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| **Excerpt from THE ONTARIO LEADERSHIP FRAMEWORK (2013)** **APPENDIX B****PR516: SUPERVISORY OFFICER SELECTION**  |
| **PERSONAL LEADERSHIP RESOURCES** |
| **Cognitive** | **Social**  | **Psychological** |
| Systems ThinkingProblem-Solving  | Perceiving emotionsManaging emotionsActing in emotionally appropriate ways | Proactivity OptimismSelf-efficacyResilience |
| **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
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| **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
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| **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.
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