Board Leadership Development Strategy - Feb 2012

Superior-Greenstone District School Board believes both leadership and excellence are important at all levels within the organization and contributes to the growth of effectiveness in schools and service departments. The Board Leadership Development Strategy is designed to meet the needs of potential leaders at each stage of their leadership development by focusing on the fundamentals of great leadership and provides potential, new and experienced supervisors with a set of tools that helps them meet today's supervisory challenges.

The Ontario education system is focused on three core priorities, as set out in *Reach Every Student: Energizing Ontario Education (2008)*:

- High levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education

This document identifies school leadership as a supporting condition for meeting these three core priorities. Research shows that school leadership is second only to teaching in its impact on student learning. School leaders set directions, build relationships, develop people and the organization, lead the instructional program and secure accountability. Their effectiveness as leaders is critical to the success and sustainability of system-wide improvement. School leadership matters. (Mentoring for Newly Appointed School Leaders: Requirements Manual p. 4)

The Superior-Greenstone District School Board is committed to:

- building leadership capacity at all levels of the organization
- developing and enhancing leadership competencies
- assisting interested candidates in the process of becoming a vice-principal, principal, supervisory officer or manager

General Leadership Competencies

- Vision
- Communication skills
- Planning skills
- Problem solving skills
- Conflict management skills
- Presentation skills
- Facilitation skills

Why sign up for the program?

The Leadership Program is for Superior-Greenstone DSB staff members who are interested in developing and enhancing personal skills and/or considering future leadership roles with the Board.

Who should sign up? Anyone interested in:

- Leading an initiative in your workplace
- Working effectively on school or board committees
- Pursuing an administrative or managerial position

What does the program include?

- Participation through application
- Commitment to training and skill building sessions to develop leadership competencies
- Additional sessions on curriculum leadership and school management may be offered. For those interested in pursuing a school administrative role
- Certificate of completion

PART ONE

PROGRAM FOR ASPIRING ACADEMIC LEADERS

The *Ontario Leadership Framework* and the *5 Core Capacities* are the foundations for the skills, competencies and practices to be developed by aspiring Principals, Vice Principals, Superintendents and Directors. Leadership qualities can be classified into four categories: Personal, Interpersonal, Organizational, and Instructional leadership. The SGDSB program for aspiring leaders begins with general information and self-awareness sessions and is then followed by opportunities which allow candidates to participate in experiences that will contribute to both their own continued individual growth as well as to the growth of effectiveness in schools.

CURRENT LEADERSHIP OPPORTUNITIES AVAILABLE

Academic staff interested in leadership growth planning can seek current leadership opportunities within their school/department/board and result in improvements in school/system/service culture. Such opportunities not only result in improvements in schools/systems or services, but they allow individuals to both develop and demonstrate leadership competencies. Candidates should consider involvement in one or more of the following:

1. Secondary Program Leaders
2. Committee Chairperson or Member of PLC's or PD planning
3. Principal designates
4. Teacher Mentors ∗∗∗ (all aspiring leaders should be involved in mentoring)
5. Workshop Presenters
6. Subject Specific Leads
7. System Special Event Coordinator or System Committee member
8. Policy/procedure development
9. Math Coordinators
10. Literacy Coaches
11. Train the Trainer positions
12. Special Event Coordinator
13. Member of Initiative Team
14. NOEL leadership conference
15. Specialized position based on an initiative

∗∗Mentors are instructional leaders who have an interest in supporting new teachers in their first year or second in the profession. They work with new teachers in a supportive and collaborative role. Teachers who are interested in this opportunity should contact the NTIP Board Lead or speak to their principal.

KEY PRACTICES FOR ALL ASPIRING LEADERS

Specific knowledge and skills, such as problem-solving or communication skills, are required for different leadership roles. But regardless of the final leadership goal an individual is aiming towards there are key practices that are applicable to all leadership positions.

Setting Direction: Aspiring leaders contribute to the development of a shared vision, foster the acceptance of group goals, and model and communicate high performance expectations. They are capable of managing change, leading, influencing, and strategic planning.

Building Relationships and Developing People: Aspiring leaders strive to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. Aspiring leaders affirm and empower others to work in the best interests of all students and aid in the development of collaborative cultures. They mentor/coach others and do not shy away from courageous conversations.

Developing the Organization: Aspiring leaders build collaborative cultures, structure the organization for success, and connect the school to its wider environment. Managerial effectiveness will help guarantee safety for others and fiscal responsibility.

Leading the Instructional Program: Aspiring leaders set high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction.

Securing/Ensuring Accountability: Aspiring leaders are responsible for creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education. They set data driven goals and align resources with priorities.

PROCESS FOR the DEVELOPMENT of ASPIRING LEADERS

1. PROVIDING REALISTIC EXPECTATIONS and CANDID DISCUSSIONS
Leadership positions have rewards but also a level of accountability. Individuals interested in leadership roles benefit from candid discussions about the expectations, roles and responsibilities of a position so that they are sure they have realistic views of the position and its responsibility. Discussions should also center on their personal potential, since not all high-performing employees have the necessary leadership qualities to be successful. Not everyone is cut out to be a leader yet these individuals can still put their strengths, special skills or expertise to use in other ways such that they still make an important contribution. Courageous conversations are a necessity throughout this process.

2. SELF-AWARENESS: Developing leaders benefit from completing self-assessment tools (i.e. Emotional Intelligence, Institute for Educational Leadership Self Assessment Tool for Aspiring Leaders). The tools enable individuals to assess their practices in reference to the knowledge, skills and attitudes required for leadership positions. Self-assessment which links directly to our job-specific leadership profiles will clarify the competencies, values and desirable experiences necessary for the position. Data collected from these tools will help each individual to know their strengths and areas to improve as well as help the Board know which overall areas to target in their leadership professional development planning.

3. INDIVIDUAL TIMELINES: Individuals will aspire to leadership roles at different times in their careers. The creation of a timeline for each aspiring leader will help address their needs. Every effort will be made to keep individuals engaged as they move through these different stages.

4. INDIVIDUAL LEADERSHIP GROWTH PLAN: Meetings will be held with aspiring leaders to assist them in the creation of a personal plan to outline their goals, and specific strategies to be implemented over the course of their timeline.

5. BUILDING A LEADERSHIP PORTFOLIO: The development of a Leadership Profile is an important process for potential as well as existing leaders.
Participants will be provided with information on the structure and processes for compiling their portfolio. In addition, participants will use reflective practice to

gain an increased understanding of personal leadership strengths and areas for development.

6. MENTORSHIP: Efforts will be made to arrange matches between mentors and identified potential leaders.

7. PROFESSIONAL DEVELOPMENTAL OPPORTUNITIES (courses, workshops): Leadership courses/workshops will be provided to help individuals develop the skills and attitudes outlined in the Board competency profiles and the Ontario Leadership Framework. Many of our aspiring leaders will be at various levels of development and have differing needs so efforts will be made to tailor courses or resources to meet individuals' specific needs. Beneficial hands-on experiences are often key to the successful acquisition of skills therefore a variety of developmental opportunities will be provided. Learning on the job in a challenging manner, but with support, will assist individuals in gaining a broader understanding of the organization and of team dynamics, developing strategic thinking skills, and in raising their profiles.

Sample workshops:
Introduction to Leadership: focuses on developing a wider knowledge of leadership competencies and reflection on one's personal leadership skills.
Developing as a School Leader: focuses on the issues facing school leaders today and includes topics such as Problem Solving, Conflict Resolution, Data Driven Schools, Professional Learning Communities, Managing Organizational Change, School Councils, Equity and Inclusion, Character Development.

There will be an emphasis on offering interesting developmental assignments that stretch and challenge the candidate, not just formal training.

THREE-YEAR PLAN

A three-year plan has been developed to provide training and assist candidates in developing their leadership qualities. The plan is an ongoing process and allows for new candidates to enter every second year. It should be noted that continuation of our Aspiring Leaders Program may be dependent on funding from the Ministry of Education.

It is important for candidates to be aware that participation in the Aspiring Leaders Program will not necessarily result in their being placed in the leadership pool or guarantee an administrative position in the board. Many factors will be considered when placing individuals in their school or in the board pool, including the availability of administrative positions.

ENTRY to the PROGRAM: Application to the program is open to all educators but there will be a limit on the number of candidates accepted into the program each year. Potential candidates must complete a short application and submit it to the Superintendent of Education for consideration. They must answer the following questions:

1. Describe your leadership experiences to date and outline what you learned from these experiences.
2. Explain how your leadership development will contribute to the goals of the district.
3. Explain why you are interested in participating in this leadership program and state what you hope to gain from this experience.

Year One: AWARENESS & BEGINNING DEVELOPMENT OF LEADERSHIP SKILLS AND COMPETENCIES

- Identification and recruitment of aspiring leaders – The SO will put out an announcement requesting interested candidates to submit an application to participate in the plan. Completed applications will be reviewed by the SO who will select the participants.
- Introductory Workshop- introduction to leadership positions, sharing of key practices, required skills, competencies and practices, Self-assessment Tools, Leadership Growth Plan, Timeline and Portfolio, case studies
- Begin development of Leadership Growth Plan and Portfolio
- Job-shadowing invitation- participants will be given the opportunity to job-shadow a current leader in our system for ½ - 1 day
- Professional reading
- Debrief – participants will meet with the Superintendent of Education to discuss suitability for leadership positions.

NOTE: Individuals who are completing their Principal Qualifications Program Part 1/2 are required to discuss their practicum topic with our Director or SO.

Year Two- ENGAGING IN LEADERSHIP EXPERIENCES

- Continue Leadership Growth Plan and Portfolio
- Emotional Intelligence self-assessment to further assess areas of strength and areas to focus on developing
- Facilitation skills for potential leaders
- Principal Leadership Competency Model Checklist
- Information on Principal Qualification Program Part 1 and 2
- Participation in school/site-based leadership experiences - a stretch activity to allow for a hands-on opportunity/involvement in a leadership activity (See list on page 3).
- Job-shadowing invitation- participants will be given the opportunity to job-shadow a current leader in our system for ½ - 1 day
- Participation in on-line PD activities (i.e. Connect2Learning series, OPC series)
- Professional reading
- Debrief - participants will meet with the Superintendent of Education to discuss suitability for leadership positions

NOTE: Site-Based Leadership Experiences: Staff members who are interested in leadership growth planning should access significant leadership opportunities within their school / department. Experiences should be job-embedded and result in improvements in school / service department culture. Such leadership experiences should include demonstration of the SDGDSB Leadership competencies.

Year Three - PREPARATION FOR PROMOTION

Promotion procedures have been designed to identify for promotion the most competent and knowledgeable candidates who have appropriate qualifications and experiences for the roles of Principal and Vice-Principal in the Superior-Greenstone DSB.

- Continue Leadership Growth Plan and Portfolio
- System Leadership experience – involvement in an activity that will not only provide a leadership experience but will contribute to an existing or new board program
- Information on Principal/Vice Principal Promotion Process – understanding of a clear, transparent board process
- Principal Leadership Competency Model
- Participation in on-line PD activities (i.e. OPC workshop series)
- Professional reading
- Resume Writing, Interview Skills, Application Process

Selection for promotion includes the following:

- -Qualifications for Principal and proven leadership effectiveness at the school or board level
- -Application package which includes three professional references, a resumé and a letter of application
- -Interview (based on the Principal Leadership Competency Model)

If a candidate's journey results in an administrative position:

LEADERSHIP GROWTH EXPERIENCES IN POSITIONS OF RESPONSIBILITY

- Board Orientation for new administrators – mandatory participation
- New Vice Principal Leadership Growth Plan
- New Principal Leadership Growth Plan
- New Supervisory Officer Growth Plan
- Mentoring for Newly Appointed School Leaders – mandatory participation- an opportunity to benefit from the expertise and experiences of one's peers. Funding for release time is currently available from the Ministry.

POSSIBLE TOPICS for LEADERSHIP PROGRAM or PROFESSIONAL READING during years 2 and 3:

(focus is on the issues facing school leaders today)

- Personal Leadership
- Resolving Problems
- Personnel Problems
- Data-based Planning
- Professional Learning Communities
- Crisis Management
- Managing Organizational Change
- School Councils
- Understanding the Board Process
- Unions

FUNDING

- Ministry funding for the Board Leadership Development Strategy provides release time for aspiring educators to participate in the various activities provided in our plan.

RESOURCES:

7 Habits of Highly Effective People by Steven Covey

Ministry handouts – What Principals Want to Know

Leadership Book – see attached list