SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals

Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placemat adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the four domains of the District Effectiveness Framework (DEF)

Core Processes	Supporting Conditions	Leadership Development	Relationships
Setting Directions and Accomplishing Goals **System leaders:** • ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organization • encourage participation of the elected board in setting broad goals for the board to use in fulfilling its responsibilities for setting and monitoring policy • regularly report to the board the progress made towards achieving these broad goals • use the system's directions as fundamental criteria for virtually all decisions, keeping in mind that system leaders are the chief stewards of those directions • use the best available research and other systematically collected evidence to inform decisions wherever possible • build the system's capacity and disposition for using systematically collected data to inform as many decisions as possible. This includes training principals, vice-principals and staff on the use of data and research literature to sustain decision making • articulate, demonstrate and model the system's goals, priorities and values to staff when visiting schools • develop and implement board and school improvement plans interactively and collaboratively with school leaders • make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities	**Networking and Aligning** **System leaders:** • create structures and norms within the system to ensure regular, reciprocal and extended deliberations about progress within and across schools, as well as across the system as a whole, with the aim of creating deeply interconnected networks of school and system leaders working together on achieving the desired directions for the system • use the networks that are created as a central mechanism for the professional development of school-level leaders • regularly monitor the alignment of the system's policies and procedures and the allocation of resources in response to refinements of directions or changes in improvement processes	**System leaders supporting professional leaders[1]:** **System leaders:** • use the best available evidence about successful leadership as a key source of the criteria used for recruiting, selecting, developing and appraising professional leaders • regularly implement well-developed leadership appraisal processes that serve both formative and summative purposes • allow competent school leaders to remain in their schools for significant periods of time • provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities • develop realistic plans for leadership succession • model the practices, dispositions, and work habits that are desired for professional leaders in the system **System leaders supporting elected leaders:** • communicate the system's vision and goals for students to the wider community • keep the learning and well-being of students at the core of the elected board's decision making • align the system's policies and financial resources around achieving the system's vision and goals for students • encourage elected leaders' respect for the role of director and senior staff in their responsibilities for school system administration • establish collegial working relationships • ensure access to professional development for the board members	**System leaders:** • encourage and model relationships between system and school-level leaders that are reciprocal, collaborative, and highly interactive • stimulate high levels of interaction among school leaders driven by a shared sense of responsibility among school leaders for system improvement • provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents to supplement local efforts • work toward relationships between the system and the Ministry of Education that feature a high level of reciprocity, in the interest of achieving both province-wide and system-level goals in the context of circumstances specific to the system

PERSONAL LEADERSHIP RESOURCES
Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources	Social Resources, including the ability to:	Psychological Resources
• Problem-solving expertise • Knowledge of effective school and classroom practices that directly affect student learning	• perceive emotions • manage emotions • act in emotionally appropriate ways	• Optimism • Self-efficacy • Resilience

[1]In the Ontario Leadership Framework, the term "professional leadership" is used primarily in reference to those in formal school and district administrative leadership roles, such as principals, vice principals, superintendents and other central-office staff.