number of Supervisory Officers fulfilling their responsibilities on a full- or part-time basis and a distinction in terms of gender. Of the 527 Supervisory Officers in the 2005-2006 cohort:

- four were part-time and the remainder were in their position on a full-time basis;
- 55% were male and 45% were female.

As well as the information provided by the Ministry of Education, data were made available to us from the Ontario College of Teachers outlining the numbers of their “*members in good standing*” who have completed either principal or supervisory officer qualifications.

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## ***Organization of the Chapter***

This chapter will provide demographic profiles for principals and vice principals in English language and French language schools based on the 2005-2006 data.

Each profile is organized in the same format as follows.

- i The first section of each profile provides a description in terms of age, experience, gender, and whether fulfilling responsibilities full or part time.
- ii The second section of each profile examines these same variables in terms of regional patterns, where the numbers warrant.
- iii The final section of each profile provides a projection of when the 85 factor will be reached and therefore eligibility to retire.

Within each profile, variables are examined in terms of whether principals/vice principals work in elementary or secondary schools. Data were also examined for principal and vice principals in public and Catholic boards; where there are significant differences in trends or patterns, these are noted in the observations.

In addition to the demographic profiles, the final section of the chapter examines data for those who have completed the qualifications for principal and supervisory officer positions.



## **I. The Profiles: Key Observations**

The following are key observations with respect to the demographic profiles for English language principals and vice principals and French language principals and vice principals.

### **Principals in English Language Schools**

- In 2005-2006, there were 4385 principals in Ontario schools, of which 83% were elementary school principals and 17% were secondary school principals;  
  
Among elementary school principals, 68% (N=2485) work in public elementary schools and 31% (N=1141) work in Catholic elementary schools;  
  
At the secondary panel, 75% of principals (N=571) work in public secondary schools and 25% (N=188) work in Catholic secondary schools;
- On average, principals (both elementary and secondary, public and Catholic) are approximately 50 years of age and have close to 25 years of experience in education. Catholic secondary school principals have slightly more experience (25.9 yrs) than their public school colleagues (24.8) and slightly more experience, on average, than elementary school principals (both public and Catholic, 23.4);
- 90% of elementary school principals fulfill their responsibilities on a full-time basis compared with 85% of secondary school principals;
- approximately two thirds of elementary school principals are female compared with 44% of secondary school principals; elementary public schools have more female principals than Catholic elementary schools (64% vs. 56%); at the secondary school panel, 31% of Catholic secondary school principals are females compared with 48% of public secondary school principals;
- for the most part, the key patterns in terms of age, experience and gender are in evidence in a similar way across the regions; in terms of employment status, however, the northern areas of the province have fewer full-time principals (67-70%) than other regions of the province (80%+);
- just over one third of elementary school principals (37%) and almost half of secondary school principals will reach their 85 factor by 2008 and therefore be eligible to retire. Clearly, there will be a short-term challenge to replace principals, particularly at the secondary level. A slightly larger percent of Catholic secondary school principals will be eligible to retire by 2011 (69%) compared with public secondary school principals (61%)

After this group of principals retires, the projections for the numbers of principals eligible to retire from 2009 through to 2017 are fairly stable, around 10 -15% for each three-year period;

In terms of the regional patterns, at the elementary panel the biggest difference between the percent of public and Catholic principals eligible to retire occurs in the NE and NW where a larger percent of Catholic elementary principals will be eligible to retire. (NE 52% vs. 46%; NW 61% vs. 41%) It must be remembered, however, that the numbers of principals in these regions is small.

At the secondary panel, in the GTA and SW, larger percents of Catholic principals will be eligible to retire by 2011 (GTA 79% vs. 69%; SW 73% vs. 56%)

## Vice Principals in English Language Schools

- In 2005-2006, there were 2695 vice principals working in Ontario schools; 60% were working in elementary schools and 40 % were working in secondary schools;

At the elementary school panel, 75% (N=1198) work in public elementary schools and 25% (N=418) work in Catholic elementary schools;

At the secondary school panel, 70% (N=757) work in public secondary schools and 30% (N= 322) work in Catholic secondary schools;

- On average, vice principals are somewhat younger than principals, their average age being 45-47 years, compared with approximately 50 years for principals; as might be expected, therefore, vice principals have fewer years of experience in education (17 years for elementary vice principals and 20 years for secondary school vice principals); Catholic vice-principals have slightly more years of experience than their public school colleagues at both the elementary and secondary school panels (elementary 18.1 years vs. 16.4 years; secondary 20.9 years vs. 19.1 years);
- more vice principals at the elementary panel are likely to be fulfilling their role part time, compared with principals; 17% of elementary school vice principals are part-time compared with 9% of principals; at the secondary panel, however, 15% of principals are part-time, whereas among vice principals, 5% are part time; slightly more public school elementary vice principals work full time than their Catholic counterparts (86% vs. 74%);
- in terms of gender, the pattern is similar to that of principals, i.e., approximately two thirds of elementary school vice principals are female and just under half of secondary school vice principals are female; while there is no difference in the proportion of male and female elementary school vice principals between public and Catholic school systems, at the secondary panel a larger percent of Catholic secondary vice principals are male than public secondary school vice principals (59% vs. 48%);
- given that they are younger and have less experience, the largest proportion of vice principals( 53% elementary and 39% secondary) is projected to reach the 85 factor in 2018 or beyond; these patterns are evident across the regions of the province.

## Principals in French Language Schools

- In 2005-2006, there were 393 principals working in French language schools in Ontario; 78% were elementary school principals and 22% were secondary school principals;

At the elementary school panel, 26% (N=80) were working in public elementary schools and 74% (N=226) were working in Catholic elementary schools;

At the secondary school panel, 39%(N=34) were working in public secondary schools and 61% (N=53)were working in Catholic secondary schools;

- On average, principals are 46 years of age and have roughly 19-20 years of experience as educators;



- 75-80% of principals in French language schools are fulfilling their responsibilities full time; in terms of public/Catholic schools, slightly more Catholic schools have full-time principals than public schools ( elementary schools 82% vs. 76%; secondary schools 85% vs. 59%);
- 60% of elementary school principals are female; at the secondary level, 60% of principals are male; the patterns for public and Catholic systems are similar at the elementary panel, although at the secondary panel, in the public schools, 50% of French language principals are male and 50% are female
- almost half of principals working in French language schools will be eligible to retire in 2018 or later;

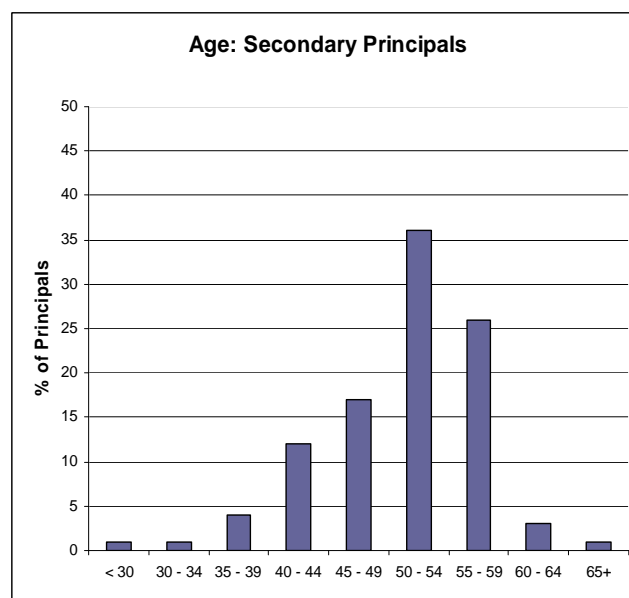
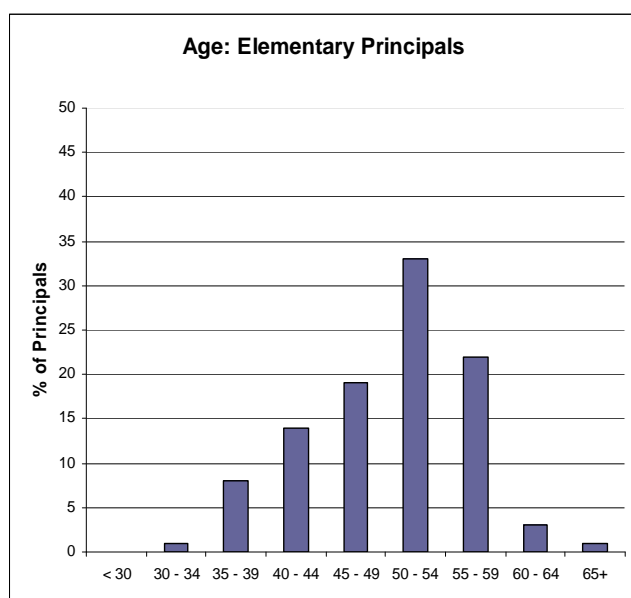
### **Vice principals in French Language Schools**

- there were 99 vice principals working in French-language schools in 2005-2006; half were elementary school vice principals and half were secondary school vice principals; one quarter work in public French-language schools and three quarters work in Catholic French-language schools;
- on average, vice principals are 44 years of age and have approximately 18-19 years experience as educators; public school vice-principals tend to be slightly older than their Catholic school counterparts;
- 60% of elementary school vice principals work full time, compared with 75% of secondary school vice principals; at the secondary panel there is a significant difference between the public and Catholic systems; 38% of vice principals in public secondary schools are full time compared with 89% in Catholic secondary schools;
- 58% of elementary school vice principals are female, compared with 39% of secondary school vice principals;
- given their age and experience, the largest number of these vice principals will be eligible to retire in 2018 or beyond.

## II. Ontario Principals in English Language Schools: A Demographic Profile

### Age, Experience, Employment Status and Gender

The following graphs show the percent of elementary and secondary school principals in terms of **age** as categorized in five year groupings.

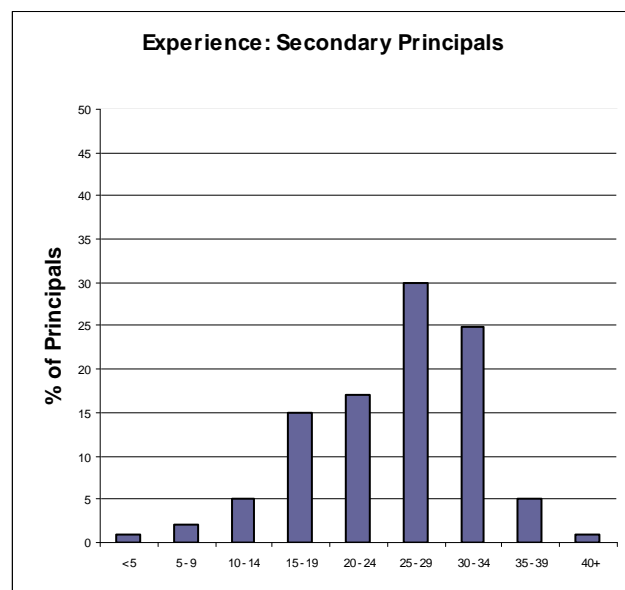
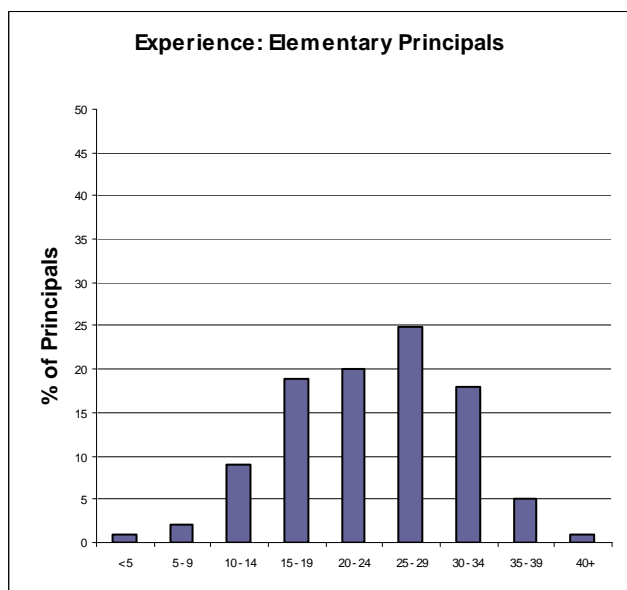


| Age                       | < 30<br>% | 30 - 34<br>% | 35 - 39<br>% | 40 - 44<br>% | 45 - 49<br>% | 50 - 54<br>% | 55 - 59<br>% | 60 - 64<br>% | 65+<br>% | Average Age |
|---------------------------|-----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|-------------|
| Elementary<br>(N = 3,626) | -         | 1            | 8            | 14           | 19           | 33           | 22           | 3            | <1       | 49.7        |
| Secondary<br>(N = 759)    | <1        | <1           | 4            | 12           | 17           | 36           | 26           | 3            | <1       | 50.9        |

#### Observations:

- Secondary school principals are, on average, slightly older than elementary principals.
- 65% of secondary principals are 50 or older, compared to 58% for elementary principals.

The following graphs show the percent of elementary and secondary school principals in terms of **experience**. It should be noted that the “experience” variable represents the total number of years in teaching which includes the number of years as an administrator.



| Experience                        | < 5 | 5 - 9 | 10 - 14 | 15 - 19 | 20 - 24 | 25 - 29 | 30 - 34 | 35 - 39 | 40+ | Average Yrs of Experience |
|-----------------------------------|-----|-------|---------|---------|---------|---------|---------|---------|-----|---------------------------|
|                                   | %   | %     | %       | %       | %       | %       | %       | %       | %   |                           |
| <b>Elementary<br/>(N = 3,626)</b> | 1   | 2     | 9       | 19      | 20      | 25      | 18      | 5       | <1  | 23.4                      |
| <b>Secondary<br/>(N = 759)</b>    | 1   | 2     | 5       | 15      | 17      | 30      | 25      | 5       | <1  | 25.1                      |

### Observations:

- On average, secondary school principals have slightly more years of experience (i.e. they have been educators for longer) than their elementary colleagues.

## Employment Status

The following table provides an indication of the percent of principals who are fulfilling their responsibilities through ***part time as compared with a full-time assignment***. Clearly, 85% or more of principals fulfill their responsibilities on a full-time basis.

|                           | Employment Status |                |
|---------------------------|-------------------|----------------|
|                           | Full Time<br>%    | Part Time<br>% |
| Elementary<br>(N = 3,626) | 91                | 9              |
| Secondary<br>(N = 759)    | 85                | 15             |

## Gender

The following table indicates the percent of principals who are ***female and male*** in elementary and secondary schools. As is evident, almost two thirds of elementary school principals (62%) are female, while in secondary schools just under half (44%) of the principals are female.

|                           | Gender    |             |
|---------------------------|-----------|-------------|
|                           | Male<br>% | Female<br>% |
| Elementary<br>(N = 3,626) | 38        | 62          |
| Secondary<br>(N = 759)    | 56        | 44          |

The following sets of tables present the distribution of age for male and female principals at each panel.

| Elementary Principals |                     |                       | Secondary Principals |                     |  |
|-----------------------|---------------------|-----------------------|----------------------|---------------------|--|
| Age                   | Male<br>(N = 1,390) | Female<br>(N = 2,236) | Male<br>(N = 427)    | Female<br>(N = 332) |  |
|                       | %                   | %                     | %                    | %                   |  |
| < 30                  | -                   | -                     | < 1                  | -                   |  |
| 30 - 34               | 2                   | < 1                   | < 1                  | < 1                 |  |
| 35 - 39               | 10                  | 6                     | 6                    | 2                   |  |
| 40 - 44               | 16                  | 13                    | 13                   | 10                  |  |
| 45 - 49               | 16                  | 21                    | 17                   | 17                  |  |
| 50 - 54               | 32                  | 34                    | 33                   | 40                  |  |
| 55 - 59               | 21                  | 22                    | 25                   | 28                  |  |
| 60 - 64               | 2                   | 3                     | 4                    | 3                   |  |
| 65 +                  | < 1                 | < 1                   | < 1                  | -                   |  |
| Average Age           | 49.0                | 50.0                  | 50.5                 | 51.4                |  |

### Observations:

- On average, female principals in both elementary and secondary schools are slightly older than their male colleagues.

The following sets of tables present the distribution of experience for male and female principals at each panel.

| Elementary Principals |                     |                       | Secondary Principals |                     |  |
|-----------------------|---------------------|-----------------------|----------------------|---------------------|--|
| Experience            | Male<br>(N = 1,390) | Female<br>(N = 2,236) | Male<br>(N = 427)    | Female<br>(N = 332) |  |
|                       | %                   | %                     | %                    | %                   |  |
| < 5                   | 1                   | 1                     | 2                    | < 1                 |  |
| 5 - 9                 | 2                   | 2                     | 1                    | 2                   |  |
| 10 - 14               | 12                  | 8                     | 6                    | 4                   |  |
| 15 - 19               | 17                  | 20                    | 16                   | 14                  |  |
| 20 - 24               | 16                  | 22                    | 15                   | 20                  |  |
| 25 - 29               | 25                  | 25                    | 30                   | 31                  |  |
| 30 - 34               | 22                  | 16                    | 25                   | 25                  |  |
| 35 - 39               | 4                   | 5                     | 5                    | 5                   |  |
| 40 +                  | < 1                 | < 1                   | < 1                  | -                   |  |
| Average Experience    | 23.5                | 23.4                  | 24.9                 | 25.2                |  |

### Observations:

- On average, there is little difference between males and females at each panel in terms of experience.
- Male and female secondary school principals have slightly more experience on average than elementary principals.

### Regional Patterns: Age, Experience, Employment Status, Gender

The profile of principals in English language schools across the province was examined in terms of each of the six regions of the province. The following tables provide an overview of the age, experience, employment status and gender data for each region of the province and, as was the case for the provincial data, presented separately for elementary and secondary schools.

#### Elementary Principals

| Age         | Regions            |                  |               |              |               |               |
|-------------|--------------------|------------------|---------------|--------------|---------------|---------------|
|             | Central<br>N = 907 | GTA<br>N = 1,405 | SW<br>N = 505 | E<br>N = 493 | NE<br>N = 212 | NW<br>N = 104 |
|             | %                  | %                | %             | %            | %             | %             |
| < 30        | -                  | -                | -             | -            | -             | -             |
| 30 - 34     | 1                  | < 1              | 1             | 1            | 5             | 1             |
| 35 - 39     | 8                  | 7                | 7             | 9            | 10            | 10            |
| 40 - 44     | 15                 | 12               | 17            | 14           | 14            | 20            |
| 45 - 49     | 19                 | 19               | 19            | 20           | 17            | 16            |
| 50 - 54     | 34                 | 33               | 34            | 31           | 26            | 35            |
| 55 - 59     | 22                 | 24               | 19            | 21           | 24            | 15            |
| 60 - 64     | 1                  | 4                | 2             | 1            | 3             | 2             |
| 65 +        | < 1                | < 1              | -             | -            | -             | 1             |
| Average Age | 49.5               | 50.4             | 49.1          | 49.2         | 48.7          | 48.7          |

#### Secondary Principals

| Age         | Regions            |                |               |              |              |              |
|-------------|--------------------|----------------|---------------|--------------|--------------|--------------|
|             | Central<br>N = 166 | GTA<br>N = 303 | SW<br>N = 105 | E<br>N = 113 | NE<br>N = 49 | NW<br>N = 23 |
|             | %                  | %              | %             | %            | %            | %            |
| < 30        | -                  | -              | -             | -            | 2            | -            |
| 30 - 34     | -                  | < 1            | -             | 1            | 2            | -            |
| 35 - 39     | 4                  | 4              | 4             | 3            | 12           | 9            |
| 40 - 44     | 14                 | 7              | 10            | 18           | 20           | 9            |
| 45 - 49     | 16                 | 16             | 22            | 21           | 14           | 4            |
| 50 - 54     | 34                 | 38             | 41            | 36           | 16           | 43           |
| 55 - 59     | 28                 | 29             | 22            | 18           | 29           | 30           |
| 60 - 64     | 4                  | 5              | 2             | -            | 4            | 4            |
| 65 +        | -                  | < 1            | -             | -            | -            | -            |
| Average Age | 51.0               | 51.9           | 50.7          | 49.4         | 48.2         | 51.8         |

#### Observations:

- At the elementary panel, there is little difference in average age across regions; although elementary principals in the GTA are slightly older than those in the other regions.
- In general, secondary school principals in each region are slightly older than their elementary colleagues; secondary school principals in the GTA and NW tend to be slightly older on average than secondary school principals in the other regions.

The following tables provide an overview of experience across regions for male and female principals at each panel.

### Elementary Principals

| Experience                      | Regions            |                  |               |              |               |               |
|---------------------------------|--------------------|------------------|---------------|--------------|---------------|---------------|
|                                 | Central<br>N = 907 | GTA<br>N = 1,405 | SW<br>N = 505 | E<br>N = 493 | NE<br>N = 212 | NW<br>N = 104 |
|                                 | %                  | %                | %             | %            | %             | %             |
| < 5                             | < 1                | 2                | 1             | 1            | 1             | 1             |
| 5 - 9                           | 1                  | 1                | 2             | 3            | 8             | 3             |
| 10 - 14                         | 10                 | 8                | 7             | 10           | 13            | 11            |
| 15 - 19                         | 18                 | 18               | 23            | 19           | 18            | 26            |
| 20 - 24                         | 20                 | 19               | 20            | 23           | 16            | 14            |
| 25 - 29                         | 26                 | 26               | 23            | 24           | 22            | 23            |
| 30 - 34                         | 18                 | 19               | 20            | 17           | 15            | 15            |
| 35 - 39                         | 5                  | 6                | 4             | 2            | 5             | 7             |
| 40 +                            | < 1                | < 1              | < 1           | < 1          | 1             | -             |
| Average<br>Yrs of<br>Experience | 23.7               | 23.8             | 23.3          | 22.7         | 22.0          | 22.8          |

### Secondary Principals

| Experience                      | Regions            |                |               |              |              |              |
|---------------------------------|--------------------|----------------|---------------|--------------|--------------|--------------|
|                                 | Central<br>N = 166 | GTA<br>N = 303 | SW<br>N = 105 | E<br>N = 113 | NE<br>N = 49 | NW<br>N = 23 |
|                                 | %                  | %              | %             | %            | %            | %            |
| < 5                             | 1                  | 1              | 3             | 1            | 2            | -            |
| 5 - 9                           | 1                  | 1              | 1             | 2            | 6            | 4            |
| 10 - 14                         | 5                  | 4              | 3             | 4            | 16           | 4            |
| 15 - 19                         | 14                 | 13             | 16            | 19           | 18           | 17           |
| 20 - 24                         | 17                 | 14             | 20            | 21           | 20           | 13           |
| 25 - 29                         | 34                 | 32             | 30            | 26           | 14           | 26           |
| 30 - 34                         | 22                 | 29             | 25            | 23           | 16           | 22           |
| 35 - 39                         | 7                  | 5              | 2             | 3            | 6            | 13           |
| 40 +                            | -                  | < 1            | -             | -            | -            | -            |
| Average<br>Yrs of<br>Experience | 25.5               | 25.8           | 24.4          | 24.3         | 21.6         | 26.1         |

#### Observations:

- There is little difference across regions for elementary school principals in terms of average years of experience.
- At the secondary panel, as was the case with age, principals in the NE have fewer years of experience on average than principals in the other regions.



## Employment Status by Region

### Elementary Principals

|           |   | Regions |       |     |     |     |    |
|-----------|---|---------|-------|-----|-----|-----|----|
| Full time |   | Central | GTA   | SW  | E   | NE  | NW |
|           | N | 838     | 1,325 | 479 | 408 | 170 | 70 |
|           | % | 92      | 94    | 95  | 83  | 80  | 67 |

### Secondary Principals

|           |   | Regions |     |    |    |    |    |
|-----------|---|---------|-----|----|----|----|----|
| Full time |   | Central | GTA | SW | E  | NE | NW |
|           | N | 148     | 264 | 99 | 85 | 35 | 16 |
|           | % | 89      | 87  | 94 | 75 | 71 | 70 |

| Part time |   | Central | GTA | SW | E  | NE | NW |
|-----------|---|---------|-----|----|----|----|----|
|           | N | 69      | 80  | 26 | 85 | 42 | 34 |
|           | % | 8       | 6   | 5  | 17 | 20 | 33 |

| Part time |   | Central | GTA | SW | E  | NE | NW |
|-----------|---|---------|-----|----|----|----|----|
|           | N | 18      | 39  | 6  | 28 | 14 | 7  |
|           | % | 11      | 13  | 6  | 25 | 29 | 30 |

### Observations:

- Among elementary principals in the Central, GTA and Southwest regions, more than 90% fulfill their responsibilities on a full-time basis. In the East and Northeast, approximately 80% are full-time principals, while in the Northwest, two thirds (67%) are full-time principals.
- At the secondary level, in the Central, GTA and Southwest regions, approximately 90% of principals are full-time. While in the East, Northeast and Northwest, 70 – 75% of principals are full-time.

## Gender by Region

### Elementary Principals

|      |   | Regions |     |     |     |    |    |
|------|---|---------|-----|-----|-----|----|----|
| Male |   | Central | GTA | SW  | E   | NE | NW |
|      | N | 400     | 493 | 214 | 159 | 75 | 49 |
|      | % | 44      | 35  | 42  | 32  | 35 | 47 |

### Secondary Principals

|      |   | Regions |     |    |    |    |    |
|------|---|---------|-----|----|----|----|----|
| Male |   | Central | GTA | SW | E  | NE | NW |
|      | N | 104     | 142 | 65 | 70 | 28 | 18 |
|      | % | 63      | 47  | 62 | 62 | 57 | 78 |

| Female |   | Central | GTA | SW  | E   | NE  | NW |
|--------|---|---------|-----|-----|-----|-----|----|
|        | N | 507     | 912 | 291 | 334 | 137 | 55 |
|        | % | 56      | 65  | 58  | 68  | 65  | 53 |

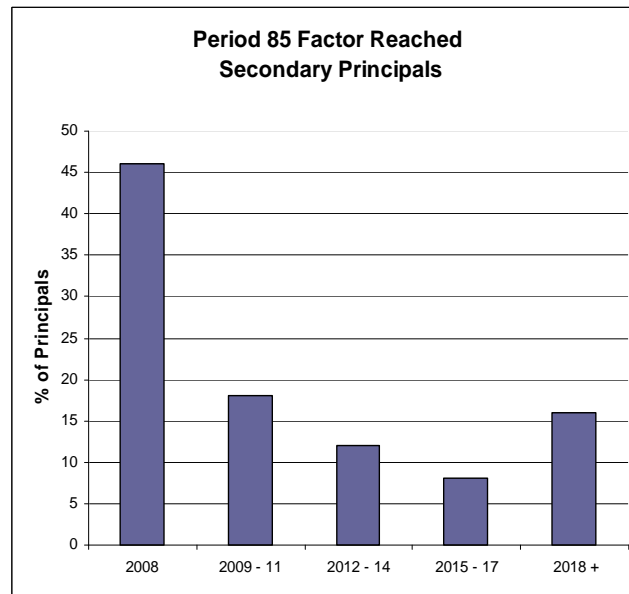
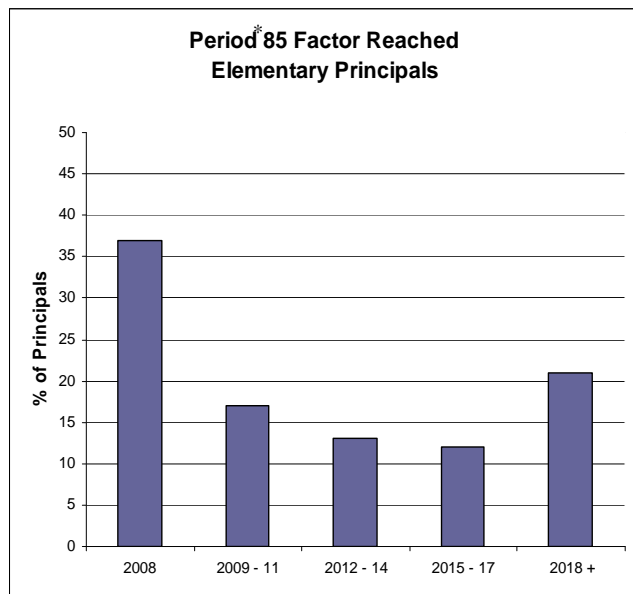
| Female |   | Central | GTA | SW | E  | NE | NW |
|--------|---|---------|-----|----|----|----|----|
|        | N | 62      | 161 | 40 | 43 | 21 | 5  |
|        | % | 37      | 53  | 38 | 38 | 43 | 22 |

### Observations:

- In the GTA, East and Northeast regions, approximately two thirds of elementary principals are female. In the other regions, it is closer to a 50/50 split.
- At the secondary level, with the exception of the GTA region where there is roughly a 50/50 split, a greater proportion of principals are male.

## Projections re Eligibility for Retirement

Ontario educators are eligible to retire with full pension benefits when the combination of their age and experience totals 85. To gain an understanding of potentially how many principals in English language schools in the 2005-2006 data cohort would be eligible to retire in the next 10 years, an “85 factor” was created for each principal and projected forward. The following graphs provide an indication of the percent of principals in English language schools that will reach the 85 factor between 2008 and 2018 or later.



| 85<br>Factor                      | 2008      | 2009 – 11 | 2012 – 14 | 2015 – 17 | 2018 +    |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                   | %         | %         | %         | %         | %         |
| <b>Elementary<br/>(N = 3,626)</b> | <b>37</b> | <b>17</b> | <b>13</b> | <b>12</b> | <b>21</b> |
| <b>Secondary<br/>(N = 759)</b>    | <b>46</b> | <b>18</b> | <b>12</b> | <b>8</b>  | <b>16</b> |

### Observations:

- Just over one third of elementary principals (37%) in the 2005-06 cohort and almost half of secondary principals (46%) will reach their 85 factor by 2008 and therefore be eligible to retire.

\*“Period” refers to the timeframe in which the 85 factor is reached

The data were also examined by region to determine if there are different patterns of potential retirements across regions

### Elementary Principals

|              |  | Regions            |                  |               |              |               |               |
|--------------|--|--------------------|------------------|---------------|--------------|---------------|---------------|
| 85<br>Factor |  | Central<br>N = 907 | GTA<br>N = 1,405 | SW<br>N = 505 | E<br>N = 493 | NE<br>N = 212 | NW<br>N = 104 |
|              |  | %                  | %                | %             | %            | %             | %             |
| 2008         |  | 36                 | 40               | 35            | 32           | 34            | 33            |
| 2009 - 11    |  | 18                 | 17               | 16            | 17           | 14            | 16            |
| 2012 - 14    |  | 13                 | 13               | 13            | 15           | 10            | 9             |
| 2015 - 17    |  | 12                 | 10               | 13            | 15           | 11            | 13            |
| 2018 +       |  | 21                 | 19               | 23            | 20           | 30            | 29            |

### Secondary Principals

|              |  | Regions            |                |               |              |              |              |
|--------------|--|--------------------|----------------|---------------|--------------|--------------|--------------|
| 85<br>Factor |  | Central<br>N = 166 | GTA<br>N = 303 | SW<br>N = 105 | E<br>N = 113 | NE<br>N = 49 | NW<br>N = 23 |
|              |  | %                  | %              | %             | %            | %            | %            |
| 2008         |  | 46                 | 51             | 41            | 38           | 35           | 56           |
| 2009 - 11    |  | 19                 | 21             | 19            | 15           | 10           | 9            |
| 2012 - 14    |  | 11                 | 10             | 17            | 15           | 8            | 13           |
| 2015 - 17    |  | 8                  | 6              | 8             | 10           | 10           | 9            |
| 2018 +       |  | 16                 | 12             | 15            | 19           | 37           | 13           |

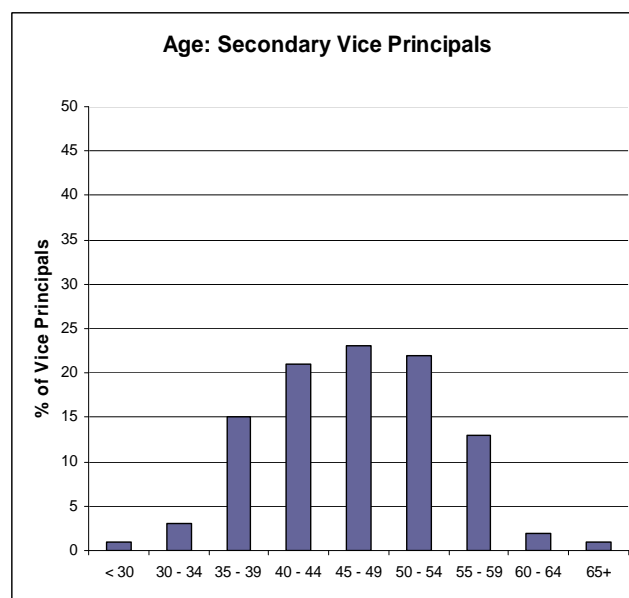
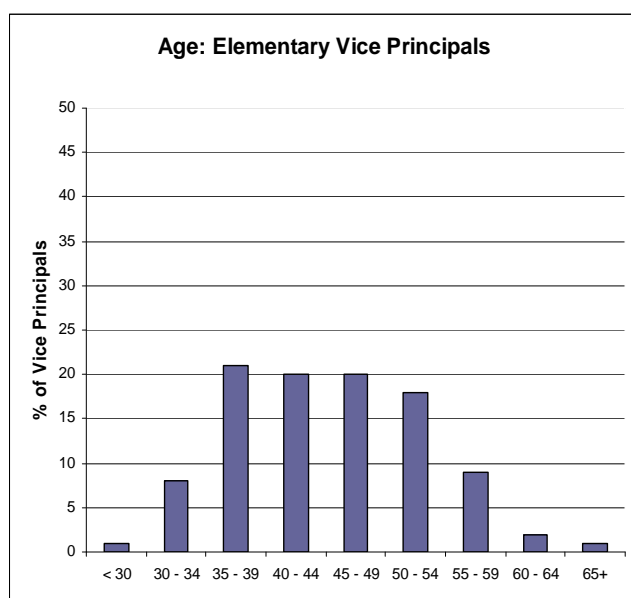
#### Observations:

- Clearly between one third and one half of the 2005-2006 cohort of elementary and secondary principals respectively, become eligible to retire at the end of 2008. In essence, there is a short term challenge to replace principals.

### III. Ontario Vice Principals in English Language Schools: A Demographic Profile

#### Age, Experience, Employment Status and Gender

The following graphs show the percent of elementary and secondary school vice principals in terms of **age** as categorized in five year groupings.

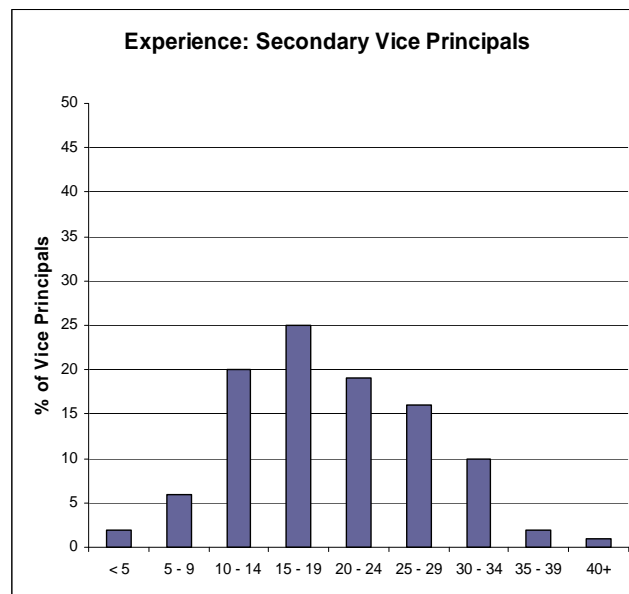
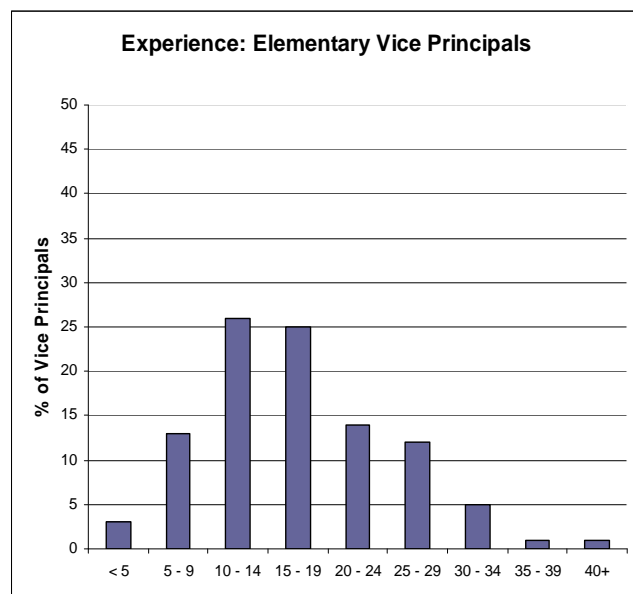


| Age                               | < 30 | 30 - 34 | 35 - 39 | 40 - 44 | 45 - 49 | 50 - 54 | 55 - 59 | 60 - 64 | 65+ | Average Age |
|-----------------------------------|------|---------|---------|---------|---------|---------|---------|---------|-----|-------------|
|                                   | %    | %       | %       | %       | %       | %       | %       | %       | %   |             |
| <b>Elementary<br/>(N = 1,616)</b> | < 1  | 8       | 21      | 20      | 20      | 18      | 9       | 2       | < 1 | <b>44.8</b> |
| <b>Secondary<br/>(N = 1,079)</b>  | < 1  | 3       | 15      | 21      | 23      | 22      | 13      | 2       | < 1 | <b>46.7</b> |

#### Observations:

- Approximately one third of vice principals (29% elementary, 37% secondary) are 50 years of age or older, as compared with principals where 58% of elementary and 65% of secondary principals are 50+ years.
- Elementary vice principals are on average slightly younger than their secondary counterparts.

The following graphs show the percent of elementary and secondary school vice principals in terms of **experience**. It should be noted that the “experience” variable represents the total number of years in teaching which includes the number of years as an administrator.



| Experience                    | < 5 | 5 - 9 | 10 - 14 | 15 - 19 | 20 - 24 | 25 - 29 | 30 - 34 | 35 - 39 | 40+ | Average Yrs of Experience |
|-------------------------------|-----|-------|---------|---------|---------|---------|---------|---------|-----|---------------------------|
|                               | %   | %     | %       | %       | %       | %       | %       | %       | %   |                           |
| <b>Elementary (N = 1,616)</b> | 3   | 13    | 26      | 25      | 14      | 12      | 5       | 1       | <1  | 16.9                      |
| <b>Secondary (N = 1,079)</b>  | 2   | 6     | 20      | 25      | 19      | 16      | 10      | 2       | <1  | 19.7                      |

### Observations:

- 28% of secondary vice principals have 25 years or more experience as an educator whereas 18% of elementary vice principals have this much experience.

## Employment Status

The following table provides an indication of the percent of vice principals who are fulfilling their responsibilities through ***part-time as compared with a full-time assignment***.

|                           | Employment Status |                |
|---------------------------|-------------------|----------------|
|                           | Full Time<br>%    | Part Time<br>% |
| Elementary<br>(N = 1,616) | 83                | 17             |
| Secondary<br>(N = 1,079)  | 95                | 5              |

### Observations:

- A larger proportion of elementary vice principals fulfill their responsibilities on a part-time basis, compared with secondary vice principals.

## Gender

The following table provides a breakdown of the percent of vice principals who are ***female and male*** in elementary and secondary schools.

|                           | Gender    |             |
|---------------------------|-----------|-------------|
|                           | Male<br>% | Female<br>% |
| Elementary<br>(N = 1,616) | 35        | 65          |
| Secondary<br>(N = 1,079)  | 51        | 49          |

### Observations:

- Similar to elementary principals, approximately two thirds of elementary vice principals are female.
- In the secondary panel, approximately half of the vice principals are female and half are male.

The following sets of tables present the distribution of age for male and female vice principals at each panel.

| Elementary Vice Principals |                   |                       | Secondary Vice Principals |                   |                     |
|----------------------------|-------------------|-----------------------|---------------------------|-------------------|---------------------|
| Age                        | Male<br>(N = 564) | Female<br>(N = 1,052) |                           | Male<br>(N = 550) | Female<br>(N = 529) |
|                            | %                 | %                     |                           | %                 | %                   |
| < 30                       | < 1               | < 1                   |                           | < 1               | -                   |
| 30 - 34                    | 11                | 6                     |                           | 3                 | 3                   |
| 35 - 39                    | 27                | 18                    |                           | 16                | 13                  |
| 40 - 44                    | 22                | 19                    |                           | 22                | 19                  |
| 45 - 49                    | 16                | 23                    |                           | 22                | 25                  |
| 50 - 54                    | 14                | 20                    |                           | 20                | 24                  |
| 55 - 59                    | 7                 | 11                    |                           | 13                | 14                  |
| 60 - 64                    | 2                 | 2                     |                           | 2                 | 1                   |
| 65 +                       | -                 | < 1                   |                           | < 1               | -                   |
| Average Age                | 43.1              | 45.6                  |                           | 46.5              | 46.9                |

### Observations:

- Female elementary vice principals are slightly older on average than their male colleagues.
- At the secondary panel, there is no difference between male and female vice principals in terms of average age.



The following sets of tables present the distribution of experience for male and female vice principals at each panel.

| Experience         | Elementary Vice Principals |                       | Secondary Vice Principals |                     |
|--------------------|----------------------------|-----------------------|---------------------------|---------------------|
|                    | Male<br>(N = 564)          | Female<br>(N = 1,052) | Male<br>(N = 550)         | Female<br>(N = 529) |
|                    | %                          | %                     | %                         | %                   |
| < 5                | 3                          | 2                     | 1                         | 2                   |
| 5 - 9              | 18                         | 11                    | 6                         | 5                   |
| 10 - 14            | 32                         | 23                    | 21                        | 19                  |
| 15 - 19            | 20                         | 28                    | 25                        | 24                  |
| 20 - 24            | 10                         | 17                    | 18                        | 21                  |
| 25 - 29            | 10                         | 13                    | 14                        | 17                  |
| 30 - 34            | 7                          | 4                     | 12                        | 10                  |
| 35 - 39            | 1                          | 1                     | 2                         | 1                   |
| 40 +               | -                          | < 1                   | -                         | < 1                 |
| Average Experience | 15.8                       | 17.5                  | 19.6                      | 19.7                |

### Observations:

- The patterns evident in terms of age are also evident in terms of experience; elementary female vice principals have slightly more experience on average than male elementary vice principals; there is no difference in experience between secondary female and male vice principals.

## Regional Patterns: Age, Experience, Employment Status, Gender

The profile of vice principals in English language schools across the province was examined in terms of each of the six regions of the province. The following tables provide an overview of the age, experience, employment status and gender data for each region of the province and, as was the case for the provincial data, presented separately for elementary and secondary schools.

### Elementary Vice Principals

| Age         | Regions            |                |               |              |              |              |
|-------------|--------------------|----------------|---------------|--------------|--------------|--------------|
|             | Central<br>N = 304 | GTA<br>N = 815 | SW<br>N = 178 | E<br>N = 203 | NE<br>N = 64 | NW<br>N = 46 |
|             | %                  | %              | %             | %            | %            | %            |
| < 30        | < 1                | < 1            | 1             | < 1          | -            | 2            |
| 30 - 34     | 6                  | 7              | 11            | 10           | 14           | 4            |
| 35 - 39     | 23                 | 22             | 22            | 13           | 22           | 20           |
| 40 - 44     | 22                 | 19             | 19            | 20           | 23           | 40           |
| 45 - 49     | 19                 | 20             | 21            | 22           | 27           | 16           |
| 50 - 54     | 16                 | 20             | 18            | 17           | 11           | 9            |
| 55 - 59     | 10                 | 9              | 7             | 14           | 3            | 9            |
| 60 - 64     | 3                  | 2              | -             | 3            | -            | -            |
| 65 +        | < 1                | -              | -             | -            | -            | -            |
| Average Age | 44.9               | 45.0           | 43.6          | 45.6         | 42.2         | 43.2         |

### Secondary Vice Principals

| Age         | Regions            |                |               |              |              |              |
|-------------|--------------------|----------------|---------------|--------------|--------------|--------------|
|             | Central<br>N = 222 | GTA<br>N = 524 | SW<br>N = 127 | E<br>N = 137 | NE<br>N = 49 | NW<br>N = 20 |
|             | %                  | %              | %             | %            | %            | %            |
| < 30        | -                  | -              | -             | < 1          | -            | -            |
| 30 - 34     | 2                  | 2              | 4             | 5            | 16           | -            |
| 35 - 39     | 22                 | 11             | 13            | 18           | 22           | 10           |
| 40 - 44     | 24                 | 20             | 20            | 20           | 18           | 15           |
| 45 - 49     | 24                 | 23             | 28            | 18           | 18           | 45           |
| 50 - 54     | 17                 | 26             | 16            | 24           | 12           | 20           |
| 55 - 59     | 10                 | 16             | 17            | 9            | 8            | 10           |
| 60 - 64     | 1                  | 2              | 2             | 2            | 4            | -            |
| 65 +        | -                  | < 1            | -             | -            | -            | -            |
| Average Age | 45.2               | 47.8           | 46.8          | 45.7         | 43.7         | 47.1         |

#### Observations:

- At the elementary panel, vice principals in the NE and NW are slightly younger on average than vice principals in the other regions.
- At the secondary panel, vice principals in the NE tend to be younger and vice principals in the GTA and NW tend to be older.

The following tables provide an overview of experience across regions for male and female vice principals at each panel.

### Elementary Vice Principals

| Experience                      | Regions            |                |               |              |              |              |
|---------------------------------|--------------------|----------------|---------------|--------------|--------------|--------------|
|                                 | Central<br>N = 304 | GTA<br>N = 820 | SW<br>N = 178 | E<br>N = 203 | NE<br>N = 65 | NW<br>N = 46 |
|                                 | %                  | %              | %             | %            | %            | %            |
| < 5                             | 1                  | 4              | 2             | 1            | -            | 2            |
| 5 - 9                           | 11                 | 10             | 18            | 17           | 31           | 11           |
| 10 - 14                         | 29                 | 28             | 27            | 19           | 17           | 30           |
| 15 - 19                         | 24                 | 23             | 30            | 25           | 34           | 28           |
| 20 - 24                         | 14                 | 16             | 9             | 16           | 8            | 11           |
| 25 - 29                         | 12                 | 12             | 8             | 16           | 8            | 11           |
| 30 - 34                         | 6                  | 5              | 5             | 5            | 3            | 6            |
| 35 - 39                         | 3                  | 1              | -             | 1            | -            | -            |
| 40 +                            | < 1                | < 1            | -             | -            | -            | -            |
| Average<br>Yrs of<br>Experience | 17.5               | 17.0           | 15.5          | 17.6         | 14.7         | 16.8         |

### Secondary Vice Principals

| Experience                      | Regions            |                |               |              |              |              |
|---------------------------------|--------------------|----------------|---------------|--------------|--------------|--------------|
|                                 | Central<br>N = 222 | GTA<br>N = 524 | SW<br>N = 127 | E<br>N = 137 | NE<br>N = 49 | NW<br>N = 20 |
|                                 | %                  | %              | %             | %            | %            | %            |
| < 5                             | 2                  | 1              | 2             | -            | 2            | -            |
| 5 - 9                           | 6                  | 5              | 6             | 7            | 14           | -            |
| 10 - 14                         | 25                 | 16             | 22            | 25           | 26           | 10           |
| 15 - 19                         | 27                 | 24             | 20            | 24           | 31           | 25           |
| 20 - 24                         | 19                 | 20             | 20            | 21           | 6            | 35           |
| 25 - 29                         | 11                 | 20             | 13            | 12           | 8            | 25           |
| 30 - 34                         | 9                  | 12             | 13            | 8            | 10           | 5            |
| 35 - 39                         | < 1                | 2              | 3             | 2            | 2            | -            |
| 40 +                            | < 1                | -              | -             | -            | -            | -            |
| Average<br>Yrs of<br>Experience | 18.4               | 20.6           | 20.0          | 18.9         | 16.4         | 20.9         |

#### Observations:

- At the elementary panel, vice principals in the NE and SW tend to have fewer years of experience on average than vice principals in other regions.
- Secondary vice principals have more years of experience than elementary vice principals; on average, secondary vice principals in the NW, GTA and SW have the most experience; vice principals in the NE have the least number of years of experience.

## Employment Status by Region

### Elementary Vice Principals

|           |   | Regions |     |     |     |    |    |
|-----------|---|---------|-----|-----|-----|----|----|
| Full time |   | Central | GTA | SW  | E   | NE | NW |
|           | N | 266     | 653 | 167 | 162 | 53 | 35 |
|           | % | 87      | 80  | 94  | 80  | 81 | 76 |

### Secondary Vice Principals

|           |   | Regions |     |     |     |    |    |
|-----------|---|---------|-----|-----|-----|----|----|
| Full time |   | Central | GTA | SW  | E   | NE | NW |
|           | N | 211     | 505 | 124 | 128 | 47 | 14 |
|           | % | 95      | 96  | 98  | 93  | 96 | 70 |

|           |   | Central | GTA | SW | E  | NE | NW |
|-----------|---|---------|-----|----|----|----|----|
| Part time |   |         |     |    |    |    |    |
|           | N | 38      | 167 | 11 | 41 | 12 | 11 |
|           | % | 13      | 20  | 6  | 20 | 19 | 24 |

|           |   | Central | GTA | SW | E | NE | NW |
|-----------|---|---------|-----|----|---|----|----|
| Part time |   |         |     |    |   |    |    |
|           | N | 11      | 19  | 3  | 9 | 2  | 6  |
|           | % | 5       | 4   | 2  | 7 | 4  | 30 |

### Observations:

- Approximately 80% of elementary vice principals fulfill their responsibilities on a full-time basis, except in the Central and GTA regions, where 87% and 94% respectively, are full-time.
- With the exception of the Northwest region, approximately 95% of secondary school vice principals are full-time.

## Gender by Region

### Elementary Vice Principals

|             | Regions |     |    |    |    |    |
|-------------|---------|-----|----|----|----|----|
|             | Central | GTA | SW | E  | NE | NW |
| <b>Male</b> |         |     |    |    |    |    |
| <b>N</b>    | 125     | 262 | 66 | 72 | 25 | 14 |
| <b>%</b>    | 41      | 32  | 37 | 36 | 38 | 30 |

### Secondary Vice Principals

|             | Regions |     |    |    |    |    |
|-------------|---------|-----|----|----|----|----|
|             | Central | GTA | SW | E  | NE | NW |
| <b>Male</b> |         |     |    |    |    |    |
| <b>N</b>    | 131     | 231 | 72 | 77 | 29 | 10 |
| <b>%</b>    | 59      | 44  | 57 | 56 | 59 | 50 |

|               | Central | GTA | SW  | E   | NE | NW |
|---------------|---------|-----|-----|-----|----|----|
|               |         |     |     |     |    |    |
| <b>Female</b> |         |     |     |     |    |    |
| <b>N</b>      | 179     | 558 | 112 | 131 | 40 | 32 |
| <b>%</b>      | 59      | 68  | 63  | 64  | 62 | 70 |

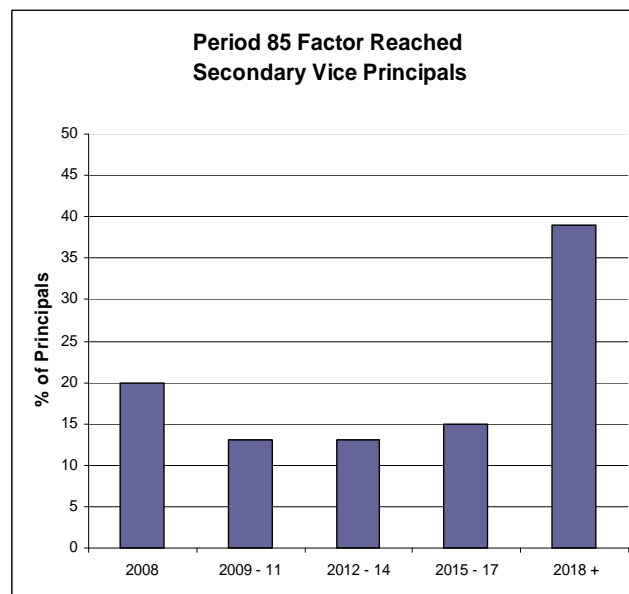
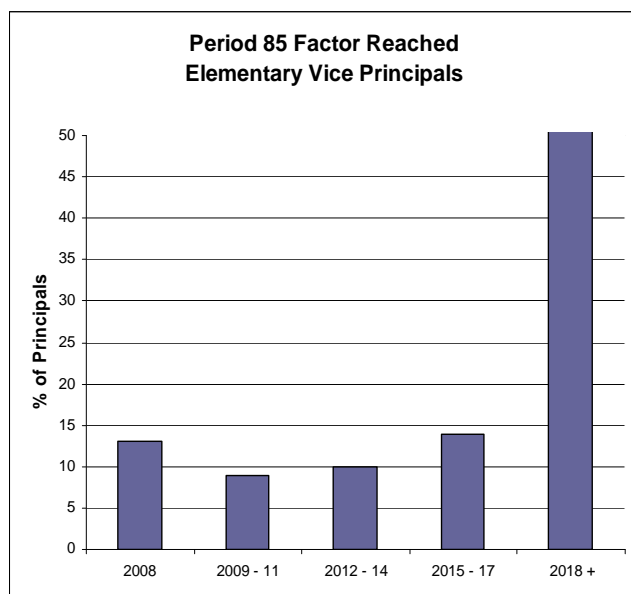
|               | Central | GTA | SW | E  | NE | NW |
|---------------|---------|-----|----|----|----|----|
|               |         |     |    |    |    |    |
| <b>Female</b> |         |     |    |    |    |    |
| <b>N</b>      | 91      | 293 | 55 | 60 | 20 | 10 |
| <b>%</b>      | 41      | 56  | 43 | 44 | 41 | 50 |

### Observations:

- 60% or more elementary vice principals are female across all regions.
- Just under 60% of secondary school vice principals are male, except in the GTA and Northwest.

## Projections re Eligibility for Retirement

The following graphs and table show the percent of vice principals in English language schools predicted to be eligible to retire over the next 10 years.



| 85 Factor                 | 2008 | 2009 - 11 | 2012 - 14 | 2015 - 17 | 2018 + |
|---------------------------|------|-----------|-----------|-----------|--------|
|                           | %    | %         | %         | %         | %      |
| Elementary<br>(N = 1,616) | 13   | 9         | 10        | 14        | 53     |
| Secondary<br>(N = 1,079)  | 20   | 13        | 13        | 15        | 39     |

### Observations:

- As is evident, the largest percent of vice principals, both elementary and secondary, will not be eligible to retire for at least 10 years or more.

The data were also examined by region to determine if there are different patterns of potential retirements across regions

### Elementary Vice Principals

|              |  | Regions            |                |               |              |              |              |
|--------------|--|--------------------|----------------|---------------|--------------|--------------|--------------|
| 85<br>Factor |  | Central<br>N = 304 | GTA<br>N = 815 | SW<br>N = 178 | E<br>N = 203 | NE<br>N = 64 | NW<br>N = 46 |
|              |  | %                  | %              | %             | %            | %            | %            |
| 2008         |  | 14                 | 14             | 9             | 14           | 8            | 11           |
| 2009 - 11    |  | 10                 | 10             | 6             | 12           | 3            | 9            |
| 2012 - 14    |  | 11                 | 10             | 10            | 12           | 8            | 2            |
| 2015 - 17    |  | 11                 | 14             | 16            | 18           | 9            | 20           |
| 2018 +       |  | 54                 | 52             | 59            | 43           | 72           | 58           |

### Secondary Vice Principals

|  |  | Regions            |                |               |              |              |              |
|--|--|--------------------|----------------|---------------|--------------|--------------|--------------|
|  |  | Central<br>N = 222 | GTA<br>N = 524 | SW<br>N = 127 | E<br>N = 137 | NE<br>N = 49 | NW<br>N = 20 |
|  |  | %                  | %              | %             | %            | %            | %            |
|  |  | 13                 | 24             | 22            | 14           | 14           | 15           |
|  |  | 11                 | 14             | 10            | 16           | 6            | 15           |
|  |  | 14                 | 13             | 14            | 10           | 6            | 20           |
|  |  | 15                 | 15             | 17            | 13           | 16           | 25           |
|  |  | 46                 | 33             | 35            | 45           | 57           | 25           |

#### Observations:

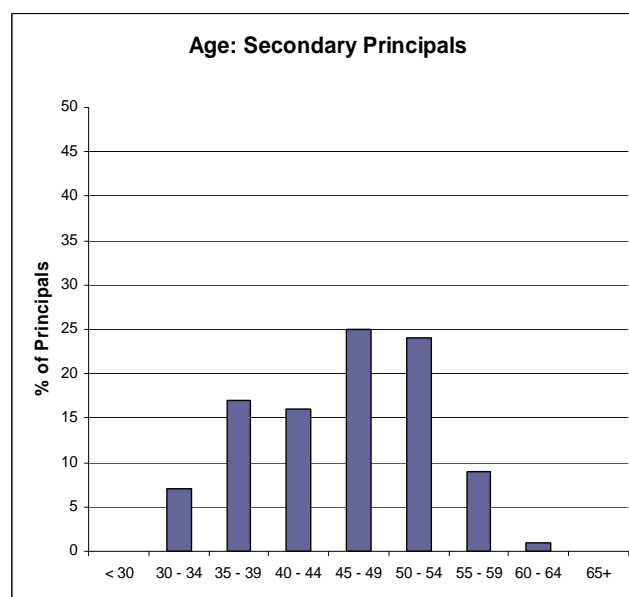
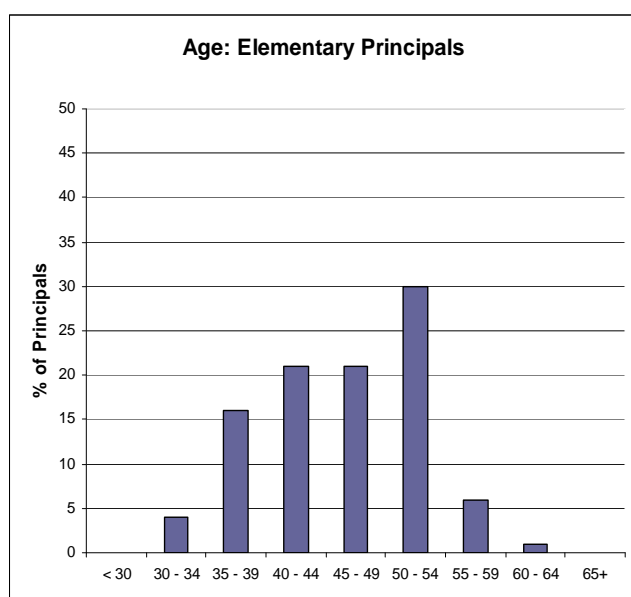
- For the most part, the regional patterns mirror the provincial data, i.e. the largest percent of vice principals will not be eligible to retire for at least 10 years. The pattern is not quite as strong for secondary vice principals in the GTA, Southwest and Northwest.

#### IV. Ontario Principals in French Language Schools: A Demographic Profile

##### Age, Experience, Employment Status and Gender

Please note that the data for principals in French language schools is presented as both the number and percent of principals, not solely the percent of principals as was the case for principals in English language schools. This approach is taken because the number of principals, particularly in the secondary panel, is quite small and it was felt that reporting only percents might potentially be misleading.

The following graphs show the percent of elementary and secondary school principals working in French language schools in terms of **age** as categorized in five year groupings. The table provides data showing both the number and percent of principals.



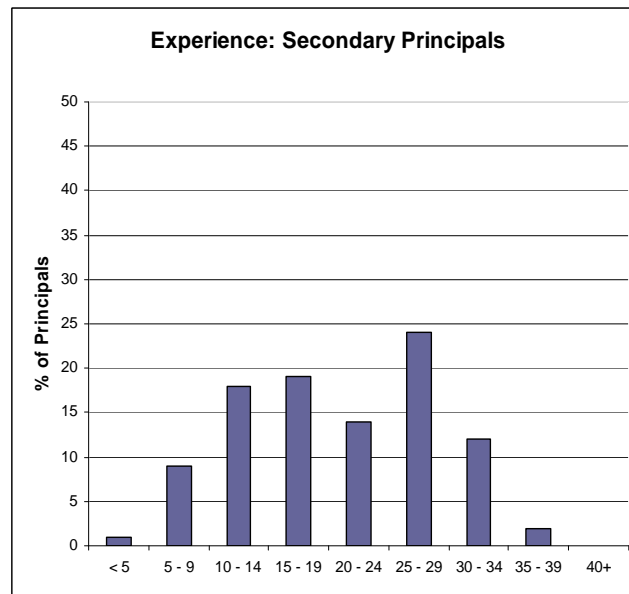
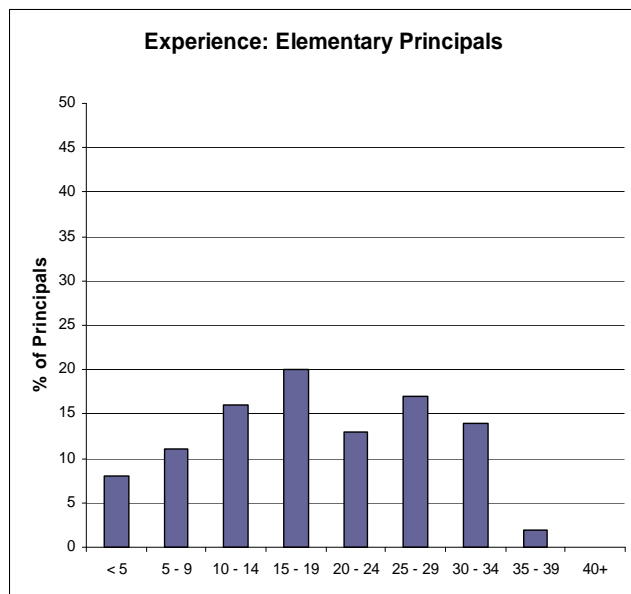
| Age                     |   | < 30 | 30 - 34 | 35 - 39 | 40 - 44 | 45 - 49 | 50 - 54 | 55 - 59 | 60 - 64 | 65+ | Average Age |
|-------------------------|---|------|---------|---------|---------|---------|---------|---------|---------|-----|-------------|
| Elementary<br>(N = 306) | # | -    | 13      | 48      | 65      | 65      | 91      | 17      | 4       | -   |             |
|                         | % | -    | 4       | 16      | 21      | 21      | 30      | 6       | 1       | -   |             |
| Secondary<br>(N = 87)   | # | -    | 6       | 15      | 14      | 22      | 21      | 8       | 1       | -   |             |
|                         | % | -    | 7       | 17      | 16      | 25      | 24      | 9       | 1       | -   | 45.7        |

##### Observations:

- Elementary and Secondary school principals are, on average, about the same age.
- 34% of secondary principals are 50 or older, compared to 37% for elementary principals.



The following graphs show the percent of elementary and secondary school principals in terms of **experience**. The table provides data for both the number and percent of principals in French language schools in each experience category. It should be noted that the “experience” variable represents the total number of years in teaching which includes the number of years as an administrator.



| Experience              |   | < 5 | 5 - 9 | 10 - 14 | 15 - 19 | 20 - 24 | 25 - 29 | 30 - 34 | 35 - 39 | 40+ | Average Years of Experience |
|-------------------------|---|-----|-------|---------|---------|---------|---------|---------|---------|-----|-----------------------------|
| Elementary<br>(N = 306) | # | 25  | 33    | 48      | 62      | 39      | 51      | 43      | 5       | -   |                             |
|                         | % | 8   | 11    | 16      | 20      | 13      | 17      | 14      | 2       | -   | 18.6                        |
| Secondary<br>(N = 87)   | # | 1   | 8     | 16      | 17      | 12      | 21      | 10      | 2       | -   | 20.3                        |
|                         | % | 1   | 9     | 18      | 19      | 14      | 24      | 12      | 2       | -   |                             |

### Observations:

- Secondary school principals have slightly more years of experience (i.e. they have been educators for longer) than their elementary colleagues.

## Employment Status

The following table provides an indication of the number and percent of principals who are fulfilling their responsibilities through **part-time as compared with a full-time assignment**.

| Employment Status       |   |           |           |
|-------------------------|---|-----------|-----------|
|                         |   | Full Time | Part Time |
| Elementary<br>(N = 306) | # | 247       | 59        |
|                         | % | 81        | 19        |
| Secondary<br>(N = 87)   | # | 65        | 22        |
|                         | % | 75        | 25        |

### Observations:

- 75 – 80% of principals in French language schools are fulfilling their responsibilities on a full-time basis. One quarter of secondary school principals are part-time.

## Gender

The following table indicates the number and percent of principals who are **female and male** in elementary and secondary schools.

| Gender                  |   |      |        |
|-------------------------|---|------|--------|
|                         |   | Male | Female |
| Elementary<br>(N = 306) | # | 119  | 187    |
|                         | % | 39   | 61     |
| Secondary<br>(N = 87)   | # | 52   | 35     |
|                         | % | 60   | 40     |

### Observations:

- As is evident, 61% of elementary school principals are female, while in the secondary panel 60% of the principals are male.

The following sets of tables present the distribution of age for male and female principals at each panel.

| Elementary Principals |                   |    |                     |    | Secondary Principals |                  |    |                    |    |
|-----------------------|-------------------|----|---------------------|----|----------------------|------------------|----|--------------------|----|
| Age                   | Male<br>(N = 119) |    | Female<br>(N = 187) |    |                      | Male<br>(N = 52) |    | Female<br>(N = 35) |    |
|                       | #                 | %  | #                   | %  |                      | #                | %  | #                  | %  |
| < 30                  | -                 | -  | -                   | -  |                      | -                | -  | -                  | -  |
| 30 - 34               | 7                 | 6  | 6                   | 3  |                      | 3                | 6  | 3                  | 9  |
| 35 - 39               | 20                | 17 | 28                  | 15 |                      | 10               | 19 | 5                  | 14 |
| 40 - 44               | 25                | 21 | 40                  | 21 |                      | 11               | 21 | 3                  | 9  |
| 45 - 49               | 24                | 20 | 41                  | 22 |                      | 11               | 21 | 11                 | 31 |
| 50 - 54               | 36                | 30 | 55                  | 29 |                      | 13               | 25 | 8                  | 23 |
| 55 - 59               | 3                 | 2  | 14                  | 7  |                      | 4                | 8  | 4                  | 11 |
| 60 - 64               | 2                 | 2  | 2                   | 1  |                      | -                | -  | 1                  | 3  |
| 65 +                  | -                 | -  | -                   | -  |                      | -                | -  | -                  | -  |
| Average Age           | 45.5              |    | 46.5                |    |                      | 44.8             |    | 47.1               |    |

### Observations:

- On average, female principals in the French language schools are older than their male colleagues, this pattern is most pronounced among secondary school principals.

The following sets of tables present the distribution of experience for male and female principals at each panel.

| Elementary Principals           |                   |    |                     |    | Secondary Principals |    |                    |    |
|---------------------------------|-------------------|----|---------------------|----|----------------------|----|--------------------|----|
| Experience                      | Male<br>(N = 119) |    | Female<br>(N = 187) |    | Male<br>(N = 52)     |    | Female<br>(N = 35) |    |
|                                 | #                 | %  | #                   | %  | #                    | %  | #                  | %  |
| < 5                             | 8                 | 7  | 17                  | 9  | 1                    | 2  | -                  | -  |
| 5 - 9                           | 15                | 13 | 18                  | 10 | 5                    | 10 | 3                  | 9  |
| 10 - 14                         | 18                | 15 | 30                  | 16 | 9                    | 17 | 7                  | 20 |
| 15 - 19                         | 25                | 21 | 37                  | 20 | 12                   | 23 | 5                  | 14 |
| 20 - 24                         | 18                | 15 | 21                  | 11 | 8                    | 15 | 4                  | 11 |
| 25 - 29                         | 20                | 17 | 31                  | 17 | 12                   | 23 | 9                  | 26 |
| 30 - 34                         | 14                | 12 | 29                  | 15 | 5                    | 10 | 5                  | 14 |
| 35 - 39                         | 1                 | 1  | 4                   | 2  | -                    | -  | 2                  | 6  |
| 40 +                            | -                 | -  | -                   | -  | -                    | -  | -                  | -  |
| Average<br>Yrs of<br>Experience | 18.4              |    | 18.8                |    | 19.3                 |    | 21.6               |    |

### Observations:

- There is no difference between male and female French language principals at the elementary panel in terms of average years of experience.
- At the secondary panel, female principals on average have two more years of experience than male principals.

### Regional Patterns: Age, Experience, Employment Status, Gender

The profile of principals in French language schools across the province was examined in terms of regions. The following tables provide an overview of the age, experience, employment status and gender data for elementary and secondary schools. Since the numbers are small, the age and experience categories have been reduced to try to provide a sense for patterns. The reader is cautioned that in some regions the numbers are very small and in these instances, percents were not calculated.

#### Elementary Principals

#### Secondary Principals

| Age     | Regions      |    |               |    |              |    |             |   |              |   | Regions     |   |               |   |              |   |             |   |             |   |
|---------|--------------|----|---------------|----|--------------|----|-------------|---|--------------|---|-------------|---|---------------|---|--------------|---|-------------|---|-------------|---|
|         | E<br>N = 102 |    | GTA<br>N = 77 |    | NE<br>N = 96 |    | NW<br>N = 7 |   | SW<br>N = 24 |   | E<br>N = 28 |   | GTA<br>N = 16 |   | NE<br>N = 35 |   | NW<br>N = 1 |   | SW<br>N = 7 |   |
|         | #            | %  | #             | %  | #            | %  | #           | % | #            | % | #           | % | #             | % | #            | % | #           | % | #           | % |
| 30 - 39 | 13           | 13 | 13            | 17 | 27           | 28 | 2           |   | 6            |   | 4           |   | 4             |   | 11           |   | -           |   | 2           |   |
| 40 - 49 | 40           | 39 | 36            | 47 | 44           | 46 | 2           |   | 8            |   | 14          |   | 6             |   | 12           |   | 1           |   | 3           |   |
| 50 - 59 | 46           | 45 | 24            | 31 | 25           | 26 | 3           |   | 10           |   | 10          |   | 6             |   | 11           |   | -           |   | 2           |   |
| 60 +    | 2            | 2  | 2             | 3  | -            |    | -           |   | -            |   | -           |   | -             |   | 1            |   | -           |   | -           |   |

#### Elementary Principals

#### Secondary Principals

| Experience | Regions      |    |               |    |              |    |             |   |              |   | Regions     |   |               |   |              |   |             |   |             |   |
|------------|--------------|----|---------------|----|--------------|----|-------------|---|--------------|---|-------------|---|---------------|---|--------------|---|-------------|---|-------------|---|
|            | E<br>N = 102 |    | GTA<br>N = 77 |    | NE<br>N = 96 |    | NW<br>N = 7 |   | SW<br>N = 24 |   | E<br>N = 28 |   | GTA<br>N = 16 |   | NE<br>N = 35 |   | NW<br>N = 1 |   | SW<br>N = 7 |   |
|            | #            | %  | #             | %  | #            | %  | #           | % | #            | % | #           | % | #             | % | #            | % | #           | % | #           | % |
| < 10       | 7            | 7  | 40            | 52 | 8            | 8  | 1           |   | 2            |   | 2           |   | 4             |   | 2            |   | -           |   | 1           |   |
| 10 - 19    | 31           | 30 | 21            | 27 | 42           | 44 | 5           |   | 11           |   | 5           |   | 6             |   | 17           |   | 1           |   | 4           |   |
| 20 - 29    | 37           | 36 | 11            | 14 | 33           | 34 | 1           |   | 8            |   | 16          |   | 4             |   | 11           |   | -           |   | 2           |   |
| 30 - 39    | 27           | 26 | 5             | 6  | 13           | 13 | -           |   | 3            |   | 5           |   | 2             |   | 5            |   | -           |   | -           |   |

#### Observations:

- With the exception of the East, elementary principals across the regions tend to be younger (i.e. the majority are less than 50 years);
- In the GTA, 52% of elementary principals have less than 10 years experience as educators, a significantly different pattern than the other regions.

## Employment Status by Region

### Elementary Principals

|           |   | Regions |     |    |    |    |
|-----------|---|---------|-----|----|----|----|
| Full time |   | E       | GTA | NE | NW | SW |
|           | N | 79      | 69  | 76 | 4  | 19 |
|           | % | 77      | 90  | 79 |    | 79 |

|           |   | E  | GTA | NE | NW | SW |
|-----------|---|----|-----|----|----|----|
| Part time |   |    |     |    |    |    |
|           | N | 23 | 8   | 20 | 3  | 5  |
|           | % | 22 | 10  | 21 |    | 21 |

### Secondary Principals

|           |   | Regions |     |    |    |    |
|-----------|---|---------|-----|----|----|----|
| Full time |   | E       | GTA | NE | NW | SW |
|           | N | 19      | 13  | 27 | 1  | 5  |
|           | % |         |     |    |    |    |

|           |   | E | GTA | NE | NW | SW |
|-----------|---|---|-----|----|----|----|
| Part time |   |   |     |    |    |    |
|           | N | 9 | 3   | 8  | -  | 2  |
|           | % |   |     |    |    |    |

### Observations:

- The majority of principals, both elementary and secondary, are fulfilling their responsibilities on a full-time basis.

## Gender by Region

### Elementary Principals

|      |   | Regions |     |    |    |    |
|------|---|---------|-----|----|----|----|
| Male |   | E       | GTA | NE | NW | SW |
|      | N | 41      | 29  | 36 | 1  | 12 |
|      | % | 40      | 38  | 37 |    |    |

|        |   | E  | GTA | NE | NW | SW |
|--------|---|----|-----|----|----|----|
| Female |   | E  | GTA | NE | NW | SW |
|        | N | 61 | 48  | 60 | 6  | 12 |
|        | % | 60 | 62  | 62 |    |    |

### Secondary Principals

|      |   | Regions |     |    |    |    |
|------|---|---------|-----|----|----|----|
| Male |   | E       | GTA | NE | NW | SW |
|      | N | 17      | 9   | 21 | 1  | 4  |
|      | % |         |     |    |    |    |

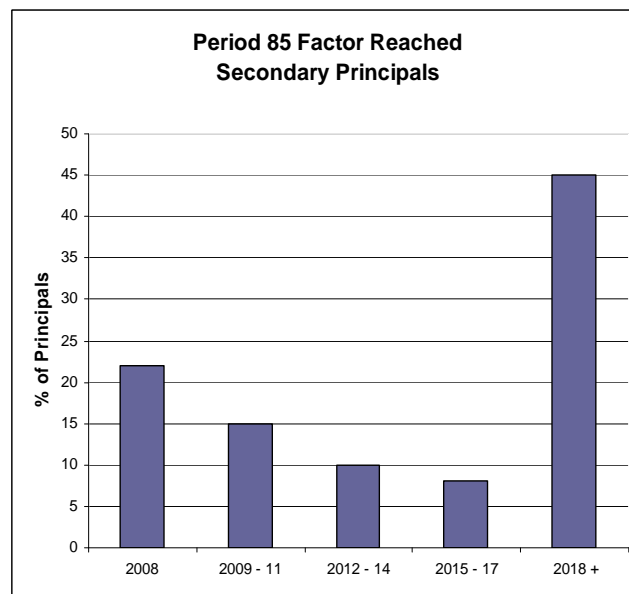
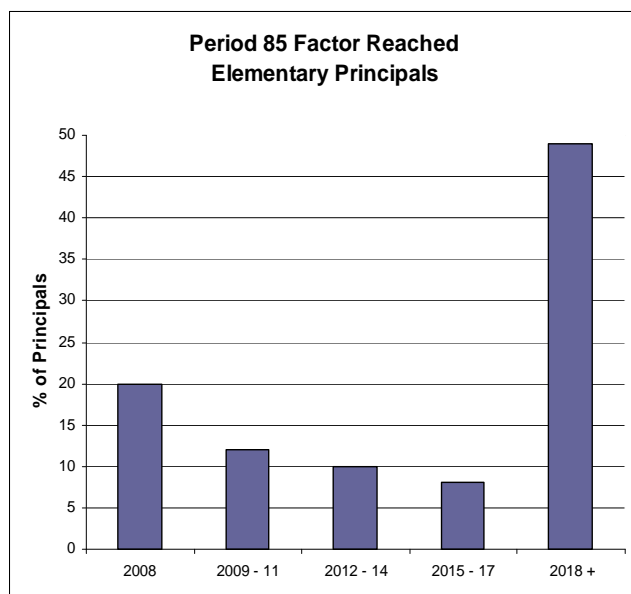
|        |   | E  | GTA | NE | NW | SW |
|--------|---|----|-----|----|----|----|
| Female |   | E  | GTA | NE | NW | SW |
|        | N | 11 | 7   | 14 | -  | 3  |
|        | % |    |     |    |    |    |

### Observation

- Patterns in terms of gender breakdown are similar across the regions.

## Projections re Eligibility for Retirement

The following graphs and tables provide an indication of the number and percent of principals from the 2005 – 2006 cohort who work in French language schools who will reach their 85 factor between 2008 and 2018 or later.



| 85 Factor               |   | 2008 | 2009 - 11 | 2012 - 14 | 2015 - 17 | 2018 + |
|-------------------------|---|------|-----------|-----------|-----------|--------|
| Elementary<br>(N = 306) | # | 62   | 37        | 30        | 24        | 150    |
|                         | % | 20   | 12        | 10        | 8         | 49     |
| Secondary<br>(N = 87)   | # | 19   | 13        | 9         | 7         | 39     |
|                         | % | 22   | 15        | 10        | 8         | 45     |

### Observations:

- While 20% of principals in French language schools will be eligible to retire at the end of 2008, almost 50% will not reach this point for at least another 10 years.

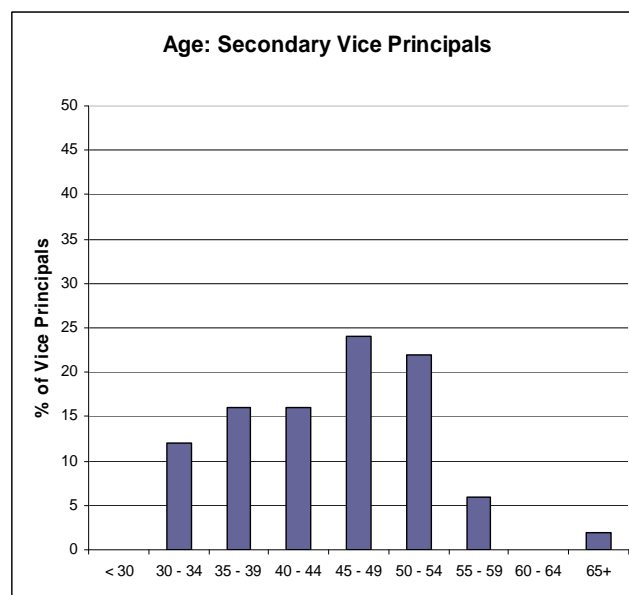
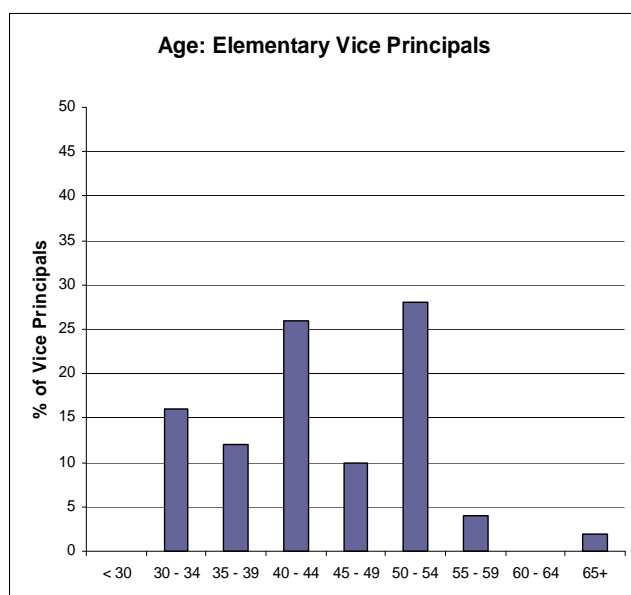


## V. Ontario Vice Principals in French Language Schools: A Demographic Profile

### Age, Experience, Employment Status and Gender

Please note that the data for vice principals in French language schools is presented as both the number and percent of vice principals, not solely the percent of vice principals as was the case for vice principals in English language schools. This approach is taken because the number of vice principals, particularly in the secondary panel, is quite small and it was felt that reporting only percents might potentially be misleading.

The following graphs show the percent of elementary and secondary school vice principals working in French language schools in terms of **age** as categorized in five year groupings. The table provides data showing both the number and percent of vice principals.

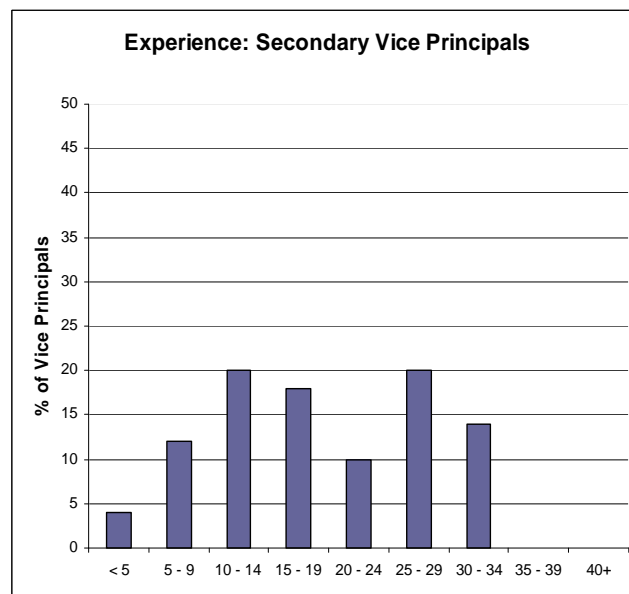
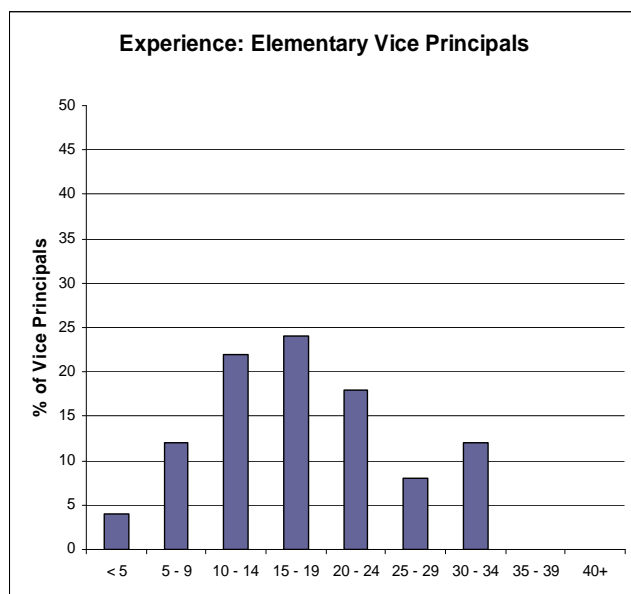


| Age                    |   | < 30 | 30 - 34 | 35 - 39 | 40 - 44 | 45 - 49 | 50 - 54 | 55 - 59 | 60 - 64 | 65+ | Average Age |
|------------------------|---|------|---------|---------|---------|---------|---------|---------|---------|-----|-------------|
| Elementary<br>(N = 50) | # | -    | 8       | 6       | 13      | 5       | 14      | 2       | -       | 1   | 44.3        |
|                        | % | -    | 16      | 12      | 26      | 10      | 28      | 4       | -       | 2   |             |
| Secondary<br>(N = 49)  | # | -    | 6       | 8       | 8       | 12      | 11      | 3       | -       | 1   | 44.8        |
|                        | % | -    | 12      | 16      | 16      | 24      | 22      | 6       | -       | 2   |             |

#### Observations:

- Elementary and secondary school vice principals are on average about the same age.
- 34% of elementary vice principals are 50 or older, compared to 30% for elementary principals.

The following graphs show the percent of elementary and secondary school vice principals in terms of **experience**. The table provides data for both the number and percent in each experience category. It should be noted that the “experience” variable represents the total number of years in teaching which includes the number of years as an administrator.



| Experience             |   | < 5 | 5 - 9 | 10 - 14 | 15 - 19 | 20 - 24 | 25 - 29 | 30 - 34 | 35 - 39 | 40+ | Average Years of Experience |
|------------------------|---|-----|-------|---------|---------|---------|---------|---------|---------|-----|-----------------------------|
| Elementary<br>(N = 50) | # | 2   | 6     | 11      | 12      | 9       | 4       | 6       | -       | -   | 17.7                        |
|                        | % | 4   | 12    | 22      | 24      | 18      | 8       | 12      | -       | -   |                             |
| Secondary<br>(N = 49)  | # | 2   | 6     | 10      | 9       | 5       | 10      | 7       | -       | -   | 18.7                        |
|                        | % | 4   | 12    | 20      | 18      | 10      | 20      | 14      | -       | -   |                             |

### Observations:

- Secondary school principals have slightly more years of experience (i.e. they have been educators for longer) than their elementary colleagues.

## Employment Status

The following table provides an indication of the number and percent of vice principals who are fulfilling their responsibilities through ***part-time as compared with a full-time assignment***.

| Employment Status      |   |           |           |
|------------------------|---|-----------|-----------|
|                        |   | Full Time | Part Time |
| Elementary<br>(N = 50) | # | 30        | 20        |
|                        | % | 60        | 40        |
| Secondary<br>(N = 49)  | # | 37        | 12        |
|                        | % | 75        | 24        |

### Observations:

- 60 – 75% of vice principals in French language schools are fulfilling their responsibilities on a full-time basis.

## Gender

The following table indicates the number and percent of vice principals who are ***female and male*** in elementary and secondary schools.

| Gender                 |   |      |        |
|------------------------|---|------|--------|
|                        |   | Male | Female |
| Elementary<br>(N = 50) | # | 21   | 29     |
|                        | % | 42   | 58     |
| Secondary<br>(N = 49)  | # | 30   | 19     |
|                        | % | 61   | 39     |

### Observations:

- As is evident, 58% of elementary school vice principals are female, while in the secondary panel 61% of vice principals are male.

The following sets of tables present the distribution of age for male and female vice principals at each panel.

| Elementary Vice Principals* |                  |   |                    |   | Secondary Vice Principals* |                  |   |                    |   |
|-----------------------------|------------------|---|--------------------|---|----------------------------|------------------|---|--------------------|---|
| Age                         | Male<br>(N = 21) |   | Female<br>(N = 29) |   |                            | Male<br>(N = 30) |   | Female<br>(N = 19) |   |
|                             | #                | % | #                  | % |                            | #                | % | #                  | % |
| < 30                        | -                |   | -                  |   |                            | -                |   | -                  |   |
| 30 - 34                     | 3                |   | 5                  |   |                            | 2                |   | 4                  |   |
| 35 - 39                     | 4                |   | 2                  |   |                            | 6                |   | 2                  |   |
| 40 - 44                     | 5                |   | 8                  |   |                            | 4                |   | 4                  |   |
| 45 - 49                     | 3                |   | 2                  |   |                            | 8                |   | 4                  |   |
| 50 - 54                     | 6                |   | 8                  |   |                            | 8                |   | 3                  |   |
| 55 - 59                     | -                |   | 2                  |   |                            | 2                |   | 1                  |   |
| 60 - 64                     | -                |   | -                  |   |                            | -                |   | -                  |   |
| 65 +                        | -                |   | 1                  |   |                            | -                |   | 1                  |   |
| Average Age                 | 43.5             |   | 45.0               |   |                            | 45.4             |   | 43.9               |   |

### Observations:

- On average, male and female vice principals in both the elementary and secondary panels are of similar age.
- Whereas in English language schools, vice principals are on average 3-4 years younger than principals, in French language schools, vice principals and principals are close in age.

\* Percents were not calculated for these tables as the numbers were very small.

The following sets of tables present the distribution of experience for male and female vice principals at each panel.

| Elementary Vice Principals* |               |   |                 |   | Secondary Vice Principals* |   |                 |   |
|-----------------------------|---------------|---|-----------------|---|----------------------------|---|-----------------|---|
| Experience                  | Male (N = 21) |   | Female (N = 29) |   | Male (N = 30)              |   | Female (N = 19) |   |
|                             | #             | % | #               | % | #                          | % | #               | % |
| < 5                         | 1             |   | 1               |   | 1                          |   | 1               |   |
| 5 - 9                       | 2             |   | 4               |   | 2                          |   | 4               |   |
| 10 - 14                     | 7             |   | 4               |   | 5                          |   | 5               |   |
| 15 - 19                     | 5             |   | 7               |   | 6                          |   | 3               |   |
| 20 - 24                     | 2             |   | 7               |   | 3                          |   | 2               |   |
| 25 - 29                     | 3             |   | 1               |   | 7                          |   | 3               |   |
| 30 - 34                     | 1             |   | 5               |   | 6                          |   | 1               |   |
| 35 - 39                     | -             |   | -               |   | -                          |   | -               |   |
| 40 +                        | -             |   | -               |   | -                          |   | -               |   |
| Average Yrs of Experience   | 16.8          |   | 18.4            |   | 20.6                       |   | 15.8            |   |

### Observations:

- Female vice principals in elementary schools have more years of experience on average than female secondary school vice principals.
- Male secondary school vice principals have significantly more years of experience than their female colleagues.

\*Percents were not calculated for these tables as the numbers were very small.

### ***Regional Patterns: Age, Experience, Employment Status, Gender***

The number of vice principals in French language schools across the province was too small to examine data across regions.

### ***Projections re Eligibility for Retirement***

The following table provides data indicating when vice principals from the 2005 – 2006 cohort who work in French language schools will reach their 85 factor between 2008 and 2018 or later.

| 85 Factor              |   | 2008 | 2009 - 11 | 2012 - 14 | 2015 - 17 | 2018 + |
|------------------------|---|------|-----------|-----------|-----------|--------|
| Elementary<br>(N = 50) | # | 9    | 2         | 5         | 4         | 29     |
| Secondary<br>(N = 49)  | # | 10   | 5         | 6         | 5         | 23     |

#### **Observations:**

- As is evident, the largest number of vice principals in French language schools will not be eligible to retire until 2018 or later.

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## **VI      *Profile: College of Teachers Members with Principal and Supervisory Officer Qualifications***

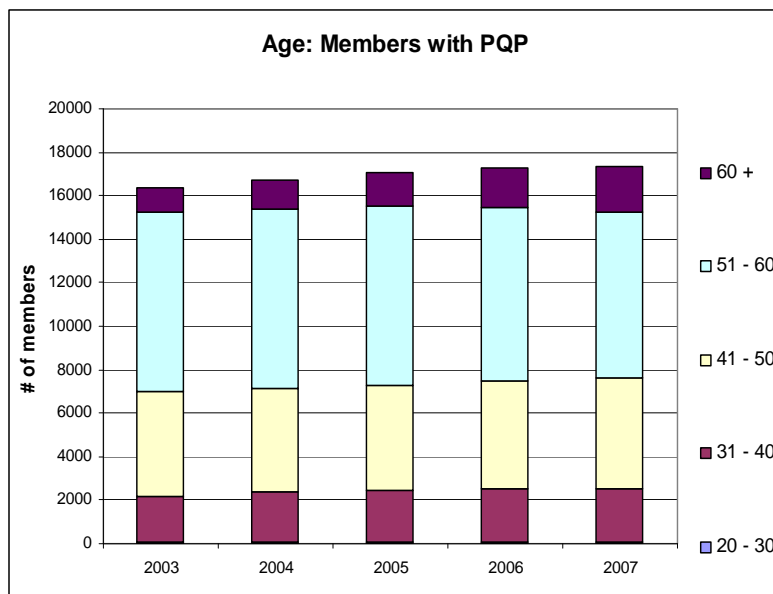
The Ontario College of Teachers keeps records of the qualifications attained by each of its members, educators in good standing in Ontario. Based on its files, the College was able to aggregate data for each year from 2003 to 2007 of the numbers of its members in good standing who have completed their principal and/or supervisory officer qualifications. These data provide an indication of the numbers of educators across the province who either currently hold administrative positions or are eligible to apply for an administrative position (i.e., vice principal, principal and/or supervisory officer). These numbers, therefore, should provide an indication of the size of the potential pool of candidates for leadership positions across the province. We know, however, from information gathered as part of this project both through the Board visits and from the responses to the survey that not everyone who has completed the principal or supervisory officer qualifications intends to apply for administrator positions. We also know that “*members in good standing*” can include educators who continue their membership with the College of Teachers even though they may have retired. These data therefore should be viewed with these caveats in mind.

The following sections provide two profiles:

- those College of Teacher members who have completed the Principal qualification papers;
- those College of Teacher members who have completed the Supervisory Officer qualification papers.

### College of Teacher Members with Principal Qualifications

From the aggregate data provided by the College of Teachers, the following graphs and tables depict the data for age, gender, language preference, geographical location and educational qualifications for the period 2003 – 2007.

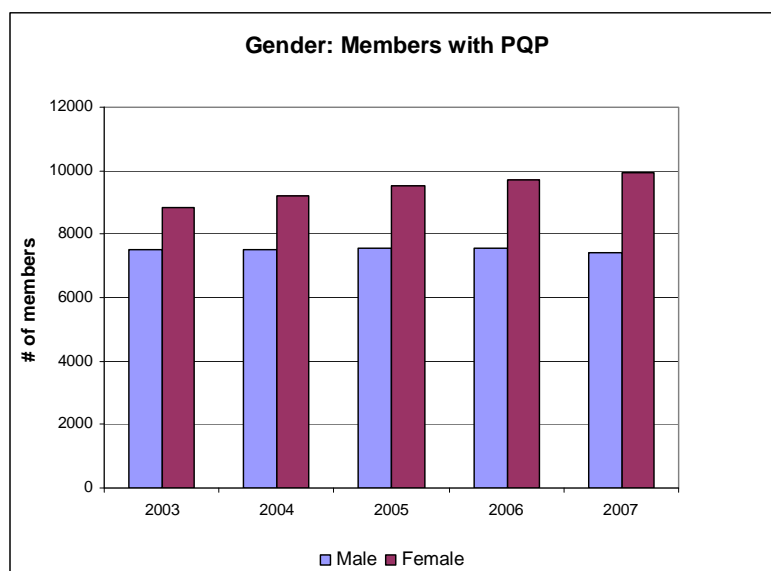


| Age          | 2003          | 2004          | 2005          | 2006          | 2007          |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 20-30        | 48            | 50            | 50            | 49            | 37            |
| 31-40        | 2,125         | 2,309         | 2,430         | 2,476         | 2,512         |
| 41-50        | 4,808         | 4,764         | 4,820         | 4,931         | 5,068         |
| 51-60        | 8,282         | 8,241         | 8,193         | 8,004         | 7,629         |
| >60          | 1,094         | 1,341         | 1,578         | 1,783         | 2,089         |
| <b>Total</b> | <b>16,357</b> | <b>16,705</b> | <b>17,071</b> | <b>17,243</b> | <b>17,335</b> |

#### Observations:

- The number of members with principal qualifications has increased each year from 16,357 in 2003 to 17,335 in 2007.
- Of the approximately 17,000 members in 2007 with principal qualification papers, approximately 44% were under the age of 50

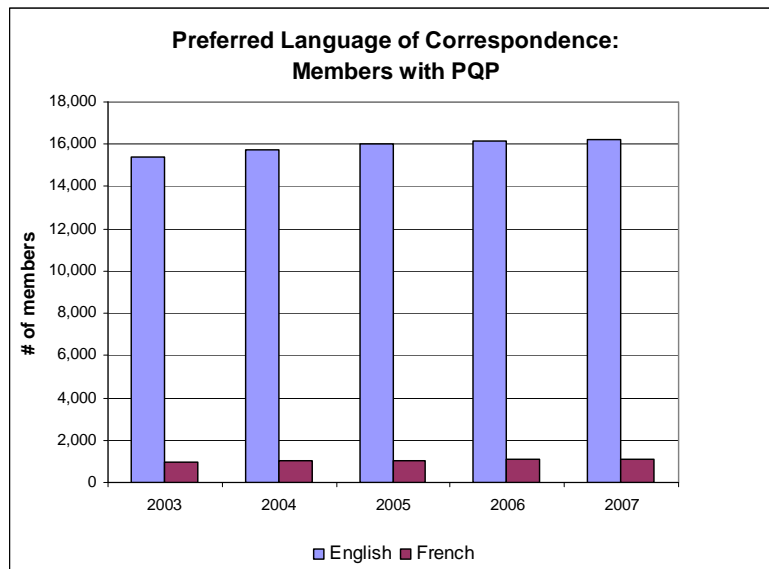




| Gender | 2003   | 2004   | 2005   | 2006   | 2007   |
|--------|--------|--------|--------|--------|--------|
| Male   | 7,513  | 7,514  | 7,558  | 7,548  | 7,406  |
| Female | 8,844  | 9,191  | 9,512  | 9,694  | 9,927  |
| NA     | -      | -      | 1      | 1      | 2      |
| Total  | 16,357 | 16,705 | 17,071 | 17,243 | 17,335 |

### Observations:

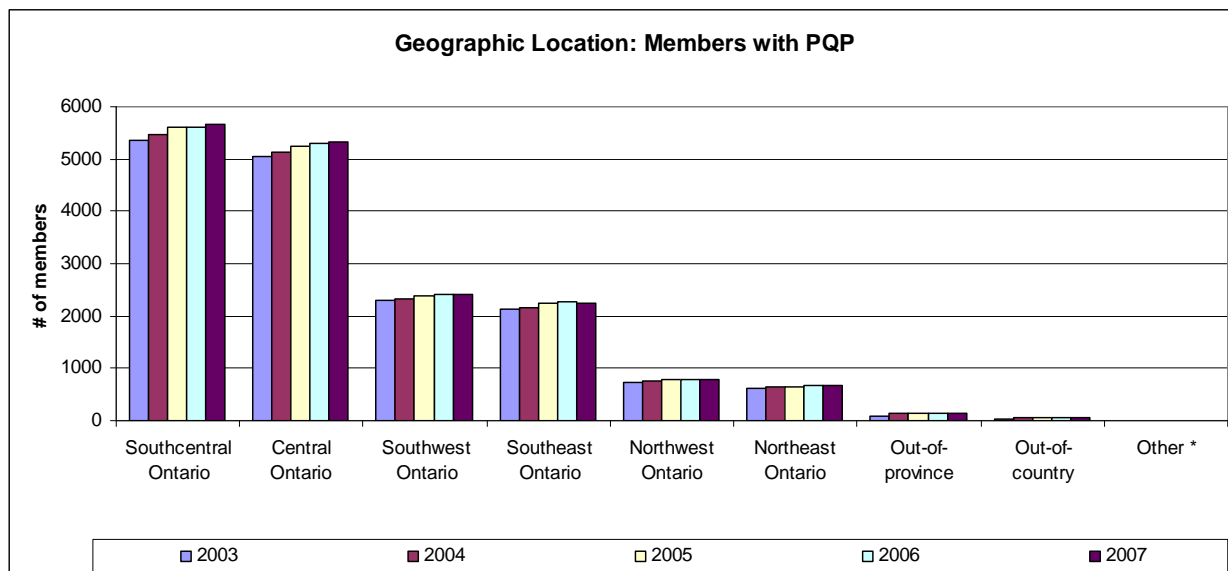
- Each year for the past five years, slightly more than half of the members with principal qualifications were female (54% - 57%) and slightly less than half were male (43% - 46%).



| Preferred Language | 2003   | 2004   | 2005   | 2006   | 2007   |
|--------------------|--------|--------|--------|--------|--------|
| English            | 15,396 | 15,710 | 16,031 | 16,142 | 16,234 |
| French             | 961    | 995    | 1,040  | 1,101  | 1,101  |

### Observations:

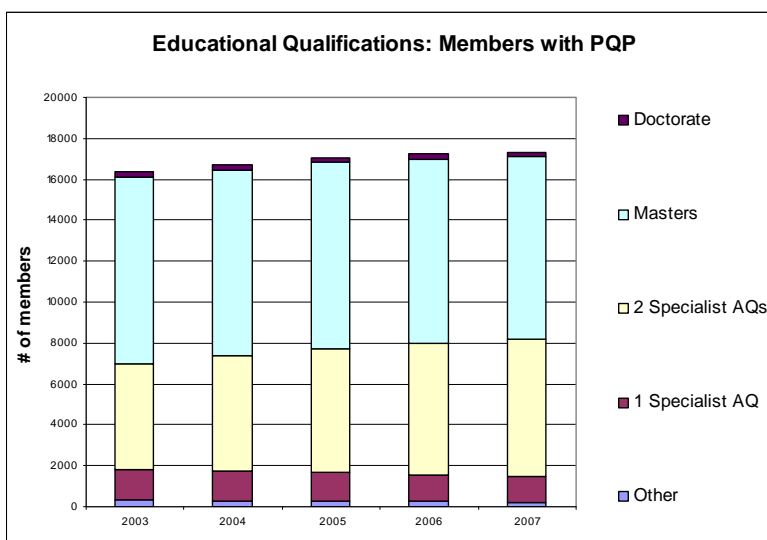
- Approximately 6% of members with principal qualifications request French as their preferred language of correspondence.



| Location             | 2003          | 2004          | 2005          | 2006          | 2007          |
|----------------------|---------------|---------------|---------------|---------------|---------------|
| Southcentral Ontario | 5,349         | 5,478         | 5,608         | 5,609         | 5,655         |
| Central Ontario      | 5,053         | 5,129         | 5,231         | 5,302         | 5,341         |
| Southwest Ontario    | 2,312         | 2,335         | 2,376         | 2,406         | 2,417         |
| Southeast Ontario    | 2,144         | 2,171         | 2,229         | 2,260         | 2,251         |
| Northwest Ontario    | 734           | 759           | 772           | 781           | 783           |
| Northeast Ontario    | 620           | 637           | 658           | 680           | 683           |
| Out-of-province      | 96            | 142           | 135           | 139           | 144           |
| Out-of-country       | 42            | 50            | 60            | 66            | 61            |
| Other *              | 7             | 4             | 2             | 0             | 0             |
| <b>Total</b>         | <b>16,357</b> | <b>16,705</b> | <b>17,071</b> | <b>17,243</b> | <b>17,335</b> |

### Observations:

- The largest number of members with principal qualifications reside in the southcentral and central regions of the province.



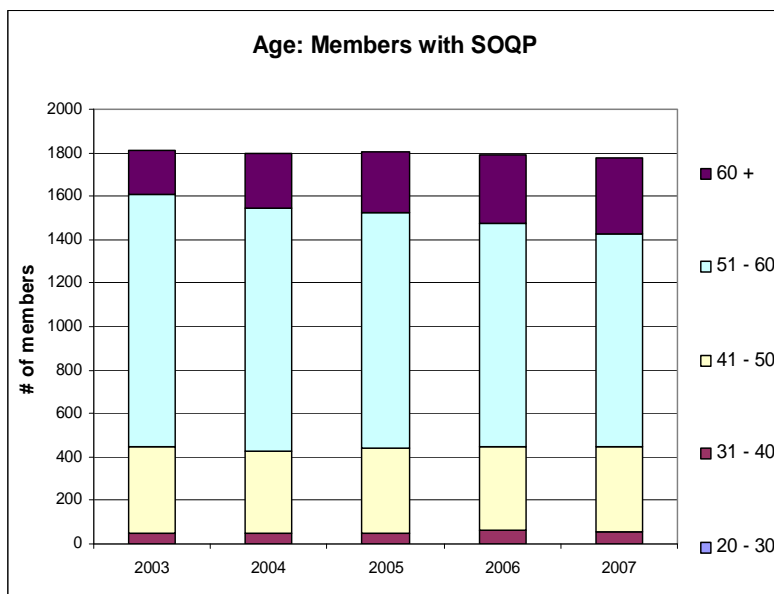
| Degree           | 2003   | 2004   | 2005   | 2006   | 2007   |
|------------------|--------|--------|--------|--------|--------|
| Doctorate        | 252    | 249    | 253    | 246    | 240    |
| Masters          | 9,120  | 9,098  | 9,072  | 9,021  | 8,895  |
| 2 Specialist AQs | 5,158  | 5,629  | 6,091  | 6,400  | 6,709  |
| 1 Specialist AQ  | 1,517  | 1,451  | 1,401  | 1,341  | 1,284  |
| Other            | 310    | 278    | 254    | 235    | 207    |
| Total            | 16,357 | 16,705 | 17,071 | 17,243 | 17,335 |

### Observations:

- In terms of educational qualifications, just over half of members with principal qualifications have obtained a masters degree and approximately one third have two specialist AQ's.

## College of Teacher Members with Supervisory Officer Qualifications

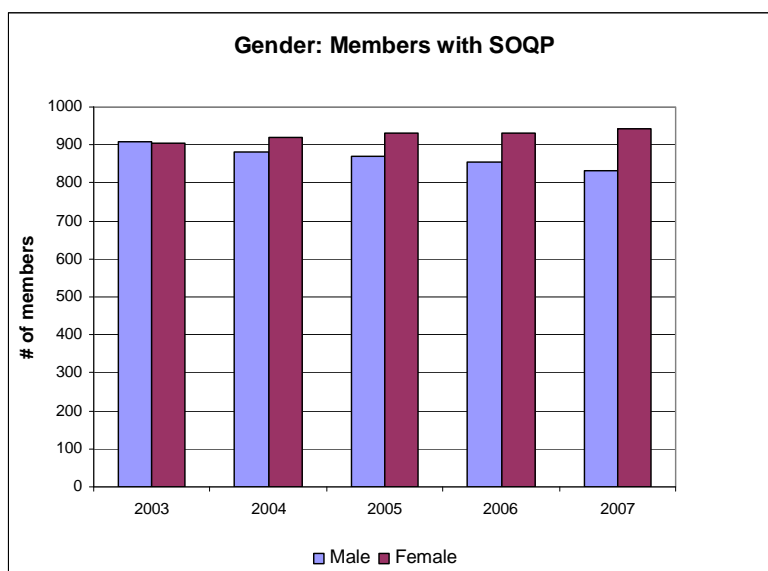
From the aggregate data provided by the College of Teachers, the following graphs and tables depict the data for age, gender, language preference, geographical location and educational qualifications for the period 2003 – 2007.



| Age          | 2003         | 2004         | 2005         | 2006         | 2007         |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 20-30        | 0            | 0            | 0            | 0            | 0            |
| 31-40        | 46           | 49           | 51           | 65           | 58           |
| 41-50        | 401          | 375          | 393          | 384          | 390          |
| 51-60        | 1,163        | 1,118        | 1,081        | 1,026        | 976          |
| >60          | 201          | 258          | 280          | 312          | 352          |
| <b>Total</b> | <b>1,811</b> | <b>1,800</b> | <b>1,805</b> | <b>1,787</b> | <b>1,776</b> |

### Observations:

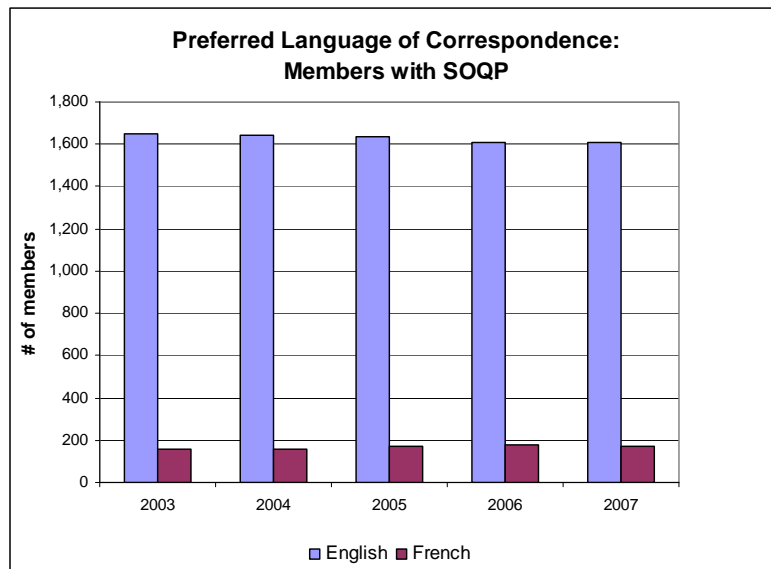
- The number of members with Supervisory Officer qualifications has decreased slightly over the past five years, from 1811 in 2003 to 1776 in 2007.
- Of the 1776 members with SO qualifications in 2007, 25% were less than 50 years of age and 75% were older than 50.



| Gender | 2003  | 2004  | 2005  | 2006  | 2007  |
|--------|-------|-------|-------|-------|-------|
| Male   | 908   | 881   | 872   | 856   | 833   |
| Female | 903   | 919   | 933   | 931   | 943   |
| NA     | -     | -     | -     | -     | -     |
| Total  | 1,811 | 1,800 | 1,805 | 1,787 | 1,776 |

### Observations:

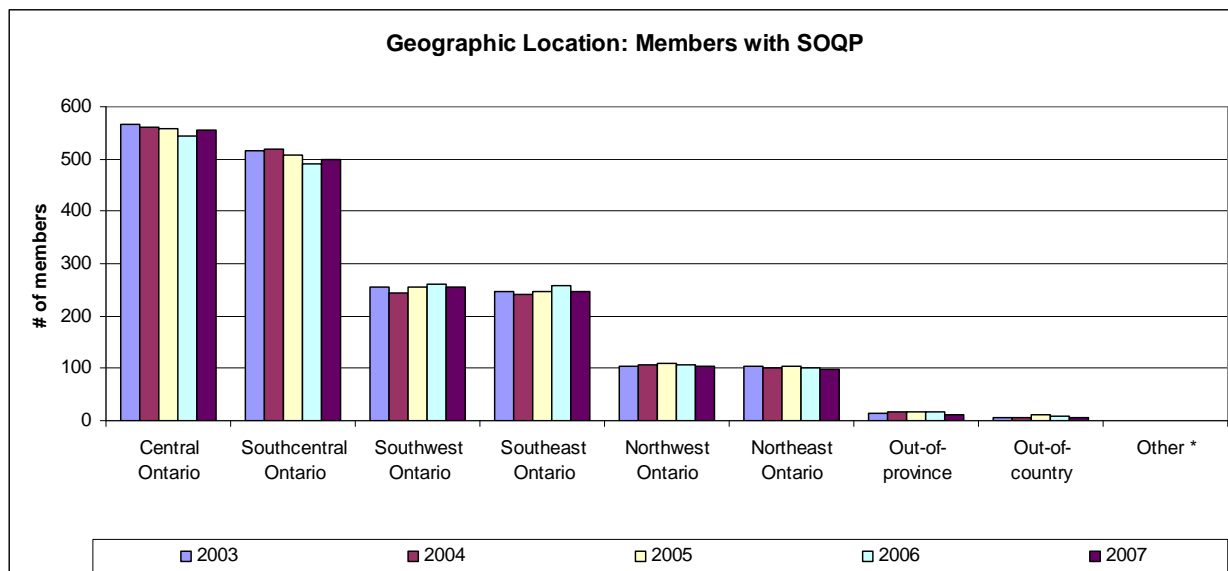
- Approximately half of the members with SO qualifications are male and half are female, although there has been a slight increase each year over the past five years in the percent of females with SO qualifications (from 50% in 2003 to 53% in 2007).



| Preferred Language | 2003  | 2004  | 2005  | 2006  | 2007  |
|--------------------|-------|-------|-------|-------|-------|
| English            | 1,652 | 1,641 | 1,633 | 1,611 | 1,607 |
| French             | 159   | 159   | 172   | 176   | 169   |

### Observations:

- Approximately 9% of those with SO qualifications indicate that French is their preferred language of correspondence.

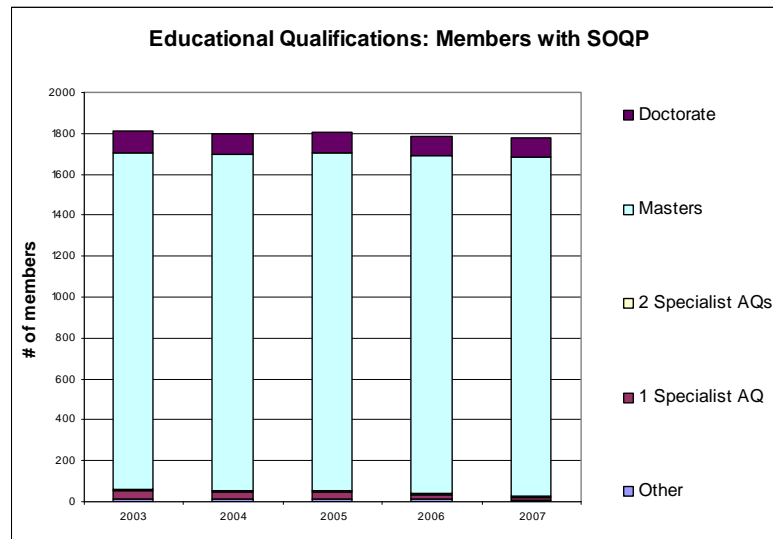


| Location             | 2003         | 2004         | 2005         | 2006         | 2007         |
|----------------------|--------------|--------------|--------------|--------------|--------------|
| Central Ontario      | 566          | 562          | 558          | 545          | 554          |
| Southcentral Ontario | 515          | 519          | 507          | 492          | 499          |
| Southwest Ontario    | 255          | 244          | 255          | 260          | 255          |
| Southeast Ontario    | 247          | 242          | 246          | 259          | 248          |
| Northwest Ontario    | 104          | 107          | 109          | 107          | 104          |
| Northeast Ontario    | 103          | 100          | 103          | 100          | 99           |
| Out-of-province      | 14           | 18           | 16           | 16           | 11           |
| Out-of-country       | 6            | 7            | 11           | 8            | 6            |
| Other *              | 1            | 1            | 0            | 0            | 0            |
| <b>Total</b>         | <b>1,811</b> | <b>1,800</b> | <b>1,805</b> | <b>1,787</b> | <b>1,776</b> |

### Observations:

- The majority of those with SO qualifications reside in the southcentral and central areas of the province.





| Degree           | 2003  | 2004  | 2005  | 2006  | 2007  |
|------------------|-------|-------|-------|-------|-------|
| Doctorate        | 104   | 103   | 103   | 98    | 92    |
| Masters          | 1,645 | 1,644 | 1,651 | 1,651 | 1,656 |
| 2 Specialist AQs | 9     | 7     | 6     | 5     | 5     |
| 1 Specialist AQ  | 38    | 32    | 29    | 20    | 15    |
| Other            | 15    | 14    | 16    | 13    | 8     |
| Total            | 1,811 | 1,800 | 1,805 | 1,787 | 1,776 |

### Observations:

- 90% of those with SO qualifications have a master's degree and 6% have doctorates.

## Section 3c. Succession Planning Practices

### Introduction

Data about effective succession planning practices were gathered through interviews with senior staff in each of the 20 participating boards, interviews with representatives of provincial organizations representing principals, supervisory officers and trustees and surveys completed by a sample of vice principals, principals and supervisory officers. What follows is a synthesis of the data from all of these sources.

#### I. Challenges of Filling Leadership Positions

***“Succession planning is one of the key goals of our new leadership program... It should be pointed out that there is tremendous support for this change from our whole school system!”***

Varied opinion exists across the 20 study boards with regard to the challenges in filling leadership positions at the school and system level. It is concluded that the challenges that exist currently are more significant than they were a decade ago. It is also projected by most that these challenges are temporary and that within the next 5 to 10 years there will be an adequate supply of certified candidates for school and system administrative roles. For example, when asked whether they anticipate applying for a higher level position in the next 5 years, 73% of English language vice principal respondents answered “yes” and 10% answered “don’t know”, while 52% of French language vice principal respondents answered “yes” and 26% responded “don’t know”.

Retirement of principals, vice principals and supervisory officers, over the past decade has created the shortages in candidates to fill these positions. The study boards are making efforts to keep their placement pools of candidates at adequate levels, particularly for the position of elementary principal. A provincial organization official stated that *“Our school system is only as good as the leadership”* and that *“considerable effort and resources would be well spent in taking a more systematic and sustained view of the whole topic”* of succession planning.

One senior board official stated that *“The character piece and one’s alignment with the board mission and values is the important motivator.”* The official further stated, *“Simply being skilled and competent is not enough, as it is about adding one’s voice to influence the mission of the Board.”*

For Supervisory Officer positions, many boards have been active in developing their placement pools and have successfully filled these positions. For the Director of Education position, a number of boards seek applicants nationally, although the practice of filling these senior positions from within the board’s leadership is still most common at both the Supervisory Officer and Director levels.

In communities that are isolated geographically or where a minority language context exists, there are particular challenges to attract sufficient numbers of candidates to fill vacant leadership positions. Boards that are most successful in meeting this challenge have implemented proactive programs to identify and prepare candidates for leadership. The willingness of candidates to uproot their families and relocate, however, appears to be in the decline compared to previous years.

The motivation for potential candidates to apply for school and system leadership positions also appears to be diminishing. Salary differences between teaching and administrative roles are becoming less of a motivator. Perceptions of the nature of the administrative positions are becoming more negative. A number of administrators who responded to the survey indicated that they thought that higher compensation would show that administrators are valued. They noted that there is a very small increase in pay between a teacher in a headship position and a first year vice principal position.

Not only are many potential candidates looking at the impact of promotion on their quality of life but they are also considering the impact of having to move out of their union and they are concluding that they can have a very satisfying career as a teacher or a system consultant. Quality of life is a major concern for many survey respondents. Comments such as *"A commitment to maintaining an improved life and work balance are important to me as a vice principal and future principal and mother of young children"* and *"spending 10 to 12 hours a day at work has begun to take a toll on my family and my health"* were echoed by a number of respondents.

A provincial official stated that *"Making and communicating the role of educational leader as a role that is valued, attainable and worthwhile as a career is challenging."* ..... *"demonstrating that a school system will provide supports to the leadership positions is important."*

In growth boards, there are factors that keep the promotion pools replenished as a steady infusion of numbers through the ranks support succession. Boards in decline have a lower replacement challenge as they close or consolidate schools or downsize their administrative complement due to declining enrolment. As attrition levels out, the challenge will shift to keeping long experienced school and system administrators positively engaged. *"This board has had to deal with an unusual phenomenon recently. A large number of qualified and capable candidates expressed bitter disappointment at not receiving what they had hoped would be expected leadership positions...A question that is now put to all candidates for leadership positions is 'What is your response, if you are not the successful candidate?'"*

Boards are also facing challenges in filling positions on a short-term basis. When less than one-year vacancies occur at the school and system level, boards have resorted to one of two strategies. Among the study boards, the most common strategy is to engage retired principals for fixed time periods. Where it is not overly disruptive to the classroom learning experience, boards will also identify aspiring teachers to fill positions on an interim basis for a fixed period of time. This latter strategy provides excellent development for potential candidates but does present challenges with regard to a teacher union member filling a non-union position, albeit on an acting basis.

The observations of the provincial organizations corroborate those of the 20 study boards. They observe that short lists for promotion are greatly depleted over what past experience showed. Study boards confirmed that the shortage of experienced and qualified applicants is forcing increasing numbers of temporary uncertified placements to be made. Survey results show that 5% of French language respondents and 2% of English language respondents are working in their position on Letters of Permission. Boards are also promoting candidates into positions of leadership before they have had sufficient experience at the levels preceding their promotion. This lack of experience is putting added pressure on those who supervise as well as on those who are involved in selection processes.

Some boards commented on the challenge of making appointments of leadership candidates that reflect the diversity of their communities. To achieve this goal, boards reported that they must be proactive in identifying and developing candidates from within and they must also actively recruit from outside their system. In response to the survey question “Are there practices in place in your Board to ensure that candidates for administrative positions reflect the cultural makeup of the student population?” 27% of English language respondents indicated “yes”, 19% indicated “no”, and 55% did not know whether such practices were in place. In French language boards, 17% of respondents answered “yes”, 31% answered no, and 52% did not know whether such practices were in place.

## **II. Identification, Recruitment and Selection Practices**

Seventy-four percent of English language respondents and 40% of French language respondents to the survey indicated that their boards had formal processes for identifying and recruiting potential candidates for leadership positions.

The table below shows how English language respondents, categorized by age and administrative role, rated their board's policies

### **English Language Principals and Vice Principals**

| <b>Age/Role</b>            | <b>Excellent/<br/>Very Good</b> | <b>Good</b> | <b>Needs<br/>Improvement</b> |
|----------------------------|---------------------------------|-------------|------------------------------|
| 50+ Secondary Principal    | 34%                             | 39%         | 27%                          |
| 50+ Secondary VP           | 41%                             | 31%         | 28%                          |
| 50+ Elementary Principal   | 40%                             | 40%         | 20%                          |
| 50+ Elementary VP          | 43%                             | 26%         | 31%                          |
| 40-49 Secondary Principal  | 44%                             | 42%         | 15%                          |
| 40-49 Secondary VP         | 39%                             | 41%         | 22%                          |
| 40-49 Elementary Principal | 50%                             | 38%         | 10%                          |
| 40-49 Elementary VP        | 44%                             | 32%         | 14%                          |
| 30-39 Secondary Principal  | 83%                             | 17%         | 0%                           |
| 30-39 Secondary VP         | 56%                             | 26%         | 19%                          |
| 30-39 Elementary Principal | 53%                             | 36%         | 11%                          |
| 30-39 Elementary VP        | 61%                             | 35%         | 5%                           |

Among the youngest age group of administrators (30-39 year olds), more than 50% of each administrative category found their boards identification and recruitment processes to be excellent or very good. Fifty per cent or fewer of the administrators in the other age categories found these processes to be excellent or very good. Secondary principals who were 50 years old or older were least likely to rate processes very positively with only 34% indicating that they were excellent or very good.

## English Language Superintendents

| Age/Role              | Excellent/<br>Very Good | Good | Needs<br>Improvement |
|-----------------------|-------------------------|------|----------------------|
| 50+ Superintendents   | 56%                     | 26%  | 19%                  |
| 40-49 Superintendents | 43%                     | 29%  | 29%                  |

Generally, superintendents who responded to the survey found the board's processes to be positive, although a larger percentage of younger superintendents indicated that the processes need improvement.

One supervisory officer put the importance of good practice this way: *"The Board is currently reviewing the process involved in its entire identification, recruitment and selection of our leadership team. A new senior administration team has recently been appointed and we want to get it right!"*

The table below shows the *number* of French language respondents, categorized by age, and administrative role, who felt that their board's policies are excellent or very good, good, or needs improvement. *Please note that percents were not used because the number of respondents was quite small and it was felt that reporting percents might be misleading.*

## French Language Principals and Vice Principals

| Age/Role                   | Excellent/<br>Very Good | Good | Needs Improvement |
|----------------------------|-------------------------|------|-------------------|
| 50+ Secondary Principal    | 1                       | 2    | 1                 |
| 50+ Secondary VP           | 1                       | 0    | 1                 |
| 50+ Elementary Principal   | 1                       | 7    | 3                 |
| 50+ Elementary VP          | 1                       | 0    | 0                 |
| 40-49 Secondary Principal  | 1                       | 2    | 0                 |
| 40-49 Secondary VP         | 2                       | 0    | 3                 |
| 40-49 Elementary Principal | 10                      | 6    | 4                 |
| 40-49 Elementary VP        | 0                       | 0    | 0                 |
| 30-39 Secondary Principal  | 2                       | 1    | 0                 |
| 30-39 Secondary VP         | 0                       | 2    | 1                 |
| 30-39 Elementary Principal | 4                       | 2    | 0                 |
| 30-39 Elementary VP        | 0                       | 1    | 0                 |

While there were a small number of respondents, French language respondents found their board processes to be excellent, very good or good. Few felt that the processes need improvement. There were very few responses to this question from French language board superintendents.

Positive elements mentioned by respondents about their board's practices include: mentoring, shadowing, internships and professional development such as leadership courses. Survey respondents also indicated that some specific processes such as the identification of potential candidates by current vice principals and principals, the opportunities provided within their school to develop leadership skills, support from senior administration, release time to attend training and collaboration as important elements of their board's processes. The importance of having an equitable, fair process with clear criteria was also mentioned as a positive element. Some representative comments include the following:

- *Mentoring enabled me to meet and learn with other vice-principals and future vice-principals;*
- *Mentoring was geared to the needs of aspiring VPs;*
- *There are many opportunities for training and lots of time and encouragement;*
- *The environment is encouraging, collaborative and collegial;*
- *Workshops to encourage leadership (what's it like, here's how you prepare for the role);*
- *Candidates are identified by the administration and these individuals are provided with leadership opportunities;*
- *Processes are transparent; criteria are clear and specific.*

Those respondents who indicated that their board's processes "need improvement" identified the following as areas for improvement: the need for more and improved mentorship processes, the need to identify the best people for the position, the need for the process to be transparent and consistent. One respondent stated, *"What qualities should aspiring and practising school leaders possess? What are the most important duties of a principal? These should guide any succession planning discussion. Unfortunately, in this board, these questions are never considered."*

As was evident in the survey responses and confirmed in board interviews, a major responsibility for identifying future leaders in the system lies with the principals, who then, working along with supervisory officers, identify potential candidates. Self identification occurs on a much smaller scale and in rare cases, a peer will encourage or identify a future leader.

A number of boards are actively pursuing early identification of leadership candidates in order to meet the challenge of succession planning. An example of this is the Huron-Perth Catholic District School Board's annual leadership review and mentoring program. By identifying early, the board can coach and mentor the potential leader through the phases of certification, mentoring and development, and selection. By concentrating development resources on high potential future leaders, boards can accelerate readiness to meet the demands of shortages.

In addition to relying on the skills and insights of their principals to accomplish the initial identification of potential candidates, boards are complementing this practice with an array of leadership development activities. Alongside supervisory officers, some boards are also using retired school and system administrators to meet with interested teachers and to mentor them through the early phases of certification and selection. In the Simcoe Muskoka Catholic District School Board both these practices have been used successfully in the identification and recruitment of new potential leadership candidates. All study boards, provincial organizations and the majority of survey respondents agree that the number one factor in developing future leaders is mentoring.

A number of study boards recognize that being able to place potential candidates into short-term or temporary administrative assignments provides a very positive development opportunity. Some boards do this through administrative internships or through administrator-in-training programs. These opportunities are rare, however, because removal of teachers from the classroom is



disruptive to instruction. It is generally felt that funding dedicated to increasing the opportunities for this type of leadership development experience would have a positive impact on the development of future leaders.

One barrier frequently cited for temporarily placing teachers into administrative roles is that they must move from a union to a non-union position to do so. In a climate where lines between union and management are so clearly drawn within the school context, this can be problematic. Without a guaranteed return to union status, if required, candidates are reluctant to step forward.

Across the study boards, traditional processes predominated in the selection of school and system administrators. Annually, a posting for interested applicants is made which draws a number of applicants who go through a screening process to narrow the field. The next step is interviews with some involving practical experiences. Those who are successful are then put on the appropriate short list for potential placement. This pattern is common for the majority of boards in the selection process for principal and vice principal. A few boards are complementing this traditional approach to selection however, through the implementation of portfolio evaluations and site visits prior to interviewing. Assessment centre evaluations are also being utilized. The Rainbow District School Board, for example, has a comprehensive selection process which includes portfolios, site visits and an assessment centre run by peers. Feedback from some of the provincial organizations indicated that more comprehensive measures such as these could only improve the fairness and objectivity of selection. There is an undercurrent of opinion that solely depending upon the traditional interview will no longer enable selectors to identify candidates that have a high probability of success in demanding school and system administrative positions. One senior board official expressed that *“Once a candidate has developed to the point of readiness they should virtually be guaranteed of moving into a position when available. The process should be developmental and not event-based where the interview takes priority”*.

Virtually all study boards indicated that at the school level, placement of candidates is an administration task. For principals, a match of the candidate with the school profile that has been developed in conjunction with the School Council is the norm. Senior administration is always involved in this process of school placement.

At the supervisory officer level, there is usually involvement of trustees in the selection process. A process for selecting supervisory officers followed by the Conseil scolaire de district catholique du Centre-Est (CSDC) is noteworthy because of its uniqueness. The process includes the establishment of an external panel of experienced administrators from both the public and private sectors chaired by the Director.

For the selection of directors of education, trustees are always involved and it is very common in this era of candidate shortages to engage a search firm to assist the board. One senior official observed that the number of available applicants at the level of director is being influenced by the changing relationships occurring between boards and their CEOs. The current climate is inhibiting applicants who will *‘roll up their sleeves and take risks in the role’*. As a result, the volume of *‘new initiatives has diminished’* across the province in a climate of accountability and compliance. A number of boards emphasized the critical importance of ensuring that trustees are properly in-serviced and prepared for their role in the hiring of directors of education. This is, after all, they pointed out, the most important decision a board makes!

Finally, a provincial organization observed that boards need to be rigorous in their processes of checking references. This is seen to be particularly important at the supervisory officer and director levels. However, in order to minimize the risk of hiring an inappropriate candidate, it is equally important when boards hire school administrators from outside of their systems.

### III. Training and Support

Eighty three percent of English language and 29% of French language respondents indicated that their boards provide training and development for aspiring leaders.

The table below shows how English language respondents, categorized by age and administrative role, rated the training and support provided.

#### English Language Principals and Vice Principals

| Age/Role                   | Excellent/<br>Very Good | Good | Needs<br>Improvement |
|----------------------------|-------------------------|------|----------------------|
| 50+ Secondary Principal    | 41%                     | 49%  | 10%                  |
| 50+ Secondary VP           | 45%                     | 33%  | 22%                  |
| 50+ Elementary Principal   | 56%                     | 31%  | 14%                  |
| 50+ Elementary VP          | 51%                     | 26%  | 23%                  |
| 40-49 Secondary Principal  | 48%                     | 40%  | 12%                  |
| 40-49 Secondary VP         | 48%                     | 27%  | 24%                  |
| 40-49 Elementary Principal | 56%                     | 27%  | 7%                   |
| 40-49 Elementary VP        | 71%                     | 25%  | 4%                   |
| 30-39 Secondary Principal  | 80%                     | 20%  | 0%                   |
| 30-39 Secondary VP         | 76%                     | 39%  | 6%                   |
| 30-39 Elementary Principal | 67%                     | 26%  | 14%                  |
| 30-39 Elementary VP        | 72%                     | 21%  | 7%                   |

Although most administrators, regardless of age or administrative role, found the training provided by their boards to be good, very good, or excellent, as was the case with identification and selection processes, the younger administrators (i.e., those 30 – 39) tended to be somewhat more positive than their older colleagues. Also noteworthy is that the largest percent of respondents who rated training and support as needing improvement were vice principals.

#### English Language Superintendents

| Age/Role              | Excellent/<br>Very Good | Good | Needs<br>Improvement |
|-----------------------|-------------------------|------|----------------------|
| 50+ Superintendents   | 50%                     | 30%  | 10%                  |
| 40-49 Superintendents | 29%                     | 46%  | 15%                  |

Generally, superintendents who responded to the survey found their board's training and support to be positive, although a larger percentage of older superintendents indicated that the processes were excellent or very good compared with younger superintendents..

The table below shows the *number* of French language respondents, categorized by age and administrative role, who rated the board's policies as excellent or very good, good, or needs improvement. *Please note that percents were not used because the number of respondents was quite small and it was felt that reporting percents might be misleading.*



## French Language Principals and Vice Principals

| Age/Role                   | Excellent/<br>Very Good | Good | Needs<br>Improvement |
|----------------------------|-------------------------|------|----------------------|
| 50+ Secondary Principal    | 0                       | 1    | 0                    |
| 50+ Secondary VP           | 1                       | 0    | 2                    |
| 50+ Elementary Principal   | 0                       | 2    | 1                    |
| 50+ Elementary VP          | 0                       | 0    | 0                    |
| 40-49 Secondary Principal  | 1                       | 1    | 1                    |
| 40-49 Secondary VP         | 3                       | 0    | 3                    |
| 40-49 Elementary Principal | 10                      | 2    | 0                    |
| 40-49 Elementary VP        | 0                       | 0    | 0                    |
| 30-39 Secondary Principal  | 1                       | 0    | 0                    |
| 30-39 Secondary VP         | 1                       | 0    | 1                    |
| 30-39 Elementary Principal | 4                       | 4    | 0                    |
| 30-39 Elementary VP        | 0                       | 0    | 0                    |

While few French language administrators responded to this question, those who did respond rated their board's training as excellent, very good or good. Few felt that the training needs improvement. There were very few responses to this question from French language board superintendents.

Survey respondents identified the following as "strengths" of the training provided: mentoring; inservice that is relevant and current and focuses on the practical needs of the job; training that is provided by current leaders; training that is responsive to the needs of participants; internships; networking; job-shadowing; the provision of a leadership framework; and hands-on learning. For administrators in Catholic boards, many respondents identified discernment and the faith component of the training as important. Respondents' comments about the strengths of training provided included the following:

- *focused on the specific skills you will need in the job, rather than on generic leadership skills;*
- *the "support in going through the process, helping to align opportunities for leadership to build an individual's portfolio" is important.*

Other successful practices include: the provision of time, support in preparing for interviews, bringing in speakers from outside as well as from leaders within the board.

However, many of the components of training identified as strengths in some boards were also highlighted as important ways that training could be improved. For example: mentoring; PD that is systematic, focused, practical, based on real issues, and frequently offered; job shadowing opportunities; and training provided by current leaders in the system

The following responses reflect a sample of the ideas identified as ways to improve the training:

- *On the job training - stepping into the actual role... providing more training time during the day with teacher release;*
- *more preparation needed for role, including strategies to deal with everyday situations;*
- *there could be better outreach by existing administrators to promising leaders encouraging teachers to plan for the future and include considering administration/leadership as part of that career plan.*

Those vice principals who suggested areas for improvement in the training and development opportunities in their boards identified the need for: actual on the job training (job shadowing) and experience; a more formal process that focuses on specific professional development; more release days to observe and dialogue; direct mentoring; and coaching. For example:

- *At times the concepts and discussions are too theoretical. Some of my best learning came from reviewing and discussing case studies. We need to give candidates more opportunities to job shadow principals and vice principals so that they can gain a deeper understanding of the job. We also need to give candidates an opportunity to identify any areas of weakness and work with them to create a learning plan/mentor relationship.*

The interviews with senior board personnel also confirmed that many professional development activities are prevalent across the study boards targeting aspiring leaders, newly-appointed leaders and experienced leaders. The provincial organizations emphasized that continuous training and mentoring are crucial to the ongoing success and development of the leadership cadre.

Some boards only provide access to specific in service once candidates have qualified for a short list or pool. This allows the boards to concentrate their development resources on candidates who have already been formally identified as future leaders. In other boards, participation in pre-selection inservice is a mandatory element in the selection process. Pre-application programs deal with the aspects of certification, preparation of the application package and a range of practical experiences relating to future leadership assignments.

Specialized leadership institutes are fairly common across the study boards and come in a variety of forms. Often, access to these programs is limited to those who have already demonstrated potential for leadership by qualifying for short lists. Special interest inservice on topics such as literacy/numeracy also promote interest in leadership. Study boards reported that the province's current focus on literacy/numeracy and student success has sparked an interest in system leadership through the various school-based roles that have been created.

For newly-appointed leaders, the breadth of formal support is not as extensive as for aspiring leaders, although the majority of survey respondents felt that there were support systems in place and the support provided was good, very good or excellent. Mentoring, both formally and informally, is used extensively across boards and once again is consistently identified as the most important program that can be made available for newly appointed administrators. All study boards place a heavy expectation on system leaders to arrange and deliver mentoring initiatives.

At the same time, those survey respondents who identified ways to improve the provision of support overwhelmingly identified the need to improve the current mentoring processes. A number of respondents indicated that the means by which mentors were chosen was a problem. A number also identified the need for more time for mentoring, the need for mentors to be active principals in close geographical proximity to their protégés and the need for better screening and encouragement for mentors.

While a number of survey respondents indicated that the support provided should be done during school time, a number also indicated that having to leave school to attend sessions was a problem and they preferred to have their support provided after school.

A number of boards utilize retired administrators as mentors and coaches for newly-appointed administrators. The Trillium Lakelands District School Board, for example, effectively utilizes this approach to support newly-appointed principals and vice principals. Where boards invest in the training and selection of mentors, the development is even more effective. Informally, the study found that there is a heavy dependence on peer networks across all leadership groups. Provincial organizations indicated that they are also instrumental in facilitating this type of support.

There is a continuing need for ongoing support for experienced school board leaders. Examples that we discovered included monthly meetings of system leaders focused upon professional development needs rather than traditional administrative items. The focus upon instructional leadership has intensified as a result of provincial initiatives that emphasize data-driven results-based decision making, student achievement, school climate and community involvement. One senior board official suggested, *“Leadership development is about creating a collaborative environment of mutual support and respect based on clear values.”*

In the Catholic community, the focus upon faith and Catholicity is an important dimension to leadership. One senior Catholic official put it this way: *“... our process is based on quality data and research ... and has a strong Catholic faith dimension to it...”* In the Renfrew County Catholic District School Board, for example, this emphasis permeates the training and ongoing support of the board’s leadership team. For the French language community, a focus of development activities needs to be upon the minority language context. A senior French language board official stressed that *“training approaches for leaders in French language schools need to take into account the minority language context.”* Supervisory officers and principals in French language schools require additional and different skills to meet specific challenges and issues in French language schools, such as implementing the Ministry’s *Politique d’aménagement linguistique*. For all schools and systems the move to establishing professional learning communities has become a major theme.

Provincial organizations play a pivotal role in the professional development of leadership across the province, from the coordination and delivery of certification programs to the provision of mentoring. Comprehensive training and support is a crucial aspect to succession planning across the province. It should be noted that a recent Catholic Principals’ Council of Ontario (CPCO) study found that one third of all candidates who enroll in the Principal Qualification Program (PQP) take this program for the purpose of being certified for a principal/vice-principal position; one third take this because they are all ready in a principal/vice-principal position and need this certification; and finally, one third take the PQP for strictly professional development purposes. This pattern has not been observed by the Ontario Principals Council (OPC) nor Association des directions et directions adjointes des écoles franco-ontariennes (ADFO).

#### **IV. Placement and Transfer Processes**

Within the study boards, placement and transfer is guided by policy and, in some cases, by the terms and conditions documents for principals and vice-principals. In the majority of cases, the supervisory officer responsible for the placement has the primary responsibility for orienting the new administrator and ensuring that an appropriate communication plan is in place.

Study boards report that transition meetings are usually held between the incoming and outgoing administrators and this applies to both school and system leadership changes. Some boards have an expectation that administrators prepare formal exit and entry plans when changes occur. Largely it falls to the incoming administrator to ensure that there is a structured and informed transition.

In order to ensure an effective changeover of leadership, a number of practices are being implemented. These include enabling an overlap of time that allows both incoming and outgoing administrators to be in place concurrently, although rarely does this exceed a week. In addition, financial resources are sometimes provided to enable the incoming administrator to have an initial impact in the school or region.

A number of the study boards have significant geographic distances across their regions that provide a special challenge when considering the movement of administrators from school to school or from one part of their region to another. This issue intensified after the amalgamation of boards in 1998, as distances became even greater. In order to reduce the impact of a transfer that might require an administrator to relocate his or her family, a number of boards have policy and procedures in place that enable a potential transferee the right to decline a placement that would require daily travel beyond a reasonable number of kilometers. In remote board situations, therefore, this can mean that once an administrator is in place, he or she is likely to remain in the same place for the career duration unless there is agreement to move.

Feedback from the provincial organizations indicated strong support for boards to utilize a consultative approach when moving administrators within their systems. In their view, consideration for distance and geography is important. The provincial organizations advocate strongly for transparent and open processes.

Across boards, it is a requirement that School Profiles be in place defining the attributes that a School Council views as appropriate for the principal in its school. In effecting placements and transfers, these profiles are given consideration so that there is a congruity between the profiles and the skills and experiences of the incoming administrator.

Study boards report that there is a need to define the expectations around transfer and placement practices including entry and exit plans and transition meetings to ensure effective transition of leadership at both the school and system administrative levels.

## **V. Examples of Promising Practices**

From the analysis of practice, it is evident that a wide range of programs and strategies are being implemented across the study boards. Some of these are borne out of necessity and some result from the commitment of the board and its administration to ensure that a succession plan is in place that will prepare for future needs.

Research suggests that effective succession planning is cyclic in nature constantly renewing itself in response to need and circumstance. Within this cycle are a number of steps that can be undertaken to optimize the board's preparedness to fill leadership positions as they are identified. As a starting point, the study boards with promising practice analyze the context in which they are operating. Clear statements as to the board's values and mission convey to those interested in leadership what the board stands for. This is clearly communicated on a system-wide basis so that the culture of the board is evident. "Staying the Course" is the strategic planning document of the Upper Canada District School Board and it provides a clear statement of mission, vision and core values for all interested parties. Arising from this value set is the definition of the key leadership positions within the system.

One senior board official stated that *"We are very clear about our vision in this system and that draws leaders forward. There is a sense of moral purpose that potential leaders readily identify with... potential leaders will buy into that."*

With this context in place, the study boards with promising practices clearly define leadership positions that are required to be filled over time. A clear statement of the skills and competencies essential to these positions makes it clear to aspiring leaders what the expectations are. They can then establish their own growth and development plans in response to the system expectations.

Utilizing surveys and demographic data, the study boards with promising practices project their needs in the various leadership positions over a period of time. Within reason, this allows them to project system needs in the various categories so that training and development can be implemented to ensure an adequate pool of future candidates for the projected needs.

With a clear understanding of the positions that need to be filled, the boards then have processes in place to identify appropriate candidates for the positions. Utilizing school and system administrators, future leaders are identified early in order to allow for the appropriate programs, services and experiences that will prepare them for leadership consistent with the system's expectation. Once they have reached a threshold of competency, they are selected for readiness pools prior to placement. The York Region District School Board offers entry level candidates the opportunity to take part in an intensive internship program that prepares them for school leadership consistent with the Leadership Competencies that have been identified for its school administrators. As well, candidates selected for the process are required to participate in a rigorous practicum component that further prepares them for their leadership role and offers an opportunity to demonstrate their instructional strengths in a way that directly impacts on improved student achievement.

Study boards with positive practices are rigorous in terms of selecting candidates for placement into leadership pools. They carefully screen the candidates that they intend to evaluate. They then look carefully at their professional skills and achievements and how they align with the board's vision, values and competencies that are required for the position. Where candidates are deemed to not be ready, formal and meaningful feedback is given. The Waterloo Catholic District School

Board has a sophisticated discernment process where candidates are expected to participate in an ongoing growth and development program which ultimately leads to this board's strong and prosperous leadership pool.

Over time, study boards with promising practices use aggregate data to determine system needs and potential gaps in the applicant cohort. Through this systematic evaluation, they determine the required actions needed and whether there are sufficient available resources. Where gaps are identified, these boards then react immediately to closing them. This may come in the form of an aggressive recruitment and selection process both internal and external to the system. It may result in adjustments to the factors which encourage or discourage applicants for specific categories. It may result in improved communications around expectations or improved recognition for the roles. Last, but certainly not least, it may result in a refinement to the training and development activities that prepare future leaders for the system. Yearly, the Hamilton Wentworth District School Board completes a human resources audit which provides this type of valuable planning information.



### Section 3d. Factors that Motivate Leadership Aspirations

The literature on principal succession identifies a number of intrinsic and extrinsic motivators associated with educators who wish to move into the role of administrator. According to the National College for School Leadership (2007), intrinsic rewards are “those experiences a person values that come from the activity of doing the job itself”, while extrinsic rewards are “those that are added to the role to compensate for the unattractive aspects of working”.

A number of intrinsic and extrinsic motivators were identified in the survey ***Succession Planning in Ontario*** completed by principals, vice principals and superintendents in the 20 participating school boards. Administrators were asked to select the five motivators from the list below that they thought were the most important for people who aspire to become a vice principal or principal:

- contributing to student growth and achievement;
- providing instructional leadership to staff;
- contributing to system wide initiatives;
- working as an effective change agent;
- making a difference in the lives of others;
- salary and benefits;
- being identified as a potential leader and mentored;
- professional prestige;
- opportunity to implement educational philosophy.

Regardless of age group or administrative role, there were a number of motivators that were consistently selected by the administrators, both French and English, who responded to the survey. In order of priority they are:

- being able to contribute to student growth and achievement;
- making a difference in the lives of others;
- working as an effective change agent or providing instructional leadership to staff; and
- working with parents and the community, or contributing to system wide initiatives.

These responses are similar to those given in the Board interviews. Motivators identified in the interviews included:

- advocacy for student achievement;
- the chance to make a difference;
- having an impact at a school and system level;
- being a part of the Board's leadership team; and
- a chance to be challenged and stretched professionally.

In Catholic school boards, administrators identified alignment with the board's vision and mission and Catholic education values as a motivating factor.

In addition, board leaders indicated that promotion to an administrative position was motivated through the encouragement of a superordinate, or was seen as a natural progression in a person's career path.

Interviews carried out with representatives of various provincial Catholic organizations of school leaders in Ontario indicated that, from their perspective, a key motivator for educators in their jurisdictions to move into administrative positions is the desire to contribute to Catholic education. Two French language organizations (ADFO and CODELF) plus OPC and OPSBA identified motivators such as: the opportunity to work with children and to be an instructional leader; being able to effect change, having an influence and an impact; being part of a team; and seeking new challenges. In addition, mention was made of increased remuneration, opportunity for community respect, and flexibility of time as additional motivating factors. Finally, the interview with a representative from OPSOA elicited this response when asked about factors that motivate aspiring leaders to seek positions at their level, "*The obvious ability to be the CEO is a motivator*".

The survey questions were also completed by The Learning Partnership's Outstanding Principals group. The two most important motivators that these respondents identified as factors that would inspire people to become vice principals or principals were:

- contributing to student growth and achievement; and
- making a difference in the lives of others.

There is tremendous consistency among groups of administrators, not only in the boards surveyed for the study, but among administrators across the country.

The research literature confirms what the survey and interview results identified with respect to the reasons administrators give for moving into an administrative role. D'Arbon, Neidhart and Carlin (2002) found that administrators enjoyed their ability to shape the educational outcomes of children, the role of change agent, and the personal challenge as key motivators for taking on the role. The National College for School Leadership, in the document *Go For It, Reasons to be a Headteacher*, looked at why people moved into administrative positions. The first reason given was to help children and young people reach their potential, followed by working in partnership with the community, developing the staff and leadership team, and seeing their vision for the school come to life. Ontario and British Columbia administrators, when asked by Wallace (2002) about why they decided to take on the role, responded that the primary reason for becoming a school administrator was to be able to make a difference in the lives of students, teachers, and parents. Wallace found that administrators were most gratified in their role as instructional leader and least gratified with their role as school manager.

These results demonstrate that the intrinsic rewards outweigh extrinsic motivators for becoming an administrator. Salary and benefits, and professional prestige were far down the list for most respondents when they were asked to consider what motivated them to move into an administrative position.



### Section 3e. Factors that Discourage Leadership Aspirations

The ***Succession Planning in Ontario*** survey asked vice principals, principals, and superintendents to review a list of reasons that some people have given for not applying for vice principal or principal positions and to select the five reasons most descriptive of the situation in their Boards.

The reasons provided included:

- job is viewed as very stressful;
- time required to fulfill job responsibilities has increased substantially making it difficult to balance family and school demands;
- it is difficult to satisfy the many demands of parents and the community;
- the issues related to poverty, lack of family supports and other societal problems take time away from focusing on instructional issues
- the funding and resources available are insufficient to do the job;
- the salary and compensation are inadequate
- there is not enough autonomy in the role;
- there is an increase in violence in the schools;
- the recruitment, training and induction processes are inadequate;
- the role of the principal is primarily managerial and not educational;
- the potential for not being able to return to the teaching ranks, if required;
- the costs associated with acquiring the qualifications necessary for administrative positions;
- management-union relationships.

Just as there was congruence amongst respondents with respect to the factors that motivate people to become school administrators, there was similar congruence with respect to factors that respondents identified for not applying for these positions. The first three major reasons given by the majority of respondents, regardless of age, language, or administrative role included:

- the time required to fulfill job responsibilities has increased substantially making it difficult to balance family and school responsibilities;
- the job is viewed as very stressful; and
- it is difficult to satisfy the many demands of parents and the community.

The remaining factors that were selected by most respondents included:

- issues related to Management-Union Relationships;
- the fact that the salary and compensation are inadequate; and
- the fact that the role of the principal is primarily managerial and not educational.

In addition, a number of respondents from French Language school boards identified the potential for not being able to return to the teaching ranks, if required, as the fifth reason for people not applying for administrative positions.

Responses from interviewed board officials correspond closely to the survey responses. Interview respondents identified workload and the impact of the job on quality of life as the most significant factors discouraging people from applying for administrative positions. In addition, they identified the timing of assuming leadership and having a family, the demands of time and money to earn the qualifications, union politics, and the undesirable impact of political intrusion into school management as discouraging factors.

Interview responses to this question were also received from provincial organizations of school leaders. Representatives from all organizations had similar responses to the question, which corresponded to the responses from other administrators who were surveyed and interviewed for this study. These included issues such as:

- the amount of time needed to carry out the job;
- problems with work/life balance;
- union concerns;
- issues related to accountability;
- loss of respect;
- the complex nature of the position and ever increasing demands on the principal;
- the inability to “get at the learning” and be an instructional leader;
- salary and benefits not sufficient; and
- the erosion of quality of life.

In addition CODELF indicated that, for most of the French Language Boards, there was an issue related to the need to have to relocate in boards situated in large geographical districts.

The Outstanding Principals group also responded to this question. They overwhelmingly chose the following two reasons, the same reasons selected by the respondents to the survey, for not seeking administrative positions:

- the job is viewed as very stressful;
- the time required to fulfill job responsibilities has increased substantially making it difficult to balance family and school demands.

Survey respondents also answered an open-ended question about ways in which their job could be improved. Improvement in these areas would translate into making the job more attractive to potential candidates for administrative positions. In addition to the responses identified earlier, respondents indicated that the following areas were problematic for them:

- not having a vice principal in elementary schools; having only a half-time vice principal in elementary school; having to teach part time while being a school administrator; not having enough vice principals in a secondary school;
- not having the autonomy to run the school, hire staff, remove incompetent staff;
- not feeling recognized for the work being done and not feeling supported in their role by senior staff;
- not enough resources – human and material – to support students’ needs; and
- too much paperwork, e-mails, “administrivia” preventing administrators from focusing on school and instructional leadership.

These responses are closely aligned to the research literature. Research carried out for both the Catholic Principals’ Council of Ontario (2004) and the Ontario Principals’ Council (2001) identified demands on their time that take them away from their main job of being an administrator (instructional leader) as a reason for why many are not interested in moving into an administrative role. Such tasks include managing and implementing provincially mandated changes, supervision of students because of collective agreement issues, and carrying out duties that have been downloaded to the school that used to be performed by consultants or supervisory officers. The stress of the job, the time demands, and the fact that the salary is not commensurate with the demands of the job were given as barriers to people moving into leadership positions in a study undertaken by the National Association of Elementary School Principals and the National Association of Secondary School Principals in the U.S. (ERS, 1998).

Herzberg (1959) called “things whose absence causes dissatisfaction” hygiene factors. He called “things that cause positive satisfaction” motivators. According to Herzberg’s theory, if a hygiene factor is wrong, it will get all the attention. Once it becomes right it gets none of the attention (Herzberg, as cited in Hartle, Stein, Hobby, O’Sullivan, 2007). Hygiene factors might include issues such as lack of time, too much bureaucracy, lack of recognition by board leaders, and inadequate salary and benefits. According to Herzberg, it’s not necessary to try to completely overcome these problems “to make it perfect”, but finding a reasonable compromise will satisfy most people.

According to Hartle et al (2007), it’s important for governing bodies such as school boards to identify the hygiene factors that might be causing dissatisfaction and to make the necessary changes to get them up to the right standard. Once that is in place, time and effort can be put into enhancing the key motivators.

## Chapter 4: What We Have Learned and Areas for Future Attention

The need to think about and plan for future leaders is evident around the world in many sectors including education, health, government and business. The challenges of replacing an aging work force are many in a world that is increasingly complex, diverse and demanding of the highest quality. We face challenges not only of finding individuals who are willing to take on leadership responsibilities but of finding ways to transfer knowledge from one generation to the next. Given the ambitious priorities of the Ontario government which include higher levels of student achievement, reduced gaps in student achievement and increased public confidence in publicly funded education, it is critical that serious attention be given to building leadership capacity.

We comment on four areas:

- human resources management;
- the need for balancing centralized vs. local leadership;
- expectations of the principal's role;
- the need for more comprehensive data.

### Human Resources Management

The literature is clear that one of the most successful succession planning strategies is the early identification and training of potential leaders. Our observation from the literature is that many organizations outside the education sector take a longer, more strategic and comprehensive view of the management of their human resources.

In our view, human resources management is not just about recruitment and training for future leaders but also includes provision for maintaining and developing current leaders. Based on our projections of when current leaders will be eligible to retire, the largest number of retirements is likely to be completed in the next two to three years (i.e. by 2011). We will then have in place a cadre of young vice principals, principals and supervisory officers who will likely be in their positions for a considerable number of years. How do we ensure that we retain and motivate these leaders?

**Our Advice:** *Planning for the management of a board's human resources should be considered an integral part of a board's overall strategic planning process. In our view, a comprehensive strategic plan should include the following components: a business plan; a fiscal plan; a quality assurance plan; and a human resources management plan.*

*Human resources management plans should be transparent and take into account all board staff-- both those responsible for business operations as well as those responsible for teaching. Human resources management plans need to make provision for recruiting a diverse leadership cadre representative of the community served, give attention to a wide range of development experiences to build readiness for leadership, provide for on-going professional learning opportunities for current leaders and outline diverse career paths available to those within the system. Succession planning is one aspect of human resources management and does not start with choosing the next candidate to fill a vacancy. Succession planning starts early, it is anticipatory, it is based on data about future needs and it reflects the vision and mission of the organization. Furthermore, as with all aspects of strategic planning, human resources plans should be reviewed and evaluated on a regular basis.*

*Human resources management will require boards to take a more comprehensive and in-depth look at their staff, their community and their future needs. The ability to prepare and implement such plans will require human resources expertise as well as appropriate training and the provision of resources.*

Based on our observations from the data we were able to access, it appears that if current trends continue, the vast majority of our administrative cadre will be female and not representative of our diverse community. While we are supportive of programs and initiatives that encourage women (and it is obvious that the field of education has been very successful in this regard), we are mindful of differences in performance between boys and girls, particularly in the area of literacy. It is equally important to ensure that there are capable and competent men to serve as role models for young male students in our schools. Similarly, without specific interventions, school boards' expressed desire to have an employee cadre reflective of the diverse student population they serve will not be achieved.

**Our Advice:** *We further emphasize, therefore, that in developing their Human resources management plan, boards give attention to the diversity of their population to ensure that they are reaching out to hire and build capacity in young people who represent their community. We point out that such outreach strategies should include attention to, among other things, providing for a balance of young men and women and to the establishment of programs to promote education as a viable career for young men. This notion applies equally to outreach to minority and particularly visible minority communities.*

There is a concern about small boards, particularly in the North or less urban regions of the province, having a sufficient pool of qualified people to draw on. The College of Teachers data indicates that the majority of those who hold principal and/or supervisory officer qualifications live in the central and southcentral regions of the province. Further, our interviews with board officials indicate that boards tend to hire from within and, even within a board, people are reluctant to take on assignments which might require family relocation.

**Our Advice:** *To ensure that there are adequate numbers of people with qualifications in all regions of the province, attention needs to be given to providing opportunities for teachers to acquire qualifications in ways that do not require them to spend significant amounts of money or time to travel to central training facilities.*

### **Approaches to Leadership**

Increasingly in the literature, there is reference to less hierarchical models of leadership and providing opportunities for more autonomy in decision making. Our findings support the need to give more attention to leadership models at all levels of education .... the school, the board and the Ministry of Education. Principals mentioned that they aspire to a greater level of autonomy in running their school and in hiring staff. They are often caught between finding time to devote to their school-based areas for improvement and the need to carry out new programs initiated at other levels. There is also the issue of appropriate training and resources needed for implementation of new initiatives.

In our view, the government has made significant headway in identifying specific targets and strategies for improvement in the system and school boards and schools have benefited from the government's investment in resources and support to aid the improvement process. In order for the government to truly achieve its mandate, however, it is necessary to build a leadership cadre that is comfortable with a significant level of autonomy as well as clear accountability for deliverables.

There needs to be more room for flexibility and the opportunity to modify approaches to meet particular local needs.

One approach that is talked about increasingly is the notion of distributed leadership ... the concept of mobilizing leadership at all levels in an organization not just relying on leadership from the top. Given that many young teachers seem reluctant to pursue formal leadership roles, perhaps encouraging and fostering distributed leadership is a way to ensure that schools and boards benefit from their ideas as well as giving them opportunities to develop leadership capacity. Formal leaders such as principals, supervisory officers and directors will also benefit through sharing their load of leadership responsibilities.

***Our Advice:*** *As the paradigm shifts towards a more balanced accountability framework, leadership training focused on collegial and collaborative approaches will need to take precedence. We have noticed an intergenerational difference in approaches to leadership. Younger, newly-appointed administrators have expressed a clear preference for engagement and a more democratic work place.*

### **Expectations of the Principal's Role**

The work undertaken as part of this project has affirmed many key findings from the literature. Those who aspire to be educational leaders are motivated by the opportunity to have an influence on shaping educational outcomes for young people; in other words, to make a difference. Current leaders, however, report that the reality of the day-to-day operation of a school is much less inspiring and, in fact, can be discouraging. Despite defining the key role of principal as being an instructional leader and working with teaching staff to provide a nurturing learning environment for their students, principals indicate that they find themselves spending an inordinate amount of time on operational/management issues. Principals and vice principals who responded to our survey made it clear that, while they put in long hours trying to fulfill all of their responsibilities, their jobs are increasingly stressful and they are finding it difficult to find a balance between family and work demands.

Given the increasing complexity of managing schools and the multitude of demands made of educational administrators, boards of education are facing the need for leaders who are of the highest caliber in a time when fewer young teachers seem interested in pursuing the principalship as a career track.

Board officials confirmed that there are many more challenges to filling leadership positions. Not only are potential candidates considering the stresses of the job but a diminishing salary differential between teachers and administrators makes it less appealing for many people. Adding to the difficulty of making a decision to pursue a career as an administrator is the need to give up membership in the federation and know that if they want to return to teaching they will lose seniority.

***Our Advice:*** *Boards need to give attention to how they can balance the administrative responsibilities for managing a school so that principals feel they can devote time and resources to their key responsibility, that of instructional leader. Some jurisdictions seek to streamline operational procedures. Other jurisdictions (e.g., the U.K.) have introduced additional roles in the school office to take responsibility for and manage many of the administrative tasks. Both approaches have merit and should be explored further, although we caution that if consideration is given to adding administrative support to school offices that attention be given to clearly delineating the nature and scope of responsibilities and authority and that resources be provided to train principals in the best ways to use these additional resources.*



## Need for More Data

It was clear that the nature and extent of data that would have been most helpful in answering some of the questions for this project were not available. For example, while we could access data about principals and vice principals in terms of factors such as age, experience, gender, and employment status, such data were not available for either supervisory officers or directors of education. Further, we could not determine the ethnic/racial makeup of our administrative cadre and whether or not it reflects the diversity in our student population.

***Our Advice:*** *There is a need to establish and maintain a comprehensive, systematic and consistent data base about school and system administrators across the province.*

While it appears that there should be a sufficient number of educators with the qualifications to meet provincial needs, questions continue to arise about whether those with the qualifications are “the right people” to meet particular needs. There is concern as to whether the talent pool is “deep enough”. Adding to these concerns is the question of whether those who have the qualifications are interested in applying for administrative positions. There is anecdotal evidence that some teachers complete the principal qualification course as a professional development opportunity and are not interested in applying for vice principal or principal positions.

Our project focused on gathering data from those already in administrative positions from the vice principal through to the director of education. While the literature and our participants talked about the many barriers to teachers moving in to administrative positions and the sources of challenge and stress in fulfilling current administrators’ jobs, it seems to us that it would be valuable to talk directly with those who may aspire to be principals but have not yet taken steps to acquire the qualifications, as well as those who have acquired the qualifications, seem to have the potential talent but have made a decision not to pursue an administrative career. What are the real issues that are of concern to them? Do they have advice for how some of their concerns might be addressed?

***Our Advice:*** *A study needs to be undertaken to examine the attitudes and views of potential leaders. The new generation of educators is different in many ways from previous or current generations and we need to ensure that we understand their values and aspirations and how best to meet their needs. They are our future and we need to invest in them appropriately.*

In conclusion, Ontario has made significant gains in sharpening the focus on student achievement and narrowing the gap in academic performance. We need to be proud and celebrate those successes. In order to ensure that these successes continue, there needs to be a more deliberate, consistent and long-term focus on capacity building and leadership development. This paper contributes to the knowledge that already exists and the considerable efforts that schools, school boards and government have made in this regard. It also points to some potential areas of growth that would benefit all and ensure the sustainability of Ontario’s ambitious educational goals.

The Learning Partnership has been privileged to do this work on behalf of the Institute for Education Leadership. We would like to thank the people in school boards, provincial organizations and the Ministry of Education who took time to share their policies and practices and to answer our questions. The information they shared will help us to build an even stronger generation of leaders in education in Ontario.

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## **Appendices**

|                   |   |
|-------------------|---|
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| <b>Appendix H</b> | <b>Strategies for Developing Potential Leaders</b>                        |

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## Appendix A: Participating Boards

1. Greater Essex County DSB
2. Hamilton Wentworth DB
3. Kawartha Pine Ridge DSB
4. Lakehead DSB
5. Rainbow DSB
6. Trillium Lakelands DSB
7. York Region DSB
8. Upper Canada DSB
9. Algonquin and Lakeshore Catholic DSB
10. Huron Perth Catholic DSB
11. Nipissing-Parry Sound Catholic DSB
12. Renfrew County Catholic DSB
13. Simcoe Muskoka Catholic DSB
14. Toronto Catholic DSB
15. Waterloo Catholic DSB
16. York Catholic DSB
17. CSD du Grand Nord de l'Ontario
18. CSD du Centre Sud-Ouest
19. CSD catholique des Grandes Rivières
20. CSD catholique du Centre-Est de l'Ontario

## Appendix B: Interview Guide

### Challenges of Filling Leadership Positions

1. Does your Board have (or anticipate in the near future) challenges regarding filling leadership positions?

*Is this issue more pronounced at the level of Vice Principal/Principal/SO?*

*Is the pool of potential candidates/applicants with principal and/or supervisory officer qualifications adequate to meet the needs of your board?*

*Does your Board welcome external applicants for leadership positions?*

*Is the requirement for a Supervisory qualification a limitation for recruitment of potential SOs?*

2. What is your sense of how many people in your Board have principal and/or Supervisory Officer qualifications and have not applied for a leadership position?
3. When you are unable to meet all your leadership needs with certified candidates, what approaches do you use to fill those positions?

*Do you approach retired principals?*

*Do you approach teachers?*

*Are there any challenges – specifically union issues – with your approach?*

### Factors that Motivate/Discourage Leadership Aspirations

4. What do you think are the key factors that motivate people to aspire to leadership positions in your Board?
5. Are there factors that discourage people from applying for leadership positions in your Board?

### Identification and Recruitment Practices

6. Does your Board have processes for identifying and recruiting potential candidates for leadership positions (i.e., VP/P/SO)?

*Can you briefly describe the key elements of your process?*

*How long has this process been in place?*

*Is your Board satisfied that the processes are effective?*

*Are you considering any changes to the process? Why? What kinds of changes?*

*Do you create system leadership opportunities by having principals work in board office positions?*

## **Selection Processes**

7. Please describe the processes used by your Board to select vice principals, principals and supervisory officers?

*Do you consider them to be systematic, transparent and inclusive?*

*Does your Board analyze the outcomes of your selection practices and make changes to your processes to increase the number of qualified candidates?*

*Does your Board think about succession of the Director?*

## **Training and Support**

8. Does your Board provide training and development for aspiring leaders?

*Can you briefly describe the nature and extent of the training?*

*How long has the Board been providing training?*

*Does the Board feel that it is effective? Do you seek feedback from participants regarding their views about the training? Typically what do they tell you?*

*Is the Board considering any changes? Why? What kinds of changes?*

9. Does your Board have supports in place for newly appointed administrators?

*Please describe your Board's approach.*

*What do you think are the strengths of your Board's approach?*

*Are there improvements that the Board should consider?*

10. In what ways does your Board encourage/provide/support the on-going professional development of its leadership cadre?

*Is there a specific sum of money put aside in each year's budget for leader PD?*

## **Placement and Transfer Processes**

11. Does your Board's placement and transfer process for vice principals and principals include supports to facilitate success?

*Please describe what they are.*

*Are these supports adequate or are there other things that should be done?*

## **Review of Processes**

12. Does your Board regularly review the processes in place to support succession planning in light of new research or evidence of best practice in other jurisdictions?

*If yes, how do you obtain this information?*

## **Final Thoughts**

13. Is there anything else about your Board's policies or practices with regard to succession planning that we haven't touched on and that you would like to share with us?



## Appendix C: Survey for Vice Principals, Principals and Supervisory Officers

### Demographic Information

Thank you for your willingness to participate in the following survey. While it will not take long to complete, be aware that once you begin you must keep going until you reach the end or your responses will not be recorded.

Should you have any difficulties with this online survey, please contact Lindy Chan at 416-440-5129 (GTA) or 1-800-790-9113 (toll-free). Thank you once again for your time.

**1. Please identify your school board**

**2. Gender:**

☐ Female

☐ Male

**3. Age:**

☐ 25-29

☐ 30-34

☐ 35-39

☐ 40-44

☐ 45-49

☐ 50-54

☐ 55+

**4. Current Administrative Role**

☐ Elementary Vice Principal

☐ Elementary Principal

☐ Secondary Vice Principal

☐ Secondary Principal

☐ Supervisory Officer

**5. Do you have classroom teaching responsibilities as part of your administrative duties?**

☐ Yes

☐ No

**6. Are you working in your position on a Letter of Permission?**

☐ Yes

☐ No

**7. How many years have you been in your current administrative role? (Please enter the whole number closest to your years of experience. The program will not accept decimals or text.)**

# of years

**8. In total, how many years have you been in an administrative role? (Please enter the whole number closest to your years of experience. The program will not accept decimals or text.)**

# of years



**9. How many years were you a teacher before becoming an administrator? (Please enter the whole number closest to your years of experience. The program will not accept decimals or text.)**

# of years

**10. What qualifications do you have? (please check all that apply)**

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Additional Qualification courses
- ☐ Principal's Course Part I
- ☐ Principal's Course Part II
- ☐ Supervisory Officer's Course

**11. If you do not have a Master's degree, do you anticipate working towards one in the next five years?**

- ☐ Yes, I am already enrolled in a Masters program
- ☐ Yes, I anticipate enrolling in a Masters program
- ☐ No, I do not plan to enroll in a Masters program

**12. Do you anticipate applying for a higher level position in the next five years?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**13. Do you anticipate retiring in the next five years?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**13a. If yes, in what year do you anticipate retiring?**

- ☐ 2008
- ☐ 2009
- ☐ 2010
- ☐ 2011
- ☐ 2012

## Board Policies/Practices re: Succession Planning

**14. Does your Board have formal processes for identifying and recruiting potential candidates for leadership positions?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If you answered "yes" to the question above, please go to question 14a.

If you answered "no" or "don't know" to the question above, please go to question 15.

**14a. If yes, how would you rate these processes?**

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Needs Improvement

**14b. If you rated your Board's processes as Excellent or Very Good, please outline the key elements that you feel make them worthy of this rating.**

**14c. If you rated your Board's processes as "Needs Improvement", please describe the ways in which you think the process needs to be improved.**

**15. Does your Board provide training and development for aspiring leaders?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If you answered "yes" to the question above, please go to question 15a.

If you answered "no" or "don't know" to the question above, please go to question 15d.

**15a. If yes, how would you rate the training provided?**

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Needs Improvement

**15b. What are the strengths of the training provided?**

**15c. In what ways could the training be improved?**

Please go to question 16.

**15d. If no or don't know, do you think it would be valuable to provide such training?**

- ☐ Yes
- ☐ No
- ☐ Don't know

## Board Policies/Practices re: Succession Planning

**16. Does your Board have supports in place for newly appointed administrators?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If you answered "yes" to the question above, please go to question 16a.

If you answered "no" or "don't know" to the question above, please go to question 16d.

**16a. If yes, how would you rate the support provided?**

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Needs Improvement

**16b. What are the strengths of the support system in place?**

**16c. In what ways could the support system be improved?**

Please go to question 17.

**16d. If no or don't know, what supports do you think your Board should offer for newly appointed administrators?**

**17. Does your Board have a process for:**

|   | Yes                   | No                    | Don't know            |
|---|-----------------------|-----------------------|-----------------------|
| a) supporting vice-principals who want to become principals?      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) supporting principals who want to become supervisory officers? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**18. Are there practices in place in your Board to ensure that candidates for administrative positions reflect the cultural make up of the student population?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**19. To what extent were you supported in your initial years in your current role?**

- ☐ To a great extent
- ☐ To some extent
- ☐ Very little
- ☐ Not at all

### Board Policies/Practices re: Succession Planning

**20. Looking back, what is one thing that was not provided that would have helped you in achieving success as a new administrator?**

**21. If you have been a vice-principal or principal for 10 years or more, how were your experiences of being selected for a leadership role and supported in your initial years different from what your Board has in place today?**

## Perceptions of the Role of Administrator

**22. The following is a list of factors that the literature indicates motivate people to aspire to become a vice-principal or principal. Please select the five that you think are the most important motivators.**

|   | Motivator 1           | Motivator 2           | Motivator 3           | Motivator 4           | Motivator 5           |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Contributing to student growth and achievement      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing instructional leadership to staff         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with parents and the community              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contributing to system wide initiatives             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working as an effective change agent                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making a difference in the lives of others          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Salary and benefits                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being identified as a potential leader and mentored | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional Prestige                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunity to implement educational philosophy     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you chose "other", please specify the motivator.

**23. The following is a list of reasons why some people have indicated that they are not interested in applying for vice-principal or principal positions. Please select the five reasons that are most descriptive of the situation in your Board.**

|  | Reason 1              | Reason 2              | Reason 3              | Reason 4              | Reason 5              |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Job is viewed as very stressful.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Time required to fulfill job responsibilities has increased substantially making it difficult to balance family and school demands.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is difficult to satisfy the many demands of parents and the community.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The issues related to poverty, lack of family supports and other societal problems take time away from focusing on instructional issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The funding and resources available are insufficient to do the job.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The salary and compensation are inadequate.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is not enough autonomy in the role.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is an increase in violence in the schools.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The recruitment, training and induction processes are inadequate.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The role of the principal is primarily managerial and not educational.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The potential for not being able to return to the teaching ranks, if required.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The costs associated with acquiring the qualifications necessary for administrative positions.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Management-Union Relationships   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you chose "other", please specify the reason.



### Perceptions of the Role of Administrator

**24. If you could make one change that would improve your job, what would it be?**

**25. Additional Comments**

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## **Appendix D: List of Participating Provincial Organizations and Interview Guide**

1. Association des conseillères et des conseillers des écoles publique de l'Ontario (ACÉPO)
2. Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
3. Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
4. Association. franco-ontarienne des conseils. scolaires catholiques (AFOCSC)
5. Catholic Principals' Council of Ontario (CPCO)
6. Conseil des directions de l'éducation de langue française (CODELF)
7. Ontario Catholic School Trustees Association (OCSTA)
8. Ontario Catholic Supervisory Officers' Association(OCSOA)
9. Ontario Principals' Council (OPC)
10. Ontario Public School Boards' Association (OPSBA)
11. Ontario Public Supervisory Officials' Association (OPSOA)

## Interview Guide for Provincial Organizations

1. Does your organization receive feedback from across the province that there is currently any challenge with regard to filling leadership positions at the Principal/Vice Principal or Superintendent/Director levels? If so, what is the nature of the feedback that you receive?
2. What is your perception about the factors that motivate or discourage aspiring leaders to seek positions at these levels in school boards? What are you hearing from your membership about this?
3. Is your organization aware of identification and recruitment practices that are used for potential candidates for leadership positions? What do you know about these practices from an Association perspective?
4. Has your organization taken a position in commenting on the selection processes that are used by Boards to select Principals, Vice Principals, Supervisory Officers or Directors? If so, what is that position?
5. Does your organization provide training and development for aspiring leaders? Who do you think should be providing this training and support?
6. Does your organization have a position with regard to the processes used for the placement and transfer of Principals and Vice Principals? What supports should be in place to facilitate success in these transfers?
7. Does your organization discuss Succession Planning? What does it mean to your organization? Do you have an awareness of the current research?
8. Is there anything else that pertains to the policies and practices with regard to Succession Planning that we have not touched on that you would like to share with us?

## Appendix E: List of Advisory Board Members

| Organization Name   | Contact Person       | Position                                      |
|---|----------------------|---|
| Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) | M. Serge Plouffe     | Directeur général                             |
| Association des gestionnaires en éducation franco-ontarienne (AGÉFO)                    | M. Robert Arsenault  | Representative                                |
| Canadian Council of Human Resources Associations  | Ms. Lynn Palmer      | Chief Executive Officer                       |
| Catholic Principals' Council of Ontario (CPCO)  | Mr. Lou Rocha        | Executive Director                            |
| Centre franco-ontarienne de ressources pédagogiques (CFORP)                             | M. Robert Arsenault  | Directeur général et secrétaire-trésorier     |
| Council of Ontario Directors of Education (CODE)  | Mr. Frank Kelly      | Executive Director                            |
| Joseph L. Rotman School of Management   | Ms. Alison Ground    | Manager, Professional Programs                |
| Kinley and Connelly   | Ms. Heather Connelly | Managing Partner                              |
| Northern Ontario Education Leaders (NOEL)   | Ms. Janet Wilkinson  | Executive Director                            |
| Ontario Catholic Supervisory Officers' Association (OCSOA)                              | Ms. Theresa Harris   | Executive Director                            |
| Ontario College of Teachers   | Mr. Doug Wilson      | Former Registrar & CEO                        |
| Ontario Principals' Council (OPC)   | Mr. Mike Benson      | Executive Director                            |
| Ontario Public Supervisory Officials' Association (OPSOA)                               | Mr. Frank Kelly      | Executive Director                            |
| RBC   | Ms. Louise Smith     | Senior VP, Strategic & Leadership Development |
| Simcoe County District School Board   | Ms. Ruth Braganca    | Superintendent of Employee Services           |
| Toronto Region Research Alliance  | Mr. Courtney Pratt   | Chairman & CEO                                |

## Appendix F: Succession Planning in Canada

| Province                | How People are Encouraged to Apply for Administrative Positions   | Support for Current Administrators  | Unconventional Strategies to Attract New Administrators  | Who is Organizing the Activities?   |
|-------------------------|---|---|--|---|
| Newfoundland & Labrador | seminars for potential administrators<br>attend Teacher Recruitment Fair to promote administrative positions  | support admins. to attend PD<br>support through Regional School Admin. Council Executive  | provide subsidized housing to admins.<br>retired admin can be hired back and retain full pension when no new admin is available  | school districts<br>Teachers Association<br>Dept. of Ed.  |
| PEI                     | use seminar modules based on Saskatchewan training seminars<br>surveyed teachers to see who is interested in becoming an admin<br>4 Atlantic Provinces organizing summer institute for teacher leaders and admins | 4-day leadership development program through the Dept. of Ed<br>New principal induction program<br>New VP support program<br>Ed. Leadership Seminar (Dept. of Ed, School Brds, PEITF, Faculty of Ed, UPEI, Principals & Trustees) | teachers & consultants can apply for admin positions if there's no qualified admin for the job   | Dept. of Ed, School Boards, Teachers' Fed., U of PEI<br>Major funding agency is the Dept. of Ed.      |
| Nova Scotia             | Aspiring School Admin Program in some districts<br>Mentoring programs in some districts<br>Leadership seminar modules<br>Most successful = personal ID and approach by current admins                             | admin increment to the contract<br>survey of admin to identify working conditions. Work group formed to look at Roles and Responsibilities of Principals and Vice Principals  | staff members appointed in "acting" position when vacancies in schools appear part-way through the year to maintain continuity<br>retired principals approached to re-enter the profession | School Boards, NSTU, School Admin Assoc., Nova Scotia Educational Leadership Consortium, universities |
| New Brunswick           | leadership programs exist in all schools  | working conditions of admin has been a main issue in collective bargaining<br>more directed PD being planned  | - n/a  | NBTA, Dept. of Ed   |
| Québec                  | Association of Admin. of English Schools in Quebec (AAESQ)<br>workshops for newly appointed admin and to teachers aspiring to admin positions<br>establishment of "networks" through workshops                    | workshops for new admin<br>support through principals' organization<br>news letter<br>mentoring programs  | - n/a  | - AAESQ (reps. From boards across the province)   |
| Québec                  | La Fédération Québécoise des Directeurs et Directrices d'établissement d'enseignement<br>program of credit courses to qualify for   | Universities in Quebec respond to school board needs  | teachers are sometimes hired without completing required courses<br>focus on partnerships  | - n/a   |

| Province                | How People are Encouraged to Apply for Administrative Positions  | Support for Current Administrators   | Unconventional Strategies to Attract New Administrators  | Who is Organizing the Activities?  |
|-------------------------|--|--|--|--|
|                         | admin position<br>candidate pool through a selection process<br>one year of training with a mentor before being placed in the position<br>teachers can have up to a 2-yr leave of absence once promoted and can go back to teaching position if they choose to   |  |  |  |
| Ontario                 | CPCO<br>provincial leadership and mentorship programs<br>PQP courses offered through CPCO<br>AQ and PD courses offered during school time<br>Leadership course<br>Induction programs at the board<br>Informal mentorship   | three provincial reports have been written on the Changing Role of the Principal; Funding Effective School Leadership; Rozanski Submission on Funding provision of re-certification courses paid by boards<br>PD in school boards; retreats for Principals and also for Vps<br>Surveys of membership on specific topics. Appropriate solutions worked on | - n/a  | CPCO, OPC, ADFO<br>School boards and local principal associations<br>Ministry of Education   |
| Ontario                 | OPC<br>provider of PQP<br>developed "future leaders support resources" to help teachers & boards identify potential leaders<br>Leadership Academies<br>Research undertaken to determine barriers to people moving into admin positions.<br>Research formed basis for lobby to remove barriers  | Professional counseling & support<br>Mentor training programs<br>Development of a principal's handbook, video-based programs, on-line PD, annual conference, summer institutes, international exchange programs<br>Quarterly magazine, weekly and monthly communication tips<br>Lobbying through the use of polling                                      | - double dipping (retired principals coming back part-time)  | OPC, CPCO, ADFO<br>School boards and local principal's associations<br>Ministry of Education |
| Ontario (French Boards) | CFORP's web site offers tools to help potential leaders identify their profile, complete their portfolio, etc. Their web site describes a variety of learning activities that teachers, principals and supervisory officers can take. CFORP, under the supervision of the 12 French Boards, provides a unique place where all French educators can get | <i>CFORP is mandated by the 12 French Boards to offer professional training courses to supervisory officers (besides the qualification course) in order to help them develop the necessary skills to perform their duties (eg. In 2003, CFORP developed a</i>  | -The activities found in all the professional training courses offered by CFORP are based upon a shared vision and principles developed by the 12 French Boards in order to be as useful and as pertinent as | CFORP and the 12 French Boards   |

| Province         | How People are Encouraged to Apply for Administrative Positions   | Support for Current Administrators   | Unconventional Strategies to Attract New Administrators  | Who is Organizing the Activities?                                       |
|------------------|---|--|--|---|
|                  | information on professional activities that best suits them in their careers.   | <i>document on Succession Planning and provided training for one or two representatives from each board. In 2007 CFORP sent a revised copy of the document to school boards and is scheduled to give training sessions by February or March 2008.)</i> | possible to the reality of the French Boards' environment  |   |
| Manitoba         | encouragement and financial support to teachers wanting to become admin<br>principals encourage teachers with leadership potential to take on leadership roles<br>participants paid to attend summer leadership activities<br>potential admin become part of a pool   | national or international conference paid for every 3 years<br>support for provincial in-service<br>cognitive coaching training<br>increase in admin allowances<br>support for new administrators<br>networking facilitated                            | one admin may supervise more than one school<br>retired people being asked to return either as mentors or to a school<br>mentoring a new person for "your" position as you near retirement | MTS,COSL, MCLE, MSIP, Local Assoc.<br>School divisions<br>U.of Manitoba |
| Saskatchewan     | some divisions hiring vp's regardless of school size to give people admin experience<br>collaboration promoted in the admin team to give VPs experience at all levels<br>potential admins are being "shoulder tapped" if it is believed they have potential<br>educational leave available in some divisions for training | increasing PD funds; involved in policy development; given more autonomy – but are supported when needed, regular communications with school board personnel   | N/A  | Sask. School Board Administrators                                       |
| Alberta          | ongoing training sessions for prospective administrators<br>teachers who have taken the training are given preference for promotion   | week long crash course for first year principals<br>mentoring program for 1 <sup>st</sup> year principals  | some principals work in more than one school<br>some schools in remote areas have teachers acting as principal   | school boards working independently                                     |
| British Columbia | N/A   | N/A  | N/A  | N/A   |

## Appendix G: Effective Strategies for Creating a Culture of Growth in a School

Model leadership behaviour by being visible around the school.

- *Be immersed in the school, engaging in formal and informal dialogue with teachers and support staff.*

Build trust by encouraging risk-taking and giving authority

Value the opinions of others.

- *Create a culture that nurtures leaders by allowing for mistakes and by valuing people for who they are, not what they are.*

Be open, accessible and listen carefully.

Ensure that staff meetings address learning and teaching.

Be explicit about your model of leadership.

- *Understand that leadership has to be fluid, flexible and responsive to need.*

Ensure that leadership is inclusive and personalized and in tune with the whole school.

Identify leadership potential in others through observation and discussion.

Develop leadership potential through performance management.

- *But introduce a system for spotting and developing leadership potential through informal settings too.*

Link growing leadership potential with school improvement planning.

Recognize that smaller teams can increase willingness to lead and reduce threat

Encourage collaboration across the school and between different groups.

Don't dismiss 'late developers' or 'slow burners'

- *Look at the talents of those about to retire.*

Promote an inclusive approach to a review of the school by asking members of staff to write a short letter expressing their perspectives.

Organize a series of one-to-one mini-interviews for teachers to meet with the headteacher (principal).

Seek pupil perspectives on school improvement.

Introduce peer coaching and mentoring for all staff.

- *Use this as a two-way process by operating a buddy system.*

Learn about current leadership theories through reading.



Consider what is happening worldwide as well as nationally.

Ensure teachers learn in school as well as going off-site sometimes.

- *Shift culture of teaching so that teachers learn from each other both within and between schools.*

Establish networked learning communities by linking with other schools.

Pay attention to the environment.

- *Ensure that displays, murals and other artifacts reflect the ethos of the school.*

## **Processes that can be Implemented to Support Potential Leaders**

### **Organizational**

- Create temporary teams to lead on change initiatives. These have membership from across the areas of the school and positions of staff.
- Rotate leadership roles periodically to ensure that staff gain experience in different areas and hence expand their repertoires.
- Assign to all temporary teams a member of the school management team who meets them regularly to review progress and provides feedback on how well they are addressing the task.
- Establish a structure that ensures experienced staff, who have been mentored themselves, act as mentors to all new staff. The arrangements cut across hierarchical structures.
- Align monitoring programs to examine professional skills and progress in relation to the implementation of new initiatives.
- Use floating responsibilities to encourage enthusiastic staff to gain leadership experience but understand that this can be de-motivating for an individual when responsibility is reassigned at the end of the period.
- Use interviews to review achievements and set personal targets.
- Provide an annual training and development programs to include opportunities focused on developing leadership skills as well as professional competencies.
- Change the chairperson at staff meetings to allow others to develop skills
- Allocate time for teachers to conduct research and provide support for this process to occur (e.g. training). Ask them to present the findings in a workshop. A series of planned workshops can then be organized so that all teachers participate.
- Create a staffroom library that focuses on current thinking and interesting practice and research, and maintain its currency. Provide lively materials to stimulate interest.
- Create and organize 'internship' exchanges between schools.
- Involve all staffing planning school improvement.

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## Interpersonal

- Pair staff with more experienced staff to fulfill temporary or permanent leadership roles.
- At the onset of new initiatives, systematically encourage staff to reflect on past change experiences. Identify potential leaders and encourage them to further develop their skills through leading aspects of the school's work.
- Encourage staff who are enthusiastic about new initiatives to encourage and motivate established staff.
- Hold regular discussions about how well staff are performing: one-to-one team leader and senior leader.
- Seek to develop a highly supportive interpersonal culture in the school to provide a safety net for staff who are pursuing new and untested strategies.

## Personal

- Match tasks to individuals' abilities and experiences, not to their seniority within the school.
- Deploy staff to work in areas that develop their weaknesses as well as maximise their strengths.
- Invite teachers to work in pairs on a specific CPD outcome.
- Support and encourage members of staff to identify their individual training needs.
- Expect all staff to have personal agendas that highlight short- medium- and long-term development targets that relate to whole school priorities.
- Recognise and value individuals' life and career experiences.
- Provide a timely program of professional development.

(Hartle, 2004, p. 29-31)

## Appendix H: Strategies for Developing Potential Leaders

Mentoring and coaching is a way to support teachers' professional growth, development of skills and reflective practice as a natural and integral feature of a school's approach to professional development. Mentoring involves a sustained relationship, often at a point of significant career transition and focuses on enhancing overall effectiveness. It may be performed by peers as part of a leadership structure or by someone external to the school and includes questioning and feedback undertaken in the context of a learning agreement in a trusting relationship. Coaching has a more specific focus than mentoring and uses structured on-the-job support, review and feedback focused on an aspect of classroom or leadership performance or practice. In coaching, the coach has the skills, knowledge, experience and expertise to facilitate the learning of the person being coached and includes the negotiation of appropriate outcomes set by the person being coached.

Critical friendship, less formal than mentoring and coaching, is described as a professional relationship based on mutual regard and the willingness to question and challenge.

Shadowing is a strategy that can help potential leaders develop awareness and understanding through observation. It's most effective if it's part of a mentoring process that includes review and the development of strategies that can be applied.

Project leadership involves giving leaders responsibility and authority for a specific project that has a limited time frame with a specific outcome. This strategy can provide an opportunity for authentic leadership in an environment that is secure and supported. It works best in the context of mentoring and/or coaching.

Action research is an approach to developing leadership that has the potential to combine project leadership and mentoring and/or critical friendship with an investigation process that is structured and systematic.

Structured reflection is a necessary component of leadership development. All the above strategies depend on review and reflection to be successful. According to Hartle, "Reflection is the most important means of converting information into knowledge and creating personal meaning and understanding" (p.65).

Intervisitation involves the regular exchange of teachers and leaders between school as a way to build insight, develop confident and model good practice. The visit needs to demonstrate innovative practice and be incorporated into the strategies listed above to be effective. Job-exchange is one form of extended intervisitation that offers leaders new experiences and provides new knowledge and skills to the host school.

Networking can be a powerful source of leadership if networks incorporate the above identified strategies. To be effective, networks need to have: a shared purpose; common values; agreed protocols on working practices; appropriate membership; effective leadership; secure resourcing; and access to knowledge from beyond the group.

Courses, workshops, and higher education programs are effective if they meet the following criteria: the content is relevant to the individual's and school's needs; the assessed outcomes are based on work in school; there is an infrastructure in the school that supports the application of the course through the above identified strategies.

*(Hartle, p. 61 – 66)*