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| **Excerpt from THE ONTARIO LEADERSHIP FRAMEWORK (2013)**  **APPENDIX B**  **PR516: SUPERVISORY OFFICER SELECTION** | | | |
| **PERSONAL LEADERSHIP RESOURCES** | | | |
| **Cognitive** | **Social** | **Psychological** | |
| Systems Thinking  Problem-Solving | Perceiving emotions  Managing emotions  Acting in emotionally appropriate ways | Proactivity  Optimism  Self-efficacy  Resilience | |
| **DEMONSTRATED SYSTEM-LEVEL LEADERSHIP** | | | |
| **Ensuring all learners, staff and students are afforded equitable opportunities to be successful in our system and institutional barriers to such success are identified and removed [TDSB Equity Foundation Statement]** | **Creating Learning Oriented Organizational Improvement Processes** | | **Providing Job Embedded Learning** |
| * Demonstrates strong advocacy and respect for and the diversity of community needs and differentiates resources and supports accordingly * Identify and implement strategies to eliminate systemic and personal barriers * Values the diverse contributions of students and communities * Demonstrates equity of outcome in their work | * Require improvement processes to be evidence-informed * Set a manageable number of precise targets for district school improvement * Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across | | * Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context * Align the content of professional training with the capacities needed for district and school improvement * Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans |
| **Establishing broadly shared mission, vision and goals founded on aspirational images of the educated person** | **Building district and school staff’s capacities and commitments to make informed decisions** | | **Providing Coherent Instructional Guidance** |
| * Ensure that a transparent visioning/direction-setting process is carried out * Articulate, demonstrate and model the system’s goals, priorities, and values to staffs when visiting schools * Embed district directions in improvement plans, principal meetings and other leader-initiated interactions | * Use data from all available sources to assist decision making in the central office * Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible * Encourage collaboration in the interpretation and uses of data * Model evidence-informed decision making to school staffs. | | * Insist on ambitious goals for teaching and learning * Advocate for attention to the best available evidence to inform instructional improvement decisions * Expect schools to focus on needs of individual as well as groups of students * Encourage staff to be innovative within the boundaries created by the district’s instructional guidance system |

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| **Nurturing Productive Working Relationships with Staff and Stakeholders** | | |
| **Internal district and school staffs**   * Adopt a service orientation toward schools * Develop communication systems and processes throughout the district to keep all members informed * Develop open, accessible and collaborative relationships with principals * Encourage reciprocal forms of communication with and among schools * Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for the system improvement * Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system’s directions | **Local Community Groups**   * Routinely consult with community groups on decisions affecting the community * Encourage staff to participate directly in community groups * Demonstrate the importance the district attaches to its community connections | **Ministry of Education**   * Develop/maintain high levels of engagement with the provincial ministry of education * Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities |
| **Parents**   * Support schools to engage parents effectively and to develop positive relationships with parents. * Create opportunities for parents to partner with educators to improve student achievement and well-being. |