

## DIVISIONAL LEADERSHIP CAPACITY-BUILDING

### Background

Sustained leadership and leadership development is vital to organizational renewal, growth, changes and improvement. It is believed that school improvement results from investing in the training and development of a division's human resources. Moreover, it is held that leadership is best understood as a shared activity, as opposed to being the responsibility of only certain individuals within an organization. To this end, procedures have been developed to guide leadership capacity development amongst all staff in the St. Thomas Aquinas Roman Catholic Separate School Division. Herein, the term 'leadership capacity' will be understood in the terms proposed by Lambert (1998), namely, "the broad-based, skilful participation in the work of leadership."

### Procedures

1. When putting together staff development plans, St. Thomas Aquinas Catholic Schools will be guided by the underlying belief that the professional development of all staff is a leading priority.
2. The school division will be further guided by the five leadership capacity-building assumptions proposed by the research of Lambert (1998), these being: leadership is not trait theory - leadership and leader are not the same; leadership is about learning; everyone has the potential and right to work as a leader; leading is a shared endeavour; and, leadership requires the redistribution of power and authority.
3. The school division, and its individual schools, will assess staff and school capacity for the work of leadership on an ongoing basis and will take steps to enhance the leadership capacity of employees at all levels of the organization so as to create the most optimal Catholic learning environments for students.
4. Leadership capacity-building will be achieved through a variety of purposeful and goal-directed school-level and division-level initiatives. These initiatives are inclusive of, but not limited to, the educational subsidy program, administrative PD, meetings and retreats that involve all site-based and division-level administrators, the establishment of Christ-centered professional learning communities whose focus is best practices for student learning, establishment of an online professional development calendar, and the nomination and training of staff as site level leaders in such areas as literacy, assessment, technology and project coordination.
5. The leadership capacities of staff, having developed, are to be put at the service of assisting St. Thomas Aquinas Roman Catholic Schools in finding improved ways of fulfilling its mission, purpose and vision.

References: Linda Lambert, *Building Leadership Capacity in Schools*  
Rick DuFour, *The Principal as Staff Developer*