THE ONTARIO LEADERSHIP FRAMEWORK 2012

A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action

LEADING ON PURPOSE:

Using the Lessons of Leadership to Achieve Results

As an education leader, you are contributing to one of the most exciting - and challenging - periods in the history of Ontario's education system. The goals being set and achieved in Ontario have put our education system on a world stage as a centre of excellence. At the same time, effective leadership has emerged as one of the critical foundations needed to sustain and enhance system-wide improvement. This resource was designed to introduce a set of leadership tools which will help individuals grow and refine their leadership skills. It also provides a roadmap for organizations to increase their leadership potential so that leaders and organizations can put advanced leadership concepts to work on a daily basis to meet educational goals and achieve concrete results.

- Navigating the leadership maze
- What the research says
- Needed: a leadership roadmap

Navigating the leadership maze

We know that effective leadership is fundamental to the success of any organization, and we recognize leadership as one of our key professional responsibilities. But in the face of dozens of administrative tasks, day-to-day challenges and issues, achievement goals and demanding deadlines, leadership often remains an abstract concept, even for those in leadership positions.

What is leadership? What does effective leadership look like? What role does leadership play in the education setting? Most importantly, in the midst of day-to-day pressures, how can leadership practice help us to do more with less, streamline and focus our efforts, and achieve our practical goals?

What the research says

The answers to these questions can be found in a substantial and growing body of professional knowledge and research that demonstrates a direct and powerful link between effective leadership and improved student achievement and well-being.

School leaders are pivotal to the development of excellent teaching, excellent schools and ultimately, enhanced student achievement and well-being.

System leaders play an essential role by putting in place supportive system practices and procedures for school leaders and providing system-wide leadership.

Needed: a leadership roadmap

If the key to reaching our achievement goals lies in building our own leadership practice, how can we put that knowledge into action? What core processes do we need to put into place in our day-to-day practice as leaders? What specialized skills and understanding will we need to develop? How can we know with certainty that we have adopted the most effective leadership approach?

That is the purpose behind the Ontario Leadership Framework 2012. Based on more than eight years of research by leading experts and extensive consultation with educators across Ontario, the framework provides principals, vice-principals, system leaders and aspiring leaders with a clear leadership roadmap representing leading edge research and the best thinking and experience, of successful leaders across Ontario and around the world.

In the framework, you will learn about the key practices of successful education leaders and organizations, and how you can put them into action to achieve your goals. You will also find out about:

- the traits of effective leaders;
- the characteristics of effective organizations; and
- a common leadership language.

These will facilitate effective dialogue, professional learning, and collaboration.

Important to understand!

No two regions, school districts, or schools are exactly alike; nor are their achievement goals or leadership challenges. Ontario's leadership framework has been designed to address the specific roles of both school and system leaders and of schools and districts as organizations. As well, it lays out a flexible pathway to effective leadership that can be applied to a wide variety of leadership roles and situations. At the same time, it provides a shared vision of leadership and a common leadership language that enables coherence of leadership across the entire education system. It supports a powerful collaborative approach to leadership and professional learning.

GETTING STARTED:

Understanding Ontario's Leadership Framework 2012

Research suggests that leadership is second only to teaching in its impact on student outcomes. Principals and vice-principals play a critical role as school leaders to achieve this impact. System leaders such as supervisory officers, play an essential role by putting in place supportive system practices and procedures, and providing system-wide leadership. Ontario's leadership framework was developed and has continued to evolve, to support and sustain the highest quality leadership possible in schools and districts across the province.

- Purpose of the leadership framework
- Organization of the framework
- Applying the framework in a diverse Ontario
- Five Core Leadership Capacities
- Moving forward: an evolving process

Purpose of the leadership framework

The Ontario Leadership Framework 2012 is designed to:

- facilitate a shared vision of leadership in schools and districts
- promote a common language that fosters an understanding of leadership and what it means to be a school or system leader
- identify the practices, actions and traits or personal characteristics that describe effective leadership
- guide the design and implementation of professional learning and development for school and system leaders
- identify the characteristics of highly performing schools and systems - K-12 School Effectiveness Framework (SEF) and District Effectiveness Framework (DEF)
- aid in the recruitment, development, selection and retention of school and system leaders

The leadership framework provides aspiring leaders at both the school and district levels with important insights about what they will need to learn to be successful. For those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment. Finally, the framework also supports the work of those responsible for recruiting, selecting, developing and retaining new leaders.

The Big Picture: Key Concepts

Leadership is defined within the OLF as the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals. Leadership is "successful" when it makes significant and positive contributions to the progress of the organization, and is ethical (supportive and facilitative rather than persuasive, manipulative or coercive).

Management is an integral part of leadership. While management is focused on processes and procedures that keep the organization running smoothly, effective leaders approach technical management matters in an adaptive way. For example, timetabling is seen as an opportunity to maximize instructional time for students, provide opportunities for collaborative work among teachers and, thus, moving the vision and goals of the organization forward.

Authority is not synonymous with leadership in the OLF. While formal authority in a school rests with leaders such as principals, vice-principals and aspiring leaders, the reality is that many people in the school can and do provide leadership, including teachers, parents, and students. At the system level, leadership is shared across academic and business leaders as well as board trustees. The OLF recognizes the importance of sharing leadership purposefully and in a coordinated way to create a more democratic organization, provide greater opportunities for collective learning and teacher development, and increase school and district capacity to respond intelligently to the many complex challenges they face.

"…one defining attribute of effective leaders is their ability to carry out even the most routine and seemingly trivial tasks in such a way as to nudge their organizations toward their purposes."

~ Leithwood, 2012

"An integrated approach to leadership and management also has significant consequences for the work of non-academic leaders – and their perspective on the purposes for that work. These leaders influence functions that are quite crucial to the accomplishment of the school's and district's goals."

~ Leithwood, 2012

Elementary and secondary school leadership is often enacted differently, due to the many significant differences between these two contexts such as: the size of the school, the organizational culture (collaborative and student oriented, rather than more subject-discipline oriented in a secondary setting), differences in managerial roles, and the complexity of the curriculum. Many elementary principals, especially in smaller schools, will need to take personal responsibility for enacting most of the leadership practices or working closely with a small leadership team to do so. Secondary principals will need to enact some leadership practices themselves while distributing responsibility for some activities to other leaders in the school. Effective principals in both elementary and secondary schools keep close enough contact with shared leadership work to ensure that school improvement efforts are carried out in a coordinated way.

Context is important when enacting the leadership practices. The framework is explicitly "contingent". While the practices are what most successful leaders do, they are to be enacted in ways that are sensitive to the specific settings in which they are working. As well, the contingent nature of the framework acknowledges the importance of time – the fact that the leader's skills change over time; the internal dynamics of staff change over time; and building trust with staff takes time.

The framework includes the leadership practices found to be effective for most schools and systems in most contexts and a small but critical number of personal resources which leaders draw on in order to enact effective leadership practices including cognitive, social and psychological resources.

The framework is not a job description for the leader, neither is it a checklist for assessing performance. Rather, it provides a framework for growth, which is sufficiently detailed to describe good leadership, but broad enough to be applicable in the various contexts in which school and system leaders function throughout their careers.

The framework is based on current and extensive research. The leadership practices described in the framework are supported by robust evidence, and supplemented by examples of the ways effective leaders put these practices into action at the school or district level.

Organization of the framework

The framework provides leaders with a clear picture of what effective leadership looks like at both the level of the individual leader and the organization. It describes what an effective leader does and what an effective organization does. The framework also distinguishes between leadership at the school level and at the district or system level. As a result the framework consists of four key components:
- school-level leadership;
- the K-12 School Effectiveness Framework;
- system-level leadership; and
- a district effectiveness framework.

Personal Leadership Resources

The OLF also describes the characteristics of effective leaders such as optimism, emotional intelligence and problem solving abilities, which the research indicates create the variation among leaders in how well they are able to enact the framework practices. While many traits or personal characteristics have been associated with leaders and leadership, the framework includes only those for which there is compelling research evidence. School leader and system leader practices are enacted most effectively using these Personal Leadership Resources (see the detailed description of these resources on page 23).

Applying the framework in a diverse Ontario

Successful school and system leaders must be responsive to the diverse nature of Ontario's communities. The OLF describes leadership broadly in a way that is intended to be inclusive of the diversity found in schools and communities across the province. Application of the OLF should be shaped by the community context.

For example, in French-language schools and school boards, application of the leadership practices must take into consideration the mandate of French-language education as described in *Ontario's Aménagement Linguistique Policy*. In addition French-language schools and system leaders must enact leadership practices that will ensure that the French-language cultural approach to teaching is reflected in all aspects of the school and system. Likewise, leadership in Catholic schools and school boards will need to reflect the board's articulation of Catholic faith perspectives.

The demographic and contextual diversity in Ontario schools, together with the province's commitment to high levels of student achievement and well-being, have heightened the importance of effective leadership in schools and districts led by leaders who support diverse student needs by providing caring, safe, respectful and engaging learning environments.

As instructional leaders, principals and supervisory officers embed direct involvement in instruction in their daily work through teamwork with all staff focused on improved school and classroom practices. As leaders who are committed to equity of outcome, they help to create inclusive and instructionally effective learning environments that increase the likelihood that all students will be successful learners. School and system leaders carry out these specific aspects of their role using a growth-oriented and collaborative approach across all the domains of the framework.

Leaders' enactment of the practices will evolve as they move through various career stages, specialized assignments, and unique educational environments. School and system leaders expand and strengthen their repertoire of practices and personal leadership resources over time, provided they have opportunities to grow and are supported by districts that are committed to leadership development.

Ontario Leadership Framework Components

School-level Leadership

K-12 School Effectiveness Framework

System-level Leadership

District Effectiveness Framework

The OLF at a Glance

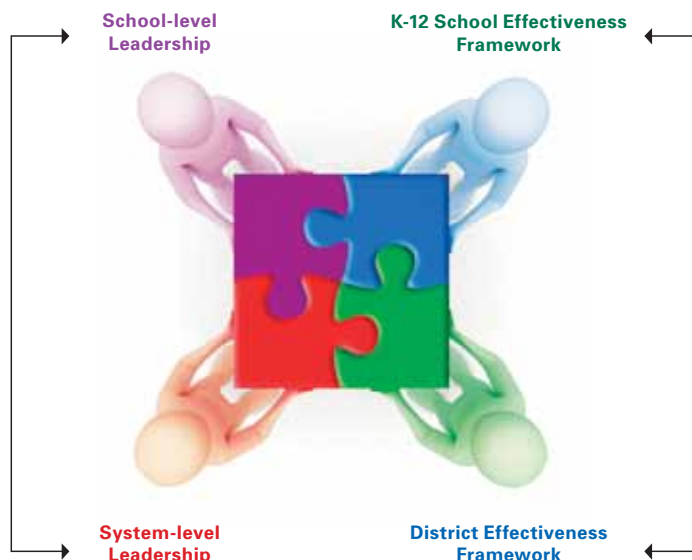**Key focus for school leaders:**

- School leader practices
  - what effective school leaders do
- K-12 School Effectiveness Framework
  - a tool for school improvement planning
- Personal leadership resources
  - what personal traits effective leaders need to cultivate

Key focus for system leaders:

- School leader practices
  - tailored to the school level, and may be enacted differently to apply to effective system leadership practice
- System leader practices
  - further refine effective leadership at the district level
- District effectiveness framework
  - what effective districts do
- Personal leadership resources
  - what personal traits effective leaders need to cultivate

Five Core Leadership Capacities

For the purpose of professional development, the ministry has identified five *Core Leadership Capacities* (CLCs) that the research suggests are key to making progress toward the province's current educational goals. These five CLCs, described below, are embedded in all provincially-sponsored professional learning and resources for school and system leaders. It is important to note that the CLCs tend to work across domains rather than residing within a single domain of school level leadership practices and they are supported by the use of the Personal Leadership Resources.

1. Setting Goals
This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning.

2. Aligning Resources with Priorities
This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.

3. Promoting Collaborative Learning Cultures
This capacity is about enabling schools, school communities and districts to work together and to learn from each other with a central focus on improved teaching quality and student achievement and well-being.

4. Using Data
This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.

5. Engaging in Courageous Conversations
This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide feedback that will lead to improvements in student achievement and well-being.

Moving forward: an evolving process

The Ontario Leadership Framework 2012 continues to evolve as a result of ongoing research in Ontario and international jurisdictions, and ongoing consultation with a cross section of stakeholders. Individual school and system leaders can provide feedback on the framework to the ministry or to the Institute for Education Leadership through their professional associations.

FROM PURPOSE TO PRACTICE:

The Leadership Framework for School & System Leaders

The leadership framework has been tailored to the roles and responsibilities of both school and system leaders. It describes the school-level practices that research has shown to have a positive impact on student achievement and the actions associated with each. In addition, it describes the system-level practices and associated actions that support effective school leadership. The charts on the following pages provide a convenient at-a-glance view of the leadership practices described by the OLF and a description of the personal resources associated with effective leadership.

- K-12 School Effectiveness Framework
- School-level Leadership
- Catholic School-level Leadership
- District Effectiveness Framework
- System-level Leadership
- Catholic System-level Leadership
- Personal Leadership Resources

K-12 SCHOOL EFFECTIVENESS FRAMEWORK

A support for school improvement and student success
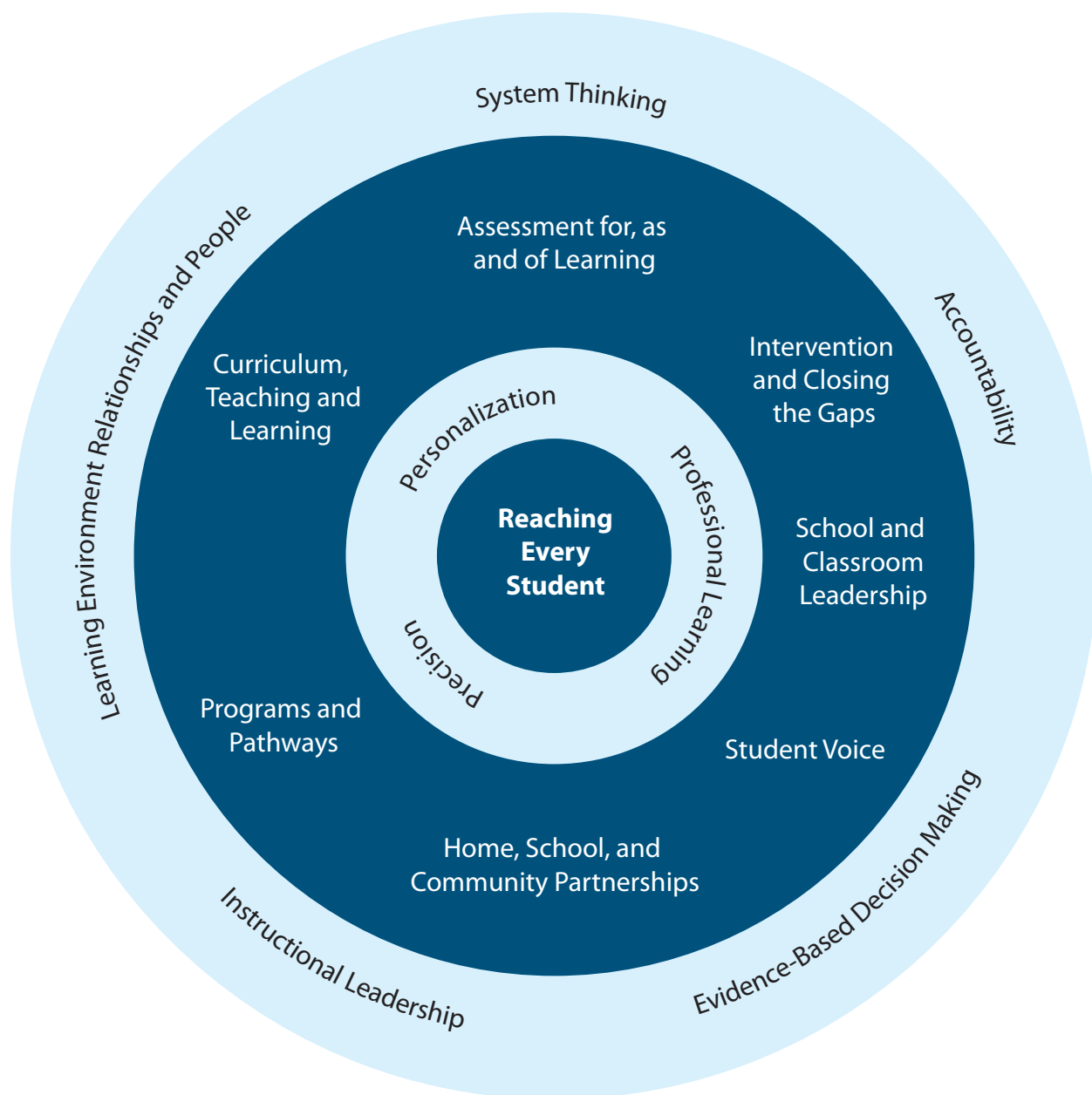
Assessment for, as and of Learning

- Students and teachers share a common understanding of the learning goals and related success criteria.
- During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.
- Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting

demonstrations of student learning analyzed to ensure consistency with success criteria.
- A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.
- Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

School and Classroom Leadership

- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
- Organizational structures are coherent, flexible and respond to the needs of students.

- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.

Student Voice

- The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.

- Students are partners in conversations about school improvement.
- Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

Curriculum, Teaching and Learning

- A culture of high expectations supports the belief that all students can learn, progress and achieve.
- A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
- Learning is deepened through authentic, relevant and meaningful student inquiry.

- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Resources for students are relevant, current, accessible and inclusive.
- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

Programs and Pathways

- Programs, pathways, and career planning meet the learning needs and interests of all students.
- Authentic learning experiences and experiential learning are built into all subject areas and programs

- Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
- Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and career options.

Home, School and Community Partnerships

- The school council has a meaningful role in supporting learning and achievement for students.
- Students, parents and community members are engaged and welcomed as respected, valued partners.

- The school and community build partnerships to enhance learning opportunities for students.
- Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.

Leadership is the exercise of influence on organizational members and diverse stakeho

Setting Directions

Building a shared vision

School leaders:
- establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed
- build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction
- encourage the development of organizational norms that support openness to change in the direction of the school's vision
- help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities

Identifying specific, shared short-term goals

School leaders:
- facilitate stakeholder engagement in processes for identifying specific school goals
- build consensus among students, staff, and diverse stakeholders about the school's goals
- ensure the goals are clearly communicated to all stakeholders
- regularly encourage staff to evaluate their progress toward achieving the school's goals
- encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals
- refer frequently to the school's goals when engaged in decision making about school programs and directions

Creating high expectations

School leaders:
- have high expectations for teachers, students and themselves
- devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school
- encourage staff to be innovative in helping students meet those expectations
- encourage staff to assume responsibility for achieving the school's vision and goals for all students
- make their expectations known through words and actions

Communicating the vision and goals

School leaders:
- use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school
- demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making
- regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals

Building Relationships and Developing People

Providing support and demonstrating consideration for individual staff members

School leaders:
- recognize the accomplishments of individual staff members
- consider staff members' opinions when initiating actions that affect their work
- build upon and respond to individual staff members' unique needs and expertise
- treat individuals and groups among staff equitably

Stimulating growth in the professional capacities of staff

School leaders:
- encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- lead discussions about the relative merits of current and alternative practices
- challenge staff to continually re-examine the extent to which their practices support the learning of all their students
- facilitate opportunities for staff to learn from each other
- suggest new ideas for staff learning
- encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities
- encourage staff to try new practices that are consistent with both their interests and school goals

Modelling the school's values and practices

School leaders:
- are highly visible in their schools
- are easily accessible to staff, parents and students
- have frequent, meaningful interactions with teachers, students and parents in order to further the school goals
- demonstrate the importance of continuous learning through visible engagement in their own professional learning
- exemplify, through their actions, the school's core values and its desired practices

Building trusting relationships with and among staff, students and parents

School leaders:
- model responsibility, integrity and thoroughness in carrying out tasks
- act in ways that consistently reflect the school's core values and priorities in order to establish trust
- demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value
- encourage staff, students and parents to listen to one another's ideas and genuinely consider their value
- establish norms in the school that demonstrate appreciation for constructive debate about best practices
- demonstrate respect, care and personal regard for students, staff and parents
- encourage staff, students and parents to demonstrate respect, care and personal regard for one another

Establishing productive working relationships with teacher federation representatives

School leaders:
- include federation representatives in processes for establishing goals for school improvement
- encourage federation representatives to keep their members well informed about their work with school leaders
- encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work

Developing the O

Building collaborative cultures and distri

School leaders:
- model collaboration in their own work
- foster mutual respect and trust among those
- encourage the collaborative development of
- help develop clarity about goals and roles re
- encourage a willingness to compromise amo
- foster open and fluent communication towar
- provide adequate and consistently available
- involve staff in the design and implementati
- provide staff with leadership opportunities a

Structuring the organization to facilitate c

School leaders:
- create timetables for teaching that maximiz
- provide regular opportunities and structures and establish a system for monitoring their o
- establish a structure of teams and groups th
- distribute leadership on selected tasks
- engage teachers in making decisions that af

Building productive relationships with fan

School leaders:
- create a school environment in which parent learning
- demonstrate the type of leadership that par
- help develop staff commitment to engaging
- work, with staff, directly with families of div home that will contribute to their success at
- encourage staff to reach out to students wit and help all students feel included
- encourage staff to adopt a broad view of pa
- help connect families to the wider network o

Connecting the school to the wider enviro

School leaders:
- develop and maintain connections with othe organizations and members of the education

Maintaining a safe and healthy environme

School leaders:
- take measures to secure the school's physic
- ensure that the physical facility is maintaine
- communicate standards for non-violent beha
- empower staff in the school to play a leader behaviour
- implement and monitor the use of appropriate
- develop, with the input of staff and students, p
- provide opportunities for staff and students

Allocating resources in support of the sch

School leaders:
- manage efficient budgetary processes
- distribute resources in ways that are closely
- ensure that sustained funding is directed to
- secure resources as needed to support the i
- revisit and adjust as needed the nature, amo
- ensure effective oversight and accountabilit

PERSONAL LEADER

Leaders draw upon the personal leadership res

Cognitive Resources
- Problem-solving expertise
- Knowledge of effective school and classroom practices that directly affect student learning

Social Resources, including the ability to:
- perceive emotions
- manage emotions
- act in emotionally appropriate ways

olders toward the identification and achievement of the organization's vision and goals.

rganization to Support Desired Practices	Improving the Instructional Program	Securing Accountability
uting leadership	**Staffing the instructional program**	**Building staff members' sense of internal accountability**
	School leaders:	
e involved in collaboration	• recruit and select teachers who have the interest and capacity to further the school's vision and goals	**School leaders:**
group processes and outcomes	• retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships	• regularly engage staff in analyzing data on the learning progress of all students
lated to collaborative work		• insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation
ng collaborators		
d building and sustaining professional learning communities	**Providing instructional support**	
resources to support collaborative work		
on of important school decisions and policies	**School leaders:**	• promote collective responsibility and accountability for student achievement and well-being
and support them as they take on these opportunities	• actively oversee the instructional program	
	• coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals	• help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts
collaboration	• observe classroom instruction and provide constructive feedback to teachers	
	• provide adequate preparation time for teachers	• assess their own contributions to school achievements and take into account feedback from others on their performance
e time on task for students	• provide advice to teachers about how to solve classroom problems	
that support teachers in working together on instructional improvement,	• provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools	• participate actively in their own performance appraisal and make adjustments to better meet expectations and goals
collaborative work		
at work together on problem solving	• participate with staff in their instructional improvement work	
		Meeting the demands for external accountability
fect their instructional work	**Monitoring progress in student learning and school improvement**	
		School leaders:
milies and the community	**School leaders:**	• clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated
	• assist staff in understanding the importance of student assessment for, of, and as learning	
s are welcomed, respected and valued as partners in their children's	• collaborate with staff during the process of data interpretation	• measure and monitor teacher and leader effectiveness using data about changes in student achievement
nts can trust – confident, systematic and attentive	• use multiple sources of evidence when analysing student progress	
parents in the school	• give priority to identifying those students most in need of additional support	• align school targets with board and provincial targets
verse backgrounds to help them provide their children with support in the	• incorporate the explicit use of data when making decisions that relate to student learning and school improvement	• provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community)
school	• examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning	
h diverse viewpoints and experiences to enrich the classroom experience		• create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements
	• collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts	
rental engagement and encourage more parents to be involved	• provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)	
of social services as needed		
	Buffering staff from distractions to their work	
nment		
	School leaders:	
	• create and enforce consistent, school-wide discipline policies	
l facilities against intruders	• minimize daily disruptions to classroom instructional time	
d in a safe, healthy and attractive condition	• implement a systematic procedure for deciding how best to respond to initiatives from outside the school	
aviour and uphold those standards in an equitable manner	• develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities	
rship role in promoting a positive school climate and modelling appropriate	• regularly assess the contribution of all out-of-classroom activities to the learning priorities of students	
disciplinary practices in classrooms and throughout the school		
processes to identify and resolve conflicts quickly and effectively		
to learn about effective conflict resolution strategies		
ool's vision and goals		
aligned with the school's improvement priorities		
the school's improvement priorities		
nstructional work of the school		
unt and alignment of resources as priorities for school improvement change		
y of resources to support priorities		

ources to effectively enact leadership practices

	Psychological Resources
	• Optimism
	• Self-efficacy
	• Resilience

Leadership is the exercise of influence on organizational members and diverse stakeh[...]

Setting Directions

Building a shared vision

Catholic school leaders:
- establish, in collaboration with staff, students, and other stakeholders, a commitment to purpose and vision which is embedded in the Gospel and energizes their work
- build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction
- encourage the development of organizational norms that support openness to change in the direction of the school's vision
- help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities

Identifying specific, shared short-term goals

Catholic school leaders:
- facilitate stakeholder engagement in processes for identifying specific school goals nurtured in a Christ-centred community
- build consensus among students, staff, and diverse stakeholders about the school's goals with a commitment to a positive school climate rooted in the belief that all students are created in the image of God
- ensure the goals are clearly communicated to all stakeholders
- regularly encourage staff to evaluate their progress toward achieving the school's goals
- encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals
- refer frequently to the school's goals when engaged in decision making about school programs and directions

Creating high expectations

Catholic school leaders:
- have high expectations for teachers, students and themselves
- devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school
- encourage staff to be innovative in helping students meet those expectations
- encourage staff to assume responsibility for achieving the school's vision and goals for all students
- make their expectations known through words and actions

Communicating the vision and goals

Catholic school leaders:
- ensure that a Catholic vision is clearly articulated, shared, understood and acted upon
- use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school
- demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making
- regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals

Building Relationships and Developing People

Providing support and demonstrating consideration for individual staff members

Catholic school leaders:
- acknowledge and celebrate the accomplishments of individuals and teams
- consider staff members' opinions when initiating actions that affect their work
- build upon and respond to individual staff members' unique needs and expertise
- treat individuals and groups among staff equitably

Stimulating growth in the professional capacities of staff

Catholic school leaders:
- encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- lead discussions about the relative merits of current and alternative practices
- challenge staff to continually re-examine the extent to which their practices support the learning of all their students
- facilitate opportunities for staff to learn from each other
- suggest new ideas for staff learning
- encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities
- encourage staff to try new practices that are consistent with both their interests and school goals

Modelling the school's values and practices

Catholic school leaders:
- are highly visible in their schools
- are actively engaged in liturgies and prayers that nurture Catholic school culture and faith development
- evangelize and commit to life-long faith formation
- are easily accessible to staff, parents and students
- have frequent, meaningful interactions with teachers, students and parents in order to further the school goals
- demonstrate the importance of continuous learning through visible engagement in their own professional learning
- exemplify, through their actions, the school's core values and its desired practices

Building trusting relationships with and among staff, students and parents

Catholic school leaders:
- create and sustain a caring Catholic school culture
- foster the relationship among parents, parishes and the Catholic school community to support faith development and school programs
- model responsibility, integrity and thoroughness in carrying out tasks
- act in ways that consistently reflect the school's core values and priorities in order to establish trust
- demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value
- encourage staff, students and parents to listen to one another's ideas and genuinely consider their value
- establish norms in the school that demonstrate appreciation for constructive debate about best practices
- demonstrate respect, care and personal regard for students, staff and parents
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Establishing productive working relationships with teacher federation representatives

Catholic school leaders:
- include federation representatives in processes for establishing goals for school improvement
- encourage federation representatives to keep their members well informed about their work with school leaders
- encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work and reflect Catholic social teachings

Developing th[...]

Building collaborative cultures and [...]

Catholic school leaders:
- model collaboration in their own work
- foster mutual respect and trust among[...]
- encourage the collaborative developm[...]
- help develop clarity about goals and r[...]
- encourage a willingness to compromis[...]
- foster open and fluent communication[...] learning community
- provide adequate and consistently ava[...]
- involve staff in the design and implem[...]
- provide staff with leadership opportu[...]

Structuring the organization to facili[...]

Catholic school leaders:
- create timetables for teaching that ma[...]
- provide regular opportunities and stru[...] improvement, and establish a system[...]
- establish a structure of teams and gro[...]
- distribute leadership on selected task[...]
- engage teachers in making decisions t[...]

Building productive relationships wi[...]

Catholic school leaders:
- create a school environment in which p[...] learning
- demonstrate the type of leadership th[...]
- help develop staff commitment to eng[...]
- work, with staff, directly with families[...] the home that will contribute to their s[...]
- encourage staff to reach out to studen[...] experience and help all students feel i[...]
- encourage staff to adopt a broad view[...]
- help connect families to the wider net[...]

Connecting the school to the wider e[...]

Catholic school leaders:
- develop and maintain connections wit[...] educational research community
- develop and maintain partnerships wi[...]

Maintaining a safe and healthy envir[...]

Catholic school leaders:
- take measures to secure the school's [...]
- ensure that the physical facility is mai[...]
- communicate standards for non-violen[...]
- empower staff in the school to play a [...] appropriate behaviour as reflected in [...]
- implement and monitor the use of app[...]
- develop, with the input of staff and st[...] reflected in Gospel teachings
- provide opportunities for staff and stu[...]

Allocating resources in support of th[...]

Catholic school leaders:
- manage efficient budgetary processes[...]
- distribute resources in ways that are d[...]
- ensure that sustained funding is direc[...]
- secure resources as needed to suppor[...]
- revisit and adjust as needed the natur[...] change
- ensure effective oversight and accoun[...]

PERSONAL LEADE[...]

Leaders draw upon the personal leadership res[...]

Cognitive Resources
- Problem-solving expertise
- Knowledge of effective school and classroom practices that directly affect student learning

Social Resources, including the ability to:
- perceive emotions
- manage emotions
- act in emotionally appropriate ways

olders toward the identification and achievement of the organization's vision and goals.

e Organization to Support Desired Practices	Improving the Instructional Program	Securing Accountability
distributing leadership g those involved in collaboration ent of group processes and outcomes les related to collaborative work se among collaborators among collaborators toward building and sustaining a Catholic professional ailable resources to support collaborative work entation of important school decisions and policies nities and support them as they take on these opportunities **te collaboration** aximize time on task for students tures that support teachers in working together on instructional for monitoring their collaborative work ups that work together on problem solving s that affect their instructional work **th families and the community** arents are welcomed, respected and valued as partners in their children's t parents can trust - confident, systematic and attentive aging parents in the school s of diverse backgrounds to help them provide their children with support in success at school ts with diverse viewpoints and experiences to enrich the classroom ncluded y of parental engagement and encourage more parents to be involved work of social services as needed **environment** h other expert school and board leaders, policy experts and members of the h other Catholic institutions, organizations and outreach groups **ronment** hysical facilities against intruders ntained in a safe, healthy and attractive condition t behaviour and uphold those standards in an equitable manner leadership role in promoting a positive school climate and modelling Gospel teachings ropriate disciplinary practices in classrooms and throughout the school udents, processes to identify and resolve conflicts quickly and effectively as udents to learn about effective conflict resolution strategies **e school's vision and goals** s closely aligned with the school's improvement priorities ed to the school's improvement priorities t faith formation and the instructional work of the school e, amount and alignment of resources as priorities for school improvement ntability of resources to support priorities	**Staffing the instructional program** **Catholic school leaders:** • recruit and select educators who have the interest and capacity to further the school's mission, vision, goals and culture of faith • retain skilled educators by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships **Providing instructional support** **Catholic school leaders:** • actively oversee the instructional program • coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals • observe classroom instruction and provide constructive feedback to teachers • provide adequate preparation time for teachers • provide advice to teachers about how to solve classroom problems by supporting a solution-focused learning environment based on Catholic values • provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools • participate with staff in their instructional improvement work • ensure that the *Ontario Catholic School Graduate Expectations* • are incorporated throughout the curriculum **Monitoring progress in student learning and school improvement** **Catholic school leaders:** • assist staff in understanding the importance of student assessment for, of, and as learning • collaborate with staff during the process of data interpretation • use multiple sources of evidence when analysing student progress • give priority to identifying those students most in need of additional support • incorporate the explicit use of data when making decisions that relate to student learning and school improvement • examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning • collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts • provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued) **Buffering staff from distractions to their work** **Catholic school leaders:** • create and enforce consistent, school-wide discipline policies • minimize daily disruptions to classroom instructional time • implement a systematic procedure for deciding how best to respond to initiatives from outside the school • develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities • regularly assess the contribution of all out-of-classroom activities to the learning priorities of students	**Building staff members' sense of internal accountability** **Catholic school leaders:** • regularly engage staff in analyzing data on the learning progress of all students • insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation • promote collective responsibility and accountability for student achievement and well-being • help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts • assess their own contributions to school achievements and take into account feedback from others on their performance • participate actively in their own performance appraisal and make adjustments to better meet expectations and goals • ensure ongoing adult faith formation that addresses internal faith development **Meeting the demands for external accountability** **Catholic school leaders:** • clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated • measure and monitor teacher and leader effectiveness using data about changes in student achievement • align school goals with board and provincial goals • provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, and the Catholic community) • create an organizational structure that reflects the Catholic school's values and enables management systems, structures and processes to work effectively within Catholic teachings and legal requirements

RSHIP RESOURCES

ources to effectively enact leadership practices

	Psychological Resources • Optimism • Self-efficacy • Resilience

Characteristics of High-pe

Core Processes	Supporting Conditions
System Directions (Mission, Vision and Goals) **In high-performing school systems:** • beliefs and visions about student learning and well-being that fall within the parameters set by the province are widely shared and developed transparently with the engagement of multiple school and system stakeholders • there is a focus on raising the achievement bar, closing the achievement gap, and nurturing student engagement and well-being • system directions are understood and shared by all staff **Curriculum and Instruction** **In high-performing school systems:** • there is strong support for schools' efforts to implement curricula that foster students' deep understandings about "big ideas" and to develop the basic skills students need to acquire such understandings • staff work together to help provide all students with engaging forms of instruction • staff work together to help establish ambitious but realistic student performance standards • instructional improvement work includes teachers and assists them in developing sophisticated understandings of powerful instruction for students • there is extensive work with schools to align curriculum, instruction, assessment and teaching resources **Uses of Evidence** **In high-performing school systems:** • there are efficient and effective information management systems • schools have relevant evidence about their performance • schools receive assistance in using evidence to improve their performance • there are collaborative structures and opportunities for the interpretation of evidence in schools • schools use expertise from outside the school system to help with data interpretation when needed • appropriate evidence is used for reporting to stakeholders • existing research guides policy making and planning	**Organizational Improvement Processes** **In high-performing school systems:** • a small number of improvement goals are pursued at one time • implementation of improvement goals is carried out in manageable stages and early stages of implementation are used as learning opportunities • schools are not overloaded with excessive numbers of initiatives; new initiatives are reviewed to ensure alignment with system priorities • efforts are made to build the capacities needed by school staff for successful school improvement • improvement efforts in schools are guided by explicit and well-tested frameworks, policies, practices and widely shared goals that permit local adaptation • diverse stakeholders have clearly defined roles in school improvement **Professional Learning** **In high-performing school systems:** • time spent in meetings of teachers and principals is largely devoted to professional learning and administrative matters are dealt with primarily through other forums • professional learning is aligned with system and school improvement initiatives • differentiated professional learning opportunities are provided to meet needs of individual schools, administrators and teachers • opportunities are provided for teachers and administrators to further develop their expertise • time is provided in schools for collaborative work on instructional improvement initiatives; schools are allocated the resources to provide this time; and leaders are trained in how best to facilitate such work • system-sponsored professional learning is closely aligned with the best evidence about adult learning **Alignment** **In high-performing school systems:** • effective stewardship of resources is provided through systematic and ongoing processes to align budget, personnel policies and procedures and organizational structures with board-wide strategic goals to support student success • provincial priorities are explicitly acknowledged and there is alignment with them in locally meaningful ways • adequate resources (time and money) are allocated for professional learning of leaders, teachers and those in support roles

[1] In the Ontario Leadership Framework, the term "professional leadership" is used primarily in reference to those in formal school and district administrative leadership roles such as principals, vice principals, superintendents and other central office staff.

Leadership Development	Relationships
Professional Leadership Development[1] **In high-performing school systems:** • procedures for identifying, recruiting, selecting and appraising school and system leaders are well designed and carefully implemented • procedures for transferring school-level leaders add value to improvement efforts underway in schools • the most skilled leaders in the system are placed where they are most needed • school-level leaders are encouraged, when useful, to supplement their own capacities with system-level expertise • principals are expected to be knowledgeable about the quality of their teachers' instruction • the community and the central office staff are focused on learning and support for principals and teachers to improve instruction and ensure high levels of learning for all students • system and school leaders are expected to reflect the leadership practices identified in the Ontario Leadership Framework and other practices as deemed critical for local purposes • coordinated forms of leadership distribution throughout the school system are fostered **Elected Leader (board trustees) Development[2]** **In high-performing school systems:** • elected leaders participate with senior staff in assessing community values and interests and incorporating them into the system's mission and vision for students • elected leaders support a climate which engages teachers, administrators, parents and the wider community in developing and supporting the vision • elected leaders support a climate of excellence that makes achieving the vision possible • elected leaders use the system's beliefs and vision for student learning and well-being as a foundation for strategic planning and ongoing system evaluation • elected leaders focus on the improvement of student learning and well-being consistent with the system's mission and vision • elected leaders support policy development which guides staff decisions aimed at providing rich curricula and engaging forms of instruction for all students and eliminating those forms that do not engage students • elected leaders support productive relationships among senior staff, school staffs, community stakeholders and provincial education officials • elected leaders engage in productive working relationships among members of the elected board • elected leaders respect the role of the director and senior staff in their responsibility for administration of the school system • elected leaders hold the director accountable for improving teaching and learning in the school system • elected leaders hold themselves accountable for supporting decisions of the board once those decisions have been made	**Internal System and School Relationships** **In high-performing school systems:** • central office roles are interconnected; staff work collaboratively toward shared goals; staff communicate with each other frequently and cordially • school staff participate in system decisions; they have frequent contact with central office staff for support and assistance; central office staff visit schools frequently • networks and professional learning communities are well established at school and system levels as an expected way of solving problems and conducting other business **Relationships with Local Community Groups** **In high-performing school systems:** • community groups are recognized for their contributions and are consulted on decisions affecting the community • school system staff participate as members of community groups • schools use relevant expertise from community groups as instructional resources • relationships are carefully nurtured to build community support for publicly funded education **Relationships with Parents** **In high-performing school systems:** • school staff are supported in acquiring the capacities needed to productively engage parents in schools and assist parents in creating effective home conditions for children learning • there is a policy on parent engagement and implementation is monitored • schools and parents are asked for evidence as part of parent engagement policy monitoring **Relationship with the Ministry of Education** **In high-performing school systems:** • system leaders have regular communication with the ministry about school system goals and directions • system leaders provide clarification to the ministry on how it can be of most help • system leaders collaborate with the ministry in achieving school system goals and directions • system leaders provide feedback to the ministry about the relevance of provincial initiatives to school system goals and directions • government initiatives are supplemented, when needed, to increase their local impact • schools consider how to implement provincial initiatives to get the best results for the school and students • multi-year plans explicitly integrate provincial and school system priorities **Relationships with Teachers** **In high-performing school systems:** • system and teacher leaders share a vision for student learning • federation leaders are given time and space to participate in planning system and school improvement efforts • system and school leaders work with teachers to build trusting relationships • federation leaders keep their members well-informed about their work with school and system leaders • labour contracts are examined to see that they support school improvement and increased student learning

[2] These leadership practices are not meant to be a list of duties and responsibilities of trustees as these are covered in the *Education Act*, *Student Achievement and School Board Governance Act*, and regulations. Instead, the practices in the DEF are meant to support the board of trustees in carrying out its mandate. The Acts provide the "what" and the DEF suggests the "how".

Leadership is the exercise of influence on organizational members and diverse stakeho

Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (O different ways. This placemat adds to those common leadership practices a set of unique practices demar

Core Processes	Supporting Conditions
Setting Directions and Accomplishing Goals **System leaders:** • ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organization • encourage participation of the elected board in setting broad goals for the board to use in fulfilling its responsibilities for setting and monitoring policy • regularly report to the board the progress made towards achieving these broad goals • use the system's directions as fundamental criteria for virtually all decisions, keeping in mind that 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 staff 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	**Networking and Aligning** **System leaders:** • create structures and norms within the system to ensure regular, reciprocal and extended deliberations about progress within and across schools, as well as across the system as a whole, with the aim of creating deeply interconnected networks of school and system leaders working together on achieving the desired directions for the system • use the networks that are created as a central mechanism for the professional development of school-level leaders • regularly monitor the alignment of the system's policies and procedures and the allocation of resources in response to refinements of directions or changes in improvement processes

PERSONAL LEADER

Leaders draw upon the personal leadership res

Cognitive Resources	Social Resources, including the ability to:
• Problem-solving expertise • Knowledge of effective school and classroom practices that directly affect student learning	• perceive emotions • manage emotions • act in emotionally appropriate ways

[1]In the Ontario Leadership Framework, the term "professional leadership" is used primarily in reference to those in formal school and district administrative leadership roles, such as principals, vice principals, superintendents and other central-office staff.

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LF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively
nded of system-level leaders organized by the four domains of the District Effectiveness Framework (DEF)

Leadership Development	Relationships
System leaders supporting professional leaders[1]: **System 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 that serve 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 work habits that are desired for professional leaders in the system **System leaders supporting elected leaders:** • 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 elected board's decision making • align the system's policies and financial resources around achieving the system's vision and goals for students • encourage elected leaders' respect for the role of director and senior staff in their responsibilities for school system administration • establish collegial working relationships • ensure access to professional development for the board members	**System leaders:** • 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 driven by a shared sense of responsibility among school leaders for system improvement • provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents to supplement local efforts • work toward relationships between the system and the Ministry of Education that feature a high level of reciprocity, in the interest of achieving both province-wide and system-level goals in the context of circumstances specific to the system

RSHIP RESOURCES

ources to effectively enact leadership practices

	Psychological Resources • Optimism • Self-efficacy • Resilience

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different ways. This placemat adds to those common leadership practices a set of unique practices deman

Core Processes	Supporting Conditions
Setting Directions and Accomplishing Goals	**Networking and Aligning**
Catholic system leaders:	**Catholic system leaders:**
• ensure that the Catholic message is incarnated into the system's life, spirit, relationships, operating procedures, and directions and are widely known, understood and shared by all members	• motivate and work with others to create a shared culture and positive climate that reflects the mandate of a Catholic school system
• build a shared vision which fosters the acceptance of group goals and set high performance expectations that reflect the mandate of the Catholic school system	• create structures and norms within the system to ensure regular, reciprocal and extended deliberations about progress within and across schools, as well as across the system as a whole, with the aim of creating deeply interconnected networks of school and system leaders working together on achieving the desired directions for the system
• encourage participation of the elected board in setting broad goals for the board to use in fulfilling its responsibilities for setting and monitoring policy	• use the networks that are created as a central mechanism for the professional development of school-level leaders
• regularly report to the board the progress made towards achieving these broad goals	• regularly monitor the alignment of the system's policies and procedures and the allocation of resources in response to refinements of directions or changes in improvement processes
• use the system's directions as fundamental criteria for virtually all decisions, keeping in mind that 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 staff 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	

PERSONAL LEADER

Leaders draw upon the personal leadership reso

Cognitive Resources	Social Resources, including the ability to:
• Problem-solving expertise	• perceive emotions
• Knowledge of effective school and classroom practices that directly affect student learning	• manage emotions
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-LEVEL LEADERSHIP

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LF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively
nded of system-level leaders organized by the four domains of the District Effectiveness Framework (DEF).

Leadership Development	Relationships
Catholic system leaders supporting professional leaders: • commit to the faith formation and professional growth of all staff, motivating them to discipleship and servant leadership • 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 that serve 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 work habits that are desired for professional leaders in the system **System leaders supporting elected leaders:** • communicate the system's vision and goals for students to the wider community • keep faith formation, learning and well-being of students at the core of the elected board's decision making • align the system's policies and financial resources around achieving the system's vision and goals for students • encourage elected leaders' respect for the role of director and senior staff in their responsibilities for school system administration • establish collegial working relationships • ensure access to professional development for the board members • lead by example and witness by word and action	**Catholic system leaders:** • stimulate high levels of interaction among school leaders driven by their shared sense of responsibility for system improvement • provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents to supplement local efforts • work toward relationships between the system and the Ministry of Education that feature a high level of reciprocity, in the interest of achieving both province-wide and system-level goals in the context of circumstances specific to the system

RSHIP RESOURCES

ources to effectively enact leadership practices

	Psychological Resources • Optimism • Self-efficacy • Resilience

NOTES

Personal Leadership Resources

In addition to recognizing and undertaking effective leadership practices, effective leaders also tend to possess and draw on a small but critical number of personal leadership resources when enacting the leadership practices. There is a compelling research base for including cognitive, social and psychological resources, as briefly highlighted below.

Personal Leadership Resources		
Cognitive Resources	**Social Resources**	**Psychological Resources**
Problem-solving expertise • understanding/interpreting problems • identifying goals • articulating principles and values • identifying constraints • developing solution processes • maintaining calm/confidence in the face of challenging problems **Knowledge about school and classroom conditions with direct effects on student learning** • technical/rational conditions • emotional conditions • organizational conditions • family conditions	**Including the ability to:** **perceive emotions** • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cues **manage emotions** • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses **act in emotionally appropriate ways** • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests	**Optimism** • habitually expecting positive results from our efforts • recognizing where we have, and do not have, opportunities for direct influence and control • taking positive risks **Self-efficacy** • believing in our own ability to perform a task or achieve a goal • as a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure **Resilience** • being able to recover from, or adjust easily to, change or misfortune • being able to thrive in challenging circumstances

## About the Institute for Education Leadership (IEL)

The Ontario Institute for Education Leadership brings together representatives from the principals' associations, the supervisory officers' associations, councils of directors of education, and the Ministry of Education to work in a collaborative partnership and model high calibre tri-level strategic leadership with school, board and provincial leadership. The mandate of the Institute is to support effective leadership through opportunities for professional learning based on research, effective practice and sound policy. Ultimately, its aim is to assist school and system leaders in maximizing the achievements of all students.

As part of its work on research into practice, the Institute has adopted The Ontario Leadership Framework 2012. The framework identifies the practices of successful school and system leaders, as well as the organizational practices of successful schools and districts. In addition, the framework includes a small but critical number of personal leadership resources (leadership traits and dispositions) that have been found to increase the effectiveness of leadership practices.

The Institute continues to work toward ensuring that all partners and stakeholders share a common vision of education leadership for Ontario that respects the diversity of all four sectors in our education system. As part of its mandate, the IEL leads the way in ensuring a more coherent, connected and coordinated approach to the integration of knowledge, research, policy and practice in education. APPLIKI, a comprehensive search engine featured on the IEL website, offers a wealth of exemplary resource materials for succession planning and talent development to promote collaboration, networking and sharing of good practice.

The partner organizations for the Institute for Education Leadership are:

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des gestionnaires de l'éducation franco-ontarienne
- Catholic Principals' Council of Ontario
- Council of Ontario Directors of Education
- Ministry of Education
- Ontario Catholic Supervisory Officers' Association
- Ontario Principals' Council
- Ontario Public Supervisory Officials' Association
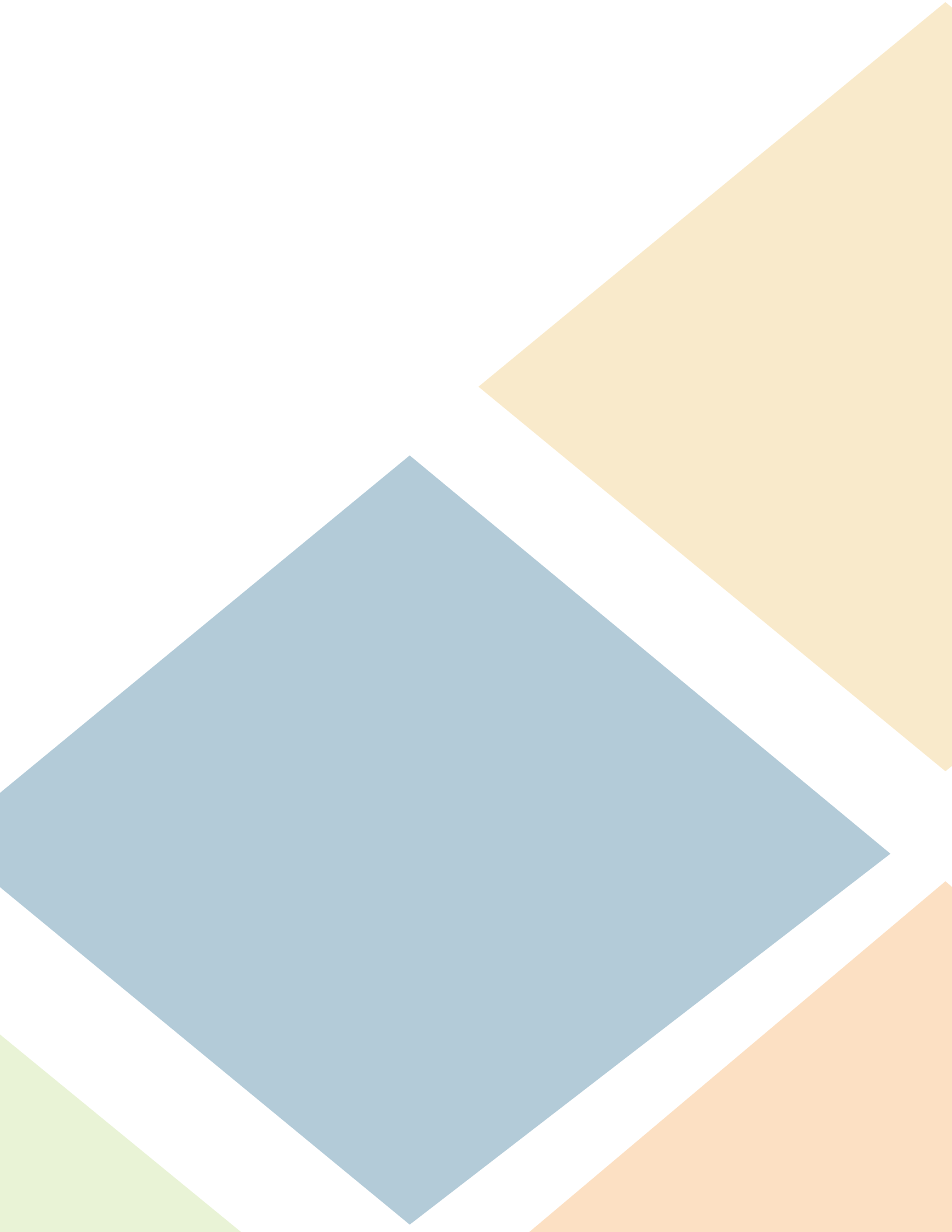
www.education-leadership-ontario.ca

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