

# Principal's Qualification Program Guideline

July 2017



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

## **On the Cover**

**Alison Gaymes:** Member of the Principal's Qualification Program Provincial Writing Team, Principal, Toronto District School Board

**Rick White:** Member of the Principal's Qualification Program Provincial Writing Team, Retired Educator, Former Principal

# Contents

1. The Ontario School Principal	1
2. Program Vision	1
3. Regulatory Context	2
3.1 A Collective Vision of Professionalism	3
3.2 Standards Resources	4
4. Ontario Context	4
5. Program Overview	5
5.1 Critical Theoretical Framework	5
6. Program Conceptual Framework	5
7. Instructional Practice	18
8. Assessment and Evaluation of Candidates	18
9. The Leadership Practicum	19
9.1 Purpose	19
A. Leadership Practicum Requirements	19
B. Components of the Leadership Practicum	20
Leadership Practicum Mentor	20
Leadership Practicum Proposal	20
Leadership Practicum Log	20
Leadership Practicum Reflective Journal	20
Observation	21
C. Requirements of the Final Report	21
D. Provider Responsibilities for the Leadership Practicum	21

<b>APPENDIX I</b>	<b>24</b>
<b>The Ethical Standards for the Teaching Profession</b>	<b>24</b>
<b>The Standards of Practice for the Teaching Profession</b>	<b>26</b>
<b>APPENDIX II: Resources</b>	<b>28</b>
<b>Standards Resources</b>	<b>28</b>
<b>Additional Resources</b>	<b>29</b>
<b>Legislation</b>	<b>31</b>
<b>APPENDIX III: Optional Forms</b>	<b>32</b>
<b>Form 1: Observation</b>	<b>33</b>
<b>Form 2: Leadership Practicum Proposal Agreement</b>	<b>35</b>
<b>Form 3: Leadership Practicum Evaluation</b>	<b>41</b>

# Principal's Qualification Program Guideline, Part I and Part II

## 1. The Ontario School Principal

Principals in Ontario are pedagogical leaders who are respectful of and responsive to equity and diversity within Ontario's classrooms and schools. They are ethical decision makers exercising informed professional judgement; critical and creative thinkers working towards continual improved professional practice; collaborative, resilient partners and leaders in learning communities; facilitators of family and caregiver engagement and caring role models committed to student success, well-being and life-long learning.

Principals play an essential role in creating and sustaining supportive school and system practices that enhance student learning and well-being including the cognitive, social, physical, emotional, spiritual and ethical development of all students. Principals apply knowledge and skills with integrity, courage, wisdom and positive attitudes and are pivotal in supporting students, teachers, staff, families, caregivers and school community members.

The critical lens of an Ontario principal is key to responding to complex issues and creating an education system that is transformative. The adoption of an equity lens (for example, familiarity with critical pedagogy, culturally inclusive teaching and critical exploration of power, privilege and social identities) enables principals to investigate the many ways to democratize knowledge and support knowledge creation and mobilization.

## 2. Program Vision

The Principal's Qualification Program (PQP) explores with candidates one of

the most critical roles in our educational system. Principals are uniquely positioned to exercise influence and ensure that every student in their care receives equitable educational opportunities. The program is designed to support candidates as critically reflective educational leaders who function effectively in dynamic, diverse and complex contexts characterized by rapidly changing circumstances. Principals develop and sustain effective relationships in order to communicate clearly, identify and solve problems, anticipate and resolve conflict and make decisions that reflect the best interests of students, staff, families, caregivers and the school community.

The program components are rooted in the five leadership domains identified in School-Level Leadership and Catholic School-Level Leadership found within the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action*/le Leadership au niveau de l'école de langue française and le Leadership au niveau de l'école catholique de langue française found within le *Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario* (Ontario Institute for Education Leadership [IEL], 2013).

Candidates will identify and respond to systemic barriers and will be empowered to advocate for all students and honour diversity of voice and perspective as they engage with educational leadership practices and experiences. Candidates in the program will further develop their personal and professional

capacity related to the practices identified under the five domains from the *Ontario Leadership Framework: Setting Directions, Relationships and Capacity Building, Developing the Organization to Support Desired Practices, Improving the Instructional Program and Securing Accountability*. The leadership framework also includes a number of key personal resources which leaders utilize in the role of vice-principal and principal.

The Principal’s Qualification Program provides a foundation for the role of principal or vice-principal in Ontario schools. The PQP is one aspect of ongoing professional learning focused on the enhancement of personal and professional knowledge, critical thinking and reflection, communication and practices that contribute to exemplary practice in the principalship.

A key component of the PQP focuses on the ever changing role of an effective professional who embodies a critical pedagogical stance and is highly skilled in facilitating ethical learning contexts that celebrate diversity and are responsive to all learners. Principals demonstrate a willingness to explore critical, innovative and leading-edge thinking. Positioned at the forefront of the change process, they are instrumental in collaborating with others in championing risk taking and innovation in education within a local and global context.

### 3. Regulatory Context

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

The College’s responsibilities related to the PQP are:

- to establish and enforce professional standards and ethical standards applicable to members of the College
- to provide for the ongoing education of members of the College
- to accredit Additional Qualification courses or programs and more specifically,

*Ensure the program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College’s “Standards of Practice for the Teaching Profession” and the “Ethical Standards for the Teaching Profession” and in the program guidelines issued by the College.*

(Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).

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

### 3.1 A Collective Vision of Professionalism

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

practice, professional knowledge, skills, values and ongoing professional learning. A key component of the PQP focuses on the ever changing role of an effective professional who embodies a critical pedagogical stance, is highly skilled in facilitating ethical learning contexts that celebrate diversity and are responsive to all learners and demonstrates a willingness to explore critical and innovative leading-edge thinking.

## A Collective Vision of Professionalism

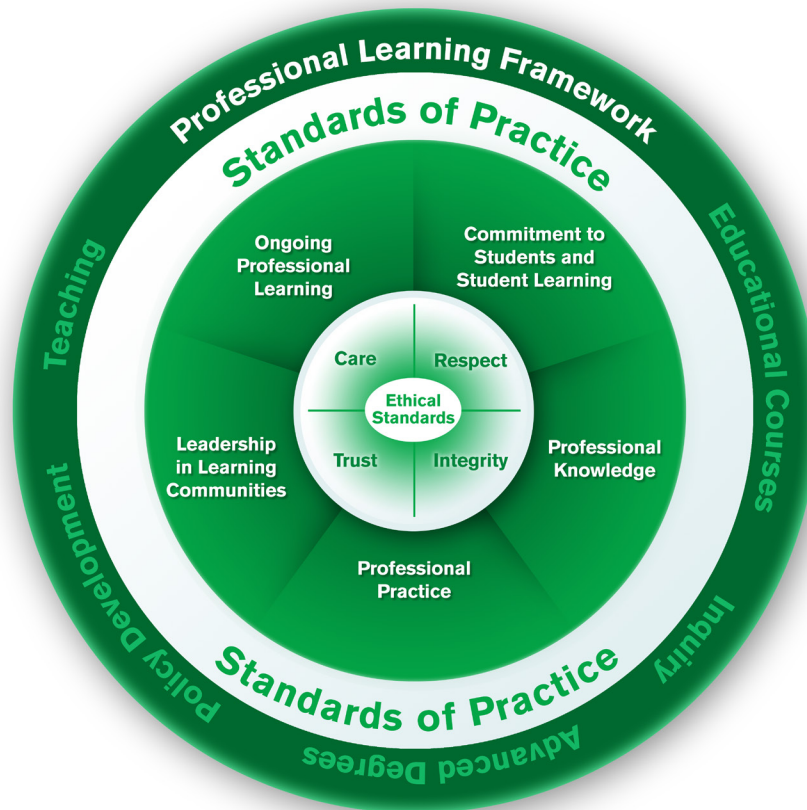


Figure 1

### 3.2 Standards Resources

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

## 4. Ontario Context

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

In addition, there are also 133<sup>1</sup> First Nations communities dispersed throughout Ontario. Under treaty and in the Indian Act, the federal government has the fiduciary responsibility to provide educational services for status First Nations members living on reserves. All but two of the 133 First Nations communities have jurisdiction and are responsible for governance and the administration of First Nations schools on reserves and the negotiation of tuition agreements for First Nations' student members living on reserves and attending publicly funded schools.

---

<sup>1</sup> As per Ministry of Education Aboriginal Education Office March 2016.

Principals in Ontario provide educational leadership in varied and culturally diverse educational contexts. School principals may find themselves in a variety of educational settings such as: a rural French language school, a Catholic school, an urban public school, a small remote fly-in K to 12 First Nation school, a provincial school or an independent school. Ontario affords to the aspiring school leader many diverse settings from which to learn and apply knowledge, skills and practices essential to creating and sustaining democratic school and system cultures that enhance student learning, well-being and achievement.

Principals in Ontario need to be aware of how to support students from a variety of cultural backgrounds. For example, students with Francophone heritage are eligible to attend French-language schools. In these settings, students are afforded more specific and rich teachings related to their cultural heritage. The development of a policy entitled *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française* (2004) [PAL] supports the cultural and language mandate of the French-language educational community in Ontario.

This *aménagement linguistique* policy identifies specific goals in five areas of intervention for meeting the linguistic and cultural needs of students being educated within a minority-language community. These areas include delivering high quality instruction, identity-building, family and caregiver engagement, reciprocal support between schools and the broader business and cultural community and institutional vitality. PAL is the canvas on which French-language school boards orient decisions which reflect the linguistic and cultural heritage of the francophone community in Ontario.

Education in Ontario is diverse, complex and dynamic. Educators, families, caregivers, students, school councils and other stakeholders are engaged in creating a better future for students. Together, these voices guide education in the province.

## 5. Program Overview

The PQP supports candidates working in a variety of educational settings and explores, in an integrated delivery model, topics and issues of particular relevance to the context in which they may work.

The PQP Part I and Part II are organized to align with the five domains as reflected in the Leadership Framework for Principals and Vice-Principals found in the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action/le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario*. The five leadership domains used to organize the content and guide the Leadership Practicum are: *Setting Directions, Relationships and Capacity Building, Developing the Organization to Support Desired Practices, Improving the Instructional Program and Securing Accountability*.

The Principal's Qualification Program is informed by *Aménagement linguistique – A Policy for Ontario's French-language Schools and Francophone Community, the First Nation, Métis and Inuit Education Policy Framework and Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action/le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario*.

The program vision, program components, conceptual framework and the leadership practicum are interrelated and designed to support candidates in the development of relevant knowledge, skills and attitudes required for the role of principal.

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

### 5.1 Critical Theoretical Framework

The adoption of a critical pedagogical lens and an inquiry stance are core theoretical underpinnings of the PQP. Course candidates will be invited throughout the course to engage in critical reflection as they explore a variety of leadership theories central to creating and sustaining ethical, equitable, just, inclusive, engaging and empowering learning environments.

## 6. Program Conceptual Framework

The content of the PQP course guideline is organized around five leadership program components which serve as a conceptual framework for the course. Embedded within each component are core concepts that candidates explore through a holistic and critical inquiry stance. The PQP invites course instructors and candidates to investigate large concepts in an integrated and interrelated manner.

The following conceptual charts outline the key concepts that candidates will explore throughout the PQP.

## Program Conceptual Framework

### Setting Directions:

The principal builds a shared vision, fosters the acceptance of group goals and identifies and communicates high performance expectations.

### Candidates will be provided opportunities to:

- initiate, facilitate and manage change and operate successfully in a dynamic environment that is characterized by increasing complexity.

### PART 1 Core Concepts

- critically explore one’s educational vision and its significance for the role of the principalship
- explore how the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* can inform the role of the principal and enhance the ethical school culture
- critically reflect on the interconnectedness between board and provincial priorities with respect to building a shared school vision
- critically explore processes for co-constructing a school vision as well as strategies for inspiring and empowering others to move the vision forward
- explore processes to create and sustain an inclusive, respectful and equitable school culture through identifying and understanding barriers to academic success (for example, classism, racism and other systemic structures) and how to mitigate this through setting directions as the leader
- critically explore and reflect on theories of development and intelligence to support the notion that “all children can learn”

(Continued on next page.)

### PART 2 Core Concepts

- critically inquire into ways in which one’s educational vision is actualized
- collaboratively explore how the embodiment of the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* can foster the collective ethical capacity within professional practice
- explore various practices that enable all voices to participate in the setting of school priorities (for example, students, staff, families, caregivers, stakeholders and community members)
- foster a commitment to an inclusive, respectful, equitable school culture through identifying and responding to systemic barriers
- critically explore ways that school/board practices can mitigate against dominant ideologies that potentially disadvantage opportunities for learning and well-being
- critically explore and reflect on how to support the notion that “all children can learn”
- review and analyze strategic planning and processes that engage the diversity, values and experiences of the school community and district school boards

(Continued on next page.)

## Program Conceptual Framework

### Setting Directions:

The principal builds a shared vision, fosters the acceptance of group goals and identifies and communicates high performance expectations.

### *Candidates will be provided opportunities to:*

- initiate, facilitate and manage change and operate successfully in a dynamic environment that is characterized by increasing complexity.

### PART 1 Core Concepts

- critically reflect and explore dominant ideologies that potentially disadvantage opportunities for learning and well-being
- critically investigate anti-oppressive frameworks for education
- critically explore and analyze various leadership theories
- critically explore and reflect on the Ministry and board infrastructure and their connection to school planning
- know and understand the legal requirements of the principal's role:
  - duties, roles and responsibilities of the principal as outlined in the *Education Act* and Regulation 298
  - relation between the *Ontario College of Teachers Act* and the role of the principal
- critically explore and analyze the legislative and historical context that governs education and reflects the Ontario context (for example, Catholic, Public, Anglophone, Francophone, First Nations, Métis and Inuit and Special Education) using policy documents including:

*(Continued on next page.)*

### PART 2 Core Concepts

- critically explore strategies to build, communicate, inspire and implement a shared vision
- explore strategies to foster a culture committed to anti-oppressive education
- foster critical dialogue and inquiry regarding practical methods to encourage the connection between school improvement planning and individual professional learning plans
- critically explore and develop school improvement plans that support Ministry, board and community initiatives
- explore and analyze communication strategies and technologies to foster and sustain engagement of educational partners
- foster critical dialogue related to shared leadership in curriculum review, design and implementation
- foster creativity and innovation in curriculum and program design and implementation

*(Continued on next page.)*

<h2 style="margin: 0;">Program Conceptual Framework</h2>	
<p><b>Setting Directions:</b> The principal builds a shared vision, fosters the acceptance of group goals and identifies and communicates high performance expectations.</p> <p><b>Candidates will be provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>• initiate, facilitate and manage change and operate successfully in a dynamic environment that is characterized by increasing complexity.</li> </ul>	
<h3 style="margin: 0;">PART 1 Core Concepts</h3>	<h3 style="margin: 0;">PART 2 Core Concepts</h3>
<ul style="list-style-type: none"> <li>○ the <i>Ontario First Nation, Métis and Inuit Education Policy Framework</i></li> <li>○ <i>Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française/Aménagement linguistique – A Policy for Ontario's French-language Schools and Francophone Community</i></li> <li>• critically reflect and inquire into the Ontario Leadership Framework for Principals and Vice-Principals</li> <li>• explore and reflect on current research in educational leadership</li> <li>• critically analyze various theories, models and strategies for effective decision-making and problem solving in the context of school leadership</li> <li>• explore and develop consensus building strategies that can be used with staff, students and diverse stakeholders</li> <li>• critically distinguish between leadership versus management and reflect on the importance of each in the role of principal</li> <li>• critically explore a culture of democratic global citizenship and social justice committed to thinking holistically and being responsive to the human condition.</li> </ul>	<ul style="list-style-type: none"> <li>• critically explore organizational change theory and processes</li> <li>• collaboratively inquire into equity-based decision-making models to inform school-level planning</li> <li>• foster critical dialogue and analysis of the implications of evolving provincial educational patterns and initiatives on school improvement planning for student learning and teacher efficacy</li> <li>• collaboratively foster coherence through focused directions, promoting collaborative cultures of inquiry, cultivating opportunities for deep learning and securing accountability</li> <li>• foster a culture of democratic global citizenship and social justice committed to thinking holistically and being responsive to the human condition.</li> </ul>

## Program Conceptual Framework

### Relationships and Capacity Building:

The principal strives to foster genuine trusting relationships with students, staff, families, caregivers and communities, guided by inclusive and respectful practices. The principal affirms and empowers others to work in the best interests of all students.

#### *Candidates will be provided opportunities to:*

- build and sustain learning communities
- support diversity and promote excellence, accountability, anti-racism, equity, partnerships and innovation
- exercise ethical leadership in relationships with educational stakeholders.

### PART 1 Core Concepts

- critically explore various leadership styles that support relationships and capacity building
- critically inquire into processes, practices and policies that support student and professional efficacy
- collaboratively examine innovative communication processes and protocols to support engagement and shared leadership
- critically explore and analyze the theory and effects of conflict and processes for facilitation, negotiation and mediation
- develop and critique strategies for resolving ethical dilemmas
- critically explore the various stances to coaching and mentoring
- critically analyze and develop educational practices that foster an open, fair, equitable and inclusive culture

*(Continued on next page.)*

### PART 2 Core Concepts

- critically explore and develop communication strategies for different stakeholder groups
- discuss and design communication strategies to address barriers and invite marginalized members of the community to participate
- identify strategies that promote wellness and balance for self and staff
- critically explore professional support networks
- explore the role of professional organizations in regard to the role of the principal
- investigate strategies to plan and promote ongoing professional learning to support educators
- critically explore strategies to address ethical dilemmas in conflict management and decision-making approaches
- foster an open, fair and equitable culture that promotes student voice, leadership, critical inquiry, empathy and care

*(Continued on next page.)*

## Program Conceptual Framework

### Relationships and Capacity Building:

The principal strives to foster genuine trusting relationships with students, staff, families, caregivers and communities, guided by inclusive and respectful practices. The principal affirms and empowers others to work in the best interests of all students.

#### *Candidates will be provided opportunities to:*

- build and sustain learning communities
- support diversity and promote excellence, accountability, anti-racism, equity, partnerships and innovation
- exercise ethical leadership in relationships with educational stakeholders.

### PART 1 Core Concepts

- critically explore and analyze the dynamics and influences of power and privilege upon school culture and pedagogical approaches
- critically explore practices to create and enhance professional relationships and to promote capacity building
- critically explore innovative practices that support professional learning and professional efficacy
- explore emancipatory strategies for engaging students and families, and caregivers
- create and sustain safe and ethical spaces for the inclusion of student voice and leadership within education
- explore strategies for fostering the moral culture of a school
- foster an innovative culture committed to environmental sustainability and global responsibility.

### PART 2 Core Concepts

- devise strategies to empower individuals and teams
- critically explore the importance of innovation in education and the means to ensure an environment in which intellectual risk is promoted
- critically explore and develop processes to promote connections and collaboration in order to engage educators, students, families, caregivers and all stakeholders
- explore opportunities for developing an understanding of the role of principal through shared experiences
- create opportunities for the engagement and leadership of students, families and caregivers
- collaboratively foster a culture characterized by dialogue, shared leadership and innovation
- explore strategies to privilege and connect the lived experience of students, staff, families and caregivers to inform teaching and learning.

## Program Conceptual Framework

### Developing the Organization to Support Desired Practices:

The principal builds collaborative cultures, structures a safe organization for success and connects the school to its community through shared leadership practices.

*Candidates will be provided opportunities to:*

- understand and apply education and student-related legislation in Ontario and district school board policies that have an impact on the school, students, staff and community
- manage and direct the human, material, financial and technological resources for efficient and effective schools.

### PART 1 Core Concepts

- critically examine models of effective partnerships
- examine strategies and processes for accessing and engaging community partners to support learning for all students
- understand legal implications of the role of school councils and working with volunteers in schools
- critically explore strategies to foster family and caregiver engagement
- examine strategies for fostering a school culture which promotes shared knowledge and responsibility
- explore cultures of coaching and mentoring and related policies and practices
- critically exploring Indigenous models of educational governance
- critically examine performance appraisal policies and practices and the relationship to ongoing professional learning

*(Continued on next page.)*

### PART 2 Core Concepts

- understand the implications of the *Labour Relations Act* and the *Employment Standards Act*
- critically explore interviewing and consulting skills and strategies
- foster a culture focused on fair and equitable hiring process
- understand and respect the importance and implications of collective agreements
- critically examine collaborative strategies to support school operations
- explore collaborative strategies for engaging school councils
- explore strategies to heighten the profile and integration of the school with the community
- critically reflect on school board governance and policies and their connection to student learning, professional efficacy and school improvement planning

*(Continued on next page.)*

<h2 style="margin: 0;">Program Conceptual Framework</h2>	
<p><b>Developing the Organization to Support Desired Practices:</b>                      The principal builds collaborative cultures, structures a safe organization for success and connects the school to its community through shared leadership practices.</p> <p><i>Candidates will be provided opportunities to:</i></p> <ul style="list-style-type: none"> <li>• understand and apply education and student-related legislation in Ontario and district school board policies that have an impact on the school, students, staff and community</li> <li>• manage and direct the human, material, financial and technological resources for efficient and effective schools.</li> </ul>	
<h3 style="margin: 0;">PART 1 Core Concepts</h3>	<h3 style="margin: 0;">PART 2 Core Concepts</h3>
<ul style="list-style-type: none"> <li>• explore collaborative strategies to support annual learning plans</li> <li>• critically explore labour relation policies, collective agreements and grievance procedures as they relate to the principal's role.</li> </ul>	<ul style="list-style-type: none"> <li>• foster knowledge and capacity related to Indigenous models of educational governance</li> <li>• critically examine and respond to factors that impact school improvement planning and implementation</li> <li>• critically anticipate and plan how diversity and equity can be honoured and promoted within education</li> <li>• analyze administrative practices that support effective and efficient school operations</li> <li>• explore strategies for facilitating the implementation of the performance appraisal process and how it is used to foster professional growth</li> <li>• critically analyze strategies for fostering a school culture which promotes shared leadership, empowerment and collective efficacy.</li> </ul>

## Program Conceptual Framework

### Improving the Instructional Program:

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

### Candidates will be provided opportunities to:

- align, develop and monitor programs, structures, processes, resources and staff to support student achievement and well-being.

### PART 1 Core Concepts

- critically reflect on holistic and inclusive educational practices
- collaboratively inquire into emancipatory pedagogies that support student efficacy and learning
- critically examine diversity, access, equity and advocacy through the application of an anti-oppressive framework for education
- critically reflect on the significance of differentiated instruction, universal design, experiential learning and critical pedagogy supporting the education of all students
- explore the significance of global knowledge, understanding and advocacy in an interconnected world
- develop professional practice informed by research/data (qualitative/quantitative), triangulation of data in the creation of dynamic and responsive school improvement plans

*(Continued on next page.)*

### PART 2 Core Concepts

- collaboratively examine and address dimensions of diversity, access, equity and advocacy through the application of an anti-oppressive framework for education
- collectively design and integrate holistic, inclusive education practices that examine diversity, access, equity, advocacy and anti-oppressive educational frameworks
- foster a culture committed to implementing differentiated instruction, universal design, experiential learning and critical pedagogy supporting the education of all students
- design opportunities to enhance global knowledge, understanding and advocacy in an interconnected world
- critically explore innovative strategies for supporting the instructional program through human and fiscal resources
- support and enhance community engagement through new learning partnerships between students, families, caregivers and educators

*(Continued on next page.)*

## Program Conceptual Framework

### Improving the Instructional Program:

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

### *Candidates will be provided opportunities to:*

- align, develop and monitor programs, structures, processes, resources and staff to support student achievement and well-being.

### PART 1 Core Concepts

- explore ways of utilizing and maximizing current resources, supports and policies available from the Ministry of Education
- critically explore curricular implementation processes
- examine processes for fostering critically reflective communities of practice
- critically explore the integration of different education policies to support student learning and instructional practices
- develop and sustain ongoing professional learning through the shared exploration of inquiry-based pedagogies
- critically explore the alignment and coherence between practices at the classroom, school, board and provincial level
- explore strategies to support critically reflective practice through diverse professional learning networks and social media contexts.

### PART 2 Core Concepts

- collectively employ comprehensive approaches to curriculum implementation through the use of integrated research and learning models
- foster a professional learning community that shares responsibility for the learning of all students
- collectively build a culture of assessment that supports learning for all students
- foster a school culture that supports teacher leadership, instructional creativity and pedagogical innovation.

## Program Conceptual Framework

### Securing Accountability:

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

The principal is specifically accountable for the goals set out in the “School Improvement Plan”.

### Candidates will be provided opportunities to:

- create a safe learning environment
- understand the concept accountability and its consequences for the achievement and well-being of all students
- acquire the tools to facilitate student success and lifelong learning in partnership with educators, families, caregivers and the community.

### PART 1 Core Concepts

- explore strategies for fostering a culture of shared responsibility and accountability
- identify and understand the implications of the legislation, policies and liability as they apply to the role of the principal
- critically reflect on provincial and board policies (for example, safe schools and student records, including report cards, confidentiality and school attendance)
- explore a variety of strategies, protocols and plans for sustaining safe school environments (for example, crisis prevention and intervention, emergency plans, evacuation plans and lockdown procedures)
- explore processes for engaging staff, students and community in school improvement planning

*(Continued on next page.)*

### PART 2 Core Concepts

- foster and sustain a culture of shared responsibility and accountability
- critically explore the significance and implications of provincial, national and international assessments
- critically inquire into the history, policies and procedures associated with the Ontario Education Quality and Accountability Office (EQAO)
- design processes for collecting, transforming and interpreting data to inform school improvement planning
- explore strategies for fostering a culture of research and practitioner inquiry
- critically explore strategies for fostering a culture of assessment and evaluation

*(Continued on next page.)*

## Program Conceptual Framework

### Securing Accountability:

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

The principal is specifically accountable for the goals set out in the “School Improvement Plan”.

### *Candidates will be provided opportunities to:*

- create a safe learning environment
- understand the concept accountability and its consequences for the achievement and well-being of all students
- acquire the tools to facilitate student success and lifelong learning in partnership with educators, families, caregivers and the community.

### PART 1 Core Concepts

- design data collection, management and analysis strategies that inform and support classroom and school improvement planning
- foster a shared vision for creating safe and engaging learning environments
- design strategies to present coherent, understandable, accurate and transparent accounts of the school’s performance to a range of audiences
- explore a variety of transparent communication and feedback processes for engaging students, families, caregivers and the community in the school improvement planning and review process
- critically explore opportunities to collaborate with community agencies in supporting student learning and well-being.

### PART 2 Core Concepts

- design strategies to develop and present coherent, understandable, accurate and transparent accounts of the school’s performance to a range of audiences
- collectively implement data collection, management and analysis strategies that inform and support classroom and school improvement planning
- design and implement processes for engaging in school and system-level review and improvement processes
- critically and collaboratively analyze school plans to improve student learning, well-being and achievement assessment results
- design processes for fostering a culture of critical inquiry that contributes to student learning and school improvement
- design strategies for communicating transparent, accessible and accountable policies and procedures that support safe, equitable and inclusive learning environments.

## Program Conceptual Framework

### Personal Leadership Resources:

*The principal utilizes a variety of personal leadership resources such as:*

- Cognitive Resources
- Social Resources
- Psychological Resources
- Spiritual Resources
- Physical Resources
- Emotional Resources
- Cultural Resources

### PART 1 Core Concepts

- critically explore leadership self-assessments and inventories to inform and enhance one’s leadership stance
- explore leadership theories and how they might interface with their own personal leadership style
- explore anti-oppressive frameworks for enhancing equity-based leadership
- examine various frameworks that explore emotional intelligence
- critically explore holistic and integrated professional learning practices to enhance personal leadership resources
- explore research related to leadership in minority settings.

### PART 2 Core Concepts

- design innovative and integrated processes for enhancing personal leadership resources
- collaboratively engage in dialogue and critical reflection related to the significance of personal resources for educational leadership
- critically examine one’s individual leadership stance through the lenses of equity, ethics, privilege, power, anti-oppressive practices and democratic dialogue
- critically investigate and analyze one’s individual leadership resources
- critically design a personal leadership profile including a plan for personal growth and development
- critically explore the intersectionality between one’s leadership stance, leadership identity, leadership resources and professional context
- critically examine and integrate concepts derived from research on leadership in minority settings.

## 7. Instructional Practice

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

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

## 8. Assessment and Evaluation of Candidates

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

- assist the candidate in understanding the role of principal in the context of the *Ethical*

*Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession and the Professional Learning Framework for the Teaching Profession*

- assist the candidates in understanding and applying the Leadership Framework for Principals and Vice-Principals found in the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action/le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario*
- provide opportunities for the candidate to develop capacity around ethical decision making, critical innovative thinking and reflective practice
- provide evidence that candidates have met the expectations of the program
- promote the ongoing development of candidates for the role of principal.

Candidates in conjunction with course facilitators will identify and articulate specific expectations for success at the beginning of each part of the program. Within the program there is a combination of self and peer assessment as well as instructor feedback and evaluation. Candidates are provided with opportunities to demonstrate their learning through dialogue, experiential learning opportunities and written and oral assignments.

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

- **Performance Assessment:** develop a plan for professional growth in financial literacy that will support equity and inclusion in student learning and staff efficacy within a school improvement plan
- **Case Study:** analyze a case study using the following suggested framework:

- application of critical pedagogy concepts and principles
- analysis of key elements, issues and/or dilemmas
- identification of actions or conditions that contributed to the case
- articulation of goals that need to be achieved for resolution
- selection of strategies best suited to accomplish goals.
- **Written Assignment:** respond to questions, write an essay on an aspect of the program content or develop a school improvement plan
- **Oral Presentation:** research alternative dispute resolution frameworks, make a presentation and engage colleagues in a dialogue about the skills involved in resolving disputes
- **Portfolio:** create a professional portfolio tool kit that will inform your ongoing professional learning throughout your professional journey in the role of principal (for example, reflections, frameworks, policy guidelines, planning tools, proposals, goal and vision statements)
- **Policy Development:** initiate a process to develop school/board policy to respond to a Ministry initiative (for example, character education, safe schools, student voice, First Nations, Métis and Inuit education and mental health).

## 9. The Leadership Practicum

### 9.1 Purpose

The Leadership Practicum is a required component of the Principal's Qualification Program. The Leadership Practicum is an educational inquiry experience guided by the Leadership Framework for Principals and Vice-Principals found in *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action / le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des*

*leaders du système pour la mise en application du Cadre de leadership de l'Ontario.* The Leadership Practicum is intended to provide an authentic opportunity for candidates to engage as a member of a school administrative team in a leadership role working with students, educators, families, caregivers and the community.

### A. Leadership Practicum Requirements

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

Candidates identify a specific Leadership Practicum informed by the Principal's Qualification Program content and the Leadership Framework for Principals and Vice-Principals found in *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action / le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario.*

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

Assuming a leadership role,

- facilitate the collaborative development of a school plan to integrate technology to support student learning

- facilitate a review of school policy that collaboratively engages students, school staff and the school council
- facilitate a collaborative process to develop and initiate the implementation of a school action plan for improvement
- facilitate collaborative processes and procedures to support safe and inclusive school environments
- facilitate a collaborative critical inquiry focusing on the ways in which equity is maintained within school practice, policies and pedagogies
- facilitate a collaborative inquiry into the ethical culture of the school.

## **B. Components of the Leadership Practicum**

### **Leadership Practicum Mentor**

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

### **Leadership Practicum Proposal**

The Leadership Practicum proposal is an agreement between the candidate, mentor and PQP course instructor outlining the nature of the inquiry to be undertaken by the candidate. This inquiry is collaborative in its nature and research-based in its conceptual framework.

Candidates are expected to submit their written proposal to the PQP course instructor. The provider's designate (for example, course instructor) will approve the proposal before candidates begin the Leadership Practicum. Disagreements about the proposal will be referred to the provider. Approval of the Leadership Practicum proposal is required prior to being recommended to the College for awarding the qualification for PQP Part I.

### **Leadership Practicum Log**

Candidates are expected to use a log which may include multiple interactive media to describe and document the activities they have engaged in throughout the Leadership Practicum process. This description and documentation of leadership in action may include such things as reflections, critical summaries and/or examples of activities engaged in with staff. The log may also include critical reflections on professional learning activities such as conferences, workshops, research and professional reading related to the Leadership Practicum.

### **Leadership Practicum Reflective Journal**

Candidates are expected to keep a critical reflective journal throughout their practicum. The journal may include descriptions of both the challenges and successes candidates experienced during the Leadership Practicum. The journal will reflect on connections between activities done in the Leadership Practicum and the frameworks:

- *Ethical Standards for the Teaching Profession, Standards of Practice for the Teaching Profession and Professional Learning Framework for the Teaching Profession*
- Leadership Framework for Principals and Vice-Principals (found in *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action/le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario*)
- *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française / Aménagement linguistique – A Policy for Ontario's French-language Schools and Francophone Community (PAL)*
- *The K-12 School Effectiveness Framework: A support for school improvement and student success (SEF)/le Cadre d'efficacité pour la*

*réussite de chaque élève à l'école de langue française (M-12): Pour appuyer l'amélioration des écoles et la réussite des élèves*

- *Ontario First Nation, Métis, Inuit Education Policy Framework / Cadre d'élaboration des politiques de l'Ontario en éducation des Premières nations, des Métis et des Inuit.*

### Observation

This optional component enables a candidate to observe a principal or vice-principal in a school setting. It provides candidates with an opportunity to experience leadership in action and in multiple contexts. This experience may involve up to 20 hours of observation and it may or may not be related to the Leadership Practicum undertaken by the candidate. Candidates are expected to adopt a critical practitioner perspective throughout the observation sessions.

### C. Requirements of the Final Report

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

Candidates are required to prepare a report on the Leadership Practicum that explicitly identifies learning experiences that occurred as a result of this leadership experience and reflect on the impact it has had on their thinking and practice.

This report is based on evidence of effective leadership and may include items such as:

- intent of the Leadership Practicum inquiry proposal
- relationship between the Leadership Practicum, the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the Leadership Framework for Principals

and Vice-Principals found in *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action / le Cadre de leadership de l'Ontario: Guide à l'intention des leaders scolaires et des leaders du système pour la mise en application du Cadre de leadership de l'Ontario*

- connections to school plan and district school board initiatives
- sources and collection of data
- demonstration of application of theory to practice
- connections to learning, teaching and leadership
- reference to relevant legislation, district school board policies and literature
- evidence of growth: benefits to personal professional learning and critical thinking and practices
- critical analysis of how the practicum experience impacts the candidate's beliefs and assumptions
- critical reflections on the observation experience in relation to the Leadership Practicum, if applicable
- benefits to school staff, student, families and caregivers
- implications for equity and ethical leadership
- next steps toward sustainable impacts and ongoing learning for the candidate

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

### D. Provider Responsibilities for the Leadership Practicum

The Principal's Qualification Program provider:

- co-ordinates and directs the Leadership Practicum

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



## APPENDIX I

### **The *Ethical Standards for the Teaching Profession***

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

The purposes of the *Ethical Standards for the Teaching Profession* are:

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

The *Ethical Standards for the Teaching Profession* are:

#### **Care**

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

#### **Trust**

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

#### **Respect**

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

#### **Integrity**

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.



## **The *Standards of Practice for the Teaching Profession***

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

The purposes of the *Standards of Practice for the Teaching Profession* are:

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

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

### **Commitment to Students and Student Learning**

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

### **Leadership in Learning Communities**

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members

maintain and uphold the principles of the ethical standards in these learning communities.

### **Ongoing Professional Learning**

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

### **Professional Knowledge**

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

### **Professional Practice**

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



## APPENDIX II: Resources

### Standards Resources

The following standards resources are available through the College website at [www.oct.ca](http://www.oct.ca).

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

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

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

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

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

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

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

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

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

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

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

Ontario College of Teachers. (2016). *Acting On Our ethics: Exploring caring for Haiti through ethical inquiry*. Toronto, ON: Author.

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

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

Ontario College of Teachers. (2016). *Strengthening the vision: A critical discourse on the Ethical Standards for the Teaching Profession*. Toronto, ON: Author.

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

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

## Additional Resources

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

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

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

Goldblatt, P., & Smith D. (Eds). (2005). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

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

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

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

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

Ontario Ministry of Education Curriculum website:  
<http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

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

- Ontario Ministry of Education. (2005). Ontario's aménagement linguistique policy for French-language education. Toronto, ON: Author.
- Ontario Ministry of Education. (2007). First Nation, Métis and Inuit education policy framework. Toronto, ON: Author.
- Ontario Ministry of Education. (2009). Policy statement and guidelines on the admission, welcoming and support of students in French language schools in Ontario. Toronto, ON: Author.
- Ontario Ministry of Education. (2009). Realizing the promise of diversity: Ontario's equity and inclusive education strategy. Toronto, ON: Author.
- Ontario Ministry of Education. (2010). Growing success: Assessment, evaluation and reporting in Ontario schools. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). Learning for all: A guide to effective assessment and instruction for all students, kindergarten to grade 12. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). Le Cadre d'efficacité pour la réussite de chaque élève à l'école de langue française (M-12): Pour appuyer l'amélioration des écoles et la réussite des élèves. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). Supporting minds: An educator's guide to promoting students' mental health and well-being [DRAFT]. Toronto, ON: Author.
- Ontario Ministry of Education. (2013). The K-12 school effectiveness framework: A support for school improvement and student success. Toronto, ON: Author.
- Ontario Ministry of Education. (2014). Achieving excellence: A renewed vision for education in Ontario. Toronto, ON: Author.
- Ontario Ministry of Education. (2016). Collaborative professionalism. [Policy/Program Memorandum No. 159]. Toronto, ON: Author.
- Ontario Ministry of Education. (2016). Growing success: The kindergarten addendum: assessment, evaluation and reporting in Ontario schools. Toronto, ON: Author.
- Robins, S.L. (2000). Protecting our students: A review to identify and prevent sexual misconduct in Ontario schools. Toronto, ON: Queen's Printer for Ontario.
- Smith, D., & Goldblatt, P. (Eds). (2009). Exploring leadership and ethical practice through professional inquiry. Université Laval: QC. Les Presses de l'Université Laval.
- Truth and Reconciliation Commission of Canada. (2015). Calls to action. Winnipeg, MB: Author.

Truth and Reconciliation Commission of Canada. (2015). *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Winnipeg, MB: Author.

Truth and Reconciliation Commission of Canada. (2015). *The survivors speak: A report of the Truth and Reconciliation Commission of Canada*. Winnipeg, MB: Author.

Truth and Reconciliation Commission of Canada. (2015). *What we have learned: Principles of truth and reconciliation*. Winnipeg, MB: Author.

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

## Legislation

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

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

## **APPENDIX III: Optional Forms**

### **Optional Resource for Provider use within the Principal's Qualification Program**

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

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

## Form 1: Observation

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

### Section A: Personal Information

\_\_\_\_\_  
CANDIDATE NAME

\_\_\_\_\_  
HOME ADDRESS

\_\_\_\_\_  
SCHOOL TELEPHONE

\_\_\_\_\_  
HOME TELEPHONE

\_\_\_\_\_  
EMAIL ADDRESS

### Section B: Proposed Observation Site/Observation Dates

\_\_\_\_\_  
NAME OF SCHOOL

\_\_\_\_\_  
SCHOOL ADDRESS

\_\_\_\_\_  
SCHOOL TELEPHONE

\_\_\_\_\_  
NAME OF SCHOOL PRINCIPAL WHO WILL BE OBSERVED

\_\_\_\_\_  
EMAIL ADDRESS

Proposed Date(s) of Observation	Purpose of Observation (What Will Be Observed)	Proposed Duration of Observation

---

CANDIDATE'S SIGNATURE

---

NAME OF PROVIDER ORGANIZATION

---

OBSERVATION PROPOSAL APPROVED BY COURSE INSTRUCTOR OR PROVIDER DESIGNATE

---

DATE

---

ROLE

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

I hereby confirm that:

---

CANDIDATE'S NAME

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

Approved:

---

SCHOOL PRINCIPAL THAT WAS OBSERVED

## Form 2: Leadership Practicum Proposal Agreement

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

### Section A: Candidate and Practicum Information

CANDIDATE NAME	REGISTRATION NUMBER
HOME ADDRESS	
WORK ADDRESS	
EMAIL ADDRESS	HOME TELEPHONE
MOBILE TELEPHONE	SCHOOL TELEPHONE
FAX	
PQP COURSE INSTRUCTOR	
PROGRAM SITE	SESSION
<i>ACTION PRACTICUM TITLE</i>	
MENTOR	POSITION
SCHOOL ADDRESS	
EMAIL ADDRESS	BUSINESS PHONE
FAX	
MENTOR SIGNATURE	

*(In signing this form, the mentor agrees to counsel and to serve as a mentor to the candidate during completion of the practicum).*

---

PQP COURSE INSTRUCTOR SIGNATURE

*(In signing this form, the PQP course instructor agrees to the design of the practicum, the relevance of the activity and to assess the quality of the completed practicum.)*

## Section B: General Overview of Practicum

1. Brief description of the Leadership Practicum:

---

---

---

---

2. Objectives of Leadership Practicum and relationship to the Principal's Qualification Program learning goals:

---

---

---

---

3. Anticipated benefits of this practicum (personal, school and/or system):

---

---

---

---

4. Criteria to be used to determine success of the Leadership Practicum:

---

---

---

---

Proposal submitted by:

**Signatures:**

_____ CANDIDATE	_____ DATE
_____ MENTOR	_____ DATE
_____ PQP COURSE INSTRUCTOR	_____ DATE:

**Section C: Detailed Practicum Plan**

Practicum Objective	Activities	Proposed Completion Date

\_\_\_\_\_  
CANDIDATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
MENTOR

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PQP COURSE INSTRUCTOR

\_\_\_\_\_  
DATE:

**Section D: Practicum Evaluation - To be submitted with Final Report, Log and Reflective Journal**

*Please comment on the extent to which the candidate achieved the objectives of the Leadership Practicum. Indicate strengths and areas for improvement.*

**A. Candidate's comments:**

---

---

---

CANDIDATE'S SIGNATURE

DATE

**B. Mentor's comments:**

---

---

---

MENTOR'S SIGNATURE

DATE

*(This is to verify that the candidate's practicum has been completed with evidence that all requirements have been fulfilled).*

**C. PQP Instructor's Comments:**

---

---

---

PQP INSTRUCTOR'S SIGNATURE

DATE

### Form 3: Leadership Practicum Evaluation

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

#### A. Candidate's Comments:

---

---

---

CANDIDATE'S SIGNATURE

---

DATE

#### B. Mentor's Comments:

---

---

---

MENTOR'S SIGNATURE

---

DATE

#### C. PQP Course Instructor's Comments:

---

---

---

PQP INSTRUCTOR'S SIGNATURE

---

DATE

The candidate has submitted a required Leadership Practicum final report.

---

PQP, PART II COURSE INSTRUCTOR'S SIGNATURE

---

DATE

---

PQP, PART II PROVIDER'S NAME

---

DATE

---

PQP PART II PROVIDER'S SIGNATURE

---

DATE

---

PQP PART II PROVIDER ORGANIZATION





Ontario  
College of  
Teachers

Setting the Standard  
for Great Teaching

Cette publication est également disponible en français sous le titre  
*Programme menant à la qualification de directrice ou de directeur d'école.*

For additional information:  
Ontario College of Teachers  
101 Bloor Street West  
Toronto ON M5S 0A1

Telephone: 416-961-8800  
Fax: 416-961-8822  
Toll-free in Ontario: 1-888-534-2222  
Email: [info@oct.ca](mailto:info@oct.ca)  
[www.oct.ca](http://www.oct.ca)