



BOARD LEADERSHIP DEVELOPMENT STRATEGY

M A N U A L • 2 0 1 2



Contents

1 INTRODUCTION

| | |
|--|---|
| The Purpose of This Manual | 3 |
| The Structure of This Manual | 4 |
| What's New | 5 |

2 CONTEXT

| | |
|---|----|
| Leadership for Improved Student Achievement and Well-Being | 7 |
| What Does the Evidence Show? | 8 |
| The Ontario Leadership Strategy | 9 |
| The Ontario Leadership Framework: The Foundation of the OLS | 9 |
| The Board Leadership Development Strategy: A Key Component of the OLS | 10 |

3 FEATURES OF THE BOARD LEADERSHIP DEVELOPMENT STRATEGY

| | |
|--|----|
| Building Coherence | 11 |
| Supporting the BIPSA Goals | 11 |
| Supporting a Positive Climate in the District and in All Schools | 12 |
| Developing Collective Leadership Capacity | 12 |
| Deprivatization of Practice | 13 |
| Frontline-led Improvement | 13 |
| Focusing on Four Key Areas to Build Leadership Capacity | 14 |
| 1. Recruiting and Selecting Leaders | 14 |
| 2. Placing and Transferring Leaders | 15 |
| 3. Developing Leaders | 16 |
| <i>What Makes Leadership Learning Opportunities Effective?</i> | 16 |
| <i>Mentoring</i> | 18 |
| <i>Growth-Oriented Performance Appraisal</i> | 19 |
| 4. Coordinating Support for Leaders | 19 |

Une publication équivalente est disponible en français sous le titre suivant : *Stratégie de développement du leadership au niveau du conseil scolaire : Guide, 2012.*

This publication is available on the Ministry of Education's website, at www.ontario.ca/eduleadership.

| | | |
|----------|---|----|
| 4 | DEVELOPING THE BLDS IMPLEMENTATION PLAN FOR THE COMING SCHOOL YEAR | |
| | Understanding the Impact of the Board Leadership Development Strategy | 20 |
| | Using the Impact Assessment and Planning Tool | 21 |
| | Setting High-Quality Goals | 22 |
| | Monitoring Implementation | 23 |
| 5 | REQUIREMENTS, RESPONSIBILITIES, AND ELIGIBLE EXPENSES | |
| | Overview of the Requirements | 24 |
| | Mentoring for Newly Appointed School Leaders | 26 |
| | The BLDS Lead and the Steering Committee | 26 |
| | Reporting Requirements | 27 |
| | Roles and Responsibilities | 28 |
| | Eligible Expenses | 29 |
| 6 | APPENDICES | |
| | A: Mentoring – Benefits, Effective Practices, and Strategy Checklists | 31 |
| | B: The Ontario Leadership Framework 2012 | 39 |
| | C: Key Partners | 42 |
| | D: Board Leadership Development Strategy (BLDS) Planning | |
| | and Reporting Template | 43 |
| | Section 1: Authorization and Contact Page | 44 |
| | Section 2: District Statistics | 45 |
| | Section 3: Impact Assessment and Planning Tool | 47 |
| | Section 4: Goals and Strategies | 56 |
| | <i>Sample BLDS Goal</i> | 57 |
| | Section 5: Report on Attainment of the Goals and Impact | |
| | of the Strategies | 66 |
| | Section 6: Detailed Accounting Statement | 67 |
| | REFERENCES | 68 |

Introduction

1

This document supersedes the *Board Leadership Development Strategy: Requirements Manual, 2011*, as well as the *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2011*.¹ It is meant to be used in conjunction with the following:

- *Ontario Leadership Framework 2012: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action*
- *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual*
- Policy/Program Memorandum No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals" (February 12, 2010)

The Purpose of This Manual

This manual is intended to support Ontario school districts² in implementing their Board Leadership Development Strategy (BLDS), and to guide planning and reporting. Directors, supervisory officers, principals, vice-principals, supervisors, managers, teachers, and others who work in the educational context may find the manual helpful in understanding leadership development in districts across the province.

1. Relevant information from the 2011 *Mentoring* document has been updated and incorporated into the present document (see, in particular, Appendix A).

2. The term *district* is used in this document to refer to district school boards and school authorities, in keeping with usage in current education research. In many other ministry documents, the term *school board* is used in the same sense – that is, in reference to the board as an entity, rather than to the board of trustees.

The Structure of This Manual

This manual has five main sections. Each one provides important information to assist districts in continuing to implement and strengthen their BLDS.

Context

Leadership has been identified as a key supporting condition for meeting the core priorities for education in Ontario.³ This section draws on current research and on what we as education partners in Ontario have learned through practice about the importance of strong leadership for student achievement and well-being. It also discusses the background and rationale for the introduction of the Board Leadership Development Strategy as one of the key components of the Ontario Leadership Strategy.

Features of the Board Leadership Development Strategy

This section identifies the features of a robust BLDS and captures the wisdom of leadership experts on the topic. It discusses how districts can use their BLDS to develop coherence across initiatives and build individual and collective capacity among aspiring,⁴ new, and experienced leaders. It outlines the four key areas that the BLDS addresses: recruiting and selecting leaders; placing and transferring leaders; developing leaders; and coordinating support for leaders.

Developing a BLDS Implementation Plan

This section describes how districts can develop their BLDS implementation plan for the coming school year. The implementation plan consists of setting high-quality BLDS goals for the year and selecting or developing effective strategies to meet those goals, all based on an assessment of the impact of their BLDS to date, using the new Impact Assessment and Planning Tool. The section also discusses how districts can monitor the implementation of their BLDS.

Requirements, Responsibilities, and Eligible Expenses

This section sets out the requirements that districts must meet in order to receive funding for the implementation of a BLDS, and lists eligible BLDS expenditures. It also describes the responsibilities of directors of education and other key district personnel in implementing the BLDS.

3. See the ministry document *Reach Every Student: Energizing Ontario Education, 2008*, available on the ministry website at www.edu.gov.on.ca/eng/document/energize/.

4. Throughout this manual, the term *aspiring leader* is used to refer to anyone who is aspiring to any leadership position – for example, a teacher aspiring to be a vice-principal, a vice-principal aspiring to be a principal, or a principal aspiring to be a supervisory officer.

Appendices

The appendices provide tools to assist districts in implementing their BLDS. Among these tools is the Planning and Reporting Template (Appendix D), which districts are expected to complete and share with the ministry.

What's New?

Leaders in Ontario districts and schools have worked together to build strong leadership foundations through their BLDS. As we move forward and continue to work together, districts will strengthen their BLDS by measuring its impact, focusing their efforts on the implementation of evidence-based strategies that will garner the greatest results, and using the Ontario Leadership Framework 2012 as the foundation for their ongoing work.

In addition to the ongoing requirements outlined on pages 24–25, districts will now:

- ◆ use the new Impact Assessment and Planning Tool⁵ to determine the effectiveness of the strategies they are currently implementing and to help them develop their implementation plan for the coming school year (see Section 3 of Appendix D);
- ◆ set one to three BLDS goals, as part of their BLDS implementation plan for the coming school year (see Section 4 of Appendix D), that are explicitly connected to:
 - fulfilling the goals for student achievement and well-being set out in their Board Improvement Plan for Student Achievement (BIPSA),
 - creating a positive school climate in the district and in all schools, and
 - helping leaders develop the personal leadership resources and the leadership practices set out in the Ontario Leadership Framework 2012;
- ◆ use the Impact Assessment and Planning Tool to help them identify strategies to support the achievement of their goals;
- ◆ include mentoring for newly appointed school leaders and principal/vice-principal performance appraisal as strategies to support the attainment of at least one of their goals;
- ◆ include a member of the BIPSA steering committee and a human resources representative as part of their BLDS steering committee;

5. The Impact Assessment and Planning Tool replaces the BLDS Implementation Continuum.

- ◆ use the electronic BLDS Planning and Reporting Template supplied by the Ministry of Education to share their BLDS plans for the coming school year with the ministry and to report on their results at the end of the school year, according to timelines set out by the ministry.

Resources to Support the BLDS

Board leads and steering committees are encouraged to consider the many resources and opportunities that can be used to develop the capacities of leaders throughout the district, including the following:

- Ontario Leadership Strategy (OLS) resources provided on the Ministry of Education website (www.ontario.ca/eduleadership), including the serial publications *In Conversation*, *Ideas Into Action*, and *Principals Want to Know (PW2K)*; the resource document *Closing the Achievement Gap: Advice from Expert Ontario Principals, 2012*; and the various principal/vice-principal performance appraisal “tip sheets”
- resources relating to other Ministry of Education initiatives relevant to leadership development work in schools and districts (e.g., *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009*)
- resources provided on the Institute for Education Leadership (IEL) website, at www.education-leadership-ontario.ca
- leadership development opportunities and resources offered by associations representing principals/vice-principals, supervisory officers, directors of education, and school business officials (see Appendix C for a list of key leadership partners)

Context

2

Leadership for Improved Student Achievement and Well-Being

You can't improve schools without leaders.

(Barber, Whelan, & Clark, 2010, p. 5)

As education partners in Ontario, we have learned a great deal in recent years about what it takes to improve student achievement and well-being. As Michael Fullan stated at the Ontario Leadership Congress 2012, it really comes down to two things – focus and capacity building.

We have learned that improving student achievement and well-being means using assessment *for*, *as*, and *of* learning to determine the individual learning needs of each student, then building the capacity among all staff to effectively differentiate instruction in order to engage students and meet those needs. It means using research-based strategies to actively involve parents and community partners in ways that extend and deepen the school's impact on the learning and well-being of every child. It means opening school doors to children at a younger age and keeping those students engaged in school until they graduate.

All of this takes leadership – leadership that involves creating a positive climate in districts, schools, and classrooms in which students and staff can thrive, and engaging others in collaborative processes to solve problems and achieve improvement goals. And, as research has shown, it takes leaders who share three key personal resources – optimism, resilience, and a strong sense of self-efficacy.

If we see an increase in the best practices and our case studies show that the practices work and student achievement is increasing over the long haul, time and again, then we can be confident about the difference that leadership practice is making. Leadership has made the difference in Ontario – it's undeniable – we can trace it, feel it, see it.

(Michael Fullan, as quoted in Ontario Ministry of Education, 2012b)

In Ontario, we understand that there is a strong relationship between leadership and student achievement and well-being. Ontario is highly regarded internationally as a leader in both education improvement and school and system leadership. In the 2010 report *How the World's Most Improved School Systems Keep Getting Better*, McKinsey & Company identified Ontario as one of twenty school systems that have achieved significant, sustained, and widespread gains in student outcomes. In the report *Capturing the Leadership Premium*, McKinsey & Company singled Ontario out as one of eight systems demonstrating both strong performance on international tests and good practices in school leadership. Across the eight jurisdictions, there is evidence of an emerging consensus about the importance of school and system leadership to student achievement and well-being and about the ways in which leadership can be improved.

What Does the Evidence Show?

There is considerable and growing evidence indicating that:

- ◆ the practices of system leaders can positively influence student achievement, and effective district practices are necessary to sustain successful schools;
- ◆ school leaders are second only to teachers in their influence on student learning;
- ◆ talented leadership is necessary for success in turning around a school's student achievement trajectory;
- ◆ widely distributed school leadership has a greater influence on schools and students than leadership from the top;
- ◆ leadership focused on teaching and learning – and on *people* – is critical to the current and future success of schools;
- ◆ high-performing principals focus more on instructional leadership and the development of teachers;
- ◆ leaders are “grown” through experience and support; actively cultivating them can increase leadership capacity in the system;
- ◆ leaders learn best in context and from a diverse range of sources (including peers, superiors, online resources, and formal training); and

- ◆ maximizing leadership capacity means regarding the selection and development of leaders as an integral part of the work of the school and the system that is critical to the achievement of school and system goals.⁶

The Ontario Leadership Strategy

In 2008, the province launched the Ontario Leadership Strategy (OLS). The strategy is a comprehensive plan of action designed to support student achievement and well-being by attracting and developing skilled and passionate school and system leaders. The strategy is grounded in the belief that significant progress towards the province's three core priorities – high levels of student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education – can be accomplished by improving the quality of school and system leadership. It promotes a collaborative approach in which schools, districts, education associations, and the ministry work in partnership.

The strategy has evolved since it was launched and will continue to be refined through ongoing research and consultation. The goals of the Ontario Leadership Strategy are to:

1. attract the right people to leadership roles;
2. develop personal leadership resources in individuals and promote effective leadership practices to have the greatest possible impact on student achievement and well-being; and
3. develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

The Ontario Leadership Framework: The Foundation of the OLS

The Ontario Leadership Framework is based on the work of Dr. Kenneth Leithwood, Advisor on Leadership for the Ministry of Education. It identifies the practices of school and system leaders that have been shown, through research and professional practice, to have the greatest impact on student achievement and well-being.

The Ontario Leadership Framework 2012 (OLF 2012) reflects the findings of evolving research and captures the essence of what has been learned about educational leadership in Ontario and other jurisdictions around the world. It provides a common language and a basis for discussion and learning among aspiring and current leaders.

6. The last five items in this list are adapted from Barber, Whelan, and Clark (2010), p. 28.

The OLF describes the practices of effective school and system leaders, as well as the characteristics of high performing districts (see the District Effectiveness Framework). The K–12 School Effectiveness Framework has been included in the OLF 2012 as a companion piece to show the link between school-level leadership and school effectiveness. In addition, the OLF identifies a set of personal leadership resources (traits and dispositions) that are most likely to influence how effectively leaders enact the leadership practices. The personal leadership resources include cognitive resources (e.g., problem-solving skills), social resources (e.g., the ability to manage emotions), and psychological resources (e.g., resilience). All of the personal leadership resources in the OLF 2012 are critical to the successful practice of both school and system leaders. See Appendix B for more information on the OLF 2012.

The Board Leadership Development Strategy: A Key Component of the OLS

As part of the Ontario Leadership Strategy, the ministry provides each district with funding and support to develop and implement a Board Leadership Development Strategy (BLDS). The goals of the BLDS mirror the goals of the OLS – that is, to attract and develop leaders of the highest quality, to help leaders develop personal leadership resources and to promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being, and to build leadership capacity in organizations and coherence across initiatives. It targets school leaders, system leaders, and all those within the district who aspire to take on leadership roles of any type, whether on the academic or the business side of the organization.

Since the launch of the OLS, districts have been supported by the ministry in implementing several initiatives to attract and develop leaders. During the first year of the OLS, districts implemented mentoring for newly appointed school leaders. A succession planning and talent development (SPTD) initiative was introduced in Year Two. In 2010–11, principal/vice-principal performance appraisal (PPA) was first implemented across the province. In that year, all of these initiatives became components of a broader program – the Board Leadership Development Strategy.

As we move forward, districts will continue to use their BLDS to foster high-quality leadership by implementing effective strategies in four key areas:

- ◆ recruiting and selecting leaders
- ◆ placing and transferring leaders
- ◆ developing leaders
- ◆ coordinating support for leaders

3

Features of the Board Leadership Development Strategy

A well-planned and well-executed BLDS is one that:

- ◆ builds coherence;
- ◆ develops collective leadership capacity; and
- ◆ focuses on research-based strategies in four key areas.

Building Coherence

The BLDS can bring greater coherence to the work of school and system leaders by supporting:

- ◆ the achievement of the goals set out in the Board Improvement Plan for Student Achievement (BIPSA); and
- ◆ the development of a positive climate in the district and in all schools.

Supporting the BIPSA Goals

The BLDS is most effective when developed within the context of the district's multi-year strategic plan and the Board Improvement Plan for Student Achievement (BIPSA). When districts set BLDS goals that support their BIPSA goals, they realize more significant and sustainable gains in student achievement and well-being. As this practice of coherent and aligned goal setting continues, the streamlining and focus of the work will yield more powerful results across each district.

When system leaders are able to help principals, and principals are able to help teachers bring coherence to their implementation of the various initiatives that support the broader goals of improved student achievement and well-being, it is much more likely that those goals will be reached. A sample BLDS goal that supports a BIPSA goal is provided in Section 4 of Appendix D.

Supporting a Positive Climate in the District and in All Schools

Providing equitable opportunities to influence the school's decision making by those whose voices typically have not been heard will lead to significantly improved educational experiences for diverse and disadvantaged students.

(Leithwood, 2012, p. 10)

A safe, inclusive, and accepting learning and teaching environment is essential to student success. The BLDS can be used to develop the personal leadership resources and leadership practices set out in the OLF 2012 to help school and system leaders engage staff, parents, and students in creating this positive learning and teaching environment.

The BLDS can also be used to address any systemic barriers that may impede fair practice with respect to hiring, mentoring, promotion, and succession planning.⁷ A focus on equity is incorporated throughout the BLDS Impact Assessment and Planning Tool (see Section 3 of Appendix D). This focus will assist districts as they continue to refine their practices in attracting, developing, and retaining school and system leaders who collectively reflect Ontario's diversity.

Developing Collective Leadership Capacity

Collective capacity is when groups get better – school cultures, district cultures and government cultures. The big collective capacity and the one that ultimately counts is when they get better conjointly – collective, collaborative capacity, if you like. Collective capacity generates the emotional commitment and the technical expertise that no amount of individual capacity working alone can come close to matching... The speed of effective change increases exponentially.

(Fullan, 2010, p. xiii)

7. For more information about addressing systemic barriers, see the ministry document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* (2009) and its companion Guidelines document, available at www.edu.gov.on.ca/eng/policyfunding/equity.html.

Two ways in which the BLDS can foster the development of collective leadership capacity are:

- ◆ by promoting the deprivatization of practice;
- ◆ by encouraging “frontline-led improvement”.

Deprivatization of Practice

With increasing frequency, educators in Ontario are engaging in continuous and collaborative learning about their practice in the settings in which they work. Mentoring, observation, job shadowing, and learning networks are resulting in greater sharing of practices across classrooms and schools. Districts are also sharing practices through provincial and regional sharing sessions, teleconferences, and webinars. Current research refers to such collaborations as the “deprivatization of practice”. Deprivatization of practice has been shown to contribute significantly to building collective capacity (Fullan, 2007; Ontario Ministry of Education, 2010).

Frontline-led Improvement

In their 2010 study of the world’s most improved education systems, McKinsey & Company identified “cultivating consistent and incremental frontline-led improvement” (p. 52) as a feature evident among successful systems that they examined. The authors describe the process of “frontline-led improvement” as follows:

Frontline managers are empowered as agents of change, with daily team huddles, feedback sessions, and formal mechanisms for the system to collect, evaluate, and disseminate innovation that occurs in the front line. As a result, when a breakthrough is achieved, it quickly sets a new standard to be maintained across the system.

(Mourshed, Chijioke, & Barber, 2010, pp. 52–53)

Districts are encouraged to find systematic ways for those who are meeting with success to share their insights and facilitate learning with others who share similar goals. Just as students learn best from other students who are a little further ahead, so leaders learn best from those who have similar goals but may be just a little closer to achieving them. This practice can be accomplished only with a commitment to sharing effective practices within and across districts.

As districts throughout the province continue to refine and strengthen their BLDS, the sharing of effective practices across districts will become even more important on our collective journey to excellence.

The role of the leader is to enable, facilitate, and cause peers to interact in a focused manner. Peer interaction is the social glue of focus and cohesion.

(Fullan, 2009b, p. 36)

Focusing on Four Key Areas to Build Leadership Capacity

A BLDS enables districts to develop a systematic approach to fostering high-quality leadership by focusing efforts in four key areas:

1. recruiting and selecting leaders
2. placing and transferring leaders
3. developing leaders
4. coordinating support for leaders

The Impact Assessment and Planning Tool provided in Section 3 of Appendix D outlines strategies that districts can use to enhance their BLDS in each of these areas.

1. Recruiting and Selecting Leaders

High-performing organizations identify potential leaders early and have mechanisms for developing their talents over time, for example, by providing them with opportunities to gain leadership experience, rather than expecting them to emerge or sending them through training programs just before they assume leadership responsibility.

(Barber, Whelan, & Clark, 2010, p. 10)

An organization's most effective leaders are not simply acquired; they need to be "grown". Organizations often have a larger number of potential leaders than they realize, including individuals who have chosen to pursue formal leadership roles, such as teachers who aspire to become principals, and individuals who wish to contribute to leadership in their schools in more informal ways. "Growing" leaders means nurturing both formal and informal leadership.

The OLF 2012 serves as the foundational tool for developing leaders and for determining their readiness to assume various roles. It recommends that districts pay considerable attention to evidence of an individual's personal leadership resources as important criteria for the initial identification, recruitment, and selection of leaders.

Succession planning involves an ongoing process of identifying and recruiting people who have leadership potential and who reflect Ontario's diversity, and assisting them in recognizing and developing that potential.

Succession planning:

- ◆ is contextual and structured, but also needs to be innovative;
- ◆ starts well before there is a vacancy to be filled;
- ◆ should be based on data about the current and future needs of the organization;
- ◆ pertains to all professional roles at both the school and system levels.

The best succession planning practices are proactive... Talented individuals are identified early and nurtured throughout their careers through professional development that is integrated into human resource management.

(The Learning Partnership, 2008, p. 11)

The nurturing of leaders is a critical part of the recruitment process.

2. Placing and Transferring Leaders

The effective placement and transfer of leaders depends on knowing them well – specifically, knowing how they use their personal leadership resources to enact the OLF leadership practices. Other effective strategies for placing and transferring leaders include:

- ◆ matching leaders' strengths to the needs of the school, department, or family of schools they will lead;
- ◆ seeking leaders' input to inform the placement and transfer decisions; and
- ◆ facilitating an exchange of knowledge between outgoing and incoming leaders.

In a school system, the continuity of the system's leadership plays an important role because the priorities, drive, mindset and resourcing of change are highly influenced by its leaders. Sustaining system improvement, therefore, somehow needs to traverse smoothly from one leader to the next, so that change becomes evolutionary in nature. We observe that the most successful examples of continuity come from systems that are always architecting tomorrow's leadership today.

(Mourshed, Chijioke, & Barber, 2010, p. 84)

3. Developing Leaders

As they develop and implement their BLDS, districts should continue to provide school and system leaders with a range of effective professional learning opportunities, which will now be based on the key concepts in the OLF 2012. Growth-oriented performance appraisal and mentoring – both required components of the BLDS – continue to be powerful strategies that, when implemented effectively, can have tremendous impact on both new and experienced leaders. In addition, a system-wide approach to supporting opportunities for peers to learn together with purpose, addressing common learning needs, will yield powerful results.

Job-embedded leadership development for individuals will not have the necessary effect, nor will the organizational success of a few schools. We must develop strategies that affect the whole system – all schools simultaneously. The bottom line is that if leadership development is not explicitly part and parcel of more comprehensive organizational and system reform, it is incomplete.

(Fullan, 2009a, p. 48)

What Makes Leadership Learning Opportunities Effective?

School and system leaders face a wide and continuously changing array of complex challenges in their roles. Through the BLDS, districts can offer a variety of learning and development opportunities to meet the needs of leaders in diverse contexts and at various stages in their careers. Many strategies for professional learning, training, and development are outlined in the BLDS Impact Assessment and Planning Tool (see Section 3 of Appendix D). Key factors that make leadership learning opportunities effective include:

- ◆ differentiation based on identified needs;
- ◆ guided learning through practice; and
- ◆ integration of leadership and management.

Differentiation Based on Identified Needs

School improvement goals are based on areas of student learning that are in greatest need of improvement. The plan to achieve those goals typically includes the implementation of evidence-based strategies in the classroom. As principals and vice-principals identify the practices they need to enact in order to engage and monitor teachers in the implementation of those strategies, they will also be able to identify their own professional learning needs. These will be reflected in their Annual Growth Plans (see the section “Growth-Oriented Performance Appraisal”, on p. 19).

Leadership development programs that are responsive to identified needs are far more effective than generic programs or workshops planned and delivered in the absence of a needs assessment.

Guided Learning through Practice

Aspiring leaders can learn about effective leadership by reading about it or observing it in action, but learning through practice is more effective. For example, a leadership project will allow aspiring leaders to lead some aspect of improvement work, giving them an opportunity to use their personal leadership resources to enact some of the leadership practices set out in the OLF 2012. Aspiring leaders should be guided in these efforts by their supervisor, mentored by experienced leaders, and encouraged by other aspiring leaders.

New leaders can learn through induction workshops about the technical processes, procedures, and policies related to topics such as budgeting, hiring, performance appraisal, and timetabling. That learning will become more powerful if it is reinforced through mentoring conversations and coaching experiences.

Integration of Leadership and Management

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, p. 6)

The OLF 2012 describes how leaders can view management tasks as opportunities to work towards the district goals for student achievement and well-being. For example, the process of developing a school timetable could provide an opportunity to work towards SIPSA and BIPSA goals by maximizing both instructional time for students and collaborative job-embedded learning time for teachers. Training and learning opportunities developed as part of the BLDS can reinforce the importance of integrating the instructional and the operational, or “technical”, aspects of leaders’ roles.

Suppose you and your staff are working on the school improvement plan, and staff wish to draw attention to the school homework policy. If the principal has knowledge of some of John Hattie’s research, which indicates that the effect size of homework policies on student achievement is very low but the effect size of formative feedback to students is much stronger, then the principal can guide the school improvement planning discussion to a focus on feedback, knowing that this will more likely have a positive impact on student outcomes.

(Kenneth Leithwood, as quoted in Ontario Ministry of Education, 2012b)

Mentoring

Mentoring is a non-evaluative relationship between an experienced professional and one who is newer to the role. The focus is on the professional learning needs of the mentee. The mentor uses questioning and feedback techniques in the context of a trusting relationship. As part of the process, the mentee develops a learning plan in collaboration with the mentor. Mentoring is an iterative and reciprocal learning process, and is modified over time to meet the changing needs of the mentee.

A mentoring culture is a vivid expression of organizational vitality. It embraces individual and organizational learning. The relationship skills learned through mentoring strengthen relationships throughout the organization. A mentoring culture enriches the vibrancy and productivity of an organization and the people within it.

(Zachary, 2005, p. 4)

Mentoring results in reciprocal learning benefits for both the mentee and the mentor and is a powerful strategy to help all leaders – aspiring, newly appointed, and experienced, in both academic and business roles – to grow and develop. Many districts have found synergy in developing a mentoring culture by connecting the mentoring work that is part of the New Teacher Induction Program (NTIP) with the mentoring that is part of their BLDS. Many districts are also using mentoring as a support for other employee groups.

Newly appointed school and system leaders face numerous demands and priorities. In this context, mentoring can provide critical support – it accelerates learning, reduces isolation, and increases the mentee’s confidence and skill in the new role. Experienced school and system leaders also benefit from the process: they receive support and resources that assist them in becoming more effective mentors, and they continue to develop their own leadership practices and personal leadership resources.

At its core, mentoring provides guidance and support tailored to the unique roles of newly appointed school and system leaders so they can be successful in acquiring and putting into practice the technical and adaptive skills that are essential in these important stages of their leadership career.

Collaborative learning cultures in schools and districts are characterized by staff learning from one another as they work together towards a common goal. Mentoring can foster a collaborative learning culture within schools, departments, and the whole district.

For more detailed information and research-based strategies for implementing school leader mentoring, see the strategy checklists provided in Appendix A, in addition to the strategies included in the Impact Assessment and Planning Tool (Section 3 of Appendix D).

Growth-Oriented Performance Appraisal

The principal/vice-principal performance appraisal process, as set out in Ontario Regulation 234/10, is intended to support the growth and development of school leaders. It fosters leadership development by providing opportunities for principals and vice-principals to:

- ♦ engage with their supervisors in frequent and meaningful dialogue about their performance;
- ♦ consider the supports they need in order to achieve their performance goals; and
- ♦ identify ways in which they can enhance their professional growth.

Regular opportunities for focused conversation with supervisors can provide the feedback necessary for leaders to improve their practice. Ongoing feedback is critical to the success of all learners, from students to teachers to leaders. A participant at the 2012 Ministry of Education leadership expert think tank suggested that districts might do well to see themselves as “assessment for learning systems” (Steven Katz, as quoted in Ontario Ministry of Education, 2012a).

Many districts are using school improvement plans together with principal and vice-principal Annual Growth Plans as the basis for organizing professional learning, particularly in the form of leadership learning networks.

For more information about growth-oriented performance appraisal, see the ministry document **Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual**, in addition to the strategies included in the Impact Assessment and Planning Tool (Section 3 of Appendix D).

4. Coordinating Support for Leaders

The BLDS can serve as a means for a district to integrate separate initiatives and to improve communication to support school and system leaders. These coordinating efforts can serve to support leaders in various ways – for example, by buffering them from distractions, making information easily accessible to them, and training them in ways that allow them to see the interconnections among separate initiatives. One example would be to coordinate communications to school leaders from all central departments into a single weekly memo. Such approaches can enhance the coherence of leaders’ work while helping them balance their instructional and managerial responsibilities.

Developing the BLDS Implementation Plan for the Coming School Year

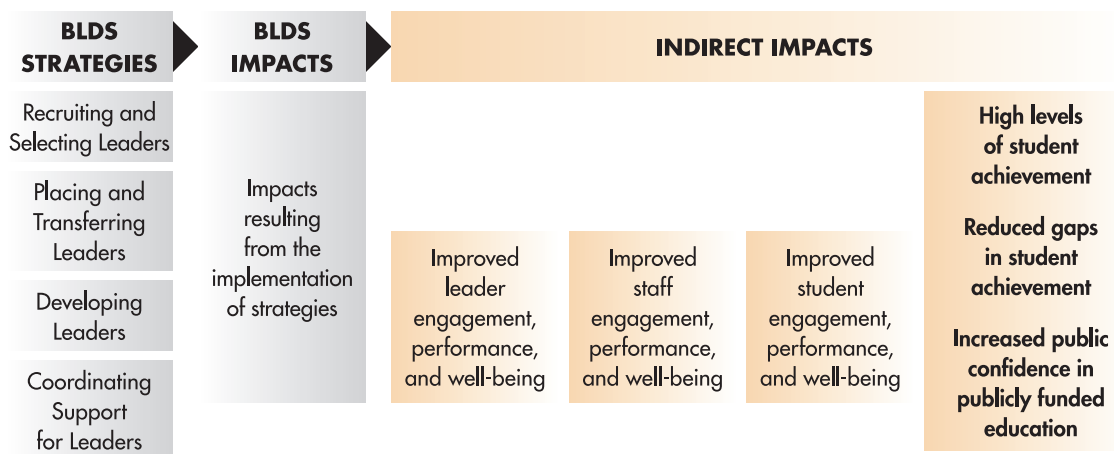
4

Understanding the Impact of the Board Leadership Development Strategy

Leadership isn't the private reserve of a few charismatic men and women. It's a process ordinary people use when they're bringing forth the best from themselves and others. Liberate the leader in everyone, and extraordinary things happen.

(Kouzes & Posner, 2007, p. xii)

A district's BLDS has both direct and indirect impacts. Its direct impact can be seen in the deepening engagement and high performance levels of leaders and aspiring leaders. Their performance, in turn, has an impact on the engagement and performance of every staff member. The result is one of collective capacity building, which has the indirect impact of improving student achievement, reducing gaps in student achievement, and increasing public confidence in publicly funded education.



Using the Impact Assessment and Planning Tool

Districts are at different points in their efforts to improve student achievement and well-being. They are also at different stages in their use of the BLDS as a support in that journey. The Impact Assessment and Planning Tool provided in Section 3 of Appendix D is designed to assist districts as they reflect on, monitor, and evaluate the impact of their BLDS and develop new BLDS goals as part of their implementation plan. Many of the impacts and strategies listed in the tool are based on the OLF 2012 District Effectiveness Framework, which describes the characteristics of high-performing systems in Ontario.

The Impact Assessment and Planning Tool will support districts as they:

- ◆ review how they are currently using their BLDS to support improvement in student achievement and well-being;
- ◆ assess the impact of their BLDS in the four key areas;
- ◆ identify the strategies they can use to strengthen their BLDS;
- ◆ set a small number of focused goals aimed at increasing the impact of their BLDS;
- ◆ continue to implement legislative and policy requirements, for example, principal/vice-principal performance appraisal, in ways that support their BLDS and BIPSA.

The tool describes the direct impacts of the BLDS in four key areas: recruiting and selecting leaders; placing and transferring leaders; developing leaders; and coordinating support for leaders. (A district's BLDS may have additional impacts that are not described in the tool.)

Districts are encouraged to consider the evidence that will inform their impact assessment. Evidence may take the form of quantitative data (e.g., achievement data; data collected through headcounts or other data collection tools) or qualitative data (e.g., superintendents' observations about the quality of principals' conversations regarding school improvement goals). Because the Impact Assessment and Planning Tool is intended to promote reflection about the impact of the strategy as a whole, districts are not expected to collect data for every impact listed.

Districts are also encouraged to consider which of the suggested strategies should be implemented or reinforced to increase the impact of their BLDS. Many of the strategies are already evident in some districts in Ontario. The list of strategies is not exhaustive and districts may choose to implement others that suit their particular circumstances.

Setting High-Quality Goals

As districts consider how to leverage their BLDS for greatest impact, it will be important to remember that:

...it is all about focus and capacity building...an implementation plan with a small number of sticky, actionable, and memorable goals will yield a more powerful impact than a “fat plan” on paper that very few people know about.

(Michael Fullan, as quoted in
Ontario Ministry of Education, 2012b)

A Board Leadership Development Strategy is a long-term plan of action that includes a vision for leadership. Districts set one to three specific BLDS goals on an annual basis as part of their BLDS implementation plan. (The implementation plan also includes, but is not limited to, the data and information that is collected in the different sections of the BLDS Planning and Reporting Template in Appendix D.)

In order to set high-quality BLDS goals for the coming school year, districts should determine their needs by considering a variety of factors, including (but not limited to) the following:

- ◆ the impact of the BLDS to date, based on the results of their assessment using the Impact Assessment and Planning Tool and related evidence
- ◆ their multi-year strategic plan
- ◆ the goals and strategies in the BIPSA
- ◆ data related to succession planning and talent development (e.g., anticipated retirements, number of candidates ready to assume leadership roles) (Note that this data is shared with the ministry in Section 2 of the BLDS Planning and Reporting Template.)
- ◆ the learning needs of their leaders (aspiring, new, and experienced), including learning about the leadership practices and personal leadership resources they should develop.

The OLF 2012 talks about the importance of establishing connections between individual goals, school improvement plans, and district and provincial priorities. The goals and strategies in the BLDS implementation plan can assist school and system leaders in making such connections and building coherence in their work.

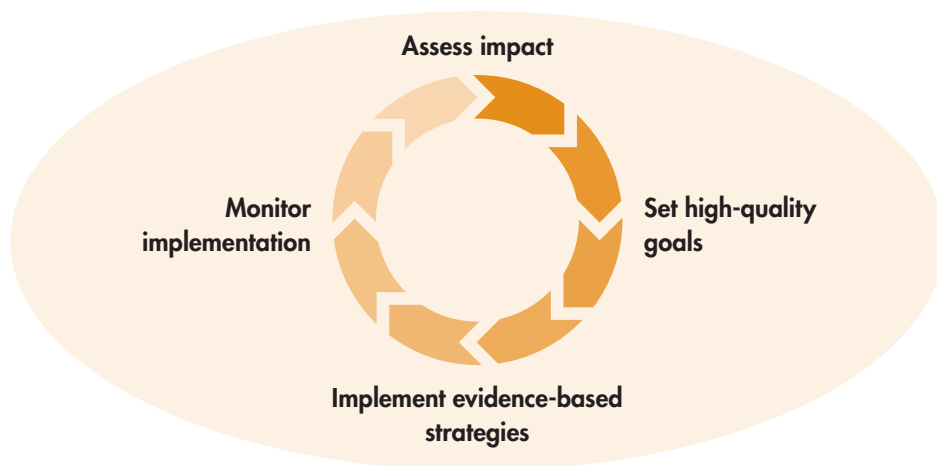
One of the most important goal setting supports leaders can provide is to help individuals align their personal goals with the goals of the organization.

(Kenneth Leithwood, as quoted in
Ontario Ministry of Education, 2010/11)

A sample BLDS goal is provided in Section 4 of Appendix D.

Monitoring Implementation

Monitoring the implementation of strategies to achieve BLDS goals is an ongoing process for districts. Districts are strongly encouraged to collect data as part of this monitoring process to help them determine whether their goals are being met, to inform their annual planning, and to adjust their implementation of strategies as needed. When developing implementation plans, districts will share how they intend to monitor the implementation of strategies to support their BLDS goals and what evidence will confirm their impact. BLDS planning, implementation, and monitoring are part of an ongoing and cyclical process.



The impact of the BLDS will be greatly enhanced when its purpose and goals are widely known, understood, and carried out with shared commitment.

The Board Leadership Development Strategy plan needs to be known and recognized by each person in the district. In a random visit to any school you want to be able to ask questions about the leadership plan and find that people spontaneously give you consistent, clear responses – this means the plan is “alive”.

(Michael Fullan, as quoted in
Ontario Ministry of Education, 2012b)

5

Requirements, Responsibilities, and Eligible Expenses

Overview of the Requirements

Districts receive a single allocation of funding to support implementation of the BLDS and will be expected to meet the requirements outlined below. Beyond these requirements, districts have the flexibility to allocate funding to support the implementation of their BLDS in a way that will best meet their needs and have the greatest possible impact. Districts will use the Eligible Expenses section (see p. 29) to guide the allocation of funding.

In order to receive funding to implement a BLDS, districts are required to:

- ♦ appoint one lead to oversee and coordinate all aspects of the development and implementation of the BLDS. Districts may wish to appoint additional individuals to work with the BLDS lead to coordinate principal/vice-principal performance appraisal and mentoring for newly appointed school leaders. If separate individuals are appointed to lead these components of the BLDS, they must collaborate with the primary BLDS lead to ensure coherence;
- ♦ establish a steering committee, which will include the lead (and, where applicable, PPA and mentoring leads), elementary and secondary principal/vice-principal representatives, the BLDS supervisory officer, a human resources representative, and a member of the BIPSA steering committee, and may include a leader from the business side of the organization and an aspiring teacher leader (see also the section on the BLDS lead and the steering committee on p. 26);

- ◆ ensure that their BLDS:
 - sets out a vision for the strategy;
 - includes an implementation plan outlining one to three goals for the coming year and specific strategies to achieve the goals. To develop the plan, districts are to:
 - assess the impact of their BLDS to date, using the Impact Assessment and Planning Tool provided in Section 3 of Appendix D, and use the results to inform the setting of goals and selection of strategies;
 - articulate one to three goals for the continued implementation of their BLDS, using the template provided in Section 4 of Appendix D. Include mentoring for newly appointed school leaders and principal/vice-principal performance appraisal as strategies to support the attainment of at least one of the goals;
 - addresses four key areas:
 - recruiting and selecting leaders;
 - placing and transferring leaders;
 - developing leaders;
 - coordinating support for leaders;
 - meets the requirements set out below for providing mentoring for newly appointed school leaders;
 - supports participation in mentoring for newly appointed system leaders;
 - honours the requirements set out in Ontario Regulation 234/10, “Principal and Vice-Principal Performance Appraisal”;
 - honours the provisions contained in Policy/Program Memorandum No. 152, “Terms and Conditions of Employment of Principals and Vice-Principals” (February 12, 2010);
 - is informed by the goals of the district multi-year strategic plan and the Board Improvement Plan for Student Achievement (BIPSA);
 - embeds the leadership practices, personal leadership resources, and other key concepts outlined in the OLF 2012;
- ◆ monitor progress towards meeting the BLDS goals on an ongoing basis, and continue to assess impact;
- ◆ complete the BLDS Planning and Reporting Template⁸ provided by the ministry, and submit the *planning* sections and the *reporting* sections to the ministry by the specified deadlines (see also “Reporting Requirements” on pp. 27–28).

8. The Planning and Reporting Template in Appendix D of the present document supersedes the Planning Template and Implementation Continuum provided in the *Board Leadership Development Strategy: Requirements Manual, 2011*.

Mentoring for Newly Appointed School Leaders

Districts are expected to:

- ♦ provide mentoring to all newly appointed principals and vice-principals in their first and second years in their role, including principals and vice-principals who have teaching responsibilities and, at the district's discretion, those who are in "acting" positions. Newly appointed principals who received mentoring in their role as vice-principal are eligible to receive mentoring again in their first and second years as principal;
- ♦ include mentoring as a strategy to support at least one of their BLDS goals;
- ♦ ensure mentees develop a learning plan in collaboration with their mentors and use it to focus mentoring interactions and guide the growth and development of the mentee;
- ♦ establish operating parameters for mentoring, taking into account local circumstances (e.g., geography, number of newly appointed leaders, number of mentors available).

Checklists to support the implementation of mentoring programs are included in Appendix A.

The BLDS Lead and the Steering Committee

The director of education or a designate from each district will identify a BLDS lead and a BLDS steering committee. It is recommended that the district provide professional learning and resources as needed to support the lead in fulfilling the role effectively.

The BLDS lead coordinates the planning, implementation, and monitoring of the BLDS. The lead represents the district in matters related to the BLDS, such as in networking with other districts and participating in events hosted by the ministry or key partners. He or she ensures that ministry reporting requirements are met, and participates in provincial monitoring and support activities (e.g., completion of surveys, participation in board visits, and participation in regional teleconferences).

The BLDS steering committee, facilitated by the BLDS lead, sets the vision for the BLDS and coordinates a broad range of interconnected efforts to identify, attract, and develop leaders. Many districts have found that having a diverse set

of voices on the BLDS steering committee contributes to the effectiveness of their BLDS. Some districts have made a point of including individuals on the steering committee who have the expertise and influence to build coherence with the BIPSA and the multi-year strategic plan. The inclusion of human resources representatives on the steering committee has assisted districts in bringing new perspectives and training to school and system leaders.

The positive results of these efforts have led to a change in the members required on the BLDS steering committee. As each district works to strengthen its BLDS and to increase its impact, its BLDS steering committees will now include:

- ◆ a human resources representative; and
- ◆ a member of the BIPSA steering committee.

The BLDS steering committee will continue to include:

- ◆ the BLDS lead and the leads of the PPA and mentoring programs, where applicable;
- ◆ elementary and secondary principal representatives; and
- ◆ the BLDS supervisory officer (who may also be the BLDS lead).

Districts are encouraged to include:

- ◆ a leader from the business side of the organization; and
- ◆ an aspiring teacher leader.

(Districts will identify their steering committee members in Section 1, the “Authorization and Contact Page”, of the Planning and Reporting Template, Appendix D.)

Reporting Requirements

Districts are required to complete the BLDS Planning and Reporting Template. Districts complete the planning sections of the template for the coming school year and the reporting sections of the template at the end of the school year, each time submitting them to the ministry. In the version of the template attached to this document, the reporting sections are shaded green.

The Planning and Reporting Template consists of the following:

- ◆ Section 1: Authorization and Contact Page
- ◆ Section 2: District Statistics
- ◆ Section 3: Impact Assessment and Planning Tool
- ◆ Section 4: Goals and Strategies
- ◆ Section 5: Report on Attainment of the Goals and Impact of the Strategies
- ◆ Section 6: Detailed Accounting Statement

The director of education signs the “Authorization and Contact Page” and submits this to the ministry with the planning sections of the template. The director and chief financial officer of the district sign this page and submit it with the reporting sections of the template.

Roles and Responsibilities

The following chart provides an overview of specific roles and reporting responsibilities for the BLDS.

| | |
|----------------------------------|--|
| ✓ – final approval (required) | SC – steering committee |
| X – consultation and development | SO – designated BLDS supervisory officer |
| BL – BLDS lead | DE – director of education |

| Activity | Board | | | |
|--|-------|----|----|----|
| | BL | SC | SO | DE |
| Identify a BLDS lead | | | X | ✓ |
| Establish a BLDS steering committee | X | | X | ✓ |
| Assess the impact of the BLDS, using the Impact Assessment and Planning Tool | X | X | X | ✓ |
| Complete the planning sections of the BLDS Planning and Reporting Template for the coming school year, and share them with the ministry | X | X | X | ✓ |
| Update and refine the BLDS implementation plan | X | X | X | ✓ |
| Monitor the implementation of the BLDS | X | X | X | X |
| Complete the reporting sections of the BLDS Planning and Reporting Template at the end of the school year, and share them with the ministry | X | X | X | ✓ |

Eligible Expenses

Eligible expenditures include:

- ◆ costs associated with planning, goal setting, and implementation of the BLDS (e.g., professional advisory/consultation services to assist in establishing the BLDS, provision of training, purchase of books or other resources);
- ◆ costs associated with professional learning and the purchase and development of resources to support the continued implementation of the BLDS (e.g., professional learning and resources for the BLDS lead, development of tools to gather evidence related to assessing the impact of the BLDS, costs associated with job shadowing or the creation of learning networks). (Note that all resources developed with BLDS funds are to be made available to the Ministry of Education upon request and should be posted on the Institute for Education Leadership's Appliki search engine, at <http://appliki.apandrose.com>.);
- ◆ costs associated with providing mentoring for newly appointed school leaders, including the costs of:
 - implementation planning and goal setting for mentoring (e.g., participation in training; purchase of books or other resources; consulting services from the province's principals' associations);
 - training and preparation of mentors (e.g., training provided by the board, an external professional organization, or an external expert);
 - orientation for mentees, provided by the board or by an external professional organization;
 - supply coverage to allow aspiring, new, and experienced leaders to participate in mentoring or attend training and/or board workshops;
 - mentors' and mentees' expenses connected with mentoring activities, including travel and accommodation, in accordance with the [Ontario Management Board of Cabinet Travel, Meal, and Hospitality Expense Directive](#), where applicable. Note, in particular, sections 5.6, 5.7, 5.8, and 6.0.
 - the purchase and/or development of mentoring resources;
 - program coordination and planning.
- ◆ costs associated with providing principal/vice-principal performance appraisal (PPA) in accordance with the provisions of O. Reg. 234/10, "Principal and Vice-Principal Performance Appraisal", as outlined in [Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual](#);
- ◆ costs associated with maintaining compliance with the provisions of [PPM No. 152, "Terms and Conditions of Employment of Principals and Vice-Principals"](#);

- ◆ costs associated with monitoring the implementation and assessing the impact of the BLDS;
- ◆ costs associated with steering committee meetings (e.g., travel and accommodations, in accordance with the [Ontario Management Board of Cabinet Travel, Meal and Hospitality Expense Directive](#), where applicable. Note, in particular, sections 5.6, 5.7, 5.8, and 6.0.)
- ◆ costs associated with BLDS coordination and planning.

Ineligible expenses include:

- ◆ capital expenditures (e.g., furniture, equipment);
- ◆ costs associated with staff and support staff not related to the BLDS (e.g., educational assistants, school office administrative support);
- ◆ costs associated with resources for students (e.g., textbooks, classroom materials).

Appendices

6

Appendix

A Mentoring – Benefits, Effective Practices, and Strategy Checklists

Mentoring for newly appointed school and system leaders was launched as part of the Ontario Leadership Strategy (OLS) in 2008. It has been a cornerstone of the OLS since that time, and became part of the Board Leadership Development Strategy (BLDS) in 2010.

As part of their BLDS, districts provide mentoring for principals and vice-principals who are in their first two years in the role, and support the participation of new supervisory officers and directors in mentoring provided by their professional associations.

This appendix includes a brief discussion of what we have learned about mentoring: the ways in which mentoring has benefited the school system; effective practices implemented by districts; and a brief overview of research on mentoring. The appendix concludes with checklists of strategies that support the implementation of mentoring for newly appointed leaders. For the provisions associated with mentoring as part of the BLDS, see “Mentoring for Newly Appointed School Leaders” on p. 26.

Benefits of Mentoring

Steve Munby, Chief Executive of the National College for Leadership of Schools and Children’s Services in the United Kingdom, posits that developing skills and behaviours must take place in the context of practical settings because people learn best and most powerfully in a real job setting. According to Munby, 30 per cent of leadership development should be done through coursework and

70 per cent through learning on the job. He maintains that leaders are developed by exposing them to opportunities to visit other places and see other leadership practices. In order to learn on the job and be exposed to outstanding practice, “access to coaching and mentoring from credible peers” is needed (Ontario Ministry of Education, 2009, pp. 5–6).

The first two years in a school or system leadership role are both rewarding and challenging. For example, newly appointed principals and vice-principals are focused on making the transition to the role, enhancing their leadership practices and personal leadership resources, building relationships with the school community, and implementing key school, district, and provincial priorities. At its heart, mentoring provides support tailored to the unique needs of newly appointed leaders so they can be successful as they transition and settle into these new roles. In the face of the multiple demands and priorities placed on these leaders, mentoring can accelerate learning, reduce feelings of isolation, and increase confidence and skill.

When the mentoring experience is consciously and conscientiously grounded in learning, the likelihood that the mentoring relationship will become a satisfactory learning relationship for both mentoring partners dramatically improves.

(Zachary, 2000, p. xv)

In response to the Ministry of Education’s annual surveys of BLDS participants, mentees, mentors, and BLDS leads have identified many positive effects of mentoring, for both the individuals and the organization.

Mentees have reported that mentoring has:

- ◆ helped them to develop a better understanding of their role and increase their capacity for problem solving by drawing on the shared experiences and networks they have built;
- ◆ decreased their initial feelings of isolation and increased their confidence in their ability to manage the complexity of their new role;
- ◆ provided them with opportunities to reflect with their mentor to guide goal setting and to receive feedback on their leadership practices;
- ◆ helped them to achieve the growth and development goals in their learning plan.

Mentors have reported that mentoring has provided:

- ◆ a tremendous professional development opportunity, given the support and resources they have received to help them become effective mentors;

- ◆ skills that they are able to transfer to their work with staff, parents, and students;
- ◆ increased awareness of, level of reflection on, and development of their own leadership practices as a result of conversations with their mentee.

A Mentoring Culture

Collaborative learning cultures in schools and districts are characterized by staff learning from each other as they work towards a common goal. Mentoring can foster a collaborative learning culture within departments, schools, and the whole district by building the capacity of staff to effectively contribute to shared learning and professional dialogue. Where a trusting and collaborative mentoring culture exists, mentor/mentee relationships flourish, shared professional learning occurs, and succession planning needs are more likely to be met.

Mentoring Models

Districts in Ontario are using a variety of models to provide mentoring through the BLDS. For example, many districts report that they are implementing small-group mentoring to supplement the support given through one-on-one mentoring. Small-group mentoring helps newly appointed leaders realize that they are not alone in experiencing many of the challenges that come with being new to a role. They can come together to discuss problems of practice, guided and reassured by the wisdom of an experienced colleague.

Many districts have created synergy in their mentoring culture by connecting the mentoring work that is part of the New Teacher Induction Program (NTIP) with the mentoring that is part of their BLDS. Some districts are also using mentoring as a support for other employee groups, such as their business managers or their facilities supervisors.

Although it is recommended that each mentee be matched with a mentor who is not a direct supervisor, it is also important to recognize the hugely significant role that the supervisor plays in the development of the mentee, not only through formal performance appraisal but also on a day-to-day basis. Many of the strategies used by mentors to ensure that mentees are taking charge of their own learning and asking perceptive questions can also be used by supervisors to nurture mentee learning. Thus, some districts are finding that all experienced school and system leaders benefit from learning mentoring strategies, even if they are not actively involved in a formal mentoring relationship.

Personal Leadership Resources and Mentoring

The Ontario Leadership Framework 2012 (OLF 2012) identifies “social resources” as instrumental to leadership success. Social resources include the ability to perceive

emotions, manage emotions, and act in emotionally appropriate ways. Menges, Walter, Vogel, and Bruch (2011) have found that using these resources helps to build a positive emotional climate in a school. These ideas will resonate with those who are familiar with the concept of emotional intelligence.

Cherniss (2007, p. 428) writes that, according to Goleman (1998), emotional intelligence enables people to better read how others are feeling or might feel in different situations and to use that knowledge to relate to others in ways that promote positive outcomes. Emotional intelligence can also refer to the way in which people perceive, express, understand, and manage emotion in themselves and others (Cherniss, 2004, 2007; Mayer & Salovey, 1997). Cherniss (2007, p. 432) further explains that emotional intelligence and mentoring are related in two basic ways. First, the emotional intelligence of both the mentor and the mentee appears to influence the quality of the mentoring. Second, the most effective mentoring relationships often help individuals to become more socially and emotionally competent.

Strategy Checklists

Mentoring is a key strategy identified in the Impact Assessment and Planning Tool and will contribute to many of the impacts that are listed in the tool. The following checklists provide districts with strategies to support their development of a mentoring culture and increase the impact of mentoring as part of the BLDS.

Creating Operational Parameters

As specified under “Mentoring for Newly Appointed School Leaders”, on p. 26, districts will establish operational parameters for mentoring, taking into account local circumstances (e.g., geography, number of newly appointed leaders, number of mentors available). The use of some or all of the following strategies will assist in refining the district’s operational parameters.

- ☐ Facilitate connections between mentoring for newly appointed school leaders and other mentoring/coaching activities in the district.
- ☐ Make available, and encourage the use of, a variety of technological and other methods to facilitate mentoring relationships (e.g., collaboration software, face-to-face meetings, podcasts, web-conferencing software).
- ☐ Establish guidelines regarding the frequency and nature of contact between mentors and mentees (e.g., suggest a minimum number of one-to-one meetings between a mentor and mentee each year; suggest that mentors and mentees have regular contact with each other, using telephone or e-mail).

- ❑ Schedule opportunities for mentees and mentors to meet and learn together during and adjacent to district-scheduled administrator activities (e.g., monthly principal meetings) to facilitate mentee/mentor interactions.
- ❑ Determine and communicate provisions for supply coverage, travel costs, and other expenses for mentees and mentors incurred while involved in mentoring activities.
- ❑ Create structures and processes for using different mentoring models (i.e., one-to-one, small-group, and whole-group meetings).
- ❑ Support training for mentees and mentors on topics determined by local needs (e.g., budgeting, Teacher Performance Appraisal, numeracy strategies, whole-school approaches to creating a positive school climate, parent engagement).
- ❑ Establish and communicate the roles and responsibilities of mentors and mentees.
- ❑ Provide job shadowing and other job-embedded learning opportunities for mentees.
- ❑ Create awareness of short-term coaching supports appropriate to the situation, placement, and identified needs, and facilitate their use in a timely manner when requested by mentees.
- ❑ Establish and communicate a no-fault exit and re-matching process that can be used as needed and that protects the integrity of the individuals involved.

Recruiting/Selecting Mentors

- ❑ Develop, communicate broadly, and implement a transparent recruitment and selection process for mentors, including specific criteria based on the leadership practices and personal leadership resources set out in the OLF 2012.

Select mentors who:

- ❑ are practising principals or vice-principals, when possible;
- ❑ have a minimum of three years' experience as a principal or vice-principal, when possible;
- ❑ demonstrate the leadership practices and personal leadership resources set out in the OLF 2012;
- ❑ have expertise in using the strategies identified in the Board Improvement Plan for Student Achievement (BIPSA);
- ❑ are compassionate, supportive, reflective, and innovative leaders;
- ❑ demonstrate success in improving student achievement and well-being;
- ❑ are accessible and willing to serve as a continual resource for a minimum of one year and up to two years;

- ☐ have a thorough understanding of current priorities and initiatives in the education system;
- ☐ are role models for effective school leadership;
- ☐ are not in a supervisory role in relation to the mentee;
- ☐ support the principles of diversity, equity, and inclusive education;
- ☐ have knowledge of and experience working with different adult learning styles.

Matching Mentors and Mentees

- ☐ Develop and communicate broadly a transparent, systemic process for matching mentors and mentees.
- ☐ Take into consideration input from mentees, mentors, and senior administration when completing the matching process.
- ☐ Complete the matching process in a timely manner prior to or early in the school year, or as needed throughout the year.
- ☐ Consider a variety of factors when matching mentors and mentees (e.g., learning needs of the mentee and strengths of the mentor, characteristics of the school settings in which the mentor and mentee are working).
- ☐ Use the OLF 2012 and a variety of informal and formal tools and data (e.g. the results of self-assessments, performance appraisals, previous mentee learning plans) to determine the mentee's learning needs and the complementary strengths of the mentor.

Providing Orientation to Mentoring

- ☐ Provide a joint orientation as a launch to the mentee/mentor relationship prior to or early in the school year. The orientation may be delivered in a variety of formats (one-on-one, small-group, online, and/or a combination).

As part of the orientation:

- ☐ communicate the roles and responsibilities of mentors and mentees;
- ☐ provide a review of the operational parameters used in the district;
- ☐ identify and discuss the benefits of mentoring for mentees, mentors, and the district (consider including testimonials from previous mentors and mentees);
- ☐ explain the use of the mentee learning plan (see next section);
- ☐ engage mentors and mentees in establishing terms of engagement and protocols for working with one other, including those relating to trust and confidentiality;
- ☐ communicate a no-fault exit and re-matching process that can be used as needed and that protects the integrity of the individuals involved.

Developing and Supporting Mentee Learning Plans

- ❑ Provide a mentee learning plan template to mentees and mentors that asks mentees to identify:
 - a goal they wish to develop;
 - growth strategies as a focus of mentoring for the year;
 - dates and timelines for completion of each of the growth strategies;
 - resources the mentee will use (e.g., the Ontario Leadership Framework 2012);
 - operational information relating to the development of the mentee learning plan and the ongoing mentoring relationship, including:
 - the names of the mentee and mentor;
 - the date(s) the mentee learning plan was developed;
 - mentee and mentor meeting frequency, location(s), and contact considerations (e.g., dates when the mentee or mentor will be inaccessible);
 - how e-mail/phone/web-conferencing software will be used to maintain contact and support the mentoring.
- ❑ Encourage mentees to use the strategies/supports and target dates they identified in their Annual Growth Plan to inform the development of their mentee learning plan.
- ❑ Provide sample learning goals to assist mentees and mentors with using the mentee learning plan.
- ❑ Train mentees and mentors to use the mentee learning plan to focus and guide the mentoring interactions and to monitor the achievement of the identified learning goals.
- ❑ Encourage mentees and mentors to collaboratively develop the learning plan as early as possible in the mentoring relationship and to revise goals as necessary to reflect the ongoing needs of the mentee.
- ❑ Communicate that the learning plan is to be kept confidential between the mentee and mentor.
- ❑ Provide training to mentees and mentors with regard to the Annual Growth Plan and the ways in which it could be used as a basis for informing their mentee learning plan.

Providing Ongoing Professional Learning and Resources to Support Mentoring

- ❑ Provide professional learning opportunities to support the mentoring relationship, the development of leadership practices and personal leadership resources, and the identification of mentee learning goals.
- ❑ Facilitate opportunities for mentoring interactions to take place adjacent to other district workshops, meetings, and network learning sessions to help consolidate learning and identify next steps for the mentee through dialogue with the mentor.

- ❑ Organize learning sessions for mentees and their mentors that focus on developing the leadership practices related to the mentees' learning needs and that supplement and support the individual mentee/mentor conversations.

Training Mentors

- ❑ Offer high-quality, differentiated, ongoing training and support for both new and experienced mentors, including training and support on a variety of mentoring approaches such as coaching (supporting the mentee in reflecting on and refining skills), consulting (providing expertise), and collaborating (planning with the mentee).
- ❑ Develop an “in-house” group of expert and certified mentors who can train others, by supporting a cadre of experienced administrators to attend certification training. (Many providers, including principal associations, offer certified mentor training courses.)
- ❑ Provide opportunities for mentors to meet with each other in order to learn and share mentoring strategies and resources.
- ❑ Train mentors on strategies to help mentees learn how to keep student achievement and well-being at the forefront of their work while addressing the complexities of day-to-day operations.
- ❑ Provide training opportunities for new and experienced mentors on teaching and learning strategies connected to BIPSA goals and ways to incorporate this knowledge into ongoing mentoring relationships.
- ❑ Provide training and support to mentors to assist them in recognizing mentees' readiness to engage in different types of conversations as they gain experience and confidence (e.g., mentees in their first year may want to focus on troubleshooting administrative and technical issues, “survival tactics”, and student behavioural issues; mentees in their second year may want the focus to shift to more in-depth conversations about adaptive challenges, school improvement plans, instructional leadership, and strategies for closing the achievement gap).
- ❑ Extend and connect mentor training for school leaders to training for others involved in mentoring or coaching in the district (e.g., teacher mentors, business mentors, literacy coaches, Student Success leader mentors, peer mentors/coaches).

B

The Ontario Leadership Framework 2012⁹

The Ontario Leadership Framework 2012 (OLF 2012) describes what good leadership looks like, based on evidence of what makes the most difference to student achievement and well-being. It 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 (traits and dispositions) that have been found to increase the effectiveness of leadership practices.

The OLF 2012 includes the following definition of leadership:

Leadership is defined as the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals. This influence may have many sources (e.g., administrators [i.e., principals and vice-principals], parents, teachers and trustees), is typically reciprocal rather than unidirectional, and is exercised through relationships between and among individuals, groups, and the settings in which they find themselves. Leadership, defined in this way, is "successful" to the extent that it makes significant, positive, and ethically defensible¹⁰ contributions to progress in achieving the organization's vision and goals.

(Leithwood, 2012, p. 3)

The framework, first set out in 2006, provides the foundation for all aspects of the Ontario Leadership Strategy (OLS). It is a resource that can assist educators in building coherence and aligning practices across schools and districts.

The OLF 2012 is communicated through three basic products:

- ◆ *The Ontario Leadership Framework 2012, With a Discussion of the Research Foundations*, by Dr. Kenneth Leithwood.

9. For more information about the Ontario Leadership Framework 2012, see the fact sheet entitled *Supporting the Ontario Leadership Strategy: Ontario Leadership Framework 2012*, available on the Ministry of Education website, at www.ontario.ca/eduleadership.

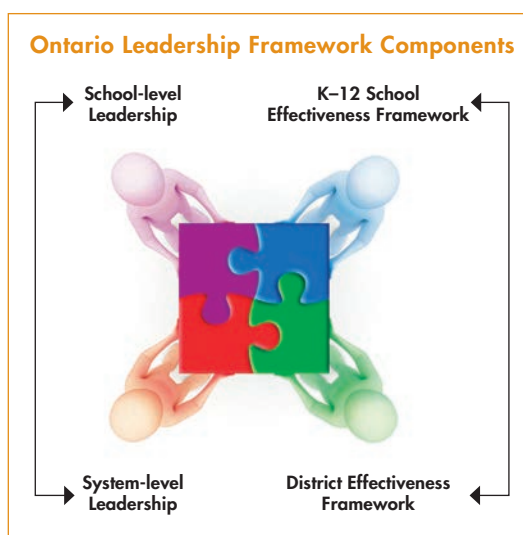
10. There are many perspectives on how to judge the ethical defensibility of a leader's influence. One helpful perspective has been provided by Warwick and Kelman (1976), who argue that the most ethical influence strategies are "facilitative" strategies, because they are the most transparent and leave the most freedom of choice for those being influenced. Next are "persuasive" strategies. At the least-ethical end are "manipulative" strategies and, finally, "coercive" strategies.

- ◆ *The Ontario Leadership Framework 2012: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action.* The online version of this user guide provides hyperlinks to the various resources.
- ◆ Four placemats that give “at-a-glance” views of school and system leadership practice at both the individual and organizational levels. The placemats are included in the user guide and can also be downloaded separately for use in professional learning contexts. They should be read together with the research report for a full understanding of the leadership practices and the personal leadership resources.

These publications are available on the Institute for Education Leadership's website at www.education-leadership-ontario.ca.

Key Components of the OLF 2012

- ◆ **School-level Leadership Practices.** Identifies 21 distinct practices, organized in five domains, for formal and informal leaders in schools. As before, the five Core Leadership Capacities – setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging in courageous conversations – are seen as fundamental to all leadership practice.



- ◆ **Characteristics of Effective Schools: The K-12 School Effectiveness Framework (K-12 SEF).** Identifies evidence-based indicators of successful practice in six components of effective schools. Created by the Student Achievement Division in 2012, the K-12 SEF (available at www.edu.gov.on.ca/eng/literacynumeracy/framework.html) is key to the work of schools and boards. It has been included in the OLF 2012 as a companion piece to show the link between school-level leadership and school effectiveness.
- ◆ **Characteristics of Successful School Systems: A District Effectiveness Framework (DEF).** Describes features of school systems, in four domains, that make positive contributions to growth in student achievement and well-being.

- ◆ **System-level Leadership Practices.** Identifies a set of unique practices required of system-level leaders (academic and business), in four domains matching those in the DEF, that enhance the school-level practices.
- ◆ **Personal Leadership Resources.** Describes a set of personal attributes, in three categories (see the table below), found to be key to the effective enactment of leadership practices at both the school and system level.

Personal Leadership Resources

| Cognitive Resources | Social Resources | Psychological Resources |
|--|--|---|
| <ul style="list-style-type: none"> • Problem-solving expertise <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – Technical/rational conditions – Emotional conditions – Organizational conditions – Family conditions | <p>Including the ability to:</p> <ul style="list-style-type: none"> • Perceive emotions <ul style="list-style-type: none"> – Recognizing our own emotional responses – Discerning emotional responses in others through verbal and non-verbal cues • Manage emotions <ul style="list-style-type: none"> – Reflecting on our own emotional responses and their potential consequences – Persuading others to likewise reflect on their responses • Act in emotionally appropriate ways <ul style="list-style-type: none"> – Being able to exercise control over which emotions guide our actions – Being able to help others act on emotions that serve their best interests | <ul style="list-style-type: none"> • Optimism <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – Being able to recover from, or adjust easily to, change or misfortune – Being able to thrive in challenging circumstances |

C Key Partners

The BLDS is informed by the work of the Ministry of Education, in partnership with districts and key partners representing associations of principals, supervisory officers, directors of education, and school business officials. The key partners are listed below.

Board leads and steering committees are encouraged to contact the following professional associations to access resources and professional learning opportunities offered by the associations to support the BLDS and develop leaders throughout the district.

- ◆ Association des conseillères et conseillers des écoles publiques de l'Ontario
- ◆ Association des directions et directions adjointes des écoles franco-ontariennes
- ◆ Association des gestionnaires de l'éducation franco-ontarienne
- ◆ Association franco-ontarienne des conseils scolaires catholiques
- ◆ Catholic Principals' Council of Ontario
- ◆ Centre franco-ontarien de ressources pédagogiques
- ◆ Conseil ontarien des directrices et directeurs de l'éducation de langue française
- ◆ Council of Ontario Directors of Education
- ◆ Council of School Business Officials
- ◆ English Catholic Council of Directors of Education of Ontario
- ◆ Ontario Association of School Business Officials
- ◆ Ontario Catholic School Business Officials Association
- ◆ Ontario Catholic School Trustees' Association
- ◆ Ontario Catholic Supervisory Officers' Association
- ◆ Ontario Principals' Council
- ◆ Ontario Public School Boards' Association
- ◆ Ontario Public Supervisory Officials' Association
- ◆ The Learning Partnership, in partnership with the Rotman School of Management at the University of Toronto

Appendix

D

Board Leadership Development Strategy (BLDS) Planning and Reporting Template

*A version of the Planning and Reporting Template, showing forms for reporting to the Ministry of Education, is provided in this appendix **for illustrative purposes only**. Customized fillable forms are provided to school boards.*

Planning for the Coming School Year

1. Complete all portions of the template *except those shaded in green*.
2. Ensure that the director of education signs a print version of the Authorization and Contact Page (Section 1). The template cannot accept an electronic signature.
3. Email two separate documents to the ministry at **leadership-reports@ontario.ca** by the date specified by the ministry: (1) the completed template; and (2) a scan of the signed Authorization and Contact page (Section 1). Please copy your BLDS regional education officer on the email.

Reporting on the Current School Year

1. For reporting, use the same form that you completed and submitted to the ministry at the planning stage.
2. Complete the green shaded portions of the template at the end of the school year. This is sometimes referred to as the “end of the year report”.
3. Ensure that the director of education and chief financial officer sign a print version of the Authorization and Contact Page (Section 1). The template cannot accept an electronic signature.
4. Email two separate documents to the ministry at **leadership-reports@ontario.ca** by the date specified by the ministry: (1) the completed template; and (2) a scan of the signed Authorization and Contact page (Section 1). Please copy your BLDS regional education officer on the email.

The BLDS Planning and Reporting Template consists of the following sections:

- ◆ **Section 1:** Authorization and Contact Page
- ◆ **Section 2:** District Statistics
- ◆ **Section 3:** Impact Assessment and Planning Tool
- ◆ **Section 4:** Goals and Strategies
- ◆ **Section 5:** Report on Attainment of the Goals and Impact of the Strategies
- ◆ **Section 6:** Detailed Accounting Statement

SECTION 1: Authorization and Contact Page*

| | | |
|--|---|--|
| Name of district school board / school authority / Provincial Schools Authority: | | |
| Director of education Name: Telephone: Email: | Director's signature for the BLDS plan: _____ Date: _____ | |
| | Chief financial officer's signature for the end-of-year report: _____ Date: _____ | |
| | Director's signature for the end-of-year report: _____ Date: _____ | |
| Supervisory officer responsible for the BLDS Name: Telephone: Email: | BLDS lead for the district Name: Telephone: Email: | |
| BLDS steering committee members (check all that apply) <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Required: <input type="checkbox"/> BLDS supervisory officer <input type="checkbox"/> BLDS lead for the district** <input type="checkbox"/> Lead for PPA (where applicable)** <input type="checkbox"/> Lead for mentoring (where applicable)** <input type="checkbox"/> Member of the BIPSA steering committee <input type="checkbox"/> Human resources representative <input type="checkbox"/> Elementary principal/vice-principal representative(s) <input type="checkbox"/> Secondary principal/vice principal representative(s) </div> <div style="width: 45%;"> Recommended: <input type="checkbox"/> Business personnel <input type="checkbox"/> Aspiring teacher leader(s) Other member(s): <input type="checkbox"/> Title: _____ <input type="checkbox"/> Title: _____ </div> </div> | | Planned steering committee meeting dates: _____ _____ _____ _____ |
| ** The BLDS lead oversees and coordinates all aspects of the BLDS. Some boards appoint another person (or two people) to lead the mentoring and/or the performance appraisal work. These individuals must be part of the BLDS steering committee. | | |

* The signatures on this authorization page confirm that the information in this report is accurate and that the board is implementing the BLDS in accordance with ministry requirements.

SECTION 2: District Statistics

Principal/Vice-Principal Mentoring for the Coming School Year

| Mentees | Number | Mentors* | Number |
|------------------------------------|--------|-----------------------------------|--------|
| First-year principal mentees | | Practising principal mentors | |
| First-year vice-principal mentees | | Practising vice-principal mentors | |
| Second-year principal mentees | | Retired principal mentors | |
| Second-year vice-principal mentees | | Retired vice-principal mentors | |
| Total | | Total | |

* Report only those who will be actively mentoring in the coming school year.

System Leader Mentoring* for the Coming School Year

| Newly Appointed System Leaders | Total Number | Number Participating in Mentoring |
|---|--------------|-----------------------------------|
| First-year academic supervisory officers | | |
| First-year business supervisory officers | | |
| Second-year academic supervisory officers | | |
| Second-year business supervisory officers | | |
| First-year director | | |
| Second-year director | | |
| Total | | |

| Mentors | Number |
|--|--------|
| Supervisory officers and/or directors in the district who are participating as mentors in the coming school year | |

* System leader mentoring is funded by the Ministry of Education and offered by the professional associations representing supervisory officers and directors of education in Ontario.

SECTION 2 (continued)

Projected Principal/Vice-Principal Performance Appraisals*

| Projected Performance Appraisals for the Coming School Year | Number |
|---|--------|
| Appraisals for principals/vice-principals who are new to the district but have previously worked as principals/vice-principals | |
| Appraisals for principals/vice-principals who are in their second year in the role | |
| Appraisals for principals/vice-principals who are in their evaluation year | |

* Principals and vice-principals must be evaluated once every five years, beginning in their second year in the role, or in their first year in the district if they have previously worked as a principal or vice-principal. See the most recent edition of the [Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual](#) for more information. The actual number of appraisals conducted is collected through OnSIS.

Succession Planning

| Leadership Roles | Projected number of retirements over next three years | Projected additional positions required over next three years to accommodate system growth or other factors | Projected reduction in positions over next three years to accommodate declining enrolment or other factors <i>(record as a negative number)</i> | Aspiring leaders** who are qualified and ready to step into the role | Aspiring leaders** participating in development programs/processes but are not yet ready for the role | Actual number of retirements in current school year |
|---|---|---|--|--|---|---|
| Vice-principals | | | | | | |
| Principals | | | | | | |
| Supervisory officers (academic) | | | | | | |
| Supervisory officers (business) | | | | | | |
| Do you anticipate that you will have enough qualified individuals to fill vacancies created through retirements and/or system growth over the next three years? If not, how are you planning to address the vacancies? | | | | | | |

** The term *aspiring leader* is used to refer to anyone who is aspiring to any leadership position – for example, a teacher aspiring to be a vice-principal, a vice-principal aspiring to be a principal, or a principal aspiring to be a supervisory officer.

SECTION 3: Impact Assessment and Planning Tool

Prior to setting goals for the BLDS for the coming school year, the steering committee will use the Impact Assessment and Planning Tool provided in this section to assess the effectiveness of the strategy. The tool comprises a list of the impacts that an effective BLDS can have, and a list of research-based strategies that can help bring about or enhance the impacts described.

Many of the impacts and suggested strategies are based on the Ontario Leadership Framework 2012 (OLF 2012), particularly the District Effectiveness Framework (DEF), which describes the characteristics of high-performing school districts in Ontario.

The results of this assessment will assist districts in:

- ✦ determining the impact of the strategies they have implemented;
- ✦ identifying additional strategies they may wish to implement in the coming school year;
- ✦ reviewing how they monitor the implementation of their BLDS;
- ✦ determining what additional data they may need to collect in order to measure the impact of their BLDS;
- ✦ setting goals that will help to enhance the impact of their BLDS.

How to Use the Impact Assessment and Planning Tool

1. As your team considers each impact described in the tool, ask yourselves to what extent that impact is currently evident in your district and select the most suitable response from among the following:

0 **Don't know** 1 **Not at all evident** 2 **Somewhat evident** 3 **Very evident**

In selecting the response, consider what evidence you have to support it. The tool is intended to encourage reflection, not to have you collect hard data to provide evidence for each impact.

Your BLDS may be having additional impacts beyond those described in this tool: the list is not intended to be exhaustive.

SECTION 3 *(continued)*

2. The impacts and related strategies are organized into four key areas:

- Recruiting and Selecting Leaders
- Placing and Transferring Leaders
- Developing Leaders
- Coordinating Support for Leaders

The four key areas are discussed on pages 14–19 of the manual.

As you assess the impact of your BLDS, consider the related strategies that are provided in the second part of the tool. Which of the strategies have been implemented in your district? Which of them could be implemented more broadly and which might be introduced to help bring about the impacts described?

It is important to note that, although the strategies are organized into key areas, they can be combined in various other ways to increase the impact of your BLDS. Any single impact may result from the implementation of a range of strategies from across the four key areas. Conversely, a single strategy may have several impacts. The list of strategies is not exhaustive.

3. Use the results of your assessment to inform your goal setting and your selection of strategies for the coming school year. You will want to pay particular attention to strategies related to the impacts to which you responded “0” (don’t know) or “1” (not at all evident). In cases where you responded “0”, you may want to consider what data you could collect to determine the impact.

SECTION 3 (continued)

| Assessing Impact | | | | |
|---|--------------------|------------------|--------------|----------|
| For each impact, select the most suitable response: | | | | |
| 0 | 1 | 2 | 3 | |
| Don't know | Not at all evident | Somewhat evident | Very evident | |
| After each set of impacts, the reader is prompted to consider the related strategies in the second part of this tool. It should be noted that, in practice, any given impact may result from the implementation of several combined strategies from across the four key areas. The strategies for the key area Developing Leaders, in particular, are important to the achievement of impacts in all areas. | | | | |
| Impact | | | | Response |
| Recruiting and Selecting Leaders | | | | |
| 1. The number of candidates ready to assume each leadership role is sufficient to meet current and future demand. | | | | 0 1 2 3 |
| 2. The diversity of candidates (across many dimensions, such as gender, race, and disability) ready to assume each leadership role has increased over time. | | | | 0 1 2 3 |
| 3. Leadership positions are being filled primarily with qualified internal candidates (as well as some external candidates, when needed). | | | | 0 1 2 3 |
| 4. Candidates who are ready to assume leadership roles demonstrate the practices and personal leadership resources set out in the OLF 2012. | | | | 0 1 2 3 |
| 5. Successful internal candidates have participated in, and benefited from, professional learning opportunities that were made available to aspiring leaders. | | | | 0 1 2 3 |
| 6. Candidates, both successful and unsuccessful, confirm that recruitment and selection processes are fair, equitable, inclusive, and transparent. | | | | 0 1 2 3 |
| 7. Candidates, both successful and unsuccessful, confirm that selection processes are effectively communicated. | | | | 0 1 2 3 |
| 8. Staff members view leadership roles as fulfilling, attractive, and effectively supported. | | | | 0 1 2 3 |
| Consider the extent to which your district has implemented strategies for Recruiting and Selecting Leaders (pp. 52–53), as well as strategies in other key areas, to achieve the impacts described above. | | | | |
| Placing and Transferring Leaders | | | | |
| 9. School and system leaders consider transfer and placement processes to be fair, equitable, inclusive, transparent, and effectively communicated. | | | | 0 1 2 3 |
| 10. Effective school leaders remain in schools for significant periods of time (ideally, five to seven years). | | | | 0 1 2 3 |
| 11. School improvement efforts have been enhanced or at least maintained as a result of changes in school leadership. | | | | 0 1 2 3 |
| 12. Whole-district improvement efforts have been enhanced or at least maintained as a result of changes in district leadership. | | | | 0 1 2 3 |
| 13. Schools that are most in need of improvement have benefited from effective transfer and placement decisions. | | | | 0 1 2 3 |
| 14. Transfer and placement decisions have successfully matched leader strengths to school needs across the district. | | | | 0 1 2 3 |
| Consider the extent to which your district has implemented strategies for Placing and Transferring Leaders (p. 53), as well as strategies in other key areas, to achieve the impacts described above. | | | | |

SECTION 3 (continued)

| Assessing Impact | | | | |
|---|--------------------|------------------|--------------|----------|
| For each impact, select the most suitable response: | | | | |
| 0 | 1 | 2 | 3 | |
| Don't know | Not at all evident | Somewhat evident | Very evident | |
| Impact | | | | Response |
| Developing Leaders | | | | |
| 15. New and experienced school leaders confirm that they feel supported, confident, and connected to their colleagues. | 0 | 1 | 2 | 3 |
| 16. Aspiring leaders are confident in their ability to assume leadership roles. | 0 | 1 | 2 | 3 |
| 17. Mentoring is embedded in the culture of the district. | 0 | 1 | 2 | 3 |
| 18. Experienced leaders and their mentees find mentoring rewarding and mutually beneficial. | 0 | 1 | 2 | 3 |
| 19. The principles of equity and inclusive education are embedded in professional learning opportunities for school and system leaders. | 0 | 1 | 2 | 3 |
| 20. School and system leaders demonstrate the leadership practices and personal leadership resources described in the OLF 2012 in ways that are appropriate to their local circumstances. | 0 | 1 | 2 | 3 |
| 21. New and experienced leaders confirm that learning, training, and development opportunities are helping them attain the goals in their Annual Growth Plan and Performance Plan, as well as the goals in their School Improvement Plan. | 0 | 1 | 2 | 3 |
| 22. Relationships between system and school leaders are collaborative and highly interactive. | 0 | 1 | 2 | 3 |
| 23. There is a shared sense of responsibility for district improvement among school leaders. | 0 | 1 | 2 | 3 |
| 24. School and system leaders work together to achieve the goals of the district and the goals of individual schools. | 0 | 1 | 2 | 3 |
| 25. School leaders facilitate collaborative work among staff to improve the quality of instruction in their schools. | 0 | 1 | 2 | 3 |
| 26. There is a high retention rate for newly appointed school and system leaders. | 0 | 1 | 2 | 3 |
| 27. School leaders are knowledgeable about the quality of instruction in their schools and are implementing effective strategies for instructional improvement. | 0 | 1 | 2 | 3 |
| 28. There is a culture of professional accountability, grounded in a commitment to school improvement and the individual and collective growth of leaders. | 0 | 1 | 2 | 3 |
| 29. System and school leaders are able to describe their professional growth over time. | 0 | 1 | 2 | 3 |
| 30. The achievement and well-being of all students is at the core of school and system leaders' decision making. | 0 | 1 | 2 | 3 |
| 31. The district demonstrates organizational resilience in the face of challenges and the capacity to be responsive to change. | 0 | 1 | 2 | 3 |
| Consider the extent to which your district has implemented strategies for Developing Leaders (pp. 54–55), as well as strategies in other key areas, to achieve the impacts described above. | | | | |

SECTION 3 *(continued)*

| Coordinating Support for Leaders | | | | |
|---|---|---|---|---|
| 32. Central office departments collaborate to support school improvement goals and the BIPSA. | 0 | 1 | 2 | 3 |
| 33. School leaders confirm that district efforts to buffer them from distractions and to keep external demands to a minimum have been effective in allowing them to devote more time to instructional leadership. | 0 | 1 | 2 | 3 |
| 34. The working relationship between the district and representatives of principals' associations is positive and supports the district's terms and conditions of employment of principals and vice-principals. | 0 | 1 | 2 | 3 |
| 35. Appraisees confirm that the performance appraisal process is fair, equitable, and inclusive and that it results in professional growth. | 0 | 1 | 2 | 3 |
| Consider the extent to which your district has implemented strategies for Coordinating Support for Leaders (p. 55), as well as strategies in other key areas, to achieve the impacts described above. | | | | |

SECTION 3 (continued)

| <h3>Implementing Strategies to Increase Impact</h3> <p>Districts implement, monitor, and adapt or revise strategies on a cyclical basis</p> | |
|---|--|
| Recruiting and Selecting Leaders | |
| <ul style="list-style-type: none"> • Develop and clearly communicate (e.g., by posting the information on the district intranet): <ul style="list-style-type: none"> – role descriptions and required qualifications for all leadership roles; – descriptions of a variety of leadership/learning experiences and possible pathways that aspiring, new, and experienced leaders can follow to develop the leadership practices and personal leadership resources essential to success in different leadership roles (e.g., director, academic or business supervisory officer, principal, vice-principal, manager); – recruitment plans for the district and a projected timeframe for future promotion opportunities (based, for example, on planned retirement dates) to facilitate aspiring leaders' short- and long-term career planning; – terms and conditions of employment of principals and vice-principals. • Provide training for leaders and mentors regarding the district's selection and recruitment processes and their own role in the early identification and ongoing support of aspiring leaders. • Train and encourage leaders to share or distribute leadership and to coordinate the actions of those providing the leadership in individual schools and throughout the district (e.g., by engaging teachers in informal leadership work that contributes to school and district improvement, by engaging staff in organizing cross-department responses to recommendations resulting from operational reviews). • Attract and develop leaders who reflect the diversity of the community (e.g., by conducting outreach to current and potential employees, by creating promotional materials for leadership programs that illustrate an inclusive approach). • Identify and remove, at both the school and the district level, discriminatory biases and systemic barriers that may limit hiring and promotion opportunities for individuals from diverse communities (e.g., by facilitating access to information about selection processes and about accessibility and accommodation processes that are in place across the district). • Use accurate, current, and comprehensive data to: <ul style="list-style-type: none"> – forecast short- and long-term school and district leadership needs (e.g., demographic data on projected retirements, student population growth or decline, range of staff experience levels); – monitor, on an ongoing basis, the supply of aspiring leaders and their readiness to assume leadership roles; – create profiles of all aspiring, new, and experienced leaders in order to track their: <ul style="list-style-type: none"> • participation in professional learning and other leadership experiences; • attainment of additional qualifications; • Annual Growth Plan and Performance Plan goals. • Assess the effectiveness of formal leadership training and leadership experiences that are being used to prepare candidates to assume various leadership positions. | |

SECTION 3 *(continued)*

Recruiting and Selecting Leaders *(continued)*

- Develop, implement, and communicate a fair, equitable, inclusive, transparent, and multi-faceted selection process (e.g., develop and put in place processes for ensuring accessibility and providing accommodations, hold ongoing conversations with and conduct observations of candidates in their own work environment, observe candidates' demonstrations of instructional leadership, consider candidates' oral presentations and written responses to questions).
- Develop and use selection criteria and tools that reflect the personal leadership resources and leadership practices set out in the OLF 2012.
- Provide constructive feedback to all candidates, both successful and unsuccessful, after the conclusion of the selection process.

Placing and Transferring Leaders

- Establish, broadly communicate, and review, on a cyclical basis, the district's placement and transfer processes.
- Seek input from principals and vice-principals when making decisions about school leader placements and transfers (e.g., seek input on their intended career path and the types of schools they would like to lead; if new leaders are to be placed in or transferred to their school, seek input about which candidates might be a good fit with the rest of the leadership team already in the school).
- Use a systemic long-term plan, based on whole-district and individual school needs as well as individual leaders' strengths and developmental needs, to guide placement and transfer decisions.
- Determine the leadership needs of schools on the basis of a variety of factors (e.g., student achievement data, school improvement planning goals, parent and community relationships and demographics, expertise of staff, unique characteristics and features of the school).
- Refer to the leadership practices and personal leadership resources set out in the OLF 2012 when considering the strengths and needs of new and experienced leaders for the purpose of placement and transfer.
- Consider building teams of principals and vice-principals with complementary strengths and experiences when making placements in or transfers to schools with more than one school leader.
- Develop and communicate a comprehensive transition process that minimizes disruption to schools and the district.
- Establish processes to facilitate the exchange of knowledge (e.g., about features and circumstances that are unique to the setting, about practices that have been effective in the setting) between incoming and outgoing school and system leaders (e.g., the superintendent chairs a meeting between the incoming and outgoing principals).
- Keep effective school leaders in schools for significant periods of time (ideally, five to seven years), when it is feasible to do so and beneficial to the school and the individual leader.

SECTION 3 (continued)

| <h3>Implementing Strategies to Increase Impact</h3> <p>Districts implement, monitor, and adapt or revise strategies on a cyclical basis</p> |
|--|
| <p>Developing Leaders</p> <ul style="list-style-type: none"> • Use the OLF 2012 as the basis for leadership development. • Communicate clearly to all aspiring and current leaders that the leadership practices and personal leadership resources set out in the OLF 2012 are the foundation for successful leadership. • Create and offer professional learning opportunities for aspiring leaders (e.g., a series of training sessions related to specific leadership practices; action learning projects; job shadowing) to support them in developing the personal leadership resources and leadership practices set out in the OLF 2012. • Articulate which leadership practices and personal leadership resources are most likely to be developed through the various leadership development programs and leadership experiences used in the school and/or district. • Provide opportunities for aspiring and current leaders to observe how experienced leaders enact the leadership practices set out in the OLF 2012 (e.g., through job shadowing or joint work between two or more schools). • Provide opportunities for aspiring leaders to experience various leadership roles (e.g., job shadowing, secondments, acting positions, internships, chairing of district or school committees) in order to develop the personal leadership resources and leadership practices set out in the OLF 2012. • Put mechanisms in place for providing aspiring, new, and experienced leaders with constructive feedback on their personal leadership resources and leadership practices, as described in the OLF 2012, during and after both formal and informal leadership development experiences. • Provide aspiring, new, and experienced leaders with self-assessment and reflection tools (e.g., 360 assessment) and encourage them to use the tools to identify their leadership strengths and professional development needs. • Provide aspiring, new, and experienced leaders with a variety of differentiated supports to meet the needs they identify and the learning goals they have established in their Annual Growth Plans. • Provide training for new leaders throughout the year to accommodate those who may be taking on new roles at different times of the year (e.g., ensure that orientation, induction workshops, and/or online modules are made available as needed). • Use leader meetings (e.g., principal meetings, cross-department meetings) and professional learning opportunities to develop coherence across initiatives and help achieve the goals in the Board Improvement Plan for Student Achievement (BIPSA). • Engage school and system leaders in collaborative professional learning (e.g., collaborative inquiry focused on problems of practice; moderation of student work at a principal meeting, or examination of school improvement plans through moderation at a superintendent meeting). • Encourage and support learning networks of school and system leaders, organized according to common school improvement goals, to engage in collaborative inquiry and to address issues as they emerge. • Encourage system leaders to engage in professional learning and mentoring opportunities beyond those offered in their own district (e.g., association-sponsored learning events, mentoring for newly appointed system leaders delivered by professional associations, research symposiums, exchanges, secondments, leadership events offered through the business community), and provide support as needed. |

SECTION 3 (continued)

| Developing Leaders (continued) |
|---|
| <ul style="list-style-type: none"> • Encourage mentoring as a professional growth model for all leaders (e.g., encourage and support district business leaders in establishing mentoring relationships with colleagues in other districts, if there is no suitable match within the district). • Develop operational parameters for mentoring that meet local needs and provincial expectations and that reflect the mentoring strategies outlined in Appendix A of the BLDS manual. • Gather feedback from both mentees and mentors to monitor the overall effectiveness of the program and training, and to determine the reciprocal benefits of mentoring to mentors and mentees. • Provide short-term coaching, when requested by school and system leaders, promptly and in a manner appropriate to the situation and placement and to the leaders' identified needs. • Assist leaders who request coaching in determining the desired outcomes of the coaching (e.g., to enhance performance, to reflect on practice, or to examine and solve a specific issue). • Encourage and provide support for appraisers and appraisees to engage in ongoing dialogue about how appraisees can use their Annual Growth Plan to further their development as leaders and how they can develop goals in their Performance Plan that support the School Improvement Plan. • Encourage appraisers to consider the leadership practices and personal leadership resources set out in the OLF 2012 and to take into account the contingent nature of leadership (also described in the OLF 2012) when developing and providing feedback and suggested next steps to appraisees. |
| Coordinating Support for Leaders |
| <ul style="list-style-type: none"> • Use a system-wide calendar when setting priorities, coordinating meetings, establishing deadlines, and planning professional learning opportunities, in order to keep external demands to a minimum and support the instructional leadership of school and system leaders. • Make policies, procedures, plans, monthly task inventories, and related effective practices easily accessible to school and system leaders (e.g., make all school improvement plans available in a searchable electronic form, provide a searchable index of policies and procedures with links to other resources). • Provide school and system leaders with resources and technology that facilitate administrative and managerial tasks (e.g., timetable applications to assist in creating collaborative work time for staff, tools to assist in completion of performance appraisals). • Provide central support for and, when possible, streamline administrative tasks and processes required at the school level (e.g., reporting procedures, budget and purchasing processes), using input from school leaders to inform decisions. • Review the terms and conditions of employment of principals and vice-principals on a regular basis, in consultation with local principal associations. • Provide training, resources, and support to appraisers and appraisees on the basis of specific district needs, in addition to meeting the requirements outlined in the current edition of the Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual. • Gather feedback from both appraisers and appraisees to monitor the overall effectiveness of the performance appraisal process. • Use appraisals to help leaders focus on priority areas and build alignment and coherence between initiatives. |

SECTION 4: Goals and Strategies

Instructions

Setting Goals

- ◆ Use the results of the Impact Assessment and Planning Tool as a guide to establishing one to three goals for the coming school year as a focus for the continued implementation of the BLDS. Design these goals with a view to leveraging the BLDS to have the greatest possible impact (*see the sample goal, pp. 57–63*).
- ◆ Identify explicitly how the BLDS goals will support the attainment of the goals for student achievement and well-being in the Board Improvement Plan for Student Achievement (BIPSA).
- ◆ Where possible, identify how the BLDS goals will help to create a positive climate, in the district as a whole and in schools, that is safe, inclusive, and accepting for all students and staff.
- ◆ Identify how the BLDS goals will help the aspiring, new, and experienced leaders in your district develop specific personal leadership resources and leadership practices from among those set out in the Ontario Leadership Framework 2012.
- ◆ Provide a rationale explaining how the results of your BLDS impact assessment led you to set each goal.

Identifying Strategies

- ◆ Articulate strategies to support the achievement of each goal. Use the Impact Assessment and Planning Tool as a resource to help you identify strategies.
- ◆ Identify which of the leadership practices and personal leadership resources set out in the OLF 2012 will be developed through the implementation of the strategies.
- ◆ Include mentoring for newly appointed school leaders and principal/vice-principal performance appraisal as strategies to support the attainment of at least one of the goals.
- ◆ Articulate, for each of the strategies, the funding allocated, the implementation timeline, resources required (e.g., people, written resources), and the target group(s).

Monitoring Implementation

- ◆ Identify how you will monitor the impact of your strategies in order to determine the extent to which you have achieved your goals.

SECTION 4 (continued)

Note that goals and strategies may extend beyond a timeline of one school year. Where this is the case, districts should identify only the strategies that will be implemented in the coming school year.

See the sample goal and accompanying strategies provided below. The template follows, on page 64.

SAMPLE BLDS GOAL

BLDS GOAL 1:

Our first BLDS goal for this year is related to our Board Improvement Plan for Student Achievement (BIPSA) numeracy goal, as well as associated School Improvement Plan for Student Achievement (SIPSA) goals.

Our BIPSA numeracy goal for this year: By June of this year, the percentage of students in each grade who are able to solve and communicate their understanding of authentic open-ended tasks at level 3 in the Measurement strand of the mathematics curriculum, with a focus on the mathematical processes of problem solving and communication, will increase from:

- a) 68% to 80% of students in Grades K to 8;
- b) 60% to 72% of students in Grades 9 and 10; and
- c) 65% to 75% of students in Grades 11 and 12.

Our BLDS goal to support this BIPSA numeracy goal: Our school and system leaders will improve their ability to influence the quality of instruction in mathematics to support the achievement of our BIPSA numeracy goal. To this end, we will focus on building capacity among our school and system leaders to use two of the personal leadership resources identified in the Ontario Leadership Framework 2012 (OLF 2012) and enact three of the leadership practices from the OLF 2012. These are as follows:

Personal Leadership Resources:

- enhancing self-efficacy and helping staff develop self-efficacy (from the set of Psychological personal leadership resources in the OLF 2012), as applied to leading improvement in mathematics instruction
- knowledge about school and classroom conditions with direct effects on student learning (from the set of Cognitive personal leadership resources in the OLF 2012), as applied to student learning in numeracy

Leadership Practices:

- creating high expectations (from the Setting Directions domain in the OLF 2012)
- stimulating growth in the professional capacities of staff (from the Building Relationships and Developing People domain in the OLF 2012)
- building trusting relationships with and among staff, students, and parents (from the Building Relationships and Developing People domain in the OLF 2012)

To achieve our goal, we will target our efforts towards aspiring and current school and system leaders, with additional differentiated support provided for newly appointed school leaders and their mentors.

SECTION 4 (Sample Goal, continued)

Rationale for Setting This Goal (Thinking about the results of your BLDS impact assessment, outline your reasons for setting this goal.):

In setting this BLDS goal, we considered the results of our BLDS impact assessment and decided to focus on increasing the following impacts, most of which we gave a "0" or "1" rating:

- New and experienced leaders confirm that learning, training, and development opportunities are helping them attain the goals in their Annual Growth Plans and Performance Plans, as well as the goals in their school improvement plans.
- School and system leaders demonstrate the leadership practices and personal leadership resources described in the OLF 2012 in ways that are appropriate to their local circumstances.
- Candidates who are ready to assume leadership roles demonstrate the practices and personal leadership resources set out in the OLF 2012.
- School leaders facilitate collaborative work among staff to improve the quality of instruction in their schools.
- School leaders are knowledgeable about the quality of instruction in their schools and are implementing strategies for instructional improvement.
- Central office departments collaborate to support school improvement goals and the BIPSA.

All school leaders in our district should link the goals in their Annual Growth Plan and Performance Plan to their SIPSA goals. At the district level, we should use the Annual Growth Plan and Performance Plan goals to understand principal and vice-principal learning needs and respond by organizing differentiated support and development opportunities to help them attain their goals. Conversations between school and system leaders indicate that our district could be doing better in this area.

While school leaders in our district have made great strides in supporting improved literacy instruction in their schools, they need to become adept at doing the same with mathematics. They need to feel confident about facilitating collaborative work among staff that focuses on instructional improvement in mathematics, and they need to know what to look for in the mathematics classroom in order to determine whether the instruction is improving.

We recognize that school and system leaders play a critical role in achieving our SIPSA and BIPSA numeracy goals, and that strengthening their leadership practices and personal leadership resources over time will help us achieve our goals. We have selected the leadership practices and personal leadership resources identified in the previous section, with an emphasis on numeracy, as a starting point for capacity building in the coming school year because these practices and resources relate to the particular needs of the school and system leaders in our district and are key to influencing teacher practice to improve student achievement in mathematics.

SECTION 4 (Sample Goal, continued)

| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines (include planned training dates where applicable) | Resources | Target Group(s) |
|--|---|--|--|--|
| <p>1. A series of three mentoring modules will be developed and provided to all mentors and mentees during the coming school year. These modules will provide newly appointed school leaders with tools that will enhance their ability to influence instruction in mathematics. The modules will focus on the development of the leadership practices and personal leadership resources identified above. Each of the modules will be facilitated by experienced school leaders in partnership with system program leaders.</p> <p>Parts of the modules will be differentiated and organized separately for first-year mentees and second-year mentees. Some parts of the modules will be offered to only mentees or only mentors, while other parts will be organized for mentees and mentors together.</p> <p>2. Mentor/mentee pairs will be encouraged to engage in ongoing discussions about their development related to the leadership practices and personal leadership resources identified above. Opportunities for these discussions will be attached to existing principal meetings and/or network meetings.</p> | <p>Development of resources: \$300 per person, per day X 6 people X 3 days = \$5400</p> <p>Module delivery: \$15 X 3 sessions X 50 participants = \$2250</p> <p>Special event speakers for modules = \$1000</p> | <p>Development: August</p> <p>Delivery: August – Module 1 October – Module 2 December – Module 3</p> | <p>Teams of vice-principals/principals and program services personnel to lead mentoring modules and to facilitate mentee/mentor conversations as part of principal and/or network meetings.</p> <p>Ontario Leadership Framework 2012</p> <p>Ontario Ministry of Education resources:</p> <ul style="list-style-type: none"> • <i>Closing the Achievement Gap: Advice from Expert Ontario Principals</i> • <i>Principals Want to Know – Math CLIPS, Shared Practice</i> • <i>Ideas into Action – Setting Goals; Engaging in Courageous Conversations; Promoting Collaborative Learning Cultures</i> • <i>Paying Attention to Mathematics Education, K–12</i> • Bruce, C., Flynn, T., and Ross, J. (2012), <i>Assessing the Effects of Collaborative Professional Learning: Efficacy Shifts During a Three-year Mathematics Study</i> (Literacy and Numeracy Secretariat) <p>MathGAINS website</p> <p>Module materials developed within the district</p> <p>Board Improvement Plan for Student Achievement (BIPSA) and School Improvement Plans for Student Achievement (SIPSA)</p> | <p>Newly appointed principals and vice-principals in first two years in the role (differentiated)</p> <p>Mentors</p> |

SECTION 4 (Sample Goal, continued)

| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines (include planned training dates where applicable) | Resources | Target Group(s) |
|---|--------------------------------------|--|--|---|
| <p>3. Assist school and system leaders in setting and achieving goals in their Annual Growth Plan (AGP) that fulfill their professional learning needs related to the achievement of SIPSA and BIPSA numeracy goals. The district will provide opportunities for ongoing dialogue about these topics during school visits, principal meetings, and Principal/Vice-Principal Performance Appraisal (PPA) training sessions. Supervisors will provide ongoing constructive feedback related to the goals set and the progress towards reaching those goals.</p> <p>4. School and system leaders will develop performance goals and strategies during the appraisal process that support achievement of the SIPSA and BIPSA numeracy goals. The strategies they identify will be aligned with the leadership practices and personal leadership resources identified above. (Leaders whose schools have already met the SIPSA and BIPSA goals may shift their focus to other priorities and will be encouraged to support colleagues by, for example, leading learning network meetings.)</p> <p>5. Supervisory officers will devote principal meetings largely to professional learning focused on the leadership practices and personal leadership resources identified above. Administrative matters will be dealt with primarily through other forums. Part of the focus will be on training and encouraging school leaders to distribute leadership and coordinate the actions of those providing leadership with regard to numeracy in the school.</p> | Minimal or no cost for the most part | <p>Opportunities provided throughout the year on an ongoing basis and as needed</p> <p>Minimum of three supervisory officer school visits per year related to Annual Growth Plans</p> <p>Principal meetings once per month</p> <p>PPA training in September and February</p> | <p>See above.</p> <p>Teams of vice-principals, principals, and program services personnel to lead conversations in principal meetings and network conversations.</p> | <p>Director of Education</p> <p>Supervisory officers</p> <p>Principals</p> <p>Vice-principals</p> |

SECTION 4 (Sample Goal, continued)

| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines (include planned training dates where applicable) | Resources | Target Group(s) |
|---|--|--|-----------|-----------------|
| <p>6. Principals and vice-principals will be organized into learning teams/networks according to the focus of their SIPSA goals, Annual Growth Plan goals, and/or Performance Plan goals. These teams/networks will meet regularly, and principals will be encouraged to invite one of the teacher leaders to whom they have distributed leadership with regard to numeracy improvement.</p> <p>7. Job-shadowing opportunities will be provided for principals, vice-principals, and supervisory officers who are interested in seeing effective mathematics instruction and talking with principals who are seeing improvements in student achievement as a result of their instructional leadership in raising the quality of mathematics instruction in their schools.</p> <p>8. Senior management will make a commitment to focus on improvement in mathematics as one of a small number of improvement goals in our BIPSA so that principals and vice-principals are not overloaded with an excessive number of initiatives. Proposed new initiatives will be reviewed to ensure that they align with existing goals.</p> | <p>Funding for materials and other resources to be determined according to identified needs of each learning network</p> <p>We are working collaboratively with our BIPSA steering committee to pay for supply coverage for teacher leaders to attend sessions</p> | | | |

SECTION 4 (Sample Goal, continued)

| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines (include planned training dates where applicable) | Resources | Target Group(s) |
|---|---|--|--|--|
| <p>9. The district will develop and hold a one-day professional learning session for aspiring leaders focusing on how they can develop and use the leadership practices and personal leadership resources identified above to improve their ability to influence the quality of instruction in mathematics.</p> <p>10. The district's selection process will be modified to incorporate a presentation as part of the interview in which candidates will describe their role in achieving the SIPSA and/or BIPSA numeracy goal and demonstrating instructional leadership in mathematics, and discuss how they have demonstrated the leadership practices and personal leadership resources identified above. The district will also conduct site visits to observe how candidates use the personal leadership resources to enact the leadership practices in a work environment.</p> | <p>Development of resources: \$300</p> <p>Delivery of learning session: \$15 X 70 participants = \$1050</p> | Late August | <p>HR personnel</p> <p>Ontario Leadership Framework 2012</p> <p>Module materials</p> <p>Ontario Ministry of Education resources: <i>Ideas into Action – Setting Goals; Engaging in Courageous Conversations; Promoting Collaborative Learning Cultures</i></p> <p>BIPSA and SIPSAs</p> | <p>Teachers who are aspiring to vice-principal/principal positions</p> <p>Operational staff aspiring to business manager positions</p> |
| <p>11. All learning and training opportunities offered as part of this goal will be clearly described, scheduled on the system calendar, and advertised well in advance so that participants know which leadership practices and personal leadership resources will be developed through participation.</p> <p>12. A consistent online feedback survey will be developed, and used before and after each training and learning opportunity (including mentoring modules, principal meetings, and job shadowing), to gather feedback on the short-term and long-term impact of the opportunities.</p> | No cost | As needed | | All aspiring, new, and experienced school and system leaders |

SECTION 4 (Sample Goal, continued)

How will you monitor the impact of your strategies? How will you know you have achieved your goal?

- Supervisory officers will ask a small number of pre-set questions during SIPSA visits to determine how principals' and vice-principals' Annual Growth Plan goals and, where applicable, their Performance Plan goals align with the SIPSA numeracy goal. The conversations will be used to monitor the quality of "principal talk" related to leading improvement in mathematics instruction. Supervisory officers will share examples of these conversations with each other three times during the year in order to monitor growth and development in the leadership practices and personal leadership resources identified as the focus for this goal.
- The director or associate director, through meetings of the administrative council, will provide ongoing opportunities for supervisory officers to share feedback from their school visits and discussions with principals regarding the implementation of effective practices directed towards the achievement of SIPSA numeracy goals and, in turn, the BIPSA numeracy goal.
- SIPSAs will be reviewed to assess the quality of goals relating to numeracy improvement and related strategies.
- The district will conduct and analyse the results of a feedback survey to determine the impact of the training and learning experiences on participants' sense of self-efficacy in their ability to lead improvement in mathematics instruction. The survey will include the following questions:
 - How confident do you feel about your ability to identify effective math instruction by teachers?
 - Do you believe that math instruction in your school is changing as a result of the efforts you are making? In what ways?
 - Do you believe that these changes are having an impact on student achievement in mathematics?
- The selection committee and Human Resources staff will monitor the extent to which job candidates demonstrate the leadership practices and the personal leadership resources that were the focus of capacity-building activities during the school year.
- The district will track report card grades, EQAO results, and other student data to see whether student achievement in mathematics is improving. (This tracking is part of BIPSA but is also important to monitor as part of the BLDS.)
- The district will track student attitudes towards mathematics through EQAO survey results. (This tracking is part of BIPSA but is also important to monitor as part of the BLDS.)

We will determine whether we have achieved our goal by reviewing the evidence gathered through the monitoring methods outlined above. Our expectation is that when we conduct our next impact assessment, we will be able to give ourselves a "2" or a "3" rating (rather than a "0" or a "1") on the following impacts if we have achieved our goal.

- New and experienced leaders confirm that learning, training, and development opportunities are helping them attain the goals in their Annual Growth Plan and Performance Plan, as well as the goals in their School Improvement Plan.
- School and system leaders demonstrate the leadership practices and personal leadership resources described in the OLF 2012 in ways that are appropriate to their local circumstances.
- Candidates who are ready to assume leadership roles demonstrate the practices and personal leadership resources set out in the OLF 2012.
- School leaders facilitate collaborative work among staff to improve the quality of instruction in their schools.
- School leaders are knowledgeable about the quality of instruction in their schools and are implementing effective strategies for instructional improvement.
- Central office departments collaborate to support school improvement goals and the BIPSA.

SECTION 4 (Template, continued)

64

| BLDS GOAL 1: | | | | |
|---|--------------------|--|-----------|-----------------|
| Rationale for Setting This Goal (Thinking about the results of your BLDS impact assessment, outline your reasons for setting this goal.): | | | | |
| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines (include planned training dates where applicable) | Resources | Target Group(s) |
| | | | | |
| | | | | |
| | | | | |
| How will you monitor the impact of your strategies? How will you know you have achieved your goal? | | | | |

| BLDS GOAL 2 (optional): | | | | |
|---|--------------------|--|-----------|-----------------|
| Rationale for Setting This Goal (Thinking about the results of your BLDS impact assessment, outline your reasons for setting this goal.): | | | | |
| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines (include planned training dates where applicable) | Resources | Target Group(s) |
| | | | | |
| | | | | |
| | | | | |
| How will you monitor the impact of your strategies? How will you know you have achieved your goal? | | | | |

SECTION 4 *(Template, continued)*

| BLDS GOAL 3 (optional): | | | | |
|--|--------------------|---|-----------|-----------------|
| Rationale for Setting This Goal <i>(Thinking about the results of your BLDS impact assessment, outline your reasons for setting this goal.):</i> | | | | |
| Strategies to Support Achievement of This Goal | Funding Allocation | Timelines <i>(include planned training dates where applicable)</i> | Resources | Target Group(s) |
| | | | | |
| | | | | |
| | | | | |
| How will you monitor the impact of your strategies? How will you know you have achieved your goal? | | | | |

SECTION 5: Report on Attainment of the Goals and Impact of the Strategies

Did you attain your goals?

☐ YES

☐ NO

☐ Partially

What evidence demonstrates the attainment or partial attainment of your goals? Alternatively, why were you unable to attain your goals?

What impact have the strategies you implemented had on the practice of aspiring, new, and/or experienced leaders? How do you know?

What impact have the strategies had on student achievement and well-being (i.e., the attainment of your BIPSA goals)? How do you know?

What resources have you created, if any, that are related to your goals? (All resources developed with BLDS funds should be posted on the Institute for Education Leadership's Appliki search engine at <http://appliki.apandrose.com> and must also be made available to the Ministry of Education upon request.)

SECTION 6: Detailed Accounting Statement

Instructions

1. Before the end of the school year, you will receive a payment schedule setting out your district's BLDS funding allocation from the ministry for the coming school year. In the form that you will submit to the ministry, this amount will appear at (N).
2. Use Column P to indicate your district's *projected* expenditures of **ministry BLDS funding** for the coming school year (September to August). These projected expenditures must include the funding you allocated for your BLDS goals and strategies in Section 4. Expenditures may also include items that are not attached to a specific goal or strategy (e.g., the cost of steering committee meetings). Your total projected expenditures should equal the total funding allocation from the ministry (N).
3. At the end of the school year, use Column Q to indicate your district's *actual* expenditures of **ministry BLDS funding** (including committed expenditures for July and August). Your total actual expenditures should equal the total funding allocation from the ministry (N).

If your district spends additional money on leadership-related programs or processes beyond the BLDS funding allocated by the ministry, *do not* report it in this template.

| Total Ministry BLDS Funding Allocation for the _____ school year (N)*: _____ | | | |
|---|--|---|---|
| Items | P Projected Expenditures for Coming School Year** (September–August) | Q Actual Expenditures for School Year† (include expenditures for July and August) | P – Q Variance Between Projected Expenditures and Actual Expenditures (Subtract the total of column Q from the total of column P). P – Q = _____ |
| | | | Explanation for Variance Please provide reasons for any difference between your projected and actual expenditures. |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL BLDS EXPENDITURES | | | |
| ** The total projected expenditures (P) should equal the total ministry allocation (N). For assistance, contact your BLDS regional education officer. | | † If the total actual expenditures are less than the total BLDS ministry allocation (N), contact your BLDS regional education officer before submitting the end-of-year report. | |

* Refer to the BLDS payment schedule sent by the ministry.

References

- Barber, M., Whelan, F., & Clark, M. (2010). *Capturing the leadership premium: How the world's top school systems are building leadership capacity for the future*. London, UK: McKinsey & Company. Retrieved July 20, 2012, from <http://mckinseysociety.com/capturing-the-leadership-premium/>.
- Cherniss, C. (2004). Intelligence, emotional. In C. Spielberger (Ed.), *Encyclopedia of applied psychology* (Vol. 2, pp. 315–321). Oxford, UK: Elsevier.
- Cherniss, C. (2007). The role of emotional intelligence in the mentoring process. In B. R. Ragins & K. E. Kram (Eds.), *The handbook of mentoring at work: Theory, research and practice* (pp. 427–446). Thousand Oaks, CA: Sage.
- Fullan, M. (2007). Change the terms for teacher learning. *JSD*, 28(3). National Staff Development Council. Retrieved July 20, 2012, from www.michaelfullan.ca/Articles_07/07_term.pdf.
- Fullan, M. (2009a). Leadership development: The larger context. *Education Leadership*, 67(2), 45–49.
- Fullan, M. (2009b). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.
- Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks: Corwin.
- Goleman, D. (1998). *Working with emotional intelligence*. Toronto: Random House.

Institute for Education Leadership. (2012). *Ontario Leadership Framework 2012: A school and system leader's guide to putting Ontario's leadership framework into action*. Toronto: Author. Available at www.education-leadership-ontario.ca.

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.

The Learning Partnership. (2008). *Succession planning for Ontario schools and school boards: A study commissioned by the Institute for Education Leadership*. Toronto: Institute for Education Leadership.

Leithwood, K. (2012) *The Ontario Leadership Framework 2012, with a Discussion of the Research Foundations*. Toronto: Institute for Education Leadership. Available at www.education-leadership-ontario.ca.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3–31). New York: Basic Books.

McKinsey & Company reports. See Barber, Whelan, & Clark (2010) and Mourshed, Chijioke, & Barber (2010).

Menges, J. I., Walter, F., Vogel, B., & Bruch, H. (2011). Transformational leadership climate: Performance linkages, mechanisms, and boundary conditions at the organizational level. *The Leadership Quarterly*, 22(5), 893–909.

Mourshed, M., Chijioke, C., & Barber, M. (2010). *How the world's most improved school systems keep getting better*. London, UK: McKinsey & Company. Retrieved July 20, 2012, from <http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>.

Ontario Leadership Framework 2012. See Institute for Education Leadership (2012) and Leithwood (2012).

Ontario. Ministry of Education. (2009). The authentic leader: An interview with Steve Munby. In *Conversation* 2(1). Available at www.edu.gov.on.ca/eng/policyfunding/leadership/InConversation.html.

Ontario. Ministry of Education. (2010). Promoting collaborative learning cultures: Putting the promise into practice. *Ideas Into Action*, 3(Spring). Available at www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoAction.html.

Ontario. Ministry of Education. (2010/11). Setting goals: The power of purpose. *Ideas into Action*, 4 (Winter). Available at www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoAction.html.

Ontario. Ministry of Education. (2012a). Ministry of Education Leadership Expert Think Tank. Unpublished proceedings. Toronto: Author.

Ontario. Ministry of Education. (2012b). Ontario Leadership Congress 2012 (held on April 4 in Toronto). Unpublished conference proceedings. Toronto: Author.

Ragins, B. R., & Kram, K. E. (Eds.). (2007). *The handbook of mentoring at work: Theory, research and practice*. Thousand Oaks, CA: Sage.

Warwick, D., & Kelman, H. (1976). Ethical issues in social intervention. In W. Bennis, K. Bennis, R. Chin, & K. Corey (Eds.), *The planning of change* (pp. 470–495). New York: Holt, Rinehart and Winston.

Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass.

Zachary, L. J. (2005). *Creating a mentoring culture: The organization's guide*. San Francisco, CA: Jossey-Bass.

