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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](http://www.ontario.ca/eduleadership).

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# 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*.<sup>1</sup> 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 districts<sup>2</sup> 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.<sup>3</sup> 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,<sup>4</sup> 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.

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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/](http://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 Tool<sup>5</sup> 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;

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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](http://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](http://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)

## 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.<sup>6</sup>

## 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.

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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

# *Features of the Board Leadership Development Strategy*

# 3

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.<sup>7</sup> 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)

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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](http://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.

# 4

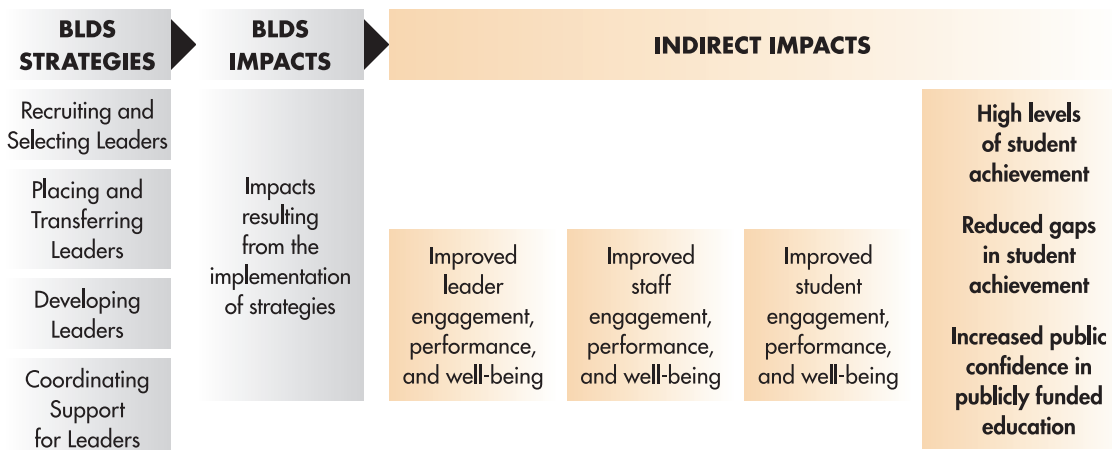
## Developing the BLDS Implementation Plan for the Coming School Year

### 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.

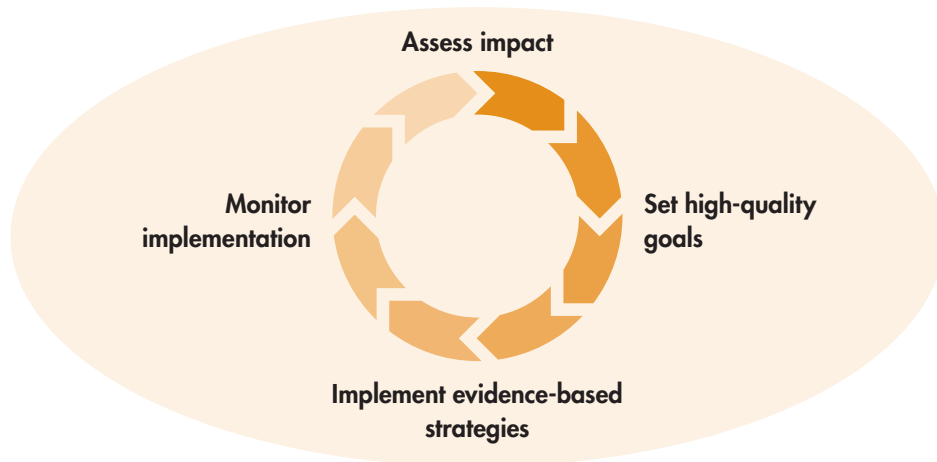
*One of the most important goal setting supports leaders can provide is to help individuals align their personal goals with the goals of the organization.*

(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)

# *Requirements, Responsibilities, and Eligible Expenses*

# 5

## 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 Template<sup>8</sup> 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

<b>Board</b>				
<b>Activity</b>	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 <b>planning</b> 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 <b>reporting</b> 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).

## 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 2012<sup>9</sup>

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 defensible<sup>10</sup> 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](http://www.ontario.ca/eduleadership).

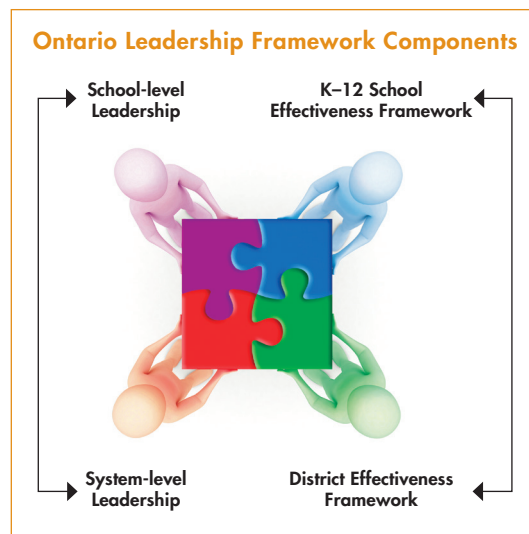
10. There are many perspectives on how to judge the ethical defensibility of a leader's influence. One helpful perspective has been provided by Warwick and Kelman (1976), who argue that the most ethical influence strategies are "facilitative" strategies, because they are the most transparent and leave 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](http://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](http://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"> <li>• <b>Problem-solving expertise</b> <ul style="list-style-type: none"> <li>– Understanding/interpreting problems</li> <li>– Identifying goals</li> <li>– Articulating principles and values</li> <li>– Identifying constraints</li> <li>– Developing solution processes</li> <li>– Maintaining calm/confidence in the face of challenging problems</li> </ul> </li> <li>• <b>Knowledge about school and classroom conditions with direct effects on student learning</b> <ul style="list-style-type: none"> <li>– Technical/rational conditions</li> <li>– Emotional conditions</li> <li>– Organizational conditions</li> <li>– Family conditions</li> </ul> </li> </ul>	<p>Including the ability to:</p> <ul style="list-style-type: none"> <li>• <b>Perceive emotions</b> <ul style="list-style-type: none"> <li>– Recognizing our own emotional responses</li> <li>– Discerning emotional responses in others through verbal and non-verbal cues</li> </ul> </li> <li>• <b>Manage emotions</b> <ul style="list-style-type: none"> <li>– Reflecting on our own emotional responses and their potential consequences</li> <li>– Persuading others to likewise reflect on their responses</li> </ul> </li> <li>• <b>Act in emotionally appropriate ways</b> <ul style="list-style-type: none"> <li>– Being able to exercise control over which emotions guide our actions</li> <li>– Being able to help others act on emotions that serve their best interests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Optimism</b> <ul style="list-style-type: none"> <li>– Habitually expecting positive results from our efforts</li> <li>– Recognizing where we have, and do not have, opportunities for direct influence and control</li> <li>– Taking positive risks</li> </ul> </li> <li>• <b>Self-efficacy</b> <ul style="list-style-type: none"> <li>– Believing in our own ability to perform a task or achieve a goal</li> <li>– As a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure</li> </ul> </li> <li>• <b>Resilience</b> <ul style="list-style-type: none"> <li>– Being able to recover from, or adjust easily to, change or misfortune</li> <li>– Being able to thrive in challenging circumstances</li> </ul> </li> </ul>

## 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

## 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

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