

Building Relationships and Developing People

Providing support and demonstrating consideration for individual staff members

- Recognize individual staff member accomplishments
- Consider staff members' opinions when initiating actions that affect their work
- Build upon and respond to individual staff members' unique needs and expertise
- Treat individuals and groups equitably

Stimulating growth in the professional capacities of staff

- Encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- Lead discussions about the relative merits of current and alternative practices
- Challenge staff to re-examine the extent to which their practices contribute to the learning of all of their students
- Facilitate opportunities for staff to learn from each other
- Suggest new ideas for staff learning
- Encourage staff to pursue their own goals for professional learning
- Encourage staff to develop and review their own professional growth goals and their relationship to school goals and priorities
- Encourage staff to try new practices consistent with their own interests and school goals

Model collaboration in the conduct of one's own work

Communicating the vision and goals

- Use many different formal and informal opportunities to explain the overall vision and goals established for the school to stakeholders
- Demonstrate to all stakeholders what the school's vision and goals mean in practice
- Regularly invite different stakeholder groups to describe how their work furthers the school's vision and goals

Personal Leadership Resources

Leaders draw upon the Personal Leadership Resources to effectively enact leadership practices

Cognitive Resources

- Problem solving expertise
- Knowledge of effective school and classroom conditions with direct effects on student learning

Social Resources

- Perceiving emotions
- Managing emotions
- Acting in emotionally appropriate ways

Psychological Resources

- Optimism
- Self- efficacy
- Resilience

x€

Placemat of the Revised Ontario Leadership Framework for School-level Leaders

Definition of Leadership

For purposes of the *Ontario Leadership Framework* (OLF), leadership is defined as the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals. This influence may have many sources (e.g. administrators, parents, teachers), 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 contributions to progress in achieving the organization's vision and goals.

For aspiring leaders, this framework provides important insights about what they will need to learn to be successful. Those already exercising leadership will find the framework a useful tool for self-reflection and self-assessment of leadership enacted in schools and school systems.

Background Development

The first iteration of the framework was released in draft form in 2005 and has been broadly used by Ontario education leaders to guide their practice and to provide leadership learning opportunities for leaders at all levels. In the five years that have elapsed, research about leadership and the practice of leadership have advanced. This revised version of the OLF represents an evolution of the framework to reflect these changes. The revised OLF reflects two distinct approaches to the description of successful leadership practice one focused on the work of individuals and small groups (*Successful Leadership Practices*), the other concerned with the effectiveness of the organization as a whole (*Successful Organizational Practices*), consistent with the claim that leadership is an "organizational property".

Placemat Version

The attached placemat version of the OLF represents one part of the overall framework, namely successful leadership practices for school leaders, encompassing both formal and informal leaders within schools. The placemat is provided as an "at-a-glance" view of the core leadership practices, their enactments, and the supporting "Personal Leadership Resources". To fully appreciate the evolution of the framework, the research base and rationale supporting the changes and approach, the longer research report should be read, discussed and debated for full understanding and implementation.

The placemat organizes the core leadership practices in the same five domains as the original OLF. Within each domain are the core leadership practices (bolded) followed by nuggeted lists that suggest how this practice is enacted by effective school leaders, according to the research. It is important to emphasize that even though the practices are organized into five domains and shown in columns on the placemat, this does not reflect the way that school leaders actually enact leadership. They draw upon practices from different domains simultaneously in an integrated way. The columns should be seen as permeable and fluid.

Beneath the five domains, the Personal Leadership Resources are listed, in brief. While many traits or personal characteristics have been associated with leaders and leadership, the OLF includes only those for which there is compelling empirical evidence indicating they are instrumental to leadership success. Referred to in the OLF as "personal resources", they are of three types: cognitive, social and psychological. More detail on these is included in the research report. These resources are applied by effective school leaders as needed across the five domains of framework.

Core Leadership Capacities

Also shown on the placemat in the lower right corner are the current five Core Leadership Practices. The identification of these five core leadership capacities was helpful in focusing and aligning leadership work and they found resonance with leaders across the province. Evidence of the CLCs is found in various domains of the OLF and just as with the original OLF, the CLCs tend to work across domains rather than residing within a single domain.

As an example of the cross domain enactment of the CLCs, *Setting Goals* is found throughout the domain, *Setting Directions* but also in the *Building Relationships and Developing People* domain in the practice, "modeling the school's values and goals", and in the domain *Developing the Organization to Support Desired Practices* in the practices, "help develop the shared determination of group processes and outcomes" and "help develop clarity about goals and roles for collaboration".

Gaps in leadership capacity identified through OLS pilot programs like principal appraisal and mentoring led to the identification of the first five CLCs. As these gaps are filled or changed, the CLCs may contract or expand in respond to needs.

Important Changes

The revised framework when mapped out in this column format looks quite similar to the previous framework and in many ways it is. However, there are important changes which will become evident as one reads the documents carefully. For example:

- There is a greater focus on equity and inclusion which is woven throughout the research report and the specific practices;

- There is a more explicit reference to the role of parents and community and how leaders can work effectively with these groups;

- There is specific reference to the practice of establishing productive working relationships with teacher federation representatives;

- Maintaining a safe and healthy environment is described in more detail.

DRAFT