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Building Leadership Capacity Across 5000 Schools in Ontario

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Background

- 2 million students
- 27% of students born outside Canada
- 4,000 elementary schools
- 900 secondary schools
- 72 school boards (12 French-language)
- 115,000 teachers
- 7,300 principals and vice-principals
- 400 supervisory officers



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International Results



Ontario students are among the best in the world in science, reading and mathematics

Program for
International Student
Assessment (PISA)
results, 2009

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McKinsey Report

“Prescribe Adequacy – Unleash Greatness”

Poor to Fair	Focus on achieving the basics of literacy and numeracy (instruction, interventions, supports)
Fair to good	Focus on establishing system foundations for curriculum, pedagogy, data, organization and finances
Good to Great	Focus on building professional capacity
Great to Excellent	Focus on learning through peer collaboration and innovation

Ontario

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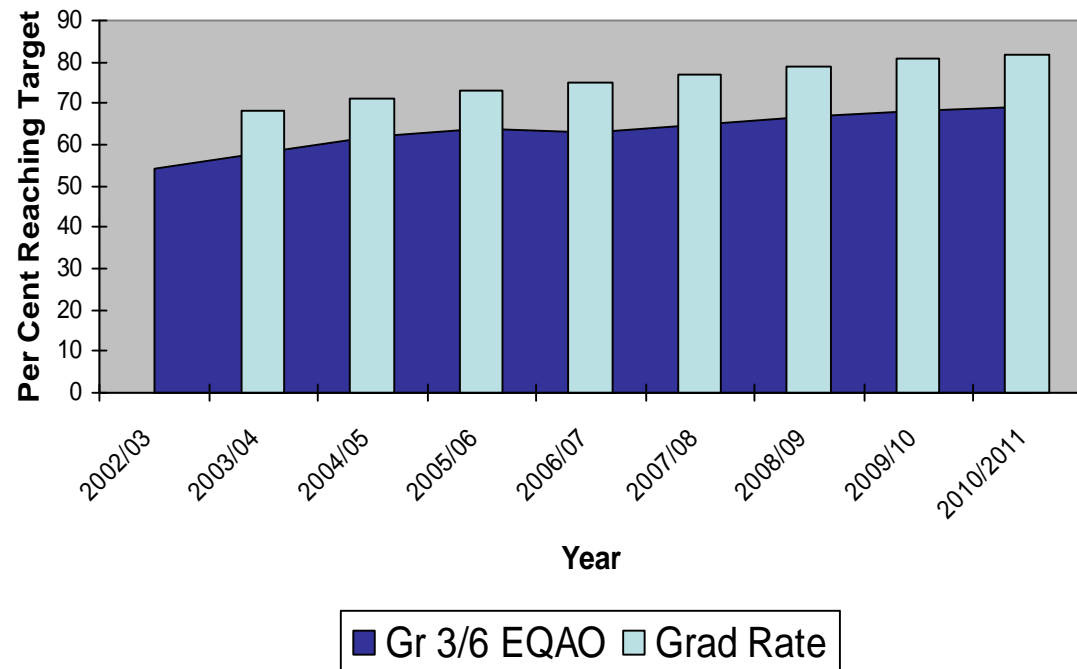


Ontario Education Strategy

Goals

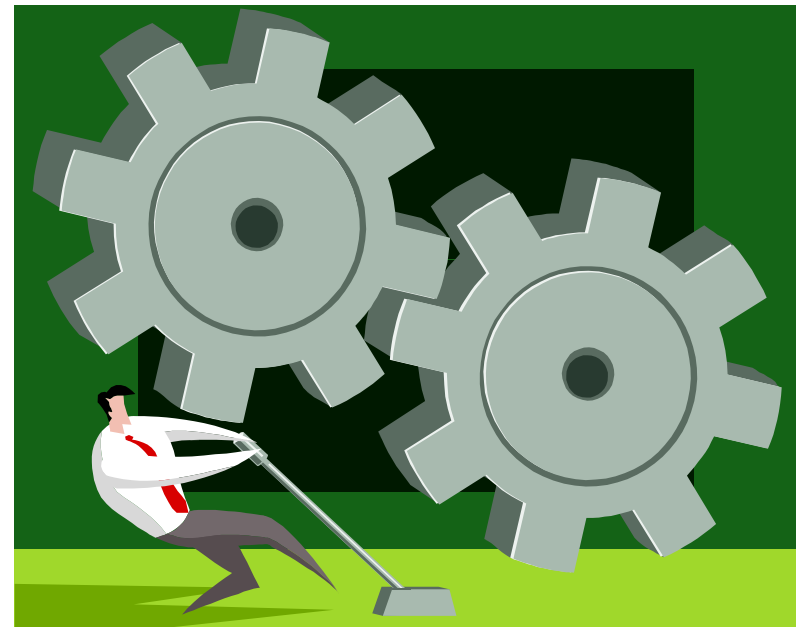
- Increase student achievement
- Reduce gaps
- Increase public confidence

Drive to 75 and 85



Why Leadership?

Leadership is a lever we are using to support large scale system improvement to enhance achievement and well-being for our 2 million students in 5000 schools



Leadership Challenges

1. Attrition:

- On average, principals in Ontario are 45-50 years of age
- As of 2008, 37% of elementary school principals and 50% of secondary principals were eligible to retire
- From 2009-2017, 10% – 15% of principals will be eligible to retire over each successive 3-year period

2. Transition into the role

3. Challenges in the role (IEL, 2008)



Early Leadership Development Efforts: 2004 - 2006

- Leading Student Achievement: networked learning for principals
- Student Success Leaders
- Leading Education, New Supports for Principals and Vice-Principals in Ontario Publicly Funded Schools (2005)
- Pilot programs in mentoring and appraisal
- Launch of the Institute for Education Leadership



Ontario Leadership Framework

- Provides a robust research foundation on which to base the elements of the Ontario Leadership Strategy
- Helps ensure that Ontario leadership practices and resources support the key goals of improving student achievement and well-being
- Provides a common language for leaders to engage in discussions about effective practice



Ontario Leadership Framework

SCHOOL-LEVEL LEADERSHIP				
Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.				
Setting Directions	Building Relationships and Developing People	Developing the Organization to Support Desired Practices	Improving the Instructional Program	Securing Accountability
<p>Building a shared vision</p> <p>School leaders:</p> <ul style="list-style-type: none"> establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools, to which they are all strongly committed build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction encourage the development of organizational norms that support openness to change in the direction of the school's vision help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy in that vision and priorities <p>Identifying specific, shared short-term goals</p> <p>School leaders:</p> <ul style="list-style-type: none"> facilitate stakeholder engagement in processes for identifying specific school goals bring consensus among students, staff, and diverse stakeholders about the school's goals ensure the goals are clearly communicated to all stakeholders regularly encourage staff to evaluate their progress toward achieving the school's goals encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals refer frequently to the school's goals when engaged in decision making about school programs and directions <p>Creating high expectations</p> <p>School leaders:</p> <ul style="list-style-type: none"> have high expectations for teachers, students and themselves direct additional effort to creating high expectations among staff for achievement of students who have traditionally struggled to be successful at school encourage staff to be innovative in helping students meet those expectations encourage staff to assume responsibility for achieving the school's vision and goals for all students make the expectations known through words and actions <p>Communicating the vision and goals</p> <p>School leaders:</p> <ul style="list-style-type: none"> use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals 	<p>Providing support and demonstrating consideration for individual staff members</p> <p>School leaders:</p> <ul style="list-style-type: none"> recognize the accomplishments of individual staff members consider staff members' opinions when initiating actions that affect their work build upon and respond to individual staff members' unique needs and expertise treat individuals and groups arising staff equitably <p>Stimulating growth in the professional capacities of staff</p> <p>School leaders:</p> <ul style="list-style-type: none"> encourage staff to reflect on what they are trying to achieve with students and how they are doing it lead discussions about the relative merits of current and alternative practices challenge staff to continually re-examine the extent to which their practices support the learning of all their students facilitate opportunities for staff to learn from each other suggest new ideas for staff learning encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities encourage staff to try new practices that are consistent with both their interests and school goals <p>Modelling the school's values and practices</p> <p>School leaders:</p> <ul style="list-style-type: none"> are highly visible in their schools are easily accessible to staff, parents and students have frequent, meaningful interactions with teachers, students and parents in order to further the school goals demonstrate the importance of continuous learning through visible engagement in their own professional learning exemplify, through their actions, the school's core values and its desired practices <p>Building trusting relationships with and among staff, students and parents</p> <p>School leaders:</p> <ul style="list-style-type: none"> model responsibility, integrity and thoroughness in carrying out tasks act in ways that consistently reflect the school's core values and priorities in order to establish trust demonstrate respect for students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value encourage staff, students and parents to listen to one another's ideas and genuinely consider their value establish norms in the school that demonstrate appreciation for constructive debate about best practices demonstrate respect, care and personal regard for students, staff and parents encourage staff, students and parents to demonstrate respect, care and personal regard for one another <p>Establishing productive working relationships with teacher federation representatives</p> <p>School leaders:</p> <ul style="list-style-type: none"> include federation representatives in processes for establishing goals for school improvement encourage federation representatives to keep their members well informed about their work with school leadership encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work 	<p>Building collaborative cultures and distributing leadership</p> <p>School leaders:</p> <ul style="list-style-type: none"> model collaboration on their own work foster in staff respect and trust among those involved in collaboration encourage the collaborative development of group processes and outcomes help develop clarity about goals and roles related to collaborative work encourage willingness to compromise among collaborators foster open and fluent communication over a building and sustaining a professional learning community provide adequate and consistently available resources to support collaborative work involve staff in the design and implementation of important school decisions and policies provide staff with leadership opportunities and support them as they take on these opportunities <p>Structuring the organization to facilitate collaboration</p> <p>School leaders:</p> <ul style="list-style-type: none"> create time tables for teaching that maximize time on task for students provide regular opportunities and structures that support teachers in working together on instructional improvement and establish a system for monitoring the collaborative work establish a structure of learners and groups that work together on problem solving distribute leadership on selected tasks engage teachers in making decisions that affect their instructional work <p>Building productive relationships with families and the community</p> <p>School leaders:</p> <ul style="list-style-type: none"> create a school environment in which parents are welcomed, respected and valued as partners in the children's learning demonstrate the type of leadership that parents can trust – confident, systematic and attentive help develop staff commitment to engaging parents in the school work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved help connect families to the wider network of social services as needed <p>Connecting the school to the wider environment</p> <p>School leaders:</p> <ul style="list-style-type: none"> develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community <p>Maintaining a safe and healthy environment</p> <p>School leaders:</p> <ul style="list-style-type: none"> take measures to secure the school's physical facilities against threats ensure that the physical facility is maintained in a safe, healthy and attractive condition communicate standards for non-violent behaviour and uphold those standards in an equitable manner empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively provide opportunities for staff and students to learn about effective conflict resolution strategies <p>Allocating resources in support of the school's vision and goals</p> <p>School leaders:</p> <ul style="list-style-type: none"> manage efficient budgetary processes distribute resources in ways that are aligned with the school's improvement priorities ensure that sustained funding is directed to the school's improvement priorities secure resources as needed to support the instructional work of the school revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change ensure effective oversight and accountability of resources to support priorities 	<p>Staffing the instructional program</p> <p>School leaders:</p> <ul style="list-style-type: none"> recruit and select teachers who have the interest and capacity to further the school's vision and goals retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships <p>Providing instructional support</p> <p>School leaders:</p> <ul style="list-style-type: none"> actively oversee the instructional program confirm that what is taught across subjects and grades is to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals observe classroom instruction and provide constructive feedback to teachers provide adequate preparation time for teachers provide advice to teachers about how to solve classroom problems provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools participate with staff in their instructional improvement work <p>Monitoring progress in student learning and school improvement</p> <p>School leaders:</p> <ul style="list-style-type: none"> assist staff in understanding the importance of student assessment for, of, and as learning collaborate with staff during the process of data interpretation use multiple sources of evidence when analysing student progress give priority to identifying those students most in need of additional support incorporate the explicit use of data when making decisions that relate to student learning and school improvement exam trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning collect and use data about the status of those classroom and school conditions that are the focus of the school improvement effort provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued) <p>Buffering staff from distractions to their work</p> <p>School leaders:</p> <ul style="list-style-type: none"> create and enforce consistent, school-wide discipline policies minimize daily disruptions to classroom instructional time implement a systematic procedure to dealing with best to respond to initiatives from outside the school develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities regularly assess the contribution of all out-of-classroom activities to the learning priorities of students 	<p>Building staff members' sense of internal accountability</p> <p>School leaders:</p> <ul style="list-style-type: none"> regularly engage staff in analyzing data on the learning progress of all students insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation) promote collective responsibility and accountability for student achievement and well-being help staff make connections between school goals and ministry goals in order to strengthen commitment and school improvement efforts assess their own contributions to school achievements and take into account feedback from others on their performance participate actively in their own performance appraisal and make adjustments to better meet expectations and goals <p>Meeting the demands for external accountability</p> <p>School leaders:</p> <ul style="list-style-type: none"> clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated measure or monitor teacher and leader effectiveness using data about changes in student achievement align school targets with specific provincial targets provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community) create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements
PERSONAL LEADERSHIP RESOURCES				
Leaders draw upon the personal leadership resources to effectively enact leadership practices				
<p>Cognitive Resources</p> <ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning 	<p>Social Resources, including the ability to:</p> <ul style="list-style-type: none"> perceive emotions manage emotions act in emotionally appropriate ways 	<p>Psychological Resources</p> <ul style="list-style-type: none"> Dignity Self-efficacy Positiveness 		

Ontario Leadership Strategy Goals

- Attract the right people to leadership roles
- Develop personal leadership resources in individuals and promote effective leadership practices to support improved student achievement and well-being
- Develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities

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Theory of Action

The theory of action driving the OLS is that significant progress towards the province's three core priorities can be accomplished by paying attention to three broad goals:

- **Supporting districts** in developing, implementing, and measuring impact of their leadership development strategies
- Inviting and facilitating the **influence of partners** to advance the goals of the OLS
- Championing the development of initiatives that will enhance the **coherence of leaders' work** across the province

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Ontario Leadership Strategy – Guiding Principles

- Partnership - build on networks in place
- Individual and organizational development – promote professional learning for leaders and districts
- Alignment – engage all partners in learning from each other; align ministry initiatives
- Communication – engage in dialogue that supports effective practice
- Research – ensure OLS initiatives are evidence-based

What We Know So Far

- High level of customer satisfaction
- Increasing evidence of implementation across all boards
- Strong evidence of ministry-wide alignment
- Gaps in evidence about deep impact* [new surveys underway to close gaps]



Ontario Leadership Strategy

Element	Results
<p>Ontario Leadership Framework -Describes successful leadership practices and identifies leadership attributes called Personal Leadership Resources</p>	<p>Widely used across the sector (and in ministry) Foundation for OLS initiatives Used in P/VP and SO selection/appraisal</p>
<p>Board Leadership Development Strategy -Encompassing mentoring, principal/vice-principal performance appraisal, succession planning and talent development, terms and conditions of employment of principals and vice-principals, and other district-led leadership activities</p>	<p>Supports 8100 school and system leaders Strengthens connectivity across leadership initiatives Positions leadership as part of HR management</p>
<p>Leading Student Achievement Networks - Builds instructional leadership capacity in literacy and numeracy among school leaders</p>	<p>2000 school leaders involved Builds greater understanding of how leadership supports good teaching and learning Improves instructional leadership practice</p>

Ontario Leadership Strategy

Element	Results
<p>Institute for Education Leadership</p> <ul style="list-style-type: none"> -Independent (virtual) hub/network of leaders -engage leaders at all levels in leadership 	<p>Distributes ownership of leadership to sector</p> <p>Promotes ministry vision of leadership development</p> <p>Promotes evidence-based practice/manages dissent</p>
<p>Ontario Leadership Congress</p> <ul style="list-style-type: none"> -Brings together 300 school and system leaders annually to share knowledge of how to improve student outcomes in their schools and districts 	<p>1200 school/system leaders over four years</p> <p>Uncovers tacit knowledge of expert leaders</p> <p>Mobilizes collective knowledge</p>
<p>Supports for District Leaders</p> <ul style="list-style-type: none"> -Role specific executive development change management program for SOs and Directors of Education -Mentoring program for SOs and Directors 	<p>200 district leaders in executive programs to date</p> <p>360 district leaders have been mentored to date</p> <p>Builds capacity to support effective district leadership</p>

What next?

- Embedding the OLF 2012 in all leadership development activities
- Initiate a research project with Dr. Leithwood to explore alternative strategies for building parent engagement for struggling students
- Pilot a supervisory officer appraisal system
- Provide additional resources for districts to support leadership development; e.g. video clips that illustrate effective leadership to improve math outcomes



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Questions and Discussion



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Websites

- www.ontario.ca/eduleadership
- www.education-leadership-ontario.ca/
- Contact: julie.reid@ontario.ca