



Advisory

The Council of Ontario Directors of Education (CODE) is an advisory and consultative organization composed of the CEOs of each of the 72 District School Boards in Ontario; Public, Catholic and French Language.

Evaluation of the Impact of Leadership Development

Resources invested in leadership development and selection should be assessed on a regular basis. Key questions include:

- Are we getting the right quality of candidates?
- Are we getting the right quantity of candidates?
- Has leadership programming impacted on professional behaviours?
- Has leadership programming impacted on student achievement?
- What system needs require additional support and resources?
- What are the implications of the system's demographic trends with respect to future needs?

Succession Planning

Why is it important to understand and implement effective succession planning?

Investing in school and system leadership is an essential component of a successful and strong public education system. Leadership development and succession planning are necessary to the development of a culture that nurtures dynamic growth and supports purposeful and professionally-managed change.

Succession planning is an ongoing process. It ensures that school leaders are recruited, developed, encouraged, and motivated to fill key roles within the school system. Succession planning is not an event, but a clear, strategically-developed plan to recognize and value potential and prepare for the future. An effective succession planning process also ensures that highly competent employees are recognized, appreciated, receive the support they deserve, and are offered opportunities for advancement, leadership, and inspiration. A successful succession plan is closely connected to long-term goals and a vision for the future.

A research report developed for The Institute for Education Leadership, entitled *Succession Planning for Leadership in Ontario Schools and School Boards*, stresses the importance of planning for a positive future. The report states: "Succession planning starts early, it is anticipatory, it is based on data about future needs and it reflects the vision and mission of the organization." [Full Report, p. 89. <http://live.iel.immix.ca/content/research>] Without effective superintendents, principals, and vice-principals to support excellent teachers, create outstanding schools, and foster student achievement, our public education system will suffer. The need to recruit and retain capable leaders means that succession planning and leadership development must become a priority for Ontario schools and school boards. This requires organizations to take a long-term, strategic view of the way they manage their human resources.

What does the Ministry of Education stipulate about succession planning?

Legislation

- The *Education Act* stipulates duties of teachers and principals (Part X); teachers' collective bargaining (Part X.1); teacher performance appraisal (Part X.2); induction, performance appraisal, and reporting obligations for Early Childhood Educators (Diploma) (Part X.3); duties of supervisory officers (Part XI); and performance appraisal of principals, vice-principals, and supervisory officers (Part XI.1).
- Under "Boards: Duties and Powers", the *Education Act* requires effective stewardship. The *Act* states: "Every board shall (a) effectively use the resources entrusted to it; (b) use the resources entrusted to it for the purposes of delivering effective and appropriate education; and (c) manage the resources entrusted to it in a manner that upholds public confidence". Subsection 169.1 (5).

Resources:

The Council of Ontario Directors of Education and Institute for Education Leadership (APPLIKI)

An overview of board resources and programs regarding succession planning can be accessed at www.appliki.apandrose.com/main.php

This overview includes information on:

1. Training and Development for Aspiring Leaders
2. Identification and Recruitment Strategies
3. Selection Processes
4. Professional Development Opportunities for Leaders
5. Placement and Transfer Processes

Developed by the Council of Ontario Directors of Education for the Institute for Education Leadership, this web based resource details a number of strategies, programs and practices that Ontario school boards are currently implementing. Additional details can be obtained by contacting boards.

The Institute for Education Leadership website: www.education-leadership-ontario.ca

Succession Planning for Ontario Schools and School Boards. The Institute for Education Leadership. Full Report. September 2008
<http://live.iel.immix.ca/content/research>

Self-Assessment Tool for Aspiring Leaders. The Institute for Education Leadership
http://iel.immix.ca/storage/6/1300729836/SAT_for_Aspiring_Leaders_-_Electronic_Form.pdf

Memoranda

- *Policy and Program Memorandum 119:* Developing and implementing equity and inclusive education policies in Ontario schools. Under the heading, "Board policies, programs, guidelines and practices", PPM 119 states:
"Boards should make every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions. The board's workforce should reflect the diversity within the community so that students, parents, and community members are able to see themselves represented. The board's workforce should also be capable of understanding and responding to the experiences of the diverse communities within the board's jurisdiction."
<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

Other Legislation

For all matters pertaining to personal information of employees, boards must follow FIPPA.

- Privacy and Information Management (PIM): Privacy and information management is governed by the *Municipal Freedom of Information and Protection of Privacy Act (FIPPA)*. For more information concerning PIM: <http://www.pimedu.org>

Resource Documents [links in the "Resources" column]

- *Succession Planning for Leadership in Ontario Schools and School Boards.*
This document reports on succession planning practices from 20 district school boards and summarizes major observations, including advice on how schools and school boards can work together to strengthen succession planning and leader development.
- *Self-Assessment Tool for Aspiring Leaders*
The purpose of the self-assessment tool for aspiring leaders is to enable potential school leaders to assess their practices in reference to the knowledge, skills, and attitudes required for individuals aspiring to the role of principal and vice-principal. This tool supports the Ontario Leadership Framework.
- *Board Leadership Development Strategy: Requirements Manual, 2011*
Section 7 of the *Strategy* details a Board Leadership Development Strategy Implementation Continuum. This Continuum includes: (a) identification and recruitment practices, (b) training and development for aspiring leaders, (c) selection processes, (d) professional learning opportunities for newly appointed leaders, (e) placement and transfer processes, and (f) capacity building for experienced leaders.

Boards are expected to:

Ontario school boards are demonstrating models and approaches to build, retain, and refine school and board leadership. In addition to the duty of stewardship referenced in the *Education Act*, school boards must also consider the need to recruit potential leaders from diverse groups that reflect their schools' population. Boards need high profile and transparent recruitment programs to attract candidates from both genders and all cultures. In Ontario public district boards there appears to be a significant gender imbalance among directors of education. Currently, 26% of public district school board directors are female. The gender balance for principals and superintendents of education appears to be more representative of schools.

Ontario's Equity and Inclusive Education Strategy 2009 supports the need for diversity and equity. Year 4 (2011-12) requirements are as follows:

"School boards will:

- implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning;
- provide opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives;
- establish processes that include performance indicators to monitor progress and assess the effectiveness of policies, programs, and procedures."

[<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf> Year 4 requirements, p. 23]

Operational Review Requirements

During the operational reviews conducted by the Ministry of Education, Financial Analysis and Accountability Branch, senior staff members of the district are asked to outline pertinent details of the board succession plan.

Supervisory officers are expected to:

Supervisory officers are expected to develop and implement an effective succession plan. They can refer to *The Ontario Leadership Framework* for support with this work. The following aspects of the *Framework* should be considered:

1. Articulation of leader competencies, which are the skills, knowledge, and attitudes of effective principals (and supervisory officers).
2. Recognition of personal leadership resources which are the leadership traits and dispositions (cognitive, social and psychological) most likely to influence the effectiveness with which leadership practices are enacted.

In work being completed by Dr. Ken Leithwood (Ontario Institute for Studies in Education) for the Institute for Education Leadership, he proposes that there are three sets of social resources that impact on a leader's potential. These resources are:

- perceiving emotions;
- managing emotions; and
- acting in emotionally appropriate ways.

Further, Leithwood suggests that optimism, self-efficacy, and resilience are also significant resources which contribute to leadership initiative, responsible risk-taking, and eventual success. When individuals possess these resources, they make an important contribution to leadership success.

To continue supporting supervisory officers in their work in leadership development and appraisal, the *Ontario Leadership Framework* is currently being revised to reflect the most current research on effective individual leadership and organizational practices at both the school and system level.

What are the important practices for effectiveness?

The *Executive Summary* of the report, *Succession Planning for Leadership in Ontario Schools and School Boards*, outlines six promising practices from a number of countries. These are:

1. Provide active support from top leadership. Senior staff members meet to discuss succession needs and decide which staff members meet these needs.
2. Link succession planning to strategic planning. Organizations create a development program to train, rotate, and mentor staff in order to build a potential pool of replacement candidates.
3. Identify talent from multiple levels of the organization early in careers. Identified staff members with potential are encouraged to gain leadership experience in a variety of roles.
4. Emphasize developmental assignments, not just formal training. Where possible, staff members are encouraged to engage in new and unfamiliar assignments and roles to strengthen skills and broaden experience.
5. Address diversity, leadership capacity, and retention. The United Kingdom's Pathways program provides executive coaching, skills training and development to develop senior managers from ethnic minorities.
6. Facilitate broader transformation. This strategy refers to succession planning as a method to transform an organization and inspire leaders who champion change.

[The *Executive Summary* of the report, *Succession Planning for Ontario Schools and School Boards*. <http://live.iel.immix.ca/content/research> p. 11]

Another example of an effective practice for succession planning is from the Ontario Learning Ministries' *Path to Leadership* program which is designed to address succession planning, talent management, and employee engagement. The focus of this program is to develop future managers and leaders by providing practical experiential skills and an understanding of managing people and leading teams. The major program components are:

1. Action Learning Projects – include a classroom component, periodic coaching, and development of action learning projects.
2. Triad Networks – groups of three participants who share learning and work on presenting leadership topics to their colleagues.
3. Mentoring and Coaching – participants are matched with a mentor to extend their leadership and management skills and knowledge.
4. E-learning

The *Path to Leadership* program also examines the following components of preparation for additional responsibilities and leadership positions: (a) self-awareness, (b) integrity, and (c) the ability to inspire, connect, deliver and transform.

Self-Assessment Tool for Aspiring Catholic Leaders. The Institute for Education Leadership
http://iel.immix.ca/storage/6/1300730111/SAT_for_Catholic_Aspiring_Leaders_-_Electronic_Form.pdf

Section 7, “Board Leadership Development Strategy Implementation Continuum” in *Board Leadership Development Strategy: Requirements Manual, 2011*

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/pdfs/BLDS2011Eng.pdf> Section 7 pp. 40-50

Path to Leadership – Program Overview; Ontario Ministry of Education

Tapping the Principal Pipeline: Identifying Talent for Future School Leadership in the Absence of Formal Succession Management Programs. Myung, J., Loeb, S., Horng, E. *Educational Administration Quarterly*. April, 2011. Vol. 47. No. 5 695-727.



Current Positive Practices

Effective succession planning, promotion practices, and recruitment strategies follow the requirements of equity and inclusiveness and human resources principles. Some current positive practices include:

- Mentoring
- Internships
- Leadership courses and workshops
- Identification of potential leaders
- Support from senior administration
- Time off to attend training
- An encouraging, collaborative, and collegial environment
- An equitable, fair process with clear criteria
- Early identification of leadership candidates
- Portfolios, site visits, and a peer-run assessment centre
- Critical leadership positions defined within the system
- Development of a strong and vigorous leadership pool
- Completion of a human resources audit to refine training and development activities



What are the indicators of an effective succession plan?

- Details regarding recruitment, retention, and promotion policies and procedures are communicated and available to all staff members.
- Performance appraisal processes focus on improvement and recognize individual professional growth plans.
- Strategies to recognize and reward staff achievement and leadership are evident.
- School and system leaders participate actively in leadership development programming.
- Teachers, school and system leaders reflect the diversity of the community.
- All positions of added responsibility are filled with qualified, competent leaders.
- Change is managed effectively.
- Work-life balance is maintained.

What are some strategies that can be considered to support system leadership?

Clarity and Consistency of System Goals

School boards and schools have clear, consistent plans for leadership development. These plans provide a guide for the staff, and outline selection and promotion processes which are aligned to the stated goals of the organization.

Leadership Development Programming

School boards have a multi-layered approach to leadership development for all positions within the organization. The opportunity to explore leadership often works best in a generic form. Specific skill development should also be offered for key system/school positions (e.g., principals, superintendents, program and corporate leaders). School boards that have robust leadership development offerings, led by internal staff, often have more internal and external interest from candidates.

Leadership Promotion Practices

School boards adopt policies and procedures which promote the development of leadership candidates.

Leadership Selection Practices

Selection processes that are open, transparent, and inclusive often generate more internal and external candidate interest. High-functioning boards will use their approved Strategic Plan and the Values of the organization as key considerations in the selection process.

Culture of Leadership

School boards and schools should adopt a “culture of leadership” whereby leadership is promoted as a way to make a positive difference within the organization. Directors, superintendents, principals, and program leaders should all be responsible for engaging others in the work of leadership within the organization. It should be intentional and consistent. Leadership must be recognized and rewarded.

Work-Life Balance Considerations

School boards and schools should consider work-life balance in the promotion of leadership and succession planning.

If as a supervisory officer, I have concerns and need assistance, what should I do?

- Review concerns with your senior leadership team.
- Speak with knowledgeable colleagues who have significant experience in the area of succession planning and board leadership.
- Review the Ontario Leadership Framework and contact the Institute for Education Leadership.
- Contact the Leadership Development Branch, Ministry of Education and/or the Council of Ontario Directors of Education.