Building a shared vision

School leaders:
- establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose in vision for the school and priorities to which they are strongly committed
- build understanding of the specific implications of that vision for the programs and the nature of classroom instruction
- facilitate the development of organizational norms that support openness to change in the direction of the school’s vision
- help staff and diverse stakeholders understand the relationship between the school’s vision and broad and provincial policy initiatives and priorities

Providing support and demonstrating consideration for individual staff members

School leaders:
- recognize the accomplishments of individual staff members
- 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 among staff equitably

Stimulating growth in the professional capacities of staff

School leaders:
- encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- facilitate discussion about the validity of current collaborative activities
- challenge staff to continually re-examine the extent to which their practices support the learning of all their students
- facilitate opportunities for staff to learn from each other
- support new ideas for staff learning
- encourage staff to develop and review their own professional goals for growth in collaboration with their colleagues
- encourage staff to try new practices that are consistent with both their improved goals and values

Building collaborative cultures and distributing leadership

School leaders:
- involve staff in the design and implementation of important school decisions and policies
- provide staff with leadership opportunities and support them as they take on these opportunities

Structuring the organization to facilitate collaboration

School leaders:
- create timelines for training that maximizes time on task for teachers
- provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work
- establish a structure of teams and groups that work together on problem solving and decision making in the relationship of those goals to school goals and priorities
- encourage staff to engage in tasks that affect their professional goals

Building productive relationships with families and the community

School leaders:
- create a school environment in which parents are welcomed, respected and valued as partners in their children’s learning
- demonstrate the type of leadership that parents can trust – confident, systematic and attentive
- help staff develop commitment to parents in the school
- work with parents, students and staff to help them provide their children with support in the home that will contribute to their success at school
- encourage staff to reflect not to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included
- encourage staff to adopt norms of parental engagement and encourage more parents to be involved
- connect families to the wider network of social services as needed

Monitoring progress in student learning and school improvement

School leaders:
- provide staff with opportunities for professional growth and support them as they take on these opportunities
- provide adequate and consistently available resources to support collaborative work
- encourage staff to develop and review their own goals for professional growth
- foster mutual respect and trust among those involved in collaboration
- encourage the collaborative development of group processes and outcomes
- help develop clarity about goals and roles related to collaborative work
- develop a wide range of processes to improve collaboration
- encourage in-depth and meaningful discussions among members of professional learning communities
- provide adequate and consistently available resources to support collaborative work
- provide staff with leadership opportunities and support them as they take on these opportunities

Improving the instructional program

School leaders:
- actively seek out collaborators who have the interest and capacity to further the school’s vision and goals
- establish school teams by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships

Providing instructional support

School leaders:
- actively seek out collaborators who have the interest and capacity to further the school’s vision and goals
- provide adequate preparation time for teachers
- provide support to teachers and staff to solve classroom problems
- provide teachers with the opportunity to observe effective instructional practices of colleagues
- encourage staff to take on responsibilities that will contribute to their success at school
- provide staff with leadership opportunities and support them as they take on these opportunities

Securing Accountability

School leaders:
- regularly engage staff in analyzing data on the learning progress of all students
- insist on the use of data that is of high quality (validly, validly collected using reliable measures, and analyzed in its original form, and has been subjected to critical interpretation)
- promote collective accountability and accountability for student achievement and well-being
- help staff make connections between school goals and ministerial goals in order to strengthen commitment to school improvement efforts
- ensure that their school’s contribution to school improvement efforts are measured and that there is accountability for results
- help staff develop connections between classroom and school goals and provincial policy initiatives, and make adjustments to curriculum to better meet expectations and goals

Creating high expectations

School leaders:
- have high expectations for students, parents, and residents
- demonstrate an effort to create high expectations among staff for the achievement of students with diverse needs
- ensure that standards are consistent with the school’s overall expectations for all students
- encourage staff to be innovative in helping students achieve high expectations and goals
- encourage staff to assume responsibility for the academic success of all students
- make their expectations known through words and actions

Communicating the vision and goals

School leaders:
- use many different formal and informal opportunities to explain to stakeholders the overall sense of purpose in vision for the school and goals established for this school
- demonstrate to all stakeholders the use of the school’s vision and goals in day-to-day actions and decision making
- regularly invite different stakeholder groups to provide feedback on how well the school’s vision and goals are working

Developing the Organization to Support Desired Practices

School leaders:
- provide opportunities for professional learning in collaborative teams
- allow for time on task that maximizes time on task for students
- provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work
- encourage staff to develop and review their own professional goals for growth in collaboration with their colleagues
- encourage staff to try new practices that are consistent with both their improved goals and values

Setting Directions

Building Leadership and Relationship Development

School leaders:
- engage staff in setting goals that are ambitious, yet realistic
- allocate resources in support of the school’s vision and goals
- ensure that all staff members understand how the school’s vision and goals connect to the overall mission of the school
- provide opportunities for staff and students to learn about effective conflict resolution strategies
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- allocate resources in support of the school’s vision and goals

SCHOOL-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization’s vision and goals.

PERSONAL LEADERSHIP RESOURCES

Leaders draw upon the personal leadership resources to effectively enact their leadership practices.

Cognitive Resources
- Problem-solving expertise
- Knowledge of effective school and classroom practices that directly affect student learning

Social Resources
- Persuasion-empathy
- Managing emotions
- Acting in emotionally appropriate ways

Psychological Resources
- Optimism
- Self-efficacy
- Resilience
- Proactivity*

Especially important for system leaders

*Especially important for system leaders

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