

Building the Future

The Importance of Leadership Development &
Succession Planning in Our Schools

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PURPOSE AND PLAN OF THIS REPORT

This report articulates for CAIS Heads, Boards, and others in leadership positions the importance of leadership development and succession planning in enabling our schools to thrive in the years and decades to come.

The report is divided into six sections:

1. A Synopsis of Background, Relevant Research and Current Challenges
2. Suggested Initiatives to Encourage Leadership Development and Succession Planning Within Schools
3. CAIS Initiatives to Address Current and Future Challenges
4. CAIS Leadership Pathway
5. CAIS Leadership Praxis
6. CAIS Framework for Enhancing Board Effectiveness

Synopsis of Background, Current Research, and Challenges

One of CAIS's core values is to develop exemplary leadership as an essential ingredient in continuous improvement and innovation in schools where student learning is central. Our role is to shepherd, steward, and serve school leaders – both current Heads and the next generation of Heads.

In September 2016, leadership development and succession planning were identified by Heads and Chairs as among the top challenges facing CAIS schools.

In addition, leadership and engagement programs that equip leaders for the future was identified as one of the four strategic directions for CAIS for the period 2017 to 2020.

According to 2018 CAIS internal research:

- Approximately 60 of the current 94 CAIS Heads will be retiring or leaving their positions in the next six years.
- Approximately one in five Heads says they anticipate retiring or leaving their schools in the coming three years.
- 72% of current Heads were not selected from within their school – they were either at another school within Canada (53%), came from a school outside Canada (14%), or came from outside independent school education (4%).
- Almost 20% of Heads are not developing any successors for potential future Headship at their schools, and another 32% are actively developing only one successor.
- Although many Heads say that their most important job is finding their successor, fewer than 30% of new Heads are internal successors.

CAIS Heads tend toward a similar profile:

- 61% of Heads who responded to a recent CAIS Leadership survey were heterosexual, between the ages of 40 and 69, non-Aboriginal, and of Christian descent.

With respect to the importance and relevance of professional development, which includes mentoring and coaching:

- Although 85% of schools provide some form of financial support for external professional development (with the number varying significantly, dependent on the size of school), only about 50% offer some mentoring and coaching support.

CAIS leaders moving toward Headships believe that there is an extensive number of global demands and challenges that may impede this journey, including:

- Assuming the need for broad experience across academic and operations functions that they may not have.
- Wanting to maintain and ensure a healthy work/life balance.
- Managing time and the myriad of demands.
- Possessing and presenting confidence among a wide range of stakeholders, both within and outside the school community.
- Keeping motivated among the myriad challenges of the job.

For active Heads, achieving a firm understanding of the multiple complexities of the job includes:

- Managing complex and distinct teams.
- Understanding and being able to work through various operational imperatives.
- Understanding the short- and long-term implications of liability, risk management, and legal issues.
- Ensuring school security and preparing appropriate crisis management plans.
- Recruiting, maintaining, and supporting the school's human resources: one element of this is managing myriad staff ambitions, including assessing the fitness of staff for current or new tasks.
- Financial planning, including working with deficits.
- Fundraising and other forms of philanthropic support.
- Ensuring efficient and effective governance, which includes separating Board functions from staff functions.
- Balancing tensions within and across the Board, parent communities, and other stakeholders.

Current Heads have to negotiate a wide assortment of conflicting forces. For example, ensuring innovation while at the same time being sensitive to school traditions; being sensitive to faculty and staff with different experiences, aspirations, motivation and competencies; understanding the educational needs of the classroom as well as physical plant operations; being both focused and flexible; and navigating the internal requirements to be both charismatic when needed, and detail-oriented when required.

As a result, the job of Head can seem, from the outside, impossibly complicated. Heads always need to be prepared to address current challenges and anticipate future trends and disruptors.

Often new Heads learn as they go, and new learning always presents the possibility for failure and struggle, sometimes in public forums.

Among the challenges for those aspiring to be a Head:

1. Although the importance of succession planning is the focus of this report, it is also true to say that there are limited opportunities for Headships.
2. Some new Heads follow a retiring Head who has served in the position for many years, and the school-wide changes and expectations resulting from a transition can create tensions.
3. Internal succession is often challenging and can be difficult to navigate since the existing community knows well both the talents and the faults of an internal candidate.
4. It can seem to aspiring Heads that there are not sufficient opportunities to develop and display leadership capacity, and not enough opportunities to be coached and mentored by others in tasks and responsibilities outside of their immediate comfort zones. These challenges may, in turn, be aggravated at smaller schools where the number of opportunities for formal leadership may be further limited.

Suggested Initiatives to Encourage Leadership Development and Succession Planning Within Schools

What follows are potential initiatives for individual schools to pursue. Some are common-sense ideas that are encouraged in any business or enterprise; some are school-wide initiatives that take concerted planning and resources originating from current school leadership (both Heads and Chairs), and some are dependent on individuals taking the initiative to trust their ambitions, market their talents, and advance their expertise.

Ensure a wide variety of coaching, mentoring, shadowing, leadership, and professional development opportunities: school-specific, regional, CAIS-wide, and international. These opportunities should be available to individuals who self-identify as appropriate and to those who are identified with high potential for leadership. Participation will necessitate, as appropriate, freeing up resources and time for those leaders wishing to pursue possible avenues for development. For such activities to be successful, they need to be intentional and purposeful. It is also important to ensure that appropriate feedback opportunities exist: space and time to process, activate, and access the skills and talents that have been explored and learned.

- Encourage, support, and celebrate leaders-in-training through formalized leadership development programs and reviews. Allow future leaders to seek feedback and grow in their positions, which will include encouraging exploration, leaving room for on the job training and learning from the inevitable stumbles and mistakes along the way.
- Articulate and explain what knowledge, competencies and dispositions make a good leader. Part of this task is to encourage big-picture thinking and "cross-training", including the wide variety of potential skills required. These skills may include:
 - Focus improvement on student learning and well being
 - Leverage diversity and the expertise of others
 - Build trust in relationships
 - Facilitate and work collaboratively with all constituencies
 - Find balance in all aspects of work
 - Solve problems
 - Assess risk
 - Monitor and measure organizational performance in leading change
- The CAIS Leadership Praxis (the practical action of a theory) represents this work.
- Highlight and celebrate the benefits and fulfilling aspects of school leadership.

- Identify potential leadership candidates. Encourage them to self-identify, to be entrepreneurial, and to market themselves. Continue this process with each new round of hires and each new academic year. Leadership development and succession planning should be part of every Head's entry plan and strategic plan.
- Promote opportunities for diversity (gender, age, cultural, etc.) in school leadership that reflects the diversity within a school's community.
- Encourage potential and current leaders-in-training to expand their portfolio of experiences, which may include:
 - Taking on personal passion projects and developing their demonstrated skills.
 - Expanding their professional networks.
 - Encouraging them to participate on Boards outside of their immediate school communities.
 - Pursuing roles outside of their current area of expertise (for example, academic faculty supporting student recruiting or advancement, operational staff coaching or co-facilitating a TAG group).
 - Pursuing national and international leadership experiences.
- Follow up with potential and current leaders-in-training to ensure that they reflect on what they've learned; how they've benefitted, and how best to connect theory to practice. Form and encourage think tanks – resource them and present them with a problem to explore or solve.
- Consider expanding the school's administrative team to foster more leadership opportunities.
- Expose future leaders to Boards and school governance.
- Ensure that Boards are aware of the succession planning and leadership opportunities that are available to prospective and current leaders (including CAIS leadership development programs).
- For change to happen, Heads require buy-in from the Chair and the Board. Encourage Boards to work with the school's leadership, and CAIS, on leadership development, succession planning, and the selection of appropriate search firms.

CAIS Initiatives to Address Current and Future Challenges

CAIS recognizes the changing nature of education, including the diversity and complexity of schools and their communities. Within that context, CAIS is committed to:

- Sharing data and insight related to succession planning and leadership development among schools.
- Applying the concept of continual improvement to its leadership development programs: keeping them vibrant, adaptive, and forward-looking.
- Ongoing consultation with participants and school leaders, encouraging ideas and suggesting programming.
- Providing participants with opportunities to share and put to use their learning through presentations at National Conferences.
- Developing cost-effective professional learning and mentoring opportunities and resources. These may include:
 - opportunities for dialoguing, networking, and information exchange
 - blended and online leadership training opportunities
 - partnerships to allow for regional as well as national opportunities
 - engaging the expertise of current Senior Leaders and Heads to facilitate workshops/modules, webinars or provide shadowing/mentorship/coaching during the school year.
- Appreciating that long-term succession planning is not the same thing as short-term replacement planning, providing concrete resources to support school leaders in the development of successors.
- Promoting programs and pathways that intentionally support diverse candidates in developing their leadership capacity.
- Developing opportunities for current and future leaders to build their content knowledge in all areas of school function, including:
 - multiple pedagogies
 - curriculum models
 - co-curricular approaches
 - student wellbeing
 - fundraising
 - financial management

- admissions
- advancement
- marketing and communications
- human resources/people management
- governance
- physical plant
- technology and innovation
- research and data

As well as:

- self-knowledge
 - relationship development
 - strategic planning
 - change management
- Encouraging networking for current and future leaders – this may include, for example, creating opportunities to visit other schools and participating in online forums.
 - Encouraging more sharing of the best leadership and operational practices among schools.
 - Developing and broadly sharing a framework of knowledge, competencies, and actions that are demonstrated by effective leaders (CAIS Leadership Praxis).
 - Developing robust opportunities for shadowing, mentoring and coaching, including:
 - providing more formalized mentoring of new Heads, including ways to ensure a healthy work/life balance, working with Boards, and gathering necessary expertise needed for the benefit of the school
 - connecting aspiring and current CAIS Heads to mentors outside of education
 - encouraging future leaders to work with colleagues at other schools
 - Connecting with Search Consultants (many of which have international footprints and connections) to better understand what it is they are looking for in candidates.
 - Encouraging young leaders, who are just beginning, to consider a potential future Headship.
 - Communicating with aspiring leaders about the challenges and opportunities of becoming a Head.

CAIS Leadership Pathway

The CAIS mission is:

“To pursue continuous whole school improvement through accreditation, exemplary leadership development, research, and national collaborative initiatives.”

Thus, as one of the four pillars of the mission, our leadership programs must reflect our professional development vision:

CAIS' professional development program is national, based on current and global effective practice, and prepares, connects and supports leaders in independent schools; ultimately, it has a demonstrable impact on educational excellence, leadership development and continuous whole school improvement.”

CAIS has a responsibility to support leaders on their journey from their starting place through the multiple roles within which they will make contributions to student success and the strength and permanence of their school. To scaffold these aspirations, the CAIS Leadership Pathway cannot be viewed as a linear continuum from aspiring leader to senior leader to aspiring Head to Head. Given the complexity of the independent school context, we see the pathway in multiple dimensions.

The first segment shows the interaction between:

1. The development of knowledge, competencies and dispositions of school leadership
2. The uniqueness of the experience for operations and academic leaders
3. CAIS leadership programs

The second segment asserts that learners need to begin "where they are". CAIS is committed to helping leaders grow the passions that brought them into their school in the first place. As they develop their competence within their chosen area of function, CAIS programs will also support the development of the knowledge, competencies and dispositions highlighted in the CAIS Leadership Praxis. This continuum recognizes the relative importance of leading self, leading people, leading strategy and leading change. Leaders begin in different places along these continua. CAIS will meet aspiring leaders where they are and support their ongoing development.

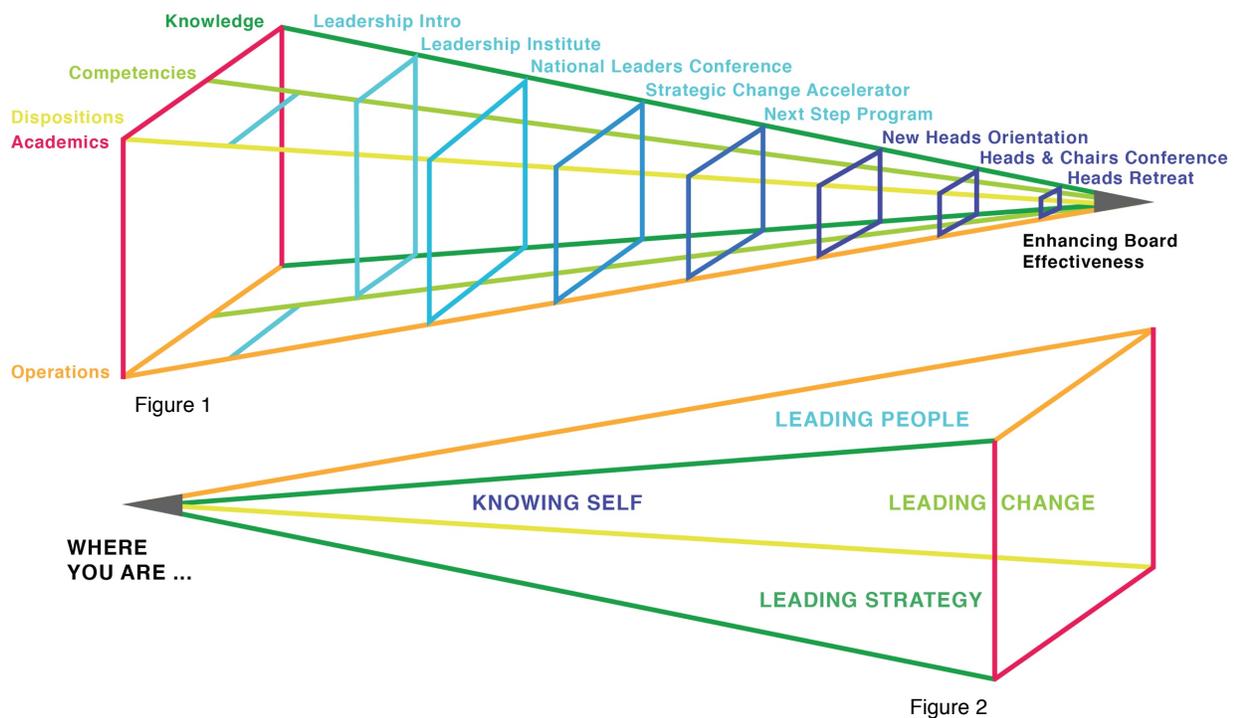


Figure 1

- This figure indicates the starting point in the CAIS Leadership programs on the left that includes both Academic and Operational candidate leaders.
- The axes on the top surface shows the Dispositions, Competencies and Knowledge threads.
- The order of the CAIS programs shows the progression of the Leadership programs from an initial introduction to a Headship at the apex of the pyramid.

Figure 2

- This figure shows the aspects of overall leadership development from a participant's own unique starting point to a position of a Head.
- Each face of the pyramid can map the participant's capacity to grow in each of the aspects of leadership development: knowing self, leading people, leading strategy and leading change.

CAIS Leadership Praxis

Leadership in an independent school has evolved in complexity and requires a deep understanding of both academic and operational functions, a breadth of leadership competencies, elements of character and a strong commitment to strategic school improvement.

Consistent with our mission and vision for professional development, Heads and Chairs identified leadership development as a key challenge in 2016. In addressing the articulated objective to refine our leadership development pathways in the 2017-2020 CAIS Strategic Directions, it was vital to bring a deep understanding of research to this process. This included an exploration of external models such as The Ontario Leadership Framework, the NAIS Principles of Good Practice - Heads of School, and the Ivey Model of Leadership. Multiple modes of consultation were also employed, including input from our Heads and Chairs (2018) Leadership Institute surveys. The result is the CAIS Leadership Praxis (the practical action of a theory) - a framework, based on the current Accreditation standards. Given that the CAIS accreditation process sets the standard for an inspirational, effective and impactful school, school leaders must take several actions to meet each of the indicators of effective practice. Thus, the Praxis is grounded in the indicators in each standard.

The CAIS Leadership Praxis identifies aspects of character and motivation and in detail, outlines the knowledge, competencies and actions demonstrated by effective school leadership as they develop school improvement plans to create the best possible learning environment for students. There are a set of core competencies that apply in all standards as well as competencies that enable positive action by the Head or school leaders charged with the responsibility for the actions noted in each standard.

The Praxis can:

- Guide succession planning
- Help to outline leadership job descriptions
- Provide a reference in the growth and evaluation of leaders
- Give direction to the professional development of high potential leaders
- Keep school improvement, as defined by the school's strategic plan, at the forefront of the school community

Attributes of the character, motivation/aspiration and competency are critical to leadership development across many or all standards. Rather than listing them repeatedly, we have opted to note them separately as overarching to all standards. The design of CAIS Leadership development programs considers how best to share these with participants along the leadership pathway.

A. Character

- Adaptable/flexible
- Aware of self and others
- Balanced in making decisions and taking actions
- Caring and empathetic
- Curious
- Emotionally intelligent
- Able to manage emotions in self and others
- Open-minded
- Optimistic
- Principled and demonstrates integrity
- Proactive
- Reflective
- Resilient
- Positive risk taker
- Self-effacing
- Values consistent with school values

B. Motivation/Aspiration

- Committed to student learning and well being
- Follows through/persistent
- Self-confident
- Strong work ethic
- Thrives in a complex, challenging context

C. Core Competencies

Ability to:

- Monitor and measure organizational performance in leading change
- Assess risk
- Solve problems
- Build trust in relationships
- Facilitate and work collaboratively with all constituencies
- Find balance in all aspects of work
- Leverage diversity and the expertise of others (delegate)
- Focus improvement on student learning and well being

Standard 1 - Mission, Vision, Values and Strategy

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader works in partnership with the Board and school community to establish the school's mission, vision, values. The school leader guides the development and implementation of the school's integrated strategy.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Develop, model and communicate mission, vision and values • Demonstrate agile, creative strategic thinking • Make sense of emergent complexity 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • The need and process of strategic planning • The components of an integrated strategic plan (including HR, program, finance, facilities, enrolment, advancement) • The importance of an aligned and integrated implementation plan • Educational trends and disruptors 	<ul style="list-style-type: none"> • Ensures that a transparent, broadly consultative direction-setting process is carried out • Ensures that the school has a clear statement of mission, vision and values that aligns with the unique value proposition of the school • Ensures that the mission, vision, values and strategy are widely known, understood and shared by all members of the school community • Creates an implementation plan • Aligns the school's strategy and operations and embeds tactics in annual goal setting • Ensures the school's program is dynamic and innovative to address the rapidly changing globalized world • Works with the management team to identify potential disruptors and develop a plan to approach them

Standard 2 - Co-curriculum and the Learning Environment

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader oversees the shaping of the school’s culture, the learning environment, the quality of life in the school community and a robust co-curricular program.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Demonstrate a perspective inclusive of all school constituents • Demonstrate cultural competence • Align culture and strategy 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • The value of a broad, diverse, comprehensive learning experience • How to shape a positive school culture • The importance of actively promoting wellness for all school community members • How to leverage the expertise in the school to shape culture • The value of lifelong learning to all students and employees 	<ul style="list-style-type: none"> • Models the culture of the school and lives the mission and values of the school • Models a commitment to lifelong learning • Promotes understanding and respect for the differences and diversities among people • Promotes wellness, integrity, honesty and self-discipline • Implements policies and practices to ensure that teachers, parents, students and school leaders work collaboratively and actively to pursue positive, respectful, and appropriate relationships

Standard 3 – Academic Program

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>Aligned with the school’s mission and unique value proposition, the school leader sets the direction for an inspiring and engaging academic program.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Connect school improvement to student learning • Align strategic direction with innovative practices in teaching and learning • Set priorities to achieve strategic goals 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • Promising practices in teaching and learning to support teacher growth • Multiple pedagogies most appropriate for different learning outcomes • Assessment practices that report on and provide feedback on student academic, emotional, social and physical development • Diverse academic pathways for all learners • Current educational research 	<ul style="list-style-type: none"> • Aligns strategic priorities, curricular goals, pedagogical practices and assessment processes, through professional learning and resources • Ensures a clear articulation of the definition of excellence in teaching and learning that encompasses current research • Encourages faculty to personalize instruction to meet the needs of individuals and groups of students • Envisions and promotes student involvement in a co-curricular program that aligns with the mission of the school • Ensures that all students are known and cared for through the provision of appropriate and effective social and emotional support and structures • Recognizes feedback as essential for student learning and implements assessment policies and procedures accordingly • Ensure faculty report to parents on all aspects of students’ progress in a timely and informative way • Provides students with experiences and competencies which prepare them for an appropriate subsequent program

Standard 4 – School Leadership

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader understands the principles and organization of good leadership and intentionally manifests them in their work with faculty and staff.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Demonstrate a perspective inclusive of all school constituents • Be inspirational and persuasive in motivating others • Develop and coach others • Demonstrate flexibility and resourcefulness • Prioritize work • Promote organizational learning 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • People management • Principles of good leadership • The power of professional learning and the breadth of PL opportunities available • One’s own leadership strengths and areas for growth • Effective succession planning 	<ul style="list-style-type: none"> • Manages the operational needs of the school while considering strategy and risk • Appropriately involves members of the faculty and staff in decision making • Models data-driven decision making for the community • Establishes an effective and collaborative team • Provides prospective and existing leaders with opportunities to further develop their leadership capacities • Communicates effectively, ensuring the internal audience (staff, students, parents, Board) is informed about the school’s policies, procedures and decisions • Identifies, recruits and retains talent • Implements effective succession planning • Participates in interconnected networks of school leaders to achieve goals aligned with broader trends in education • Must be present, knowledgeable and aware of school programs and events

Standard 5 – Human Resources

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader is responsible for ensuring the school’s human resources (people and employee culture) strategy is in place and that the people, practices, programs and policies support effective recruitment and retention of employees.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Actively listen • Ask powerful questions to solicit understanding • Manage conflict effectively • Develop and coach others • Be inspirational • Champion the continuous growth and flourishing of individuals and the school • Lead school wide strategic initiatives, such as succession planning, individual development planning, professional development, and risk management audits, to ensure a physically and psychologically safe workplace 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • The importance of professional learning and professional development opportunities • Effective recruitment and interviewing strategies • Effective staff evaluation practices • People development and performance management • Coaching skills to leverage for leadership and employee conversations 	<ul style="list-style-type: none"> • Provides professional learning opportunities for faculty and staff that align with the strategic plan. • Manages human resources in a manner that reflects the importance of faculty and staff to the organization and considers succession planning • Ensures policies and practices are in place that are legally compliant and support the fair and ethical treatment of employees with regard to compensation and working conditions for all positions within the school. • Executes rigorous child protection protocols during the selection process to ensure all employees are suitable to work with children and young adults • Communicates success criteria to staff and faculty. • Ensures faculty evaluation, performance management, succession plans and termination procedures are aligned with the school’s definition of excellence in teaching and learning

Standard 6 - School and Community

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader ensures that the constituent relations, communications, and fundraising programs of the school are well planned and effective, both serving the community and engaging them in achieving the school’s mission.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Be inspirational and persuasive in motivating others • Build trust in relationships • Communicate with clarity and passion 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • The Solicitation Cycle (identify, research, engage, cultivate, solicit, steward) • The foundational importance of relationships 	<ul style="list-style-type: none"> • Nurtures effective relationships with internal and external stakeholders • Develops communication systems and processes within and beyond the school to keep all community members informed • Ensures the school has an advancement vision and strategy to optimally inspire loyalty and engage stakeholders, including, but not limited to, parents, alumni/ae, donors and friends • Fosters a culture of philanthropy that optimizes donor engagement and ensures there is appropriate infrastructure in place to support the overall advancement and fundraising objectives • Allocates the time that is necessary to develop meaningful relationships built upon understanding and trust

Standard 7 – Enrolment Management

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader is responsible for a comprehensive enrolment management program that includes policies and procedures that ensure that the school is enrolling mission appropriate students.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Demonstrate cultural competence • Advocate for resources • Manage complexity • Engage faculty and staff • Work across multiple areas of the school including academics, advancement and finance • Find a balance between financial sustainability and meeting enrolment targets 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • Research-based, data-rich enrolment management planning, strategic pricing • The importance of financial assistance to support diversity • Understanding of net tuition revenue and discount rates to manage financial sustainability. 	<ul style="list-style-type: none"> • Develops, with a high degree of integrity, the strategy for the recruitment and retention of students and engages faculty and staff in that process. • Defines those qualities that constitute a “mission appropriate” student and has established policies and procedures for enrolment management • Honours student diversity that reflects the mission, vision, values and unique value proposition of the school • Respects and affirms the dignity and worth of each candidate and the family • Ensures the school’s promotional materials accurately describe the school • Monitors and measures student fit and results of strategic planning on recruitment

Standard 8 – Governance

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader works in partnership with the Chair to ensure that the Board operates in fiduciary, strategic and generative modes for the long-term strength and permanence of the school.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Work effectively with, support and engage the Board • Demonstrate agile, creative strategic thinking • Promote organizational learning • Optimize the Head and Chair Relationship 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • Principles and practices of good governance • The interdependence between the effectiveness of the Board and the effectiveness of the Head • Understanding of the fundamental components of good governance (e.g., bylaws, meeting protocols, legislative framework) • Board duties (e.g., fiduciary duties, duty of care) • The sources and mitigation of risk • The importance of a positive and productive Head and Chair relationship 	<ul style="list-style-type: none"> • Encourages directors to focus on school policy and the achievement of the school’s strategic goals and priorities • Encourages participation of the Board in setting broad goals for its use in fulfilling its responsibilities • Regularly reports progress in achieving these goals to the Board • Equips the Board with high quality reports and information to support generative thinking and effective decision-making • Develops a cooperative, positive and highly effective working relationship with all members of the Board • Prepares and pre-circulates Board meeting agendas that include a discussion of strategy and risk • Supports Board recruitment, orientation and Board development/education • Creates an appropriate orientation process for new governors

Standard 9 - Finance

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader aligns the school's financial planning and resources with the school's mission, vision, values and goals to ensure the long-term strength and permanence of the school.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Link strategy and tactics to business modeling and develop long term financial plans • Align the day to day operations of the school with strategy • Demonstrate agile, creative strategic thinking • Prioritize • Achieve objectives • Lead projects effectively 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • Financing principles and cash management • Accounting principles and financial statement preparation • Internal controls and enterprise risk management • Applicable regulatory compliance requirements • Applicable not-for-profit taxation • The importance of building a culture and capacity in all staff of responsible financial management 	<ul style="list-style-type: none"> • Aligns the allocation of resources with school improvement goals • Ensures that the budget is capable of sustaining educational programs consistent with the school's stated mission and strategy. • Provides the governing body with a regular reporting on key performance indicators in order to meet its fiduciary responsibilities • Actively researches sources of revenue • Budgets in order to build financial reserves for long-term facilities needs and unforeseen financial obligations

Standard 10 – Physical Plant, Health and Safety

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader provides a safe, healthy and functional learning and work environment both on the school campus and while on excursions.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Prioritize work • Manage projects • Manage time 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • Sources and mitigation of risk • Child protection regulations and practices • Health and Safety and Building Code statutes • Environmental guidelines 	<ul style="list-style-type: none"> • Ensures that the overall facilities are suitable for the operations and strategic priorities of the school • Ensures that the facilities are operated and maintained in compliance with local health and safety regulations, building codes • Ensures that the facilities are operated and maintained in a manner designed to safeguard the health, safety, comfort and dignity of students, visitors, contractors, faculty and staff. • Develops a comprehensive risk management and insurance program for daily onsite operations and off-site excursions • Ensures a robust approach to crisis management for daily onsite operations and off-site excursions • Develops a business interruption plan • Ensures that the school has an environmental responsibility plan that is congruent with the school’s mission and vision • Ensures that the supervision of students is a priority in all school activities • Ensures that the school has a clear definition of child protection with supporting policies and procedures in place to respond promptly and effectively to incidents of child abuse and suspected child abuse within the school or elsewhere • Ensure that the school has the appropriate systems to inventory assets and track maintenance with an accompanying finance/budgeting process

Standard 11 – School Improvement

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The School Leader demonstrates a commitment to continuous whole school improvement.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Promote broad-based organizational learning • To be actively and intentionally inclusive of all school constituents • Develop, coach and mentor other staff members • Blend consultation and consensus-building with effective and timely decision making • Seek constructive feedback openly, actively and intentionally 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • The importance of the accreditation process for continual whole school improvement • Various frameworks and resources for organizational improvement and change management • Trends and research in education • The art of communication in all of its various forms 	<ul style="list-style-type: none"> • Regularly collects and analyzes research and school data and uses it to assist decision making • Engages in ongoing development, review and evaluation of programs • Solicits and analyzes the perspectives of staff, students, alumni and parents about their experience with the school, and uses the information to strengthen the school • Develops and implements school improvement plans collaboratively with school leaders • Creates structures for regular monitoring and refining of improvement processes

Standard 12 Boarding and/or Homestay

Indicators of Effective Leadership Practice	Skills/Competencies	Knowledge	Actions
<p>The school leader is a part of school life and ensures an enriched and extended learning experience for all students.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Demonstrate cultural competence • Promote wellness (social, physical, emotional, occupational, intellectual, environmental and spiritual wellness) 	<p>Has knowledge of and understands:</p> <ul style="list-style-type: none"> • The challenges of residential life for domestic and international students • Sources and mitigation of risk • Child protection laws and practices • The requirement for compliance with Health and Safety and Building Code statutes and environmental guidelines • Local regulations that pertain to the homestay and residential programs 	<ul style="list-style-type: none"> • Shapes the culture of the school by integrating the boarding program into the total life of the school • Creates a climate of trust, care, honesty and collaboration that is evident • Provides for the individual needs of a diverse population • Provides a safe and healthy residential environment • Builds relationships with families, including those who live remotely • Ensures that the school has an articulated philosophy and program for the boarding and homestay students • that is aligned with the school's mission and vision

References:

[The Ontario Leadership Framework \(Pg. 18-19\)](#)

[NAIS Principles of Good Practice - Heads of School](#)

[CAIS Accreditation Guidelines](#)

The Ivey Model of Leadership:

<https://www.ivey.uwo.ca/academy/programs/program-finder/ivey-leadership-program/>

<https://iveybusinessjournal.com/publication/developing-leadership-character/>

CAIS Framework for Enhancing Board Effectiveness

"Stronger Boards" was identified as a key member need and desired outcome of the 2017-2020 CAIS Strategic Directions. Working closely with Susan Wright, we have developed a more intentional approach to broadening engagement and providing support for governance development for board leaders in CAIS Schools. The key objective is to support Board Chairs and leaders in fulfilling their key roles and responsibilities and addressing priority governance issues. The CAIS Framework for Enhancing Board Effectiveness reflects the Indicators of Effective Practice in Standard 8, the CAIS Governance Standard. Given the average term of a CAIS Board Chair, workshops and webinars will be offered on a three-year rotation and will be targeted to Board Chairs, Vice-Chairs, Committee Chairs and Heads of School.

Modules

Board Core Roles & Responsibilities	Board Effectiveness & Functioning	Board HR Function
The Board's Legal Framework & Fiduciary Responsibilities	Better Board Meetings & Discussions (2 modules)	Head Recruitment
Strategy Development, Implementation and Monitoring (2 modules)	Building a Stronger Board (2 modules)	Head Succession
Financial Resources (Financial Oversight & Fund Development) (2 modules)	Enhancing the Board-Head Relationship	Head Transition and Onboarding
Board Responsibilities for Risk Oversight	Onboarding new Board members	Head Compensation and Contracts
Foundation Development & Relationships with School Boards		Head Evaluation
Getting clear on Roles, Board vs Management		A Governance Perspective on Human Resources in Independent Schools

Conclusion

The difference between good schools and outstanding schools often depends on leadership. Thus, developing new leaders is one of the most important -- if not the most critical -- things that CAIS schools can do.

Everything flows from good leadership, including current and future success in all aspects of our schools: academic, co-curricular, business and operations, adaptation to future challenges, etc. Good leadership is also essential to keep our stated mission, vision, and values relevant and viable.

CAIS schools will continue to flourish only if they actively pursue appropriate leadership development opportunities and succession planning initiatives in the immediate future and the years to come.

CAIS understands that Heads, Chairs and others in leadership positions have a multitude of responsibilities – many of which require immediate and focused attention. We also appreciate that the path forward may not be linear or predictable since many variables contribute to encouraging and developing future school leaders. That said, we ignore these succession planning responsibilities at our peril, and we strongly recommend that each CAIS school set aside resources for the mid- and long-term initiatives suggested in this report.

The CAIS Board, Executive Director, and staff are committed to assisting all our schools in pursuing appropriate opportunities for leadership development and succession planning. This report highlights both specific and general suggestions, and we are always enthusiastic to hear about and share new initiatives and insights on this critical topic.

The CAIS Team looks forward to working with Heads and Chairs to share actionable wisdom and productive initiatives and to celebrate our future leaders as they make forward strides.

The future health of our schools depends on energetic and adaptable leadership development and succession planning. Focusing on the issues and opportunities outlined in this report, we can together build the future of CAIS schools.

This is a complex and demanding issue that will take concerted effort within schools and within CAIS leadership. I look forward to working with Heads, Board Chairs and others on this important and far-reaching topic.

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