

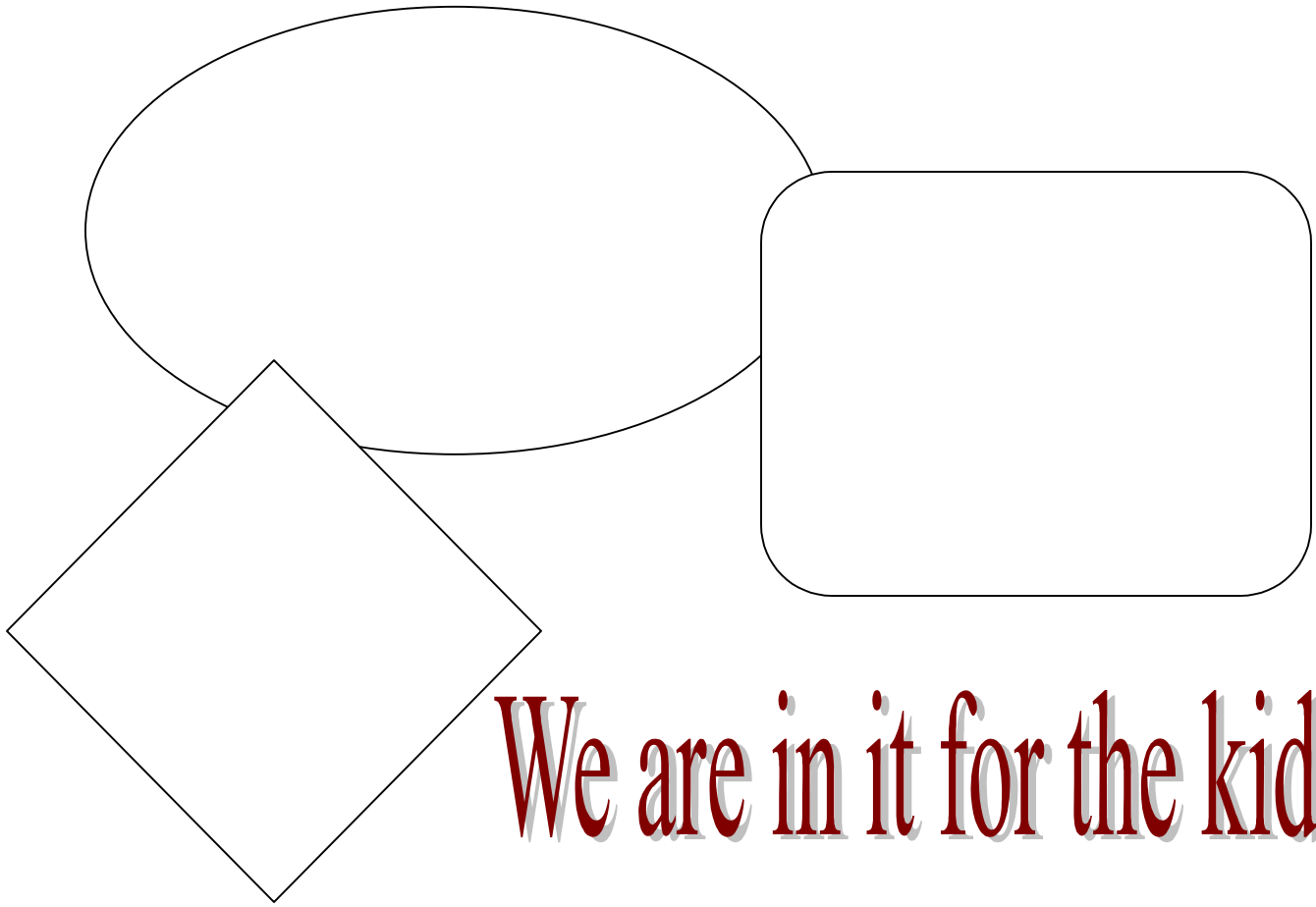


1999 - 2000 Strategic Priorities

Mission Statement

To serve the Catholic student in a community that nurtures a living faith and provides a quality Catholic education that enables the individual to become a contributing member of the Church and society.





We are in it for the kids!

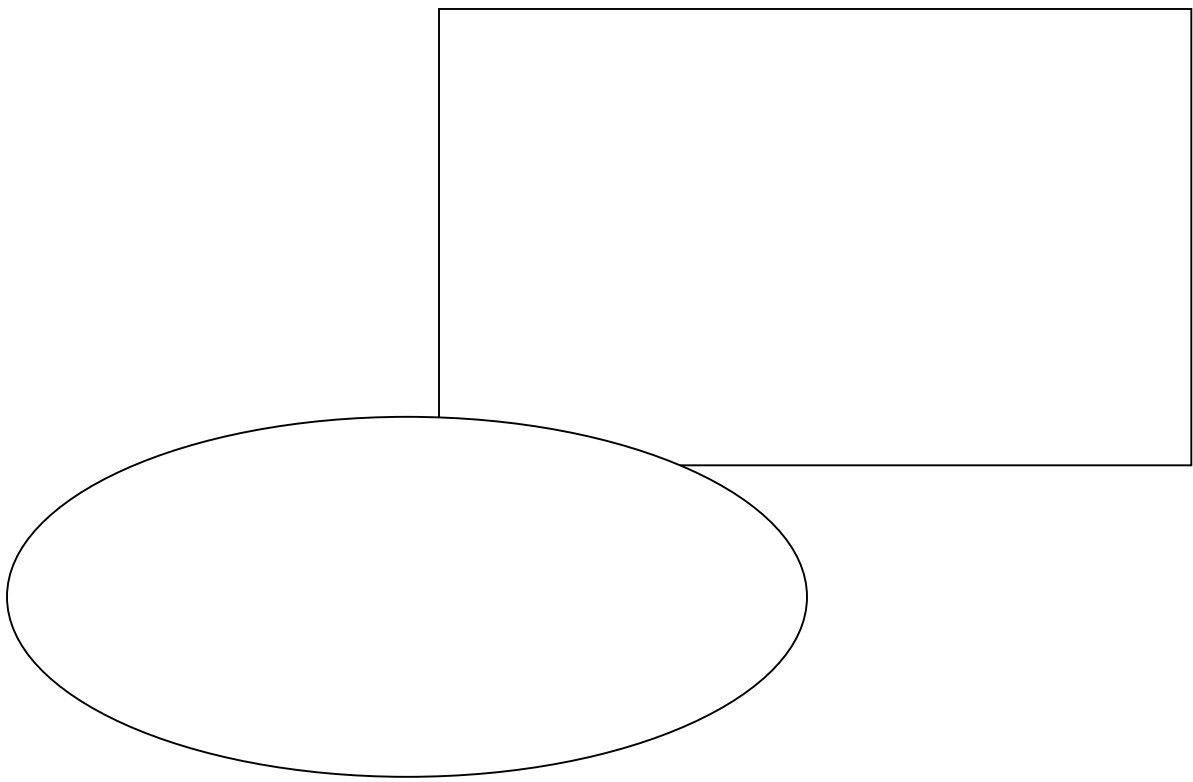


Table Of Contents

<i>Message from the Director</i>	1
<i>Background and Process</i>	2
<i>Strategic Priority</i>	
#1 Faith	4
#2 Implementation of Ministry Expectations	6
#3 Focus on the Young Child	9
#4 Analysis and Implication of the Ministry of Education Funding Model	10
#5 Human Resources Staff Development	12
#6 Performance Appraisal	14
#7 Community Relationships	15
#8 Technology	16
#9 Communications	17
<i>Guiding Principles for Working Relationships</i>	19
<i>Roles and Functions of Administrative Council</i>	20
<i>Image of the Ideal Leader</i>	22
<i>Staff Development Guiding Principles</i>	24
<i>Suggested Directions for Development & Implementation</i>	25
<i>A Model of Effective Instructional Leadership</i>	26
<i>Reporting on Status of Strategic Priorities (PAR Document)</i>	28

Message From Director

The primary purpose of a strategic plan in the field of education is to direct the organization's human and physical resources, together with the organization's financial capability, toward the achievement of goals that will produce improved learning conditions for students, and an educational environment that will support and nurture all those who are dedicated to that task.

The plan developed by the London District Catholic School Board in collaboration with all of its' constituents, is not grandiose in form or expectation. It is a practical plan that challenges those persons charged with the responsibility of executing it to live up to the commitments they made throughout the planning process. All participants in the process developed a clear understanding of who owns the plan and who will most benefit from its operationalization. It is not a plan for one year. Most of the objectives agreed upon will be achieved over a 3 - 5 year period but progress in each area will be reported to the Board and to the broader community on an annual basis. With that in mind I am calling on all members of staff, our Catholic School Councils, our Pastoral Teams, and the broader Catholic community to embrace the goals established and to work cooperatively with one and other to attain the noble vision captured in this document. If we truly believe that we are "in it for the kids" – a claim that comes easily from our lips – then we must work together with vigor and enthusiasm to realize our mission.



Strategic Planning Year 1999 - 2000

Background

The enclosed report is to provide each department and school community with the results of the Administrative Planning Sessions referred to as *AWalking In New Shoes*. The educational community is familiar with the strategic planning process, as it has been used in a number of school boards throughout the province. With the amalgamation complete, it was opportune to look at current as well as future priorities that would affect the administration of the new Board. The opportunity was taken to focus on building interpersonal relationships, team building and collaborative planning that is so vital to an effective and synergistic organization.

Process

The process of developing the strategic priorities involved all departments, all administrators, the Board of trustees as well as a number of school based employees who made contributions to the various task forces established to provide recommendations in specific areas. From the first meetings in June until the present, a truly collaborative effort utilizing the vast and excellent resources of the system contributed to determining the culture and priorities that the system would support for the coming years.

During the initial workshops, the following areas were explored:

- X the value of reflective practice
- X the profiles of high performing individuals, teams and organizations
- X the image of the ideal learner
- X the need for renewed strategic direction and priorities
- X the various planning models available for developing and implementing strategic direction
- X the importance of role definitions and role relationships
- X the critical components of effective staff development (in-service) and leadership development (succession planning)

In subsequent Administrative Council Planning Sessions, August Seminar with all system leaders, and the work of task forces with specific mandates, the following were developed and vetted within our larger school community at workshops involving parents, senior students, teachers, secretaries, custodians and other support staff.

- X an approved list of *Guiding Principles for Working Relationships**
- X an approved descriptor of the *Roles and Functions of Administrative Council**
- X a position paper, *Staff Development Guiding Principles**
- X a descriptor of the *Image of the Ideal Learner**
- X a *Model of Effective Instructional Leadership**
- X a set of strategic priorities in the following areas:
 - Faith Development*
 - Implementation of Ministry Expectations*
 - Focus on the Young Child*
 - Analysis / Implications of the Ministry Funding Model*
 - Human Resources Development*
 - Performance Appraisal*
 - Community Relationships*
 - Technology*
 - Communications*

Following the vetting process, a series of papers and recommendations were brought to the Board for approval.

In addition consensus was reached on the need to maintain a balanced school system combining site-based leadership and specific centralized system functions as the organizational model that would best support the schools and classroom instruction. It was also agreed that the Affiliate Structure should be retained, albeit with significant modifications.

Although original reports of various task forces and committees are available for scrutiny at the Board office, the salient recommendations and priorities have been extrapolated and reported in this document.

As with any strategic planning, it is intended that priorities be reviewed on an annual basis in order to articulate the priorities for the subsequent year.

* *Details provided elsewhere in this report.*

Faith

It is a fundamental right of a Catholic school to support and enhance the Catholic faith by proclaiming the Gospel of Jesus Christ.

Strategic Priority

#1: Faith

Goal: *to ensure that Catholic identity and values are supported and nurtured.*

1999- 2000 STRATEGIES It is a priority

- 1.1 that principals and supervisory officers be required to successfully complete Part 3 of the Religious Education additional qualifications course or its equivalent within three years of an individual's initial appointment to the position of responsibility.
- 1.2 that vice-principals and coordinators be required to successfully complete Part 2 of the Religious Education additional qualifications course or its equivalent within three years of an individual's initial appointment to the position of responsibility.
- 1.3 that others in academic leadership positions be encouraged to complete Part 2 of the Religious Education additional qualifications course or its equivalent.

Indication Of Success... It is expected that

- | | |
|-------------------------------|--|
| <p>1.1-1.3</p> <p>1.1-1.3</p> | <p><i>each year, the Human Resources Department will generate a report, for review by Administrative Council, of all persons in the position of Supervisory Officer, Principal, Vice Principal and Coordinator indicating the Religious Education qualification held.</i></p> <p><i>all persons in positions of added responsibility are encouraged to include in their annual PAR report, indications of Religious Education additional qualifications taken or growth opportunities such as Catholic Leadership Program, Retreats, Courses at St. Peter's Seminary or King's College, Faith Formation Program or Professional Reading.</i></p> |
|-------------------------------|--|

- 1.4 that aspiring principals be encouraged to obtain principal's qualifications through the Catholic Principal's course for Catholic Educators.
- 1.5 that the Board actively support the offering of a Catholic Principal's course for Catholic Educators.

Indication Of Success ... It is expected that

- 1.4-1.5 *the coordinator of Religious Education assume responsibility for entering into discussions with Althouse College and O.I.S.E., to promote the concept of a course being offered locally. The coordinator shall report to Administrative Council on the progress of such discussions.*
- 1.4-1.5 *each year, the Human Resources Department shall generate a report of teachers who report receiving principals qualifications and the program from which they received said certification.*

- 1.6 All incumbent principals, vice-principals and supervisory officers be provided with the opportunity to take the Catholic Leadership Course.
- 1.7 That the London District Catholic School Board enter into a full partnership with King's College to provide broader opportunities for the spiritual development of all staff.
- 1.8 All Catholic School Councils be exposed to the Catholic Distinctiveness Program developed by the Ontario Catholic Trustees Association.
- 1.9 Althouse College of Education provide for Catholic teacher candidates the following prerequisite courses:
- ◆ Religious Education
 - ◆ Philosophical Foundations
 - ◆ Religion as a Teachable Subject.

Indication Of Success ... It is expected that

- 1.6 *the Director of Education will arrange with the Institute for Catholic Education to deliver the course in this district.*
- 1.7 *the Director in collaboration with the Principal of King's College set out the terms and conditions of a partnership agreement.
the Board appoint two persons (one administrator and one trustee) to serve on the Partnership Advisory Committee*
- 1.8 *that each Affiliate Superintendent will ensure that all schools within his/her affiliate group will engage in the program identified above and that the results be submitted to O.C.S.T.A.*
- 1.9 *the Director of Education will address these needs to the Teachers' College Accreditation Panel
the Director of Education will work directly with the Dean and the Assistant Dean at Althouse College in planning the implementation of these programs.*

Catholic Schools
promote and integrate
the distinctive nature
of Catholic education
in curricular,
extracurricular and
all educational
experiences.

Excellence

Strategic Priority

#2: Implementation of Ministry of Education Expectations

Goal: To implement major changes in curriculum as expected by the Ministry of Education in accordance with the District Curriculum Implementation Process.

(Note: details of the process are found in the LDCSB Procedures Manual I 4.06)

1999- 2000 STRATEGIES It is a priority:

2.1 to address the following stages of implementation in the 1999-2000 and 2000-2001 school years:

Stage 1: Familiarization / Planning

Stage 2: Activation / Professional Development

Stage 3: Development / generation or acquisition of curriculum related resources for classrooms

Stage 4: Review / Implementation

<i>Curriculum Program</i>	1999-2000 Stage	2000-2001 Stage
<i>Kindergarten</i>	2	2 - 3
<i>Language Arts Grades 1 - 6</i>	3 - 4	
<i>Language Arts Grades 7 - 8</i>	2	3
<i>Mathematics Grades 7- 8</i>	2 - 3	4
<i>Mathematics Grade 7-8-9 continuum</i>	1	2-3
<i>French Second Language 7-8</i>	2-3	3
<i>French Second Language Primary Grades</i>	1	2-3
<i>The Arts</i>	2-3	2-3
<i>Religious / Family Life / Health Education</i>		
Grade 1 Family Life	2-3	4
Grade 5 Religious Education	2-3	4
JK / K Program	2-3	4
<i>Healthy Living: Safety (with TVDSB)</i>	1-2-3	2-3
<i>Revised Grade 6 Religious Education</i>		2-3
<i>Physical Education Primary / Junior</i>	2-3	3

<i>JK / K Program</i>	2-3	3
<i>Treasure Boxes and Daily Physical Education</i>	1-2	3
<i>Choices Into Action Guidance Grades 7 - 8</i>		
Teacher advisory program, annual education plan	1-2	2-3
Career education	1-2	3
Student led conferencing		1-2
CIA concepts grades 1-6		1-2
<i>Assessment and Reporting</i>		
Provincial Report Card	3-4	4
Revised JK / K Report Card	2-3	3-4
EQAO Grades 3 & 6 testing action plans	3-4	3-4
<i>History / Geography / Social Studies</i>		
Catholic Curriculum Cooperative Units	1-2	2-3
Grades 1-8	1-2-3	2-3
Many Gifts Program Grades 1-2		1-2
Many Gifts Program Grades 3-4	1-2-3	2-3
Geography Grade 7 Alternative Program		1-2
Social Studies Grade 6/7 and 7/8 Units		2-3
Government Matters Grade 5	1	2-3
Geography Program Grade 8	1	1-2
History Program Grade 7 and 8		
<i>Science and Technology</i>		
Four strands implemented	2-3	3
Five strands implemented	1	2
Grades 1 - 3	2-3	3
Grades 4 - 6	2-3	3
Grades 7 - 8	2-3	3
Earth and Space Strand		3
<i>Grade 9 - 10 curriculum policy documents (15)</i>	2-3	3
<i>Grade 9 - 10 Course Profiles (25)</i>	1-2-3	3-4
<i>Assessment and Reporting</i>		
Provincial Report Card Grades 9	3	3
Provincial Report Card Grade 10	1	2-3
Grade 10 Test of Reading & Writing skills	1	2-3
Grade 9 EQAO Mathematics test	1	2-3
<i>Electronic Planner</i>	1	1-2

Indication Of Success ... It is expected that

2.1 *as part of their annual report to their supervisory officer, each coordinator shall provide a status report on the implementation stage for each subject in their portfolio. The report shall also include a status report on texts and resources and future plans for the subsequent two years.*

2.2 to provide support for teachers, students and the parent community to maximize understanding of and performance on provincial tests.

2.3 to closely monitor and develop action plans based on the results of provincial testing.

Persons

Our goal will be to encourage academic excellence for all students while recognizing individual needs and capabilities.

Strategic Priority

#3: Focus on the Young Child

Goal: to have system staff intervene on behalf of young students who may be demonstrating characteristics that indicate that the student will require additional support in the early years in order to achieve success.

1999- 2000 STRATEGIES It is a priority:

- 3.1 to establish an Early ID Committee to review and make recommendation regarding a system approach to identification and intervention of JK / K students Aat risk \cong in the areas of cognitive functioning, language, social / emotional development or physical maturation. The committee will be responsible for gathering relevant data in the areas of current research / best practices, developing an assessment protocol, program intervention, teacher professional development and parent / general public education.
- 3.2 to review and make recommendations for speech and language services with special focus on the provision of service to the young student.
- 3.3 to establish a Gifted Task Force to review and make recommendations regarding identification of gifted students and the service delivery model for these students.

INDICATION OF SUCCESS ... It is expected that

3.1-3.4 The Superintendent of Learning Services shall report to Administrative Council, the establishment and membership of each committee or task force.

The Superintendent of Learning Services shall provide to Administrative Council a report of the work of each committee or task force with recommendations accepted and implemented under the authority of the superintendent as well as recommendations requiring the approval of the Director or Board of Trustees.

Stewardship

We will develop responsible and accountable policies that direct human and financial resources toward the educational well being of our students.

Strategic Priority

#4: Analysis of the implications of the Ministry of Education Funding Model

Goal: to develop a sound financial plan and budget priorities focusing on the delivery of quality instruction in the classroom within the current Ministry funding model

1999- 2000 STRATEGIES It is a priority:

- 4.1 to address anticipated insufficient funding for preparation time, salary grid, average secondary credits and anticipated salary increases by lobbying the Ministry for changes in the funding model.
- 4.2 to match special education expenditures with revenues.
- 4.3 to match Continuing Education expenditures with revenues.
- 4.4 to match Transportation expenditures with revenues.

Indication Of Success ... It is expected that

4.1-4.4 *the Director shall, as part of his annual Report to the Board, report on opportunities taken by the agents of the Board to bring to the attention of the Ministry the need for adequate funding or flexibility to provide appropriate service within the current funding formula and envelopes.*

The preliminary estimates shall strive to match expenditures to anticipated revenues.

- 4.5 to obtain Ministry approval to permanently finance pre-amalgamation capital projects in order to obtain a financial solution to the funding of these projects. (\$5,400,000)
- 4.6 to develop a long term plan to finance the new capital projects currently in the planning stage or underway. (\$40-45,000,000)
- 4.7 to conduct a review of all current facilities in order to develop a Capital Plan that will address the facilities= needs for the next five to ten years.
- 4.8 to develop a long term Capital Plan that will address finance and planning needs for the longer term of twenty - twenty-five years.

Indication Of Success ... It is expected that

- 4.5 *a response is obtained in the short term in order for financing to be excluded from short / long term capital plans. If not attained, contingency plans will be incorporated with the short term capital plan.*
- 4.6-4.7 *a short term (five - ten year) capital plan will be addressed by the Board prior to June 2000. (If this time-line is to be met, appropriate guidelines will have to be approved by the Board to assist operating departments to prepare their estimates.)*
- 4.8 *a long term (twenty to twenty-five year) plan addressing capital finance and planning needs and the use of EDC=s will be addressed by the Board prior to October 2000.*

Justice

The Board will achieve excellence and diversity through the judicious recruitment of persons who love children, understand their needs and live out the mission of

Catholic education.

Strategic Priority

#5: Human Resources Staff Development

Goal: To provide in-service and leadership development needs of both the academic and non-academic staff of the London District Catholic School Board which are in keeping with the staff development guiding principles of the Board.

1999- 2000 STRATEGIES It is a priority:

- 5.1 to provide for a new position of a Staff Development Officer in the 2000-2001 budget.
- 5.2 that a professional development component be established with each strategic priority.
- 5.3 that all constituent groups and committees have direct input into the determination of professional development offerings.
- 5.4 that professional development offerings be communicated to the system at large.
- 5.5 that the range of offerings take into consideration strategic priorities, emerging individual and system needs, in-service (growth development) and leadership training (succession planning).

Indicators Of Success... It is expected that	
5.1	<i>the 2000-2001 preliminary estimates recognize the creation of the new position of Staff Development Officer</i>
5.2 - 5.5	<i>the supervisory officer responsible for professional development include in his/her PAR report, the degree to which the aforementioned were attained.</i>

- 5.6 that a workshop be offered to principals and vice-principals on the staff selection process used within the District prior to December 1999.

- 5.7 a review will be conducted prior to February 2000 and recommendations made to the Director regarding Administrative transfer of vice-principals.

- 5.8 a review will be conducted prior to January 2000 and recommendations made to the Director regarding teacher Transfer Process.

- 5.9 a review will be conducted prior to January 2000 and recommendations made to the Director regarding Supply Teacher and Supply Teacher Assistants.

5.10 a review will be conducted prior to July 1, 2000 and recommendations made to the Director regarding Health and Safety issues.

Indication Of Success ... It is expected that

5.06 - 5.10 *the Superintendent responsible, include in his/her PAR report, the status of the aforementioned initiatives.*

The reports with recommendations are made in accordance with the defined time frame.

Community

The Board will promote strategies to support staff in dealing creatively and responsibly with an increasingly complex and diverse society.

Strategic Priority

#6: Performance Appraisal

Goal: To continue the implementation of the School Board Policy on Performance Appraisal of all Positions of Added Responsibility (PAR).

1999- 2000 STRATEGIES It is a priority:

- 6.1 to review and make recommendation to the Director regarding Procedures related to Teacher Evaluation Process (SPARC) with special attention given to tracking of appraisals, updating records, possible linking of Teacher Transfer expertise to school needs and the incorporation of AStandards of Practice into the process. Such a review shall be conducted prior to October 2000.
- 6.2 to develop and disseminate feedback instrumentation for the Senior Administration, Managers and Supervisors and Department Heads to use in PAR assessment. Such instruments shall be submitted for approval prior to August 30, 2000.
- 6.3 develop a set of general performance expectations for Department Heads, Managers and Supervisors.

Indication Of Success ... It is expected that

6.1 - 6.3 *the Superintendent responsible include in his/her PAR report, the status of the aforementioned initiatives.
The reports will be completed within the articulated time frame.*

Partnership

We will select corporate partners that support the social teachings of the Catholic Church.

Strategic Priority

#7: Community Relationships

Goal: To continue to foster cooperative initiatives with the communities served by the schools of the London District Catholic School Board.

1999- 2000 STRATEGIES it is a priority:

- 7.1 that each secondary school promote and publicize the partnerships that they enjoy with community groups or organizations.
- 7.2 to encourage secondary programs, which cooperate with Universities, colleges, community businesses or the government agencies. Examples of such partnerships include but are not limited to:
- . Ontario Youth Apprenticeship Program
 - . Youth Employment Skills Program
 - . Entrepreneur programs
 - . Food Services Job Shadow / Work Experience
 - . Passport to Prosperity
 - . Connexion 2000
 - . Cooperative Education
 - . Take Our Kids To Work
 - . Alternative Education Projects/Programs
- 7.3 to encourage and support elementary programs which cooperate with community groups or agencies.
Examples of such partnerships include but are not limited to:
- . Adopt a School Partnerships
 - . Kids Count
 - . Investing in Children
 - . Kids – Read – Write – Now
 - . Do Jobs Grow On Trees
 - . University/College Learning Projects
- 7.4 to encourage and support Catholic School Councils
- 7.4 to encourage and support Safe Schools initiatives

Indication Of Success ... It is expected that

1 - 7.5 *each principal, as part of his/her PAR report, include the range and type of community associations occurring in the school.*

Technology

The Board will encourage students to be innovative and creative in the utilization of technology.

Strategic Priority

#8: Technology

Goal: to have in place a multi-year plan addressing areas such as infrastructure, in-service, IT department issues, Internet, administrative systems, Library and Information Resources, Wide Area Network (WAN) and Computer Replacement.

1999- 2000 STRATEGIES It is a priority:

- 8.1 to have in place an ongoing assessment procedure of the Board's five-year technological infrastructure plan.
- 8.2 to review and refine a plan for technology in-service for all Board staff that anticipates the needs of the system.
- 8.3 to review, in consultation with a broad-based committee, the levels of service provided to departments and schools, and to make recommendations regarding delivery models, staffing complement and equipment needs.
- 8.4 to develop educational and administrative applications for the wide area network to facilitate academic initiatives and administrative efficiencies.
- 8.5 to facilitate staff, student and parent community access to school information centres beyond the present hours of operation.

<i>Indication Of Success ... It is expected that</i>	
8.1 -8.4	<i>the Superintendent responsible include in his/her PAR report, the status of the aforementioned initiatives.</i>
8.5	<i>the current plan be made available for Administrative Council for consideration in developing preliminary estimates.</i>

- 8.6 to investigate different methods of computer hardware replacement to provide equitable distribution and optimum effectiveness and make recommendations to senior administration regarding those alternatives.
- 8.7 to review and implement appropriate software applications, both instructional and administrative, to meet the operational and the informational needs of departments and school staff.

Communications

We will enhance our communication with staff, volunteers, Catholic School Council members, parents and students.

Strategic Priority

#9: Communications

Goal: to ensure effective two way communications with various stakeholders in order to have an informed community which feels that decisions are made with due consideration being given to the views of those affected by the decisions

1999- 2000 STRATEGIES It is a priority:

- 9.1 to have the Communications Committee make recommendations that assist the Board in ensuring that the community at large and specific stakeholder groups are informed of the work of the Board.
- 9.2 to enhance the quality and range of service offered through the electronic media through such activities as video clips, audio clips and expanded use of Board and school web pages.
- 9.3 to increase media coverage of school or system events through the cultivation of a professional relationship with various media sources. Strategies to encourage media coverage would include invitations being extended for coverage and the provision of news releases and media packages.
- 9.4 to have regular and ongoing news releases made available to all school communities. Following the inauguration of the Wide Area Network in March 2000, this would be evidenced by weekly releases.
- 9.5 to have the Manager of Communications serve as a source of support to schools by updating the Media Manual, providing professional development as part of leadership training and serving as a resource to school administrators.

<i>Indication Of Success ... It is expected that</i>	
9.1	<i>the reports of the Communications Committee shall include recommendations to the Board or the Director.</i>
9.2-9.5	<i>the Manager of Communications shall report to the Director, the initiatives undertaken to increase media exposure and the perceived success of such strategies.</i>

- 9.6 to have the Manager of Communications develop a planned program to inform the public about education in the district.

- 9.7 to have the Manager of Communications devise an effective communication strategy that will ensure that parents are informed about important matters of district policy.
- 9.8 to have the Manager of Communications publish on a monthly basis a brief but informative report to the public on key aspects of education in the district.

Indication Of Success ... It is expected that

9.6-9.7 *the Manager of Communications will prepare for Board consideration and approval a comprehensive plan for items 9.6 and 9.7.*

Effective May 1, 2000 the Manager of Communications will publish on a monthly basis a brief but informative report on key aspects of education in the district.

Working Relationships

Guiding Principles for Working Relationships

The guiding principles for the working relationships with students and all staff will uphold the intrinsic values of our families, guardians and the Catholic community.

The London District Catholic School Board will honour in all actions, conversations and deeds, the values and principles of our Christ centered Catholic faith while delivering quality education to all our students.

Working Relationships

We will:

- embrace the concept of service to others
- act in a manner trusting of others
- encourage input and value the contribution of others
- celebrate individual and collective success
- be honest and respectful of others
- value healthy humour in our relationships with others
- view enjoyment as an integral component of job satisfaction
- put forward an honest effort for all parties to succeed
- value failure as a learning experience and an investment in the future

Approach to Decision-Making

We will:

- be positive and innovative thinkers in all problem solving and decision-making
- be inclusive, consultative and collaborative in developing consensus based decision-making
- be openly supportive of those decisions

System Responsibility

We will:

- accept the responsibility and accountability that the concept of stewardship implies
- address issues and challenge views in a professional, positive and forthright manner
- demonstrate commitment and loyalty to the school system and to the people with whom we work
- individually and collectively act in a spirit of non-discrimination
- accept thoughtful change and be supportive of system directions.

Roles and Functions of Administrative Council

Working Relationship

- to model the principles of the Catholic faith and the guiding principles of role relationships as defined for the school system.

Decision-Making

- to model the decision-making process as outlined in the system Guiding Principles
- to focus on the role of instructional leadership on behalf of students throughout the school system
- to consider the implications of each decision in relation to its potential positive or negative impact on students, parents, staff and the community
- to seek input and validation, whenever possible, in order to ensure that a system/grassroots perspective is brought to the decision-making process
- to consider each new initiative within the context of its short and long term implications as it relates to other initiatives/priorities and operational matters
- to then make the necessary adjustments within the allocation framework should such be required

Planning and Implementation

- to provide leadership to both the Board and school system related to the development of strategic directions and priorities
- to provide long term and operational planning related to the implementation of each strategic priorities
- to ensure that all planning functions are carried out in an integrated and interdependent fashion
- to make recommendations through the budget process for the appropriate allocation of resources both for the strategic priorities as approved, as well as for the daily operational responsibilities of the Board

System Responsibilities

- to champion Catholic Education both at the local and provincial levels
- to provide recommendations and professional counsel to the Board both in terms of policy development and policy review
- to act as the conduit through which Board policies and directions are shared and implemented in the school system
- to ensure an effective process for issues including effective communications strategies for each of those issues

- to establish annual specific, realistic objectives for Administrative Council along with the criteria as to how these will be measured and to share these with the Board and school system
- to develop a communication strategy which will ensure that the decisions made in Administrative Council are appropriately communicated to the school system and its constituent communities. The standard of test for such a plan will be:
 - ◆ who will be affected?
 - ◆ who should be aware of the decision?
 - ◆ how will the information be communicated?
 - ◆ who is responsible for the communication?

“Image of the Ideal Leader”

Leaders in the London District Catholic School Board are expected to honour the following values, attitudes and skills and lead by example.

Faith

A leader will:

- honour in all actions, conversations and deeds, the values and principles of our Christ centred Catholic faith

Values

A leader will:

- demonstrate integrity and honesty
- act ethically
- be family centred and student focused
- display a positive attitude
- show commitment to peers
- advocate for social justice
- advocate for people
- show compassion and understanding to others
- demonstrate enthusiasm for the job and is energetic in its execution
- respect diversity
- provide servicership and stewardship through leadership
- act in a principled fashion
- demonstrate humility

Communications

A leader will:

- actively listen
- provide honest and constructive feedback to enable professional growth
- engage staff and community in decision-making
- be visible and accessible to students, staff and community
- communicate a shared vision
- value healthy humour
- celebrate the accomplishments of others

Decision-Making

A leader will:

- be consultative and collaborative in developing consensus based decisions
- be decisive and consistent
- help create a shared vision
- be prepared to be a reasoned risk taker
- be an agent of change















Knowledge and Skills

A leader will:

- have a knowledge of and skillful in the role expectations of the position
- exercise sound judgment in an enlightened and informed manner
- demonstrate self confidence
- value and model the importance of technology
- be committed to life long learning
- possess strong planning skills
- have exceptional organizational skills
- understand management strategies
- understand the components of change and in turn act as a change agent
- possess strong facilitation skills
- mentor others in professional growth
- be politically astute
- demonstrate sound financial accountability

Staff Development Guiding Principles

Staff Development opportunities, directions and activities will be:

-  developed and implemented within the spirit and values of the Catholic faith with particular emphasis on relationship building
-  developed on the premise that Staff Development is not a system initiative but simply the necessary vehicle to allow for personal growth and the implementation of system and department priorities
-  available to all members of the school system
-  developed within the framework of In-Service Training and Leadership Development as defined
-  developed on a differentiated approach based the premise of personal growth
-  based upon an adult model of learning including such elements as: individual initiative and personal responsibility for learning, a needs-based assessment for personal growth and a highly interactive participant centered approach
-  developed through a system-wide integrated approach which recognizes the synergy of system, department and individual needs
-  made accessible wherever possible through the use of multiple offering both in terms of time and location
-  developed with the maximum use of technology in order to increase overall effectiveness and accessibility
-  process oriented as opposed to event driven and as such provide on-going support and follow up to the participants
-  based on identified and agreed upon goals and outcomes which will be assessed and evaluated on-going
-  highly rigorous combining both experiential learning and the support of the most recent research and literature
-  developed using a balance of “in-house” expertise and experience with outside resources as required
-  developed with system, department and individual resources including time and funding as appropriate.

Suggested Directions for Development and Implementation

1. Existing In-Service Plans continue with their present path of implementation for the 1999-2000 school year. These would include the areas of: Curriculum Services, Learning Services, Quality Schools, CIRT, School Councils, Orientation Programs, Health and Safety, etc.
2. A Task Force be struck immediately with a mandate to:
 - ♦ determine the Administrative In-Service needs and Leadership Development needs of both academic and business staff
 - ♦ develop a long term plan for In-Service and Leadership based on the guiding principles as identified
 - ♦ the plan would include: specific areas of focus, methods for personal assessment, pilot activities, specific outcomes, timelines for implementation and resources required
3. The Task Force report to Superintendent R. Mitchell by November 1999, with a view for him to bring a progress report to Administrative Council and the Administrative Team by December 1999.

Note: It is assumed that, this group will use the input garnered June 17th and 18th along with any other input it deems appropriate.

4. The Committee Responsible for In-Service Planning have its mandate expanded to include the coordination of all elements of In-Service and Leadership Development Planning. In turn, the membership of the Committee would have to be expanded to include representation from both the academic and business staff.

Note: It is assumed that this Committee's role would be one of coordination of priorities and not detailed planning.

A Model of Effective Instructional Leadership

Principals who are effective Instructional Leaders work to create a cooperative and non-threatening partnership with teachers that encourages openness, creates a willingness to experiment and provides freedom to make and admit mistakes in the interest of improvement.

Principals who want to promote excellence in classroom instruction do the following:

- Talk openly and freely with teachers about teaching and learning. Because teaching is a complex and artistic endeavour, principals who are effective instructional leaders recognize that supportive, inquiry oriented approach that encourages collegiality, reflection, professional development and experimentation among teachers produces superior results
- Provide time and encourage peer connections for teachers. When principals accept that teachers are thoughtful, responsible, growing professionals who need to collaborate, they provide adequate time for staff members to meet with colleagues and engage in actions to link teachers with one another.
- Empower teachers. A feeling of empowerment and self-efficacy flourishes in a school atmosphere of free mutual dialogue. Effective principals are aware of this and readily share decision-making in school with staff.
- Embrace the challenge of teachers' professional development. Principals who believe that teachers are willing to examine their work critically to improve understand that professional development can be a difficult journey that requires courage risk-taking and even some failures along the way.
- Lead. Principals are most effective when they are neither heavy handed nor afraid to engage individual members of staff in discussion of development strategies that lead to more effective classroom performance. Having entered into such discussion and having reached a covenant with the teacher, the principal is obliged to facilitate the growth and sustain the motivation to grow.
- In a book entitled *Handbook of Instructional Leadership* – Blase and Blase, 1998, the authors identify specific principal behaviours that enhance classroom instruction. These are coded into three action themes to produce a model of effective instructional leadership. This model is known as the *TiGeR*. The themes are: *Talking* with teachers, promoting teachers' professional *Growth* and fostering teacher *Reflection*.

Action Themes and Related Principal Behaviours That Comprise the TiGeR Model of Effective Instructional Leadership

<i>Theme</i>	<i>Leader Behaviours</i>
Talking with Teachers	<ul style="list-style-type: none"> ♦ Building the trust ♦ Developing the group ♦ Fostering collaboration ♦ Supporting peer coaching ♦ Observing in classrooms ♦ Conferring with teachers and about teaching and learning ♦ Empowering teachers ♦ Maintaining visibility
Promoting Teachers' Professional Growth	<ul style="list-style-type: none"> ♦ Studying the literature and proven programs ♦ Supporting the practice of new skills, risk taking, innovation and creativity ♦ Providing effective staff development options ♦ Applying principles of adult growth to staff development programs ♦ Praising, supporting, and facilitating teachers' work ♦ Providing resources including time ♦ Giving feedback and suggestions
Fostering Teacher Reflection	<ul style="list-style-type: none"> ♦ Developing teachers' reflection skills ♦ Collaboratively constructing professional knowledge and social insights ♦ Developing action research skills (critical study) in teachers ♦ Modeling an inquiry orientation ♦ Using data to question, evaluate, and critique both teaching and learning ♦ Extending autonomy to teachers
<p>A full description of the TiGeR model of instructional leadership can be found in the <i>Handbook of Instructional Leadership</i>, Blase and Blase, 1998.</p>	

1999-2000 Strategic Priorities

1999-2000 PRIORITY	STATUS REPORT	2000 – 2001 Priority
5.6 that a workshop be offered to principals and vice-principals on the staff selection process used within the District prior to December 1999.	November workshop for the Principals and Vice-principals conducted on November 17, 1999	Sessions to be provided during Leadership Program as part of ongoing training and development. No further action required.
5.7 a review will be conducted prior to February 2000 and recommendations made to the Director regarding Administrative transfer of vice-principals.	Review completed January 2000 Recommendation to Admin Council February 2000 Procedure modified and issued to all schools April 2000	No future action required
5.8 a review will be conducted prior to January 2000 and recommendations made to the Director regarding teacher Transfer Process.	Review completed and recommendations provided to Admin Council. As there are collective agreement considerations, decisions are deferred pending discussions with OECTA.	If mutual agreement cannot be reached to change practice, recommendations will be referred to collective agreement negotiations.
New	N/A	That the internal posting procedure be reviewed with the intention of updating the process to make full use of technology for communications. The review will include representatives of affected parties and be complete by January 30, 2001

A table with all priorities will be available in electronic format for easy use by deleting items not applicable to an individual or by cutting and pasting.

Note: The above examples are used for illustration purposes only and do not reflect actual reports.

2000 Board of Trustees

Name	Address	Area	Residence
John Ferris (Chair)	342 Griffith Street London N6K 2R9	London Ward 7	657-9074
Paul Whitehead (Vice-Chair)	18 Derby Place London N5X 3W2	London Ward 1 & 2	642-2600
William Hall	81 Vanbuskirk Drive St. Thomas N5R 4Z3	Elgin County	631-6694
John Jevnikar	48 Grand Avenue London N6C 1K8	London Ward 6	434-1469
Anne Kavelaars	6264 Falconbridge Drive Appin N0L 1A0	Middlesex County	289-5823
Frances Marsman	1941 Royal Crescent London N5V 1N6	London Ward 3 & 4	455-2819
Cliff Roach	452 Drew Street Woodstock N4S 4V5	Oxford County	539-3414
Patrick Smith	139 High Street London N6C 4K3	London Ward 5	439-7831
Benjamin Brockmann	23 Hillsmount Road London N6K 1W1	Student Representative Catholic Central	641-2278
Board Chaplain <i>Rev. Jim Mockler</i>	<i>St. Michael's Church</i> <i>515 Cheapside Street</i> <i>London N5X 3X5</i>		433-6689

London District Catholic School Board Schools

Elementary Schools

Assumption

Phone: 773-3117 Fax: 773-3115
42 South St. E., Aylmer N5H 1P6

Blessed Kateri

Phone: 432-1440 Fax: 432-4601
220 Sunnyside Dr., London N5X 3R1

Blessed Sacrament

Phone: 455-4920 Fax: 455-4925
1063 Oxford St. E., London N5Y 3L4

Holy Cross

Phone: 555-2040 Fax: 455-2041
18 Elm St., London N5Z 2K2

Holy Family

Phone: 659-1915 Fax: 659-2465
329 Hudson Dr., London N5V 1E4

Holy Family (French Immersion JK-8)

Phone: 539-2080 Fax: 539-0242
177 Oxford St., Woodstock N4S 6A8

Jean Vanier

Phone: 472-5521 Fax: 472-3161
1019 Viscount Rd., London N6K 1H5

Monsignor Morrison

Phone: 631-1022 Fax: 631-3010
10 South Edgeware Dr.,
St. Thomas N5P 2H2

Monsignor J.H. O'Neil (Gr 5-8)

Phone: 842-5588 Fax: 842-5747
250 Quarterline Rd.,
Tillsonburg N4G 4G8

Notre Dame

Phone: 471-1380 Fax: 471-1390
767 Valetta St., London N6H 4N1

Our Lady Immaculate

Phone: 245-2150 Fax: 245-6223
75 Head St N., Strathroy N7G 2J6

Our Lady of Lourdes

Phone: 652-5631 Fax: 652-5632
2436 Gideon Dr., R. R. #1,
Delaware NOL 1E0

Sacred Heart (Gr 2-8)

Phone: 485-3305 Fax: 485-0997
121 Thames St.N., Ingersoll N5C 3C9

Sacred Heart

Phone: 294-6217 Fax: 294-6218
148 Ann St., Parkhill NOM 2K0

St. Anne

Phone: 455-5890 Fax: 455-6436
1366 Huron St., London N5V 2E2

St. Anthony

Phone: 686-4441 Fax: 686-4444
1380 Ernest Ave.,
London N6E 2H8

St. Bernadette

Phone: 455-3740 Fax: 455-5989
155 Tweedsmuir Ave.,
London N5W 1K9

St. Charles

Phone: 287-2404 Fax: 287-2405
P0 Box 130, 257 Elizabeth St.,
Glencoe NOL 1M0

St. David

Phone: 268-3432 Fax: 268-3435
P0 Box 340, 3966 Catherine St.,
Dorchester NOL 1G0

St. Francis

Phone: 681-2730 Fax: 681-6292
690 Osgoode Dr., London N6E 2G2

St. Francis (JK-8)

Phone: 458-4778 Fax: 458-8112
Box 429, Main St., Princeton NOJ 1V0

St. Gabriel's (JK-3)

Phone: 633-5701 Fax: 633-1297
15 Parish St., St. Thomas N5R 4W7

St. George

Phone: 471-5040 Fax: 471-0727
375 Lynden Cres., London N6K 2J1

St. John

Phone: 439-0771 Fax: 439-0772
449 Hill St., London N6B 1E5

St. Joseph French Immersion Program (Gr 4-8)

Phone: 645-7885 Fax: 645-7697
c/o St. John School, 449 Hill St.,
London N6B 1E5

St. Joseph's (JK-8) (Thamesford)

Phone: 285-3210 Fax: 285-2229
Box 148, 154978 15th Line,
Thamesford N0M 2M0

St. Joseph's (Gr 2-4) (Tillsonburg)

Phone: 842-8541 Fax: 842-6092
31 Francis St., Tillsonburg N4G 1E8

St. Jude

Phone: 686-0271 Fax: 686-6655
690 Viscount Rd., London N6J 2Y5

St. Jude's (JK-2)

Phone: 485-3108 Fax: 485-0068
30 Caffyn St., Ingersoll N5C 3T9

St. Marguerite d'Youville

Phone: 641-0334 Fax: 474-7881
170 Hawthorne Rd., London N6G 4Z9

St. Mark

Phone: 433-2828 Fax: 433-2829
1440 Glenora Dr., London N5X 1V2

St. Martin

Phone: 438-1717 Fax: 439-2363
140 Duchess Ave., London N6C 1N9

St. Mary Choir (Gr 5-8)

Phone: 439-0747 Fax: 433-5688
347 Lyle St., London N5W 3R3

St. Mary's (JK-1)

Phone: 842-2323 Fax: 842-7795
131 Rolph St., Tillsonburg N4G 3Y8

St. Mary's

Phone: 768-1540 Fax: 768-0269
128 William St., West Lorne N0L 2P0

St. Michael

Phone: 439-0666 Fax: 439-0667
926 Maitland St., London N5Y 2X1

St. Michael's (JK-8)

Phone: 537-7592 Fax: 537-5799
1085 Devonshire St.,
Woodstock N4S 2N6

St. Patrick

Phone: 227-4444 Fax: 227-4445
33654 Roman Line, R.R.#3,
Lucan N0M 2J0

St. Patrick's (JK-8)

Phone: 537-8233 Fax: 537-5599
344 Parkinson Rd.,
Woodstock N4S 2N6

St. Paul

Phone: 471-1387 Fax: 471-1765
1090 Guildwood Blvd.,
London N6H 4G6

St. Pius X

Phone: 451-9800 Fax: 451-8622
255 Vancouver St., London N5W 4R9

St. Raphael's (Gr 4-8)

Phone: 631-8711 Fax: 631-5590
84 Park Ave., St. Thomas N5R 4W1

St. Rita's (JK-8)

Phone: 537-2012 Fax: 537-5402
908 Dundas St., Woodstock N4S 1H1

St. Robert

Phone: 453-3770 Fax: 453-0205
1958 Duluth Cres., London N5V 1H7

St. Sebastian

Phone: 686-8051 Fax: 686-7913
225 Cairn St., London N5Z 3W6

St. Theresa

Phone: 641-2985 Fax: 641-2986
108 Fairlane Ave., London N6K 3E6

St. Thomas More

Phone: 471-0550 Fax: 471-7595
18 Wychwood Park, London N6G 1R5

St. Vincent de Paul

Phone: 245-3838 Fax: 245-6065
286 McKellar St., Strathroy N7G 2Y5

Sir Arthur Carty

Phone: 686-5091 Fax: 686-5262
1655 Ernest Ave., London N6E 2S3

Secondary Schools

Catholic Central & French Immersion

Phone: 433-3471 Fax: 433-1934
415 Queens Ave., London N6B 3K3

St. Joseph Campus

Phone: 645-1318 Fax: 645-3114
85 Charles St., London N6H 1H1

John Paul II

Phone: 457-3440 Fax: 457-3680
1300 Oxford St. E., London N5V 4P7

Mother Teresa

Principal John Palmer (to open Sept 2000 with Gr 9 at St. Joseph Campus)
Telephone: c/o 641-1223
Cell Phone: 852-7881

Regina Mundi

Phone: 685-2133 Fax: 685-2569
5250 Wellington Rd. S., London N6E 3X8

St. Joseph's

Phone: 631-2392 Fax: 631-6722
100 Bill Martyn Parkway, R.R.#4
St. Thomas N5R 6A7

St. Mary's

Phone: 537-6627 Fax: 537-8381
431 Juliana Dr., Woodstock N4V 1E8

St. Thomas Aquinas

Phone: 641-1223 Fax: 641-4858
1360 Oxford St. W., London N6H 1W2

St. Peter Campus

Phone: 432-7676 Fax: 432-1956
533 Clarence St., London N6A 3N1

Adult & Continuing Education, International Languages, Summer School

Centre for Lifelong Learning

St. Patrick Campus (Main)
Phone: 659-1224 Fax: 659-2282
1230 King St., London N5W 2Y2

St. Peter Campus

Phone: 432-7676 Fax: 432-1956
533 Clarence St., London N6A 3N1

St. Thomas Campus

Phone: 631-7468 Fax: 631-7042
498 Talbot St., St. Thomas N5P 1C2