

Supervisory Officer's Qualification Program Guideline

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Ontario
College of
Teachers
Ordre des
enseignantes et
des enseignants
de l'Ontario

On the Cover

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The Supervisory Officer's Qualification Program Guideline

1. Ontario Supervisory Officer

Supervisory Officers in Ontario are collaborative servant leaders who critically reflect to lead and respond to the needs and demands of the educational environment for which they are accountable and for which they build collective accountability. They interact with a wide range of educators, families, caregivers, trustees, representatives from Ministries and stakeholders to nurture a system culture that enhances student learning as well as the well-being of the school board community. Supervisory Officers play a critical role in establishing and sustaining practices and procedures for school and system leaders in order to support an equitable and inclusive education system. They foster system coherence through setting directions, promoting collaborative cultures of inquiry, cultivating opportunities for deep learning and securing accountability.

Supervisory Officers are uniquely positioned to play a critical role in inspiring and empowering principals, board personnel and educators to create innovative, supportive and caring climates in schools.

2. Program Vision

Effective Supervisory Officers are highly knowledgeable and responsive to the diversity and complexity of Ontario society and understand that global, economic, environmental, technological and social-political changes have an impact on preparing Ontario students to engage globally as well as locally. Thus, the Supervisory Officer's Qualification Program (SOQP) supports

candidates' leadership in dynamic and diverse educational environments. The program is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education.

The SOQP is aligned with:

- *The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession*
- District Effectiveness Framework (DEF), found in the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action* (2013)
- System-Level Leadership, found in the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action* (2013)
- Catholic System-Level Leadership, found in *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action* (2013)

- Cadre de leadership pour les agentes et agents de supervision des écoles de langue française, found in *le Cadre de leadership de l'Ontario : Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario* (2013)
- Cadre de leadership pour les agentes et agents de supervision des écoles catholiques de langue française, found in *le Cadre de leadership de l'Ontario : Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario* (2013)
- *The K-12 School Effectiveness Framework: A support for school improvement and student success* (SEF) [2013]
- *The First Nation, Métis and Inuit Education Policy Framework* (2007)
- *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française (PAL)* [2004] / *Aménagement linguistique – A Policy for Ontario's French-language Schools and Francophone Community* (PAL) [2005].

The SOQP expands leadership capacities, beliefs, approaches and personal leadership resources to set direction collaboratively and nurture meaningful relationships. The SOQP will also provide opportunities for candidates to explore how to support system coherence and accountability to meet goals that promote capacity building and the effective management of the school system.

3. Regulatory Context

The Ontario College of Teachers (the College) 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 collaboratively facilitated the creation of this SOQP guideline

with educational partners as the framework to guide the development, accreditation and implementation of the SOQP offered by approved providers in Ontario.

The College's responsibility related to the SOQP 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,

Ensure the program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Ethical Standards for the Teaching Profession" and "Standards of Practice 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 (1)).

The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours (Accreditation of Teacher Education Programs, 347/02 s. 24.3 (1) i & ii). Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP (Teachers' Qualifications Regulation s. 35, (2),1). .

Accredited SOQP programs reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*. Successful completion of the SOQP is recorded on the member's Certificate of Qualification and Registration.

3.1 A Collective Vision of Professionalism

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are strengthened and embodied through the many professional education and learning processes identified in the *Professional Learning Framework for the Teaching Profession*. The collective vision of professionalism (Figure 1) stresses the holistic interrelationships between ethical practice, professional knowledge, skills,

values and ongoing professional learning as collaboratively created with members of the profession, stakeholders and the public. A key component of the SOQP focuses on the ever changing role of an effective professional who embodies a critical pedagogical and leadership stance, is highly skilled in facilitating ethical learning contexts that celebrate diversity and are responsive to all learners and demonstrates a willingness to explore critical and innovative leading-edge thinking.

A Collective Vision of Professionalism



Figure 1

3.2 Standards Resources

The College has developed resources to support the effective integration of the standards within the SOQP. 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*.

4. Ontario's Educational Context

Supervisory officers in Ontario provide leadership in varied and diverse educational contexts. They support the learning, achievement and well-being of students from varied cultural, linguistic, economic and faith experiences. Ontario's education system affords the aspiring supervisory officer many opportunities to learn and apply knowledge, skills and practices essential to creating and sustaining democratic board and system cultures respectful of diversity.

In Ontario, the provincial government sets the policy framework for elementary, secondary and postsecondary education. Distinct educational jurisdictions are identified in provincial and federal legislation. The province is responsible for the administration of the *Education Act* and related regulations for 72 school boards and school/hospital authorities comprised of English Language Catholic, French Language Catholic, English Language Public and French Language Public education systems.

In addition, there are 133¹ 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 133¹ 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.

An Education Services (Tuition) Agreement sets out the parties' mutual understanding about programs, services and equipment to be provided by the board to meet the needs of First Nations' students, including common services that are provided to all students and any additional agreed-upon programs, services or equipment. An Education Services (Tuition) Agreement sets out the parties' mutual understanding about the amount and timing of fees to be paid by a First Nation.

French language education schools and systems are guided by the policy *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française* (PAL) which identifies specific goals in five areas of intervention for meeting the linguistic and cultural needs of students being educated within a minority-language community. These areas include delivering high quality instruction, identity-building, parent engagement, reciprocal support between schools and the broader business and cultural community and institutional vitality. PAL is the canvas on which French-language school boards orient decisions which reflect the linguistic and cultural heritage of the francophone community in Ontario.

¹ As per the Ministry of Education Aboriginal Education Office March 2016.

Education in Ontario is diverse and dynamic. Supervisory officers, principals, teachers, support staff, students, families, caregivers, school councils and other stakeholders are collectively engaged in creating a better future for students. Together, these voices guide and influence education in the province.

The Ontario College of Teachers recognizes that candidates working in the four publicly funded school systems, independent or private schools or First Nations schools will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the unique context in which they work or may work.

5. Core Inquiries

The SOQP focuses on the integration of knowledge, attitudes, skills and practices throughout all the modules to enable candidates to inquire critically into the significance of the following:

- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* within professional practice
- developing and sustaining learning communities that support equitable and inclusive education, promote quality, accountability, partnerships and innovation
- fostering system coherence through focused directions, promoting collaborative cultures of inquiry, cultivating opportunities for deep learning and securing accountability
- collaboratively developing strategic plans for school systems and identifying and/or developing structures for implementation
- modeling a strong commitment to the purpose, mission, goals and objectives of publicly funded education within a democratic society
- fostering responsibility and accountability for the learning, well-being and empowerment of all students
- enhancing student voice, learning, well-being and leadership through the collaborative development, alignment and monitoring of system wide policies, programs, structures, processes, resources and staff
- committing to collaborative cultures of ongoing personal and professional growth and well-being
- promoting student success, well-being and lifelong learning in partnership with trustees, staff, school councils, families, caregivers, students and communities
- facilitating collaborative and ongoing professional learning opportunities for principals, teachers and school board personnel
- planning for and advocating for the appropriate human, material, capital, fiscal and technological resources and deploying these resources for efficient and effective management and leadership of school systems
- managing and leading with attention to human relationships, due process and legislative and school board requirements
- anticipating, initiating, participating in, facilitating, managing and embracing change
- operating successfully in a dynamic environment that is characterized by increasing complexity and challenges
- analyzing, explaining and applying legislation, statutes, regulations, government and board policies affecting education in Ontario to support social transformation
- integrating First Nations, Métis and Inuit histories, cultures, traditions, worldview, governance and pedagogies
- envisioning, collaborating and building partnerships with educational stakeholders concerning all aspects of

provincial and school board issues and initiatives

- affirming, supporting and promoting leadership qualities to inform professional efficacy in various contexts
- promoting leadership from the ‘centre’ at the school and within local and provincial systems to support ownership and collective responsibility
- anticipating, informing and responding to political contexts with respect to local, provincial, national and global trends and issues in education
- communicating effectively as a system leader and agent of change
- exploring the mindful use of technology to enhance communication
- examining the effectiveness of organizational structures in fulfilling the core priorities of Ontario’s education system and a democratic society
- integrating the system leadership domains of the *Ontario Leadership Framework: A School and System Leader’s Guide to Putting Ontario’s Leadership Framework into Action* (2013) / *le Cadre de leadership de l’Ontario: Guide à l’intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l’Ontario* (2013) within professional practice.

6. SOQP Program Content

The Supervisory Officer’s Qualification Program is organized into four modules to allow for inquiry into essential components of the role of supervisory officer. The modules and Leadership Practicum are aligned with the System-Level Leadership, the Catholic System-Level Leadership, *Cadre de leadership pour les agentes et agents de supervision des écoles de langue française* and *Cadre de leadership pour les agentes et agents de supervision des écoles catholiques de langue française* found in the *Ontario*

Leadership Framework: A School and System Leader’s Guide to Putting Ontario’s Leadership Framework into Action (2013) / *le Cadre de leadership de l’Ontario: Guide à l’intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l’Ontario* (2013). It is also aligned with Strong Districts and their Leadership/*les Conseils scolaires performants et leur leadership*.

The SOQP integrates theory and practice throughout four instructional modules and a Leadership Practicum. The modules provide candidates with opportunities to engage in learning opportunities that support critically reflective practice in the context of system leadership roles. The instructional modules are: *Personal Leadership Perspective, Leadership and Organizational Change Perspective, Provincial Leadership Perspective* and *System Leadership Perspective*.

7. Module 1 – Personal Leadership Perspective

In this module, candidates further develop and apply their personal leadership resources within the context of system leadership. The focus is on understanding the interaction of the personal and professional ethical self and the need for ongoing reflection and learning. The focus includes building candidate capacity to establish and sustain a broadly shared mission, vision and goals.

7.1 Personal and Professional Profile

Candidates will critically reflect and inquire into the following:

- personal values, integrity and beliefs
- optimism, self-efficacy, resilience and advocacy
- development and articulation of a personal education vision
- self as a person and an empathic leader

- emotional, social, collective, cultural and digital intelligence
- lifelong learning, goals and career planning
- listening and communication skills
- learning preferences
- role as an agent of change
- capacity to influence and the ethical imperative to respond
- reflective ethical practitioner
- personal and organizational well-being.

7.2 Professional Skills and Knowledge

Candidates will critically reflect and inquire into the following:

- critical and systems thinking
- innovative and creative thinking
- conflict management, mediation and negotiation skills
- mentoring and coaching in issue management
- problem-solving and decision-making skills
- roles, responsibilities and relationships among trustees, school boards and supervisory officers
- networking skills
- negotiation skills to apply in situations at a system or provincial level
- influencing and shaping policy
- communicating with stakeholders
- building positive professional work environments.

8. Module 2 – Leadership and Organizational Change Perspective

In this module, candidates integrate theory and practice as it relates to creating system coherence, leading the instructional program, building staff capacity for evidence-informed

decision-making, providing job-embedded professional learning and nurturing productive working relationships with staff and stakeholders. The focus is on understanding leadership and management from a system perspective.

8.1 Leadership

Candidates will critically reflect and inquire into the following:

- ethical leadership and management
- ethical decision-making
- mentoring and coaching
- team building and collaboration
- ethical and empowering stance
- initiating and sustaining partnerships
- promoting equity, diversity and inclusive education
- building capacity
- honouring diversity in leadership
- enacting leadership in response to variety of contexts
- anti-oppression and anti-racism practices.

8.2 Leading the Instructional Program

Candidates will critically reflect and inquire into the following:

- leading inclusive, flexible and equitable program designs that incorporate the voice, leadership and engagement of all students
- system instructional coherence that engages students in experiential and alternative learning opportunities and fosters their deep personal meaning
- engaging the public, educators, students and stakeholders in the design, implementation and evaluation of the system’s instructional programs, policies and practices
- current policies, guidelines and other

reference materials pertaining to elementary and secondary education in Ontario

- awareness of, respect for and responsiveness to diversity
- Indigenous models of educational governance
- Indigenous pedagogical processes and instructional practices
- advocating for the importance of equitable programs and services that support all students' needs and learning profiles
- curriculum management processes: review, development and implementation
- supervision of instruction and assessment practices for the purpose of improving learning for all students
- supporting the ongoing professional learning of principals, teachers and support staff
- use of data to inform pedagogical practice for enhancing student learning and well-being
- building capacity in data literacy
- strategies for system level curriculum and instructional renewal and innovation
- provincial, national and international testing, including Education Quality Accountability Office (EQAO)
- development of learning organizations and networks
- school and board improvement planning informed through enacting professional judgement, analyzing rich data, making connections to lived experiences and professional collaboration.

8.3 Organizational Change and Management

Candidates will critically reflect and inquire into the following:

- fostering and sustaining a culture of inquiry and research

- facilitating strategic board improvement planning
- strategies for promoting public awareness, facilitating cross-cultural communication, embodying transparency and championing board initiatives
- strategies that foster the establishment of a climate of confidence, a sense of belonging and well-being in students and staff members
- crisis prevention, intervention and management
- human resource management, including collective agreements, mediation and negotiation and labour relations issues
- supervision for growth and performance appraisal
- equitable, ethical and transparent human resource development
- equitable and ethical material resource management
- financial literacy and budgeting including advocacy and accountability
- project and risk management processes and designs to support complex system and educational issues
- strategic design and use of executive and board reports to advance system initiatives and improvement plans
- planning and advocating for technological corporate infrastructures that advance the system vision
- integrating human rights legislation and the *Accessibility for Ontarians with Disabilities Act (AODA)*.

9. Module 3 – Provincial Leadership Perspective

In this module, candidates expand their knowledge of legislation, policies and structures that provide the framework for ethical and legal decision-making in education in Ontario. The focus is on applying this knowledge to complex issues that arise given the complexity and diversity of Ontario society.

9.1 Ontario College of Teachers

Candidates build knowledge and skills related to the role of the supervisory officer in modelling and promoting a collective vision of teacher professionalism.

Candidates will critically reflect and inquire into the following:

- significance of the *Ontario College of Teachers Act* for system-level leadership, professional self-regulation and sustaining public trust
- the Governing Council of the Ontario College of Teachers
- the objects, roles, responsibilities and organizational structure of the Ontario College of Teachers
- *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* related to professional self-regulation and ethical decision making
- integrating College resources within professional practice
- collaboration to support self-regulation of the teaching profession.

9.2 Ministry of Education

Candidates build knowledge and skills in regard to the role of the supervisory officer in system accountability to the Ministry of Education.

Candidates will critically reflect and inquire into the following:

- organizational structure and the relationship with school boards
- roles, responsibilities and interactions with school boards
- policy development processes and directives

- strategies for collaboration and partnerships with the Ministry of Education
- oversight of district school board operations
- various structures and responsibilities that exist for federally funded education (for example, funding, curriculum, resources and social services).

9.3 Legislation

Candidates increase capacity related to current and proposed provincial and federal legislation, such as acts, regulations, policies and venues for accessing legislation.

Candidates will critically reflect and inquire into the following:

- legislation pertaining to teacher qualifications
- education legislation as it applies to the hiring and assignment of teachers
- legislation pertaining to educational finance
- legislation pertaining to professional misconduct
- current and proposed legislation that may impact on the funding of education in Ontario
- issues that have an impact on educational law and educational finance
- current and proposed legislation that may have an impact on the human resources policies and procedures in boards of education
- special education legislation
- current and relevant legal precedent setting decisions
- implications of the *School Board Collective Bargaining Act*
- implications of the *Labour Relations Act* and the *Employment Standards Act*

- implications of the *Ontario Human Rights Code*
- implications of the *Occupational Health and Safety Act*
- implications of the *Canadian Charter of Rights and Freedoms* including Minority Language Education Rights
- implications of the *Indian Act*
- implications of the *United Nations Declaration on the Rights of Indigenous Peoples*.

9.4 School and Society

Candidates critically reflect, inquire and increase capacity related to the following:

- social and political issues and global trends that affect education
- historical context of the four publicly funded educational systems and First Nations schools on reserves in Ontario
- Treaties and the Truth and Reconciliation Commission of Canada
- statutes, regulation and government policies influencing education in Ontario
- impacts of *La Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française*
- designing and implementing processes that welcome and support students, families and caregivers new to the school community
- inclusive and equitable schools that honour diversity (for example, First Nations, Métis and Inuit worldviews).

10. Module 4 - System Leadership Perspective

In this module, candidates acquire and consolidate knowledge of policy governance, systems thinking and provincial and district vision as the foundation for building relationships and developing human resource capacity for realizing system goals. The focus is on understanding the supervisory officer's

role in the design and implementation of the strategic plan and organizational culture.

10.1 Governance

Candidates build knowledge and skills related to the role of the supervisory officer in supporting board governance. Senior staff collaborate with and provide advice to the Board of Trustees to support the articulation of the shared values, vision and directions which form the system strategic plan and inform operational planning and governance. Senior staff advocate for and support the development of policy that aligns with the strategic direction of the board and design administrative processes and procedures that support achievement of the vision.

Candidates will critically reflect and inquire into the following:

- mandate of school boards related to student achievement, the *Student Achievement and School Board Governance Act, 2009*
- role of individual trustees and student trustees, board chairs, directors of education and supervisory officers
- role of all school board staff in developing a sustainable organization
- facilitating and designing collaborative processes with trustees to support effective policy governance and system strategic planning
- positive and professional working environment among the Board of Trustees and Senior Administration
- responsibilities, accountability and liability
- administrative structures and supports in place to ensure the smooth operation of school boards as prescribed by different policies and governance models.

10.2 Vision and Strategic Planning

Candidates build knowledge and skills related to the role of the supervisory officer in

realizing board vision and strategic direction. Senior staff nurture productive relationships and develop sustainable human resources and capacity building practices.

Candidates will critically reflect and inquire into the following:

Vision

- collaborative development, articulation and stewardship of a shared vision involving all stakeholders
- embracing and honouring diversity and innovation in building and sustaining inclusive cultures
- informing an educational vision for the system through research, scholarship and global trends
- creating and sustaining inclusive, equitable and safe learning environments for all.

Collaborative Relationships with Staff and Stakeholders

- co-constructing transformational and ethical cultures
- community networking and partnerships
- board liaison with community agencies and services
- parent engagement, school councils and parent involvement committee
- student leadership and engagement
- teacher and principal leadership
- staff empowerment and ownership
- power and influence of collective community and the value in forging these relationships through province-wide networking
- commitment to and focus on learning for all students.

Developing and Sustaining Organization, Human Resources and Capacity-Building Practices

- anticipation and management of change
- students, educators, system leaders and community members as influential agents of change

- innovative communication processes and protocols to support engagement and shared leadership
- recruitment and retention practices
- leadership development
- succession planning
- equitable and transparent recruitment and hiring policies and practices
- supports for aspiring, new and experienced system leaders
- institutionalizing capacity building practices for all staff
- equitable and just placement and transfer processes
- risk management, safe learning and work environments and emergency protocols
- anti-oppression and anti-racism practices and process.

11. The Leadership Practicum

11.1 Purpose

The Leadership Practicum is a required component of the Supervisory Officer's Qualification Program. The Leadership Practicum is an in-depth educational experience designed to allow candidates to demonstrate their ability to integrate and apply the content from the SOQP modules and their leadership competencies within a district school board or other educational setting of a similar nature. It is important that the experience provides the candidate with an opportunity to collaborate with and observe supervisory officers.

The Leadership Practicum is a *system* leadership initiative that is informed by the System-Level Leadership, the Catholic System-Level Leadership, Cadre de leadership pour les agentes et agents de supervision des écoles de langue française and Cadre de leadership pour les agentes et agents de

supervision des écoles catholiques de langue française found in the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action* (2013)/*le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario* (2013). It is intended to provide candidates with an opportunity to experience the role and responsibilities of the supervisory officer. It is also aligned with Strong Districts and their Leadership/*les Conseils scolaires performants et leur leadership*.

11.2 Leadership Practicum Requirements

SOQP candidates will identify, in consultation with their SOQP provider and mentor, a qualified, experienced supervisory officer from a district school board or similar educational environment, a specific leadership initiative related to the role of supervisory officer. The Leadership Practicum experience will involve collaboration with appropriate school board staff, school council or community representatives and employee organizations. The focus of the Leadership Practicum aligns with the SOQP guideline. Provincial leadership initiatives, research and advancements in the field will inform the Leadership Practicum.

The Leadership Practicum may place the candidate in the role of supervisory officer acting as a member of a district school board administrative team or other similar educational leadership group. The candidate will assume responsibility for the Leadership Practicum; regular feedback from the SOQP instructor and mentor will be an integral component. The Leadership Practicum can only begin after it is approved by the provider.

The duration of the Leadership Practicum will be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP (Teachers' Qualifications Regulation S. 35 (2), 1).

The following Leadership Practicum suggestions are intended to serve as examples only:

- design and lead a system level initiative
- plan and lead a project initiated by the Ministry of Education
- initiate a collaborative process that critically reviews a district school board policy for presentation to the trustees
- design and implement an integrated system strategy for fostering collective responsibility for enhancing inclusion, developing positive identity and encouraging deep learning.

11.3 Components of the Leadership Practicum

Leadership Practicum Mentorship
Candidates will work with a mentor approved by the SOQP provider. The SOQP provider will approve and assess the Leadership Practicum. The mentor will work with the candidate in identifying an appropriate Leadership Practicum focus and offer ongoing support. The mentor will also provide information to the SOQP provider on the success of the Leadership Practicum. The candidate will communicate as required by the SOQP provider and mentor regarding the progress of the Leadership Practicum and will receive feedback. Candidates not currently working in a district school board will need to establish this partnership with a qualified, experienced supervisory officer in their setting. This arrangement must be approved by the SOQP provider.

Leadership Practicum Proposal

The Leadership Practicum proposal represents a shared agreement between the candidate, the SOQP provider and the mentor outlining the nature of the initiative to be undertaken. The proposal must be approved by the SOQP provider and receive a positive endorsement from the Leadership Practicum mentor before the Leadership Practicum begins.

The Leadership Practicum proposal should clearly state:

- purpose, vision and relevance of the practicum – *why it matters?*
- objectives and relationship of the Leadership Practicum to the Supervisory Officer’s Qualification Program guideline content – *why is it relevant?*
- anticipated benefits of the Leadership Practicum (personal and system) – *what is the impact?*
- identification of the assessment criteria and next steps for the Leadership Practicum – *what now?*

Leadership Practicum Final Report

Candidates are required to prepare a final report of the Leadership Practicum. The final report may address the following areas and may include other requirements as identified by the provider:

- connections to Ministry and district school board initiatives
- reference to relevant legislation, district school board policies and literature
- financial considerations and details
- consultation and engagement processes
- sources and collection of data
- benefits to students, families, caregivers, school staff, the district school board and the system as a whole with reference to the improvement of teaching and learning
- evidence of effective system leadership

- benefit to personal/professional learning
- reflections on the Leadership Practicum in relation to the other four modules
- relationship between the Leadership Practicum and the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*
- alignment and relevance of the Leadership Practicum to the following:

- District Effectiveness Framework (DEF), found in the *Ontario Leadership Framework: A School and System Leader’s Guide to Putting Ontario’s Leadership Framework into Action* (2013)
- System-Level Leadership, found in the *Ontario Leadership Framework: A School and System Leader’s Guide to Putting Ontario’s Leadership Framework into Action* (2013)
- Catholic System-Level Leadership, found in *Ontario Leadership Framework: A School and System Leader’s Guide to Putting Ontario’s Leadership Framework into Action* (2013)
- Cadre de leadership pour les agentes et agents de supervision des écoles de langue française, found in *le Cadre de leadership de l’Ontario : Guide a l’intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l’Ontario* (2013)
- Cadre de leadership pour les agentes et agents de supervision des écoles catholiques de langue française, found in *le Cadre de leadership de l’Ontario : Guide a l’intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l’Ontario* (2013)
- *The K-12 School Effectiveness Framework: A support for school improvement and student success* (SEF) (2013)

- *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française (PAL) [2004] / Aménagement linguistique – A Policy for Ontario's French-language Schools and Francophone Community (PAL) [2005].*
- *Ontario First Nation, Métis and Inuit Education Policy Framework (2007)*
- results and recommendations gleaned from the Leadership Practicum experience
- mentor's report.
- completes the summative evaluation of the candidate's Leadership Practicum learning and makes recommendation of completion/non-completion of the Leadership Practicum
- maintains records
- responds to appeals of unsatisfactory evaluation results
- reports the successful completion of the Supervisory Officer's Qualification Program to the Ontario College of Teachers.

Leadership Practicum Log

The candidate will keep a log describing and documenting the implementation of the Leadership Practicum including the dates and duration of all practicum activities. Documentation may include meeting agendas, minutes, samples of work and etc. The log may also include professional learning activities such as: conferences, workshops, job shadowing, research and professional reading related to the Leadership Practicum, as well as meetings with the mentors.

Provider Responsibilities for the Leadership Practicum

The Supervisory Officer's Qualification Program provider:

- co-ordinates the Leadership Practicum
- develops assessment criteria for all components of the Leadership Practicum
- ensures candidates, instructors and the supervisory officer mentors understand the requirements and responsibilities in the Leadership Practicum process
- assists the candidate with the development of the Leadership Practicum proposal, including the outline, schedule of activities, learning outcomes, assessment processes and evaluation criteria
- approves the Leadership Practicum proposal

12. Assessment and Evaluation of Candidates

At the beginning of the program, candidates will collaboratively develop with program instructors the specific learning inquiries, learning experiences and forms of assessment and evaluation that will be used throughout the program. Instructors will provide opportunities for regular and meaningful feedback regarding candidates' progress throughout the program.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to core inquiries. The program provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in the Supervisory Officer's Qualification Program, is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates

to make connections between theory and practice. At the same time, assignments also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the program and integrate critical thinking and reflection as the candidate gains knowledge and skills over the duration of the program.

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the program. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final synthesis experience in the program is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as a result of engagement in the SOQP modules and Leadership Practicum. It will include critical reflections and a self-analysis of a candidate's learning throughout the SOQP.

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 be reflective 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.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards*. [Resource kit 2]. Toronto, ON: Author.

Ontario College of Teachers. (2010). *A self-reflective professional learning tool*. Toronto, ON: Author.

Ontario College of Teachers. (2012). *Foundations of professional practice*. Toronto, ON: Author

Ontario College of Teachers. (2013). *Essential advice to the teaching profession*. Toronto, ON: Author.

Ontario College of Teachers. (2014). *Exploring ethical professional relationships*. Toronto, ON: Author.

Ontario College of Teachers. (2014). *Knowledge keepers discussion guide*. Toronto, ON: Author.

Ontario College of Teachers. (2015). *Exploring the ethical standards for the teaching profession through Anishinaabe art*. Toronto, ON: Author.

Ontario College of Teachers. (2015). *Inquiring into the ethical dimensions of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2016). *Acting on our ethics: Caring for Haiti* Toronto, ON: Author.

Ontario College of Teachers. (2016). *Exploring the standards of practice for the teaching profession through Anishinaabe art*. Toronto, ON: Author.

Ontario College of Teachers. (2016). *Professional learning framework for the teaching profession*. Toronto, ON: Author.

Ontario College of Teachers. (Producer). (2010). *Voices of wisdom* [DVD]. Toronto, ON: Author.

Ontario College of Teachers. (Producer). (2014). *Knowledge keepers* [DVD]. Toronto, ON: Author.

Ontario College of Teachers and Brock University. (2008). *Learning from experience: supporting beginning teachers and mentors*. [Resource kit 3]. Toronto, ON: Author.

Ontario College of Teachers and College of Early Childhood Educators. (2015). *Exploring interprofessional collaboration and ethical leadership*. Toronto, ON: Author.

Parker, D.C., Smith, D., & Goldblatt, P. (2009). *Teacher education partnerships: Integration of case studies within an initial teacher education program*. *Brock Education*, 18(2), 96-113.

Additional Resources

The Supervisory Officer'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 SOQP.

The following resources are intended to serve as examples only. This is not an exhaustive list.

Brown, A. (Ed.). (2008). *Consolidated Ontario education statutes and regulations 2008*. Toronto, ON: Carswell Legal Publications.

Chiefs of Ontario. (2004). *The new agenda: A manifesto for First Nations education in Ontario*. Toronto, ON: Author.

The Ontario Curriculum website:

<http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

Ontario Institute for Education Leadership. (2006). *Leadership self-review tool* (LSRT). Toronto, ON: Author.

Ontario Institute for Education Leadership. (2013). *Le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario*. Toronto, ON: Author.

Ontario Institute for Education Leadership. (2013). *The Ontario leadership framework: a school and system leader's guide to putting Ontario's leadership framework into action*. Toronto, ON: Author.

Ontario Institute for Education Leadership. (2013). *Strong districts and their leadership*. Toronto, ON: Author.

Ontario Ministry of Education (2004). *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française*. Toronto, ON: Author.

Ontario Ministry of Education. (2005). *Ontario's Aménagement linguistique policy for French language education*. Toronto, ON: Author.

Ontario Ministry of Education. (2007). *First nation, métis and inuit education policy framework*. Toronto, ON: Author.

Ontario Ministry of Education. (2009). *Policy statement and guidelines on the admission, welcoming and support of students in French language schools in Ontario*. Toronto, ON: Author.

Ontario Ministry of Education. (2009). *Realizing the promise of diversity: Ontario's equity and inclusive education strategy*. Toronto, ON: Author.

- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). *Learning for all: A guide to effective assessment and instruction for all students, kindergarten to grade 12*. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). *Le Cadre d'efficacité pour la réussite de chaque élève à l'école de langue française (M-12): Pour appuyer l'amélioration des écoles et la réussite des élèves*. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). *Supporting minds: An educator's guide to promoting students' mental health and well-being [DRAFT]*. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). *The K-12 School Effectiveness Framework (2013): A support for school improvement and student success*. Toronto, ON: Author.
- Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario*. Toronto, ON: Author.
- Ontario Ministry of Education. (2016). *Collaborative professionalism*. [Policy/Program Memorandum No. 159]. Toronto, ON: Author.
- Ontario Ministry of Education. (2016) *Growing success: The kindergarten addendum: assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Author.
- Robbins, S.L. (2000). *Protecting our students: A review to identify and prevent sexual misconduct in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.
- Smith D., & Goldblatt, P. (Eds). (2005). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.
- Smith, D., & Goldblatt, P. (Eds). (2009). *Exploring leadership and ethical practice through professional inquiry*. Université Laval: QC. Les Presses de l'Université Laval.
- Truth and Reconciliation Commission of Canada. (2015). *Calls to action*. Winnipeg, MB: Author.
- Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg, MB: Author.
- Truth and Reconciliation Commission of Canada. (2015). *The survivors speak: A report of the Truth and Reconciliation Commission of Canada*. Winnipeg, MB: Author.
- Truth and Reconciliation Commission of Canada. (2015). *What we have learned: Principles of truth and reconciliation*. Winnipeg, MB: Author.

United Nations. (2008). *United Nations declaration on the rights of Indigenous Peoples*. ON: Author.

Legislation

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

- *Accepting Schools Act*, S.O., 2012, c. 5.
- *Child and Family Services Act*, R.S.O., 1990, c. C - 11.
- *Child Care and Early Years Act*, S.O. 2014, c. 11, Sched. 1.
- *Children's Law Reform Act*, R.S.O., 1990, c. C - 12.
- *Day Nurseries Act*, R.S.O., 1990, c. D.2.
- *Divorce Act*, R.S.C.1985, c. 3 (2nd supp.).
- *Early Childhood Educators Act*, S.O., 2007, c. 7, Sched. 8.
- *Education Act*, R.S.O., 1990, c. E-2. (and all regulations made under the Act)
- *Education Quality and Accountability Office Act*, S.O., 1996, c. 11.
- *Employment Standards Act*, S.O., 2000, c. 41.
- *Family Law Act*, R.S.O., 1990, c. F.3.
- *Fire Protection and Prevention Act*, S.O., 1997, c. 4.
- *Human Rights Code*, R.S.O., 1990, c. H - 19.
- *Immunization of School Pupils Act*, R.S.O. 1990, c. C - I.1.
- *Indian Act*, R.S.C., 1985, c. I-5
- *Labour Relations Act*, S.O., 1995, c. 1.
- *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O., 1990, c. M 56.
- *Occupational Health and Safety Act*, R.S.O., 1990, c. O - 1.
- *Occupier's Liability Act*, R.S.O., 1990, c. O-2.
- *Ontario College of Teachers Act*, S.O., 1996, c.12. (and regulations made under the Act)
- *Sabrina's Law*, S.O., 2005, c. 7.
- *Safe Drinking Water Act*, S.O., 2002, c. 32.
- *School Boards Collective Bargaining Act*, S.O., 2014, c. 5.
- *Teaching Profession Act*, R.S.O., 1990, c. T - 2.
- *Trespass to Property Act*, R.S.O., 1990, c. T - 21.
- *Youth Criminal Justice Act*, S.C. 2002, c. 1
- *Young Offenders Act*, R.S.C., 1985, c. Y - 1.



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