Preparing to Lead

Ontario

Principals Qualification Program

Center on International Education Benchmarking
Learning from the World's High Performing Education Systems

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Preparing to Lead: Ontario Principals Qualification Program

Case Studies for School Leadership Development Programs in High-Performing Education Systems

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View from the Principal's Office

Gary Swain started teaching in 1990 and has been the principal at St. Conrad Catholic School for six years. As a classroom teacher, Gary always intended to move into formal school leadership, so he assumed leadership roles in the elementary (K-8) schools where he worked, as a divisional lead teacher, a Teacher Association Representative and as a coach of sports teams.

In 1998, Gary completed the Principal's Qualification Program (PQP) before applying to the Toronto Catholic District School Board to become a vice principal. He served as vice principal for four years before accepting a position as principal. During his years as a vice principal, Gary felt that because there was no formal coaching or mentoring, vice principals were largely left to sink or swim. Leadership development at this time depended largely on the principal. This may have fostered a sense of personal and professional resilience, but no explicit programs were offered to foster leadership growth in principals.

In 2004, Gary completed the Supervisory Officer's Qualification Program, which he considers one of the best professional development exercises he has experienced.

The School and Learning Improvement Plan (SLIP) guides Gary's daily practice as a principal. To be effective, the SLIP—known as the School Improvement Plan for Student Achievement (SIPSA)—relies on strong leadership from the principal. It sets clear, measurable goals to improve student learning and helps teachers shape their own professional development in the classroom. Gary allocates time and resources for teacher professional development with these specific goals in mind.

While the province's school improvement planning varies among principals and district school boards, Gary believes that for most principals, it is the "bread and butter" to improve student achievement. The Principal's Qualification Program focuses on preparing candidates to lead by using data for strategic planning, encouraging distributed leadership among teachers and ensuring that teachers' professional development is matched to improvement plan goals.

Each year, Gary works with his school leadership team, in collaboration with the supervisory officer, to set a small number of data-driven, specific, measurable goals to improve student learning and school performance. This includes specific literary and numeracy targets: e.g., that 85% of students have reading proficiency by the end of grade two. The school's leadership team is voluntary and is comprised of teacher representatives from all divisions within the school. Improvement planning discussions center on specific goals for student achievement. The team explores hard data from classes and grades and critically reviews current instructional practices to influence student performance. Instructional leadership is shared across the team.

The leadership team is also highly sensitive to issues of student well-being and reviews programs that foster greater student input, parental engagement and student-teacher relationships. The team has access to data through the district's Data Integration Platform (DIP), an application created by the district's research department. Gary and the leadership team use the platform to access individual and group data, including Education Quality and Accountability Office assessments and teacher-generated assessments. They also study demographic, standardized individual cognitive data and achievement performance.

At the time Gary went through the PQP, the language surrounding schools as "professional learning communities" in Ontario was relatively new. Gary worked hard to cultivate a collaborative learning culture at his school, at times an uphill battle. When Gary began at St. Conrad's six years ago, the school was much different. Classroom observation was minimal and there was some resistance to Gary's attempts to foster an open culture of teaching. Building a community of professional learning takes both time and trust.

For Gary, holding courageous conversations with teachers proved critical to this process. When teachers have personal practices scrutinized through performance management conversations, it can be a challenging experience. Gary's strategy to encourage an open learning culture was to start with low-stakes observations about the architecture of the classroom: whether students had the right resources and the organization of the classroom. By providing teachers with a list of basic things he was looking for, Gary ensured that effective practices happening in one classroom were happening across all classrooms.

For eight years, Gary has been an instructor in the PQP offered by the Catholic Principals' Council of Ontario. It means he has stayed up to date in the field and it's been vital to his day-to-day work as a principal.

Gary now strongly believes that action research and collaborative inquiry provide the best model for meaningful leadership development. Some of the leadership practicums Gary has seen have been an exercise in logistics rather than a genuine inquiry into improving teaching and learning. Holding "events" for the school community on literacy, for instance, might be of interest, but it is not true inquiry-based action research.

The most effective practicums, he believes, are those in which a teacher or vice principal identifies a problem in the classroom and then devises and implements high-yield strategies to improve the situation. The impact of these strategies does not necessarily mean they have a huge effect on student achievement, but they can lead to identifiable changes in attitudes and practices. That is a powerful form of leadership development.[1]

School Leadership Development in Ontario

Ontario's reform journey is familiar to many educators, and it's a profound case for investing in school leadership. When Premier Dalton McGuinty's government was elected to office in 2003, Ontario's education system was plagued by student underperformance, tense industrial relations and low public satisfaction in state education. Ontario embarked on a decades-long reform process involving stakeholders from across the system.

Effective leadership was and still is a cornerstone of Ontario's reform journey. It includes leadership at the provincial level, building leadership capacity at schools and district school boards and developing leadership capacity among teachers.

To improve collective instructional capacity across the system, teacher leadership positions are crucial. For example, these positions might include student achievement officers and student success leaders plus additional primary teachers and teacher specialists. These middle-leadership positions also contribute to the aspiring principals in the province.

Leadership development in Ontario today is remarkable because of extensive partnerships and shared language around the province. The principals' councils, district school boards, Ontario College of Teachers, universities, Institute of Education Leadership, Ministry of Education and schools are all involved in school leadership and teacher development.

The Ministry of Education's Ontario Leadership Strategy, launched in 2008, and the Ontario Leadership Framework play a key role in enhancing this shared language and bringing coherence to the system. The Strategy outlines a plan of action to support student achievement through strategic leadership based on extensive consultation and research. The Ontario Leadership Framework is a core component of the Ontario Leadership Strategy. It describes what effective leadership in Ontario looks like, and provides the foundation for implementing the strategy. The framework includes school and system-level leadership descriptions, the School Effectiveness Framework, District Effectiveness Framework, and personal leadership resources.

School principals in Ontario work in many different kinds of schools: French, Catholic and public schools in rural, urban and remote settings. The roles and responsibilities of principals therefore vary across the province. But Ontario's regulations apply across all types of schools. They provide incentives to principals to achieve equitable and high student achievement outcomes, promote diversity and nurture student well-being. Principal and vice principal appraisals are also a legislated requirement.

Many principals, like Gary Swain at St. Conrad Catholic School in Toronto, organize their daily practices around the province's school improvement programs or Student and Learning Improvement Plans. Aspiring principals in Ontario must complete the Principal's

Qualification Program prior to assuming a position as principal. It prepares school leaders to serve as "critically reflective educational leaders who function effectively in dynamic, diverse and complex contexts" in Ontario's culturally diverse system.[2] Teachers must have five years of experience to be admitted to the program.

Ontario System Context

Ontario, Canada, has one of the most widely documented systems in comparative education.[3] The province receives international acclaim for its high overall performance in both national and international student performance tests. In PISA results, Canada has strong average results in math, literacy and science. Canada also has a smaller achievement gap between its higher and lower SES students than the OECD average.[4] Ontario was the only province at or above the Canadian average in reading, math and science in the Pan Canadian Assessment Program for 2013.[5]

However, Ontario has not always been a high performer.

Ten to 15 years ago, the educational landscape in Ontario looked radically different than it does today.

When the newly-elected McGuinty provincial government won office in 2003, it inherited a legacy of deteriorating industrial relations and low expectations across the system. In 2004, only 54 percent of grades three and six met or exceeded the provincial standard for reading, writing and mathematics, and only 68 percent of high school students graduated within five years.[6]

After more than a decade of reforms targeting high levels of student achievement (particularly in literacy and numeracy), reducing the gaps in student performance, and increasing public confidence in the teaching profession, the results have changed significantly: today, 72 percent of grades three and six are meeting provincial standards, and in May 2016, Ontario surpassed its graduation target: 85.5 percent of students received high school certificates within five years.[7]

Leadership across all levels of the system has been—and remains—crucial to Ontario's reform successes.

Michael Fullan, a key architect in the province's whole-system reforms, made the following observation to school leaders gathered at Ontario's Leadership Congress in April 2012:

> *"Leadership has made the difference in Ontario. It's undeniable—we can trace it, feel it, see it."*[8]

Four years earlier, in 2008, Ontario's Ministry of Education explicitly identified leadership at the school and district school board level as a key supporting condition to achieve its three core education priorities.[9] The Ministry launched the Ontario Leadership Strategy as a comprehensive plan of action to ensure that system-wide leadership contributed to student achievement.

The Ontario Leadership Strategy formalized many existing policies and initiatives in school leadership and supported the development of new ones. The strategy is grounded in

the belief that significant progress toward the province's three core education priorities—high levels of student achievement, reduced gaps in student achievement, and increased public confidence in public education—can be made through improving the quality of school and system leadership.[10]

The goals of the Ontario Leadership Strategy are to:

- Attract the right people to leadership roles;
- Develop personal leadership traits in individuals and promote effective leadership practices to have the greatest possible impact on student achievement and well-being; and
- Develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.[11]

The Strategy aims to accomplish these goals through three initiatives:

- Supporting districts in developing, implementing and measuring the impact of their leadership development strategies;
- Inviting and facilitating partners who wish to advance the goals of the Ontario Leadership Strategy; and
- Championing the development of programs that will enhance the coherence of leaders' work across the province.

The Ontario Leadership Strategy sponsors initiatives in leadership succession planning and talent management, mentoring for principals and vice principals, and growth-based performance appraisal for vice principals and principals. A supervisory officer pilot is underway.

Leadership development programs for aspiring principals and system leaders—including the Principal's Qualification Program—fall under the broader purview of the Leadership Strategy.

What makes Ontario exceptional is communication across multiple layers and components of the system. Along with respect for the teaching profession and a comprehensive approach to reforms, Ontario's whole-system reforms were reinforced by open partnerships between the government, schools and districts,[12] partnerships that support system goals for student learning, and self-organizing initiatives, such as the Leading Student Achievement Networks (LSAs) administered by the principals' councils.

The goals of the Ontario Leadership Strategy determine the key initiatives and resources:

- The ***Ontario Leadership Framework***, which houses the evidence base and provides the foundation for implementing the Ontario Leadership Strategy;

- **The Board Leadership Development Strategy**, which outlines district school boards' roles in leadership talent management (including selection, placement, and development), principal/vice principal appraisal and school/board improvement planning;
- **Leading Student Achievement Networks**, jointly run by the principals' councils with support from the Student Achievement Division at the Ministry of Education;
- **Institute for Education Leadership**, a partnership of stakeholders across the system that houses the OLF and ongoing research and evaluation of education leadership initiatives;
- **Support for system leaders**, including mentoring, executive leadership development programs, orientation and a supervisory officer performance appraisal pilot scheme; and
- **Leadership publications and resources**, e.g., Ideas Into Action, In Conversation, and Principals Want to Know.

Leadership development programs for school and system leaders are part of Ontario's Leadership Strategy.

The Principal's Qualification Program (PQP) was designed to prepare school leaders in Ontario's specific context. In the spirit of the Ontario Leadership Strategy, the Ontario College of Teachers, which designs guidelines for the program, draws on the multiple partnerships, resources and shared language that have evolved in response to Ontario's particular needs.

The College drafts the program guidelines with input from the Ministry of Education. Multiple PQP courses are then offered by providers across the system, including the principals' councils and several universities in the province.

Ontario's Journey Continues

Despite impressive improvements in student achievement since reforms began in 2003, Ontario's journey toward excellence is not over. Recent data from Ontario's Education Quality and Accountability Office and OECD PISA data from 2012 indicate a decline in the province's math performance. Ontario's strategic response to this drop will build on the actions and principles from earlier reform successes. The Renewed Mathematics Strategy, announced in 2016, draws on the Ontario Leadership Strategy and other programs for school improvement, including: Support for self-organizing responses to system objectives (Leading Student Achievement network); Leadership teams to support capacity building and professional learning at the district and school level; Ministry funding for teachers to undertake an additional mathematics qualification at the Ontario College of Teachers; and New math courses at elementary schools. As with earlier reforms, coherent leadership across all levels of the system is a crucial part of Ontario's strategy.

Roles and Responsibilities of School Leaders in Ontario

School leaders in Ontario work in diverse school contexts. There are 7,600 principals and vice principals in the province, serving two million students in 4,000 elementary and 900 secondary schools in the French, Catholic and public constituencies.[13]

Twenty-seven percent of the student population was born outside Canada, and many have learned English as a second or even third language. In 2015, the province committed to settling around 10,000 Syrian refugees. The Ministry of Education, in partnership with the Council of Directors of Education and other stakeholders, worked to devise settlement plans and implement educational and social services to help the new student population successfully begin their new lives in Ontario's education system.[14]

The role and responsibilities of principals in Ontario reflect a commitment to equity and diversity while maintaining high expectations for all students.

A key document outlining what school leaders in Ontario are expected to know and do is the Ontario Leadership Framework (See Figure 1).

The Ontario Leadership Framework is one of the underlying foundations of the Ontario Leadership Strategy. It informs local Board Leadership Development Strategies (including succession planning and development) and other leadership initiatives and professional development opportunities offered across the system.[15]

The Ontario Leadership Framework also provides the conceptual framework and program design for Ontario's Principal's Qualification Program.

The Framework was first introduced in 2006 to provide system and school leaders with a common leadership language and a shared understanding of the traits of effective leaders and characteristics of effective organizations. It is a core document of the Ontario Leadership Strategy.

The Ontario Leadership Framework is a "'living document" tailored to Ontario's context. It is revised periodically to include international and national research and findings from across the system. For instance, the Framework was updated in 2013 to accommodate research findings from Ken Leithwood on the practices of effective district leaders and district school boards.

The Framework is housed at the Ontario Institute for Education Leadership, a collaborative partnership comprised of the Ministry of Education, principals' and supervisory officers' councils, the directors of education council and representatives from the three school constituencies. This partnership has facilitated a sense of ownership

among educators that would not have been possible had the Ministry retained sole responsibility of the Framework. It provides feedback loops across the system.

The Ontario Leadership Framework is a tool to bring coherence and consistency to the entire system. It contains evidence-based research to inform the design and delivery of ongoing professional learning and school leadership development. The main aims of the Ontario Leadership Framework are:

- Facilitate a shared vision of leadership in schools and districts;
- Promote a common language that fosters an understanding of leadership and what it means to be a school or system leaders;
- Identify the practices, actions and traits or personal characteristics that describe effective leadership;
- Guide the design and implementation of professional learning and development for school and system leaders;
- Identify the characteristics of highly performing schools and systems—K-12 School Effectiveness Framework and District Effectiveness Framework; and
- Aid in the recruitment, development, selection and retention of school and system leaders.[16]

The Ontario Leadership Framework is used is diverse contexts in Ontario, including:

- To guide professional learning and development for school and system leaders (including framing the content of the Principal's Qualification Program and supporting documentation for the Supervisory Officer's Qualification Program);
- To aid in recruitment, development, selection, and retention of school and system leaders;
- To encourage self-reflection and principal appraisal; and
- To assess the Leadership Practicum component of the Principal's Qualification Program.

The Framework is broader in scope than leadership frameworks in other systems. It includes the following core components (all revised in 2013):

- Effective leadership at the school and system level;
- School Effectiveness Framework: a planning tool that shows the links between school leadership and school effectiveness; and
- Effective leadership at the District Level; Personal Leadership Resources: (personal leadership traits and characteristics supported by robust research).

The Ontario Leadership Framework defines leadership as:

> *"The exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals."* [17]

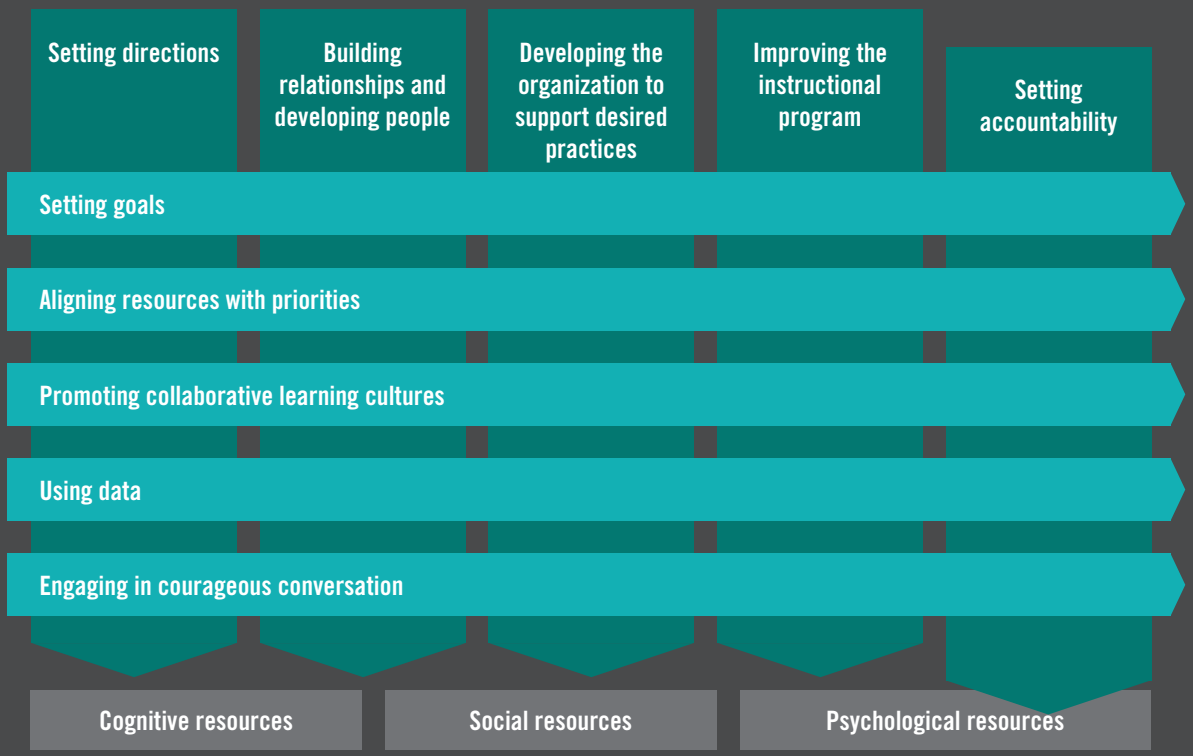
The Ontario Leadership Framework articulates the roles and responsibilities of school and system leaders in the context of this definition of leadership. Figure 1 illustrates the five leadership domains (vertical green columns), the five core leadership capacities (horizontal purple rows) and the personal leadership resources (green foundation blocks) that describe what effective principals do to maximize their leadership skills. These are critical in the development and design of the Principal's Qualification Program.

The Ontario College of Teachers uses this rubric to organize the content of the Principal's Qualification Program to support leadership development that is meaningful for the province's school leaders.

The five school leadership domains are:

1. Setting directions: building a shared vision; identifying specific, shared short-term goals; creating high expectations; and communicating the vision and goals;

Figure 1 How the *Ontario Leadership Framework* describes effective school leadership practices



Source: Adapted from the Ontario Leadership Framework (2013).

2. Building relationships and developing people; providing support and demonstrating consideration for individual staff members; stimulating growth in the professional capacities of staff; establishing school values and practices; building relationships of trust with and among staff, students and parents; and establishing productive working relationships with teacher federation representatives;

3. Developing the organization to support desired practices: building collaborative cultures; building productive relationships with families and the community; maintaining a safe and healthy environment; and allocating resources in support of the school's vision and goals;

4. Improving the instructional program: staffing the instructional program; providing support; monitoring progress in student learning and school improvement; buffering staff from distractions in their work; and

5. Securing accountability: building internal accountability among staff and meeting demands for external accountability.

Personal Leadership Resources

The five leadership domains are complemented by **personal leadership resources**, which identify research-based personal characteristics and traits that help leaders enact the practices described elsewhere in the Ontario Leadership Framework. They include cognitive, social and psychological resources that enable leaders to enact effective leadership practices (See Figure 2).

Research by Ken Leithwood, as well as anecdotal testimony from principals and vice principals interviewed during fieldwork, indicates that school and system leaders draw on personal leadership resources to enact the leadership practices articulated in the Ontario Leadership Framework.[18]

> *"Leaders draw on the personal leadership resources as a whole, interactively. Leaders are not systems thinkers one moment, resilient people the next, and successful relationship builders in another. In fact, leaders are all of those things all of the time, and most situations require that leaders draw on all their personal leadership resources concurrently."*[19]

Personal leadership resources play a key role in the identification, selection, development and appraisal of school leaders in Ontario. They are referred to in the following programs:

- Principal's Qualification Program, as part of the conceptual framework and assessment discussed below;
- Talent identification, recruitment and selection through Board Leadership Development Strategies;[20]

- Principal placement and transfers;
- Mentoring and coaching conversations;
- Growth-focused appraisal for principals and vice principals (especially performance and annual growth planning); and
- Board and school improvement planning for student achievement (BIPSA/ SIPSA).

These Personal Leadership Resources are found alongside the five school leadership domains in the *Ontario Leadership Framework*.

Figure 2 Personal Leadership Resources from the Ontario Leadership Framework

Personal Leadership Resources		
Cognitive Resources	**Social Resources**	**Psychological Resources**
Problem-solving expertise • understanding/interpreting problems • identifying goals • articulating principles and values • identifying constraints • developing solution processes • maintaining calm/confidence in the face of challenging problems **Knowledge about school and classroom conditions with direct effects on student learning** • technical/rational conditions • emotional conditions • organizational conditions • family conditions **Systems Thinking (NEW!)** • being able to understand the dense, complex, and reciprocal connections among different elements of the organization • having foresight to engage the organization in likely futures and consequences for action.	**Including the ability to:** **perceive emotions** • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cases **manage emotions** • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses **act in emotionally appropriate ways** • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests	**Optimism** • habitually expecting positive results from our efforts • recognizing where we have, and do not have, opportunities for direct influence and control • taking positive risks **Self-efficacy** • believing in our own ability to perform a task or achieve a goal • as a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure **Resilience** • being able to recover from, or adjust easily to, change or misfortune • being able to thrive in challenging circumstances **Proactivity (NEW!)** • being able to stimulate and effectively manage change in a large scale under complex circumstances • showing initiative and perserverance in bringing about meaningful change

Program: Principal's Qualification Program (PQP)

"The program is designed to support candidates in becoming critically reflective educational leaders who function effectively in dynamic, diverse and complex contexts characterized by rapidly changing circumstances." [21]

Who designs and delivers the program?

Who designs the PQP?

The Principal's Qualification Program (PQP) is one of the leadership programs and additional teacher qualifications designed by the Ontario College of Teachers in collaboration with the teaching profession, stakeholders, educational partners, students and the public. The PQP is offered through multiple providers across the province that are accredited by the College.

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario. It is responsible for certifying teacher education programs and qualifications, governing professional standards, approving providers and accrediting the PQP.

The College regulates the system of additional qualifications in Ontario. In addition to the PQP, the College authorizes the Supervisory Officer's Qualification Program and hundreds of additional qualifications for teachers, including the teacher leadership specialist.

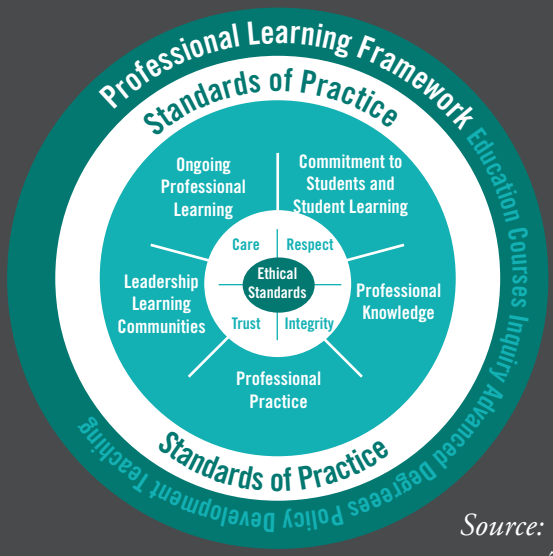
Teachers and school leaders who complete the College's qualifications may list these on their Certificate of Qualification and Registration. This register is publicly available through the College's website. Since all in-service teachers in Ontario, including vice principals and principals, must be registered with the College, this process of accreditation increases public awareness of teacher education and ethical and professional standards. It also enables schools to support the collective vision of the teaching profession as articulated by the College.

Program Guidelines

In 2016, the College released revised Guidelines for the Principal's Qualification Program in draft form. The Guidelines are aligned with the experience of educators in the system's leadership framework and outline core content, teaching and learning activities, and the conceptual framework for approved providers of accredited programs.

The PQP Guidelines reflect the actual experience of educators, feedback from the public and education partners and provincial documents relevant to school leadership.

Figure 3 Holistic Vision of Teacher Professionalism (OCT)



Source: Ontario College of Teachers 2016b, 4.

Professional standards

The College guarantees that all PQPs offered by providers in Ontario include the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*[22] and are aligned with the *Principal's Qualification Program Guidelines*.[23] To ensure that principals are prepared to lead in Ontario's diverse schools, the PQP is also aligned with Ontario's Policy for French-language Education and the First Nation, Métis, and Inuit Education Policy Framework.

A key component of the PQP is the development of principals as effective professionals who continue professional learning and have a mindset of critical inquiry. Figure 3 illustrates how the College conceptualizes the links between ethical practices, professional knowledge, and the skills, values and critical position expected of the teaching profession in Ontario.

Who delivers the programs?

The multiple providers of the PQP across Ontario include the province's three principals' councils (See Box 1) and several universities and institutes of education, including Brock University, Lakehead University, Nipissing University, the Ontario Institute for Studies in Education (OISE) at the University of Toronto, the University of Windsor and York University.

To be approved as a PQP provider, prospective institutions design a course aligned with the standards outlined in the College's PQP Guidelines. Proposed courses are submitted to the College for accreditation. Once a course has been accredited, the provider can offer the PQP to teachers.

Box 1 Ontario's Principals' Councils

A critical moment in Ontario's school leadership reform history was the Harris government's decision to remove principals from the teachers' federations (Bill 160, December 1997). The bill stripped principals' collective bargaining rights and had far-reaching implications for educators and leadership development.

By removing principals from the teachers' federations, the bill prompted the formation of principals' councils. There are three: the Catholic Principals' Council of Ontario, the Ontario Principals' Council and the Francophone Association des directions et directions adjointes des écoles franco-ontariennes.

The councils are professional bodies representing formal school leaders at the provincial level, and they offer limited protective services. They represent the interests of principals and vice principals at the provincial level and provide professional learning and development for members. They also play a critical role in the provision of school leadership development and professional learning across the province.

The councils are licensed providers of the PQP and other programs certified by the Ontario College of Teachers. Like university providers, the councils are entitled to design PQP programs that combine the College's PQP Guidelines with the council's own specific goals.

The Catholic Principals' Council of Ontario, for instance, has designed its PQP program to prepare candidates to be principals within the Catholic school system. The Catholic council's PQP is "fully integrated with gospel values, church teaching, and the spiritual formation of the Catholic school leader of the highest professional standard." [24]

The Catholic Principals' Council of Ontario also offers a Master's Degree to PQP candidates in partnership with Charles Sturt Universityof Australia. The core topics remain the same in the Master's program, but candidates undertake broader conceptual reading and must submit a modified Leadership Practicum report that demonstrates greater competency in academic and research pursuits. Master's candidates also have academic advisors who are senior Ontario educators with doctoral qualifications. [25]

The principals' councils also collaborate on initiatives for instructional leadership and capacity building for formal school leaders. Through the Ontario Leadership Strategy, the Ministry funds joint projects run by the councils, such as the Leading Student Achievement networks. These networks are administered by the principals' councils and are aimed at improving instructional leadership. The program was founded in 2005 in response to the Literacy and Numeracy Secretariat goals for improving student achievement.

The Leading Student Achievement networks build principals' instructional leadership capacity, both in literacy and in the ability to use numbers.[26]

Within the bounds of the Guidelines, providers can adapt the PQP to reflect the province's diverse communities. Some parts of the program may vary between providers, according to the institution's own mission and the demands of its constituents. Providers are free, for instance, to establish reading lists and promote theories of leadership that support their specific mission and help develop critical inquiry among candidates.

The principals' councils sometimes offer joint PQP courses in conjunction with District School Boards, called Board Partnership PQPs. The Catholic Principals' Council of Ontario, for instance, currently operates Board Partnership PQPs with around 19 Catholic District School Boards in the province.[27]

Higher education providers can also integrate the PQP into advanced degrees. The Ontario Institute for Studies in Education at the University of Toronto offers a joint Masters and PQP course. PQP candidates enrolled in the Master's in Education in Leadership and Policy can earn degree credit through the PQP. Fees for Parts I and II, scholarships, and types of assessment may also vary by provider.

The College does not formally evaluate these programs once a provider is accredited. All graduates are sent an electronic survey. The results provide the College with ongoing feedback on the candidates' opinions about the PQP professional education experience. The Guidelines, the accreditation process and the surveys all help assure quality across multiple providers.

Conceptual framework of the PQP

Five school leadership domains

The Ontario College of Teachers organizes program content that covers the five leadership domains of the Ontario Leadership Framework (seen above).[28] This conceptual framework offers a way to organize the key concepts and inquiries that providers offer and facilitate. The College's PQP Guidelines recommend the following:

1. Setting directions

The principal builds a shared vision, fosters the acceptance of group goals, and identifies and communicates high performance expectations. Candidates will be provided opportunities to initiate, facilitate, and manage change, and to operate successfully in a dynamic environment that is characterized by increasing complexity.

2. Building relationships and capacity

The principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by inclusive and respective practices. The principal affirms and empowers others to work in the best interests of all students. Candidates will be provided opportunities to:

- Build and sustain learning communities;
- Support diversity and promote excellence, accountability, anti-racism, equity, partnerships and innovation; and
- Exercise ethical leadership in relationships with educational stakeholders.

3. Developing the organization to support desired practices

The principal builds collaborative cultures, structures a safe organization for success, and connects the school to its community through shared leadership practices. Candidates will be provided opportunities to:

- Understand student-related legislation in Ontario and district school board policies that have an impact on the school, students, staff and community; and
- Manage and direct the human, material, financial and technological resources for efficient and effective schools.

4. Improving the instructional program

The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively to promote learning. Candidates will be provided opportunities to align, develop and monitor programs, structures, processes, resources and staff to support student achievement.

5. Securing accountability

The principal is responsible for creating conditions for student success and is accountable to students, parents/guardians, the community, supervisors and the board for ensuring that students benefit from a high-quality education. The principal is specifically accountable for the goals set out in the School Improvement Plan. Candidates will be provided opportunities to:

- Create a safe learning environment;
- Understand the concept of accountability and its consequences; and
- Acquire the tools to promote student success and lifelong learning in partnership with educators, parents/guardians and the community.

Personal Leadership Resources in the Ontario Leadership Framework

Personal leadership resources are also reflected in the PQP's critical conceptual framework. The Guidelines expand on personal leadership resources based on the actual experiences of educators. The principal uses a variety of personal leadership resources, including:

- Cognitive resources
- Social resources

- Psychological resources
- Spiritual resources
- Physical resources
- Emotional resources
- Cultural resources

Through these aspects of personal leadership, candidates reflect on their own leadership identity, strengths and weaknesses. They study theories of leadership and undertake self-assessment to think critically about their own leadership capacities and how they can improve. Candidates are guided through self-assessment questions like the following:

- How might leadership theories interface with my own leadership style?
- How can I enhance my personal leadership resources?
- How can I learn more about my leadership abilities through the lens of equity, ethics, privilege, power, anti-oppressive practices and democratic dialogue?

Systems thinking (under cognitive resources) and proactivity (psychological resources) were added to the Ontario Leadership Framework in 2013 to reflect "greater operational complexity" and specific demands of leadership at the system level.[29]

Program components

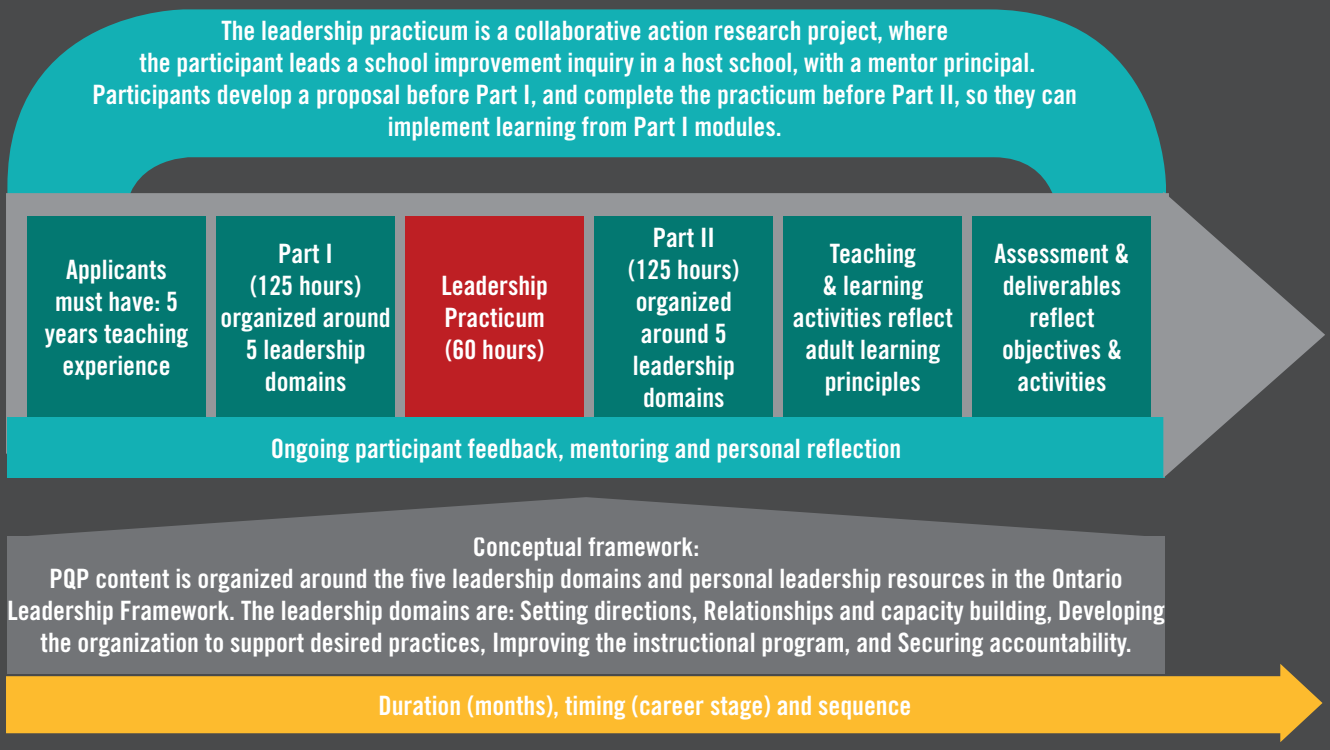
As a mandatory pre-service program, the PQP is intended to give candidates a strong foundation for the position of principal in Ontario. It is highly system-specific and is designed around the knowledge, skills and attitudes that research in the Ontario Leadership Framework indicates are most effective for principals there.

The Ontario College of Teachers has approached school leadership development with a concept of the school system as a complex environment that requires adaptive, critically engaged leaders. The program design and content, including the Leadership Practicum, reflects this first condition of effective school leadership.

The PQP comprises three core components: Part I, Part II and the Leadership Practicum. Parts I and II take 125 hours each and the Leadership Practicum is 60 hours. Candidates can undertake Parts I and II at different providers and must complete the Leadership Practicum before commencing Part II.

Through these components, candidates build their critical capacity and learn about key leadership theories that support the province's vision that schools must be "ethical, equitable, just, inclusive, engaging and empowering learning environments."[30]

Figure 4 Program Design is Integrated to Prepare Candidates for the Principalship in Ontario



Source: Adapted from Ontario Leadership Framework (2013); Ontario College of Teachers 2016b.

The Ontario College of Teachers PQP Guidelines outline the key design elements and the conceptual framework for the PQP that is standardized across all providers. These include:

- Program vision;
- Conceptual framework;
- Parts I and II, which explore leadership and management in Ontario's school context through the five leadership domains of the Ontario Leadership Framework; and
- An in-school Leadership Practicum to be completed under the guidance of a qualified mentor.[31]

These components are "interrelated and designed to support candidates in the development of relevant knowledge, skills and attitudes required for the role of principal."[32]

Vision

The PQP "explores one of the most critical roles in our educational system." It is "designed to support candidates in becoming critically reflective educational leaders who function in dynamic, diverse and complex contexts characterized by rapidly changing circumstances."[33]

The PQP's critical theoretical framework is designed to develop leaders with "a critical pedagogical lens and an inquiry stance' that will help them manage and lead effectively in a complex school environment that is constantly evolving and has multiple demands."[34]

The Ontario College of Teachers advises program instructors—who typically are serving and experienced principals and key academics—to be mindful of the principles of adult learning. These include:

- Respecting candidates' prior learning and experiences in schools;
- Encouraging candidates to participate; and
- Responding to individual learning needs.[35]

Preparation

Ontario does not use structured career tracks or high-stakes performance appraisal to shape the leadership pipeline or as a selection filter for future school leaders.

Instead, Ontario has an "aspirational" approach to school leadership. Middle leaders who identify as aspiring school leaders can nominate themselves to enroll in the province's mandatory pre-service preparation program as part of their continuing professional development.

In recent years, Ontario has experienced high turnover among leaders at the school and system level. Between 2012 and 2015, the province had a turnover rate of 68 percent at the level of Directors of Education, 63 percent at the supervisory officer level, and 26 percent at the principal level.[36]

Ensuring the ongoing health of the leadership pipeline through talent management and development is therefore a priority.

Ontario's PQP is not used as a supply and demand filter. Rather, district school boards work to secure the principal pipeline through succession planning and a talent management process in the Board Leadership Development Strategy requirements.

The Ontario Leadership Framework is designed in part to support the recruitment and development of aspiring school and system leaders at all stages—including the PQP and district school board leadership development strategy.

To be eligible to apply to a PQP, aspiring principals must apply to a program provider and:

- be registered with the Ontario College of Teachers;
- have at least five years' teaching experience;

- have basic qualifications in three school divisions, including an intermediate basis division; and
- have a Master's or Doctorate degree, two specialist degrees, or one specialist and half a master's degree.[37]

Candidates typically cover their own costs, though scholarships are available through various providers.

Core modules: Part I and Part II

Part I and Part II of the PQP comprise 125 hours each and can be completed with different providers. The content for Parts I and II is organized around the five leadership domains of the leadership framework for principals and vice principals (discussed above). The components develop the candidates' learning and understanding of the concepts before and after the Leadership Practicum.

Part II takes candidates into greater depth by building on the knowledge gained both in Part I and participants' Leadership Practicum experiences.

What are the concepts covered in Parts I and II?

Providers and course instructors are encouraged to cover key concepts from the five leadership domains in an integrated manner, rather than in isolation. PQP content is not necessarily presented in modules that cover each leadership domain directly.

Across the five leadership domains, the PQP Guidelines focus on preparing principals for specific kinds of leadership behavior and practices that support student learning and teacher professional development in the context of Ontario's regulatory environment and broader education system.

A synthesis of content recommended in the College's PQP Guidelines under the conceptual framework domains emphasizes the following aspects of effective school leadership in Ontario. See the PQP Guidelines for more detail.

- **Leading School Improvement Planning for Student Achievement** requirements based directly on a needs analysis of student learning, and to support district school board improvement planning and Ministry and community objectives. This includes

a critical awareness of organizational change theory; and gathering, managing and analyzing qualitative and quantitative data to inform classroom and school improvement planning.

- **Fostering schools as collaborative learning communities that share responsibility for student learning**, including enabling collaborative inquiries into decision-making models to inform school-level planning; cultivating a culture of shared critical inquiry and accountability for all students; and collectively implementing data collection, management and analysis to improve student learning, well-being and achievement assessment results.
- **Fostering critical dialogue and shared leadership for school and instructional improvement**, including curriculum review, design and implementation; promoting differentiated instruction, universal design, experiential learning and critical pedagogy; and encouraging teacher leadership for instructional creativity and pedagogical innovation.
- **Leading teacher professional development**, particularly encouraging "critical dialogue and inquiry" to link "school improvement planning and individual professional learning plans"; developing strategies to promote ongoing professional learning among teachers, such as inquiry-based pedagogies and communities of practice; and using performance appraisal for professional growth in line with school and system improvement goals.
- **Modeling an inquiry stance for school improvement**, including critical assessment of instructional practices and school processes, developing strategies and aligning resources to improve these processes, and evaluating the success of these strategies in student learning.

Action research project: Leadership Practicum

A major component of the PQP is the Leadership Practicum. Candidates must successfully complete a 60-hour Leadership Practicum after Part I and before proceeding to Part II of the program.

The Leadership Practicum is a structured "educational inquiry experience" designed to give candidates training as a leading member of a school administrative team on a school improvement project that contributes to its annual improvement plan.[38]

Candidates engage in school leadership training and inquiries that foster their capacity to enhance specific leadership stances, knowledge, skills and practices articulated in the PQP Guidelines.

Throughout the practicum, candidates work with a mentor who is a qualified principal or vice principal on an issue related to school improvement in an authentic school setting.

Before beginning Part I, candidates must first draft a proposal for the Leadership Practicum component, which they undertake before Part II. The proposal is an agreement between the candidate, his or her mentor and the PQP instructor. For candidates who undertake a combined Masters-PQP option, there may be further practicum requirements, such as a greater emphasis on research and academic standards for the final report.

The proposal outlines a specific school-based inquiry that the candidate intends to pursue in a school environment. The inquiry must be collaborative, with the candidate taking a clear leadership role.

What kinds of action research projects do PQP participants address in the Leadership Practicum?

Examples of action research projects include:

- Develop a collaborative school plan to integrate technology to support student needs;
- Using data, encourage staff to develop, implement and assess a plan to increase student achievement in a subject area;
- Facilitate a review of the school code of conduct (or other school policy) involving students, school staff and the school council;
- Facilitate a collaborative process to develop and initiate a school action plan for improvement;
- Facilitate collaborative processes and procedures to support safe, caring and inclusive school environments;
- Facilitate a collaborative inquiry into the ethical culture of the school; and
- Facilitate a collaborative critical inquiry focusing on the ways in which equity is maintained within school practices, policies and pedagogies.[39]

Successful Leadership Practicums require close partnerships between the Ontario College of Teachers and the respective PQP provider. There are various ways these responsibilities can be shared.

The role of the Ontario College of Teachers in the Leadership Practicum

The College sets the requirements for successful completion of the Leadership Practicum. Key criteria for successful completion of the practicum include:

Duration	60 hours, 20 of which may be under observation.
Mentoring	PQP candidates must nominate fully qualified, experienced, practicing principals or vice principals as their mentors, and they meet regularly to discuss the candidate's professional learning and experiences.
Proposal	Submitted to PQP course instructor for approval prior to commencement.
Practicum log	Candidates must document their activities and professional learning, including a record of activities with supporting documents.
Reflective journal	Description of challenges and successes and reflection on the connections between the practicum and the Ontario Leadership Framework, School Effectiveness Framework and the professional Standards in Ontario. Candidates must acknowledge their professional learning, personal growth, difficulties and successes.
Observation	(Optional) Candidates may observe a principal or vice principal in a school setting.
Final report	Candidates are required to submit a final report before they can be recommended for Part II. Candidates use the report to evaluate their learning and assess the impact of the practicum on their thinking and practices as a leader.

Leadership Practicum final report requirements

Candidates must successfully complete the final report, reflective journal and log of activities to be recommended for proceeding to Part II. The final report (maximum 20 pages) must address 12 criteria:

1. Statement of intent;
2. Relevant legislation, district school board policies and literature;
3. Connections to the school/district plan and initiatives;
4. Evidence-based practice (data sources, collection methods and communication);
5. Connections to the Ethical Standards and Standards of Practice for the Teaching Profession;
6. Benefits (to school students, staff and parents);

7. Application of theory to practice;
8. Improving teaching and learning;
9. Effective practices (as drawn from the Ontario Leadership Framework and provider material);
10. Personal professional learning;
11. Results and recommendations; and
12. Observations.[40]

The role of providers in the Leadership Practicum

Providers of the PQP are responsible for coordinating the Leadership Practicum and complying with College requirements outlined above.

Specific duties include:

- Developing assessment criteria to evaluate the practicum;
- Establishing criteria for practicum proposals and to ensure that instructors adhere to the criteria;
- Ensuring that candidates, instructors and practicum mentors understand the requirements and responsibilities in the practicum process;
- Assisting candidates with development of the proposal, including outline, schedule of activities, learning outcomes, assessment processes and evaluation criteria;
- Completing a summation of the candidate's Leadership Practicum learning and making a recommendation of completion/non-completion;
- Maintaining records;
- Responding to appeals of unsatisfactory evaluation results; and
- Reporting successful completion of Part II to the Ontario College of Teachers.[41]

Leadership Practicum assessment: what does a successful Leadership Practicum look like?

The sequencing of the Leadership Practicum after Part I and the fact that it is a prerequisite for enrollment in Part II have implications for assessment.

Practicum assessment varies between providers, but it typically requires participants to demonstrate their learning from Part I in order to show they are ready to undertake Part II.

For candidates undertaking the practicum with the Ontario Institute for Studies in Education at the University of Toronto, the Leadership Practicum demonstrates that the candidate has:

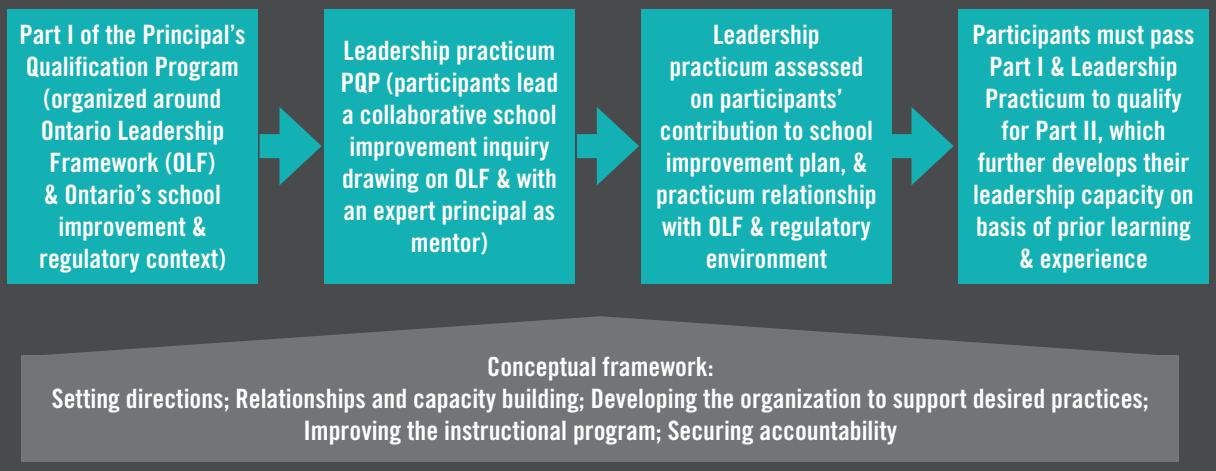
1. Ensured that the practicum clearly supports the school improvement plan;
2. Established a practicum focus that supports the improvement of teaching and learning at the school;
3. Assumed an experiential leadership role throughout the practicum that includes working with staff and/or parents;
4. Monitored and/or measured impact on the related outcomes of the school plan;
5. Analyzed and taken into account particular needs, challenges, plans and priorities of the candidate's school context during all stages;
6. Identified a minimum of three specific items from the Practices and three from Competencies in the Ontario Leadership Framework as targets for personal and professional growth; and
7. Reflected on his or her learning through application of the items selected from the Practices and Competencies and in the context of the candidate's school.[42]

Further teaching and learning activities on the PQP

The PQP involves multiple teaching and learning activities, aside from the Leadership Practicum. Delivery varies between providers, and may include (but is not limited to):

- Face-to-face instruction;
- Case studies;
- Presentations and plenary lectures;

Figure 5 Intentional Design: Sequencing of the Leadership Practicum and Parts I and II



- Large group learning activities;
- Small group learning experiences; and
- In-basket exercises.[43]

When candidates live and work in remote areas, face-to-face delivery may be supplemented by interactive and synchronous video conferences, webinars and web conferencing. This is important, given Ontario's size and remote community needs. Throughout the process, candidates are encouraged to reflect on their own role as school leaders and undertake further professional reading.

Assessment and deliverables

The College does not prescribe the exact form of assessment and evaluation of PQP candidates. Evaluation requirements may be set by individual providers and by candidates in agreement with their mentors and PQP instructors.[44]

A balance of formative and summative assessments is intended to assist candidates to:

- Understand the Ethical Standards, Standards of Practice and Professional Learning Framework outlined in the College's vision of teacher professionalism (See Figure 3);
- Understand and apply the Leadership Framework (including the leadership domains, capacities, and personal leadership resources) in the Ontario Leadership Framework;
- Develop their capacities in ethical decision making, critical thinking and reflective practice; and
- Promote ongoing professional development as a principal.[45]

Multiple types of assessment and stages of evaluation recur throughout the program. Candidates work with course facilitators to identify their own expectations for success and to undertake peer and self-assessment and instructor-led evaluation.

Example assessment forms suggested in the PQP Guidelines include:

- **Performance assessment** (e.g., a professional growth plan to support equity and inclusion in student learning and staff efficacy within a school improvement plan);
- **Written assessment and/or assignment** (analyze case studies or respond to questions on an aspect of program content or develop a school improvement plan);
- **Oral presentation** (research alternative dispute resolution frameworks, make a presentation and engage colleagues in a dialogue about the skills involved);
- **Portfolio** (create a professional portfolio to inform ongoing professional learning with reflections, frameworks, policy guidelines, planning tools, proposals, goals, vision statements, etc.); and

- **Policy development** (develop a school or board policy to respond to a Ministry initiative).[46]

Participant feedback: did they like the Principal's Qualification Program?

In 2014, the Ontario Institute for Education Leadership in Ontario published the findings of a study on the experience of newly appointed principals and vice principals.

The report author, Dr. Denise Armstrong, analyzed qualitative and quantitative data from 290 survey responses from Anglophone and Francophone school leaders in Ontario and interviews with 49 principals and vice principals.[47]

While the PQP has been redesigned since this 2014 publication, the report still provides valuable insights into the experience of candidates who have taken or were at that time taking the PQP. Candidates were interested in the adult learning principles behind the design of the PQP and requested further actual opportunities for professional development based on real-world problems and scenarios.

Participants offered a range of recommendations to providers of the PQP, including universities and principals' associations. Key recommendations included:

- Balance theory, policy and practice by including actual learning components (e.g., formal job internships) so that participants can gain administrative insights through "lived experience";

- Employ skilled and informed instructors, i.e., practicing principals and vice principals who lead by example and who possess up-to-date knowledge about policies and trends in instructional leadership;

- Provide opportunities for principal and vice principal candidates to engage in honest dialogues with newly-appointed and experienced principals and vice principals about the changes that occur during the transition from teacher to principal or vice principal, the realities of the job, and the pros and cons of working as an administrative team; and

- Facilitate connections between theory and practice by complementing the theoretical components of each course with problem-based learning activities and case studies based on real situations and hands-on professional development modules (e.g., instructional leadership, interpersonal and team-building skills, communication and conflict management, district and Ministry software management, health and safety, teacher performance appraisals, collective agreements, mental health support, special education, poverty, emotional intelligence, youth counseling, time management, well-being and work-life balance).

Principals and vice principals participating in the study also recommended that universities:

- Offer Master's programs in instructional leadership with a practicum or internship component and a Masters of Business Administration (MBA) in school administration;
- Allow teachers, principals and vice principals access to Masters courses even if they do not plan to obtain Master's accreditation;
- Share research that is leadership focused through face-to-face, blended and online formats;
- Undertake additional research on the role of principals and vice principals (and the transition into these roles); and
- Provide regular information regarding available supports and programs.

Post-program re-entry, ongoing professional development and support

> *"The PQP is one aspect of ongoing professional learning focused on the enhancement of personal and professional knowledge, critical thinking and reflection, communication and practices that contribute to exemplary practice in the principalship."* [48]

Principals in Ontario undertake continuous professional learning. The PQP is just one aspect of this lifelong developmental process. They have further opportunities outside the scope of this report, but one program is profiled here to show how the Ontario College of Teachers builds on the PQP to cater to principals' continuous professional learning.

Ongoing professional development for principals: Principal's Development Course

The Ontario College of Teachers has created guidelines for a Principal's Development Course, which is an additional qualification for qualified principals in the province. The course is offered by providers in accordance with College Guidelines, which provide a fluid framework reflecting the key concepts of the course, as outlined below.

The framework is built around the *Ethical Standards for the Teaching Profession* and *Standards of Practice for the Teaching Profession* and focuses on developing participants' ability to use critical inquiry skills and pedagogical insight. It emphasizes the need for principals to cultivate a workplace in which educators engage in critical reflection, collaborative practices and ongoing professional development.

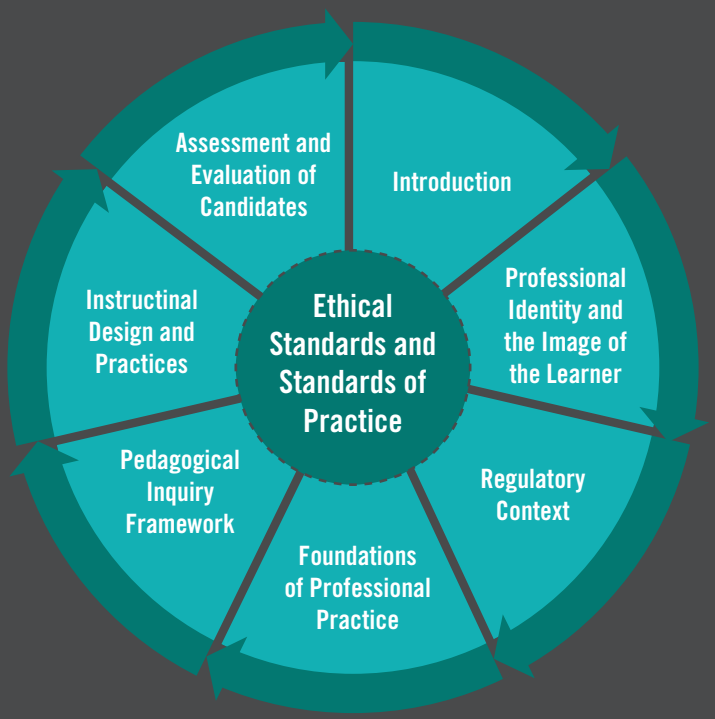
As seen in the other high-performing systems, Ontario encourages principals to perceive themselves as lifelong learners, and to "recognize that their own learning directly influences student learning".[49] To be eligible to participate in this course, candidates must hold a principal's qualification and have two years of successful experience as a principal or vice principal.[50]

Ongoing professional learning is part of the culture in Ontario. Consider Mirella Rossi, the principal of Precious Blood Elementary School in Toronto. Rossi is an experienced principal who was recognized in 2014 as one of Canada's Outstanding Principals by The Learning Partnership. She is an instructor in the Principal's Qualification Program at York University and is completing a Ph.D. at the Ontario Institute for Studies in Education (OISE).

As an educator and school leader, Mirella is committed to ongoing learning and research, which she embeds in her leadership practices. She recognizes that teachers have difficulty fitting ongoing professional development into their schedules, so she has found ways to add professional development into day-to-day operations. For example, as a means of providing ongoing learning and development to teachers, Mirella grounds staff meetings in "resources that specifically and strategically support the school's agreed upon goals." This is important because it forms part of a larger strategy to understand and implement best learning and teaching practices for students in a tailored and compassionate way.

Mirella believes she can seek assistance through formal support networks and her own professional networks. She attends fortnightly principal meetings, where principals can engage with and seek assistance from their peers on an ongoing basis. Principals can seek specific assistance from school board personnel, professional associations and their immediate superintendents, depending on the nature of the inquiry. Mirella also has a network of principal colleagues whom she can call if she requires help or support in her professional environment.

Figure 6 Principal's Development Course: Conceptual Framework



Source: Ontario College of Teachers 2015, 2.

Notes

1. Interview with Gary Swain, principal at St Conrad Catholic School, Toronto 22 April 2016.
2. Ontario College of Teachers 2016b, 1.
3. Barber, Whelan, and Clark 2010; Fullan 2010. OECD 2010a.
4. OECD 2010a, 66.
5. "Pan-Canadian Assessment Program (2013)" 2016.
6. Herman 2016.
7. Office of the Premier 2016.
8. Ontario Ministry of Education 2013d, 8.
9. Ontario Ministry of Education 2008.
10. Ontario Ministry of Education 2013c, 1.
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12. Fullan 2009, 108.
13. Presentation at the Ontario Ministry of Education, Ontario 20 April 2016.
14. Ontario Ministry of Education 2015.
15. Ontario Ministry of Education 2013a.
16. The Institute for Education Leadership, Ontario 2013.
17. The Institute for Education Leadership, Ontario 2013, 5.
18. The Institute for Education Leadership, Ontario 2013, 6.
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20. Ontario Ministry of Education 2013b.
21. Ontario College of Teachers 2016b, 1.
22. Ontario College of Teachers 2016b.
23. Ontario College of Teachers 2016b.
24. Interviews with the Catholic Principals' Council of Ontario (CPCO), Ontario 21 April 2016; Catholic Principals' Council of Ontario 2016.
25. "Catholic Principals' Council :: PQP Part I & II" 2016.
26. Catholic Principals' Council of Ontario 2016.
27. Interviews with the Catholic Principals' Council of Ontario (CPCO), and the Ontario Principals' Council (OPC), Ontario 21-22 April 2016.
28. Ontario College of Teachers 2016b.

29. The Institute for Education Leadership, Ontario 2013, 22.
30. Ontario College of Teachers 2016b, 7.
31. The College publishes resources to help integrate the province's standards and frameworks within the PQP (available at www.oct.ca).
32. Ontario College of Teachers 2016b, 7.
33. Ontario College of Teachers 2016b, 1.
34. Ontario College of Teachers 2016b, 7.
35. Ontario College of Teachers 2016b, 24.
36. Presentation at the Ontario Ministry of Education, Ontario 20 April 2016.
37. Eligibility criteria for Part I are prescribed under the Ontario College of Teachers Act (Regulation 184/97 Teachers Qualifications).
38. Ontario College of Teachers 2016b, 26.
39. Ontario College of Teachers 2016b.; Interview at the Ontario Institute for Studies in Education, University of Toronto, Ontario 19 April 2016.
40. Ontario College of Teachers 2016b, 29.
41. Ontario College of Teachers 2016b, 31.
42. Interview at the Ontario Institute for Studies in Education, University of Toronto, Ontario 19 April 2016.
43. Ontario College of Teachers 2016b, 7.
44. Ontario College of Teachers 2016b, 24.
45. Ontario College of Teachers 2016b, 25.
46. Ontario College of Teachers 2016b, 25.
47. Armstrong 2014.
48. Ontario College of Teachers 2016b, 2.
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50. Ontario College of Teachers 2015; Ontario College of Teachers 2016a.

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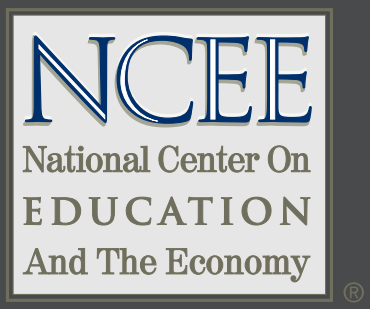

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