



LEADS Leadership Development Paper

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EXECUTIVE SUMMARY

From December, 2016 to March, 2017, a study was conducted with LEADS members. The survey focused on the skills required by LEADS members, the leadership development needs of LEADS members, and LEADS members' perspectives on the emerging educational context in Saskatchewan. In this discussion paper, we present the findings of the survey of LEADS members in the emerging context of transformation in the province. Additionally, we review recent literature on senior educational leadership, policy documents from comparator organizations, and suggest several possibilities for LEADS as an organization to consider.

Change Leadership

“Change resides at the heart of leadership” (Latta, 2009, p. 35).

One of the key themes that emerged in the online survey was the need for LEADS members to become leaders of change. Although respondents were unsure about what changes might occur over the coming months, most indicated that it is unlikely that stability will characterize their roles within the emerging provincial context. As such, survey respondents suggested that future leadership development and leadership models could center on the concept of change leadership.

Much of the recent extant literature on change leadership suggests that motivational, visioning, and team building behaviours are most significantly related to success in complex organizational change. Higgs and Rowland (2005) found that the behaviours of “framing change” and “building capacity” are more effective in the success of complex change than direct leadership approaches aimed at changing the behaviour of subordinates (p. 147). Similarly, Gilley, Dixon, and Gilley (2009) found that the skills necessary for leading change include (1) communications; (2) motivation; (3) involving others; and (4) coaching (p. 164).



Role of LEADS

Through the responses to the online survey, it was clear that the current context is an important consideration for senior educational leaders in the province. The context surrounding this leadership review was apparent in the survey results: Saskatchewan is going through a period of transformational change in the education sector. The responses of LEADS members to questions about the role of LEADS reflects the ambiguity of the current context; however, there are some key themes that appeared in many of the responses to the survey.

A Proposed Model for LEADS Leadership/Leadership Development

The proposed leadership development model is a synthesis of the findings of this study derived from the literature on change leadership and adaptive leadership, leadership frameworks for senior leaders across Canada, and feedback from LEADS members through a survey, workshop, and focus group.

We used Dr. Keith Walker's (2007) *L.E.A.D.S Leadership Heuristic* as a starting point for the proposed model. We believe this is a model that has served LEADS well over the past decade; yet, given the changes to education systems over the past decade and the comments of LEADS members, a revision of this model seemed appropriate. We saw a need to revise the model to better incorporate the LEADS Dimensions of Professional Leadership (1999) and recent research on change leadership. As a result, the proposed model includes: 1) Leadership skills for leading change and 2) a revision of the *Dimensions of Professional Leadership*.

Figure 1 illustrates a proposed framework for "Leadership for Excellence in Education." At the center of the framework is the "Skills of Change Leadership." The extant research reviewed for this study suggested that certain leadership behaviours are correlated with successful change in organizations. The top leadership behaviours that correlate with successful organizational change are: 1) motivating others; 2) communicating; 3) coaching; and 4) building teams. The outside circle of the model includes the newly revised 5 dimensions of professional leadership. Following feedback from LEADS members, the researchers combined the existing leadership dimensions to arrive at five dimensions of professional leadership: 1) instructional leadership;



2) visionary leadership; 3) human resources leadership; 4) organizational leadership; and 5) ethical leadership.



Figure 1. Leadership for Excellence in Education: LEADS Leadership Framework (2017) (Newton, 2017)

Considerations for LEADS Planning

Although there is a great deal of uncertainty about what may happen in the education sector over the next months and years, LEADS, as an organization, can consider taking action to better position the organization for whatever changes might be on the horizon. LEADS members who responded to the online survey clearly identified the uncertainty surrounding the provincial governance review as a major challenge, but also suggested that LEADS could respond to and



prepare for a change in the educational sector in the province in a number of different ways. Here, we offer the following for consideration:

1. Leading for change.

There is an emerging body of research, particularly in the corporate sector, on leading for complex change. It might be helpful to LEADS members to consider leadership development work on change leadership. The literature on complex change and leadership suggests that behaviours related to communicating vision, motivating others, and team building are most correlated to successful complex change in organizations. These might be fruitful areas for leadership development in the future.

2. Revisit LEADS *Dimensions of Professional Leadership (1999)*.

The 1999 document (Appendix B) appears to be in alignment with many of the frameworks used by comparator organizations in other jurisdictions. In fact, we consider it to be a strong example of a leadership framework that will guide the work of LEADS members in the future. We suggest that LEADS revisit and revise the *Dimensions of Professional Leadership* and consider finding approaches to making the Dimensions more central to the work of LEADS. The Dimensions might be used more explicitly in the leadership development activities of LEADS. This report provides a leadership model that incorporates a distillation of the 1999 Dimensions and proposes five dimensions. The reduction of the 1999 Dimensions will assist in providing clarity and focus for LEADS leadership development initiatives.

3. Enhancing the role of LEADS in the education sector.

Although LEADS' most recent strategic plan identified enhancing the voice of LEADS in the provincial context, this mandate has not been made explicit in the mission and vision of LEADS. We suggest that LEADS consider revising the current mission and vision statements for the purpose of clearly articulating the role of LEADS in the province as an advocate of quality public education, collaborator with other educational partners, and as a prominent voice in educational policy in Saskatchewan.



4. In the survey administered in December 2016 and January 2017, LEADS members were asked two questions about 1) the skills required in their leadership positions and 2) their perceived leadership development needs with respect to their positions in their respective school divisions. It was noted that the majority of respondents (80.5%) had between 2-10 years experience as LEADS members and that 49.5% have fewer than 5 years experience. The development needs identified by respondents likely reflects the relative inexperience of the respondent group and the needs that might be anticipated for this cohort. In particular, the top three ranked development needs identified in the survey were: 1) Promoting academic excellence for staff and students; 2) Empowering others to reach high levels of performance; and 3) Developing, monitoring, and implementing change processes.



SECTION 1: INTRODUCTION AND CONTEXT FOR THIS REPORT

In the 2007 leadership paper prepared for LEADS by Dr. Keith Walker, an aspirational leadership model was developed for the context of the work of LEADS and its members at a time when the province was undergoing significant change in the context of the aftermath of amalgamations of school divisions in the province. At the time of the writing of this report, the province is poised to undergo an unprecedented transformation in public sector institutions. LEADS has a unique position in the education sector in Saskatchewan. In the current context of educational transformation, LEADS will be called on to provide leadership in collaboration with the educational partners in the province. In this paper, we present the findings of a survey of LEADS members on their assessment of the role of LEADS in the emerging context of transformation in the province. Additionally, we review recent literature on senior educational leadership, policy documents from comparator organizations, and suggest several possibilities for LEADS as an organization to consider in moving forward through whatever change awaits the provincial education sector.

About this Study

In December 2016 and January 2017, a survey was conducted with LEADS members. The survey focused on the skills required by LEADS members, the leadership development needs of LEADS members, and LEADS members' perspectives on the emerging educational context in Saskatchewan. There were 98 respondents to the online survey administered by SELU. The survey items were developed from a review of the literature but drew heavily on the LEADS Dimensions of Professional Practice (1999) to frame the core knowledge and skills of LEADS members. The survey included 5 point Likert scale items, as well as open-ended questions. Much of the data we present here is generated from the rich responses to the open-ended questions in the online survey.

Following the release of the initial draft report, input was sought from LEADS members at the 2017 Annual Policy Conference (APC). Small group discussions generated valuable feedback on the findings of the survey and draft report. Additionally, a focus group was held on March 27,



2017, to explore the conclusions of the initial draft report. The findings from the survey, small group feedback sessions, and the focus group are presented in this report.

Perceptions from LEADS Members on the Emerging Educational Context in Saskatchewan

In general, LEADS members indicated that there is a great deal of anxiety and uncertainty about the emerging context in the education sector in Saskatchewan. Many suggested that it is exceedingly difficult to determine what the leadership development needs will be until the results of the governance review are known. A large number of comments were made with respect to the role of LEADS in the near future. Respondents to the survey suggested that the role of LEADS as an organization might be dependent on what happens over the next few months as the government makes its decisions known about the structure of the provincial education system. In particular, many respondents argued that their roles might be radically changed and include more focus on policy and governance work, working more directly with the ministry, and possible retraining for LEADS members.

The following comments illustrate the uncertainty in LEADS members' responses to questions of what supports they need in the emerging educational context. Other secondary themes that emerged from the survey are included in Appendix A.

Supports will need to be provided to us in understanding any new dynamics of transformational change. Until the specifics are understood I'm not sure how to be any more specific with this answer.

It is hard to answer this right now as there are so many uncertainties in terms of transformational change and budget implications. I wish I could comment, but it would be guessing or wishful thinking.

Will depend on which option presented in Perrin's report is pursued.

Supports - well, first we need jobs. In this climate of uncertainty, we first need to understand what the 'emerging context' is.



Many LEADS members indicated that transformational change remains undefined, and this makes it exceedingly difficult to plan for LEADS as an organization moving forward. There were several concerns expressed by LEADS members about how transformational change might impact the education sector

Presently, the 'unknown' meaning of transformational change is taking the focus and energy from the important work. Once the changes become more clear, the required support for LEADS members will also become more clear.

Nobody seems to truly know what kind of 'Transformational Change' is coming, but rumours abound. That said, I am deeply concerned that leadership from LEADS becomes more centralized. In my LEADS role I am on the ground a lot working with schools, administration, teachers, and staff. The more you consolidate divisions etc. the more narrow your views, decisions and perspectives become. I certainly do not see this as a big change for urban centers, but there are huge implications for rural divisions and LEADS Members who are under the employ of said divisions.

First, LEADS members will need to understand what Transformational Change means and how it impacts the education sector. Then, as a group we will need to understand how we best support this from a school division leadership perspective.

I think I will be in a better position to respond to this question when we become more aware of how education will emerge in Saskatchewan and are able to directly identify the impact of transformational change on LEADS Members.

We will need to have more information about what transformational change means to start with. What are we transforming from and into what? What are the end goals (short term/long term) for this transformation? Within this transformational change context what is our responsibility as LEADS members and as leaders within each of our school divisions? Leaders are going to need to keep focused on the day-to-day work in schools and classrooms while trying to keep the 'external noise' away from teachers and students as best we can.



'Transformational Change'...what does this term ACTUALLY mean? I believe we've cycled too much around trying to figure this out with NOT ENOUGH information. How can we make any decisions about our needs without knowing the future context in our province?

Difficult to envision until 'transformation change' has been revealed. Leadership responsibilities may see a dramatic change or a much lesser change. Really concerned about being driven further away from the classroom. Making decisions from afar and out of context is not what I would consider in the best interest of our students and their families.

Leadership in the Context of Transformation

Given the current context within the education sector, and given responses from LEADS members, we propose the following which explores literature and policy related to leading and managing change. The transformational agenda in the province will necessitate that LEADS members are well equipped to respond to continuous change within the education sector. Key areas of literature include the general leadership literature and models and frameworks for senior leadership/educational leadership. As well, we present a policy review of other provincial frameworks for equivalent associations in the United States and Canada.

Leadership is generally accepted as an important component of effective schools and school systems. In fact, recent literature (e.g. Marzano & Waters, 2009) has identified the positive impact of “district-level”¹ leadership on student achievement. Within Canada, there is limited academic literature focused on leadership frameworks or competencies for senior leadership in education. Much of the literature on senior educational leadership tends toward extending leadership models from the research on school-level leadership. In the school-level leadership literature, multiple theories and frameworks of educational leadership are posited. The most prevalent contemporary models are distributed leadership and instructional leadership.

¹ Due to the multi-jurisdictional nature of this literature review, many different terms are used for senior leaders and educational authorities. Common terms include “division”, “district”, “board”, “superintendent”, “senior educational leader”, and “director”. These terms are interchanged throughout this document. We have not attempted to apply consistent terminology.



The way in which the understandings of senior educational leadership are organized and presented varies considerably from jurisdiction to jurisdiction. LEADS (1999) organized its framework for leadership according to “dimensions” of leadership practice. The College of Alberta School Superintendents (CASS) has developed a leadership “standard” with subsidiary dimensions of the standard. As well, multiple jurisdictions have presented competency frameworks for the work of senior educational leaders. Recently, however, there has been a movement away from competencies towards discussions of leadership frameworks or general standards (Australian Council for Educational Research, 2007; Bolden & Gosling, 2006; Dinham, Anderson, Caldwell, & Weldon, 2011). The critiques of leadership competencies suggest that competencies tend to focus on “measuring performance ‘now’ [rather] than being aspirational in guiding and encouraging further growth” (Dinham, Anderson, Caldwell, & Weldon, 2011, p. 142). Similarly, Clarke (2016) suggested that current formulations of educational leadership present an “understanding of (educational) leadership that is primarily associated with disposition rather than a more typical alignment with tangible leadership competencies” (p. 361). The majority of senior leadership frameworks in the Canadian context provide an overarching philosophy of leadership in combination with areas of practice for senior leaders – often referred to as “dimensions”. The following sections explore leadership models and frameworks that are proposed to be effective within contexts of transformation: change leadership and adaptive leadership.



SECTION 2: CHANGE LEADERSHIP

“Change resides at the heart of leadership” (Latta, 2009, p. 35).

One of the key themes that emerged in the online survey was the need for LEADS members to become leaders of change. Although respondents were unsure about what changes might be announced over the coming months, most indicated that it is unlikely that stability will characterize their roles within the emerging provincial context. As such, survey respondents suggested that future leadership development and leadership models could center on the concept of change leadership. The following comments relate to this theme.

It is important to see LEADS members as the leaders of change. We need to continually be ahead of the changes and preparing our systems to meet our diverse needs.

We continue to be change leaders - to borrow from George Couros, one of the most important things we can teach our students is how to deal with and create change; it is not only constant, but continuously inevitable.' and...to borrow from Michael Fullan, 'we need to continue to combine moral imperative and uplifting leadership, master context and process, lead and learn, see students as change agents, feed and be fed by the system, and be essential and dispensable'. We need to continue to be learning leaders who support ALL students and adults.

Expect that helping to manage change will be an important piece. The probable amalgamations will result in LEADS members needing support. There is also management with fewer resources and in dealing with financial shortfalls that will be required in the near future.

Given the current context and the emphasis on change leadership identified by LEADS members in the online survey, we present some of the literature and theory on leading for change. **Table 1** highlights the most common models used in thinking about leading and managing change in organizations. These models present linear processes for understanding activity during change events and provide a description of the practices that leaders employ during periods of change.



These models have been criticized because of their linearity and their lack of ability to explain the complexity of the change process.

Table 1: Change Models: From Gilley, Gilley, & McMillan (2009) p. 78

Change Models		
Lewin’s Model	Ulrich’s Model	Kotter’s Model
Unfreeze	Lead change	Establish a sense of urgency
Movement	Create a shared need	Form a guiding coalition
Refreeze	Shape a vision	Create a vision
	Mobilize commitment	Communicate the vision
	Change systems and structures	Empower others to act
	Monitor progress	Plan for and create short-term wins
	Make change last	Consolidate improvements and produce more change
		Institutionalize new approaches

Other researchers have focused more explicitly on the behaviours of leaders during periods of change. Jaworski and Scharmer (2000, as cited in Higgs & Rowland, 2011) suggested core practices for leaders in responding to organizational change. These are:

- Observing: seeing reality with new eyes.*
- Sensing: turning the observed reality into emerging patterns that inform future possibilities.*
- Envisioning: crystallizing vision and intent.*
- Executing: acting in an instant to capitalize on new opportunities. (p. 125)*

Much of the recent extant literature on change leadership suggests that motivational, visioning, and team building behaviours are most significantly related to success in complex organizational change. Higgs and Rowland (2005) found that the behaviours of “framing change” and “building capacity” are more effective in the success of complex change than direct leadership approaches aimed at changing the behaviour of subordinates (p. 147).



Similarly, Gilley, Dixon, and Gilley (2009) found that the skills necessary for leading change include (1) communications; (2) motivation; (3) involving others; and (4) coaching (p. 164). In a subsequent study, Gilley, McMillan, and Gilley (2009) ranked (in order of decreasing importance) the skills required to lead change were “the leader’s ability to motivate others, communicate effectively, and build teams. Skills of lesser significance are... the abilities to coach, involve others, and reward appropriately” (p. 43).

Adaptive Leadership

Whereas the literature on change leadership tends to present a model constituted of leadership practices and skills, adaptive leadership focuses on a process model. As such, the two types of models may be seen as complementary (Jayan, M., Bing, K. W., & Musa, K., 2016).

Problems faced by leaders are characterized as either technical or adaptive. “Technical problems are well defined, the solutions are known, and anyone with adequate expertise and organizational resources can solve them. Adaptive problems refer to problems that are not well defined, therefore the solutions are not known in advance” (Randall & Coakley, 2006, pp. 327-328). **Table 2** provides a description and examples of technical and adaptive problems.

Table 2: Challenges Confronted by Leadership: From Heifetz, Kania, and Kramer (2004) p. 26

Challenges Confronted by Leadership	
Technical Problems	Adaptive Challenges
Problem is well defined	Challenge is complex
Answer is known	Answers are not known
Implementation is clear	Implementation requires learning
Solution can be imposed by a single organization	No single entity has authority to impose solution on the other stakeholders
Examples	Examples
Funding scholarships	Reforming public education
Building hospitals	Providing affordable healthcare
Installing inventory controls for a foodbank	Increasing organizational effectiveness
Developing a malaria vaccine within a malaria-infected region	Achieving 80% vaccination rates



Adaptive leadership proposes a process for change that can be implemented regardless of the available skill set of leaders in the organization. Randall and Coakley (2006) proposes the following six set model adapted from Heifetz, et al. (2004):

Step 1: Identify the type of problem – technical or adaptive;

Step 2: Focus attention – this involves engaging the right people to work on the problem;

Step 3: Frame the issues – deconstruct the larger problem and set time frames for solution activities;

Step 4: Secure ownership – employees and stakeholders should be engaged to “take ownership” of the problem;

Step 5: Manage stakeholder conflict and maintain stress – align agendas and maintain “productive stress” to keep momentum on the problem solution(s); and

Step 6: Create a safe haven - “slowing pace of change when possible and... creating a secure place to discuss disparate perspectives” (p. 328).

There has been some research documenting the effectiveness of the adaptive leadership model in K-12 education and in post-secondary education. In a 2011 study, Stephenson documented how universities using the adaptive leadership approach were able to identify internal contradictions and challenges and encourage networking and collaboration. Daly and Chrispeels (2008) argued that adaptive leadership has a positive effect on student achievement. They further posited “that the greater the trust in relationships, the greater the capacity of a group to face difficult adaptive challenges” (p. 54).

Small Group Feedback on Change Leadership

At the 2017 APC, LEADS members were asked the following question:

The literature on complex change and leadership suggests that behaviours related to a) communicating vision, b) motivating others, and c) team building are most correlated to



successful complex change in organizations. In your experience, are there other practices that have been successful in facilitating organization change?

Their responses were aligned with the three practices identified in the literature: a) communicating vision, b) motivating others, and c) team building. LEADS table groups provided the following written responses. These responses represent an inventory of specific practices that correlate with each of the elements of change leadership.

A) Communicating Vision

- *Understanding the compelling why and being able to quantify that and report and celebrate it.*
- *Communicating vision needs to include communicating hope. A positive approach that articulates a belief that the system will continue to be successful in spite of changes that may need to occur.*
- *Understanding of systems thinking is important – Developing a vision that encompasses the entire system and incorporates the smaller systems within it.*
- *It is important to know/understand “the why” of change.*
- *Understanding that change is not just for the sake of change.*
- *Be mindful of the big picture.*
- *Always referring back to the mission, vision and core competencies – when making decisions (integrity).*
- *Narrowing a number of initiatives down is so crucial. If you have too many targets, it is very hard to keep a focus. You need to have clear concise targets!*
- *Communication is so important! Everyone involved should know what the target is and be involved in the process from start to finish.*
- *The question is, What fits the student learning? What is relevant? What matches the targets and focuses of the division.*
- *Maintaining focus in times of turbulence.*
- *Keeping the compelling why at the core of the decision making and at the centre of discussions when the change is challenged.*



- *Mindset.... there is a certain amount of change that is necessary in order to not remain stagnant.*
- *Grassroots input to develop vision; opportunity to find their way (may not be a straight line to meeting our goal).*
- *Invest yourself as a leader in the change process – being accessible; having the vision and the ability to motivate others; making sure you have the resources to make the change happen and to support the change.*
- *Also, the vision and action must be supported by the data. Without a sound rationale, there is no sustainability.*
- *Focus on a compelling why, what is it that makes you interested in this?*
- *Optimistic attitude of hope and possibility (resiliency).*

LEADS members highlighted the importance of developing a compelling vision for change and the significance of engaging and consulting as broadly as possible. They argued that diverse voices should be consulted in vision building. They also suggested that continuous referral back to the vision is key to the success of change initiatives. Finally, they suggested that a compelling vision that provides passion and optimism that can facilitate positive system change.

B) Motivating Others

- *How to create urgency (pressure)...sometimes we must create a sense of urgency (pressure- internal and external) to move forward. Take the emotion out of it and make it fact based.*
- *Celebrating successes (need to qualify what success is) – to help motivate others.*
- *Leaders need to be willing to ‘get their hands dirty’. Be right in there with leaders to help them grow.*
- *Motivating others includes understanding why change is desired or important.*
- *Important to build in quick wins to foster momentum.*
- *Alignment – we are all in this together – walking the talk. Leadership is a model for change.*



- *You want to try to create ownership. Not talk down. Collaboration and continuity must be a focus!*
- *Monitoring the progress of the change and holding self and others accountable.*
- *Understanding diversity in what motivates people – being responsive to those you serve.*
- *Role modeling (walk the talk).*
- *To sustain the change it will require relationship and trust. After the initial motivation and shared vision, when the “slogging” gets tough and the roll up your sleeves work begins, it will be the trust in the leadership and the relationship that ensures the progress continues to happen; that allows the members to have the tenacity and grit to see the work through. There is a need for members to understand and trust the “why”.*
- *Motivated others (personal vision, personal investment).*
- *Check-in points (ensure that we course correct when needed).*
- *Celebrate milestones (keep this in mind).*

LEADS members argued that motivating others requires authentic modelling from system leaders. Motivation is the result of positive relationship building, trust, and authenticity in leadership. LEADS members suggested that motivation is an ongoing process that requires monitoring, feedback, and celebration of successes along the way.

C) Team Building

- *Provide tools needed for change – resource allocation and adequate PD.*
- *Teachers need to see that it is part of what they are doing in their classroom – alignment.*
- *Leader’s role is to remove barriers – need to understand truly what the barriers are.*
- *Ownership through allowing staff to participate in decisions – tough ones and others.*
- *Relationships are the most important factor in change.*
- *Recognition and inclusion – ensuring each person has a voice.*
- *Ensure leadership from the middle.*



- *What is the change? How do we as a division and team support those challenges to bring about effective change?*
- *Understanding what team building looks like in the context of change and in the development of a base of support that eventually becomes the momentum which gets the initiative to the "tipping point".*
- *Consultation regarding change must be authentic.*
- *The sub skills of leadership – building teams, coaching will be critical in the relationship. The ability to identify strengths to empower members of the team towards the actualization of the vision will be very important.*
- *The organization also needs to take into consideration its diversity and ensuring that stakeholder diversity is represented.*
- *Are we honouring the voices when they come to the table?*

LEADS members suggested that team building needs to be as inclusive as possible. They spoke of honouring diverse voices and consulting widely. Team leadership skills and coaching are requisite capabilities for leaders with respect to successful team building.

Focus Group Feedback on Change Leadership

On March 27, 2017, a focus group meeting was held to review the results of the survey, literature review, and APC group responses. LEADS members from several school divisions were in attendance to discuss a variety of findings from the study and to provide additional insight into the preliminary findings. Members of the focus group were asked the following question:

What does it mean to be leaders of change? Is the paper on the right track with proposing change leadership as a frame for understanding LEADS members' leadership practice?

The researcher took field notes and captured the key ideas of focus group discussions. Focus group participants stated that "change leadership" seems appropriate in the current context. They argued that change initiatives need to identify a strong purpose and that there is a need



to narrow priorities and the number of initiatives. The following comments were made in response to the idea of change leadership:

- *What is LEADS role in the new environment?*
- *[We need] More durable change.*
- *Change is a daily reality.*
- *How do you work in that context? If it is change that you are not in charge of? If it is thrust upon you?*
- *LEADS members as leaders of a change - It's a different role. How will that affect the way we lead? How will we have an opportunity to have a voice?*
- *Can LEADS strategically place ourselves so we have our voice there? We know what the needs are. We have lost some ground as educators. We are being told what to do. We do better when we have been consulted. We are feeling like we have had change imposed and we have to sell it.*
- *We have to be proactive, but we haven't been in that position before.*
- *Government is coming to tell us what to do now. Trust is a part of it.*
- *[We are] worried they [the Ministry] are going to stop listening. Do we trust government?*
- *[There is currently a] lack of agency/sense of efficacy.*
- *Media has focused on the problems with administration... media leaks about administrator salaries, etc.... Where has LEADS voice been in the public discourse? We have to own some of that because we haven't gone out and advocated.*

Although this question was intended to solicit feedback on the model of change leadership, focus group members responded about the role of LEADS as an organization in the provincial context of transformational change. This question is explored more in this paper.



SECTION 3: FRAMEWORKS FOR SENIOR EDUCATIONAL LEADERSHIP IN CANADA

There were limited policies within Canada related to leadership competencies for LEADS equivalent members. British Columbia, Alberta, and Ontario did have some policy frameworks, which are explored below. A number of other policies are reviewed from international sources, in particular, due to the comparable school governance structures, the United States. Outside of Canada and the United States, discussion of school leadership and competencies are largely restricted to school-based leadership (e.g., Principals or Head Teachers).

Canada. The British Columbia School Superintendents Association's (2014) (BCSSA) Dimensions of Practice outlined important areas for leadership but was "silent with regard to leadership style; recognizing the inherent value in individual styles of leadership. The Dimensions of Practice is not prescriptive and is not intended to serve as an evaluation instrument" (p. 2). They included: (1) Leadership and District Culture; (2) Policy and Governance; (3) Communications and Community Relations; (4) Organizational Leadership; (5) Leading Learning; (6) Human Resources Development and Management; and (7) Accountability.

The College of Alberta School Superintendents (CASS) has a leadership standard with eight dimensions (2014): (1) Visionary leadership; (2) Instructional leadership; (3) Human resources leadership; (4) Ethical leadership; (5) Effective relationships; (6) Organizational leadership and management; (7) External influences on education; and (8) Chief executive and chief education officer leadership.

In Ontario, a Leadership Framework (Leithwood, 2012) was produced that reviewed successful leadership practices at the school and system level, including three different personal leadership resources: (1) cognitive; (2) social; and, (3) psychological. Five Core Leadership Capacities (CLCs) were identified: (1) Setting Goals; (2) Aligning Resources with Priorities; (3) Promoting Collaborative Learning Cultures; (4) Using Data; and, (5) Engaging in Courageous Conversations.



The LEADS dimensions of professional leadership (1999) include eight dimensions of leadership practice including: (1) Leadership and School Division Culture; (2) Policy and Governance; (3) Communications and Community Relations; (4) Organizational Management; (5) Curriculum Actualization; (6) Instructional Leadership and Accountability; (7) Human Resources Management; and (8) Values and Ethics of Leadership.

United States. The American Association of School Administrators (2010) identified six themes from a review of literature on effective superintendents: (1) Vision and Values; (2) Core Knowledge Competencies; (3) Instructional Leadership; (4) Community and Relationships; (5) Communication and Collaboration; and (6) Management.

Table 3 presents the frameworks discussed in this paper. The five jurisdictions presented here have some diversity in the dimensions, themes, or capacities presented. There are, however, several dimensions that appear to be common among the majority of the jurisdictions. They are (1) Leadership and school division culture; (2) Instructional leadership; (3) Human resources management; (4) Communication and community relations; (5) Organizational leadership; and (6) Vision and values.



Table 3: Frameworks

BCSSA Dimensions of Practice (2014)	CASS Leadership Standard (2014)	Ontario Core Leadership Capacities (2012)	American Association of School Administrators Themes (2010)	LEADS Dimensions of Professional Leadership (1999)
Leadership and District Culture	Visionary leadership	Setting Goals	Vision and Values	Leadership and School Division Culture
Policy and Governance	Instructional leadership	Aligning Resources with Priorities	Core Knowledge Competencies	Policy and Governance
Communications and Community Relations	Human resource leadership	Promoting Collaborative Learning Cultures	Instructional Leadership	Communications and Community Relations
Organizational Leadership	Ethical leadership	Using Data	Community and Relationships	Organizational Management
Leading Learning	Effective relationships	Engaging in Courageous Conversations	Communication and Collaboration	Curriculum Actualization
Human Resources Development and Management	Organizational leadership and management		Management	Instructional Leadership and Accountability
Accountability	External influences on education			Human Resources Management
	Chief executive and chief education officer leadership			Values and Ethics of Leadership

In addition, there are several dimensions that were not commonly shared among jurisdictions. These include (1) Policy and governance; (2) Curriculum actualization; and (3) Chief executive and chief education officer leadership. Some participants of the LEADS online survey suggested that CEO development might be important for LEADS to consider in the future.

More business acumen knowledge and CEO oriented development [is needed]. Most Directors have limited corporate and business acumen understanding. The current school



designs are to be corporate in nature, yet many Directors have never experienced operating a large organization. Most come from small schools.

Brandon, Hanna, and Negropones (2015) in their study of high performing school districts in Alberta presented the following “Leadership lessons” for school district senior leaders.

“Leadership Lesson One – *Framing Leadership Research in Action* – is based on our study’s first major assertion: *The practices of superintendency teams who lead learning are action-oriented and research informed....*

Leadership Lesson Two – *Leading Through Superintendency Teams* – is based on our study’s second major assertion: *Superintendents who lead learning share leadership with strong, collaborative, and learning focused senior leadership teams....*

Leadership Lesson Three – *Building Purposeful Professional Relationships* – is based on our study’s third major assertion: *Superintendency teams that lead learning influence educators at all levels through purposeful professional relationships....*

Leadership Lesson Four – *Accessing External and Internal Expertise* – is based on our study’s fourth major assertion: *Superintendency teams that lead learning access external and internal expertise to build adaptive professional capacity through all layers of the system....*

Leadership Lesson Five – *Travelling the Pathways of Collaborative Leadership Learning* – is based on our study’s fifth major assertion: *Superintendency teams that lead learning employ multiple capacity building approaches to leadership learning in their jurisdictions” (pp. 81-83).*

In short, these lessons parallel the findings of research into change leadership. That is, high performing senior educational leadership engages multiple partners in collaborative relationships and is focused on building capacity for participation in highly productive teams at all levels of the organization.



Small Group Feedback on LEADS Dimensions of Professional Leadership (1999)

At the 2017 APC, LEADS members were asked the following question:

*The LEADS dimensions of professional leadership (1999) include eight dimensions of leadership practice including: (1) Leadership and School Division Culture; (2) Policy and Governance; (3) Communications and Community Relations; (4) Organizational Management; (5) Curriculum Actualization; (6) Instructional Leadership and Accountability; (7) Human Resources Management; and (8) Values and Ethics of Leadership. **Are these all still valuable in 2017? If you were to rank your top 5 leadership dimensions, what would they be?***

The following captures the responses of small group discussions:

- *These dimensions are still relevant, although they mean different things than they did in 1999. The fact that their relevance remains in a different time reinforces that they were the right ones then.*
- *Curriculum Actualization doesn't make the cut – it is a subset of instructional leadership, and there are people in the system with a greater understanding of curriculum than LEADS members.*
- *Relationships are the key factor in each of these – an overarching theme Values and Ethics of Leadership could be included in each of these.*
- *Ranking of the top 5 (1 most important)*
 1. **Learning Leadership** - #5 and #6 to be combined and given a new title (Learning Leadership) as we should be focused on the learning that should be a result of these actions and not on teacher/leaders action;
 2. **Leadership and School Division Culture;**
 3. **Communications, Partnerships and Community Engagement** –Changed terminology from Communications and Community Relations;
 4. **Human Resources Leadership; and**
 5. **Organizational Management could include Policy and Governance.**



- *Leadership and School Division Culture;*
Is this still valuable? Yes, it is going to be more so in the 'new world.' We have to cultivate new identities. The larger we get the more leadership we need.
It is harder to lead when you have a bigger group. Keeping the connection and culture is going to be increasingly important!
- *Policy and Governance;*
Is this still valuable?
It is going to change.... Depends on change. Lots of great things happen at LEADS but how much of what happens at LEADS comes back to the division? Our communities are unique, we know that. There are some things that each division have in common, example curriculum, we do have inefficiencies... there is no doubt in that.
- *Communications and Community Relations;*
Is this still valuable?
Is this something that should be left up to the school boards? Does LEADS communicate to the public? No, not really, we communicate to our partners/admin. So many people don't know what we do...
- *Organizational Management;*
Is this still valuable? We read through the policy document.
"How would LEADS take the lead on this?"
Two new people to LEADS at the table so there was a discussion about the LEADS organization itself.
"We need to focus on membership wellness. We are at a crisis point. We should be going home feeling supported and informed. This was not supported here..."
Discussion on the usefulness of modules...
Discussion on how nice it would be to have more regional groupings of like-minded people working together. We also need to place these components into the framework.
We should have more networking/communication.



- *Curriculum Actualization;*
Is this still valuable? If curriculum is provincial we need a provincial vision... there was a great quote about that in the document we pre-read.
- *Language needs an update, “facelift”.*
- *Consideration for an additional dimension – “cultural responsiveness”.*
- *Interest in the simplicity and clarity of the Ontario model.*
- *School Division Values and Ethics of Leadership.*
- *Human Resources Management.*
- *Instructional Leadership and Accountability.*
- *Policy and Governance.*
- *Cultural Responsiveness.*
- ***If you were to rank your top 5 leadership dimensions, what would they be?***
 1. *Leadership and School Division Culture - including Values and Ethics;*
 2. *Communications and Community Relations;*
 3. *Instructional Leadership and Accountability - including Curriculum Actualization;*
 4. *Organizational Management - including Human Resources Management; and*
 5. *Policy and Governance.*
- *All are still valuable in 2017.*
- *Instructional leadership and accountability are top of the list.*
- *Curriculum actualization is not current language; instructional leadership should cover curriculum actualization.*
- *It seems that the instructional leadership is the end goal and the rest are pillars to get to the end goal.*
- *No specific references to diversity....in 2017 the diversity within Sask. has grown and has direct impact on our work. Could Values and Ethics of Leadership include or be changed to reflect diversity?*
- *Should have a focus on Treaty Education...needs to be more visible within the dimensions.*



- *Policy and Governance is questionable right now due to the provincial educational landscape.*
- *Top 5:*
 - *Instructional leadership and accountability (include Curriculum Actualization under this umbrella);*
 - *Values and Ethics; and*
 - *Leadership and school division culture.*
- *They all have value, can some be combined? Environment may dictate that they change. Do we need to limit to 5? Modules around the 8? Expand or refresh module offerings to benefit all.*
- *Leadership and SD culture combine with values and ethics. Instructional Leadership - really includes curriculum actualization if done well. HR management, combine with policy governance?*
- *Communication and community relations.*
- *Diversity, inclusion, FNMI.*
- *Difficult to place in an order – we see many as through lines across all dimensions – eg. Values and ethics and instructional leadership given the nature of what we do.*
- *The term “human resources management” does not seem to make sense in a broad thematic way – it seems too specific – working with people and having people placed in key and critical roles is a through line across all the dimensions. We see human resources leadership as the insight and vision to develop and build leadership – a critical role of our organization.*
- *There appears to be some redundancy in terms –eg. Instructional and leadership and curriculum actualization.*
- *Is there a term that captures the way we use data more effectively than “accountability”...?*
- *We prefer some of the terms from CASS – visionary leadership, human resources leadership, ethical leadership, effective relationships.*



- *In terms of what we value, we need - instructional leadership and accountability, policy and governance, leadership and school division culture, instructional leadership and accountability are key areas. We see nothing that speaks to cultural diversity and relationships which we see as critical elements for the province.*
- *We recognize that we are missing a “business” piece that will hold us as creditable executives in the broader political context but we never want to lose the education [focus] of what we do – we are in the science of growing learners and supporting children.*
- *A lot of work is centered on the A3s of the ESSP and does the LEADS document align with the ESSP?*
- *Discussion focused on how to integrate the LEADS document more effectively in our work.*
- *Not enough time spent on self-reflection on the LEADS document so there is some succession planning.*
- *Cultural competencies are not included in the leadership framework, and we need to more explicitly state this idea within the framework.*
- *There are 8 competencies and we were challenged to reduce to less – thoughts around combining.*
- *Opportunities: Create language that has a sustainable, simple with longevity.*
- *The document needs a refresher premised on current language (ie. not multicultural), and research.*

Three groups provided the following rankings:

Group One:

1. *Learning Leadership - #5 and #6 to be combined and given a new title (Learning Leadership) as we should be focused on the learning that should be a result of these actions and not on teacher/leaders action;*
2. *Leadership and School Division Culture;*
3. *Communications, Partnerships and Community Engagement – Changed terminology from Communications and Community Relations;*



4. *Human Resources Leadership; and*
5. *Organizational Management could include Policy and Governance.*

Group Two:

1. *Leadership and School Division Culture - including Values and Ethics;*
2. *Communications and Community Relations;*
3. *Instructional Leadership and Accountability - including Curriculum Actualization;*
4. *Organizational Management - including Human Resources Management; and*
5. *Policy and Governance.*

Group Three:

1. *Instructional leadership and accountability (include Curriculum Actualization under this umbrella);*
2. *Values and Ethics; and*
3. *Leadership and school division culture.*

Focus Group Feedback on LEADS Dimensions of Professional Leadership (1999)

Focus group members were asked ***“What are your thoughts on the LEADS dimensions of professional leadership? Do these need to be revised or reframed? How might the dimensions be operationalized?”***

Focus group members made the following observations:

- Curriculum actualization was important at the time, but not so important now. Could be removed. Align with change leadership. Flip it so it’s about student learning rather than teacher activity.
- Diversity.
- Each administrator can be able to speak to it in the public [domain]. When you frame it in terms of high-level indicators, it doesn’t appear as political. Gives a standardized message. Key messaging. It is a completely different role and a skillset. Policy and governance is important.



- My role is significantly different. CEO development needed. Drawing attention to the changing role... developed from school leadership practices to something for superintendents.
- A lot of the work we do is empowering others, we need to work on our development. “What do you actually do, a lot of things behind the scenes, but obviously it’s not that visible.”
- “We are leader of leaders. We build leaders.” The duck analogy. Paddling like hell, but we want to build confidence. How do we show the paddling? Why can’t the superintendent just go and supervise 600 teachers? Workload intensification study.... Would be useful.
- The workload is constantly intensifying and the more work is heavy lifting. Spinning plates. But you always have to be out ahead because you are a visionary. Visioning while trying to operationalize. We need system leadership. The ESSP wouldn’t happen without LEADS members. Where would that plan be?
- Inclusiveness, imperative outcomes. More deliberate. Calls to action. Be more deliberate about how FNM is placed in the dimensions. Also newcomers...

Synthesis

Common themes that arose in the small group feedback session were that LEADS members saw a need to reduce the number of indicators in the leadership dimensions and a need to include cultural competency. It was argued that curriculum actualization is not needed (a subset of IL). The question was asked “How do the Dimensions connect with the ESSP? LEADS members argued that the modules should focus on the leadership dimensions. They also often suggested that the language needs updating. Finally, it was pointed out that there is no explicit reference to diversity in the 1999 dimensions. The most common ranking of the dimensions was:

- (1) Leadership and School Division Culture;
- (2) Instructional Leadership and Accountability;
- (3) Organizational Management;



(4) Human Resources Management;

(5) Values and Ethics of Leadership*; and

(5) Communications and Community Relations*.

**Two dimensions tied for the fifth ranking.*



SECTION 4: ROLE OF LEADS

Through the responses to the online survey, it was clear that the current context is an important consideration for senior educational leaders in the province. The context surrounding this leadership review was apparent in the survey results: Saskatchewan is going through a period of transformational change in the education sector. The responses of LEADS members to questions about the role of LEADS reflects the ambiguity of the current context; however, there are some key themes that appeared in many of the responses to the survey. The following are some sample comments with respect to the potential role of LEADS.

Many respondents suggested that LEADS could take a more prominent role in advocating for senior leaders and for the education sector in general. Survey respondents indicated that the voice of LEADS, as the organization that represents a unique configuration of expertise in educational matters, needs to be more central in policy conversations than it has been in the past. They argued for a more central role for LEADS in provincial political conversations with respect to the education sector.

LEADS will need to be positioned to provide stability to the sector. Regardless of what transpires in Transformational Change, there will be a role for senior administrators. A group, such as LEADS, that unites and provides voice for senior leaders will be even more important for a post-change sector. Depending upon the degree of change implemented, we will be one of the main bodies that can provide some modicum of provincial leadership - if we are allowed to do so. Clearly, our leadership internal to our divisions remain - but our leadership and influence provincially will be important to the success of our sector.

I see LEADS needing to take a more active role politically. The LEADS organization needs to enhance its media relationship to a point where the media is coming to the LEADS organization [for] thoughts and comments on every education related topic. We can no longer be the silent partner in the education system.



Need to be strong advocates for public education. I've seen SASBO step up and I would hope my professional organization will be assertive in doing what is best for its members. I haven't heard much about the advocacy our organization is doing.

That what we know about education is founded on good research. We need skill building in presenting our case to the government, rather than simply complying with their initiatives.

Since the Ministry has put a 'pause and stop' on curriculum development, there has been no 'apparent' provincial work in areas critical to improving student outcomes; this includes provincial support in assessment, instruction and updating curriculum (some high school curriculum are still based on indicators). Unfortunately our province has not even reviewed the new Math curriculum to find out if it is meeting the intended outcomes - a practice other provinces have done. We lack provincial leadership in the Ministry and therefore we are developing 28 different ways to support teachers in curriculum, instruction, and assessment. This leaves it up to LEADS members to forge the path of creating and supporting a quality learning environment. How to lead in an environment without a common Ministry's vision of what quality education based on research, monitoring, and renewal looks like is challenging. We have developed ESSP goals that have become the full responsibilities of LEADS members and their provincial counterparts - how do LEADS take on this responsibility? I am not suggesting Ministry 'control' but partnership from the center. In light of this context, I see LEADS members as advocates for improving provincial work in the areas of curriculum, instruction and assessment... also being aware of the advantages of planning, implementation (mid-course monitoring) and monitoring would be of benefit to LEADS.

Other respondents were not clear about what role LEADS would have going forward. There is great variability in the responses with respect to the kinds of roles members see LEADS adopting in the future. Some members suggested that LEADS should move toward more professional development and away from the representation of its members.



LEADS will be required to support and educate senior leaders in the emerging context, some of the existing practices may not be of any value - summer short course for example. One conference a year, update and modernize the modules and make available online.

I see LEADS becoming far more Professional Development oriented and should be less involved in operational issues. I also don't believe LEADS should any longer be a voice for the members.

Several respondents argued that LEADS should take a role in helping members transition into new roles in the potential transformation of the sector.

If the number of LEADS members is reduced to meet the potential new reality of Saskatchewan education, LEADS as an organization will/should be called upon to support those current members that are/may find themselves transitioning to other positions/portfolios within their current or new education service entities.

Support for those who may be out of work. A menu of support areas such as counsel or legal support may be needed.

Others argued that LEADS will likely have to plan to provide support for members with issues regarding restructuring governance and policy in potential newly formed administrative structures.

We may need supports in governance models depending on what governance model exists in the future. [Support for] budgeting and the most efficient allocation use of limited resources might be important, especially in larger organizations.

Finally, some LEADS members responded that it might be the appropriate time to consider revisiting the mandate and role of LEADS in the context of changes to the education sector in the province.

LEADS has been seen as an organization that used the power of influence to impact decision making. I wonder if that influence has waned and the organization is somewhat



*adrift. Also wonder if the organization has kept up to date and is still relevant to its membership. **So it might be a good time to re-invent the organization or renew its mandate [emphasis added].***

With this in mind, we examined the purposes and roles of comparator organizations in Canada and reflected on the current mission and vision for LEADS.

The British Columbia School Superintendents Association (BCSSA), through its organizational purpose statement, identifies its mandate as providing a leadership vision for public education, advocating in the public sphere for quality education, collaborating with educational partners to strengthen public education, and the provision of leadership development for its members (BCSSA.org, 2017).

The College of Alberta School Superintendents (CASS) identifies three main areas of activity connected to the organization's mandate. They identify a public role as advocates for public education in collaboration with other educational partners. They identify a role in promoting public confidence in education through internal and external regulation of the profession. Finally, they provide services to their members through leadership development and the development of leadership standards. These three main themes of the CASS mandate are captured in the CASS mission statement:

The College of Alberta School Superintendents (CASS), the professional voice of system education leaders, provides leadership, expertise and advocacy to improve, promote and champion public education. (cass.ab.ca, 2017)

In contrast, LEADS' current mission statement appears silent on matters pertaining to public advocacy and engagement in broader conversations about public education in the province.

Mission

The purpose of LEADS is to promote leadership for excellence in education and to provide services and support to its members.



Vision

LEADS, working through its members and with education and human service organizations, will provide leadership to facilitate enhanced outcomes in the academic, personal, social, and spiritual development of all children and youth in Saskatchewan. (saskleads.ca, 2017)

Although the mission and vision do not clearly identify a broader role for LEADS, the 2012-2015 strategic plan establishes LEADS' intention to take a more prominent role in advocacy for student outcomes and to engage more directly with government and other educational partners. We suggest that it might be prudent to review the mandate, mission, and vision of LEADS and consider the potential for explicitly addressing more clearly articulated roles within the education sector in the province.

Small Group Feedback on the LEADS Mission and Vision

At the 2017 APC, LEADS members were asked:

*The **Mission** of LEADS is "The purpose of LEADS is to promote leadership for excellence in education and to provide services and support to its members". **Is this mission adequate and/or relevant in 2017?***

The following are the responses of small group members:

- *No!*
- *The purpose for LEADS is to promote leadership for excellence in education by:*
 - *Advocating as honest broker for students;*
 - *Supporting its members; and*
 - *Setting standards for excellent leadership.*
- *Old LEADS document refers to "Honest brokers for students/kids"*
- *Question: Are we also promoting excellence in leadership and excellence in education?*
- *LEADS is a network of senior administrators that promotes leadership for excellence in education through advocacy, services and support...?*



- *Somehow, the components of the Mission Statement need to be integrated rather than a list. The word “and” is problematic in the current statement.*
- *Collaborating with educational partners to advocate for and strengthen public education while providing leadership development for its members.*
- *Who’s voice is it? Local focus with provincial knowledge... The board also has a voice in communication.*
- *Yes we should expand our mandate, BUT only if you have the people to do the work.*
- *If we are going to expand it, we need the capacity!*
- *PD provision will continue to be a major challenge – financial and capacity.*
- *How can LEADS better communicate the successful work already done in terms of advocacy in the sector and on behalf of individual members? Membership may be unaware of the quality work that has been done, and will be done.*
- *General comment regarding the Mission: stronger terminology regarding advocacy for education and members.*
- *“promote” is a soft word and needs to be changed to something more active...perhaps “have active voice”.*
- *LEADS is the representation for excellence in education and leadership; We are “ambassadors”.*
- *“provide services and supports” is still relevant.*
- *Is this too self-serving with a focus just on us? Maybe leading public education from student focus through to provincial focus, we don't currently stand out as having a significant informed voice [with respect to the] direction of public education. This is an area that we must improve and embrace, speaking to the diversity of our province.*
- *There is nothing in our mission that speaks to the vision for education for the province. With the current role that our directors have taken in the ESSP – the ownership of the sector plan – we absolutely need to have a statement about vision for 21st century learners.*
- *We also need to speak to the promotion of excellence in publically education.*



- *It should state direction that LEADS as a visionary organization representing excellence in education our role is...*
- *Is our mission too limited?*
- *So many other competing organizations that could potentially limit our role.*
- *What can we do more to make our importance and presence known in the province?*
- *What work can we do with our post-secondary partners – linking to universities and colleges?*
- *Linking with our tribal councils as part of our mission.*
- *Is what we are doing in 2017 reflected in our mission statement?*
- *Our table felt that it does need to be changed.*
- *It is very difficult to have a single focus and single statement. Broader and additional statements should be added.*
- *What truly does the above mission mean?*
- *Mission statement too generic – tighten up. Is it really the heart of LEADS? Opportunity to reframe, in essence, what we believe. Regulating the profession is one of the things that LEADS does. Advocacy for its members and for senior leadership is also a significant role of LEADS. LEADS provides opportunity to network and connect. Need to be visionaries – futuristic. Need reference to the future in the mission. Lean it out, get the fluff out.*

Focus Group Feedback on the Mission and Vision

Focus group members were asked their thoughts on the role of LEADS as an organization. *Should the explicit mission of LEADS be expanded to identify a provincial role for LEADS in educational policy conversations?*

Their responses are as follows:

- The mission is too inwardly focused.
- This is a pretty major piece. What do we have to be afraid of? We need to make a stand, and government needs to listen.



- We are a small organization. Government hasn't even asked LEADS what they want. They might listen if we started putting our voice out there. A well-articulated mission and vision (need to look at the LEADS Act) as part of that.
- In 1999, there were a lot more doing policy and governance work.
- With diversity, there is a credibility issue. We can't seem to get a diverse membership. Yes, boards hire, but LEADS members promote teachers into leadership.
- Definition of diversity. Need a forward thinking definition of diversity, but also need to look at EAL, non-Christian background.

Synthesis

In general, LEADS members in small groups and in the focus group suggested that the mission and vision need to be expanded to clarify and identify a provincial vision for education and for advocacy functions of LEADS. They pointed out that the LEADS mission is to focus on LEADS members and that there is a need to focus outward.



SECTION 5: LEADERSHIP DEVELOPMENT

In the survey administered in December 2016 and January 2017, LEADS members were asked two questions about 1) the skills required in their leadership positions and 2) their perceived leadership development needs with respect to their positions in their respective school divisions. The complete survey summary can be found in Appendix C. The following are the top ranked and bottom ranked responses for each of these questions:

Q1. In my role, it is important that I have the ability to:

Top responses:

1. Promote academic excellence for staff and students;
2. Empower others to reach high levels of performance;
3. Respect and encourage diversity;
4. Utilize skills in listening, writing, and speaking; and
5. Model accepted moral and ethical standards in all interactions.

Bottom responses:

1. Conduct school and division climate assessments;
2. Develop a process for maintaining accurate fiscal reporting;
3. Use technological applications to enhance administration of business and support systems;
4. Plan for technology in educational programming;
5. Describe cognitive development, learning theories and their importance as they relate to instruction; and
6. Work in a unionized/professional organization environment.



Q2. It would be important for me to have opportunities for leadership development focusing on:

Top responses:

1. Promoting academic excellence for staff and students;
2. Empowering others to reach high levels of performance;
3. Respecting and encouraging diversity;
4. Developing, monitoring, and implementing change processes; and
5. Utilizing legal concepts, regulations, and codes for school operations.

Bottom responses:

1. Managing time effectively;
2. Developing a process for maintaining accurate fiscal reporting;
3. Using technological applications to enhance administration of business and support systems;
4. Budget planning management and monitoring; and
5. Working in a unionized/professional organization environment.

It was noted that the majority of respondents (80.5%) had between 2-10 years experience as LEADS members and that 49.5% have fewer than 5 years experience. The development needs identified by respondents likely reflects the relative inexperience of the respondent group and the needs that might be anticipated for this cohort. In particular, the top three ranked development needs identified in the survey were: 1) Promoting academic excellence for staff and students; 2) Empowering others to reach high levels of performance; and 3) Developing, monitoring, and implementing change processes.



SECTION 6: LEADS LEADERSHIP FRAMEWORK

A Proposed Model for LEADS Leadership/Leadership Development

The following is a synthesis of the findings of this study derived from the literature on change leadership and adaptive leadership, leadership frameworks for senior leaders across Canada, and feedback from LEADS members through a survey, workshop, and focus group. We have explored the various frameworks available and compared the elements based on the feedback from LEADS members to arrive at, what we believe, is a model reflective of LEADS members' feedback, yet, is concise and focussed to allow for ease of communication and planning. We have taken considerable license to adapt and to redefine certain concepts from within the existing LEADS Dimensions of Profession Leadership (1999); however, we feel that these changes are in keeping with the emerging context in education in Saskatchewan and are reflective of the suggestions made to us by LEADS members over the course of this study.

Connection to Previous Models

We used Dr. Keith Walker's (2007) L.E.A.D.S Leadership Heuristic as a starting point for the proposed model. This heuristic presented a representation of leadership as consisting on leadership commitments and leadership roles. We believe this is a model that has served LEADS well over the past decade; yet, given the changes to education systems over the past decade and the comments of LEADS members, a revision of this model seemed appropriate. We saw a need to revise the model to better incorporate the LEADS Dimensions of Professional Leadership (1999) and recent research on change leadership. As a result, the proposed model includes: 1) leadership skills for leading change and 2) a revision of the "Dimensions (or Domains) of leadership."



Figure 1. Leadership for Excellence in Education: LEADS Leadership Framework (2017) (Newton, 2017)

Figure 1 illustrates a proposed framework for “Leadership for Excellence in Education.” At the center of the framework are the “Skills of Change Leadership.” These are developed through the literature and research on change leadership in organizations. The extant research reviewed for this study suggested that certain leadership behaviours are correlated with successful change in organizations. The top leadership behaviours that correlate with successful organizational change are: 1) motivating others; 2) communicating; 3) coaching; and 4) building teams. It is argued that these are essential skills for leaders in contexts of change. These skills are integral to the change leadership activity across all dimensions of leadership practice. It seems clear that the current context in public education in Saskatchewan is characterised by



rapid and significant change. Members of LEADS can be best positioned to take roles as leaders of change through a focus on the development of the skills of change leadership identified here. The outside circle of the model includes the newly revised 5 dimensions of professional leadership. These dimensions were distilled from the 1999 LEADS Dimensions through consultation with LEADS members. During the study, LEADS members ranked the following as the most important dimensions:

- (1) Leadership and School Division Culture;
- (2) Instructional Leadership and Accountability;
- (3) Organizational Management;
- (4) Human Resources Management;
- (5) Values and Ethics of Leadership*; and
- (5) Communications and Community Relations*.

Following feedback from LEADS members, the researchers further combined the existing leadership dimensions to arrive at five dimensions of professional leadership: 1) instructional leadership; 2) visionary leadership; 3) human resources leadership; 4) organizational leadership; and 5) ethical leadership.

The four Skills of Change Leadership and the five Dimensions of Professional Leadership are interrelated. The “Skills” are those behaviours and actions of leaders that research suggests support successful change. The “Dimensions” are the domains of leadership practice in which LEADS members have specialized knowledge. LEADS members require both the skills of change leadership and the knowledge of the dimensions of professional leadership to be successful in the practice of educational leadership. Leadership development similarly needs to attend to the skill development and the development of knowledge of leadership practice.



Skills of Change Leadership

The review of the literature and the feedback from LEADS members provided insight into how leadership for change might be important for leading in the current context of public education in Saskatchewan. The research on successful change in organizations suggested that the following skills for change leadership are correlated with successful organizational change:

1) Motivating Others

Leading is essentially about motivating others to achieve organizational and personal goals. LEADS members argued that leaders motivate through positive relationship building, modelling, and celebrating of successes. Motivating is about creating a sense of urgency about the need for change. This is a key leadership skill in times of change – the ways that we encourage those who follow us to believe in and direct their energies toward change initiatives.

2) Communicating

Communicating is a central skill of change leadership. Leaders must be able to communicate their vision and be able to help others to understand the necessity for change. Leaders who are effective communicators help those in the organization to maintain focus and keep their energies directed toward the organization's purpose. The ability to communicate is central to ensuring the vision and purpose are understood and enacted within our school divisions. LEADS members suggested communication and vision are intimately connected. Communicating is the core skill that enables the school division's vision to be enacted within schools.

3) Coaching

LEADS members suggested that coaching will be a critical skill necessary for building the teams that will drive forward organizational change. Successful change leadership requires leaders who have the skills to work with employees to provide feedback on performance and to provide for continuous improvement and professional development.



4) Team Building

The literature on complex change highlights the need for leaders to involve others and to be skilled in building effective teams. Importantly, LEADS members stressed the need to be inclusive in team building and the need to ensure diverse voices are represented and heard in the change process. Also, LEADS members believed that for change to be realized, staff will need to take ownership and participate in decision making at multiple levels.

LEADS Dimensions of Professional Leadership

We are proposing a reduced number of dimensions of professional leadership. Reducing the number of leadership dimensions allows for more clarity and focus with respect to the work of LEADS members and with respect to frameworks for leadership development. The dimensions listed here are written as domains of knowledge and expertise. That is, the dimensions are aspirations for those things that are considered core knowledge for LEADS members.

The following are the revised LEADS Dimensions of Professional Leadership described in more detail.

Dimension 1: Instructional Leadership

LEADS members demonstrate knowledge of instructional processes by using strategies that include research findings in all areas that impact on the classroom and student learning.

LEADS members demonstrate expertise in:

1. understanding how to support diverse learners;
2. developing, implementing, and monitoring change processes to improve student learning, adult development, and climates for learning;
3. describing cognitive development, learning theories and their importance as they relate to instruction;
4. describing how to interpret and use data to improve education;
5. encouraging the application of research findings in the use of instructional approaches;
and
6. describing and knowing how to develop student achievement monitoring and reporting systems.



Dimension 2: Visionary Leadership

LEADS members work collaboratively to provide purpose and direction, formulate strategic plans and change efforts, set priorities and assume the role of professional advocates.

LEADS members demonstrate expertise in:

1. respecting and encouraging diversity among people and programs;
2. understanding and communicating with all cultural groups in the community;
3. formulating a written vision statement of future direction for the division;
4. articulating the division vision, mission, and priorities to the community;
5. promoting academic excellence for staff and students; and
6. empowering others to reach high levels of performance.

Dimension 3: Human Resources Leadership

LEADS members recognize the importance of the human resource component of school divisions. They affect staff development, supervision and evaluation programs to improve the performance of all staff.

LEADS members demonstrate expertise in:

1. developing a plan to assess system and staff needs to identify areas for staff development;
2. evaluating the effectiveness of comprehensive staff development programming to determine its effect on professional performance;
3. providing for the use of system and staff evaluation data for personnel policy and decision-making;
4. diagnosing and improving organizational health/morale;
5. implementing personnel management strategies; and
6. demonstrating knowledge of student services and special programs.



Dimension 4: Organizational Leadership

LEADS members display an understanding of the school division as a system within the larger community context. They develop processes for gathering, analysing, and using data for decision making.

LEADS members demonstrate expertise in:

1. gathering, analysing, and using data for informed decision-making;
2. employing the major components of quality management;
3. developing, implementing, and monitoring change processes to building capacities to serve clients;
4. utilizing legal concepts, regulations, and codes for school operations;
5. acquiring, allocating, and managing human, material, and financial resources to effectively and accountably ensure successful student learning;
6. using technological applications to enhance administration of business and support systems;
7. understanding and being able to use financial forecasting, planning, and fiscal management systems; and
8. performing budget planning, management, and monitoring.

Dimension 5: Ethical Leadership

LEADS members understand and model appropriate value systems, ethics, and moral leadership. They know and act in accordance with the LEADS Code of Ethics.

LEADS members demonstrate expertise in:

1. exhibiting cultural responsiveness;
2. understanding and articulating the evolving role of schooling in a democratic society;
3. demonstrating ethical and personal integrity;
4. modelling accepted moral and ethical standards in all interactions;
5. describing and establishing a strategy to promote moral and ethical practices in each classroom and school; and



6. describing a strategy to ensure that diversity of religion, ethnicity, and way of life in the district are not violated.



SECTION 7: CONSIDERATIONS FOR LEADS PLANNING

Although there is a great deal of uncertainty about what may happen in the education sector over the next few months, LEADS, as an organization, can consider taking action to better position the organization for whatever changes might be on the horizon. LEADS members who responded to the online survey clearly identified the uncertainty surrounding the provincial governance review as a major challenge, but also suggested that LEADS could respond to and prepare for a change in the educational sector in the province in a number of different ways. Here, we offer the following for consideration:

1. Leading for change.

There is an emerging body of research, particularly in the corporate sector, on leading for complex change. It might be helpful to LEADS members to consider leadership development work on change leadership. The literature on complex change and leadership suggests that behaviours related to communicating vision, motivating others, and team building are most correlated to successful complex change in organizations. These might be fruitful areas for leadership development in the future.

2. Revisit LEADS *Dimensions of Professional Leadership (1999)*.

The 1999 document (Appendix B) appears to be in alignment with many of the frameworks used by comparator organizations in other jurisdictions. In fact, we consider it to be a strong example of a leadership framework that will guide the work of LEADS members in the future. We suggest that LEADS consider revisiting and revising the *Dimensions of Professional Leadership* and consider finding approaches to making the *Dimensions* more central to the work of LEADS. The *Dimensions* might be used more explicitly in the leadership development activities of LEADS. This report provides a leadership model that incorporates a distillation of the 1999 Dimensions and proposes five dimensions. The reduction of the 1999 Dimensions will assist in providing clarity and focus for LEADS leadership development initiatives.



3. Enhancing the role of LEADS in the education sector.

Although LEADS' most recent strategic plan identified enhancing the voice of LEADS in the provincial context, this mandate has not been made explicit in the mission and vision of LEADS. We suggest that LEADS consider revising the current mission and vision statements for the purpose of clearly articulating the role of LEADS in the province as an advocate of quality public education, collaborator with other educational partners, and as a prominent voice in educational policy in Saskatchewan.

4. In the survey administered in December 2016 and January 2017, LEADS members were asked two questions about 1) the skills required in their leadership positions and 2) their perceived leadership development needs with respect to their positions in their respective school divisions. It was noted that the majority of respondents (80.5%) had between 2-10 years experience as LEADS members and that 49.5% have fewer than 5 years experience. The development needs identified by respondents likely reflects the relative inexperience of the respondent group and the needs that might be anticipated for this cohort. In particular, the top three ranked development needs identified in the survey were: 1) Promoting academic excellence for staff and students; 2) Empowering others to reach high levels of performance; and 3) Developing, monitoring, and implementing change processes.



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APPENDIX A: ADDITIONAL THEMES FROM LEADS SURVEY

The following ideas reflect some of the additional themes identified by LEADS members in the open-ended portion of the survey. Direct quotes are indicated where applicable. Other statements are summaries of key ideas as identified and paraphrased by the research assistants on this project.

Q. 1. How do you see leadership for LEADS members changing with respect to the emerging educational context in Saskatchewan?

Uncertainty

1. Transformational change
2. What this means for LEADS members, the schools, divisions, the province, and the students.
3. How to lead, especially in an advocacy role: with budget cuts, possible jobs loss, and significant government inclusion – What is the role of LEADS members?
4. How can LEADS members do more with less? How can LEADS members work effectively until we know how things may change? Communication between government and LEADS members needs to improve.
5. Why are we not reviewing the new curricula? We have no idea how this is affecting student outcomes, let alone developing how we can support student development and assessment.
6. How to support student with diverse learning needs?

Concerns

1. Jobs loss
 - a. What do administrators do if they are no longer required?
 - b. Teachers at heart – but where do we go if we lose our current job?
 - c. Retraining?
2. Amalgamation
 - a. Disconnect from schools



- b. Disconnect from in-school administration
 - c. Disconnect from communities
3. Fewer administrators and larger portfolios, maybe more complex
4. Less work on the ground with school administration and delocalized communication
5. More Government involvement in education
6. “Critical relationships will not be developed and thus, students' needs will not be met. Right now I feel like I know the needs of our students, staff, etc. but by getting bigger this will all be lost.”
7. How to serve FNMI students and ESL students

Diversity

1. The voice of LEADS is homogenous, more diversity needed for effective change
2. Lack of communication with communities, especially northern ones.
3. “Our entire focus is on student learning. There needs to be greater understanding of the increasing role of Student Services as mental health, addictions, and self-harm increase. I also believe we need to have the skills to manage legal challenges (e.g. Human Rights) more than in the past. Finally, we need the skills of compromise and coaching.”

Q. 2. What supports will be needed for LEADS members with respect to the emerging context for education in the province?

Professional development opportunities

1. “If the structures that we currently work within do change, we may require support to help create and navigate new organizations and associated levels within those organizations. We may also need support to help us continue to guide the front-line work with less resources (financial and human).”
2. With changes, what might the implications be for current contracts or commitments?
3. “The supports moving forward will be to honour contract obligations if amalgamations occur. I would like to see ongoing support for professional development opportunities.”
4. Professional development in areas that have or will have changed - STF contract, Ed Act, regulations, privacy law, new governance etc.



5. “LEADS members will need support in change system theory and implementing division/province wide best practice.”

Job security

1. LEADS may have to be an advocate for job security; very little regard has been paid to LEADS as an organization and LEADS members as individuals.
2. Supports about layoffs, and how, contractually, they may happen.

Provincial direction

1. “LEADS members are going to have to learn more about the political workings of the province and be prepared to work more closely with governance issues.”
2. “If the number of LEADS members is reduced to meet the potential new reality of Saskatchewan education, LEADS as an organization will/should be called upon to support those current members that are/may find themselves transitioning to other positions/portfolios within their current or new education service entities.”
3. “That what we know about education is founded on good research. We need skill building in presenting our case to the government, rather than simply complying with their initiatives.”

Q. 3. What role do you see for LEADS as an organization in the emerging context of education in Saskatchewan?

1. Be the voice for education and question the ministry on changes
2. What to keep, lose, change, or add as policies - more focus
3. Protect students from negative consequences
4. Consider restructuring LEADS for the future
5. More focus on LEADS members as educators, not all the other roles they perform
6. More cultural sensitivity needs to be added
7. Research based education, not short term politics



Reconsider how PD is done

1. Changes to modules
2. Less often but better quality
3. More options to better serve individuals
4. More can be done online and not face to face



APPENDIX B: DIMENSIONS OF PROFESSIONAL LEADERSHIP

This document can be found at

<http://saskleads.ca/wp-content/uploads/2012/11/dimensions-of-professional-leadership.pdf>

This framework compares favorably to frameworks for senior educational leaders in other jurisdictions in Canada. It is included here and proffered as a foundational document for LEADS to consider in moving forward toward a revised leadership framework for the current context.

Introduction

Since its inception, L.E.A.D.S. members have centred their attentions on notions related to professional educational leadership, on appropriate policy positions for their leadership roles and on professional development initiatives related to the challenges of delivering quality educational services to the people of Saskatchewan.

In 1990 the L.E.A.D.S. membership considered a foundational position paper that defined leadership as “the ability to both manage and create change, which results in the improvement of educational quality for Saskatchewan schools”.

In 1993 L.E.A.D.S. commissioned Dr. Keith Walker, under the direction of the Educational Leadership Committee to prepare a paper entitled **Educational Leadership for Saskatchewan**. The conceptual model presented in the paper bases education leadership on an unchanging core of four fundamental commitments: to common ethical principles (at the centre of the commitments); to the L.E.A.D.S. code of ethics; to professional conviction; and to the voice of personal conscience. The paper proposes a model of leadership based upon four key roles: leader of leaders, servant of leaders, professional advocate, and steward of educational resources. The four roles are grounded in an unchanging commitment to leadership integrity.

Walker (1993) stated, “It is properly assumed that periodic analysis and reflection-in-action relative to the notion of leadership will enable L.E.A.D.S. members to better understand their mission, values and goals; their present challenges and, hopefully, enhance the future advocacy, support and delivery of quality educational services. By intentionally encouraging the discussion



of and the development of both individual and collective concepts of leadership, L.E.A.D.S. members will continue to mature (perfect) their practice of educational leadership. In short, leadership is not a casual nor an optional concern for L.E.A.D.S. members. The League of Educational Administrators, Directors and Superintendents is now mandated to deliver educational leadership that serves the greatest of public good.”

In 1999, the Educational Leadership Committee synthesized the key components of the conceptual leadership model and blended those with current practice and research to formulate the Dimensions of Professional Leadership. L.E.A.D.S. members should meet and be able to demonstrate competencies and skills that serve the greatest public good and sustain the high standards of educational leadership.

From this perspective the following eight Dimensions of Professional Leadership offer some descriptors that provide a focus for personal and professional growth planning as L.E.A.D.S. members evolve in their School Division leadership roles. These dimensions are not intended to prescribe a uniform model for School Division leadership. Rather, recognition of, and the inherent value in individual styles of leadership are acknowledged. So is the need for diversity in the execution of L.E.A.D.S. member leadership roles.

Dimension 1

Leadership and School Division Culture

L.E.A.D.S. members are leaders in developing and shaping school division climate and culture. They work collaboratively to provide purpose and direction, formulate strategic plans and change efforts, set priorities and assume the role of professional advocates.

Some of the skills and abilities for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. formulating a written vision statement of future direction for the division
2. promoting academic excellence for staff and students
3. maintaining personal, physical and emotional wellness
4. empowering others to reach high levels of performance



5. building self-esteem in staff and students
6. modelling creative problem-solving
7. promoting and modelling risk-taking
8. respecting and encouraging diversity among people and programs
9. managing time effectively
10. conducting school and division climate assessments
11. exhibiting multicultural and ethnic understanding, and
12. promoting the value of understanding and celebrating school/community cultures.

Dimension 2

Policy and Governance

L.E.A.D.S. members work with boards of education in developing school division policy. They work effectively in developing mutual expectations, working relationships, and strategies to meet provincial requirements and develop accounting standards.

Some of the skills and abilities for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. describing the principles and practices of public school governance in our democracy
2. describing, fostering and implementing effective working relationships for Director and Board processes in a collaborative manner
3. formulating a division policy for external and internal programs
4. ensuring congruency of local policy to provincial regulations and requirements
5. understanding and being able to work effectively in the division governance structure, and
6. ensuring compliance with board policy.

Dimension 3

Communications and Community Relations

L.E.A.D.S. members communicate school division purpose and priorities to the community. They seek and respond to community feedback and use consensus-building and conflict mediation as required.



Some of the skills and abilities for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. articulating the division vision, mission, and priorities to the community
2. implementing an understanding of theory and skills needed to build community support for division goals and priorities
3. understanding and communicating with all cultural groups in the community
4. understanding and communicating with all groups with children at risk
5. developing formal and informal means to gain external perception of the school division by means of surveys, advisory groups, and personal contact
6. communicating and articulating a position supporting education
7. utilizing skills in listening, writing and speaking
8. recognizing the political context of the community environment
9. empowering the community to adopt an initiative for the welfare of students
10. understanding theories of conflict resolution and being able to use these skills in practice, and
11. understanding theories of consensus building and being able to use these skills in practice.

Dimension 4

Organizational Management

L.E.A.D.S. members display an understanding of the school division as a system within the larger community context. They develop processes for gathering, analysing, and using data for decision making.

Some of the skills and abilities for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. employing processes for gathering, analysing, and using data for informed decision-making
2. utilizing problem-framing processes in decision-making when appropriate
3. employing the major components of quality management



4. developing, implementing, and monitoring change processes to building capacities to serve clients
5. utilizing legal concepts, regulations, and codes for school operations
6. developing a process for maintaining accurate fiscal reporting
7. acquiring, allocating, and managing human, material, and financial resources to effectively and accountably ensure successful student learning
8. using technological applications to enhance administration of business and support systems
9. understanding and being able to use financial forecasting, planning, and fiscal management systems
10. performing budget planning, management, and monitoring, and
11. formulating a plan to co-ordinate Integrated School-Linked with Social Services, Justice, Health, and other community agencies to support each child in the division.

Dimension 5

Curriculum Actualization

L.E.A.D.S. members provide leadership in all phases of curriculum actualization - design, evaluation, implementation and renewal.

Some of the skills and abilities for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. supporting core curriculum and delivery systems for diverse school communities
2. describing curriculum planning/future methods to anticipate occupational trends and their educational implications for lifelong learners
3. describing and implementing an understanding of instructional approaches, goals, objectives, and processes
4. describing a process to create developmentally appropriate curriculum and instructional practices for all children and adolescents
5. developing the effective use of a plan for technology in educational programming
6. conducting assessments of present, and future student learning needs



7. developing a process for staff input in continued and systematic renewal of the curriculum to ensure appropriate scope, sequence, and context, and
8. Modelling an understanding of curricular adaptation to ensure improved student performance and higher-order thinking.

Dimension 6

Instructional Leadership and Accountability

L.E.A.D.S. members demonstrate knowledge of instructional processes by using strategies that include research findings in all areas that impact on the classroom and student learning.

Some of the skills and abilities for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. developing, implementing, and monitoring change processes to improve student learning, adult development, and climates for learning
2. fostering understanding of the importance of motivation in the instructional process
3. describing cognitive development, learning theories and their importance as they relate to instruction
4. describing how to interpret and use testing/assessment results to improve education
5. encouraging the application of research findings in the use of instructional approaches, and
6. describing and knowing how to develop student achievement monitoring and reporting systems

Dimension 7

Human Resources Management

L.E.A.D.S. members recognize the importance of the human resource component of school divisions. They effect staff development, supervision and evaluation programs to improve the performance of all staff.

Some of the skills and abilities required for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. developing a plan to assess system and staff needs to identify areas for staff



development

2. evaluating the effectiveness of comprehensive staff development programming to determine its effect on professional performance
3. providing for the use of system and staff evaluation data for personnel policy and decision-making
4. diagnosing and improving organizational health/morale
5. implementing personnel management strategies
6. understanding the skills needed to be able to work in a unionized/professional organization environment
7. assessing individual and institutional sources of stress and developing methods for reducing stress (e.g., counselling, exercise programs and diet), and
8. demonstrating knowledge of pupil personnel services and special programs

Dimension 8

Values and Ethics of Leadership

L.E.A.D.S. members, as school division leaders, understand and model appropriate value systems, ethics, and moral leadership. They know and act in accordance with the L.E.A.D.S. code of ethics.

Some of the skills and abilities required for L.E.A.D.S. members to fulfil this dimension of their work include expertise in:

1. exhibiting multicultural and ethnic understanding and sensitivity
2. understanding and articulating the evolving role of schooling in a democratic society
3. demonstrating ethical and personal integrity
4. modelling accepted moral and ethical standards in all interactions
5. describing and establishing a strategy to promote moral and ethical practices in each classroom and school
6. describing a strategy to ensure that diversity of religion, ethnicity, and way of life in the district are not violated.



APPENDIX C: LEADERSHIP DEVELOPMENT SURVEY RESULTS

PART 1: SYSTEM DEMOGRAPHICS

1. What is your school division context?					
Count	Mean	Urban	Rural	Urban/Rural	Northern
98	2.10	31.6%	30.6%	33.7%	4.1%

2. What is the student enrolment of your school division?								
Count	Mean	Under 500	501-1000	1001-5000	5001-10000	10001-15000	15001-20000	20001-25000
98	4.18	2.0%	1.0%	31.6%	36.7%	11.2%	5.1%	12.2%

3. With which role alike group do you most align?								
Count	Mean	Director of Education	Deputy Director of Education	Student Services	Human Resources	Curriculum and Instruction	School Operations	Other
98	4.15	13.3%	8.2%	14.3%	14.3%	17.3%	29.6%	3.1%

4. How many years have you been a LEADS member?									
Count	Mean	First year	2-5	6-10	11-15	16-20	21-25	26-30	30+
97	6.3	4.1%	45.4%	35.1%	11.3%	2.1%	1.0%	0.0%	1.0%

5. What is your highest level of education?					
Count	Mean	Bachelor Degree	Certificate	Master's Degree	Doctoral Degree
98	3.02	0.0%	0.0%	98.0%	2.0%



PART 2: LEADERSHIP

a. Skills Required of LEADS Members

In my role, it is important that I have the ability to:							
Question	Count	Mean	1 Not Applicable	2 Not Very Important	3 Somewhat Important	4 Important	5 Very Important
1. promote academic excellence for staff and students.	98	4.76	0.0%	0.0%	1.0%	22.4%	76.5%
2. empower others to reach high levels of performance.	98	4.91	0.0%	0.0%	0.0%	9.2%	90.8%
3. manage time effectively.	98	4.56	0.0%	0.0%	3.1%	37.8%	59.2%
4. respect and encourage diversity.	97	4.68	0.0%	0.0%	3.1%	25.8%	71.1%
5. conduct school and division climate assessments.	98	3.99	0.0%	2.0%	23.5%	48.0%	26.5%
6. understand public school governance.	97	4.19	1.0%	2.1%	12.4%	46.4%	38.1%
7. understand provincial regulations and requirements.	98	4.50	0.0%	1.0%	7.1%	32.7%	59.2%
8. ensure compliance with division policies.	97	4.65	0.0%	0.0%	7.2%	20.6%	72.2%
9. build community support for division vision, mission, and priorities.	98	4.31	0.0%	2.0%	9.2%	44.9%	43.9%
10. understand and communicate with all cultural groups in the community.	96	4.18	0.0%	1.0%	16.7%	45.8%	36.5%
11. utilize skills in listening, writing and speaking.	98	4.74	0.0%	1.0%	3.1%	16.3%	79.6%
12. understand and be able to use theories of conflict resolution and consensus building.	97	4.51	0.0%	1.0%	3.1%	40.2%	55.7%
13. gather, analyze, and use data for informed decision making.	98	4.67	0.0%	0.0%	2.0%	28.6%	69.4%



In my role, it is important that I have the ability to:							
Question	Count	Mean	1 Not Applicable	2 Not Very Important	3 Somewhat Important	4 Important	5 Very Important
14. develop, monitor, and implement change processes.	98	4.62	0.0%	0.0%	0.0%	37.8%	62.2%
15. utilize legal concepts, regulations, and codes for school operations.	97	4.29	2.1%	2.1%	10.3%	36.1%	49.5%
16. develop a process for maintaining accurate fiscal reporting.	98	3.79	3.1%	7.1%	19.4%	49.0%	21.4%
17. acquire, allocate, and manage human, material, and financial resources to effectively and accountably ensure successful student learning.	95	4.39	1.1%	2.1%	6.3%	37.9%	52.6%
18. use technological applications to enhance administration of business and support systems.	98	3.85	0.0%	6.1%	26.5%	43.9%	23.5%
19. perform budget planning, management, and monitoring.	98	4.09	1.0%	4.1%	14.3%	45.9%	34.7%
20. support core curriculum and delivery systems for diverse school communities.	97	4.34	1.0%	1.0%	7.2%	44.3%	46.4%
21. plan for technology in educational programming.	97	3.75	0.0%	4.1%	38.1%	36.1%	21.6%
22. describe cognitive development, learning theories and their importance as they relate to instruction.	97	3.88	0.0%	4.1%	28.9%	42.3%	24.7%
23. interpret and use testing/assessment results to improve education.	97	4.14	1.0%	4.1%	15.5%	38.1%	41.2%



In my role, it is important that I have the ability to:							
Question	Count	Mean	1 Not Applicable	2 Not Very Important	3 Somewhat Important	4 Important	5 Very Important
24. assess division and staff needs to identify areas for staff development.	96	4.46	0.0%	0.0%	7.3%	39.6%	53.1%
25. diagnose and improve organizational health/morale.	97	4.22	0.0%	1.0%	15.5%	44.3%	39.2%
26. work in a unionized/professional organization environment.	97	3.94	2.1%	4.1%	23.7%	38.1%	32.0%
27. model accepted moral and ethical standards in all interactions.	97	4.78	0.0%	0.0%	1.0%	19.6%	79.4%
28. understand and utilize research findings.	93	4.43	0.0%	0.0%	3.2%	50.5%	46.2%

b. Leadership Development Needs for LEADS Members

It would be important for me to have opportunities for leadership development focusing on:							
Question	Count	Mean	1 Not Applicable	2 Not Very Important	3 Somewhat Important	4 Important	5 Very Important
1. promoting academic excellence for staff and students.	96	4.44	0.0%	1.0%	9.4%	34.4%	55.2%
2. empowering others to reach high levels of performance.	96	4.60	0.0%	0.0%	6.3%	27.1%	66.7%
3. managing time effectively.	98	3.58	2.0%	19.4%	27.6%	20.4%	30.6%
4. respecting and encouraging diversity.	96	4.13	1.0%	5.2%	18.8%	30.2%	44.8%
5. conducting school and division climate assessments.	97	3.92	0.0%	4.1%	29.9%	36.1%	29.9%
6. understanding of public school governance.	97	3.91	2.1%	3.1%	21.6%	48.5%	24.7%



It would be important for me to have opportunities for leadership development focusing on:							
Question	Count	Mean	1 Not Applicable	2 Not Very Important	3 Somewhat Important	4 Important	5 Very Important
7. understanding provincial regulations and requirements.	95	4.06	1.1%	4.2%	16.8%	43.2%	34.7%
8. ensuring compliance with division policies.	96	3.83	1.0%	9.4%	25.0%	34.4%	30.2%
9. building community support for division vision, mission, and priorities.	96	3.92	0.0%	8.3%	22.9%	37.5%	31.3%
10. understanding and communicating with all cultural groups in the community.	97	3.95	1.0%	5.2%	23.7%	38.1%	32.0%
11. utilizing skills in listening, writing and speaking.	97	3.74	0.0%	14.4%	28.9%	24.7%	32.0%
12. understanding and being able to use theories of conflict resolution and consensus building.	97	4.09	0.0%	3.1%	24.7%	32.0%	40.2%
13. gathering, analyzing, and using data for informed decision making.	97	4.03	0.0%	3.1%	23.7%	40.2%	33.0%
14. developing, monitoring, and implementing change processes.	93	4.24	0.0%	1.1%	17.2%	38.7%	43.0%
15. utilizing legal concepts, regulations, and codes for school operations.	95	4.12	0.0%	2.1%	22.1%	37.9%	37.9%
16. developing a process for maintaining accurate fiscal reporting.	96	3.52	3.1%	8.3%	36.5%	37.5%	14.6%
17. acquiring, allocating, and managing human, material, and financial resources to effectively and accountably ensure successful student learning.	96	3.90	1.0%	8.3%	24.0%	33.3%	33.3%
18. using technological applications to enhance	97	3.46	2.1%	10.3%	43.3%	27.8%	16.5%



It would be important for me to have opportunities for leadership development focusing on:							
Question	Count	Mean	1 Not Applicable	2 Not Very Important	3 Somewhat Important	4 Important	5 Very Important
administration of business and support systems.							
19. budget planning, management, and monitoring.	95	3.62	2.1%	6.3%	36.8%	36.8%	17.9%
20. supporting core curriculum and delivery systems for diverse school communities.	96	3.92	1.0%	6.3%	24.0%	37.5%	31.3%
21. planning for technology in educational programming.	97	3.69	1.0%	8.2%	32.0%	38.1%	20.6%
22. cognitive development, learning theories and their importance as they relate to instruction.	95	3.74	1.1%	8.4%	29.5%	37.9%	23.2%
23. interpreting and using testing/assessment results to improve education.	96	3.93	1.0%	6.3%	26.0%	32.3%	34.4%
24. assessing system and staff needs to identify areas for staff development.	97	4.07	0.0%	3.1%	21.6%	40.2%	35.1%
25. diagnosing and improving organizational health/morale.	96	4.07	0.0%	3.1%	21.9%	39.6%	35.4%
26. working in a unionized/professional organization environment.	95	3.54	2.1%	16.8%	29.5%	28.4%	23.2%
27. modelling accepted moral and ethical standards in all interactions.	95	3.85	0.0%	13.7%	24.2%	25.3%	36.8%
28. understanding and utilize research findings.	95	3.87	0.0%	7.4%	25.3%	40.0%	27.4%