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School Leadership Team Model **2014-2015**

INTRODUCTION:

Beginning in June 2013, a committee comprised of secondary teachers, union representatives, principals and senior administration met to discuss a new model for teacher participation in School Leadership Teams. The objectives of the model were to:

- create meaningful roles in which teacher leaders feel valued;
- provide a process/structure for collaboration and support of department and school goals; and
- provide time for teacher leaders to build relationships, mentor colleagues and build capacity of departments and schools.

Using the Ontario Leadership Framework as a best practice reference tool, the committee created a vision for School Leadership Teams, taking into consideration feedback from teachers and principals. School Leadership Teams will work together, with administration, to:

- Set Direction to Support School Improvement;
- Build Relationships and Develop Instructional Practice;
- Develop and Manage the Department(s);
- Lead the Instructional Program; and
- Ensure Accountability.

GENERAL PRINCIPLES:

The School Leadership Team Model uses proportional representation to determine a number of Lead Teachers for each Secondary School in Kawartha Pine Ridge. The Model is subject to Annual Review by the System Staffing Committee.

This School Leadership Team Model will not apply to Centre For Individual Studies (CIS) sites, Adult and Alternative Education Centres, or Brookside Secondary School.

Lead Teachers:

The Lead Teacher structure and curricular/department alignments at any school will be determined by the Principal of the School, in conjunction with the current School Leadership Team. A copy of the structure will be forwarded to the System Staffing Committee for review.

Each school will have between five and nine Lead Teachers that will form the School Leadership Team. Lead Teachers' department alignments will be based on Ontario Curriculum documents, as outlined on page 3 of this document.

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# of School Students	# of Lead Teachers
Less than 500	5
From 500 to 900	7
More than 900	9

Any curricular alignments with greater than 36 sections total will have an Assistant Lead Teacher. Wherever possible, the Assistant Lead Teacher should not be from the same curriculum area as the Lead Teacher.

In Addition, each 'Less than 500' School size will be allocated one additional Assistant Lead Teacher to help as required, and specifically with Lead Teacher departmental duties.

School/System Initiative Leaders: Each school will also have two teachers in the roles of *System/School-Based Initiatives* based on school/Board improvement planning.

The System/School-Based Initiatives will be selected by schools from a menu of choices, based on school and system needs, to be communicated each year. For example (but not limited to):

- Literacy; or
- Numeracy.

Regional Coordinating positions, such as in the areas of Integrated Arts, French Immersion and International Baccalaureate, and Extra/Co-Curricular are not funded through the School Leadership Team model. These coordinator positions will be funded outside this model, subject to budget approval. However, these positions or any other similar positions identified, and funded by senior administration, will form part of the School Leadership Team.

A Lead Teacher may also assume a School/System Initiative Leader position, if the person is the successful applicant for both positions.

Each school will continue to maintain a Technology Contact Teacher who shall continue to receive recognition of special duties in lieu of On-Calls, Supervisions, and Mentoring. The coordinating duties of a Technology Contact Teacher will normally be performed by the Information Services Teacher. However, in the event that the Information Services Teacher cannot fulfill the TCT responsibilities, any teacher, Lead Teacher or Initiative Leader may assume the role of Technology Contact Teacher and will work with the Information Services Teacher.

Job Descriptions for Lead Teacher and School Initiative Leader can be found at the end of this document.

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Lead Teacher Curriculum Areas (# of Lead Teachers Determined by School Size):

Principals will group curricular areas for three year terms, in accordance with school size, and based on school needs.

Arts - will include all Visual Art, Music, Drama, Dance, and Media Arts courses

Business - will include all Business courses including Computer courses that are offered under the Business curriculum documents

Canadian & World Studies - will include all History, Economics, Law, Politics, and Geography courses including Civics

Cooperative Education - will be based on Co-op assigned FTE

English - will include all English courses and Literacy courses such as the OLC

Guidance and Career Education - will include fully assigned FTE, leadership, GLS, Career Education, Learning Strategies, Peer Tutoring, Credit Recovery/RCR e-Learning courses.

Healthy Active Living - will include all Physical and Health Education courses

Humanities and Social Sciences - will include all Family Studies, Anthropology, Psychology, Sociology, Challenge and Change, Philosophy, and World Religions courses

Languages - will include all Language courses including ESL, NSL, Spanish, French, Mandarin etc, Classical Civilizations, as well as French Immersion Language courses

Mathematics - will include all Mathematics courses

Science - will include all Science courses

Special Education - will include Resource assigned FTE, LLS, Section 20, and GLE courses

Technological Studies - will include all Technical courses including all Computer Science courses with ICE and ICS codes offered under the Technology curriculum documents

Note: -Student Success and Information Services / Library – alignment will be determined by the School Leadership Team (Teachers could be a Lead Teacher with other areas).

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COMPENSATION

Lead Teachers:

- Base allowance of \$1,800
- Exemption from any On-Calls
- Three Release days, to be used for professional development as Lead Teacher (these days will be determined by the Lead Teacher, may be transferrable to other teachers, and may be split into thirds)
- There is additional financial recognition (Levels) for the total sections contained in Lead Teacher curriculum alignments (see below for chart). The funding determination of Levels will be calculated after all Lead Teachers and Assistants are determined.

LEVELS (Additional Remuneration for Lead Teachers varies each year, based on budget and the number of Lead and Assistant Lead Teachers)

Total Section Count For Lead Teacher	Level
18 sections and over	1
30 sections and over	2
42 sections and over	3

Assistant Lead Teachers:

- Base allowance of \$1,000.

School Initiative Leaders:

- Base allowance of \$1,500.

A spreadsheet will contain the formulae for determining the level of compensation for all School Leadership Teams based on section allocations as per the Final School Plan as submitted at the end of June the previous year. This spreadsheet will be shared with OSSTF through System Staffing.

Notes:

- Due to the system wide implications, allowances are not adjusted in September even though section counts may change from the Final School Plan submitted in June.
 - Money allocated to leadership positions is prescribed in the parameters as set out by the System Staffing Committee and is not subject to adjustment by the School Leadership Team.
 - The School Leadership Team funding to the system is fully allocated and consistent with the amounts designated in the GSNs.
 - There are no provisions for rollover of funds.
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TERMS:

Beginning in September 2014, all Lead Teachers will begin three year terms that will expire in June 2017.

In the event that a Lead Teacher leaves his/her position, the position term will still end on its original three Year Term end date. The open position can be appointed until the end of that school year, but must be posted for the remainder of the original term.

Assistants shall also hold three year terms subject to annual review, to a maximum of three years, subject to section allocations remaining high enough to justify the position of Assistant. To maintain continuity when the section allocation falls below the threshold, the Assistant position will be allowed to continue for the next year, but will then cease to exist unless the section allocation returns to the threshold level.

The additional 'Less Than 500' Assistant Lead Teacher shall hold a one year term subject to annual review, to a maximum of three years.

School/System Initiative Leaders' terms can be between one and three years, as determined by the principal in conjunction with the current School Leadership Team and Senior Administration, in consideration of Ministry initiatives.

Where no qualified applicants exist for Lead Teacher or School/System Initiative Leader positions, a principal may interview and hire an unqualified candidate for the full three year term.

If, through the interview process, qualified applicants are not selected to the position, the principal will interview unqualified applicants and appoint someone to the post for a one year interim position. The principal will inform each of the qualified applicants in writing as to the reasons they were not selected for the position.

Lead Teachers and School/System Initiative Leaders will be protected from surplus provisions contained within the Collective Agreement, while the incumbent remains in the position. These individuals, however; are not protected from redundancy.

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QUALIFICATIONS:

Lead Teachers:

The teacher appointed shall hold Specialist or Honour Specialist qualifications, if such are available, in one or more of the respective subjects or programs to which the teacher is appointed.

Where a teacher is enrolled in the final course towards the Specialist or Honour Specialist required, and will complete the course prior to the start date of the position, the teacher is deemed to be eligible to apply to the position. Proof of registration and successful completion for the course is required.

For a Masters of Education to be granted equivalency to an Honour Specialist in a subject area, the equivalency must be granted a review and approval by the Ontario College of Teachers. **This must be completed before the position start date and proof of pending review provided.**

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SCHOOL LEADERSHIP POSITION – LEAD TEACHER JOB DESCRIPTION

Lead Teachers are valued members of the School Leadership Team, working alongside colleagues and administration in the areas of school improvement and student achievement. The Lead Teacher is a non-supervisory role that mentors colleagues, supports department and school planning, and contributes to a positive learning environment for all.

QUALIFICATIONS AND EXPERIENCE REQUIRED:

- Specialist or Honour Specialist qualifications, if such are available, in one or more of the subjects or programs within the department or organizational unit;
- Demonstrated excellence in leadership, mentoring, communication; organizational and interpersonal skills; and
- Minimum 6 years of experience as a teacher of Ontario curriculum.

LEAD TEACHER DUTIES:

A Lead Teacher will:

- Be an active member of the School Leadership Team, to develop and influence school-specific goals for School Improvement Planning and student achievement, making connections between Ministry, Board and school goals;
- Mentor and support the development of teachers and their instructional practice, in alignment with school/Board/Ministry initiatives ;
- Assist with the coordination and development of exams and assessment practices, to ensure consistency with Growing Success;
- Select texts/resources, manage budget, and control inventory;
- Provide input into school organization (staffing, calendars and course offerings) and assist with transitions planning to and from secondary school;
- Participate in the planning of school/department professional development;
- Facilitate and support the curricular work of departments, including the development of long range plans for programs and courses;
- Actively seek out and participate in professional development opportunities to expand and enhance learning opportunities for themselves and their colleagues, on an ongoing basis (linked to school goals);
- Meet regularly with their departments to review, revise, and reflect on programs and curricular goals with a view to continuous improvement;
- Attend School Leadership Team, Board and Ministry meetings, as required, to support student achievement and continuous improvement;
- Have knowledge of current/innovative educational trends; and
- Keep documentation (minutes) from meetings and share with colleagues and administration.

TERM OF APPOINTMENT: 3 YEARS

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SCHOOL LEADERSHIP POSITION –SCHOOL/SYSTEM INITIATIVE LEADER JOB DESCRIPTION

School/System Initiative Leaders are valued members of the School Leadership Team, working alongside colleagues and administration in the areas of school improvement and student achievement. The School/System Initiative Leader is a non-supervisory role that mentors colleagues, supports school planning, and contributes to a positive learning environment for all.

QUALIFICATIONS AND EXPERIENCE REQUIRED:

- Additional and/or relevant/related qualifications;
- Demonstrated excellence in leadership, mentoring, communication; organizational and interpersonal skills; and
- Minimum 6 years of experience as a teacher of Ontario curriculum.

SCHOOL/SYSTEM INITIATIVE LEADER DUTIES:

An Initiative Leader will:

- Be an active member of the School Leadership Team, to develop and influence school-specific goals for School Improvement Planning and student achievement, making connections between Ministry, Board and school goals;
- Participate in School Leadership, Board and Ministry meetings, as required, to review, revise, and reflect on programs and curricular goals with a view to continuous improvement;
- Mentor and support the development of teachers and their instructional practice, in alignment with school/Board/Ministry initiatives and current/innovative educational trends ;
- Assist with transitions planning to and from secondary school;
- Participate in the planning of school professional development to support student achievement;
- Actively seek out and participate in professional development opportunities to expand and enhance learning opportunities for themselves and their colleagues, on an ongoing basis (linked to school goals).

TERM OF APPOINTMENT: 1-3 YEARS