







The Institute for Education Leadership (IEL) brings together representatives from the principals' associations, the supervisory officers' associations, councils of directors of education and the Ministry of Education in a unique collaborative partnership. It advances and advocates for tri-level leadership (school, district and system). Its main objective is to assist school and system leaders in maximizing the achievement of all students.

The IEL has articulated four key goals: development, research, practice and communication. Development includes defining leadership, identifying the necessary skills and competencies (see the Ontario Leadership Framework) and staying on the leading edge of leadership knowledge and practice. The IEL supports research on effective leadership practices both in the Ontario context and internationally. It connects leadership practice to initiatives that support student achievement and well being.

To learn more about the work of the IEL and to access resources including the APPLIKI site that hosts the Leadership Self-Assessment Tools, go to <http://www.education-leadership-ontario.ca/home.shtml>.

As part of its work on research into practice the IEL has adopted the Ontario Leadership Framework (OLF) and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province. This Leadership Self Assessment Tool is another resource school and system leaders may choose to use to inform their professional practice.

## Self Assessment Tool for Principals and Vice-Principals

### **Purpose:**

The purpose of the Self Assessment Tool for Principals and Vice-Principals is to enable practicing school leaders to assess their practices with reference to the knowledge, skills and attitudes required to lead schools in the province of Ontario. Derived from competencies and practices within the Ontario Leadership Framework (OLF), the approach is evidence-based, giving principals and vice-principals the opportunity to reflect upon and cite evidence of the experiences that have contributed to their leadership development. Using this self assessment as a starting point, principals and vice-principals can identify areas for growth as leaders and can give further thought and planning to the development of their annual Growth Plan<sup>1</sup>. The purpose of this tool is to help to develop reflective practitioners who can lead schools towards achieving the three provincial education priorities of: high levels of student achievement; reduced gaps in student achievement; and increased pT8ocve prac



## Setting Direction

The principal/vice-principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

### Practices

### Indicators

### Evidence / Reflection / Impact

1. Establishes a sense of shared purpose.
  - Fosters trust and confidence in the organization and the goals outlined in the Board's strategic directions
  - Demonstrates the vision and

## Competencies for Setting Direction

Skills	Knowledge	Attitudes
<p>The principal is able to:</p> <ul style="list-style-type: none"> <li>▪ Think strategically and build and communicate a coherent vision in a range of compelling ways</li> <li>▪ Inspire, challenge, motivate and empower others to carry the vision forward</li> <li>▪ Model the values and vision of the board</li> <li>▪ Actively engage the diverse community, through outreach, to build relationships and alliances</li> </ul>	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>▪ Local, national and global trends</li> <li>▪ Ways to build, communicate and implement a shared vision</li> <li>▪ Strategic planning processes</li> <li>▪ Ways to communicate within and beyond the school</li> <li>▪ New technologies, their use and impact</li> <li>▪ Leading change, creativity and innovation</li> </ul>	<p>The principal demonstrates:</p> <ul style="list-style-type: none"> <li>▪ Commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable</li> <li>▪ A belief that all students can learn</li> <li>▪ Commitment to an inclusive, respectful, equitable school culture</li> </ul>

# Building Relationships and Developing People

The principal/vice-principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal/vice-principal affirms and empowers others to work in the best interests of all students.

Practices	Indicators	Evidence / Reflection / Impact
<p><b>1. Is consistently visible and approachable within the school.</b></p> <ul style="list-style-type: none"> <li>Has quality contact and interactions with students, teachers, family, and community members</li> </ul>	<ul style="list-style-type: none"> <li>Structures frequent and regular opportunities for interaction with students and staff in classrooms and throughout the school</li> <li>Initiates positive interaction with family and community members</li> <li>Provides effective feedback</li> <li>Receives feedback with openness to continuous improvement</li> </ul>	
<p><b>2. Encourages all staff to see themselves as leaders with an important role to play in school and student success.</b></p> <ul style="list-style-type: none"> <li>Creates conditions for staff to succeed</li> </ul>	<ul style="list-style-type: none"> <li>Develops effective strategies to welcome and orient staff to the school community</li> <li>Helps staff find meaning, increased skill development, and personal satisfaction in making contributions to improved student achievement and success</li> </ul>	
<p><b>3. Appreciates, respects, and affirms others.</b></p> <ul style="list-style-type: none"> <li>Creates and sustains a caring, positive school culture</li> <li>Fosters a collaborative culture which recognizes and affirms the efforts and achievements of others</li> </ul>	<ul style="list-style-type: none"> <li>Treats people fairly, equitably and with dignity and respect and addresses disrespectful treatment of others</li> <li>Relates genuinely to others in ways that demonstrate appreciation and value</li> <li>Supports staff members who are experiencing difficulties</li> <li>Encourages, challenges, influences, motivates and supports others to attain high goals</li> <li>Affirms growth and excellence through recognition, celebration, communication, promotion and encouragement</li> </ul>	
<p><b>4. Mediates and resolves conflict.</b></p> <ul style="list-style-type: none"> <li>Anticipates, identifies, analyzes and resolves problems, consistently striving for mutually beneficial solutions</li> <li>Sees resistance as an opportunity for dialogue to find common ground</li> </ul>	<ul style="list-style-type: none"> <li>Applies restorative approaches in resolving differences with the goal of reconciliation</li> <li>Involves others in problem-solving and reaching resolutions that respect the core values of the organization and the dignity of all participants, while fostering continued relationship development</li> </ul>	





## Developing the Organization

The principal/vice-principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

### Practices

**1. Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities.**

- Develops a culture that promotes shared understanding, decision-making and responsibility for outcomes

### Indicators

- Fosters the development of professional learning teams
- Encourages teams to share successful practices both in the school and with other schools
- Ensures students, parents and teachers understand the full range of pathways, options, programs and supports that are available to facilitate student transitions

### Evidence / Reflection / Impact

**2. Fosters a changing culture in the school and within the system.**

- Creates an environment that welcomes change as an opportunity for growth and improvement
- Understands change theory and leads change with processes to meet the goals of the Board's Strategic Directions and the school's improvement plan
- Values and acts on suggestions for continuous improvement

- Provides a clear picture of what is to be achieved
- Scaffolds change initiatives to ensure manageable steps
- Utilizes a variety of strategies to support staff as they engage in changing practice
- Deals collaboratively with obstacles and provides feedback that is honest, specific and balanced
- Provides input into and/or feedback on system initiatives and

## Competencies for Developing the Organization

Skills	Knowledge:	Attitudes
<p>The principal is able to:</p> <ul style="list-style-type: none"><li>▪ Create efficient administrative routines to minimize efforts on recurring and predictable activities</li><li>▪ Collaborate and network with others inside and outside the school</li><li>▪ Perceive the richness and diversity of school communities</li><li>▪ Foster a culture of change</li><li>▪ Engage in dialogue which builds community partnerships</li><li>▪ Listen and act on community feedback</li><li>▪ Engage students and parents</li></ul>	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"><li>▪ Building and sustaining a professional learning community</li><li>▪ Change management strategies</li><li>▪ Models of effective partnership</li><li>▪ Strategies to encourage parent involvement</li><li>▪ Ministry policies and procedures</li><li>▪ Models of behaviour and attendance management</li></ul>	<p>The principal demonstrates:</p> <ul style="list-style-type: none"><li>▪ Acceptance of responsibility for school climate and student outcomes</li><li>▪ Ethical behaviour</li></ul>

## Next Level of Learning

What skills, knowledge and attitudes do I need to further develop?

## Leading the Instructional Program

The principal/vice-principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.

### Practices

- 1. Fosters professional, ethical learning communities.**
  - Builds a collaborative learning environment focused on improved student achievement

- 2. Demonstrates a deep knowledge of teaching and learning processes.**
  - Establishes a supportive, learning environment in which all students are meaningfully engaged in authentic learning
  - Fosters a commitment to equity of outcomes and to close the achievement gap

- 3. Empowers teachers and support staff to become instructional leaders.**
  - Distributes leadership to build capacity and support for attaining the goals in the school improvement plan

- 4. Engages families and communities in supporting student achievement.**
  - Understands the importance of family and community involvement in supporting student achievement and success

### Indicators

- Networks with others inside and outside the school
- Facilitates the development of professional learning teams and ensures they engage in collaborative inquiry to improve instruction
- Establishes a process for the development of a timetable that promotes collaborative team learning
- Utilizes system and school data to inform decisions and to monitor progress

- Implements appropriate curriculum, assessment and instructional processes and resources to maximize student learning to meet the needs of diverse learners
- Uses data to inform, develop and improve instructional practice
- Ensures the development of student and class profiles which include information that informs practice to improve student learning
- Monitors progress to assess the effectiveness of program delivery
- Integrates technology to maximize student learning
- Ensures effective use of and appropriate access to information communication technology for students and staff

- Ensures clear and consistent high expectations for all staff are communicated, understood and pursued
- Stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners
- Engages staff in opportunities to learn about and to practice effective instructional and assessment strategies
- Provides teams with strategies that foster reflective practice.
- Encourages risk-taking and creativity

- Assists parents to understand the developmental stages of their children and to create home conditions that support their children as learners.
- Uses a variety of communication strategies to connect with all families
- Works with the school council and school staff to provide home programs which actively engage parents in working directly with their children
- Engages students, parents and the community to build partnerships that enhance student learning and work together to create a variety of involvement opportunities.

### Evidence / Reflection / Impact

## Competencies for Leading the Instructional Program

### Skills

The principal is able to:

- Demonstrate the principles and practice of effective teaching and learning
- Access, analyse and interpret data
- Initiate and support an inquiry-based approach to improvement in teaching and learning
- Establish and sustain appropriate structures and systems for effective management of the school
- Make organizational decisions based on informed judgments
- Manage time effectively
- Support student character development strategies

### Knowledge:

The principal has knowledge and understanding of:

- Strategies for improving achievement

### Attitudes:



