System Level Leadership

" Leadership is the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals"

Leadership practices described in the School Level Leadership section of the OLF are equally useful for both school and system-level leaders but the enactment of those practices differ in qualitatively different ways.
This placemat adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the four domains of the *District Effectiveness Framework* (DEF)

Core Processes	Supporting Conditions	Leadership	Relationships
•Ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organizations •Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities •Regularly report to the board progress in achieving these broad goals •Use the system's directions as fundamental criteria for virtually all decisions: system leaders are the chief "stewards" of those directions •Use the best available research and other systematically collected evidence to inform decisions wherever possible •Build the system's capacity and disposition for using systematically-collected data to inform as many decisions as possible. This includes training principals, vice principals and staff on the use of data and research literature to sustain decision-making •Articulate, demonstrate and model the system's goals, priorities, and values to staffs when visiting schools •Develop and implement board and school improvement plans interactively and collaboratively with school leaders; •Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities	•Create structures and norms within the system to ensure regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system's directions •Use the networks that are created as central mechanism for the professional development of school-level leaders •Regularly monitor the alignment of the system's policies and procedures. Refinements of directions or changes in improvement processes may prompt the need for some re-alignment of policies, procedures, and the allocation of resources.	**System Leaders Supporting Professional Leaders** •Use the best available evidence about successful leadership as a key source of the criteria used for recruiting, selecting, developing and appraising professional leaders •Regularly implement well-developed leadership appraisal processes serving both formative and summative purposes •Allow competent school leaders to remain in their schools for significant periods of time •Provide opportunities within the system , for aspiring and existing leaders to improve their leadership capacities •Develop realistic plans for leadership succession •Model the practices, dispositions, and habits valued by the system on the part of its leaders **System Leaders Supporting Elected Leaders to:** •Communicate the system's vision and goals for students to the wider community •Keep the learning and well-being of students at the core of the board's decision making •Align its policies and financial resources around achieving the system's vision and goals for students •Avoid significant involvement in the day-to-day operations of the system •Establish productive collegial working relationships with the elected board •Access productive professional development for its members	•Encourage and model relationships between system and school-level leaders that are reciprocal, collaborative, and highly interactive •Stimulate high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement •Provide support for schools' own parent engagement initiatives rather than promoting independent system efforts to engage parents. The purposes for any independent parent engagement efforts by the school system should be realistic and defensible •Work toward school system/ministry of education relationships which feature high level of reciprocity in the interests of achieving both shared and system-specific goals in the context of local system circumstances

Personal Leadership Resources
Leaders draw upon the Personal Leadership Resources to effectively enact leadership practices

Cognitive Resources
- Problem solving expertise
- Knowledge of effective school and classroom conditions with direct effects on student learning

Social Resources
- Perceiving emotions
- Managing emotions
- Acting in emotionally appropriate ways

Psychological Resources
- Optimism
- Self-efficacy
- Resilience

DRAFT