

Leadership Development in the B.C. Education Sector

2017

EDUCATION LEADERSHIP DEVELOPMENT FRAMEWORK



Ministry of
Education



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Executive Summary

WHAT IS THE LEADERSHIP DEVELOPMENT FRAMEWORK?

Teaching excellence, effective leadership and social equity have made British Columbia's education system one of the strongest in the world.

As accelerated changes in educational policy and practice have increased demands upon educational leaders, the current strength and future success of our education system depends on addressing the challenges of leadership recruitment, retention and capacity building.

To respond to these challenges, the Sector Advisory Council, which includes representatives from the Ministry, BC School Trustees Association (BCSTA), BC Principals' and Vice Principals' Association (BCPVPA), BC School Superintendents Association (BCSSA), Federation of Independent School Associations BC (FISA BC), and BC Association of School Business Officials (BCASBO), identified the need for a provincial Leadership Development Framework that details the challenge, outlines the areas of practice and competencies for effective educational leadership, and lays out the path forward.

Educational leaders in British Columbia are dedicated to increasing student success and well-being, collaborating with system partners, and making decisions that are informed by evidence.

5 Strategic Leadership Commitments

Through this Leadership Development Framework, the province and the Sector Advisory Council partners commit to:

1. Establishing common competencies
2. Defining shared proficiencies
3. Prioritizing professional development opportunities
4. Increasing collaboration
5. Measuring success

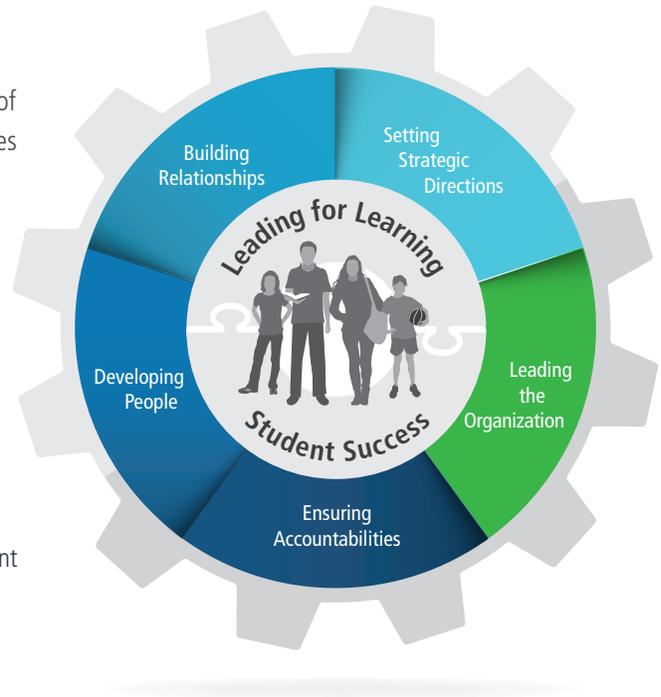


COMMON COMPETENCIES

The partner organizations have determined a shared vision of strong educational leadership with 19 common competencies in five key areas of professional practice:

1. **Setting Strategic Directions**
2. **Leading the Organization**
3. **Ensuring Accountability**
4. **Developing People**
5. **Building Relationships**

Together, the competencies form a shared lexicon of success for all educational leaders, supporting the ability of the different leadership organizations to come together, discuss shared priorities and work toward common goals.



THE PATH FORWARD

This Leadership Development Framework document represents the first phase of expanding leadership support in the field. Indicators of success toward the five objectives will be developed in the second phase.





Purpose of this Document

“There is proof beyond reasonable doubt that quality leadership and quality learning go hand in hand” — [MICHAEL FULLAN, 2006]

This document is for everyone interested in educational leadership in British Columbia. It is intended for those currently serving in leadership positions as well as those who aspire to positions of leadership.

This document defines the shared aspects of good educational leadership and provides the foundation for the continued development of educational leadership in British Columbia.

Leadership Matters



By every measure, schools in British Columbia today are more successful than at any time in the past, and among the highest performing schools in the world.

Much of the credit for that success is attributable to the cadre of dedicated teachers and high levels of social equity in our education system. This success could also not have been achieved without a corps of talented leaders.

High-quality educational leadership aligns goals, programs, and resources with provincial priorities for improvement; fosters collaboration among those who work in the education system and encourages them to address problems; provides direction and support to those who serve students; and holds itself to account for the results achieved. Consistent with the evidence throughout the world, leadership matters:

Our conclusion from this evidence as a whole is that leadership has very significant effects on the quality of school organization and on pupil learning. As far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.

[LEITHWOOD, DAY, SAMMONS, HARRIS & HOPKINS — 2006]

The high-impact leader creates a school climate in which everybody learns, learning is shared, and critique isn't just tolerated, but welcomed.

[JOHN HATTIE — 2015]

Research was conducted on the impact of school principals on student achievement and found that the most significant factor – twice as powerful as any other – was the degree to which the principal participated as a learner with staff in helping to move the school forward.

[FULLAN AND QUINN — 2016]

Educational Leadership in B.C.

Elementary and secondary education in British Columbia is complex. There are approximately 558,000 students enrolled in the 1,566 public schools of B.C.'s 60 public school districts, and approximately 80,000 students enrolled in 360 independent schools [B.C. MINISTRY OF EDUCATION]. Great educational leaders make a contribution to these students' success and well-being because they are effective organizational managers, talented instructors, moral leaders, and change agents. Each education leadership position also makes a specific contribution:

BC School Trustees Association (BCSTA)

The education system in British Columbia is co-governed by the provincial Ministry of Education and 60 Boards of Education in school districts. Each Board is led by elected trustees who provide district-level policy leadership, hire and manage the senior district staff, and ensure the prudent use and control of the district's resources. School trustees also engage their local communities, and meet to set policy and provide oversight of the district's goals for student achievement and well-being.

BC School Superintendents Association (BCSSA)

Each of the 60 school districts has a superintendent who acts as its managerial head with responsibility for administering and overseeing the functions of the district on behalf of the Board of Education. Superintendents' responsibilities include advising and reporting to the board, supervising schools, implementing programs, evaluating senior staff, working with external stakeholders and overseeing budgets. Superintendents are lead educators with impressive histories as teachers and school-administrators.

Principals' & Vice-Principals' Association (BCPVPA)

The 2400 public school principals and vice-principals in British Columbia are the leaders responsible for building a positive learning environment for students, including providing vision and leadership for the educational program, supporting educators and school staff, managing school resources, and liaising with parents and the local community. School-based leaders are educators who have demonstrated their success as teachers and many continue to teach while holding leadership roles in their schools.

BC Association of School Business Officials (BCASBO)

School business officials are senior managers of the business functions of school districts, and include secretary-treasurers and other senior management roles in finance, human resources, payroll, information technology, and procurement. Secretary-treasurers, for example, are districts' Chief Financial and Corporate Officers, reporting to the Superintendent. In this capacity, they provide financial and resource planning and management, including strategic planning, budget and facilities and transportation management; have a number of legislated roles in ensuring fiscal responsibility and accountability to the Board; and often lead the management of legal affairs, human resources, labour relations and collective agreement matters. Many are certified professionals with provincial, national and international competency requirements.

Federation of Independent Schools Association of BC (FISA BC)

There are 360 independent schools in B.C., with approximately 500 school administrators and approximately 1200 association board members. Leaders in independent schools perform the same functions as their counterparts in the public school system, with district leadership functions provided by an Independent School Authority, and the school leadership provided by the school head or principal. A few larger independent school authorities manage a number of schools and have similar leadership staffing as public school districts. For most independent schools, however, a small group may fill all the governance, operational, financial and school leadership roles.

The Vision

Students, educators and school communities thriving through skilled and effective educational leadership.

Facing the Challenges of Change

The successes of British Columbia's schools have occurred in the context of ever-increasing expectations and challenges. Effectively addressing these challenges will support the improvement of our education system, our students' ongoing success and their resiliency in the face of change.

Parents and guardians are increasingly discerning about the education their children receive, holding high expectations for them and for the schools they attend. Most important, our children and youth face significantly different challenges, and have different developmental and educational needs, than their parents and grandparents. The education system, and the leadership that guides it, must also continue to change and develop in response.

BUILDING CAPACITY

Accelerated changes in educational policy and practice have increased the complexity and the demands upon educational leaders. Initial preparation may be sufficient for beginning leaders, but meeting the challenge of change requires the development of sophisticated capacities. Increasing expectations and evolving student experiences and challenges require intimate knowledge of the growing and rapidly evolving knowledge base devoted to learning, teaching, and leadership.

Capacity building throughout the system is a critical challenge. For school-level leaders the challenges are rapidly changing knowledge and expectation about indigenous learning, curriculum, instruction, and assessment. For those in other leadership positions the challenges are recent changes to legislation, regulation and policy. Superintendents have been required to make significant management adjustments in: staffing levels; sexual orientation and gender identity policies in schools; accountability requirements for schools; curriculum and instruction models; student reporting systems; student safety and mental health issues; funding model shifts; school calendar planning; career education and trades training; adult education; parent surveys; and board governance support. Principals and vice-principals must be able to effectively influence changing practices at the school level to improve student achievement and well-being. Trustees and Secretary-Treasurers have needed to respond to accountability and financial reporting expectations of government [BOYCE, 2016].

Leaders need time to maintain the currency of their knowledge and systematic programs to assist them in enhancing their capacity. Public and parent confidence in the K-12 education system will be enhanced by continuous professional development for teachers and leaders that is effective, clearly focused on improving students' success, and contributes to a dynamic, high-performing education system.

RECOGNIZING THE IMPORTANCE OF LEADERSHIP

Leadership is never an easy mantle to wear, but as the educational system continues to evolve to better serve the changing needs of students and communities, the demands upon leaders become increasingly complex and challenging as they respond to changes in policy and practice, take increased responsibility for managing human resources, and work respectfully in a complex labour-relations environment.

The education system in British Columbia is lean. There are fewer career advancement rungs, limiting the opportunities for individuals to naturally grow into leadership positions. For example, since 2001 there has been a 30 percent reduction in the numbers of assistant or supporting financial official positions in school districts, particularly in smaller and mid-size school districts [B.C. PUBLIC SCHOOL EMPLOYERS' ASSOCIATION, 2014]. Having fewer assistant finance officers has decreased the opportunities to train locally-based candidates over time and increased the workload on the secretary-treasurers, creating challenges in both recruitment and retention overall. At the same time, demographic increases in student enrollment and additional teachers mean additional complexity in the work of school leaders and an increased need for investment in quality leadership and leaders' professional development. [B.C. MINISTRY OF EDUCATION, 2014]

Recent entrants to the education sector bring fresh perspectives from other fields, but those entering may have limited exposure to the specific and demanding needs of the education sector. Throughout the sector there are greater numbers of individuals with limited experience; this is especially prevalent in upper-level management positions such as superintendents and secretary-treasurers. Those entering from other fields with management or financial experience lack necessary educational experience, while education sector candidates may lack sufficient management or financial credentials.

At their worst, the complexities of leadership and the limited opportunities within the system can act together to diminish the attractiveness of becoming an educational leader.



RECRUITING AND RETAINING LEADERS

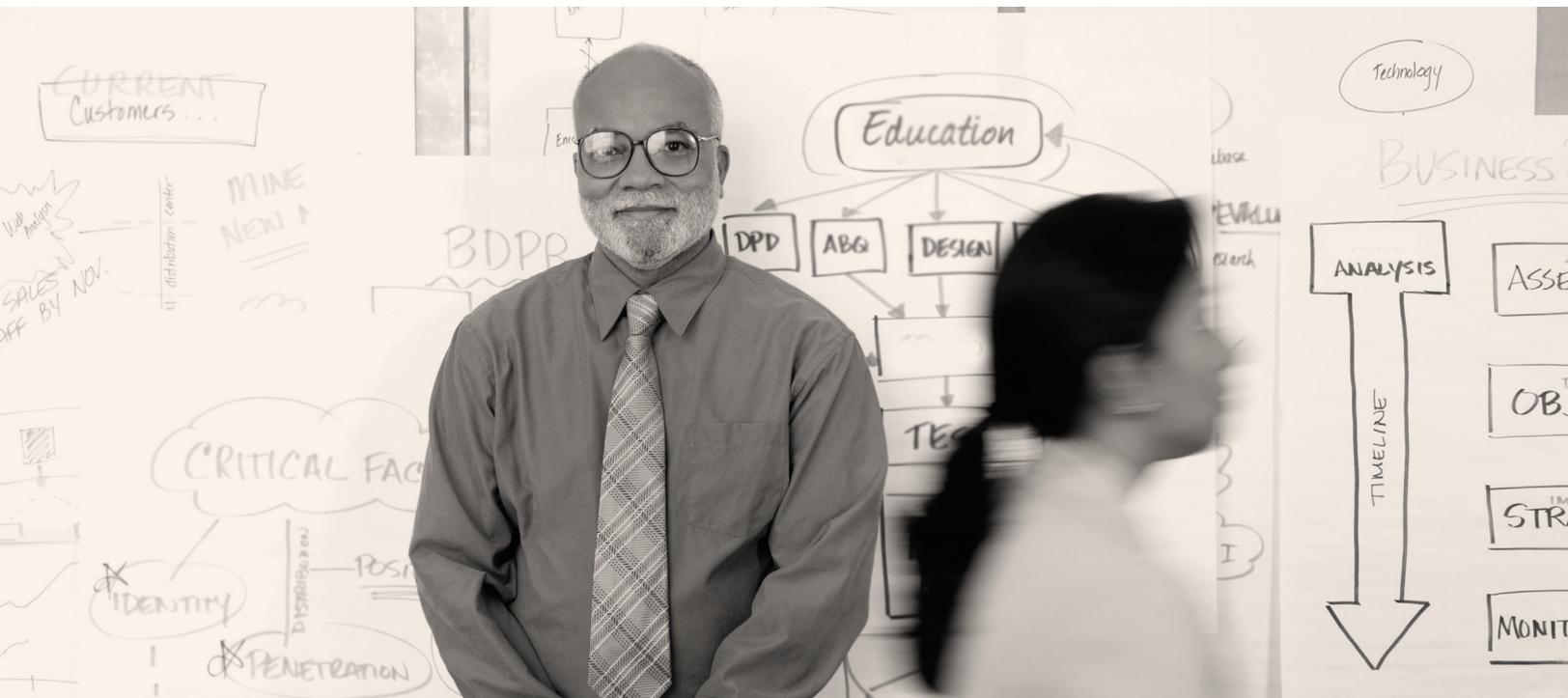
Across the education sector, a portion of experienced and effective leaders are approaching retirement. The reality of an aging “baby-boomer generation” workforce means succession planning is becoming more and more important. The sector faces a significant challenge to replace a large number of skilled leaders, recruit and train their replacements, and effectively manage the hand-over process. Throughout this, school district and independent school administrators are expected to maintain productive learning environments, manage their districts and schools to the highest professional standards and meet ever increasing student and parent expectations.

The challenges of rising expectations and constrained resources are not unique to the education sector, but while other areas of public service, such as the B.C. public service, have made succession planning a priority, this has not yet happened in B.C.’s K-12 education sector.

TAKING ACTION TO ADDRESS THE CHALLENGES

The partner organizations are each taking steps to address the aforementioned challenges and are working collectively to address them. Some of the ways that each organization is taking action to meet the challenges are enumerated on the pages that follow.





B.C.'s Leadership Development Today

All partner organizations actively develop leadership today and there is significant alignment on goals and priorities. The following provides a brief summary of the programs currently offered.

BCPVPA

- › **Supervision for Learning Levels 1 & 2:** An eight-month learning experience including supervision for learning, school improvement, and professional development. Based on a peer coaching model, there are five days of program development over the course of eight months and ongoing joint practice development with colleagues.
- › Growth Plan Development Workshops.
- › Difficult Conversations Workshops.
- › BCPVPA Leadership Standards Workshops.
- › **Short Course:** An intensive week-long leadership development program for school leaders in their first two years of their career.
- › **Short Course 2:** In development - following the Short Course format for mid-career school leaders.
- › **Technology for Professional Learning (#T4PL):** 30-minute webinars held since the spring of 2016 on a variety of topics including new Ministry reporting order, aboriginal education, managing in a unionized workplace.
- › **Annual Issues Forum:** Current “hot” topics selected annually for full-day workshop. Recent topics include issues with Children in Care, dealing with children suffering from anxiety, Aboriginal education.
- › October Connecting Leaders Conference.

BCSSA

- › **Three professional learning events:**
Aligned with the BCSSA Dimensions of Practice and surveyed after each:
 - » Fall Conference
(November, all Education partners)
 - » Spring Forum
(April, all Education partners)
 - » Summer Leadership Academy
(August, members only)
- › **New Members' Program:**
Open to new members, members new to their position, or new to a district, this program provides one to one mentoring, small group and job-alike meetings and ongoing support for two years.
- › **Aspiring Aboriginal Leaders Program:**
Five full-day sessions over one year aligned with the BCSSA Dimensions of Practice and Aboriginal ways of knowing and doing. Open to any Assistant Superintendent, Director, District Principal, Principal, Vice-Principal of aboriginal ancestry.
- › **Chapter Meetings:**
Chapters bring in guest speakers and provide round table activities on a specific leadership aspect, where funds permit.

FISA BC

- › **Masters programs in Catholic Educational Leadership:**
St. Mark's College at UBC and Catholic Schools of BC – two educational leadership diploma programs.
- › **Short-course Principal training program:**
The faith-based associations offer one-week summer training programs for principals and school leaders, similar to the BCPVP short-course
- › **Leadership programs for potential Principals and Heads of Schools**
'Challenge of Leadership' program by Vancouver Catholic Schools for potential administrators, 'Prospective Heads Leadership programme for aspiring Heads and Team Leaders Programme for middle leaders and principals.
- › **Education Committee/Council:**
Training work shops (*equivalent of public school trustees*) by each association throughout the school year (*evenings/weekends*).
- › **Van Lunan Centre (Michigan) Leadership Program:**
For school leaders who have several years of experience as principals or Heads of School and are in mid-career, seeking professional development in all aspects of school administration.
- › **Trinity Western University Masters program in administrative leadership:**
For independent and public school leaders.
- › **Senior Leadership Enrichment Seminar (SLES):**
Offered throughout year.
- › **Mentorship programs:**
Offered by each association for new principals.
- › **Pro-D workshops:**
By each association on 'hot topics' and 'vital topics'.





BCSTA

- › **Annual General Meeting**
Professional learning conference component (2 days).
- › **Winter Academy Conference**
(2 days) each year.
- › **New Trustee Academy**
(2 days) immediately following trustee election process (once every 4 years).
- › **CSBA Congress and National Trustee Gathering on Aboriginal Education:**
Hosted once every 5-6 years.
- › **BCSTA on-line**
Learning Guide for Trustees and Boards.
- › **BCSTA Branch Meetings professional learning**
(1-2 times per year for each of 8 regional groups).
- › **Individual Board Performance Reviews and Facilitations**
(15-25 per year).

BCASBO

- › **Mentorship Program:**
A one on one program that partners recently retired, successful BCASBO secretary-treasurers with members in their first year(s) of their assignment. Mentors provide coaching, capacity building and leadership development to support members as they navigate the challenges of their new roles.
- › **Leadership Series:**
This series focuses on building collaborative leadership between business and educational leaders in support of the Learning Community. This program is in its fourth year and allows the attendees to learn the business of education.
- › **Fall and Spring Conferences:**
These conferences are directed toward member needs by using responses from previous surveys from members and by having a representative member planning committee. Both conferences have in depth per-conference sessions and current thinking key note speakers and break-out sessions on current topics.
- › **Zone Meetings:**
The 5 zones try to meet twice a year. Format varies from zone to zone, but members meet and co-design what issues need to be surfaced – round tables of issues currently facing members and how to deal with these issues and support each other.

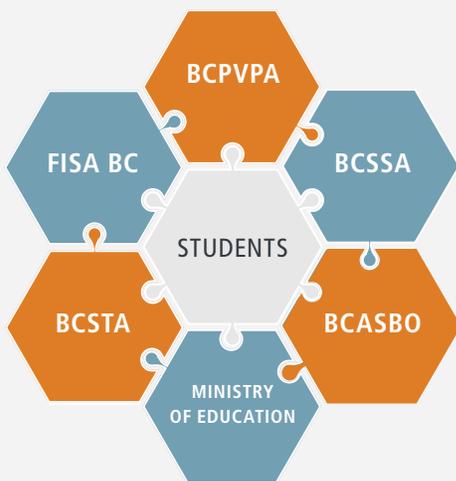


The Framework: A Sector-wide Response

In order to build the Leadership Development Framework, support its ongoing development, and address other leadership development challenges in ways that complement their individual efforts, the Sector Advisory Council's member organizations, with the BC Ministry of Education, formed the Leadership Development Working Group (LDWG).

The framework is the foundation to five commitments that the LDWG has made:

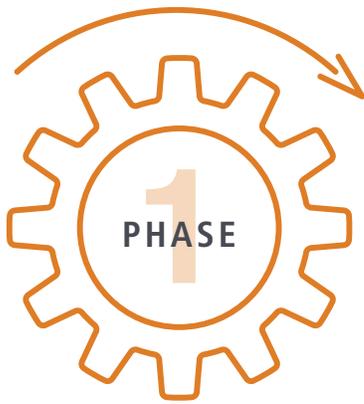
- 1 Establishing Common Competencies:** While there are competencies that are unique to each partner organization, there are many that are shared. These common competencies are the foundation of the framework and are needed to define the focus of leadership development programs.
- 2 Defining Shared Proficiencies:** Recognizing the different accountabilities and responsibilities of the multiple leadership roles across the sector, the partner organizations have developed general proficiency levels for each competency and specific role. These proficiency levels will allow an educator interested in a leadership role to understand the expectations and develop an individualized professional learning and growth plan.
- 3 Prioritizing Professional Development Opportunities:** The partner organizations are committed to using the defined competencies and proficiencies to enrich available leadership development opportunities with new offerings.
- 4 Increasing Collaboration:** There is a high degree of congruence in priorities for leadership development offerings across all partner organizations and there is a strong commitment to deliberately increase collaboration.
- 5 Measuring Success:** Measuring, monitoring and responding to progress and changes in the environment are a key part of ensuring that the framework matures and continues to deliver expected outcomes. The LDWG will monitor success, manage priorities, foster collaboration and evolve the strategy.



Leadership development is a smart investment, with benefits that extend deeply into supporting the success of our students and classrooms. In 2017, the Province of B.C. will provide almost \$300,000 in leadership development funding. Continuing support by the Ministry and increased collaboration between Framework partners will contribute to a sustainable, long-term educational leadership development model.

A PHASED APPROACH

The provincial approach to leadership development is broken down into two phases.



Framework

Aimed at public and independent school personnel in leadership positions – and those who aspire to be in leadership positions – this document describes a vision for leadership development in the K-12 sector that enables students, educators and school communities to thrive through skilled, and effective educational leadership.



Strategy

This document will provide a concrete plan for achieving the Framework's vision including:

- › *Strategies for achieving our 5 leadership commitments*
- › *Concrete action plans that are specific to each partner association in the LDWG*
- › *Effective outcome measures that reflect our commitment to student success and the importance of leadership development*
- › *An on-going governance structure with regular evaluation and adjustment processes*
- › *An identification of targeted investments in leadership development for the K-12 sector*



ANCHOR POINTS: LEADING FOR LEARNING AND STUDENT SUCCESS

Leadership development in education in British Columbia is dedicated to improving student success and well-being, reflecting the indisputable relationship between strong leadership and positive conditions for learning. Leading the learning [SCHLECHTY, 2009] includes:

- › **Creating** a shared vision for instruction
- › **Observing** and sharing effective instructional practices among colleagues in the sector
- › **Ensuring** all management staff understand shared responsibilities for improving the instructional program and student success
- › **Providing time** for collaboration and planning
- › **Utilizing data** to facilitate decision making processes



1. Establishing Common Competencies

Leadership development in education in British Columbia is focused upon improving student success. Strong leadership and positive conditions for teaching and learning are linked to student achievement and their well-being.

Common competencies are at the centre of the provincial leadership framework. The five areas of professional practice and nineteen common competencies lay the foundation for a shared vocabulary, alignment of development programs and communication of priorities.

[SEE APPENDIX I — DETAILED SUPPORTING COMPETENCIES]



AREAS OF PROFESSIONAL PRACTICE AND SUPPORTING COMPETENCIES

Area of Practice: *Setting Strategic Directions*

This area of practice ensures that the members of a school, district office, elected board, or independent school are working with the same purpose and towards a common goal. This contributes to the overall effectiveness and efficiency of the organization.

SUPPORTING COMPETENCIES

- | | |
|--|--|
| <ul style="list-style-type: none"> › Vision setting › Strategic planning | <ul style="list-style-type: none"> › Effective decision making › Systems alignment |
|--|--|

Area of Practice: *Leading the Organization*

This area of practice is aimed at building the competencies required to manage and run the organization. Knowing that legislated financial responsibilities are being met and are sustainable allows leaders to focus on the strategic priorities of their school district or independent school.

SUPPORTING COMPETENCIES

- | | |
|--|---|
| <ul style="list-style-type: none"> › Financial management › Legislation and policies › Understanding the sector | <ul style="list-style-type: none"> › HR – recruitment and retention, effective deployment of workforce › LR – collective agreements, grievances, employers role |
|--|---|

Area of Practice: *Ensuring Accountability*

This area of practice positions leaders to demonstrate public accountability for enhancing student learning through the implementation of effective governance structures, allocation of resources to support strategic directions, and timely and comprehensive reporting of results.

SUPPORTING COMPETENCIES

- | | |
|--|---|
| <ul style="list-style-type: none"> › Governance vs. Management › Data collection and reporting | <ul style="list-style-type: none"> › Public Reporting and Feedback |
|--|---|

Area of Practice: *Developing People*

This area of practice increases the capacity of the organization by building a culture where people are invested in their own development and learning. Engaged people make a significant contribution to creating a positive environment where everyone can be successful.

SUPPORTING COMPETENCIES

- › Building capacity – professional development
- › Coaching and mentoring
- › Effective communication

Area of Practice: *Building Relationships*

This area of practice builds high functioning relationships across all key stakeholder groups. Trusting relationships are a key element in fostering effectiveness and efficiency; when people trust one another, they are more likely to take the risks needed to innovate.

SUPPORTING COMPETENCIES

- › Positive inter-relationship skills
- › Conflict management and dispute resolution
- › Community and stakeholder engagement

2. Defining Shared Proficiencies

To clearly communicate expectations and help individuals plan their professional development, the partner organizations have suggested general proficiency levels for each competency and specific leadership role in the education sector.

The suggested general proficiency levels are:

- ✓ The **suggested** level of proficiency required to be effective in the specific role
- ✓ **Not** a minimum entry requirement for a role – individuals may develop their proficiency level while in the role
- ✓ **Not** ceilings – it is accepted and encouraged that individuals may work towards and achieve higher proficiency levels

These general guidelines for leadership proficiency allow an individual interested in a leadership role to understand the expectations and enable them to develop an individualized professional learning plan. The proficiencies are not intended to be a performance management tool; the members of the LDWG recognize that school boards and independent schools have their own performance assessment mechanisms.

[SEE APPENDIX II – GENERAL PROFICIENCY LEVELS FOR LEADERSHIP ROLES IN B.C.'S EDUCATION SECTOR]

3. Prioritizing Professional Development Opportunities

The ministry and its management partners are committed to the creation of new opportunities for professional learning to complement the programs described earlier in this document.

The partner organizations will use the work of the LDWG to identify new, high priority programs that address existing gaps and continue to develop skilled and effective educational leaders who are committed to student well-being and success. Discussions have highlighted shared interests and opportunities to co-develop new programs that will benefit students in B.C.'s education system. The LDWG will identify a funding model to support the leadership development programs that will be described in greater detail in the second phase of its work.



4. Increasing Collaboration

The Leadership Development Framework is the first collaborative effort of British Columbia's leadership partners. It could not have been produced without significant collaboration among the partner organizations.

The LDWG commits to building upon this cross-sector collaboration by:

- ✓ Identifying leadership priorities for each association and articulating their alignment with common competencies
- ✓ Sharing professional learning material among management partner organizations
- ✓ Seeking opportunities to collaborate in the development of leadership training
- ✓ Improving knowledge management by inviting other associations to conferences and development events

5. Measuring Success

The Leadership Development Framework focuses upon five, key objectives

1. Improving student success
2. Increasing the recruitment and retention of quality leaders
3. Building leadership capacities and competencies
4. Improving public confidence in British Columbia's education system
5. Increasing cross-sector collaboration to developing leadership capacity

Achieving these objectives will require monitoring of progress and adapting strategies to reflect emerging realities. LDWG will actively develop success measures that will describe specific goals and explain how success will be managed and reported.



Appendix I – Detailed Supporting Competencies

Area of Practice: *Setting Strategic Directions*

This area of practice highlights the importance of the members of a school, district office, elected Board, or independent school share common goals and purposes to ensure organizational effectiveness and efficiency.

SUPPORTING COMPETENCIES

Vision setting

- › Formulating a vision, providing the base for integrating and aligning activities within the organization
- › Establishing an overall sense of purpose or vision for the work of the organization
- › Determining the relationship between the vision and policy initiatives and priorities

Strategic planning

- › Defining the more immediate goals that will achieve the vision
- › Evaluating and agreeing on the most effective strategies for realizing the goals
- › Prioritizing strategic projects and actions based on the vision, goals and strategies
- › Facilitating broad and relevant stakeholder engagement in the planning process
- › Establishing a performance management framework to monitor and respond to progress
- › Communicating the strategic plan and priorities and painting a picture of the role of each stakeholder

Effective decision making (aligned with strategic plan)

- › Using the vision, goals and strategic priorities to:
 - *make resource allocations decisions*
 - *set policy*
 - *prioritize initiative*
 - *ensure that student learning and success are at the centre of the decision making process*

Systems alignment

- › Encouraging all stakeholders to regularly review the strategic plan and ensure continued alignment of purpose and priorities
- › Aligning resources to support and advance the primary objective of enhancing student learning
- › Understanding that infrastructure and support systems are key to the organization's effectiveness and sustainability

Area of Practice: *Leading the Organization*

This area of practice emphasizes building the competencies required to manage the organization. Knowing that legislated financial responsibilities are being met and are sustainable allows leaders to focus on the strategic priorities of their school district or independent school.

SUPPORTING COMPETENCIES

Financial management

- › Forecasting revenue streams and expenditures interpreting the government funding model, analyzing shifts in funding factors, exploring alternative revenue sources, analyzing significant social, demographic and economic changes that may affect the sector
- › Preparing budget plans that align with the achievement of strategic objectives, communicating the budget information to all stakeholders (including the public, if applicable) and ensuring an appropriate level of consultation
- › Understanding Generally Accepted Accounting Principles (GAAP), financial statement templates, auditing standards evidenced in good application of financial decisions, policies and processes
- › Preparing and analyzing financial statements and reports and communicating findings
- › Understanding audit procedures from external auditors evidenced by fully satisfying expectations

Legislation and policies

- › Understanding the School Act (or Independent *School Act*, as applicable) and other relevant legislation
- › Understanding legal contracts and working with legal counsel to interpret into plain language
- › Understanding legal advice and being able to put into practice
- › Developing policy, working with special interest groups, municipalities, Ministry of Education, MLAs and other stakeholders in Education
- › Making effective use of existing research to guide policy and planning

Understanding the sector

- › Understanding the mandate, priorities and composition of key stakeholders in the education sector
- › Ensuring alignment of decisions and directions with the best outcome for students

Human Resources – Recruitment and retention, effective deployment of workforce

- › Creating organization structures that support the achievement of strategic priorities
- › Understanding the hiring and dismissal processes
- › Developing recruitment plans based on relevant needs
- › Recognizing collective and individual achievements
- › Understanding the importance of and developing effective succession plans
- › Assigning resources based on strategic priorities, operational needs and professional growth plans

Labour Relations – Collective agreements, grievances, employers role

- › Understanding employment agreements and contract and negotiations language
- › Managing employees in accordance with applicable legislation, collective agreements and employment contracts
- › Responding to complaints and grievances
- › Monitoring compliance with collective agreements
- › Understanding legal documents and precedent
- › Building and maintaining appropriate and effective relationships with union representatives

Risk management

- › Understanding and preparing comprehensive risk management plans to meet the needs of students and other stakeholders
- › Understanding legal requirements for insurance and insurance policies

Area of Practice: *Ensuring Accountability*

This area of practice stresses the importance public accountability for enhancing student learning through the implementation of effective governance structures, allocation of resources to support strategic directions, and timely and comprehensive reporting of results.

SUPPORTING COMPETENCIES

Governance vs. management

- › Understanding various governance models – municipal, regional, provincial and federal
- › Defining individual accountabilities in terms that are understood, agreed to and can be rigorously reviewed and evaluated
- › Building staff members sense of internal accountability
- › Promoting collective responsibility and accountability
- › Creating organizational structures which reflect the organization's values and ensure that management systems, structures and processes reflect legal requirements

Data collection and reporting

- › Aligning specific targets with broader sector targets
- › Providing an accurate and transparent account of the organization's performance to all stakeholders
- › Demonstrating the progress being made toward accomplishing the purposes established for the organizations
- › Using evidence to improve performance
- › Creating collaborative structures and opportunities for the interpretation of evidence
- › Using appropriate evidence in communications with stakeholders

Public reporting and feedback

- › Ensuring all relevant and significant accountabilities are transparently considered and publicly reported
- › Ensuring mechanisms are in place for the collection and reporting of public feedback regarding accountabilities

Area of Practice: *Developing People*

Engaged people make a significant contribution to creating a positive environment where everyone can be successful. This area of practice underscores the importance of increasing the capacity of the organization by building a culture where people are invested in their own development and learning. Developing realistic plans for leadership succession can also be incorporated into the risk management plan for a school or school board.

SUPPORTING COMPETENCIES

Building capacity - professional development

- › Recognizing and celebrating individual and collective accomplishments that support the values, vision and mission of the organization
- › Modeling a positive attitude and commitment to the organization's learning culture
- › Leading discussions about the relative merits of current and alternative practices
- › Ensuring research practices are used as part of the learning process
- › Encouraging stakeholders to develop and review their own professional growth goals and the relationship to their own professional learning within the context of the organization's goals and priorities
- › Encouraging stakeholders to try new practices consistent with their own interests and effective research
- › Encouraging stakeholders in reflective practice to best support their learning
- › Developing realistic plans for leadership succession

Coaching and mentoring

- › Facilitating opportunities to learn with and from each other
- › Planning and assigning resources to support coaching and mentoring
- › Facilitating conversations through inquiry and curiosity to best support the learner's ownership of their professional growth goals
- › Maintaining and upholding a standard of leadership development that is consistent throughout the organization

Effective communication

- › Demonstrating an awareness and understanding of the applicability and effectiveness a range of communication processes
- › Ensuring the communication vehicle is aligned with audience preferences
- › Building and communicating key messages
- › Providing opportunities and participating in dialogue on transformational change, organization initiatives and research
- › Developing and maintaining an effective system of communication amongst staff, parents, community partners and media
- › Communicating the organization's strategic direction to staff and ensuring alignment of staff actions with the strategic direction

Area of Practice: *Building Relationships*

Trusting relationships are a key element in fostering effectiveness and efficiency; when people trust one another, they are more likely to take the risks needed to innovate. This area of practice draws attention to the importance of building trusting and effective relationships across all key stakeholder groups.

SUPPORTING COMPETENCIES

Positive inter-personal relationship skills

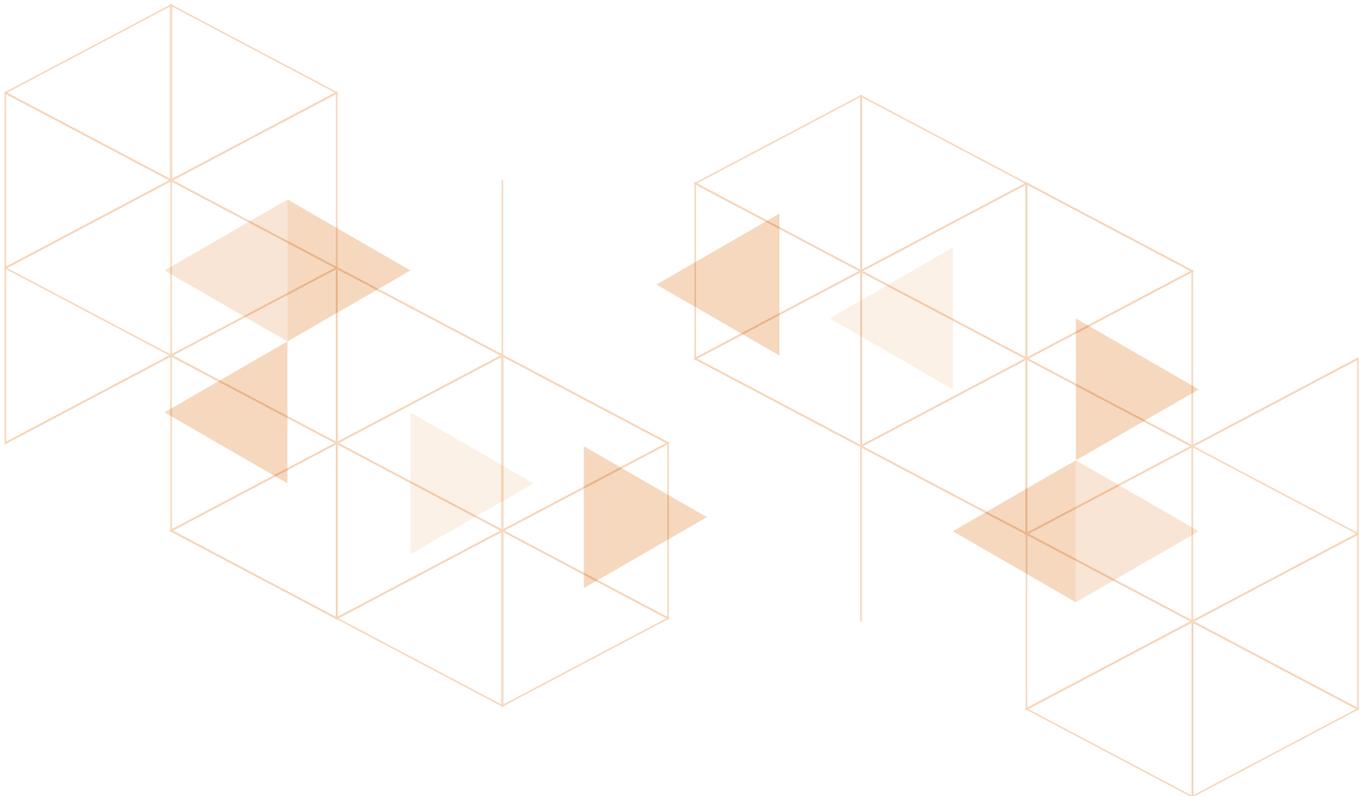
- › Modeling the behaviours that are consistent with the organization's core value, vision and mission
- › Demonstrating respect by listening to others' ideas, being open to those ideas, and genuinely considering their value and encouraging others to do the same
- › Creating norms that value constructive debate with collaboration about best practices
- › Demonstrating respect, care and personal regard for students, staff, parents, community partners and leading by example

Conflict management and dispute resolution

- › Developing, with key stakeholders, processes to identify and resolve conflicts quickly and effectively
- › Communicating norms for behaviour and upholding those standards in an equitable manner
- › Empowering others to take a leadership role in promoting a positive climate
- › Providing opportunities for others to learn about and utilize effective conflict resolution strategies

Community and stakeholder engagement

- › Fostering open, effective, and culturally sensitive communication in the community
- › Encouraging and supporting community partner involvement and advocacy for the values, vision and mission of the organization
- › Fostering and maintaining positive relationships with all agencies and community groups that align with the values, vision and mission of the organization
- › Creating an inclusive organization that encourages the input from community partners and stakeholders
- › Creating an environment of that encourages creative thinking, innovation and problem solving between all community partners and stakeholders



Appendix II –

General Proficiency Levels for Leadership Roles in B.C.'s Education Sector

RATING SCALE

Expert	<ul style="list-style-type: none"> » Has completed specialist training, programs, mentoring » Has extensive practical experience » Is a recognized expert who provides strategic guidance and advice to others
Advanced	<ul style="list-style-type: none"> » Has completed advanced level training » Has broad practical experience » Is recognized as "a person to ask" and mentors others
Intermediate	<ul style="list-style-type: none"> » Has applied, practical experience » Understands and can apply the implications of concepts, principles and issues
Developing	<ul style="list-style-type: none"> » Has completed introductory training and had some practical experience » Understands and can discuss terminology, concepts, principles and issues
Awareness	<ul style="list-style-type: none"> » Has completed orientation » Is aware of basic concepts

NOTE: While these general competencies are shared by all leadership types, defined proficiency levels (awareness to expert) are limited to the work of specific roles and are not useful for comparison across different leadership categories.

[SEE DESCRIPTIONS IN EDUCATIONAL LEADERSHIP IN B.C., ABOVE]

LEADERSHIP ROLES BY AREA OF PRACTICE

	Setting Strategic Directions	Leading the Organization	Ensuring Accountability	Developing People	Building Relationships
BOARD OF EDUCATION TRUSTEES					
Board Chair	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Developing</i>	<i>Advanced</i>
Board Member	<i>Intermediate</i>	<i>Intermediate</i>	<i>Advanced</i>	<i>Developing</i>	<i>Advanced</i>
SCHOOL BUSINESS OFFICIALS					
Secretary-Treasurer	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>
Assistant Secretary-Treasurer	<i>Advanced</i>	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>
Senior Director	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Expert</i>	<i>Advanced</i>
SCHOOL DISTRICT SUPERINTENDENTS					
Superintendents	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>	<i>Expert</i>
SCHOOL PRINCIPALS AND VICE-PRINCIPALS					
Principal	<i>Expert</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Expert</i>	<i>Expert</i>
Vice-Principal	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Expert</i>	<i>Expert</i>
INDEPENDENT SCHOOL LEADERS					
Board member	<i>Advanced</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>
School Head	<i>Expert</i>	<i>Advanced</i>	<i>Advanced</i>	<i>Expert</i>	<i>Expert</i>

NOTE: These proficiency levels are for smaller independent schools. For large independent school authorities, the competencies of board members, authority leaders, and school leaders will be comparable to similar roles in school districts, above.

Appendix III – References

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