# Systems Leadership:
## Exceptional leadership for exceptional times

## Source Paper 4b

## Systems Leadership for Children's Services in Canada

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## Introduction and background

### The Canadian context

Canada is a relatively new country on the world stage, becoming a self-governing parliamentary democracy with an independent judiciary in 1867, with a constitutional monarchy with The Queen as Sovereign.

Canada has a population of 33.5 million, spread across almost 9 million square kilometres (3.5 million square miles), with a population density of 3.7 people per square kilometre. Canada's population grew by 5.9% between 2006 and 2011, which was among the highest among the G8 countries, as was the case between 2001 and 2006. Only two other G8 countries registered an increase in their population growth in recent years: the United Kingdom and Russia. Canada is a bilingual country, with English and French as the two official languages. Approximately 20% of the population (7 million persons) are under the age of 18.

In Canada, there are 10 provinces (British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland) and three territories (Yukon, Northwest Territories, and Nunavut). As illustrated in Appendix 1, the population is not evenly spread across these jurisdictions nor is it distributed equally within them; 30% of the country's population live in one of 10 urban areas (one of each of British Columbia, Manitoba, and Quebec, two in Alberta, and five in Ontario, four of which are in the Greater Toronto Area).

Canada is, on average, one of the coldest countries in the world, with areas in the Canadian Shield and western Rocky Mountains experiencing subarctic climates. Despite Canada's vast land mass, approximately 75% percent of the population lives in the southern part of the country within approximately 150 kilometers of the US border (where conditions are more optimal for agriculture and there is better access to transportation). This results in Northern rural areas with low population densities, which pose difficult challenges in terms of service delivery.

Canada has relied heavily on immigration through regional and federal skilled worker initiatives over past decades to increase its population. Currently in Toronto, the largest city in Canada and the fourth largest in North America, more than half of its populace of 2.7 million identify as a visible minority, making Toronto one of the most diverse cities in the world.

### Social care structure

Canada's unique social care structure may best be described as a government funded, NGO administered social service system that allows for substantial sector leadership within fairly constrained regulatory parameters. Federal initiatives aimed at cross-systems integration are rare, though individual provinces appear to be moving in this general direction.

## Overview of the methodology used

An extensive search of the grey literature was conducted for materials from children's services, including child welfare, education, health and mental health. The contribution of the Canadian context to this research will largely focus on systems in Ontario, as it has the largest population of all the provinces, representing 38% of the total population of Canada. Ontario is home to Canada's largest metropolitan area, the Greater Toronto Area, which alone represents 18% of Canada's population.

For the miniature case studies or leadership scenarios, we reached out to key contacts in own networks and conducted interviews with those we felt were actively involved in systems leadership type activities. The interview questions we used are included as in Appendix 12, and our list of interviewees is included in Appendix 13. The insights provided to us illustrating key challenges and success stories have been integrated throughout this paper. Some information has been embedded in the body of this paper, while other key points appear in green text throughout the paper.

## Providing services to children and families in Canada

A study of systems leadership in Canadian children's services presents a number of challenges. Due to constitutional direction specifying that social services are the purview of each province/territory, many service systems are not administered under a federal legislative or policy umbrella, with the majority (e.g., health, mental health, child welfare, developmental services, education, etc.) managed and funded at the provincial or territorial level. As a result, there is great variability across and even within each of these jurisdictions on practices, policy, legislation, and administrative structures. There is no federal body with a mandate to oversee children's health and wellbeing [6]. As will be noted below, there are numerous examples of the recognition of the need for change in these fragmented systems in order to better and more ably serve children, youth, and their families.

*Providing a youth with even the best mentor will accomplish little if that youth goes home every day to a dysfunctional family and to cramped, substandard and depressing living conditions, attends a school that discourages their achievement, has an unaddressed mental health condition or lives in a neighbourhood where there is nothing to do but hang around aimlessly or get involved in anti-social activities [94, p. 376]*

### Ontario's children and youth

As presented in Appendix 2, the services for Ontario's children and youth are governed by a fragmented and siloed system of provincial ministries. There is an increasing call for the Ontario government to substantively overhaul and strategically realign this governance structure to bring together more than a dozen ministries, while at the same time facilitating effective collaboration with other levels of government and communities [e.g., reference 84].

In 2004, the Ontario government formed the Ministry of Children and Youth Services (MCYS) as a means of signalling an increased commitment to children and youth. The intent was to have more focused leadership on child and youth issues and to provide opportunities to create more effective and efficient services and supports for children, youth and their families/caregivers, across multiple ministries (e.g., Education, Health and Long-Term Care, Municipal Affairs and Housing, Community and Social Services, Attorney General, and Community Safety and Correctional Services) [90]. The MCYS has also noted the

need for streamlining of the entire children and youth services system from policy development through to service delivery [97]. One version of this realigned system is also presented in Appendix 2.

## Child welfare

Child welfare in Canada is primarily under provincial or territorial jurisdiction, each having its own statutes and age coverage. An overview of child welfare services in Canada is presented in Appendix 3. Most child welfare systems are structured to respond to maltreatment, and have little focus on prevention or early intervention. Beyond that, there is great variability in child welfare service delivery. There is chronic underfunding of child welfare and, while it is costly, it does not come near to budgets for education or health. As such, child welfare tends to stay below the radar until a child death occurs. This underfunding, particularly for prevention related services is a chronic and growing problem, and scant attention is being paid to the health and social implications of child maltreatment [6]. As well, this fragmentation has meant a scarcity of "national initiatives on data collection, policy development and cross-Canadian programs" [6, p. 367].

### *Ontario child welfare*

Ontario has a unique, community-based child welfare system, where services are provided locally by 53 children's aid societies[1]. Each society is an independent, non-profit organization with a local volunteer board of directors, and is provincially funded. Funding for child welfare is significant, and has increased substantially over the years, from approximately $500 million in 1997 to $1.5 billion in 2011-2012 in Ontario alone.

Most children's aid societies in Ontario are members of the Ontario Association of Children's Aid Societies (OACAS), which is a member association funded through membership fees, government grants, and other revenue producing activities. OACAS promotes the welfare of children, youth and families through leadership, services excellence and advocacy. The Association provides advocacy and government relations, public education, and member services such as training, information management, and system support [27].

As reported in the *OACAS 2012 Child Welfare Report* [27], in 2011-2012 Ontario children's aid societies:

❑ Received 167,990 calls from professionals and concerned members of the community about possible abuse and neglect of children

❑ Provided investigation and assessment services for 85,227 referrals (or 51% of all referrals)

❑ Served 47,078 families in ongoing protection services

❑ Served 25,710 children in care. Since 2007-08, the number of children in care has declined 7%.

In 2008, as reported in the Ontario Incidence Study of Reported Child Abuse and Neglect-2008 (OIS‑2008) there were 54 per 1,000 children child protection investigations conducted in Ontario, 68% of these concerning child abuse or neglect, and the remaining 32% concerned with risk of future maltreatment [4].

Many children and youth in the care of Ontario's children's aid societies struggle compared to their peers. Only 44% of youth in care graduate from high school, compared to the provincial average of 81%.

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[1] As of the end of fiscal year 2010-11 there were 53 children's aid societies in Ontario. However, during 2011-12, and into 2012-13, a number of amalgamations are occurring which will bring this number to approximately 46.

There is a similar trend for enrolment in postsecondary institutions [27]. Youth in care are over-represented in the youth justice system and are more likely to experience homelessness [2].

## Aboriginal children and youth

The unique historical and socioeconomic issues in Aboriginal communities, many stemming from a legacy of colonization, isolation, removal of lands, rights, and loss of culture, have had widespread impact on their children and youth. When compared to non-Aboriginal communities, Aboriginal communities face considerable challenges, including:

❑ Poverty rates are double or more

❑ Youth suicide rates are five to six times higher

❑ Incidence of abuse and neglect is eight times greater

❑ Teen pregnancy rates are nine times higher

❑ Children, youth and families have greater emotional, developmental, mental, and physical health challenges, and substance abuse problems

❑ Aboriginal children and youth are more likely to come into contact with the child welfare system. While only 2% of Ontario's population is Aboriginal, Aboriginal children and youth make up 22% of Ontario's crown wards.

❑ Communities, especially on-reserve and/or northern and remote communities are likely to have major deficits in basic infrastructure – including safe water, housing, education, and health services. Many Aboriginal communities have limited or no internet connectivity [27].

## Education

In Canada, there is no federal department of education and no integrated national system of education. The 10 provinces and three territories have departments or ministries of education that are responsible for the organization, delivery, and assessment of education at the elementary, secondary, and postsecondary levels [39]. Appendix 4 provides an overview of Canada's education system.

Public elementary and secondary education is provided free of charge to all Canadians who meet jurisdictional age and residence requirements. All jurisdictions have some form of pre-elementary education for five-year olds, followed by six to eight years of elementary school and four to six years of compulsory secondary school [39]. Just over 5 million students were enrolled in public elementary and secondary school programs in Canada during the 2010/2011 school year, representing 14.7% of the total population [58]. Total expenditures in public elementary and secondary schools in Canada in 2010/2011 were $59 billion [58]. There are approximately 15,500 schools in Canada, 10,100 elementary, 3,400 secondary, and 2,000 combined elementary and secondary [38].

Local governance of education is usually entrusted to school boards, school districts, school divisions, or district education councils, with members elected by public ballot. The power delegated to local authorities is at the discretion of the provincial/territorial government and generally consists of the operation and administration of schools within the board/division, curriculum implementation, responsibility for personnel, enrolment of students, and initiation of proposals for capital expenditures [39].

### *Ontario elementary and secondary education*

Just over 2 million students were enrolled in public elementary and secondary school programs in Ontario during the 2010/2011 school year, representing 38.6% of Canada's total enrolment [58]. Total expenditures in Ontario public elementary and secondary schools in 2010/2011 were almost $25 billion [58]. There are 73 school boards in Ontario (31 English public, 29 English Catholic, 4 French public, and 8 French Catholic) and 11 school authorities (4 geographically isolated boards, 6 hospital-based school authorities and the Provincial Schools Authority). As of 2010-2011, there were 4,004 elementary and 909 secondary schools in Ontario[2].

Ontario's public school system has an association; the Ontario Public School Boards' Association (OPSBA). OPSBA provides input and advice on legislation and the impact of government policy. One of OPSBA's current multi-year priorities is building leadership capacity for school board trustees[3].

## Health

Canada has a publicly funded health care system, in which both the federal and the provincial/territorial governments have key roles and responsibilities. At the federal level, health care is guided by the Canada Health Act of 1984. Health Canada is the federal body that holds responsibility for health care, including setting and administering national principles for the health care system and delivering health care services to specific groups (e.g., First Nations and Inuit). Working in partnership with provinces and territories, Health Canada also supports the health care system through initiatives in areas such as human resources planning, adoption of new technologies, and primary health care delivery. Under the Canada Health Act, criteria and conditions are specified that must be satisfied by the health care insurance plans of each province or territory in order to receive federal funding. Provincial/territorial governments are responsible for the management, organization, and delivery of health services for their residents.[4]

### *Ontario health care*

In Ontario in 2010–11, the province spent $44.8 billion on health, representing 40.3% of the Ontario government's total program spending[5]. Health care is the responsibility of the Ministry of Health and Long-Term Care (MHLTC). The aim of the MHLTC is to have a patient-focused, results-driven, integrated and sustainable publicly funded health system. As well, the strategic focus of the MHLTC is to provide overall direction and leadership for the system, focusing on planning, and on guiding resources to bring value to the health system, with an increasing focus on monitoring and reporting on health system performance and population health[6].

## Children's mental health

The mental health problems of children and youth are a significant public health issue. Although research on the prevalence of mental health disorders in Canadian children and youth is limited, studies suggest that 15-21% of children and youth are affected by mental health disorders that cause some significant symptoms or impairment. Rates are significantly higher rates for Aboriginal children and youth [90].

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[2] From http://www.edu.gov.on.ca/eng/educationFacts.html
[3] From http://www.opsba.org/files/2012-2013_Keywork.pdf
[4] From http://www.hc-sc.gc.ca/hcs-sss/index-eng.php
[5] From http://www.fin.gov.on.ca/en/reformcommission/chapters/ch5.html
[6] From http://www.health.gov.on.ca/en/common/ministry/default.aspx

*Ontario children's mental health*

In Ontario alone, approximately 467,000 - 654,000 children and youth have at least one diagnosable mental health disorder that causes significant distress and impaired functioning at home, at school, with peers or in the community. It is also recognized, however, that substantially more children and youth may experience some kind of mental health problem [90]. The child and youth mental health sector has evolved differently over time to meet local needs and consequently service delivery is fragmented [90]. Ontario provincial funding for children's mental health is increasing, from $76 million in 2011-2012, to 1997 to $93 million in 2013/2014. [83].

More than 80 community-based children's mental health centres in Ontario are members of a provincial association, Children's Mental Health Ontario (CMHO). Membership consists of centres that serve approximately 150,000 children and their families each year, as well as being open to any individual or organization committed to the goal of a sustainable system of mental health services for Ontario's children and youth. CMHO advocates for policies, programs, and funds to improve the state of children's mental health throughout the province. As well, they serve as a source of information sharing and have focussed on evidence based practices for over 10 years[7].

## What is "systems leadership"? Systems leadership in Canada/Canadian children's services

*Systems leadership is working as a collective to achieve something we couldn't do alone. It is about system change and higher level of sector to sector working. (FROM CASE STUDIES)*

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[7] From http://www.kidsmentalhealth.ca/about_us/introduction.php

In *System Thinkers in Action* Michael Fullan argues that:

> *… a new kind of leadership is necessary to break through the status quo. Systematic forces, sometimes called inertia, have the upper hand in preventing system shifts. Therefore, it will take powerful, proactive forces to change the existing system (to change context). This can be done directly and indirectly through systems thinking in action. These new theoreticians are leaders who work intensely in their own schools, or national agencies, and at the same time connect with and participate in the bigger picture. To change organizations and systems will require leaders to get experience in linking other parts of the system. These leaders in turn must help develop other leaders with similar characteristics[8].*

While across sectors and jurisdictions, many would agree with Fullan's argument, answering the question "what is systems leadership" in Canada/Canadian children's services is an elusive task. There are however, two notable exceptions: *LEADS in a Caring Environment* developed by the Canadian Health Leadership Network (CHLNet) and the *Ontario Leadership Framework (OLF)* developed for the Ontario elementary and secondary school system. There are few other direct references to the term "systems leadership", and this, coupled with the fragmentation of the children's service sector across the country has made the task a challenging one. There are however references to systems thinking, collaboration, and systems integration, all of which are related, if not explicitly, to the concept of systems leadership.

## Systems thinking in Ontario

The Ontario Municipal Social Services Association (OMSSA) represents Ontario's Consolidated Municipal Service Managers and District Social Services Administration Boards (CMSMs and DSSABs), and supports the effective provision of human services across the province. OMSSA 's mandate is to make positive, progressive change in the areas of social housing, homelessness prevention, social assistance, employment services, and early learning and child care services [102]. OMSSA acknowledges that there is significant fragmentation and siloing within service sectors as well as little agreement about who the system should serve [102]. OMSSA sees a *systems mindset* as critical to all levels (federal, provincial, and community partners) who are involved in planning [102].

## Collaboration

In Ontario and several other provinces/territories, there appears to be a growing recognition that a more collaborative approach to service delivery across systems is needed. This is reflected in several recent government documents (e.g., *With Our Best Future in Mind: Implementing Early Learning in Ontario* [57]; *Reconfiguration of Ontario's Child Welfare Sector – Shared Services* [19]; *Getting our Acts Together: Interagency Collaborations in Child and Youth Mental Health* [81]; etc.). These sources, acknowledge a clear need for strong leadership to implement the changes required to move from free-

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[8] Fullan, M. (2004). *Systems thinkers in action: Moving beyond the standards plateau*. England: Department for Education and Skills, Innovation Unit, in partnership with NCSL. (Page 8).

standing silos of services to a collaborative and integrated system for children and youth. In addition, one of the goals in the 2008-12 strategic framework of the MCYS is was to strengthen partnerships and provide greater leadership in fostering collaboration and supporting capacity building [97].

Several provincial/territorial child welfare systems have made considerable efforts to collaborate with one another and their community partners, through the development of joint police, child welfare, and health care teams, as well as protocols for joint response to child abuse investigations [6]. Several children's aid societies are partners in collaborations such as the Safe Centre of Peel, which is a member of the Family Justice Center Alliance, and involves the co-location of a multi-disciplinary team of professionals who provide coordinated services to victims of family violence. The Safe Centre of Peel is also working on the development of a Child Advocacy Centre, to help children who are directly abused themselves[9]. In addition, several children's aid societies are multi-service agencies, providing statutory and non-statutory services to a wide array of children and families.

In mental health services, Kinark Child and Family Services has implemented an array of empirically supported treatments, including multi-systemic therapy, that cut across multiple sectors including child protection, juvenile justice, family support, education, and child mental health.

## Systems integration

Human services integration refers to the coordinated provision of comprehensive range of services from multiple system levels and multiple sectors (e.g., health, education, community and social services, correctional services, housing, etc.) for a specific population (e.g. children and youth) [104]. It is an on-going process whereby service providers and stakeholders engage in progressively increased shared service provision along an integrated continuum to provide families with better access to services [105, 106]. Organizations that have embraced a mindset of service delivery integration operate as a single system, under a single governance framework that commits all partners to clear processes for decision making and resource allocation [101]. There are some key leadership elements involved in successful systems integration including: clarity of vision, promoting a shared culture, fostering a climate that supports innovation, and building and sustaining positive relationships [104]. Gina Browne of McMaster University developed a model for the measurement of the dimensions of human services integration, which is presented in Appendix 5 [100].

### Systems integration in Ontario

One example illustrating the complexity and multiplicity amongst services for children and youth is from the Region of Peel (part of the Greater Toronto Area). In 2009, the population of children and youth in Peel was over 300,000. Approximately 42,000 of these children and youth accessed services from over 93 service providers representing six sectors [104]. Appendix 6 provides an illustration of this complex system.

In his 2009 report, *With Our Best Future in Mind Implementing Early Learning in Ontario*, Charles Pascal outlined the building blocks needed to achieve a new child and family service system for Ontario. There is reference to how the new system will be implemented; including the *system leadership* needed however, it is the only occurrence of the term in the report [57, page 7]. Pascal's report has proved to be an impetus for change however. In Ontario, the MCYS is developing a seamless, integrated system of services to better serve children, youth and their families. Integrated programs include: Best Start; Healthy Babies, Healthy Children; infant hearing; preschool speech and language; early child

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[9] From http://www.scopeel.org/index.html

development and parenting programs; services for children with special needs; children's treatment centres; children's mental health programs; adoption services; child protection; and youth justice services (probation and custody for youth 12 to 17 years of age) [10]. The following guiding principles were developed by the MCYS to assist community service providers in achieving integration [105]:

❑ Supports and services are planned and provided in a seamless manner to children and families, and represent the diversity of the community

❑ Clearly articulated mechanisms exist to facilitate systems integration among partners and stakeholders

❑ Partners and stakeholders work from a common language

❑ All partners and stakeholders can clearly articulate the vision of the integration and understand how they contribute to it

❑ Each partner and stakeholder has a clearly defined role

❑ All partners and stakeholders assume shared accountability for the integration

❑ Partners and stakeholders work together to achieve stated goals

❑ All partners and stakeholders recognize that their own governance, accountabilities, and mandates mutually inform and support the integration's planning processes.

In Ontario child welfare, the importance of systems integration is also noted. In the 2012 report from the Commission on the Reform of Ontario's Public Services, the recommendation was made to strengthen linkages between child welfare and other sectors (e.g., education, and employment/training services) through better service integration[11]. In the new strategic plan of the OACAS, one of the strategic directions is to "lead members and engage with partners in the development of a seamless, integrated children's service system that responds effectively and respectfully to the diverse realities of children, youth and families across Ontario" [24].

Children's mental health in Ontario is undergoing systems transformation to improve access to mental health services, strengthen capacity, create a responsive and integrated system, and to build awareness about mental health issues. MCYS is working in partnership with the Ministries of Education, Health and Long-Term Care, and Training, Colleges and Universities achieve these goals[12].

The Children's Treatment Network of Simcoe County and York Region, which serves children and youth with multiple special needs has received three national awards for innovation and leadership and offers a promising example of successful systems integration in Ontario [See references 32-36].

Peel Children and Youth Initiative (PCYI) was established to work collaboratively with the community to ensure that all children and youth have the opportunity to reach their potential as they grow from infancy (0) through to young adulthood (24). It is a region-wide collaborative, bringing together more than 100 community organizations to build a comprehensive approach to planning and capacity building through practice, system and policy changes. PCYI is currently working on an integrated systems framework for child and youth service providers with the aim of having full representation. This systems integration approach is focussed on: maximizing resources, reducing duplication, providing seamless

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[10] From http://www.mgs.gov.on.ca/en/DOR/Listing/Unit/index.htm?unitId=UNT0025053

[11] From http://www.fin.gov.on.ca/en/reformcommission/chapters/ch8.html#ch8-c

[12] From http://www.mgs.gov.on.ca/en/DOR/Listing/Unit/index.htm?unitId=UNT0031905

systems and service continuity for families, building shared awareness of programs, projects and services, and collective impact[13].

Another example comes from the Children's Planning Table of Waterloo Region (located west of the Greater Toronto Area). The purpose of this consortium of 107 services providers representing 20 different sectors is to develop a coordinated, integrated system to support the developmental health of our children prenatal to twelve years of age [101]. Effective leadership is recognized as one of the key elements necessary for the success of the Planning Table [101].

## Health

Royal Roads University offers a Graduate Certificate in Health Systems Leadership[14], which is geared towards senior managers or emerging leaders in the field of health leadership. The program was created in collaboration with the Canadian Health Services Research Foundation and the Canadian College of Health Leaders. The program focuses on skills development in the following areas:

❑ Advancing health leadership

❑ Utilizing research-based evidence

❑ Leading change

❑ Using evaluation to improve decisions and achieve results

❑ Influencing decision-making

❑ Identifying complex problems and implementing solutions.

The Canadian Health Leadership Network (CHLNet) has worked with its partners (especially Royal Roads University, Canadian Medical Association, Canadian College of Health Leaders and Health Care Leaders Association of BC) to facilitate and broker the development of a Canadian leadership capabilities framework known as LEADS in a Caring Environment. LEADS is an acronym for five domains: Lead Self; Engage Others; Achieve Results; Develop Coalitions, and Systems Transformation. Appendix 7 presents the LEADS framework. Each domain of LEADS has four measurable and observable capabilities that together help define good leaders and what leading organizations need to do to identify, develop and support future leaders [68 – 77]. Of particular application to systems leadership are the domains of *develop coalitions* and *systems transformation*. Purposefully building partnerships and networks and navigating socio-political environments are two capabilities in *develop coalitions* domain clearly related to related systems leadership. While the capabilities in the *systems transformation* domain are related to systemic leadership and the practices required to actualize change at the systems level.

> *Leadership is the capacity to influence self and others to work together to achieve a constructive purpose*
> *[Graham Dickson, 69]*

*Part of the reason LEADS has been so successful is that it was not a top-down prescribed directive. It addressed a real need and involved a "collation of the willing"*

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[13] From http://www.pcyi.org/home
[14] From http://www.royalroads.ca/prospective-students/graduate-certificate-health-systems-leadership

*committed to making change and supporting effective leadership practises. (FROM CASE STUDIES)*

## Education

In 2003, the Ontario government introduced the Student Success/Learning to 18 strategy with the goal of increasing secondary school graduation and engaging youth in learning until age 18 or graduation. Two of the three phases of the strategy involved developing leadership capacity, one at the district level, and one at the school level, while the third phase focussed on new and varied learning opportunities for students [39]. The Ontario Leadership Strategy (OLS) was launched in 2008, as a means of addressing leadership capacity. It is grounded in the belief that significant progress towards high levels of student achievement and increased confidence in public education can be accomplished by improving the quality of leadership and supporting leadership development at multiple levels, as well as working to improve teaching and learning [51]. The goals of the OLS are to attract the right people to leadership roles, develop leadership capacity at multiple levels, and promote effective leadership practices [44]. The Ontario Leadership Framework (OLF), revised in 2012, is the foundation for the OLS. For purposes of the OLF, leadership is defined as influencing organizational members and diverse stakeholders towards the achievement of the organization's vision and goals [40]. The OLF provides aspiring leaders at both with insights about what they will need to learn to be successful. It is used as a tool for self-assessment as well as on for the entire spectrum of talent management from recruitment through to retention [53]. The OLF was designed to:

❑ Provide a solid research foundation on which to base the OLS

❑ Ensure that leadership practices and resources support the key goals of improving student achievement and well-being

❑ Provide a common language for leaders to engage in discussions about effective practice [52].

The 2012 OLF has five key components:

1. K-12 School Effectiveness Framework [see Appendix 11A]
   Identifies evidence-based indicators of successful practice in six components of effective schools. It illustrates the link age between school-level leadership and school effectiveness [53].

2. School-level Leadership [see Appendix 11B]
   Identifies 21 distinct practices, organized in five domains, for formal and informal leaders in schools. Five core leadership capacities (setting goals, aligning resources with priorities, promoting collaborative learning cultures, using data, and engaging in courageous conversations) are seen as fundamental to all leadership practice [45-50, 53].

3. District Effectiveness Framework (DEF) [see Appendix 11C]
   Identifies four domains (core processes, supporting conditions, approaches to leadership development, and relationships) of school systems that make positive contributions to growth in student achievement and well-being [40, 53].

4. System-level Leadership [see Appendix 11D]
   Identifies a set of unique practices required of system-level leaders (academic and business), in four domains matching those in the DEF, that enhance the school-level practices [53].

5. Personal Leadership Resources [see Appendix 11E]
   Describes a set of personal attributes (cognitive, social, and psychological resources) found to be key to effective leadership practices at school and systems levels.

The Ontario Directors of Education Institute on Leadership and Strategic Impact is a program that develops the knowledge, practical skills and strategies required for education system leadership. It is an executive development program developed by The Learning Partnership in association with the Council of Ontario Directors of Education (CODE) and the Rotman School of Management at University of Toronto. The program is designed for individuals who are in Education Director positions and individuals who have the potential to be Education Directors. It focuses on such things change leadership skills, change management strategies and models, and effectively using human and financial resources[15].

- ❏ *System leaders can positively influence student achievement, and effective district practices are necessary to create and sustain successful schools*
- ❏ *School leaders are second only to teachers in influencing student learning*
- ❏ *Talented leadership is necessary for success in improving student achievement at the school level*
- ❏ *Widely distributed leadership has a greater influence on schools and students than leadership solely from the top*
- ❏ *Leadership focused on teaching and learning is critical to the current and future success of schools*
- ❏ *High-performing principals focus more on instructional leadership and the development of teachers*
- ❏ *Leaders are developed through experience and support, actively cultivating leaders increases system leadership capacity*
- ❏ *Leaders learn best in context and from a diverse range of sources (including peers, superiors, online resources, and formal training)*
- ❏ *Maximizing leadership capacity means regarding the selection and development of leaders as an integral part of the work of the school and the system that is critical to the achievement of school and system goals.[44, p. 8 & 9]*

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[15] From http://www.thelearningpartnership.ca/page.aspx?pid=406

## The contribution of systems leadership to outcomes for Canada's children and youth

In the recently published UNICEF report *Child Well-being in Rich Countries*, overall Canada ranked 17th out of 29, a score that has changed little since the previous report in 2007 [113]. Canada ranked above average in housing and environment (11th) and education (14th). We did less well in material well-being (15th), in behaviours and risk (16th) and in health and safety (27th). Canada's relative child poverty rate of 14% puts us in the bottom third of nations, where half of the countries have relative child poverty rates of 10% or less [113].

As noted above, Canada ranked above average in education. In the 2010 report, *How the World's Most Improved School Systems Keep Getting Better*, McKinsey & Company identified Ontario as one of twenty school systems that have achieved significant, sustained, and widespread gains in student outcomes [cited in 44]. Strategies to improve outcomes are system wide, and encompass a broad array of approaches including curriculum development, professional development, new measurement and testing standards, accountability (with a greater focus on data collection, analysis, and reporting), enhanced programs for at risk populations, and leadership [39]. In 2010, McKinsey & Company also produced the report, *Capturing the Leadership Premium*, which singled out Ontario as one of eight systems that demonstrated both strong performance on international tests and good practices in school leadership [37]. The *Board Leadership Development Strategy Manual 2012,* published by the Ontario Ministry of Education, cites considerable and growing evidence that systems leadership contributes to positive student outcomes [44].

## Theories of change in Canada/Canadian children's services

> *The reality is that we are living in an era of constant change and systems leaders need to understand the drivers and principles of change and be able to answer what is in it for me?* (FROM CASE STUDIES)

In the literature reviewed, there is little explicitly stated about a theory of change, while many sources cite the need for change. Although a theory of change is not explicitly stated in the OLS or the OLF, the theoretical foundation of them is to improve and support high quality leadership in order to promote student achievement. In children's mental health, the Ontario Centre of Excellence for Child and Youth Mental Health has an online learning module about leading organizational change to support and implementing evidence-informed practice[16]. This learning module is based on the work of John Kotter, a leading expert on change management and the work of Chip and Dan Heath in their book *Switch: How to change things when change is hard*.

The LEADS framework can be viewed as an approach to leading change with the five domains working together to guide the change process [68]. When change is envisaged at a systems level, the desired results should be clearly articulated. The four process domains of LEADS (Lead Self, Engage Others, Develop Coalitions, and Systems Transformation) are used by leaders to Achieve Results (an outcome domain). In particular, the capabilities in the Systems Transformation domain are explicitly related to systemic leadership and the practices required to actualize change. One of the capabilities in this

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[16] See http://www.excellenceforchildandyouth.ca/training/learning-modules/implementation

domain is to champion and orchestrate change, as such focussing on both change dynamics and relationships. Achieve Results can be viewed as the ultimate outcome of all leadership capabilities because it is the product that all of the processes of leadership are aiming to achieve [68].

At the federal level, the Treasury Board of Canada has published *Theory-Based Approaches to Evaluation,* which cites a three step process in the development of a theory of change [112]:

1. Developing a logic model with clear results chains and explicit causal links (a basic theory of change)
2. Identifying assumptions and risks underlying the theory of change
3. Identifying other contextual factors associated with the results chain. The result is a refined theory of change.

The results chains embedded in logic models are viewed as the foundational elements required for developing theories of change. Theories of change explain how the intervention is expected to bring about the desired results rather than just describing the results. As illustrated in Appendix 7 however, there is no mention of leadership, only that senior management actively uses the results. The federal Treasury Board has also published leadership competencies for federal heads of evaluation [112]. These are presented in Appendix 8. They are noted here as to effectively do systems leadership and promote the changes required, a strong evaluation component should be included in order to assess and review progress.

> *Leadership style will have considerable impact on process choices (and vice versa). A hierarchical, top-down leadership style – although critical in emergencies – is unlikely to embrace a participatory process in more deliberate, thoughtful planning. In contrast, effective leadership will maximize the opportunity for other conditions and processes necessary for "success" to be realized. Leadership characteristics that most successfully support changes in organizations, people, and systems, are those that support the empowerment of others and the repeated articulation of a common vision [102, page 9].*

## Conditions for effective systems leadership

> *Seeing with a broad lens and moving beyond self-protection is crucial. We need to collectively focus on what we want to achieve for the whole child across the whole system. A common vision and language based on shared values and beliefs is needed for change to occur.*
> *(FROM CASE STUDIES)*

### Enabling conditions

> *There is a need to have the right people at the right level (e.g., those with decision-making authority) participating for systems leadership to be effective. As well, someone needs to be assigned ultimate responsibility and accountability to ensure that work progresses. There also needs to be an awareness of different thinking and training beyond your own sector. Encouraging and celebrating innovation and creativity are important.* *(FROM CASE STUDIES)*

There appear to be a number of emerging themes with respect to effective systems leadership in the Canadian context. One clear enabler is that there is clarity of vision about what the system is trying to achieve for service users, rather than solely focusing on the system in and of itself. Doing so requires that those involved abandon some of their protectionist thinking, commonly found in our current siloed approach to services, as well as they need to rise above political bureaucracy.

In child welfare for example, to successfully address the many and varied needs of vulnerable children, services beyond child welfare are needed to realize the best outcomes. A dramatic shift, strengthening broader integration across all children's services, is required in order to adequately support the welfare of children [17]. Recently recommendations regarding services for youth transitioning out of the care of children's aid societies have been made that go beyond a single provincial government ministry (the Ministry of Children and Youth Services) and extend to collaboration with other ministries (e.g., Training, Colleges and Universities; Community and Social Services; Health and Long Term Care; Education; Community Safety and Correctional Services; and the Ministry of the Attorney General) as well as other child and youth-serving sectors [2]. For this approach, one ministry needs to take a leading role to ensure effective collaboration and to move the agenda forward.

In children's mental health, there is evidence of increased collaboration across sectors (e.g., schools, health care providers, and community-based agencies) identify mental health concerns and ensure that children and youth are connected to appropriate services in a timely way [91]. In addition, there is a growing commitment to a shared responsibility for child and youth mental health to both within and beyond the child and youth mental health sector [90].

Another enabler for systems leadership is consultation with stakeholders. For example, in education, a number of system reforms have involved public consultation and/or the direct involvement of impacted communities. The results of these consultations are used to influence a wide range of areas including: curriculum development and delivery, management and educational leadership, assessment and accountability, and policy [39]. It is clear then, to enable effective systems leadership, strong, engaging leadership is critical.

## Inhibiting conditions

*When a leader has been leading an organization for longer than 10 years there is a tendency to get stuck in the way things have always been done, and this perpetuates a system that doesn't change. This inhibits the potential for change and innovation.* (FROM CASE STUDIES)

Inhibiting conditions for effective systems leadership can be viewed as the opposites of the enablers above, lack of vision and what the system hopes to achieve, holding onto thinking that sustains a siloed approach to services, political bureaucracy, and poor leadership. "Without fundamentally changing the approach to delivery and doing the re-engineering required to integrate services into something new, Ontario will be stalled at the level of improving coordination" [57, page 15].

In the 2010 document, *Community Human Services Planning: Moving Forward* several systemic challenges to initiating and sustaining change in service planning were identified [102]. These include:

❑ Challenges in changing mindsets at various levels. There is a current political reality of wanting short-term success rather than longer term outcomes.

❑ Potential for political change (at any level) that can suddenly shift priorities and disable change efforts.

❑ Challenges of integrating different organizational cultures.

❑ Historical patterns of "turf protection" that can hinder new ways of collaboration.

❑ Tendencies towards organizational inertia.

Another barrier to effective systems leadership is the lack of ability, because of technology and privacy concerns, to access necessary data about individuals served by multiple programs and organizations and across sectors. In several areas there are projects underway (e.g., development of a single information system for child welfare, data sharing agreements between child welfare agencies and school boards, etc.) that are working on strategies to integrate data [102].

In a 2010 paper published by the OACAS, the following key leadership challenges faced by the child welfare sector were noted which could be viewed as inhibiting conditions for systems leadership [31]:

❑ High-profile, high-risk environment

❑ Legislated responsibility and accountability

❑ High level of expectations and scrutiny

❑ Balancing mandated responsibilities with good service delivery with availability of funding

❑ Political agenda may change quickly and can lead to knee-jerk reactions

- ❑ Service not well understood by the public, at times there is a negative view of our work
- ❑ Emotional demands
- ❑ Answerable to a volunteer board
- ❑ Need to balance productivity with process in a way that people feel engaged
- ❑ Need to balance outputs and outcomes
- ❑ Promoting from within has created senior social workers rather than leaders
- ❑ Leaders replicate themselves, leading to a lack of innovation.

## Competencies and skills required for effective systems leadership

*Across many sectors a whole series of leaders will be retiring and aging out. This presents an opportunity and a crisis. Many leaders that are retiring have grown their agency; new leaders will inherit complex organizations with complex needs. This complexity requires new people that bring new thinking that can be leveraged within organizations and across sectors and systems. We need leaders who are not only able to run an organization, but ones who are capable of building, growing, and adapting. (FROM CASE STUDIES)*

*There is a real need to focus not only on current leaders but also on developing and growing future leaders. We need to cultivate and develop good leadership practices early. (FROM CASE STUDIES)*

*An effective systems leader needs a commitment to the vision of the system, as well as understanding the multiplicity of roles one may have (representing an organization, a sector, and other planning tables). Learning how to effectively manage the integration of these roles can be challenging. (FROM CASE STUDIES)*

*There is tremendous opportunity to borrow from what others have done before us in terms of leadership competencies rather than reinvent the wheel. Both LEADS and the OLF can easily be adapted to other sectors. We*

*need to transfer this knowledge and apply it. Well developed and clearly articulated competencies create transparency. They should be embedded in recruitment, retention, professional development and performance evaluation. (FROM CASE STUDIES)*

*Characteristics of effective systems leadership include: a commitment to transparency, using a collaborative approach, the ability to vision and not get caught up with details, competency in change management, relationship building across sectors, breaking down silos, being non-territorial and open, and aiming for the best possible outcomes for our clients. (FROM CASE STUDIES)*

## Child Welfare

Leadership competencies were identified for Ontario child welfare in a 2010 paper published by the OACAS. These are presented in Appendix 9. The competencies cluster in four main domains: professional ethics and personal integrity, strategic vision and insight, management excellence, and engagement [31]. Since the publication of the above paper, there has been an increasing focus on leadership development at the sector level, as well as in some specific agencies. Some of this has been through partnerships with university business schools. The paper recommended a province/system-wide leadership development program that focuses on making learning more accessible to all leaders in the sector through: secondments and job shadowing opportunities, mentoring, mechanisms (e.g., a web site) for sharing best practices, and formal training.

## Health

The LEADS in a Caring Environment leadership capability framework is rich in the articulation of competencies and skills needed for successful systems leaders. Each of the four domains consists of four capabilities of a successful leader [70].

❑ The *Lead Self* domain consists of: self-awareness, managing and developing oneself, and demonstrating character.

❑ The *Engage Others* domain focuses: fostering the development of others, contributing to the creation of healthy organizations, communicating effectively, and building effective teams.

❑ The *Achieve Results* domain consists of: setting direction, strategically aligning decisions with vision, values, and evidence, taking action to implement decisions, and assessment and evaluation.

❑ The *Develop Coalitions* domain focuses on purposefully building partnerships and networks to create results, demonstrating a commitment to customers and service, mobilizing knowledge, and navigating socio-political environments.

❑ The *Systems Transformation* domain consists of: demonstrating systems/critical thinking, encouraging and supporting innovation, orienting strategically to the future, and championing and orchestrating change.

## Education

The Ontario Ministry of Education has identified five core leadership capacities that research suggests are key to making progress toward the province's current educational goals [53]. These capacities are embedded in the School-level Leadership [see Appendix 11B] component of the OLF.

1. Setting Goals
   This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning [48].

2. Aligning Resources with Priorities
   This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus [45].

3. Promoting Collaborative Learning Cultures
   This capacity is about enabling schools, school communities and districts to work together and to learn from each other with a central focus on improved teaching quality and student achievement and well-being [47].

4. Using Data
   This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning [46].

5. Engaging in Courageous Conversations
   This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide feedback that will lead to improvements in student achievement and well-being [49]

## Increasing the capacity for systems leadership

*I have seen a significant change recently in that government Ministries are talking to each other and collaboratively working together. I have never seen this before.* (FROM CASE STUDIES)

*Positioning ourselves as an agency that is truly part of the community has changed the way people see us, we are not only a child protection agency, but part of a broad community system that serves children and youth.*
(FROM CASE STUDIES)

*As leaders we need to acknowledge that children and families deserve the same level and spectrum of services no matter where they live. (FROM CASE STUDIES)*

Clarity of vision for what a system hopes to achieve is critical for systems leadership. To do this requires strong and effective leadership. One means of facilitating system leadership is to create a position of integrated responsibility for children's services at both federal and provincial/territorial levels. At the federal level in Canada, this is sorely lacking. At the provincial/territorial level there is more promise. Recent publications, have called for a single minister and ministry to hold accountability for the well-being and learning success of young children that would hold responsibility for responsible for driving change, providing overall governance and clear policy direction [57]. Outside Ontario, the provinces of Saskatchewan, Prince Edward Island, the Northwest Territories, and Nunavut have taken the first steps to combine their education and children's ministries, and Quebec schools are responsible for extended day programs for children aged 5 to 12 years [57]. Quebec has also taken a more expansive view of child welfare to include preventing child maltreatment as well as aspects of youth justice, mental health, and health [6]. In Newfoundland and Labrador, child protection services operate within a broad provincial framework of health delivery. Regional health authorities, working within departments of the provincial government, deliver health and social services throughout the province. Each authority has a director who oversees the delivery of a range of child, youth and family services, including child protection, within the region. [6].

At the local community level, individuals could be given statutory responsibility and be held accountable for developing a local children's services continuum for their community, delivering joint strategies and implementing processes for integrating and aligning services [17].

Another critical shift required is to focus on client and community needs rather than on mandates of individual organizations. An integrated service system means children and their families would be able to get the services and supports they want and need through seamless service delivery [101].

To do this effectively requires inter-jurisdictional sharing of important information regarding child development (e.g., the attainment of developmental milestones) that is needed for a coordinated overview of how well children are doing, rather than getting caught up in the barriers and rules of confidentiality that currently exist across various systems [6]. Manitoba and British Columbia are working towards linking information about children's status at birth, in early childhood, and at school entry to school performance and high school completion. Consolidating data allows the system to better understand what happens to children and what outcomes are being achieved rather than trying to tell the story in isolated service delivery buckets [57].

# Leadership Scenarios or Case Studies

## Methodology

As previously noted in the *overview of the methodology used* section of this report (see page 2), for the case studies or leadership scenarios, we reached out to key contacts in own networks and conducted interviews with those we felt were actively involved in systems leadership type activities. It was clear that many of whom we spoke to were not familiar with the term, although most agreed that it made sense. The interview questions we used are included as in Appendix 12, and our list of interviewees is included in Appendix 13. The insights our interviewees provided, illustrating key challenges and successes, have been integrated throughout this paper. Some information has been embedded in the body of this paper, while other key points appear in green text throughout the paper.

### Case Study 1 – Education

We were asked by the Colebrooke Centre to seek commentary regarding insights into how the Ontario Leadership Framework is used, and it be might be applied to other sectors. While we did not have any direct contacts in our networks from education, we were able to speak to the Chief Academic Officer at the Toronto District School Board regarding the OLF.

| INTERVIEWEE | ORGANIZATION |
|---|---|
| Manon Gardner, Chief Academic Officer | The *Toronto District School Board* is the largest school Board in Canada and one of the largest in North America, with close to 600 schools serving more than 250,000 students annually. The Board is also supported by 22 publicly elected Trustees. (http://www.tdsb.on.ca/) |

**Key Findings Related to Systems Leadership**

❑ Now in its second version, the OLF is well integrated into leadership practice at the Toronto District School Board. It is used as a professional development tool for school and school board leaders, and it describes what it means to be a leader in system.

❑ Characteristics of effective systems leadership include: a commitment to transparency, using a collaborative approach, the ability to vision and not get caught up with details, competency in change management, relationship building across sectors, breaking down silos, being non-territorial and open, and aiming for the best possible outcomes for our clients.

### Case Study 2 - Child Welfare

Ontario has a unique, community-based child welfare system, where services are provided by community based independent children's aid societies. While leadership competencies were identified for Ontario child welfare in a 2010 paper published by the OACAS, these are not well known across the sector. While much of the work of child welfare agencies is done in collaboration, almost without exception they are entirely voluntary, limited in their scope, and do not have the structure typical of formal shared services arrangements, systems leadership is not often discussed. The notion of systems leadership is, as revealed in the evidence review sporadic in Ontario child welfare. This case study aims to get a sense of the awareness of systems leadership in a number of children's aid societies, as well as through a provincial organization.

| INTERVIEWEE | ORGANIZATION |
|---|---|
| Katharine Dill, Executive Director | *PART* (Practice and Research Together) is a Canadian membership-based research utilization initiative. PART's core function is to distil and disseminate practice-relevant research findings to child welfare practitioners including front line practitioners, senior leaders and caregivers. (http://www.partontario.org/) |
| Mark Kartusch, Executive Director | *Highland Shores Children's Aid Society* is a newly formed children's aid society through the amalgamation of three societies: Hastings, Northumberland and Prince Edward. It is located west of the Greater Toronto Area, and runs from Lake Ontario to north of Bancroft. (http://highlandshorescas.com/) |
| Vicky Lowery, Senior Service Manager, Advice & Assessment | *Peel Children's Aid Society* serves the residents residents of Peel Region which is in the western part of the Greater Toronto Area, and includes the cities of Brampton and Mississauga (including Toronto Pearson International Airport which is Canada's largest and busiest airport) and the town of Caledon. (http://www.peelcas.org/index.asp) |
| Daniel Moore, Executive Director | *Family and Children's Services of Guelph and Wellington County* is located to the west of the Greater Toronto Area along the central transportation corridor. (http://www.fcsgw.org/en/) |
| David Rivard, CEO | *Toronto Children's Aid Society* is the largest child welfare agency in Ontario, and one of four in the city of Toronto. (http://www.torontocas.ca/) |

**Key Findings Related To Systems Leadership**

❑ Increasing discussion of systems leadership at the Ministerial level. However, at the government level there are significant barriers. There are also barriers in the way the child welfare system is structured in Ontario.

❑ Systems leadership seen as something that could be applied at multiple levels: across all children's services, the child welfare sector, and within organizations and organizational units.

❑ Systems leadership requires new ways of thinking, and requires willing followers. Significant change is coming in terms of retirements of senior leaders in the sector. This may spur positive change.

❑ Systems leadership requires focussed attention on what we want to achieve for children as a system.

## Case Study 3 - Children's Mental Health

Only one in six Ontario children and youth with a mental health disorder receives some form of specialized mental health service. Service gaps and excessive waiting lists arising from the historic under-funding of mental health services are contributing factors. Another cause is inadequate integration of services within the community mental health sector and across related sectors that serve children and youth (for example, education, health care, children's rehabilitation, child welfare, youth justice, public health, child care, sport and recreation, and also those that serve young adults with mental health disorders). A vision for children's mental health in Ontario involves improvement in systems integration to facilitate the organization and delivery of services among organizations within the same and different sectors to optimize accessible, timely, and responsive services that effectively meet the full range of needs of clients and their families. In this context, integration refers to the service system as a whole, and involves provincial policy and funding frameworks and system-wide infrastructure, standards, and tools.

| INTERVIEWEE | ORGANIZATION |
|---|---|
| *Suzette Arruda- Santos,* Executive Director | ***Yorktown Child and Family Centre*** is a Children's Mental Health Centre in Toronto's west end. They deliver services through Yorktown Child and Family Centre and Yorktown Shelter for Women. (http://www.yorktownfamilyservices.com/index.cfm?h=1) |
| *Enid Grant,* Director of Intensive Services & Partnership | ***Delisle Youth Services*** supports and encourages youth to navigate safely through the teen years, often a turbulent time in a young person's life, and grow into confident, productive adults. They provide a range of programs at home, at school and in the community. (http://www.delisleyouth.org/) |
| *Amy Boudreau,* Director, Strategic Planning and Operations | ***Ontario Centre of Excellence for Child and Youth Mental Health*** works with Ontario child and youth mental health agencies to strengthen services and build an effective and accessible system of care. They offer a diverse collection of tools, services, products and training to help professionals find, use and share evidence that will improve outcomes on the front line of care. (http://www.excellenceforchildandyouth.ca/) |
| *Purnima Sundar,* Director, Knowledge Exchange | |

**Key Findings Related To Systems Leadership**

❑ We may not call it systems leadership, but we are moving in that direction. A collaborative system approach is needed.

❑ The lack of a vision for where we need to go is one of the greatest barriers to systems leadership. Systems leadership requires moving beyond individual systems. Currently children's mental health is very fragmented, with no clear finding model, and organizations offering a patchwork of services.

❑ Understanding change and the drivers of change as well as a clarity of approach to change management is critical to the success of systems leadership.

❑ Awareness of different thinking and practices from other sectors are enablers of systems leadership.

❑ Amy Boudreau was able to provide key insights into the development and implementation of the LEADS framework.

## *APPENDICES*

## Appendix 1 Percentage of Canada's Total Population by Province/Territory

**Percentage of Canada's Total Population in each of the 10 Provinces and 3 Territories**

| Province/Territory | Percentage |
|---|---|
| Ontario | 38.4% |
| Quebec | 23.6% |
| British Columbia | 13.1% |
| Alberta | 10.9% |
| Manitoba | 3.6% |
| Saskatchewan | 3.1% |
| Nova Scotia | 2.8% |
| New Brunswick | 2.2% |
| Newfoundland and Labrador | 1.5% |
| Prince Edward Island | 0.4% |
| Northwest Territories | 0.1% |
| Yukon | 0.1% |
| Nunavut | 0.1% |
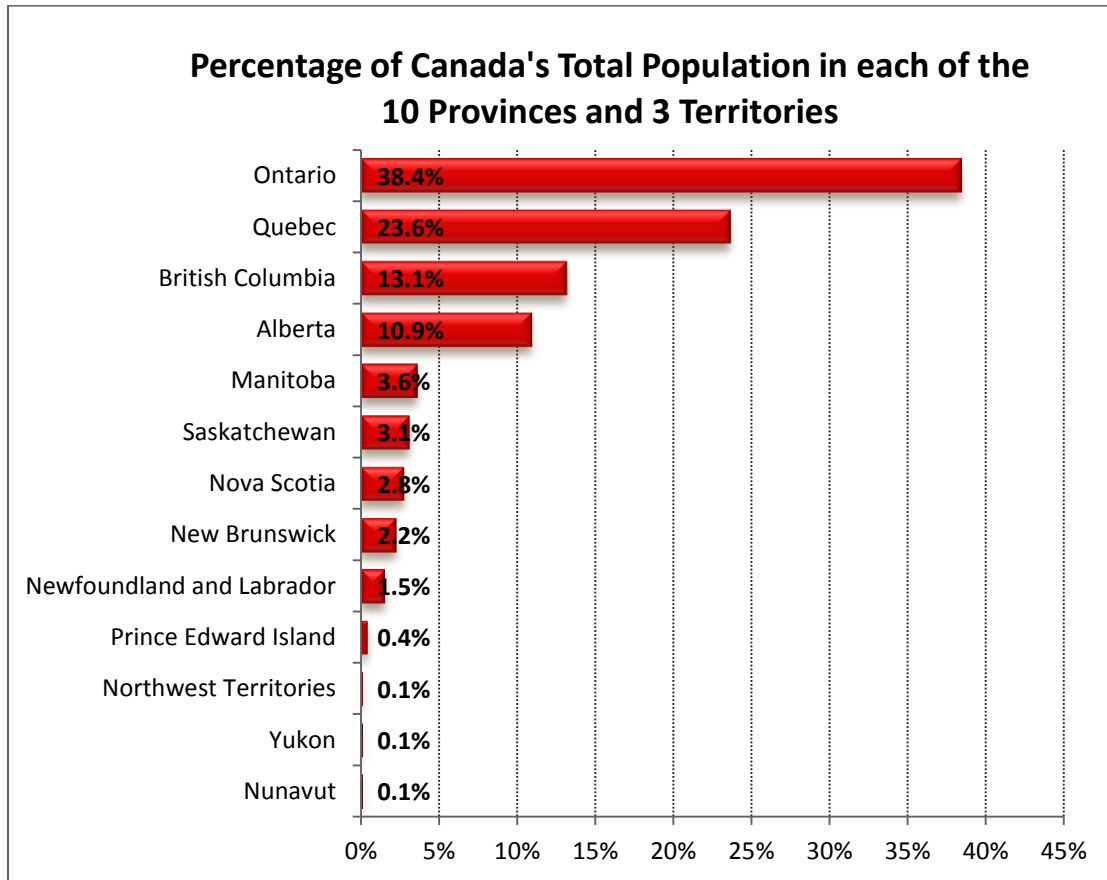
## Appendix 2 Children's Services in Ontario

### Current Children's Services in Ontario[17]
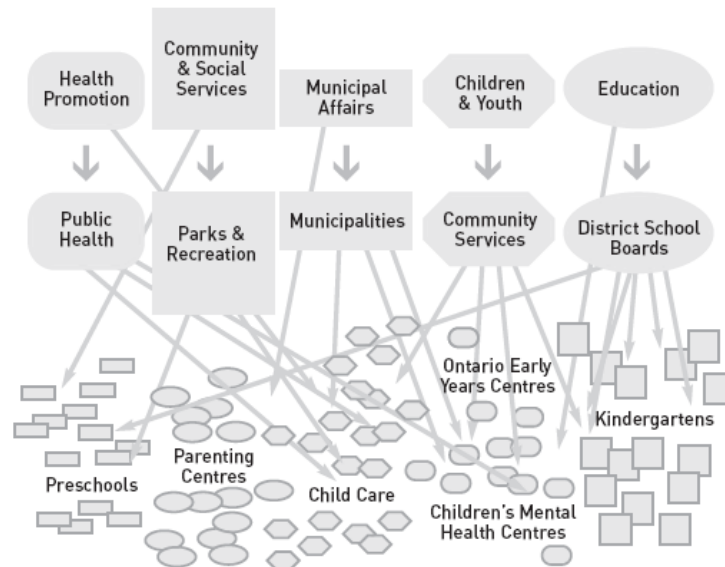


### Potential Realignment of Children's Services in Ontario[18]



Governance Model for a Child and Family Service System Birth to 12 Years

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[17] [57, page 20]
[18] [57, page 15]

# Appendix 3 Child Welfare Services in Canada[19]

TABLE 1-1: Administrative Structure of Provincial and Territorial Child Welfare Services in Canada in 2008*

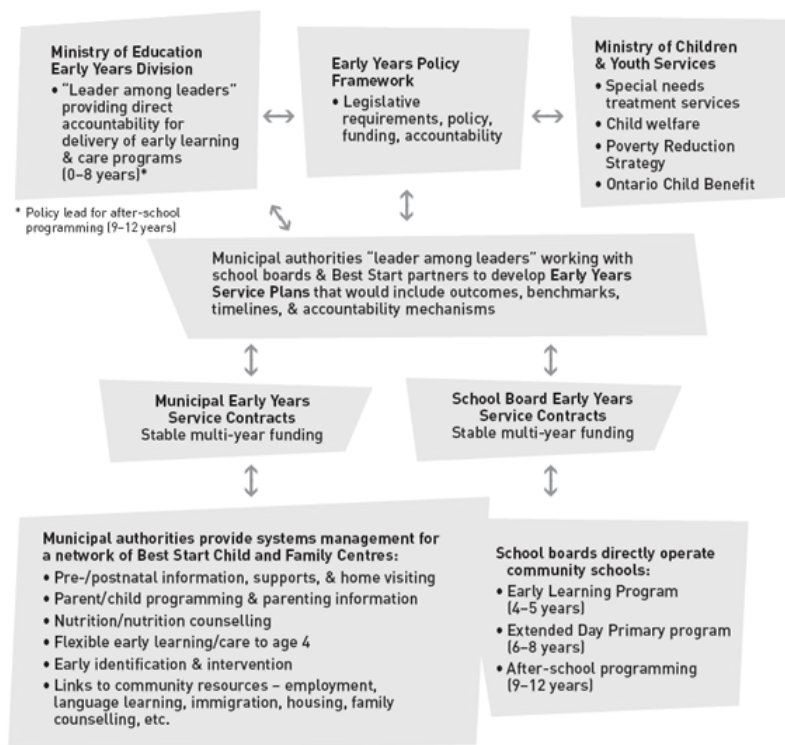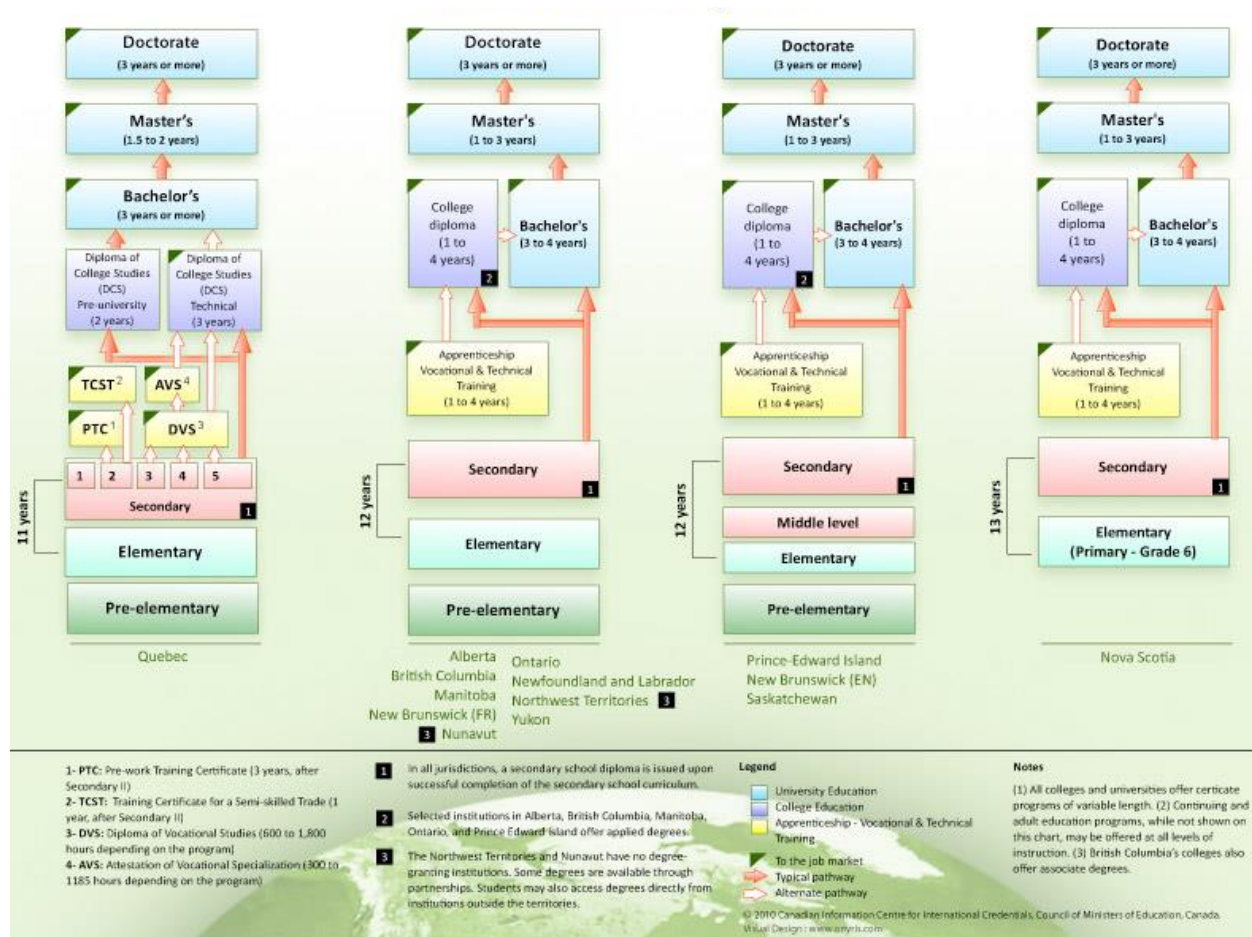| Province | Administration | Child Welfare Statutes | Age Coverage |
|---|---|---|---|
| Newfoundland and Labrador | The Department of Health and Community Services is responsible for the provision of child welfare programs and services. Child protection is provided through four regional integrated health authorities. | Child, Youth and Family Services Act | Under 16 |
| Prince Edward Island | The Ministry of Social Services and Seniors, Child and Family Services Division is responsible for child welfare programs and services. Child protection is delivered through four regional offices. | Child Protection Act | Under 16; 16-18 for children with mental, developmental, or physical challenges |
| Nova Scotia | The Department of Community Services, Children Youth and Families Division is responsible for child welfare programs and services. Child protection services are provided through 20 child welfare offices, six of which are district offices and 14 privately run societies/family and children's services agencies. One of these agencies is mandated to serve the Mi'kmaw First Nation community. | Children and Family Services Act | Under 16 |
| New Brunswick | Child welfare is the responsibility of the Department of Social Development. Child protection services are provided through 18 delivery sites in eight regions. In addition, there are 11 agencies providing services to the First Nations communities of New Brunswick. | Family Services Act | Under 16; under 19 for youth with disability |
| Québec | The Ministère de la Santé et des Services sociaux funds child welfare programs and services through 19 Centres jeunesse in 18 regions. | Youth Protection Act | Under 18 |
| Ontario | The Ministry of Children and Youth Services funds for child welfare programs and services, which are provided by Children's Aid Societies throughout the province. There are 53 Children's Aid Societies, which are governed by Boards of Directors elected from the local communities. Six Children's Aid Societies were fully mandated to serve First Nations communities in Ontario in 2008. | Child and Family Services Act | Under 16 |
| Manitoba | Child welfare is the responsibility of the Ministry of Family Services and Consumer Affairs, Child and Family Services Division. Child Protection services are provided by four departmental offices, six private non-profit agencies, 14 mandated First Nations agencies and one Métis agency supported by four authorities. | Child and Family Services Act | Under 18 |
| Saskatchewan | Child welfare is the responsibility of the Ministry of Social Services. Child protection services are provided through 20 service offices in six regions. There are 17 fully delegated First Nations child protection agencies in Saskatchewan. | Child and Family Services Act | Under 16 |
| Alberta | The Ministry of Children and Youth Services is responsible for child welfare programs and services. Child intervention services are provided through ten Child and Family Services Authorities; nine of which are regionally based and one provides services to Métis settlements throughout the province. In addition there are 18 First Nations agencies providing child protection services. | Child Youth and Family Enhancement Act | Under 18 |
| British Columbia | The Ministry of Children and Family Development, Child Protection Division is responsible for child welfare programs and services. Workers in 429 offices, in five regions, provide child protection services with support from the provincial office of the Child Protection Division. There are seven fully mandated First Nations child protection agencies in British Columbia. | Children, Family and Community Services Act | Under 19 |
| Yukon | The Department of Health and Social Services, Family and Children's Services is responsible for the provision of child welfare programs and services. Child protection services are provided through 11 offices. | Children's Act | Under 18 |
| Northwest Territories | The Department of Health and Social Services is responsible for child welfare programs and services. Child protection is delivered through eight health and social services authorities. | Child and Family Services Act | Under 16 |
| Nunavut | The Department of Health and Social Services provides child protection services to the communities in Nunavut. Child protection services are provided from three regional offices. | Child and Family Services Act | Under 16 |

**Canadian Incidence Study of Reported Child Abuse and Neglect – 2008**

* Information was compiled through interviews with Ministerial officials and information posted on provincial and territorial websites; this table represents the administrative structures in place at the time of data collection in October 2008.

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[19] [8, page 10]

## Appendix 4 Canada's Education System[20]

# Appendix 5 Measuring the Dimensions of Human Services Integration[21]



```
1. STRUCTURAL INPUTS  →  2. FUNCTIONING  →  3. NETWORK OUTPUTS
```

**2. FUNCTIONING**
- Quality
- Ingredients of integration

**3. NETWORK OUTPUTS**
- Service Network Capacity

| Integration Measure Browne et al., 2004 | Partnership Self-Assessment Tool Weiss et al., 2002 | Ingredients of Integration Questionnaire Henrard et al., 2006 | Network Activities Measure |
|---|---|---|---|

**EXTENT**
-Number of agency sectors (e.g., Health, Education, Social).

**SCOPE**
-Number of agency or service types (e.g., Child Care, Mental Health, Rehabilitation, Opportunities, etc.).

**DEPTH (Density)**
-Degree of exchange between agencies 0-4

**CONGRUENCE**
-Difference between observed & expected depth of integration scores within each agency in the network (self & group reported).

**RECIPROCITY**
-Difference between each individual agency's self reported depth of integration score & the group reported depth of integration score for that agency (observed & expected).

**QUALITY**
-Synergy
-Leadership
-Efficiency
-Administration & Management
-Non-Financial Resources
-Financial & Capital Resources

**PARTICIPANTS PERCEPTIONS**
-Decision Making
-Benefits of Participation
-Drawbacks of Participation
-Comparing Pros and Cons of Participation
-Satisfaction with Participation

**WORKING ARRANGEMENTS** -
-Funding Governance: Coordination between:
1) Decision making partner agencies (service agreements), 2) Managers; 3) Front-line workers.
-Single point of access
-Case management process
-Provider/Team meetings
-Referrals/Linkages
-Individual service
-Plans with day/night coverage
-Single Assessment Instrument & Management Systems
-Computerized Clinical Chart
-Networking/connections
-Contact persons/relationship

**COMPREHENSIVE CARING ACTIVITIES**
-Information, Prevention, Therapeutic, Supportive Care, Opportunities, Nursing, Occupational Therapy, Physio-Therapy, Speech Psychiatric, Social, Psychology, Respite, Leisure, Recreation

**Milward & Provan, 1998**

**1). From the Point of View of the Agency**

| Agencies | Current Caseload | Average Number of New Cases /Month | Wait List for Some Services | |
|---|---|---|---|---|
| | | | If Yes, Number on Wait List | Average Wait Time in Weeks |
| Agency A | | | | |
| Agency B | | | | |

**2). From the Point of View of the Family**

1. What is the time you spent waiting for services your child currently uses?

| | Service | Wait time in weeks |
|---|---|---|
| 1. | | |

2. What is the time you have spent waiting for services your child needs but has not received yet?

| | Service | Wait time in weeks |
|---|---|---|
| 2. | | |

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Last Rev: Oct. 3/07

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[21] [100, page 4]

## Appendix 6 A Complex Children's Services System[22]

One example illustrating the complexity and multiplicity amongst services for children and youth is from the Region of Peel (part of the Greater Toronto Area). In 2009 in Peel Region the population of children and youth was over 300,000. Approximately 42,000 of these children and youth accessed over services from over 93 service providers representing six sectors.



In health care alone, the system map is illustrated below



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# Appendix 7 LEADS in a Caring Environment Framework[23]

## Lead Self

❑ ARE SELF AWARE - They are aware of their own assumptions, values, principles, strengths and limitations

❑ MANAGE THEMSELVES - They take responsibility for their own performance and health

*Self-motivated Leaders…*

❑ DEVELOP THEMSELVES - They actively seek opportunities and challenges for personal learning, character building and growth

❑ DEMONSTRATE CHARACTER - They model qualities such as honesty, integrity, resilience, and confidence

## Engage Others

❑ FOSTER DEVELOPMENT OF OTHERS - They support and challenge others to achieve professional and personal goals

❑ CONTRIBUTE TO THE CREATION OF HEALTHY ORGANIZATIONS - They create engaging environments where others have meaningful opportunities to contribute and ensure that resources are available to fulfill their expected responsibilities

*Engaging Leaders…*

❑ COMMUNICATE EFFECTIVELY - They listen well and encourage open exchange of information and ideas using appropriate communication media

❑ BUILD TEAMS - They facilitate environments of collaboration and cooperation to achieve results

## Achieve Results

❑ SET DIRECTION - They inspire vision by identifying, establishing and communicating clear and meaningful expectations and outcomes

❑ STRATEGICALLY ALIGN DECISIONS WITH VISION, VALUES, AND EVIDENCE - They integrate organizational missions and values with reliable, valid evidence to make decisions

*Goal-oriented Leaders…*

❑ TAKE ACTION TO IMPLEMENT DECISIONS - They act in a manner consistent with the organizational values to yield effective, efficient public-centred service

❑ ASSESS AND EVALUATE - They measure and evaluate outcomes, compare the results against established benchmarks, and correct the course as appropriate

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[23] [68 - 77]

### Develop Coalitions

❑ PURPOSEFULLY BUILD PARTNERSHIPS AND NETWORKS TO CREATE RESULTS - They create connections, trust and shared meaning with individuals and groups

❑ DEMONSTRATE A COMMITMENT TO CUSTOMERS AND SERVICE - They facilitate collaboration, cooperation and coalitions among diverse groups and perspectives aimed at learning to improve service

*Collaborative Leaders…*

❑ MOBILIZE KNOWLEDGE - They employ methods to gather intelligence, encourage open exchange of information, and use quality evidence to influence action across the system

❑ NAVIGATE SOCIO-POLITICAL ENVIRONMENTS - They are politically astute, and can negotiate through conflict and mobilize support

### Systems Transformation

❑ DEMONSTRATE SYSTEMS / CRITICAL THINKING - They think analytically and conceptually, questioning and challenging the status quo, to identify issues, solve problems and design and implement effective processes across systems and stakeholders

❑ ENCOURAGE AND SUPPORT INNOVATION - They create a climate of continuous improvement and creativity aimed at systemic change

*Successful Leaders…*

❑ ORIENT THEMSELVES STRATEGICALLY TO THE Future - They scan the environment for ideas, best practices, and emerging trends that will shape the system

❑ CHAMPION AND ORCHESTRATE CHANGE - They actively contribute to change processes that improve health service delivery

### Distributed Leadership

Do these capabilities apply to all leaders regardless of role or formal position?

Yes…

> All leaders – regardless of their role, or position in the health system – must be able to lead themselves, engage others, achieve results, develop coalitions, and conduct systems transformation in order to create the Canadian health system of the future.

And No…

> For each of the five LEADS domains, 'leader effectiveness' differs, depending on the context in which an individual exerts influence. In different contexts, capabilities differ in expression. To create a leadership culture, each person in the system, regardless of position or title, must exercise leadership when it is required. This is distributed leadership.

## Appendix 8 Organizational Theory of Change for Enhancing Results-Based Management[24]

### Results Chain

More effective, efficient and relevant programs and more credible reporting

*Ultimate Outcomes*

Regular use of results information in management decision making

*Intermediate Outcomes*

**External Influences**
- Organizational history with RBM
- Funding agency needs
- Influence of peers
- Resources available to the organization
- Organizational change

Institutionalization of integrated RBM systems and strategic management

Enhanced RBM planning processes, Monitoring & Evaluation (M&E) systems, reporting and RBM capacity

*Immediate Outcomes*

RBM capacity of management and staff enhanced. Professional RBM capacity enhanced

*Outputs*

- Information on RBM
- Training and workshops
- Facilitation of organizational change

### Causal Links

**Assumptions:** Programs are competently delivered [O].
**Risks:** Delivery partners do not appreciate the value of results information [I]. Changes are made to organizational funding [O]. Frequent changes occur in priorities [O].

**Assumptions:** Senior management visibly supports using results information [I]. A robust results culture is established leading to informed demand for results information [I]. Results information is timely, pertinent and credible, and not overwhelming [I]. RBM regime is kept fresh and relevant with regular review so as not to become a burden [I].
**Risks:** Frequent changes in strategic priorities render results information less relevant. [O].

**Assumptions:** Trial RBM efforts demonstrate their worth [I]. Useful and credible results information is produced [I]. Senior management support continues [I]. Measurement systems are practical and credible [DI]. Systems are user-friendly [I].
**Risks:** RBM initiative is sidelined by other events [O]. The RBM intervention seems at odds with other initiatives [I].

**Assumptions:** Appropriate resources are forthcoming [I]. RBM frameworks and systems are seen as useful [DI]. Enhanced capacity is adequate to support further RBM development [DI].
**Risks:** Negative peer experiences undermine support for RBM [I]. Organizational culture is difficult to change [I]. Funding agency expectations are high [I].

**Assumptions:** Appropriate audiences in the organization are reached [C]. Training and information is effective [DI]. Adequate acquisition of in-house professional RBM capacity takes place [DI].

**Legend**:

[C] control      [DI] direct influence      [I] influence      [O] outside of influence

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[24] [112, page 17]

# Appendix 9 Competencies and Behavioural Indicators for Federal Heads of Evaluation[25]

These competencies profile defines the behaviours that heads of evaluation need to demonstrate in order to fulfill the responsibilities outlined for them in the Policy on Evaluation, the Directive on the Evaluation Function, and the Standard on Evaluation for the Government of Canada. The profile was developed by the Secretariat of the Treasury Board of Canada.

## EVALUATION EXPERTISE

Possesses and applies broad knowledge of evaluations and evaluation practice
- ❑ Demonstrates in-depth knowledge of evaluation principles, approaches, designs and methods
- ❑ Demonstrates in-depth knowledge of the Policy on Evaluation, Directive on the Evaluation Function and Standard on Evaluation for the Government of Canada
- ❑ Integrates the knowledge generated by evaluations into strategic advice
- ❑ Demonstrates ability to assess, interpret and identify gaps in evaluation evidence
- ❑ Demonstrates sound knowledge of risk management and how it applies to the planning and conduct of evaluations
- ❑ Demonstrates sound knowledge of performance measurement and how it supports the conduct of evaluations

## VALUES AND ETHICS

Builds and nurtures a culture of integrity and respect within the evaluation function and in its work
**Values and Ethics**
- ❑ Ensures the evaluation function is accountable, competent and demonstrates objectivity and integrity in the conduct and reporting of evaluations
- ❑ Ensures that evaluation processes and products comply with the Values and Ethics Code for the Public Service
- ❑ Practises and fosters a climate of transparency, respect and fairness
- ❑ Minimizes potential for ethical dilemmas and/or conflicts of interest and provides direction on their resolution
**Professional Credibility**
- ❑ Takes responsibility for the work of the evaluation unit
- ❑ Leads and motivates others to pursue a high standard of excellence in their evaluation work
- ❑ Systematically seeks feedback from team members, partners and clients to inform improvements to the evaluation function's partnering approaches and activities
- ❑ Demonstrates confidence, composure and integrity in providing information, advice and recommendations to senior management and other clients and when performing evaluation work

## STRATEGIC THINKING

Understands and adapts to the internal and external environments affecting the organization and the evaluation function
**Creativity**
- ❑ Thinks creatively and capitalizes on innovative ideas for the evaluation function to contribute to organizational goals and priorities
- ❑ Encourages creative thinking and incorporates diverse perspectives into evaluation approaches, designs, methods and uses
**Organizational Awareness and Strategic Orientation**
- ❑ Perceives the needs of the deputy head and senior management and conceptualizes evaluation plans, approaches, products and services that position evaluation to contribute to executive decision making
- ❑ Considers organizational, central agency and government-wide needs and priorities, risk, and project interdependencies or synergies and their implications for the evaluation function and its plans and products

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[25] From http://www.tbs-sct.gc.ca/cee/lcfhe-clcef-eng.asp

- ❑ Anticipates and analyzes emerging issues, priorities, risks and opportunities where the evaluation function may contribute value in an innovative but practical manner that meets expectations and objectives
- ❑ Champions the use of evaluation for a wide range of organizational purposes
- ❑ Openly consults across the organization on strategic issues related to evaluation
- ❑ Promotes the organization's understanding of the implications for the evaluation function of the overall state of performance measurement within the organization

## ENGAGEMENT

Builds and nurtures trusting relationships within and outside the evaluation function

**Interpersonal Relations**

- ❑ Acts as a trusted strategic advisor to the deputy head, the Departmental Evaluation Committee, and senior management
- ❑ Solicits and is responsive to input from others, respecting their diverse needs, motivations and preoccupations
- ❑ Models openness and integrity
- ❑ Builds consensus and manages conflict with diplomacy and discretion

**Communication**

- ❑ Exercises sound judgment in selecting issues for communicating advice directly to the deputy head
- ❑ Uses persuasive arguments to gain support for evaluation strategies, plans, findings and recommendations
- ❑ Tactfully supports or defends the department's or evaluation function's needs and interests to other departments, central agencies and other stakeholders

**Teamwork and Partnering**

- ❑ Promotes and facilitates team building, collaboration and sharing of evaluation knowledge and expertise among team members/partners, the Government of Canada evaluation community and beyond
- ❑ Engages in Government of Canada evaluation community meetings and contributes to community initiatives and efforts
- ❑ Identifies and nurtures partnerships, networks or relationships while representing, promoting and advancing evaluation practices and the department's views on issues

## MANAGEMENT EXCELLENCE

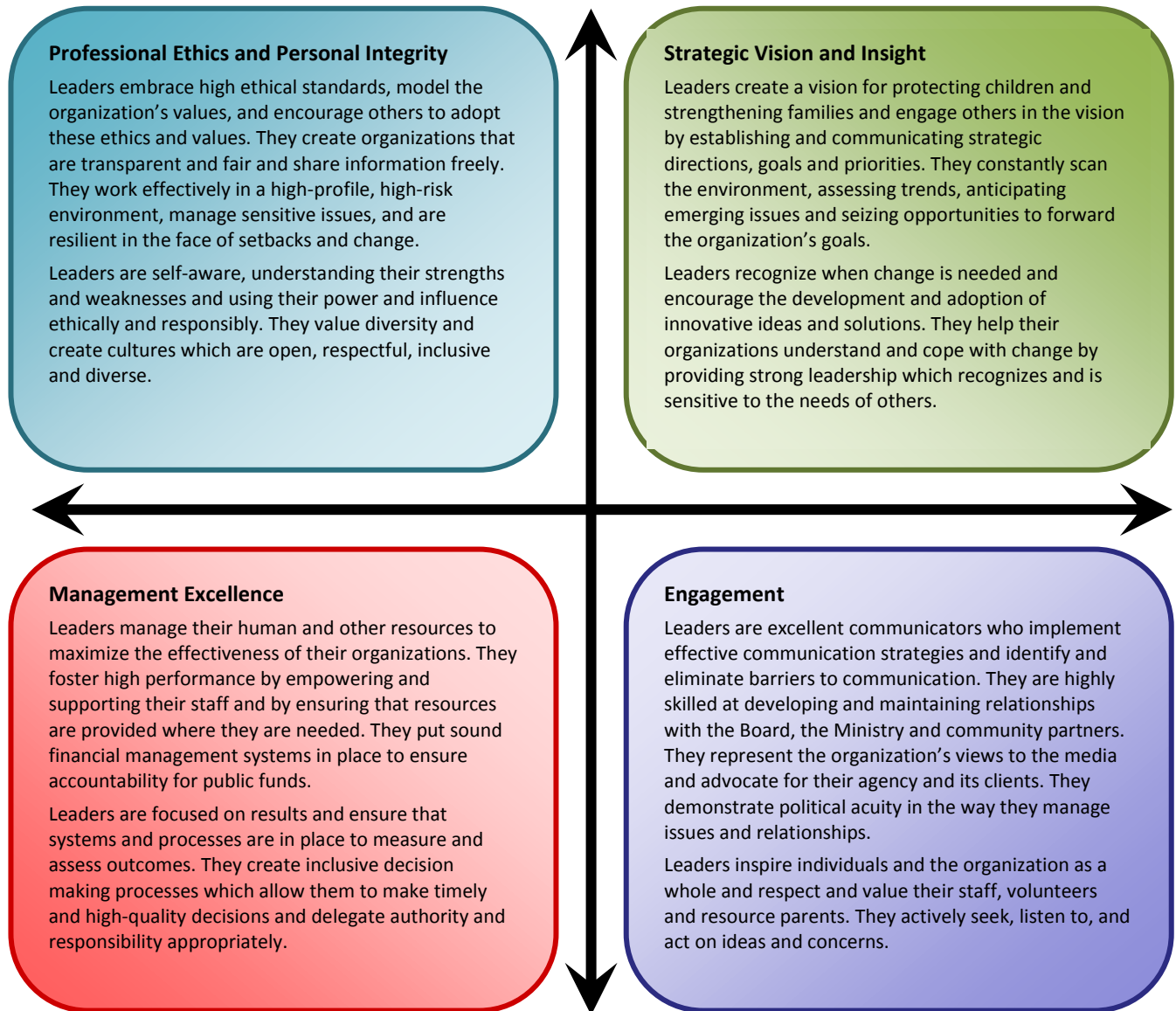Manages the evaluation function effectively and efficiently

**Action Management**

- ❑ Provides timely advice directly to the deputy head when necessary
- ❑ Provides timely advice and recommendations to the Departmental Evaluation Committee in support of its roles and responsibilities
- ❑ Ensures the implementation of controls to achieve consistent quality and timeliness of evaluation products and services
- ❑ Ensures the documentation and application of lessons learned in evaluation practice and in the management of the evaluation function

**People and Financial Management**

- ❑ Identifies the resource needs of the evaluation function and adjusts evaluation unit priorities, strategies, plans, activities and resources as required to meet organizational and government-wide needs
- ❑ Develops a human resources strategy to build and/or maintain the necessary evaluation capacity and evaluator competencies
- ❑ Encourages and facilitates knowledge transfer among evaluation staff
- ❑ Ensures evaluation teams collectively possess the necessary competencies to carry out specific evaluations
- ❑ Creates, monitors and promotes an environment that supports work-life balance in a demanding evaluation environment

## Appendix 10 Leadership Competencies for Ontario Child Welfare[26]

**Professional Ethics and Personal Integrity**

Leaders embrace high ethical standards, model the organization's values, and encourage others to adopt these ethics and values. They create organizations that are transparent and fair and share information freely. They work effectively in a high-profile, high-risk environment, manage sensitive issues, and are resilient in the face of setbacks and change.

Leaders are self-aware, understanding their strengths and weaknesses and using their power and influence ethically and responsibly. They value diversity and create cultures which are open, respectful, inclusive and diverse.

**Strategic Vision and Insight**

Leaders create a vision for protecting children and strengthening families and engage others in the vision by establishing and communicating strategic directions, goals and priorities. They constantly scan the environment, assessing trends, anticipating emerging issues and seizing opportunities to forward the organization's goals.

Leaders recognize when change is needed and encourage the development and adoption of innovative ideas and solutions. They help their organizations understand and cope with change by providing strong leadership which recognizes and is sensitive to the needs of others.

**Management Excellence**

Leaders manage their human and other resources to maximize the effectiveness of their organizations. They foster high performance by empowering and supporting their staff and by ensuring that resources are provided where they are needed. They put sound financial management systems in place to ensure accountability for public funds.

Leaders are focused on results and ensure that systems and processes are in place to measure and assess outcomes. They create inclusive decision making processes which allow them to make timely and high-quality decisions and delegate authority and responsibility appropriately.

**Engagement**

Leaders are excellent communicators who implement effective communication strategies and identify and eliminate barriers to communication. They are highly skilled at developing and maintaining relationships with the Board, the Ministry and community partners. They represent the organization's views to the media and advocate for their agency and its clients. They demonstrate political acuity in the way they manage issues and relationships.

Leaders inspire individuals and the organization as a whole and respect and value their staff, volunteers and resource parents. They actively seek, listen to, and act on ideas and concerns.

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[26] [31, pages 5-10]

**Professional Ethics and Personal Integrity**

❑ Values and Ethics
- Embraces and promotes adherence to recognized child welfare principles and best practices.
- Models, fosters and lives the organization's values.
- Uses power and influence ethically and responsibly.

❑ Transparency and Fairness
- Values and models transparency and fairness and makes decisions without favouritism or bias.
- Creates a climate of trust and openness and shares information openly and honestly.
- Accepts accountability for actions and decisions and takes responsibility for mistakes.

❑ Personal Effectiveness
- Functions effectively in a high-risk, high-profile, politically sensitive area and reacts quickly and appropriately to changing demands and circumstances.
- Tolerates uncertainty, manages risk, is resilient in the face of setbacks, and persistent in forwarding the organization's goals and priorities.
- Manages sensitive issues and makes decisions, takes appropriate action, and remains calm in crisis situations.
- Demonstrates self-awareness, knowing his/her strengths and weaknesses and understanding his/her emotions and beliefs and their effects.

❑ Respect for Diversity
- Creates an inclusive and diverse culture founded on compassion and respect for clients, staff and partners.
- Values different perspectives and proactively seeks to incorporate diverse views into goal setting and decision making.

**Strategic Vision and Insight**

❑ Vision
- Articulates and drives forward a shared mission and vision for assuring child safety and strengthening families.
- Shifts strategic focus and activities in response to changing circumstances and priorities.

❑ Goal Setting
- Establishes and clearly communicates strategic and operational goals and expected results.
- Sets goals that are realistic and achievable, taking into account both the organization's mandate and available resources.
- Sets necessary transformational goals and provides strong leadership for change initiatives.

❑ Strategic Thinking
- Creates a climate that encourages innovation and takes calculated risks to develop and adopt innovative ideas and solutions.
- Anticipates emerging issues and quickly develops strategies to solve problems or seize opportunities.
- Recognizes critical issues and frames them in the context of the child welfare sector and legislation, the role of the CAS, and organization directions and priorities.
- Establishes priorities based on organization directions and goals and makes necessary adjustments when circumstances change.
- Provides advice and develops strategies that reflect the strategic directions and priorities of the organization and the climate in which it operates.

**Management Excellence**

❑ People Management
- Builds and promotes a safe, healthy, respectful organization, free of harassment and discrimination.
- Ensures the workforce has the capacity and diversity to meet current and future needs.
- Consistently "walks the talk" and empowers, supports and encourages the management team and staff at all levels.

❑ Results Focus
- Develops and implements systems and processes for measuring and evaluating outcomes.
- Recognizes and encourages results and deals constructively with challenges and setbacks.

❑ Resources Management
- Provides leadership in the effective management and stewardship of resources, aligning resources with priorities.
- Implements sound financial management systems and practices to support fiscal accountability for public funds.
- Implements strategies that promote operational efficiencies and support effective and efficient business processes.

❑ Decision Making
- Creates decision making processes that are inclusive and collaborative.
- Effectively solves problems, using sound professional judgment based on analysis and consultation to make quality decisions in a timely manner.
- Delegates authority, responsibility, and accountability to appropriate levels.


**Engagement**

❑ Communication
- Develops and implements effective communication and engagement strategies and identifies and removes barriers to communication and collaboration.
- Communicates complex issues clearly and consistently using a variety of methods and vehicles appropriate to the audience and the message.

❑ Internal Engagement
- Inspires, influences, and develops individuals and the organization as a whole.
- Welcomes ideas and values the experience and expertise of staff, volunteers and resource parents.
- Actively solicits input, listens with empathy and respect, and incorporates ideas into decision making.

❑ Relationship Management
- In a complex environment, builds alliances, finds common ground with a wide range of stakeholders, and cultivates effective relationships and trust with the Board, the Ministry, and community partners.
- Demonstrates political acuity in effectively managing issues and in relationships with stakeholders, the Ministry and the media.
- Serves as an effective spokesperson and advocate for the agency and its clients, presenting their points of view to the media and stakeholders.
- Influences outcomes by negotiating win-win solutions and resolving conflict in a timely and sensitive way.
- Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

# Appendix 11A Ontario Leadership Framework (OLF) 2012 K-12 School Effectiveness Framework

From [53, pages 10-11]

A support for school improvement and student success



- A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.
- Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

## School and Classroom Leadership

- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
- Organizational structures are coherent, flexible and respond to the needs of students.
- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.

## Student Voice

- The teaching and learning environment is inclusive and reflects Individual student strengths, needs and learning preferences.
- School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.
- Students are partners in conversations about school improvement.
- Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

## Curriculum, Teaching and Learning

- A culture of high expectations supports the belief that all students can learn, progress and achieve.
- A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
- Learning is deepened through authentic, relevant and meaningful student inquiry.
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Resources for students are relevant, current, accessible and inclusive.

## Assessment for, as and of Learning

- Students and teachers share a common understanding of the learning goals and related success criteria.
- During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.
- Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.

- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

## Programs and Pathways

- Programs, pathways, and career planning meet the learning needs and interests of all students.
- Authentic learning experiences and experiential learning are Built into all subject areas and programs
- Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
- Students have opportunities to build on in-school and out-of school experiences and activities to further explore personal interests, strengths and career options.

## Home, School and Community Partnerships

- The school council has a meaningful role in supporting learning and achievement for students.
- Students, parents and community members are engaged and welcomed as respected, valued partners.
- The school and community build partnerships to enhance learning opportunities for students.
- Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.

## Appendix 11B Ontario Leadership Framework (OLF) 2012 School-level Leadership

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

| SCHOOL–LEVEL LEADERSHIP | | | | |
|---|---|---|---|---|
| SETTING DIRECTIONS | BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE | DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES | IMPROVING THE INSTRUCTIONAL PROGRAM | SECURING ACCOUNTABILITY |
| **Building a shared vision**<br><br>School leaders:<br><br>• Establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed<br>• Build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction<br>• Encourage the development of organizational norms that support openness to change in the direction of the school's vision | **Providing support and demonstrating consideration for individual staff members**<br><br>School leaders:<br>• Recognize the accomplishments of individual staff members<br>• Consider staff members' opinions when initiating actions that affect their work<br>• Build upon and respond to individual staff members' unique needs and expertise<br>• Treat individuals and groups among staff equitably<br><br>**Stimulating growth in the professional capacities of staff**<br><br>School leaders:<br>• Encourage staff to reflect on what they are trying to achieve with students and how they are doing it<br>• Lead discussions about the relative merits of current and alternative practices<br>• Challenge staff to continually | **Building collaborative cultures and distributing leadership**<br><br>School leaders:<br>• Model collaboration in their own work<br>• Foster mutual respect and trust among those involved in collaboration<br>• Encourage the collaborative development of group processes and outcomes<br>• Help develop clarity about goals and roles related to collaborative work<br>• Encourage a willingness to compromise among collaborators<br>• Foster open and fluent communication toward building and sustaining professional learning communities<br>• Provide adequate and consistently available resources to support collaborative work<br>• Involve staff in the design and implementation of important | **Staffing the instructional program**<br><br>School leaders:<br>• Recruit and select teachers who have the interest and capacity to further the school's vision and goals<br>• Retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships<br><br>**Providing instructional support**<br><br>School leaders:<br>• Actively oversee the instructional program<br>• Coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning | **Building staff members' sense of internal accountability**<br><br>School leaders:<br>• Regularly engage staff in analyzing data on the learning progress of all students<br>• Insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation<br>• Promote collective |

| SCHOOL–LEVEL LEADERSHIP | | | | |
|---|---|---|---|---|
| SETTING DIRECTIONS | BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE | DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES | IMPROVING THE INSTRUCTIONAL PROGRAM | SECURING ACCOUNTABILITY |
| • Help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities<br><br>**Identifying specific, shared short–term goals**<br><br>School leaders:<br>• Facilitate stakeholder engagement in processes for identifying specific school goals<br>• Build consensus among students, staff, and diverse stakeholders about the school's goals<br>• Ensure the goals are clearly communicated to all stakeholders<br>• Regularly encourage staff to evaluate their progress toward achieving the | re-examine the extent to which their practices support the learning of all their students<br>• Facilitate opportunities for staff to learn from each other<br>• Suggest new ideas for staff learning<br>• Encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities<br>• Encourage staff to try new practices that are consistent with both their interests and school goals<br><br>**Modelling the school's values and practices**<br><br>School leaders:<br>• Are highly visible in their schools<br>• Are easily accessible to staff, parents and students<br>• Have frequent, meaningful interactions with teachers, students and parents in order to further the school | school decisions and policies<br>• Provide staff with leadership opportunities and support them as they take on these opportunities<br><br>**Structuring the organization to facilitate collaboration**<br><br>School leaders:<br>• Create timetables for teaching that maximize time on task for students<br>• Provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work<br>• Establish a structure of teams and groups that work together on problem solving<br>• Distribute leadership on selected tasks<br>• Engage teachers in making decisions that affect their instructional work<br><br>**Building productive relationships with families and the community**<br><br>School leaders:<br>• Create a school environment in | goals<br>• Observe classroom instruction and provide constructive feedback to teachers<br>• Provide adequate preparation time for teachers<br>• Provide advice to teachers about how to solve classroom problems<br>• Provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools<br>• Participate with staff in their instructional improvement work<br><br>**Monitoring progress in student learning and school improvement**<br><br>School leaders:<br>• Assist staff in understanding the importance of student assessment for, of, and as learning | responsibility and accountability for student achievement and well–being<br>• Help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts<br>• Assess their own contributions to school achievements and take into account feedback from others on their performance<br>• Participate actively in their own performance appraisal and make adjustments to better meet |

| SCHOOL–LEVEL LEADERSHIP | | | | |
|---|---|---|---|---|
| **SETTING DIRECTIONS** | **BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE** | **DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES** | **IMPROVING THE INSTRUCTIONAL PROGRAM** | **SECURING ACCOUNTABILITY** |
| school's goals<br>• Encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals<br>• Refer frequently to the school's goals when engaged in decision making about school programs and directions<br><br>**Creating high expectations**<br>**School leaders:**<br>• Have high expectations for teachers, students and themselves<br>• Devote additional effort to creating high expectations among staff for the achievement of | goals<br>• Demonstrate the importance of continuous learning through visible engagement in their own professional learning<br>• Exemplify, through their actions, the school's core values and its desired practices<br><br>**Building trusting relationships with and among staff, students and parents**<br>**School leaders:**<br>• Model responsibility, integrity and thoroughness in carrying out tasks<br>• Act in ways that consistently reflect the school's core values and priorities in order to establish trust<br>• Demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value<br>• Encourage staff, students and parents to listen to one another's ideas and | which parents are welcomed, respected and valued as partners in their children's learning<br>• Demonstrate the type of leadership that parents can trust – confident, systematic and attentive<br>• Help develop staff commitment to engaging parents in the school<br>• Work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school<br>• Encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included<br>• Encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved<br>• Help connect families to the wider network of social services as needed<br><br>**Connecting the school to the** | • Collaborate with staff during the process of data interpretation<br>• Use multiple sources of evidence when analysing student progress<br>• Give priority to identifying those students most in need of additional support<br>• Incorporate the explicit use of data when making decisions that relate to student learning and school improvement<br>• Examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning<br>• Collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts<br>• Provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use | expectations and goals<br><br>**Meeting the demands for external accountability**<br>**School leaders:**<br>• Clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated<br>• Measure and monitor teacher and leader effectiveness using data about changes in student achievement<br>• Align school targets with board and provincial targets |

| SCHOOL-LEVEL LEADERSHIP | | | | |
|---|---|---|---|---|
| SETTING DIRECTIONS | BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE | DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES | IMPROVING THE INSTRUCTIONAL PROGRAM | SECURING ACCOUNTABILITY |
| students who have traditionally struggled to be successful at school<br>• Encourage staff to be innovative in helping students meet those expectations<br>• Encourage staff to assume responsibility for achieving the school's vision and goals for all students<br>• Make their expectations known through words and actions<br>**Communicating the vision and goals**<br>School leaders:<br>• Use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school<br>• Demonstrate to all stakeholders the use | genuinely consider their value<br>• Establish norms in the school that demonstrate appreciation for constructive debate about best practices<br>• Demonstrate respect, care and personal regard for students, staff and parents<br>• Encourage staff, students and parents to demonstrate respect, care and personal regard for one another<br>**Establishing productive working relationships with teacher federation representatives**<br>School leaders:<br>• Include federation representatives in processes for establishing goals for school improvement<br>• Encourage federation representatives to keep their members well informed about their work with school leaders<br>• Encourage federation representatives to collaborate in determining | wider environment<br>School leaders:<br>• Develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community<br>**Maintaining a safe and healthy environment**<br>School leaders:<br>• Take measures to secure the school's physical facilities against intruders<br>• Ensure that the physical facility is maintained in a safe, healthy and attractive condition<br>• Communicate standards for non-violent behaviour and uphold those standards in an equitable manner<br>• Empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour<br>• Implement and monitor the use of appropriate disciplinary practices in classrooms and | of data is valued)<br>**Buffering staff from distractions to their work**<br>School leaders:<br>• Create and enforce consistent, school-wide discipline policies<br>• Minimize daily disruptions to classroom instructional time<br>• Implement a systematic procedure for deciding how best to respond to initiatives from outside the school<br>• Develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities<br>• Regularly assess the contribution of all out-of-classroom activities to the learning priorities of students | • Provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community)<br>• Create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements |

| SCHOOL–LEVEL LEADERSHIP | | | | |
|---|---|---|---|---|
| **SETTING DIRECTIONS** | **BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE** | **DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES** | **IMPROVING THE INSTRUCTIONAL PROGRAM** | **SECURING ACCOUNTABILITY** |
| of the school's vision and goals in day–to–day actions and decision making<br>• Regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals | how to implement labour contract provisions in ways that support school improvement work | throughout the school<br>• Develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively<br>• Provide opportunities for staff and students to learn about effective conflict resolution strategies<br><br>**Allocating resources in support of the school's vision and goals**<br><br>**School leaders:**<br>• Manage efficient budgetary processes<br>• Distribute resources in ways that are closely aligned with the school's improvement priorities<br>• Ensure that sustained funding is directed to the school's improvement priorities<br>• Secure resources as needed to support the instructional work of the school<br>• Revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change<br>• Ensure effective oversight and accountability of resources to support priorities | | |

| PERSONAL LEADERSHIP RESOURCES | | |
|---|---|---|
| Leaders draw upon the personal leadership resources to effectively enact leadership practices | | |
| **Cognitive Resources** | **Social Resources, including the ability to:** | **Psychological Resources** |
| • Problem-solving expertise<br>• Knowledge of effective school and classroom practices that directly affect student learning | • Perceive emotions<br>• Manage emotions<br>• Act in emotionally appropriate ways | • Optimism<br>• Self-efficacy<br>• Resilience |

## Appendix 11C Ontario Leadership Framework (OLF) 2012 District Effectiveness Framework

Characteristics of High-performing School Systems

| DISTRICT EFFECTIVENESS FRAMEWORK (DEF) | | | |
| --- | --- | --- | --- |
| CORE PROCESSES | SUPPORTING CONDITIONS | LEADERSHIP DEVELOPMENT | RELATIONSHIPS |
| **System Directions (Mission, Vision and Goals)**<br><br>In high–performing school systems:<br>• Beliefs and visions about student learning and well–being that fall within the parameters set by the province are widely shared and developed transparently with the engagement of multiple school and system stakeholders<br>• There is a focus on raising the achievement bar, closing the achievement gap, and nurturing student engagement and well–being<br>• System directions are understood and shared by all staff<br><br>**Curriculum and Instruction**<br><br>In high–performing school systems:<br>• There is strong support for schools' efforts to implement curricula that foster students' deep understandings about "big ideas" and to develop the basic | **Organizational Improvement Processes**<br><br>In high–performing school systems:<br>• A small number of improvement goals are pursued at one time<br>• Implementation of improvement goals is carried out in manageable stages and early stages of implementation are used as learning opportunities<br>• Schools are not overloaded with excessive numbers of initiatives; new initiatives are reviewed to ensure alignment with system priorities<br>• Efforts are made to build the capacities needed by school staff for successful school improvement<br>• Improvement efforts in schools are guided by explicit and well–tested frameworks, policies, practices and widely shared goals that permit local adaptation<br>• Diverse stakeholders have clearly defined roles in school | **Professional Leadership Development[1]**<br><br>In high–performing school systems:<br>• Procedures for identifying, recruiting, selecting and appraising school and system leaders are well designed and carefully implemented<br>• Procedures for transferring school–level leaders add value to improvement efforts underway in schools<br>• The most skilled leaders in the system are placed where they are most needed<br>• School–level leaders are encouraged, when useful, to supplement their own capacities with system–level expertise<br>• Principals are expected to be knowledgeable about the quality of their teachers' instruction<br>• The community and the central office staff are focused on learning and support for principals and teachers to improve instruction and ensure | **Internal System and School Relationships**<br><br>In high–performing school systems:<br>• Central office roles are interconnected; staff work collaboratively toward shared goals; staff communicate with each other frequently and cordially<br>• School staff participate in system decisions; they have frequent contact with central office staff for support and assistance; central office staff visit schools frequently<br>• Networks and professional learning communities are well established at school and system levels as an expected way of solving problems and conducting other business<br><br>**Relationships with Local Community Groups**<br><br>In high–performing school systems:<br>• Community groups are recognized for their |

| DISTRICT EFFECTIVENESS FRAMEWORK (DEF) | | | |
|---|---|---|---|
| CORE PROCESSES | SUPPORTING CONDITIONS | LEADERSHIP DEVELOPMENT | RELATIONSHIPS |
| skills students need to acquire such understandings<br>• Staff work together to help provide all students with engaging forms of instruction<br>• Staff work together to help establish ambitious but realistic student performance standards<br>• Instructional improvement work includes teachers and assists them in developing sophisticated understandings of powerful instruction for students<br>• There is extensive work with schools to align curriculum, instruction, assessment and teaching resources<br>**Uses of Evidence**<br>**In high-performing school systems:**<br>• There are efficient and effective information management systems<br>• Schools have relevant evidence about their performance<br>• Schools receive assistance in using evidence to improve their performance<br>• There are collaborative structures and opportunities for | improvement<br>**Professional Learning**<br>**In high-performing school systems:**<br>• Time spent in meetings of teachers and principals is largely devoted to professional learning and administrative matters are dealt with primarily through other forums<br>• Professional learning is aligned with system and school improvement initiatives<br>• Differentiated professional learning opportunities are provided to meet needs of individual schools, administrators and teachers<br>• Opportunities are provided for teachers and administrators to further develop their expertise<br>• Time is provided in schools for collaborative work on instructional improvement initiatives; schools are allocated the resources to provide this time; and leaders are trained in how best to facilitate such work<br>• System-sponsored professional learning is closely aligned with the best evidence about adult | high levels of learning for all students<br>• System and school leaders are expected to reflect the leadership practices identified in the Ontario Leadership Framework and other practices as deemed critical for local purposes<br>• Coordinated forms of leadership distribution throughout the school system are fostered<br>**Elected Leader (board trustees) Development[2]**<br>**In high-performing school systems:**<br>• Elected leaders participate with senior staff in assessing community values and interests and incorporating them into the system's mission and vision for students<br>• Elected leaders support a climate which engages teachers, administrators, parents and the wider community in developing and supporting the vision<br>• Elected leaders support a climate of excellence that makes achieving the vision possible<br>• Elected leaders use the system's | contributions and are consulted on decisions affecting the community<br>• School system staff participate as members of community groups<br>• Schools use relevant expertise from community groups as instructional resources<br>• Relationships are carefully nurtured to build community support for publicly funded education<br>**Relationships with Parents**<br>**In high-performing school systems:**<br>• School staff are supported in acquiring the capacities needed to productively engage parents in schools and assist parents in creating effective home conditions for children learning<br>• There is a policy on parent engagement and implementation is monitored<br>• Schools and parents are asked for evidence as part of parent engagement policy monitoring<br>**Relationship with the Ministry of Education**<br>**In high-performing school** |

| DISTRICT EFFECTIVENESS FRAMEWORK (DEF) | | | |
|---|---|---|---|
| CORE PROCESSES | SUPPORTING CONDITIONS | LEADERSHIP DEVELOPMENT | RELATIONSHIPS |
| the interpretation of evidence in schools<br>• Schools use expertise from outside the school system to help with data interpretation when needed<br>• Appropriate evidence is used for reporting to stakeholders<br>• Existing research guides policy making and planning | learning<br>**Alignment**<br>**In high-performing school systems:**<br>• Effective stewardship of resources is provided through systematic and ongoing processes to align budget, personnel policies and procedures and organizational structures with board-wide strategic goals to support student success<br>• Provincial priorities are explicitly acknowledged and there is alignment with them in locally meaningful ways<br>• Adequate resources (time and money) are allocated for professional learning of leaders, teachers and those in support roles | beliefs and vision for student learning and well-being as a foundation for strategic planning and ongoing system evaluation<br>• Elected leaders focus on the improvement of student learning and well-being consistent with the system's mission and vision<br>• Elected leaders support policy development which guides staff decisions aimed at providing rich curricula and engaging forms of instruction for all students and eliminating those forms that do not engage students<br>• Elected leaders support productive relationships among senior staff, school staffs, **community stakeholders and provincial education officials**<br>• Elected leaders engage in productive working relationships among members of the elected board<br>• Elected leaders respect the role of the director and senior staff in their responsibility for administration of the school system | systems:<br>• System leaders have regular communication with the ministry about school system goals and directions<br>• System leaders provide clarification to the ministry on how it can be of most help<br>• System leaders collaborate with the ministry in achieving school system goals and directions<br>• System leaders provide feedback to the ministry about the relevance of provincial initiatives to school system goals and directions<br>• Government initiatives are supplemented, when needed, to increase their local impact<br>• Schools consider how to implement provincial initiatives to get the best results for the school and students<br>• Multi-year plans explicitly integrate provincial and school system priorities<br>**Relationships with Teachers**<br>**In high-performing school systems:**<br>• System and teacher leaders share a vision for student |

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

2 These leadership practices are not meant to be a list of duties and responsibilities of trustees as these are covered in the *Education Act*,

| DISTRICT EFFECTIVENESS FRAMEWORK (DEF) | | | |
|---|---|---|---|
| CORE PROCESSES | SUPPORTING CONDITIONS | LEADERSHIP DEVELOPMENT | RELATIONSHIPS |
| | | • Elected leaders hold the director accountable for improving teaching and learning in the school system<br>• Elected leaders hold themselves accountable for supporting decisions of the board once those decisions have been made | learning<br>• Federation leaders are given time and space to participate in planning system and school improvement efforts<br>• System and school leaders work with teachers to build trusting relationships<br>• Federation leaders keep their members well–informed about their work with school and system leaders<br>• Labour contracts are examined to see that they support school improvement and increased student learning |

From [53, pages 18 - 19]

## Appendix 11D Ontario Leadership Framework (OLF) 2012 System-level Leadership

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals. Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placemat adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the four domains of the District Effectiveness Framework (DEF).

| CORE PROCESSES<br>Setting Directions and Accomplishing Goals | SUPPORTING CONDITIONS<br>Networking and Aligning | LEADERSHIP DEVELOPMENT | RELATIONSHIPS |
|---|---|---|---|
| System leaders:<br>• Ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organization<br>• Encourage participation of the elected board in setting broad goals for the | System leaders:<br>• Create structures and norms within the system to ensure regular, reciprocal and extended deliberations about progress within and across schools, as well as across the | System leaders:<br>• Use the best available evidence about successful leadership as a key source of the criteria used for recruiting, selecting, developing and appraising professional leaders<br>• Regularly implement well–developed | System leaders:<br>• Encourage and model relationships between system and school–level leaders that are reciprocal, collaborative, and highly interactive<br>• Stimulate high levels of |

| CORE PROCESSES<br>Setting Directions and Accomplishing Goals | SUPPORTING CONDITIONS<br>Networking and Aligning | LEADERSHIP DEVELOPMENT | RELATIONSHIPS |
|---|---|---|---|
| board to use in fulfilling its responsibilities for setting and monitoring policy<br>• Regularly report to the board the progress made towards achieving these broad goals<br>• Use the system's directions as fundamental criteria for virtually all decisions, keeping in mind that system leaders are the chief stewards of those directions<br>• Use the best available research and other systematically collected evidence to inform decisions wherever possible<br>• Build the system's capacity and disposition for using systematically collected data to inform as many decisions as possible. This includes training principals, vice principals and staff on the use of data and research literature to sustain decision making<br>• Articulate, demonstrate and model the system's goals, priorities and values to staff when visiting schools<br>• Develop and implement board and school improvement plans interactively and collaboratively with school leaders<br>• Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities | system as a whole, with the aim of creating deeply interconnected networks of school and system leaders working together on achieving the desired directions for the system<br>• Use the networks that are created as a central mechanism for the professional development of school-level leaders<br>• Regularly monitor the alignment of the system's policies and procedures and the allocation of resources in response to refinements of directions or changes in improvement processes | leadership appraisal processes that serve both formative and summative purposes<br>• Allow competent school leaders to remain in their schools for significant periods of time<br>• Provide opportunities within the system for aspiring and existing leaders to improve their leadership capacities<br>• Develop realistic plans for leadership succession<br>• Model the practices, dispositions, and work habits that are desired for professional leaders in the system<br><br>**System leaders supporting elected leaders:**<br>• Communicate the system's vision and goals for students to the wider community<br>• Keep the learning and well-being of students at the core of the elected board's decision making<br>• Align the system's policies and financial resources around achieving the system's vision and goals for students<br>• Encourage elected leaders' respect for the role of director and senior staff in their responsibilities for school system administration<br>• Establish collegial working relationships<br>• Ensure access to professional development for the board members | interaction among school leaders driven by a shared sense of responsibility among school leaders for system improvement<br>• Provide support for schools' own parent engagement initiatives and use system-level efforts to engage parents to supplement local efforts<br>• Work toward relationships between the system and the ministry of education that feature a high level of reciprocity, in the interest of achieving both province-wide and system-level goals in the context of circumstances specific to the system |

## Appendix 11E Ontario Leadership Framework (OLF) 2012 Personal Leadership Resources

### PERSONAL LEADERSHIP RESOURCES

Leaders draw upon the personal leadership resources to effectively enact leadership practices

| Cognitive Resources | Social Resources | Psychological Resources |
|---|---|---|
| **Problem-solving expertise** | Including the ability to: | **Optimism** |
| • Understanding/interpreting problems | **Perceive emotions** | • Habitually expecting positive results from our efforts |
| • Identifying goals | • Recognizing our own emotional responses | • Recognizing where we have, and do not have, opportunities for direct influence and control |
| • Articulating principles and values | • Discerning emotional responses in others through verbal and non-verbal cues | • Taking positive risks |
| • Identifying constraints | | |
| • Developing solution processes | **Manage emotions** | **Self-efficacy** |
| • Maintaining calm/confidence in the face of challenging problems | • Reflecting on our own emotional responses and their potential consequences | • Believing in our own ability to perform a task or achieve a goal |
| | • Persuading others to likewise reflect on their responses | • As a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure |
| **Knowledge about school and classroom conditions with direct effects on student learning** | **Act in emotionally appropriate ways** | |
| • Technical/rational conditions | • Being able to exercise control over which emotions guide our actions | **Resilience** |
| • Emotional conditions | • Being able to help others act on emotions that | • Being able to recover from, or adjust easily to, change or misfortune |
| • Organizational conditions | • serve their best interests | • Being able to thrive in challenging circumstances |
| • Family conditions | | |

## Appendix 12 Interview Questions

## The Task...

To produce a small number of miniature case studies  or leadership scenarios that illustrate approaches to systems leadership taken by specific leaders and their partners illustrating key challenges and how these have been tackled, and key success stories.

## Key Definitions

### System

The literature review defines a system as: An interconnected and interdependent series of entities, where decisions and actions in one entity are consequential to other neighbouring entities. Boundaries are not (easily) defined; in the research, systems are invariably viewed through a 'complexity' lens.

### Complex System

A complex system is one in which even knowing everything there is to know about the system is not sufficient to predict precisely what will happen

### System Leadership

Systems leadership is leading across organizational and geopolitical boundaries, beyond individual professional disciplines, within a range of organizational and stakeholder cultures, often without direct managerial control. Systems Leadership is seen by many as fundamentally a collective activity. It involves acting in concert, not alone.

## Discussions Questions

6. In what ways is the leadership landscape changing in your sector?

7. Are you familiar with the concept of systems leadership? If so, in what context?

8. Does the concept of systems leadership make sense to you?

9. How are systems leadership roles changing at different levels and in different parts of systems?

10. What do you believe are the characteristics of effective systems leadership?

11. What do you see as the enablers to systems leadership?

12. What do you see as the barriers to systems leadership?

13. How does approach to change impact systems leadership?

14. What are your views on how systems leadership capacity and competence can be developed at the individual, organizational and sector level? What this requires of wider stakeholders and partners?

15. What do you are key priority areas for capacity building in behaviours, skills & organizational support to support systems leadership?

16. What do you see as key areas where further work is needed to develop resources, tools or materials?

17. Are there any linkages between systems leadership and evidence of improved outcomes for children and families?

## Appendix 13 Interviewees

## Education

❑ Manon Gardner, *Chief Academic Officer*, Toronto District School Board

## Child Welfare

❑ *Katharine Dill*, Executive Director, PART

❑ *Mark Kartusch*, Executive Director, Highland Shores CAS

❑ *Vicky Lowery*, Senior Service Manager, Advice & Assessment, Peel Children's Aid Society

❑ *Daniel Moore*, Executive Director, Family and Children's Services of Guelph and Wellington County

❑ *David Rivard*, CEO, Toronto Children's Aid Society

## Children's Mental Health

❑ *Suzette Arruda- Santos*, Executive Director, Yorktown Child and Family Centre

❑ *Amy Boudreau*, Director, Strategic Planning and Operations, Ontario Centre of Excellence for Child and Youth Mental Health

❑ *Enid Grant*, Director of Intensive Services & Partnership, Delisle Youth Services

❑ *Purnima Sundar*, Director, Knowledge Exchange, Ontario Centre of Excellence for Child and Youth Mental Health

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