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1. **The Ontario School Principal**

Principals in Ontario are proactive, reflective, collaborative educational leaders. They create and sustain school and system cultures that enhance student learning and achievement including the cognitive, character, social, physical, and spiritual development of all students. Principals apply knowledge and skills with integrity, courage, wisdom and positive attitudes.

2. **Program Vision**

The Principal’s Qualification Program (PQP) explores with candidates one of the most influential roles in our educational system. The program is designed to support candidates in becoming reflective educational leaders who function effectively in dynamic, diverse contexts characterized by rapidly changing events and circumstances. Principals require leadership capacity to communicate clearly, identify and solve problems, anticipate and resolve conflict, build effective interpersonal relationships and make decisions that reflect the best interests of students, the school and school community.

The program components are rooted in the five leadership domains of the Leadership Framework for Principals and Vice-Principals found within *Putting Ontario’s Leadership Framework into Action: A Guide for School and System Leaders/Mise en application du Cadre de leadership de l’Ontario* (Institute for Education Leadership, 2008). Candidates in the program will develop knowledge, skills and attitudes that build their personal and professional capacity to collaboratively set direction, develop meaningful relationships, promote the growth and development of others, lead the instructional program, develop and manage the school and ensure accountability for all stakeholders.

The Principal’s Qualification Program provides a foundation for candidates for assuming the role of principal or vice-principal in Ontario schools. The program is one component of ongoing professional learning focused on the development of personal and professional knowledge, skills and practices that lead to exemplary practice in the role of principal.

3. **Regulatory Context**

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario. The objects of the College are outlined in the *Ontario College of Teachers Act*. The College has facilitated the creation of this PQP guideline as the framework to guide the development and implementation of the PQP offered by approved providers in Ontario.

The College’s responsibility related to the PQP is:

- to establish and enforce professional standards and ethical standards applicable to members of the College
- to provide for the ongoing education of members of the College
- to accredit additional qualification courses or programs and more specifically,
The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College’s “Standards of Practice for the Teaching Profession” and the “Ethical Standards for the Teaching Profession” and in the program guidelines issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).

The PQP comprises Part I, Part II and a Leadership Practicum. Part I and Part II of the program are each 125 hours in length, and the Leadership Practicum consists of a 60-hour leadership experience. Accredited PQP programs reflect the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession. Successful completion of the PQP is recorded on the member’s Certificate of Qualification.

4. Ontario Context

Within the province of Ontario, distinct educational jurisdictions are identified in provincial and federal legislation. In Ontario, the provincial government sets the policy framework for elementary, secondary and post secondary education. The province is responsible for the administration of the Education Act and related regulations for 72 school boards and 33 school authorities comprised of English Catholic, French Catholic, English Public, and French Public education systems. In addition, there are also 134 First Nations communities dispersed throughout Ontario.

Under treaty, and in the Indian Act, the federal government has the fiduciary responsibility to provide educational services for status First Nations members living on reserves. All but two of the 134 First Nations communities have jurisdiction and are responsible for the administration of First Nations schools on reserves and the negotiation of tuition agreements for First Nations student members living on reserves and attending publicly funded schools.

Education in Ontario is dynamic. Teachers, support staff, parents/guardians, school councils and other stakeholders are engaged in creating a better future for students. These voices guide education in the province.

Principals in Ontario provide educational leadership in varied and culturally diverse educational contexts. School principals may find themselves in a variety of educational settings such as: a rural French language school, a Catholic school, an urban public school, a small remote fly-in K to 12 First Nations school, a provincial school or an independent school. The multitude of settings is remarkable. Whatever the community context and setting, the benefits for candidates seeking to become a principal in Ontario schools are significant. Ontario affords to the aspiring school leader many settings from which to learn and apply knowledge, skills and practices essential to creating and sustaining school and system cultures that enhance student learning and achievement.

5. PQP Program Overview

The PQP supports candidates working in a variety of educational settings and will explore, in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.
The content of Part I and Part II is organized into five domains as reflected in the Leadership Framework for Principals and Vice- Principals found in Putting Ontario’s Leadership Framework Into Action/Mise en application du cadre de leadership de l’Ontario. The five leadership domains used to organize the content and guide the Leadership Practicum are: Setting Directions, Building Relationships and Developing People, Developing the Organization, Leading the Instructional Program, and Securing Accountability.

The Principal’s Qualification Program is informed by the Aménagement linguistique: A Policy for Ontario’s French-Language Schools and Francophone Community, the First Nation, Métis and Inuit Education Policy Framework and Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario.

The program expectations, leadership domains, program content and the Leadership Practicum are interrelated and designed to support candidates in the development of relevant knowledge, skills, and attitudes required for the role of principal.

The Leadership Practicum is a required and integral component of the PQP. It is a structured educational leadership experience. Candidates must develop a Leadership Practicum proposal before being recommended for Part I and successfully complete the Leadership Practicum experience before being recommended for Part II.

6. **The Ethical Standards and the Standards of Practice for the Teaching Profession**

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession (Appendix I) provide the focus for ongoing professional learning and are the foundation for the development of the PQP. In addition, the Professional Learning Framework for the Teaching Profession articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning. This framework is underpinned by the standards for the teaching profession.

6.1 **Standards Resources**

The College has developed resources to support the effective integration of the standards within the PQP. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix II and are available through the College web site (www.oct.ca). This guideline has been designed to reflect the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession.

7. **PQP Content**

Refer to the tables on the following pages.
### PQP Content

<table>
<thead>
<tr>
<th>Leadership Domain</th>
<th>Program Expectations Candidates will be able to…</th>
<th>PART 1 Content Candidates explore…</th>
<th>PART 2 Content Candidates deepen their understanding of…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting Directions:</strong></td>
<td>• initiate, facilitate and manage change, and operate successfully in a dynamic environment that is characterized by increasing complexity</td>
<td>• the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession and their link to the role of the principal</td>
<td>• the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession and their link to the role of the principal</td>
</tr>
</tbody>
</table>
| The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations. | • legal requirements of the principal’s role:  
- duties, roles and responsibilities of the principal as outlined in the Education Act and Regulation 298  
- relate the Ontario College of Teachers Act to the role of the principal  
- the provincial Leadership Framework for Principals and Vice-Principals  
- current research in educational leadership  
- the legislative, policy and historical context that governs education reflecting the Ontario context (for example, Catholic, Public, Anglophone, Francophone, First Nations, Métis and Inuit)  
- various theories, models and strategies for effective decision-making and problem solving  
- leadership styles  
- process of discernment/practice of self-reflection; ability to know oneself  
- the Ontario First Nation, Métis, and Inuit Education Policy Framework  
- Aménagement linguistique: A Policy for Ontario’s French-Language Schools and Francophone Community. | • strategic planning and processes that engage the diversity, values, and experiences of the school community, and district school boards  
- strategies to build, communicate and implement a shared vision  
- strategic planning and processes that involve setting goals that are relevant, realistic and measurable  
- Ministry and board infrastructure  
- leadership theories  
- personal leadership style  
- leadership in curriculum management, review, development and implementation  
- elementary and secondary curriculum policy requirements and expectations  
- change theory and processes  
- using data to inform decision-making  
- the political context of education  
- implications of provincial educational patterns and initiatives on school improvement planning (for example, student demographics, declining enrolment, graduation rates, pathways). |
## PQP Content

<table>
<thead>
<tr>
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<th>Program Expectations Candidates will be able to...</th>
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<th>PART 2 Content Candidates deepen their understanding of...</th>
</tr>
</thead>
</table>
| Building Relationships and Developing People: | • build and sustain learning communities that support diversity and promote excellence, accountability, anti-racism, equity, partnerships and innovation  
• liaise with educational stakeholders  
• exercise ethical leadership | • communication skills (for example, speaking and presentation skills/use of technology/strategies for conducting effective meetings)  
• conflict management and mediation strategies for resolving ethical dilemmas  
• giving and receiving feedback  
• cultures of coaching and mentoring  
• abilities to foster open, fair, equitable culture through fostering anti-discriminatory, anti-racist practices and principles  
• the dynamics and influences of power and privilege upon school culture  
• inclusive education practices  
• practices to create and enhance professional relationships and promote capacity building. | • communication strategies for different stakeholder groups (for example, parents, guardians, community groups, Elders and the media)  
• how to use communication strategies to address barriers and engage marginalized members of the community  
• manage time, energy and interactions  
• strategies to promote wellness and balance for self and staff  
• support networks and role of professional organizations  
• strategies to promote ongoing professional learning  
• strategies to address ethical dilemmas  
• conflict management and decision-making approaches  
• critiquing strategies to foster open, fair, equitable culture through anti-discriminatory and anti-racist practices and principles  
• strategies to promote individual and team development  
• the importance of innovation in education and how to ensure an environment in which intellectual risk is promoted  
• understanding the dynamics and influences of power and privilege upon school culture  
• processes to promote connections and collaboration in order to engage teachers, parents and students in distributive leadership  
• inclusive education practices. |

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

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

<table>
<thead>
<tr>
<th>Leadership Domain</th>
<th>Program Expectations</th>
<th>PART 1 Content</th>
<th>PART 2 Content</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Candidates will be able to…</td>
<td>Candidates explore…</td>
<td>Candidates deepen their understanding of…</td>
</tr>
<tr>
<td></td>
<td>• understand and apply education and student-related legislation in Ontario and district school board policies that have an impact on the school, students, staff and community</td>
<td>• various leadership styles</td>
<td>• legal implications in decision-making</td>
</tr>
<tr>
<td></td>
<td>• manage and direct the human, material, financial and technological resources for efficient and effective schools</td>
<td>• changing contexts and the changing role of the principal</td>
<td>• implications of the <em>Labour Relations Act</em> and the <em>Employment Standards Act</em></td>
</tr>
<tr>
<td></td>
<td>• accessing community support and agencies (for example, family social services, Community Care Access Centre, police and the judicial system, First Nations, Métis and Inuit organizations)</td>
<td>• legal implications in decision-making</td>
<td>• interviewing skills and the hiring process</td>
</tr>
<tr>
<td></td>
<td>• legal implications in decision-making</td>
<td>• the legal requirements and the role of school councils</td>
<td>• relevant collective agreement issues and strategies to manage staff assignments and timetabling</td>
</tr>
<tr>
<td></td>
<td>• volunteers in the school (for example, criminal record check, confidentiality)</td>
<td>• working with school councils</td>
<td>• the role of schools, boards and trustees</td>
</tr>
<tr>
<td></td>
<td>• cultures of coaching and mentoring</td>
<td>• how to positively portray the school in the community</td>
<td>• diversity and equity at all levels of the organization to ensure equity of access to opportunity and achievement for staff and students</td>
</tr>
<tr>
<td></td>
<td>• components of staff supervision and performance appraisal including all employee groups</td>
<td>• identifying, analyzing and responding to factors that impact upon and influence school improvement</td>
<td>• identifying, analyzing and responding to factors that impact upon and influence school improvement</td>
</tr>
<tr>
<td></td>
<td>• developing strategies to ensure teacher ownership of their annual learning plans</td>
<td>• efficient administrative practices which minimize effort on recurring, predictable activities</td>
<td>• efficient administrative practices which minimize effort on recurring, predictable activities</td>
</tr>
<tr>
<td></td>
<td>• labour relations</td>
<td>• the performance appraisal process and how it is used to foster professional growth and further professional practice</td>
<td>• the performance appraisal process and how it is used to foster professional growth and further professional practice</td>
</tr>
<tr>
<td></td>
<td>• collective agreements</td>
<td>• entry planning to support effective school cultures and student learning</td>
<td>• entry planning to support effective school cultures and student learning</td>
</tr>
<tr>
<td></td>
<td>• the role of the local union and school union representative(s)</td>
<td>• strategies to develop a school culture which promotes shared knowledge and shared responsibility for outcomes</td>
<td>• strategies to develop a school culture which promotes shared knowledge and shared responsibility for outcomes</td>
</tr>
<tr>
<td></td>
<td>• grievance procedures and the principal's role</td>
<td></td>
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<tr>
<td></td>
<td>• strategies to include parent involvement</td>
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<tr>
<td></td>
<td>• strategies to develop a school culture which promotes shared knowledge and shared responsibility for outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PQP Content

#### Leadership Domain

**Candidates will be able to...**

- align, develop and monitor programs, structures, processes, resources and staff to support student achievement
- characteristics of students in primary, junior, intermediate and senior divisions and learning theories
- the importance of professional practice being informed by research/data including school effectiveness research
- current resources and support available from the Ministry of Education
- the implementation of core ministry and board priorities
- professional learning teams and their relationship to school improvement
- special education legislation and processes
- the role of the principal in the Identification, Placement and Review Committee process
- the development and implementation of Individual Education Plans
- school organization, program development, delivery and evaluation for students with exceptionalities
- communications with and involvement of parents
- access to community support and agencies
- holistic and inclusive education practices that examine diversity, access, equity and advocacy
- school improvement plans and processes
- curriculum development, implementation and review processes
- approaches to integrate holistic learning models and processes.

**Candidates explore...**

- strategies to connect goals and align school planning processes with board and ministry directions, current learning theories, and school effectiveness research
- creating school plans to improve student learning and achievement based upon school and individual student assessment results
- integrating inclusive education practices
- approaches to include and integrate ethnocultural equity, anti-racism and anti-violence education in the curriculum
- the current ministry funding model and board budgeting process/practice
- budget planning processes that ensure student learning and achievement is at the centre of planning and resource management
- the use of technology to support the instructional program
- supporting differentiated instructional strategies to ensure the successful achievement of all students
- supporting approaches to include and integrate character education into the curriculum
- models of effective partnerships.

**Candidates deepen their understanding of...**

- characteristics of students in primary, junior, intermediate and senior divisions and learning theories
- strategies to connect goals and align school planning processes with board and ministry directions, current learning theories, and school effectiveness research
- creating school plans to improve student learning and achievement based upon school and individual student assessment results
- integrating inclusive education practices
- approaches to include and integrate ethnocultural equity, anti-racism and anti-violence education in the curriculum
- the current ministry funding model and board budgeting process/practice
- budget planning processes that ensure student learning and achievement is at the centre of planning and resource management
- the use of technology to support the instructional program
- supporting differentiated instructional strategies to ensure the successful achievement of all students
- supporting approaches to include and integrate character education into the curriculum
- models of effective partnerships.

#### Leading the Instructional Program:

*The principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction. The principal manages the school effectively to promote learning.*

| Leading the Instructional Program: | **PART 1 Content**
|-----------------------------------|-----------------------------------|
| **Candidates explore...** | characteristics of students in primary, junior, intermediate and senior divisions and learning theories
| **Candidates deepen their understanding of...** | strategies to connect goals and align school planning processes with board and ministry directions, current learning theories, and school effectiveness research
| **Candidates will be able to...** | creating school plans to improve student learning and achievement based upon school and individual student assessment results
| **Candidates will be able to...** | integrating inclusive education practices
| **Candidates will be able to...** | approaches to include and integrate ethnocultural equity, anti-racism and anti-violence education in the curriculum
| **Candidates will be able to...** | the current ministry funding model and board budgeting process/practice
| **Candidates will be able to...** | budget planning processes that ensure student learning and achievement is at the centre of planning and resource management
| **Candidates will be able to...** | the use of technology to support the instructional program
| **Candidates will be able to...** | supporting differentiated instructional strategies to ensure the successful achievement of all students
| **Candidates will be able to...** | supporting approaches to include and integrate character education into the curriculum
| **Candidates will be able to...** | models of effective partnerships.

*Complete table details are not visible in the image.*

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**PQP Content**

**Leadership Domain**

**Program Expectations**

**Candidates will be able to...**

- align, develop and monitor programs, structures, processes, resources and staff to support student achievement
- characteristics of students in primary, junior, intermediate and senior divisions and learning theories
- the importance of professional practice being informed by research/data including school effectiveness research
- current resources and support available from the Ministry of Education
- the implementation of core ministry and board priorities
- professional learning teams and their relationship to school improvement
- special education legislation and processes
- the role of the principal in the Identification, Placement and Review Committee process
- the development and implementation of Individual Education Plans
- school organization, program development, delivery and evaluation for students with exceptionalities
- communications with and involvement of parents
- access to community support and agencies
- holistic and inclusive education practices that examine diversity, access, equity and advocacy
- school improvement plans and processes
- curriculum development, implementation and review processes
- approaches to integrate holistic learning models and processes.

**Candidates explore...**

- strategies to connect goals and align school planning processes with board and ministry directions, current learning theories, and school effectiveness research
- creating school plans to improve student learning and achievement based upon school and individual student assessment results
- integrating inclusive education practices
- approaches to include and integrate ethnocultural equity, anti-racism and anti-violence education in the curriculum
- the current ministry funding model and board budgeting process/practice
- budget planning processes that ensure student learning and achievement is at the centre of planning and resource management
- the use of technology to support the instructional program
- supporting differentiated instructional strategies to ensure the successful achievement of all students
- supporting approaches to include and integrate character education into the curriculum
- models of effective partnerships.

**Candidates deepen their understanding of...**

- characteristics of students in primary, junior, intermediate and senior divisions and learning theories
- strategies to connect goals and align school planning processes with board and ministry directions, current learning theories, and school effectiveness research
- creating school plans to improve student learning and achievement based upon school and individual student assessment results
- integrating inclusive education practices
- approaches to include and integrate ethnocultural equity, anti-racism and anti-violence education in the curriculum
- the current ministry funding model and board budgeting process/practice
- budget planning processes that ensure student learning and achievement is at the centre of planning and resource management
- the use of technology to support the instructional program
- supporting differentiated instructional strategies to ensure the successful achievement of all students
- supporting approaches to include and integrate character education into the curriculum
- models of effective partnerships.
### Securing Accountability:

The principal is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education.

The principal is specifically accountable for the goals set out in the school improvement plan.

**Candidates will be able to…**
- create a safe learning environment
- demonstrate accountability for the achievement of all students and promote student success and lifelong learning in partnership with staff, parents and the community
- the implications of the legislation, policies and liability as they apply to the role of the principal
- safe schools legislation, board policies, procedures, and protocols
- legislation pertaining to student records and confidentiality (for example, Ontario Student Record, Municipal Freedom of Information and Protection of Privacy Act)
- legislation pertaining to school attendance
- negligence and liability issues (for example, duty of care/proper supervision/health and safety/communicable diseases/management and administration of medication)
- strategies to ensure crisis prevention, intervention and management
- strategies for effective involvement of school councils
- practices to strengthen commitment to school improvement planning processes
- strategies to develop and present coherent, understandable, accurate and transparent accounts of the school's performance to a range of audiences
- building a pertinent set of data to understand and assess the needs of the school
- assessment of an effective learning environment.

**Candidates explore…**

**Candidates deepen their understanding of…**
- provincial, national and international testing programs, including Education Quality and Accountability Office
- data analysis and management, and application of school and individual results to improve student achievement
- using data and research methods, including action research
- student assessment and evaluation policies and procedures
- provincial report card requirements
- strategies to develop and present coherent, understandable, accurate and transparent accounts of the school's performance to a range of audiences
- understanding the role of teacher and principal leadership in promoting student achievement
- building a pertinent set of data to understand and assess the needs of the school
- outcomes of regular school self review with board, ministry and other external assessments for school improvement
- assessment of an effective learning environment
- critiquing school plans to improve student learning and achievement based upon school and individual student assessment results.
8. **Instructional Practice**

In the delivery of the content of the Principal’s Qualification Program, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences related to the role of principal. Instructors honour the principles of adult learning, utilizing candidates’ prior learning, capitalizing on candidates’ experience, involving their participation and responding to individual needs. The skills and knowledge of the candidates are extended through case studies, in-basket exercises and the Leadership Practicum. Instruction is varied to include large group, small group and individual learning. As well, professional reading and reflection on all aspects of the principal’s role are integral parts of the program.

In the role of principal, personal contact and relationship development is key. In recognition of this, a significant component of the program must be delivered in a face-to-face mode. Interactive, synchronous video conferencing is an acceptable delivery model to satisfy required face-to-face contact time to support some candidates who live in remote areas and/or have limited accessibility to the site of instruction. This would support equitable, accessible and inclusive instruction for all candidates across the province.

In addition, providers may choose to use other online methods of interaction. These online components are limited to 35 of the 100 hours of contact time.

9. **Assessment and Evaluation of Candidates**

A balanced and varied approach to candidate assessment is used. In order to support the personal and professional growth of candidates, the formative and summative evaluation elements of the program will:

- assist the candidate in understanding the role of principal in the context of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- assist the candidates in understanding and applying the Leadership Framework for Principals and Vice-Principals found in *Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario*
- provide opportunities for the candidate to demonstrate knowledge, skills, and attitudes required in the role of the principal
- provide evidence that candidates have met the expectations of the program
- promote the ongoing development of candidates for the role of principal.

Candidates are provided with specific expectations for success at the beginning of each part of the program. Within the program there is a combination of self and peer assessment as well as instructor feedback and evaluation. Candidates are given opportunities to demonstrate their learning through performance, written and oral assessments.

The following list of assessment strategies is intended to serve as an example only; it is not an exhaustive list:

- **Performance Assessment**: develop a school budget that supports the school plan and takes into consideration equity and distribution of funds.
- **Written Assessment**: analyze a case study that requires the application of concepts and principles, analysis of key elements and issues, identification of actions or conditions
that contributed to the case, articulation of goals that need to be achieved for resolution and selection of strategies best suited to accomplish goals.

- **Written Assignment**: respond to questions, write an essay on an aspect of the program content or develop a school improvement plan.
- **Oral Presentation**: research Alternative Dispute Resolution, make a presentation, and engage colleagues in a dialogue about the skills involved in negotiation to resolve disputes.
- **Portfolio**: create a portfolio that includes examples of work with reflections that demonstrate the integration of formal and experiential learning relevant to the role of the principal.

### 10. The Leadership Practicum

#### Purpose

The Leadership Practicum is a required component of the Principal’s Qualification Program. The Leadership Practicum is an educational experience guided by the Leadership Framework for Principals and Vice-Principals found in *Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario*. The Leadership Practicum is intended to provide an opportunity for candidates to act as a member of a school administrative team in a leadership role working with students, staff, parents and the community.

#### 10.1 Leadership Practicum Requirements

Candidates must develop a Leadership Practicum proposal before being recommended for Part I and successfully complete the Leadership Practicum experience before being recommended for Part II. There may be unique circumstances where the PQP Part I provider may be required to sign off successful completion of the Leadership Practicum experience. The Leadership Practicum must apply to a school setting and be mentored by a practising qualified principal or vice-principal. It is expected that the duration of the Leadership Practicum will be a minimum of 60 hours of which 20 hours could be observation.

Candidates identify a specific Leadership Practicum informed by the PQP content and the Leadership Framework for Principals and Vice-Principals found in *Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario*.

The following list of Leadership Practicum experiences is intended to serve as an example only; it is not an exhaustive list:

Assuming a leadership role,

- develop a collaborative school plan to integrate technology to support student needs
- using data, lead staff to develop, implement and assess a plan to increase student achievement in a subject area
- facilitate a review of the school code of conduct (or other school policy) involving students, school staff and the school council
- facilitate a collaborative process to develop and initiate the implementation of a school action plan for improvement
- facilitate collaborative processes and procedures to support safe and inclusive school environments.
10.2 Components of the Leadership Practicum

Leadership Practicum Mentor

Candidates will select a mentor who will agree to work with them throughout the duration of the Leadership Practicum. The mentor is a fully qualified, experienced, practicing principal or vice-principal.

Leadership Practicum Proposal

The Leadership Practicum proposal is a contract between the candidate, mentor and instructor outlining the nature of the inquiry to be undertaken by the candidate. Candidates are expected to submit their written proposal to the instructor. The instructor will approve the proposal before candidates begin the Leadership Practicum. Disagreements about the proposal will be referred to the provider. Approval of the Leadership Practicum proposal is required prior to being recommended to the College for Part I.

Leadership Practicum Log

Candidates are expected to use a log to describe and document the activities they have engaged in throughout the Leadership Practicum process. This description and documentation may include such things as agendas, minutes, meetings with mentors and/or instructors and samples of work. The log may also include descriptions of professional learning activities such as conferences, workshops, research, and professional reading related to the Leadership Practicum.

Leadership Practicum Reflective Journal

Candidates are required to keep a journal that details their reflections on professional learning and personal growth throughout the Leadership Practicum process. The journal may include descriptions of both the challenges and successes candidates experienced during the Leadership Practicum. The journal will reflect on connections between the Leadership Practicum, the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession and the Leadership Framework for Principals and Vice-Principals found in Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario.

Observation

This optional component enables a candidate to observe a principal or vice-principal in a school setting. It provides candidates with an opportunity to experience leadership in action. This experience can involve up to 20 hours of observation and it may or may not be related to the Leadership Practicum undertaken by the candidate. Candidates are expected to keep a critical reflective journal throughout the observation session.
10.3 Other Leadership Practicum Requirements

Regular Reporting

Candidates are required to meet regularly with their Leadership Practicum mentor to discuss ongoing learning. In addition, they are required to consult with their instructor.

Leadership Practicum Final Report

Candidates are required to prepare a report on the Leadership Practicum learning experiences.

This report will include:

- a statement of the Leadership Practicum proposal
- reference to relevant legislation, district school board policies and literature
- sources and collection of data
- relationship between the Leadership Practicum, the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession and the Leadership Framework for Principals and Vice-Principals found in Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario
- benefits to school staff, student and parents
- connections to school plan and district school board initiatives
- benefits to personal professional learning
- demonstration of application of theory to practice
- links to improving teaching and learning
- comments on use of effective practice
- reflections on the observation experience in relation to the Leadership Practicum, if applicable
- results and recommendations.

The Leadership Practicum final report, reflective journal and log of activities must be successfully completed in order to be recommended to the College for Part II.

10.4 Provider Responsibilities for the Leadership Practicum

The Principal’s Qualification Program provider:

- co-ordinates and directs the Leadership Practicum
- develops assessment criteria for evaluation of the Leadership Practicum
- establishes criteria for Leadership Practicum proposals and ensures instructors adhere to criteria
- ensures candidates, instructors and Leadership Practicum mentors understand the requirements and responsibilities in the Leadership Practicum process
- assists the candidate with the development of the proposal, including the outline, schedule of activities, learning outcomes, assessment processes and evaluation criteria
- approves the Leadership Practicum proposal and reports the successful completion of Part I to the Ontario College of Teachers
• completes summative evaluation of the candidate’s Leadership Practicum learning and makes a recommendation of completion/non-completion of the Leadership Practicum
• maintains records
• responds to appeals of unsatisfactory evaluation results
• reports the successful completion of Part II to the Ontario College of Teachers.
APPENDIX I

The Ethical Standards for the Teaching Profession

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of Care includes compassion, acceptance, interest and insight for developing students’ potential. Members express their commitment to students’ well-being and learning through positive influence, professional judgment and empathy in practice.

Trust
The ethical standard of Trust embodies fairness, openness and honesty. Members’ professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect
Intrinsic to the ethical standard of Respect are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.
The Standards of Practice for the Teaching Profession

The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario’s teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Leadership in Learning Communities
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Professional Knowledge
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.
APPENDIX II: Resources

Standards Resources

The following standards resources are available through the College website at www.oct.ca.


Additional Resources

The Principal’s Qualification Program will be informed by current Ontario curriculum, relevant legislation, government policies and resources. These documents support and inform the development and implementation of the PQP. The following resources are intended to serve as examples only. This is not an exhaustive list.


**Legislation**

The following is a list of relevant legislation that informs principal practice in Ontario. Candidates of the Principal’s Qualification Program will be exposed to new and existing legislation within the program. The PQP will be modified accordingly to reflect changes in legislation.

- *Divorce Act*, R.S.C.1985, c. 3 (2nd supp.).
- *Education Act*, R.S.O., 1990, c. E-2. (and all regulations made under the Act)
- *Ontario College of Teachers Act*, S.O., 1996, c.12. (and regulations made under the Act)
- *Sabrina’s Law*, S.O., 2005, c. 7
APPENDIX III: Optional Forms

Optional Resource for Provider Use
Principal’s Qualification Program

The following three forms are samples that providers may find useful. They include:

- Form 1: Observation
- Form 2: Leadership Practicum Proposal Contract
- Form 3: Leadership Practicum Evaluation
Form 1: Observation

This form identifies the proposed location and dates that the candidate will be engaged in observation activities. This form is to be completed by the candidate and submitted to the Leadership Practicum instructor for approval before observation sessions begin. Instructors are required to sign this form when candidates have completed the observation requirement.

Section A: Personal Information

CANDIDATE NAME

ADDRESS

SCHOOL TELEPHONE

HOME TELEPHONE

E-MAIL ADDRESS

Section B: Proposed Observation Site/Observation Dates

NAME OF SCHOOL

SCHOOL ADDRESS

SCHOOL TELEPHONE

SCHOOL PRINCIPAL

E-MAIL ADDRESS

NAME OF SCHOOL PRINCIPAL AT THIS SCHOOL WHO WILL BE OBSERVED

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<tr>
<th>Proposed Date(s) of Observation</th>
<th>Purpose of Observation (What Will Be Observed)</th>
<th>Proposed Duration of Observation</th>
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CANDIDATE’S SIGNATURE

NAME OF PROVIDER ORGANIZATION

OBSERVATION PROPOSAL APPROVED BY ________________________ DATE

ROLE

To be signed by instructor upon completion of observation session(s):

I hereby confirm that:

CANDIDATE’S NAME

has completed this observation requirement and has not exceeded the 20 hour maximum time allotted to this component.

Approved:

PQP PART I INSTRUCTOR
Form 2: Leadership Practicum Proposal Contract

1. This form functions as a contractual agreement between the candidate, mentor and instructor.
2. This form is to be used by the candidate to identify and propose the Leadership Practicum required in the Principal’s Qualification Program.
3. This form is to be completed by the candidate and submitted to the PQP instructor for approval before undertaking the project.

Section A: Candidate and Leadership Practicum Supervisory Information

CANDIDATE NAME

ADDRESS E-MAIL ADDRESS

HOME TELEPHONE SCHOOL TELEPHONE

PQP INSTRUCTOR ADDRESS

HOME TELEPHONE SCHOOL TELEPHONE

MENTOR'S NAME

ADDRESS E-MAIL ADDRESS

HOME TELEPHONE SCHOOL TELEPHONE
Section B: Leadership Practicum Proposal - continued
General Overview of the Leadership Practicum Proposal

1. Title and brief description of the Leadership Practicum proposal:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Objectives and relationship of proposed Leadership Practicum to the Principal’s Qualification Program learning expectations:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Anticipated benefits of this project (personal and school system):

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Description of the criteria to be used in the assessment of the Leadership Practicum:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Proposal submitted by:

CANDIDATE’S SIGNATURE   DATE

NAME OF PROVIDER ORGANIZATION

APPROVED BY

ROLE   DATE

MENTOR’S SIGNATURE   DATE
Section C: Practicum Detailed Proposal - continued

1. The purpose of this form is to record the specific details of the candidate’s proposed Leadership Practicum.
2. Candidates must submit this detailed plan to the PQP Part I instructor before undertaking the proposed project.
3. Any and all modification(s) to this proposed plan must be identified on the form and initialed by the PQP Part I instructor.

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<tr>
<th>Leadership Practicum Objectives</th>
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CANDIDATE’S SIGNATURE ___________________________ DATE __________

PQP PART I INSTRUCTOR’S SIGNATURE ___________________________ DATE __________
Form 3: Leadership Practicum Evaluation

1. The form is to be used to evaluate the candidate’s Leadership Practicum.
2. Please comment on the extent to which the candidate has achieved the objectives of the Leadership Practicum. Please indicate the strengths and areas for improvement with respect to the Leadership Practicum log, the reflective journal and the final report.

Candidate’s Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

CANDIDATE’S SIGNATURE ___________________________ DATE __________

Mentor’s Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Instructor’s Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PQP INSTRUCTOR’S SIGNATURE ___________________________ DATE __________

The candidate has submitted a required Leadership Practicum final report.

PQP PART II INSTRUCTOR’S SIGNATURE ___________________________ DATE __________

PQP PART II PROVIDER’S NAME ___________________________ DATE __________

PQP PART II PROVIDER’S SIGNATURE ___________________________ DATE __________

PQP PART II PROVIDER ORGANIZATION ___________________________
The Principal’s Qualification Program provides a foundation for candidates for assuming the role of principal or vice-principal in Ontario schools.