

Democratic Dialogue as a Process to Inform Public Policy: Reconceptualizing a Supervisory Officer's Qualification Program

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Abstract An exploration of the collaborative reconceptualization of a provincial Supervisory Officer's Qualification Program (SOQP) through the use of dialogic approaches is the focus of this inquiry. The stories, perspectives, and lived experiences of supervisory officers, principals, teachers, parents, students, and members of the public in Ontario were included as essential voices and information sources within policy development conversations. These narratives of experience revealed the forms of knowledge, skills, dispositions, and ethical commitments necessary for effective supervisory officers today and in the future. They also illustrated the transformative nature of narrative dialogue to enlighten, deepen understanding, and alter perspectives. The policy development processes used in this publicly shared educational initiative serve as a model of democratic dialogue. The inclusive and dialogic methods employed to collectively reconceptualize a supervisory officer formation program illustrate an innovative framework for developing policies governing the public good.

Keywords Supervisory officer; Narrative; Dialogic policy development

Deirdre M. Smith & Jessica Qua-Hiansen (2015). Democratic Dialogue as a Process to Inform Public Policy: Reconceptualizing a Supervisory Officer's Qualification Program. *International Journal of Education Policy & Leadership* 10(1). URL: <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/454>

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Introduction

Public policy should genuinely reflect accumulated public wisdom. The discipline required for policy work must be distributed throughout the body politic in civil discourse, research, and inclusive creative deliberation. The exercise of grassroots public policy development is the ongoing work of reconstituting the public sphere. (Schuler & Maranda, n.d.)

The purpose of this research is to explore the use of democratic dialogue and narrative as a public policy development strategy for revising the Supervisory Officer's Qualification Program (SOQP) in Ontario based on accumulated professional and public wisdom. Its goal is twofold: to model the effective implementation of dialogic and narrative-based processes to develop provincial leadership policies and to facilitate a more profound, multi-layered exploration of the role of the supervisory officer in the Ontario education system, informed by leading theory, professional practice, and experience.

The SOQP guideline provides the theoretical and conceptual framework for supporting effective professional practice as a supervisory officer in Ontario. A formal review of this policy guideline was necessary to ensure the relevancy, applicability, and currency of this teaching qualification. The program guideline is a policy document that will guide the nature of supervisory development in Ontario for years to come. The Ontario College of Teachers has responsibilities related to additional teaching/leadership qualification course guidelines. These responsibilities include the development and accreditation of programs leading to certificates of qualification, which are additional to the certificate required for initial College membership.

The review of the SOQP course guideline was intended to ensure that this educational leadership qualification served the public interest. A variety of research data gathering activities were employed in the review process. These dialogic (Bakhtin, 1981) methods included open space forums, surveys, discussions, focus groups, and the creation of a writing team comprising representatives from educational partner organizations with a significant interest in supervisory officer qualifications. The feedback received from these multiple sources provided important information for reviewing, updating, and enhancing this policy guideline for the preparation and professional certification of supervisory officers in Ontario.

The overall purpose of this comprehensive review was to gather the accumulated wisdom of members of the educational community and the public to inform the revision of the SOQP guideline. The role of the supervisory officer continues to evolve and grow in response to Ontario's ever-changing educational and societal landscape. The SOQP guideline must reflect these changes and advances.

Supervisory officer's qualification program

Supervisory officers in Ontario are senior school system educational leaders responsible for student learning; curriculum; pedagogy; teacher and principal development; assessment and evaluation; policy; and legislation, as well as community engagement. Traditionally, most academic supervisory officers in Ontario came to the role follow-

ing extensive successful experience as a school principal along with a depth and breadth of system-level curriculum and pedagogical leadership experience.

The SOQP, as an additional qualification (AQ) course in regulation, provides key foundational professional learning for educators interested in assuming the educational leadership role of supervisory officer in Ontario school systems. It represents the highest level of certification that an educator can achieve with respect to additional teaching qualifications. Given this, it is essential that the content of the SOQP reflect the contemporary and evolving professional knowledge, skills, practices, experiences, and dispositions that both the profession and the public expect of these senior educational leaders.

The SOQP guideline is used to accredit SOQP courses and is revised on a cyclical basis to ensure it addresses those high expectations. This process helps to assure the public and the profession that supervisory officers have been appropriately qualified for their role. Diverse representation during this process, both geographically and through distinct educational contexts, provides further assurance to the public and the profession. The SOQP represents one key dimension involved in the ongoing professional learning experiences of educators.

Successful completion of the SOQP is a requirement for Ontario educators to become a superintendent or director of education. The SOQP is a comprehensive program that identifies the knowledge, skills, and practices necessary for professional certification as a Supervisory Officer. It reflects the political, economic, and diverse social realities of Ontario society that have an impact on schools and school communities. Exemplary supervisory officers are essential to the success of Ontario schools and school systems.

A provincial vision of the supervisory officer in Ontario has been collectively developed, endorsed, and articulated in a public policy document entitled *Supervisory Officer's Qualification Program Guideline* (Ontario College of Teachers, 2011). The teaching profession, education partners, and the public were invited to co-construct this image of the supervisory officer:

Supervisory officers in Ontario are collaborative educational leaders who effectively lead and respond to the needs and demands of the educational environment for which they are responsible. They interact with school supervisory officers, teachers, other board staff, communities and provincial partners, parents/guardians, trustees, school councils, government, and other stakeholders to nurture a system culture that enhances student learning and achievement, as well as the wellbeing of the school board community. Supervisory officers apply with integrity, courage, wisdom, and positive attitude the knowledge and skills, which they have gained through experience in educational communities. Supervisory officers play a critical role by putting in place supportive system practices and procedures for school and system leaders to support the education of all students. (Ontario College of Teachers, 2011, p.1)

A context of inclusion and diversity

Supervisory officers in Ontario provide educational leadership in diverse cultural and linguistic contexts. Ontario's education system affords the aspiring supervisory officer many settings from which to learn and apply knowledge, skills, and practices essential to creating and sustaining board and system cultures that enhance student learning and achievement. Education in Ontario is dynamic and ever changing. Supervisory officers, principals, teachers, support staff, parents/guardians, school councils, and other stakeholders are engaged in creating a better future for students. It is these diverse voices and perspectives that guide and influence education in the province. Honouring diversity and understanding the dynamics of power and privilege associated with education were deemed essential prerequisite skills and sensibilities for supervisory officers by the Ontario public and the teaching profession (Ontario College of Teachers, 2011).

In Ontario, the provincial government sets the policy framework for elementary, secondary, and postsecondary education. Distinct educational jurisdictions are identified in provincial and federal legislation. The province is responsible for the administration of the Education Act and related regulations for 72 school boards and school authorities comprised of English language Catholic, French language Catholic, English language public, and French language public education systems (Ontario College of Teachers, 2011).

In Canada, there are more than 600 First Nations/Indian bands and over 60 Aboriginal languages reported by First Nations people. This is an indication of the diversity of First Nations people across the country (Statistics Canada, 2013). In Ontario, there are 134 First Nations communities dispersed throughout the province. Under treaty and in the Indian Act, the federal government has the fiduciary responsibility to provide educational services for status First Nations members living on reserves. All but two of the 134 First Nations communities have jurisdiction and are responsible for the administration of First Nations schools on reserves and the negotiation of tuition agreements for First Nations student members living on reserves and attending publicly funded schools (Ontario College of Teachers, 2011, p. 2).

Educators enrolled in the SOQP work in the four publicly funded school systems, in independent/private institutions, or in First Nations schools and will need to explore, in an integrated delivery model, the topics and issues of particular relevance to the unique context in which they work or may plan to work (Ontario College of Teachers, 2011). It is imperative that the SOQP course candidates acquire a deep understanding of the province's diverse people, educational contexts, and realities.

Given the rich diversity of educational contexts, populations, and language communities that supervisory officers may encounter, it was vital that the policy development processes employed by the College honour these diverse voices and perspectives and ensure their representation in the leadership policy document for supervisory officers in Ontario.

A regulatory context

To be a qualified supervisory officer in Ontario, it is necessary for teachers to successfully complete all components of the SOQP. The SOQP is comprised of four

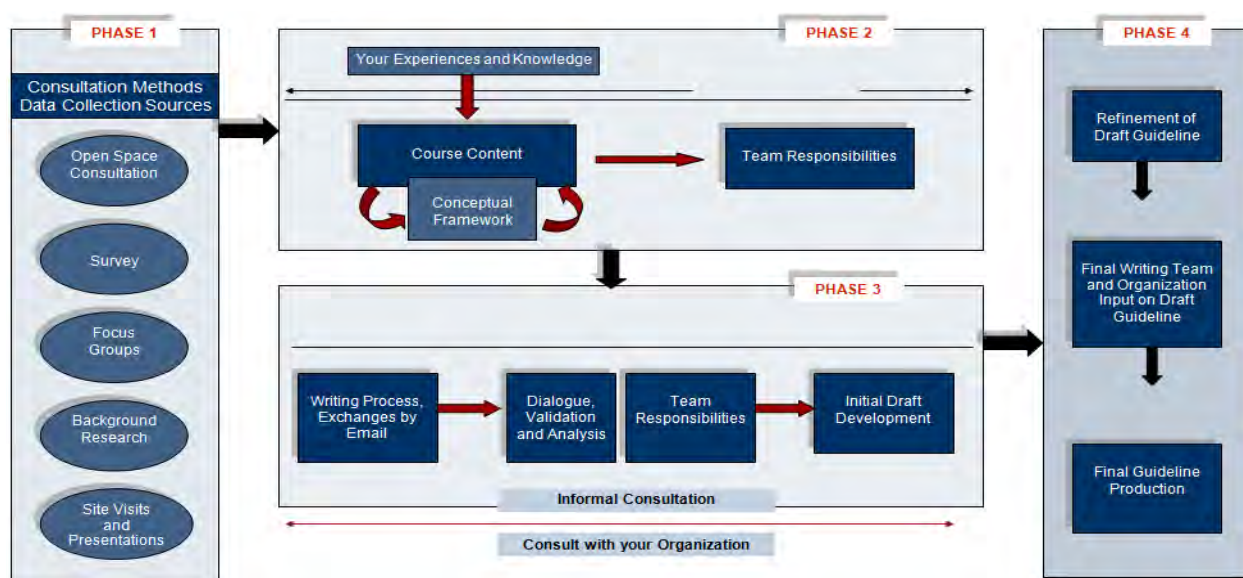
modules and a leadership practicum. Each module is 50 hours in length. The leadership practicum is also 50 hours in length. Accredited SOQP programs reflect the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession (Ontario College of Teachers, 2006). Successful completion of the SOQP is recorded on educators' Certificate of Qualification and Registration.

The Ontario College of Teachers, as the self-regulatory body for 240,000 members of the teaching profession in the province, is responsible for developing the program guideline that provides the framework for this important educational leadership qualification. Providers of accredited SOQP courses must align their courses with the SOQP guideline issued by the College. Course providers and instructors use the SOQP guideline to frame, develop, and implement the SOQP that they offer to educators. A participant involved in the revision of the SOQP guideline explained the importance of having a provincial policy document to guide the SOQP in the public interest:

My only comment would be is that because we are providing the highest level of certification in education in Ontario, we need to have consistency across the province and at the same time not losing the flexibility because that is the strength of the program. (Ontario College of Teachers, 2010a, p. 21)

The College staff responsible for the development of course guidelines for additional teaching/leadership qualifications are committed to facilitating this collaborative process with the engagement of the public and the profession through a multi-tiered, consultative, dialogic and narrative policy development approach (Figure 1). The story of the SOQP policy development is shared through the perspective of the College staff responsible for facilitating these dialogic and narrative processes.

Figure 1. Supervisory Officer's qualification program guideline review and writing team and guideline development process



Theoretical underpinnings of research methodology: Narrative and dialogue

The theoretical framework for the revision of the SOQP Guideline is rooted in the traditions of narrative (Bruner, 1986; Clandinin, 2007; Connelly & Clandinin, 1990; Hollingsworth & Dybdahl, 2007; Lyons & LaBoskey, 2002; Ricoeur, 1988; Witherell & Noddings, 1991); case narratives (Porter & Smith, 2011; Smith & Goldblatt, 2009); dialogue (Arnett, 1986; Bakhtin, 1981; Buber, 1970; Kogler, 1996); distributed leadership (Bolman & Deal, 2008; Harris and Chapman, 2002; Spillane, 2006); and professional standards (Ontario College of Teachers, 2003b, 2009a).

Narrative is a way of knowing (Bruner, 1986), and it is the natural mode through which individuals make sense of lives (Bruner, 1990). Other researchers have contended that storytelling is a natural way for people to organize their experiences, emotions, and values into meaningful wholes (Glover, 2003; Polkinghorne, 1988). Dialogic processes that invite people to share stories (Fine, 2002; Kruger & Shannon, 2000; Richardson, 1990) can support policy development. The sharing of stories gives members of communities an active role in constructing their viewpoints and in learning from one another (Fine, 2002; Richardson, 1990). Teachers' knowledge is both personal and professional (Cole & Knowles, 2000; Connelly & Clandinin, 1988). Teachers store their knowledge in narratives (Doyle, 1990) and communicate implicit and explicit wisdom about professional practices through those stories (Jenlink & Kinnucan-Welsch, 2001).

Furthermore, narrative "begins in experience as expressed in lived and told stories" (Pinnegar & Daynes, 2007, p. 5) of individuals. The lived experiences of individuals become visible and accessible through the stories told and shared. Narrative processes involve the construction of meaning (Bruner, 1986; Ricoeur, 1988) as "stories invite us to come to know the world and our place in it" (Witherell & Noddings, 1991, p. 13). Individual and collective stories told about the role of the supervisory officer can be "acts of meaning" (Bruner, 1990), through which we can make sense of the nature of the role of the supervisory officer.

Narrative conversations are holistic, constructivist, and active approaches for developing shared understandings and meaning. As experiential learning processes, these narrative methods offer an alternative approach to knowledge formation. The usefulness of narrative dialogue for illuminating and advancing the professional knowledge and skill of school leaders is well documented in education (Shapiro & Gross, 2008; Smith & Goldblatt, 2009; Strike, 2007; Strike, Haller, & Soltis, 2005).

Kruger and Shannon (2000) advocate approaches to inquiry that enable people to share stories of their lived experience with others. The team responsible for the revision of the SOQP guideline believed that the facilitation of dialogic interchanges (Bakhtin, 1981) involving both educators and the public would support the identification and construction of collective knowledge and values regarding essential elements of the role of the supervisory officer. A variety of processes were created to enable open and respectful relational forms of dialogue to occur.

Dialogue enables individuals to construct new meaning that is generated together and to come to shared understandings (Arnett, 1986). This process of dialogue requires a particular quality of communication that enables the individuals to

achieve an “I–thou” relationship (Buber, 1970). This mode of relational connection between and among individuals enables individuals to be changed or transformed within this relational dialogue (Buber, 1970).

Dialogic exchanges support the development of shared and/or changed understandings, assumptions, and perspectives. Kogler (1996) highlights key dimensions of dialogical encounters:

We must engage in the subject manner of a conversation openly and reciprocally if the process of reaching an understanding is to be to exercise its horizon-expanding power; if the experiences brought into dialogue are to work on one another to lead to deeper insight. (p. 114)

The dialogic experience also requires that individuals be prepared to give up their own frames of reference (Mezirow, 1997) or theories of practice (Cranton, 2006) and to replace them with other perspectives and awareness derived from within the conversation (Buber, 1970; Kogler, 1996). Inviting members of the teaching profession and the public to engage in conversations together helps to extend and alter perspectives.

Authentic dialogue can be found in the conversations between people. Creating forums for shared dialogue throughout the revision of the SOQP contributed to social learning, shared input, and democratizing decisions.

Narrative conversations were employed to gain insight into the perceived essential dimensions of the SOQP. These conversations occurred in both English and French. Explicating the stories and lived experiences of individuals through conversations revealed significant information about supervisory officer formation. Participants included members of the public (parents, community organizations, students, parent organizations), the teaching profession (teachers, principals, supervisory officers), and educational partners (trustees, SOQP providers, principal councils, teacher unions, Ministry of Education, teacher education programs). Invitations for diverse representation of role, experience, and location from across the province were forwarded to all school board directors of education, deans of education, SOQP course providers, teacher federations (unions), supervisory officer organizations, the Ministry of Education, school trustee organizations, parent organizations, First Nations educational organizations, and provincial educational partners. Participants also responded to open invitations placed on the College’s website and magazine.

The dialogue that occurred within these narrative spaces led to negotiated content for the SOQP guideline. Differences in perspectives and lived experiences were collectively explored within the dialogic exchanges. Tensions that arose within the narrative-based conversations were inquired into through dialogue, reflection, and conciliation. The sharing of narratives was a key element for nurturing deep listening among participants; the narratives also served as essential catalysts for the transformation of perspectives.

Sampling and methodology

Several policy development processes facilitated this research. Open space reports, online questionnaires, meeting minutes, written submissions, focused discussion

transcripts, and conceptual charts comprised the data sources that were collected, coded, and analyzed throughout the project. Table 1 provides a brief overview of the processes, the number of participants, and the output that will be discussed in more detail below.

Table 1. Policy development processes

Policy Development Process	Participants	Output
1. Open space technology consultations	100 participants	Discussion reports (26)
2. Review questionnaires	331 responses	Completed questionnaires (337)
3. Focus groups	48 participants, 10 groups	Discussion guide responses (48) Focus group transcripts (10)
4. Writing teams	10 participants	Meeting minutes (8) PowerPoints (6) Literature review Draft guideline
5. Ministry of Education feedback	4 meetings	Charts (3) Letter (1)
6. Teacher Federation feedback	2 meetings	Written submissions (2) Meeting minutes (2)
7. Conceptual congruence analysis	College staff; writing team members	Congruence charts (9)

The research utilized a targeted, non-probability, purposive sample. Broad representation across various identified stakeholder groups was sought, with a strong emphasis on a specific segment of the population: supervisory officers. Other stakeholder groups were identified by their proximity to the supervisory officer role, their corresponding role in the education sector, and their representation of the public interest inherent in education research. This produced a highly relevant sample for every part of the research process.

Open space technology consultations

The College hosted a full day, bilingual open space (Owen, 1997) technology consultation with approximately 100 participants. Open space is a dialogic process that supports transparency, inclusion, shared leadership, and empowerment. It is a process of democratic dialogue that has been effectively employed for educational policy development (Smith, 2006) related to teacher and leadership qualifications (Smith, 2009; 2010) in Ontario. The discussions that take place in an open space gathering are organized around the capacity of learning circles to foster social learning and the public creation of knowledge.

The theme for this provincial consultation was Supporting Leadership Formation. The guiding question for each of the conversations that occurred during this consultation was: What does it mean to be a supervisory officer in Ontario?

Participants in the open space session included representatives from a wide variety of educational roles: classroom teachers, curriculum supervisory officers, supervisory officers, school trustees, College staff, Ministry of Education officials, and representatives from faculties of education, independent schools, and teacher organizations. Members of the public and parents also participated in the conversations. A First Nations elder opened and closed the session ceremonially using traditional indigenous processes. The elder modelled the importance of storytelling and dialogue as he opened the space for conversations to occur. His stories and teachings conveyed the importance of hearing, including, and honouring diverse voices and perspectives in each of the conversations.

This dialogic exchange permitted new and challenging information and options to enter existing educational policy development structures. Members of the teaching profession and the public were drawn together in this public space to interact, discuss, and explore options for action. The expectations and beliefs regarding supervisory officer knowledge and development held by both teaching professionals and the public were illuminated within the conversation sessions. This public dialogue forum created space for diverse perspectives to be voiced, heard, and transformed. It shed light on the collective expectations that supervisory officers needed to meet in order to sustain public trust.

Online review questionnaires

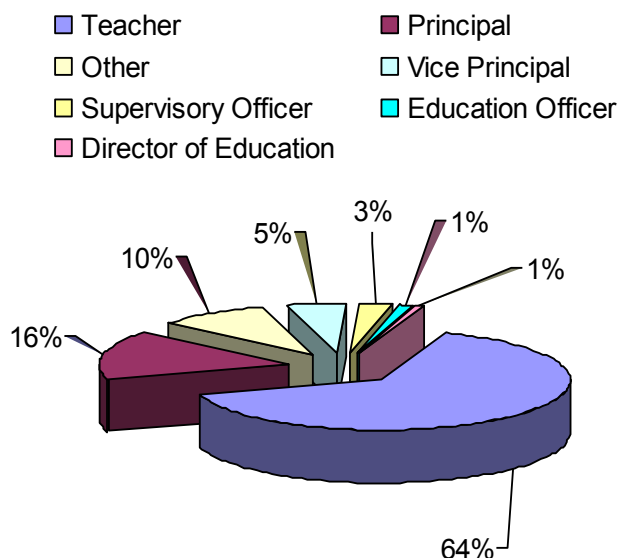
An online questionnaire was utilized by the Ontario College of Teachers to promote provincial dialogue and gain insight into what members of the teaching profession, educational partners, and the public believed was important to include in a revised supervisory officer guideline. The questionnaire included eight questions focusing on the content of the SOQP guideline, the practicum experience, the modular format, the value of this additional teaching/leadership qualification, and the significance of the SOQP course for fostering the ongoing professional knowledge, skills, and practices of supervisory officers.

The Internet created another open space for public involvement and engagement. Rich information was gained from the 331 individuals (Figure 2) who responded to this public conversation.

Focused discussions

Practising supervisory officers, directors of education, principals, and instructors in the supervisory officers' program were invited to participate in 10 focused discussions that were 90 minutes in duration. Each discussion consisted of approximately three to six participants and all discussions were completed by teleconference and facilitated in either English or French, depending on the participants' school board affiliation. Each participant was provided with an SOQP discussion guide and was asked to prepare a

Figure 2. Participants in the online dialogue



brief response to questions in the guide prior to the teleconference (Appendix A). The facilitator used a timed nominal approach to facilitate individual participants' responses to each question. This guided method provided each participant with an opportunity to share ideas in a fixed amount of time. Each discussion was taped, transcribed, and then analyzed for emergent themes, issues, and core concepts.

Dialogic writing teams

College staff and the provincial writing team collaboratively created and employed a multi-layered data analysis process. The provincial writing team was comprised of representatives from the following eleven provincial organizations:

- Association des directions et directions ad-jointes des écoles franco-ontariennes
- Ontario Public Supervisory Officials' Association
- Council of Ontario Directors of Education
- Institute for Education Leadership
- Eastern Ontario Staff Development Network
- Catholic Principals' Council of Ontario
- Ontario Principals' Council
- Catholic Community Delivery Organization
- Association des gestionnaires en éducation franco-ontarienne
- Ontario Catholic Supervisory Officers' Association
- Aboriginal Education Office

The dialogue sessions that occurred at each of the eight meetings of the writing team helped to illuminate and collectively address biases that might impact the analysis of the data. For instance, several conversations were required to address perceived biases associated with responding to numerous data sources that recommended inclusion of First Nations content and to the overwhelming data sources from teachers that offered highly critical perspectives on supervisory officers' professional knowledge, skills, and ethical sensibilities. These multiple conversations were intense, tension filled, and challenging. Through shared reflection, critique, and sharing of examples from lived practices, members of the writing team were able to collectively identify and address perceived potential biases.

Several layers of analysis were necessary to achieve a comprehensive understanding of the essence of the lived experiences of the participants that emerged in the multiple data sets or information sources. The analysis process included multiple readings, collaborative coding, and joint reviews of the following dimensions of each data source: meaning, language, concepts, content, and structure. The meanings derived were then validated through two levels of analysis by the provincial writing team. The provincial writing team also established a data analysis sub-committee responsible for initially validating the analysis that had been conducted by College staff. Agreement among this group of educational leaders was a necessary component of the analysis process. Charts, conceptual maps, and visual content analysis mechanisms were created by the data analysis sub-committee in the review and reconceptualization of the recommended new content and framework for the SOQP guideline.

The full writing team was collectively responsible for the final validation of the analysis of the data. Each member of the writing team had been nominated to serve on the provincial writing team by his or her organization. Provincial organizations responsible for educational leadership development, supervisory officers, SOQP course providers, and Aboriginal education and principal councils were invited to identify a representative to the writing team. NVivo and Inspiration software were used to analyze, organize, and publicly represent the data.

Ministry of Education feedback

The Special Education branch at the Ministry of Education and the Minister's Advisory Council on Special Education (MACSE) were invited to provide feedback on the revised SOQP AQ policy guideline throughout the review process. Feedback was provided in writing as well as through face-to-face meetings. The dialogic conversations enabled the voices of public representatives on MACSE and the perspectives of the government to also shape the content of the policy guideline.

Teacher Federation feedback

The Ontario Teachers' Federation (OTF) and affiliates, which serve as teacher unions, were invited to provide feedback during provincial consultations and validation processes. These representatives of the teaching profession engaged in dialogue at consultations alongside parents, classroom teachers, school system personnel and policy developers. These conversations informed the conceptual framework and content of the policy guideline.

Conceptual congruence analysis

Themes were identified from the narrative data sources and then used as a conceptual framework for the development of a revised provincial SOQP guideline. Conceptual maps and graphic organizers were created to illustrate the conceptual congruity within and across the SOQP guideline. These graphic maps also visually represented the high-level alignment between the SOQP framework and content and the data collected throughout the review process. The conceptual maps and graphic organizers provided a high level of transparency for both the writing team and external entities that requested to review the data analysis process.

These maps were shared with a number of internal and external entities in response to inquiries regarding the reconceptualized SOQP guideline. The accessibility and transparency of these voluminous documents of analysis were well received by external educational partners. It is important to note that the rigour and transparency associated with the data analysis and validation processes, as well as the inclusive methods employed to enable multiple voices to be heard, allowed the SOQP guideline and development processes to effectively respond to political inquiries and challenges. The depth and breadth of analysis associated with the extensive collection of data sources empowered the provincial writing team to stand firmly behind the recommendations for change that were identified and supported by the multiple public, professional, and stakeholder sources that engaged in the development process.

A bilingual facilitator and educational leadership professor served as an external validator for the data analysis conducted by the College staff and writing team. A retired director of education served as an external validator for the analysis of the focus group data conducted by College staff and the writing team. The Ministry of Education also reviewed the validated data analysis reports. The Ministry was particularly interested in the extent of alignment with recent government policies. The draft SOQP guideline was also sent out to all individuals or groups that participated in the process and all educational partners, as well as being posted on the College's public website for a three month public validation period. The feedback received from provincial validation processes served to further validate and inform the final policy guideline.

Significance of the research for policy and practice

Participants involved in the dialogic and narrative-based conversations were extremely passionate about and highly engaged in discussing the review of the SOQP guideline. The dialogic narratives resulted in the development of a policy for the SOQP that will result in shaping system- and school-level educational leadership for years to come. The SOQP was developed through democratic processes that invited multiple and diverse perspectives to inform the intent, content, and framework of this important policy. This policy will guide the formation of future educational leaders and their professional practices. The conceptualization of this role is significant given the great influence that supervisory officers have within the educational structure in Ontario. This conceptualization, as articulated in the SOQP guideline, was collectively constructed through the lived experiences of both teaching professionals and the public and was designed to serve the public trust.

Research findings

Open space technology conversation

Twenty-six written reports were generated (Appendix B). The most significant themes that emerged related most specifically to the content and components of the SOQP. In particular, the following aspects were identified as key focus areas for the SOQP:

- Technology
- Diversity
- Subject-specific knowledge and expertise
- Educational system structures
- Equity
- Practicum
- Communication
- Safety

Participants were also asked to identify essential priorities within the SOQP guideline. Priorities identified by the participants for enhancing the SOQP included:

- Diversity/equity/inclusion
- Instructional leadership
- Ethical leadership

Online review questionnaire

The majority of individuals (64%) who chose to provide feedback and share perspectives related to the role of SOQP were teachers. The comments provided by teachers tended to be highly critical and conveyed noteworthy messages regarding perceptions of current and future practices of supervisory officers (see Appendix C). Teachers generally indicated that supervisory officers needed to spend substantial time in classrooms and schools in order to fully understand the current life-world (Habermas, 1987) of teachers. There was a common perspective that supervisory officers were considerably disconnected from the lived world of teachers. This resulted in system-level supervisory officer decisions and actions being viewed by teachers as unreasonable and unrealistic. Teachers shared strong perspectives regarding the role of supervisory officers: “I think superintendents should spend time in class-rooms to see first-hand what it is like for a teacher these days—not just a few minutes—but half a day or a full day” (Ontario College of Teachers, 2010b, p. 3).

The manner in which supervisory officers treat and position teachers was also explicitly critiqued by teachers: “Dealing with teachers as human beings and not as some type of machinery that you press a button and it goes and stops” (Ontario College of Teachers, 2010b, p. 3). Teachers viewed respecting and representing teachers as knowledgeable professionals and informed pedagogical leaders as a necessary leadership sensibility and ethical stance that should be embodied by senior system-level educational leaders.

Teachers also strongly conveyed that supervisory officers needed extensive teaching experience, doctoral degrees, visible ethical leadership, and a high level of emotional intelligence. The importance of supervisory officers acquiring knowledge related to “the role of culture and race in education, diversity issues, community awareness as well as knowledge of community members” (Ontario College of Teachers, 2010b, p. 2) was deemed essential.

The dispositions held by newly appointed supervisory officers were of major concern to teachers. There was a shared perspective that individuals recently qualified as supervisory officers did not have the same depth of experience, knowledge, leadership philosophy, or ethical stance as their predecessors. Teachers emphasized: Maybe it’s the type of personality drawn to positions of power, but unfortunately many of the people drawn to these positions are absolute disasters when it comes to dealing with people. You need to really emphasize maintain[ing] good labour relations and have huge emphasis on ethical leadership and ethical personal conduct. (Ontario College of Teachers, 2010b, p. 6)

Teachers also critiqued the credibility of the additional qualification earned through the SOQP:

It appears that garnering the SO qualification is growing in popularity ... it is the “thing to do”. Therefore, there is a worry on the “front line” of education that the process is not as rigorous as it once was. That being the case, it is critical that the program be scholarly, professional and set standards that qualify excellent candidates for the critical role of supervisory officer rather than just a notch to be checked off on a “to do list.” (Ontario College of Teachers, 2010b, p. 6)

Creating online mechanisms for the voices of teachers to be heard serve to illuminate their viewpoints, emotions, and concerns. Teachers are often the recipients or implementers of policies conceived and developed by supervisory officers.

Focused discussions

The recommendations that emanated from these dialogue forums significantly assisted in the revision of the SOQP guideline. Participants stressed that they expected Ontario supervisory officers to be highly educated, well-informed, and experienced effective educational system leaders. Participants also expressed the need for the SOQP guideline to continue to reflect the diverse political, economic, and social realities of Ontario society that have an impact on schools and school communities. The core competencies that were consistently identified in the focused discussions included:

- Strategic thinking and planning
- Development of a system vision
- Political knowledge and equity
- Issue and crisis management
- Emotional intelligence
- Communication and public relations skills
- Accessing, analyzing, and interpreting system and school data to facilitate and monitor progress. (Ontario College of Teachers, 2010b, p. 5)

Dialogic writing teams

Educational partners with an extensive interest and experience related to the SOQP were invited to nominate a representative to participate in a provincial writing team to develop the guideline. The responsibility of this group was to analyze the data collected from the field and the relevant research regarding supervisory officer development. They also recommended appropriate revisions to the program guideline. The writers were responsible for sharing the perspectives of their organizations and to ensure their organization was continually informed about the revisions to the guideline.

The writers brought significant diversity of perspective and experience to the dialogic writing sessions. This team was also highly committed to respecting and honouring the diversity of voices and perspectives that emerged within the multiple data sources. The writing team members were very involved in the data collection and analysis processes. They consistently expressed their collective responsibility for ensuring accurate and transparent representation of data and analysis. They approached all tasks and responsibilities from an ethical and critical stance.

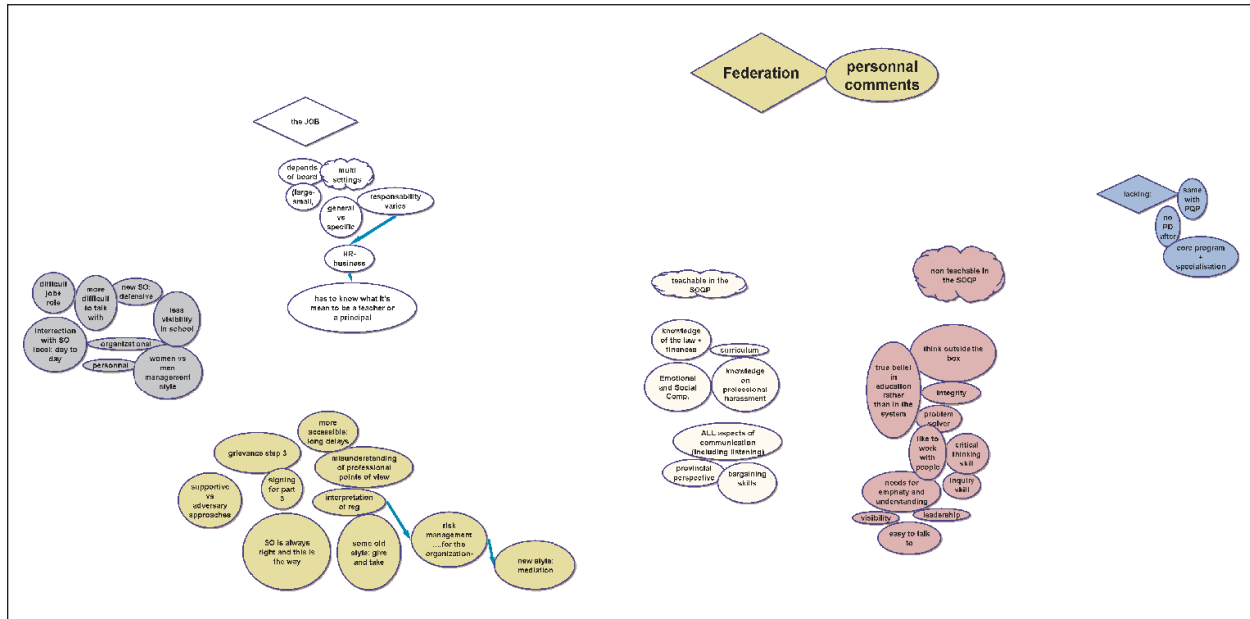
Ministry of Education feedback

Ministry of Education feedback focused on the alignment of the SOQP with Ontario policies, frameworks, guidelines, and strategies, as well as emphasizing key focus areas such as Special Education, Aboriginal education, and French-language communities (see Appendix D). Through this dialogic, collaborative process, the SOQP guideline achieved consistent alignment with government policies and initiatives.

Teacher Federation feedback

Feedback from teacher federations further illuminated aspects of the supervisory officer's role and the knowledge and skill areas that needed to be strengthened in the guideline to address these (Figure 3).

Figure 3. Conceptual map of Federation feedback



Conceptual congruence analysis

Conceptual congruence analysis was conducted with regard to the SOQP and its relation to the Principal's Qualification Program (PQP) and the Leadership Framework in order to further ensure greater depth and greater alignment of the policy document with other key policy initiatives in the province. This analysis also fostered greater dialogue and collaboration, as these charts were shared with individuals and organizations involved in educational policy development to help create a shared understanding and knowledge base for policy development. The conceptual congruence analysis, as well as the validation processes that took place afterward, led to an SOQP guideline that is highly relevant and aligned (see Appendix E).

Emergent concepts

Several core concepts emerged from the narrative conversations that are now substantially embedded and explicit throughout the entire revised guideline. The core concepts that emerged from the narrative conversations were ethics, diversity, and inclusion, and equity of content and access.

Ethics

Participants spoke passionately about the central role of ethics for effective educational leadership. The central role of ethical knowledge, awareness, and consciousness emerged as a significant thread that wove through all conversations. In open space conversations, participants generated many topics related to the ethics associated with educational leadership and then told lived stories related to these topics.

In case discussions, the ethical practices and knowledge of supervisory officers emerged from the written leadership dilemmas. In focused discussions, the ethical formation of supervisory officers was identified in the narratives shared by participating educational leaders.

The online questionnaire revealed that participants strongly felt that ethical leadership was missing from current SOQP's. They emphasized that the revised SOQP needed to have a strong and explicit focus on ethical leadership. Participants identified empathy, trust, integrity, compassion, respect, and ethical decision making as core dimensions of ethical leadership content that need to be included in the revised SOQP guideline. Emotional intelligence was also highlighted as a significant necessary attribute of supervisory officers. One participant underlined the importance of this skill and disposition by stressing that the SOQP must "ensure the ability of SO's to learn and practice skills of Emotional Intelligence" (Ontario College of Teachers, 2009b, p. 2).

Diversity and inclusion

Diversity and inclusion were also major principles that emerged throughout many of the conversations related to the SOQP guideline. Participants consistently identified additional content that needed to be included in the revised guideline.

A First Nation supervisory officer who participated in a focused discussion highlighted the importance of including the historical context related to the publicly funded school system and relevant historical information pertaining to residential school experience for First Nations communities. He reflected on taking the program and discussed his experience of not being the dominant voice in the course. This supervisory officer identified what course content he thought was missing from a First Nations perspective:

I think in the historical context of the four publicly funded education systems in Ontario, we need to think about the impact of residential schools on education in Canada, and I would like to see that added in the historical context of school and society. I know in taking the course I recall, it makes you more frustrated when looking through the table of contents ... you know the residential school part still affects the kids and the families in the schools today and I think that's a key part to have included in this section of the course. I remember taking it in Toronto with 45 other folks that weren't from anywhere north of Saulte Ste. Marie. I shared the 7 teachings of the Grandfather and most of the people never heard of them before. I think it is important to also incorporate information about residential schools—there needs to be something that draws in some folks and provides a better backgrounding from this course before they start so they can be a little bit more successful. (Ontario College of Teachers, 2010a, p. 10)

Leadership domains

Many other supervisory officers from northern Ontario expressed the implications of this experience for educational leadership. These educational leaders also significantly advocated for the inclusion of First Nations, Métis, and Inuit content throughout the SOQP modules and practicum. Participants stressed the importance of including indigenous knowledge and perspectives into the SOQP content. The lack of First Nations content was also identified during the College's review of the Principal's Qualification Program. During this review process, participants both identified the omission of this important content and spoke of the difficulty First Nations course candidates experienced trying to connect to a Eurocentric model of leadership that characterized both the Principal's Qualification Program and the Supervisory Officer's Qualification Program. An educational leader expressed that there was significant "reluctance to share space for First Nation issues in the delivery of the courses" (Ontario College of Teachers, 2008, p.14).

The essential importance of inclusive education practices was consistently embedded in the narratives and recommendations shared by conversation participants. The need for the supervisory officers to be able to consciously include the stories of diverse groups of people was repeatedly highlighted and stressed by participants. Supervisory officers were viewed as central to the development of inclusive school communities and systems that honoured and respected the diversity and dignity of all members.

Writing team members shared stories of working as a member of a minority group within a majority culture. These stories held the power to transform previously held perspectives of members of the writing team. This occurred on a number of occasions within the writing team's dialogic exchanges. Individuals who strongly conveyed that there was no need to explicitly include specific groups into the guideline changed their perspective after being exposed to stories of silence, marginalization, and exclusion by colleagues on the writing team. These experiences illustrated the transformative nature of narrative to enlighten, deepen understanding, and alter perspectives. These narratives helped to communicate the necessary and critical explicit inclusion of French language, Catholic, First Nations, Métis, and Inuit perspectives into both the guidelines for educational leaders: supervisory officers and supervisory officers.

Equity

Equity emerged in many conversations during the review process for the SOQP guideline. This core principle was related to various aspects of the course content as well as to the delivery processes employed. Participants stressed that there needed to be an explicit and conscious focus on equity throughout the SOQP.

Equitable access to the course through distance education formats was viewed as essential for educators living in northern and rural Aboriginal and French language communities. A director of education explained the importance of addressing the issues of "equity of representation" and "equity of access":

Distance learning is about equity. The course must include Aboriginal representation. (Ontario College of Teachers, 2010a, p. 13)

Technology was viewed as a mechanism to pro-mote access and equity.

Impact of the narrative-informed research on policy

The narrative processes used within the provincial review of the SOQP significantly informed the reconceptualization and redevelopment of this program guideline. The stories, vignettes, commentaries, and experiences expressed within the many conversations about the SOQP significantly contributed to the reconstruction of this policy document. The SOQP guideline is now restructured to reflect the input received during the review process. The new content included in the guideline is also highly aligned with the recommendations received from the both professionals in the field and from the public, clearly representing the significant feedback collected through the eight-month collaborative development and validation processes. The core areas of reconstruction in the SOQP guideline include the leadership modules, leadership practicum, a vision for the role, and specific leadership domains.

Leadership modules

The data from the review process confirmed the four modules and practicum structure of the SOQP guideline as outlined in regulation. The four leadership modules were renamed and the content significantly strengthened. Accredited providers must now address all content identified in the revised SOQP guideline. In the revised SOQP guideline, the course objectives and content significantly raise expectations regarding the knowledge, skills, and practices that both the public and members of the profession demand. The four modules and the practicum in the SOQP guidelines are identified as:

- Module A: The Personal Perspective
- Module B: The Leadership Perspective
- Module C: The Provincial Perspective
- Module D: The Professional Perspective

The leadership practicum

The leadership practicum is a required component of the Supervisory Officer's Qualification Program (SOQP). The leadership practicum is an in-depth educational experience designed to allow candidates to demonstrate their ability to integrate and apply the content from the SOQP and their leadership competencies within a district school board or other educational setting of a similar nature (Ontario College of Teachers, 2011, p. 13).

The importance of a leadership practicum was recognized as an essential component of supervisory officer formation. The leadership practicum was also re-structured to allow additional time and more meaningful integration of this core component into the program. Participants recommended that this leadership experience be adapted in length and focus. They also stressed the importance of authentic leadership practica that truly related to the actual role of the supervisory officer. One participant explained:

- The practicum is only relevant if it is not contrived, is authentic, and has real influence on improving the teaching profession. (Ontario College of Teachers, 2010b, p. 5)

The essential role of collegial mentoring and coaching emerged as a significant theme for supporting supervisory officer formation in all narrative conversations and in the leadership literature. These professional learning processes are central to the leadership practicum and are infused throughout many of the program's leadership modules.

A vision for the role

A vision for the role of the supervisory officer in Ontario and for the qualification program was explicitly identified in the revised SOQP. This vision brought clarity and a shared sense of purpose to the program. The explicit inclusion of English, French, First Nations, Métis, Inuit, and Catholic perspectives in the program guideline supported Ontario's unique and rich diversity.

The vision of the role of supervisory officer was also extensively reconceptualized. It was reformulated from a primarily managerial role to that of an instructional, ethical, and knowledgeable educational leader. The vision of the supervisory officer, as articulated in the SOQP guideline, is inspirational and affirming. One participant supported this collective provincial vision by reflecting on his own lived experience:

Regarding vision, I'm looking for something that conveys our moral purpose ... that we lead systems that are inclusionary. And I think that's really very, very important, that our folks develop the radar and the skill set and the systems view so that all of our kids, our staff feel included, feel engaged. Engagement is a huge theme in our vision now. (Ontario College of Teachers, 2010a, p. 8)

Leadership domains

The Supervisory Officer's Qualification Program Guideline was restructured to align with the domains and concepts embedded in the Ontario Leadership Framework for Supervisory Officers (Institute for Educational Leadership, 2008). This framework also provides a shared language for understanding and planning leadership formation processes.

Final reflections and implications

The narrative conversation model used for the revision of the policy document that guides the development and implementation of all Supervisory Officer's Qualification Programs in the province of Ontario benefited the teaching profession, the public, and policy development and fostered a shared understanding of the role of senior educational leaders. The inclusive methodologies and dialogic processes resulted in the collaborative creation of an educational guideline that reflects diverse voices, perspectives, and experiences. The revised SOQP is a forward-thinking document that provides a framework for supporting the complex development of future supervisory officers.

Shared narratives of experience significantly informed the collaborative reconstruction of the Supervisory Officer's Qualification Program guideline. The use of these narrative and dialogic processes provided many benefits for the College as an institution, the profession as a collective, and the Ontario public served by the teaching profession. Some of the benefits of these collaborative dialogic and narrative processes were that they:

- allowed for the voices of educational partners and the public to be included
- enabled teachers to contribute to the public conversation regarding senior educational leadership roles
- contributed to increased public confidence in the teaching profession
- fostered a sense of shared ownership and commitment to supervisory officer formation
- demonstrated a consultative and transparent inquiry approach to educational policy development
- fostered a collective understanding of the complexities and expectations associated with the role of supervisory officer
- resulted in the creation of a collectively agreed upon Supervisory Officer's Qualification Program guideline
- illustrated the accountability of the teaching profession to the public it serves
- utilized the College's standards-based resources to inform the development of the policy guideline
- facilitated the development of a policy guideline in which the public and teaching professionals collaboratively identified the necessary professional knowledge, skills, sensibilities and ethical practices expected of supervisory officers
- ensured that the principles of diversity, equity, and inclusion were embedded in all aspects of supervisory officer formation within the revised Supervisory Officers' Qualification Program.

Most importantly, the review process served as a model for democratic dialogue. This form of policy development illustrates the power and potential of narrative-based conversation for addressing educational issues and policy. It illustrated that the educational community, along with the public, can construct new frameworks for policies governing the public good. They can work collaboratively together toward a shared moral purpose of supporting supervisory officer formation that will ultimately serve the students of Ontario. This dialogic process holds promise as one approach for engaging in critical reflection and discussion in educational policy development. It also invites policy makers to reconsider the traditional and widespread methods currently employed. It provides a strong illustrative example of how educators' lived experience can be used to inform educational policy and support professional learning. And finally, it provides a positive starting point for public dialogue in which diverse groups of people are able to share and appreciate each other's experiences, understandings, and insights. This policy development process illustrates how dialogue among stakeholders can authentically shape educational leadership policy.

The ultimate goal of the SOQP is to help equip senior educational leaders to effectively enhance student learning and success through supporting and engaging teachers, principals, families, and communities. The collaborative development of an additional teaching/leadership qualification guideline for supervisory officers ensures that the voices and perspectives of all those impacted by this role are included

in identifying the professional knowledge, skills, and ethical sensibilities required of such a significant and influential role in education.

The graduates of supervisory officer programs are entrusted by communities to serve public education by consistently honouring the principles of democracy and embodying ethical knowledge within professional practice. It is hoped that developing the SOQP guideline through democratic dialogue will convey the importance of these principles and ethical practices and will infuse them into all leadership actions and decisions.

The other competency is how to be a global leader—how to take the outside world and bring it into the organization and to sort of anticipate the impact it might have. And it's demonstrating to the organization that you are moving from being insular, which we are, to being much more global, transparent and so on, and it's allowing the outside world to come in and teach us, which leads me to the third one, which is, be a learner and lead learning. Very critical! I think the supervisory officers and the directors need to demonstrate that. And finally, being a capacity builder. It's building the leaders around you. Being an ethical leader committed to democracy. That's it!!! (Ontario College of Teachers, 2010a, p. 16)

Notes

1. The author would like to acknowledge the support of Jessica Qua-Hiansen and Kristine Egli in the formatting of this paper. The involvement of Dr. Michel Saint-Germain, Jerry Wheeler, Carson Allard, James Moloney, and Carmen Dragnea in this provincial leadership project are also acknowledged.
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Appendix A. Focused discussion reflection guide (sample question)

Part I – Supervisory Officer’s Qualification Program Content, Practicum, Assessment and Instructional Practice

Discussion Question #1 (DQ1)

Examine the key elements from Module A: *The Personal Perspective*. Identify any changes, deletions or additions you would make?

Module A: The Personal Perspective

This module focuses on opportunities to increase self-awareness and self-understanding. Understanding the interaction of the personal with the professional self is essential for the ongoing learning and personal development of the supervisory officer.

i) Personal and Professional Profile

Supervisory officers require a depth of self-understanding for potential personal and professional growth which could include some of the following:

- reflective practice
- personality type
- personal leadership style
- theories of different learning styles
- fitness and wellness
- self-organization (time management)
- balance between professional responsibilities and personal needs
- development and articulation of a vision
- role as an agent of change
- lifelong goals and career planning
- personal values, integrity and beliefs
- communication skills

Professional Skills

To achieve a balance between personal needs and professional responsibilities, candidates will benefit from opportunities to enhance their skills in areas which could include the following:

Problem Resolution Skills

- developing conflict management and mediation skills
- demonstrating the dynamics of different leadership styles
- applying problem-solving and decision-making skills
- applying critical thinking

Political Skills

- developing negotiation skills to apply in situations at a system or provincial level
- developing networking skills

- influencing and shaping policy
- understanding the roles, responsibilities, and relationships among trustees, school boards and supervisory officers

Technology Skills

- acquiring technological awareness
- examining possible uses of the Internet in a leadership role
- communicating with others and managing the use of information through technology

Appendix B. Open space reports generated

1. Insuring Diversity of Candidates – Women, Racialized Groups, LGBT, People with Disabilities, Aboriginal
2. Emotional and Social Competencies (ESC), Leadership Framework: What Matters Most for Supervisory Officers?
3. Differentiated Practicum Experience for Those Already in the Role
4. Governance, Trustees/S.O. Relationship
5. Accountability to Aboriginal/Diverse Communities
6. Ontario Human Rights Code and Guidelines and Procedures for Faith Accommodations
7. Quality of Diverse Speakers
8. Diversity and Equity in a Changing Environment
9. Financial Knowledge Competency in Leadership
10. Core Leadership Competencies
11. Supporting Equity
12. Prerequisites for Admittance to SOQP
13. Encouraging Leadership Potential
14. Stakeholder Engagement
15. The Role of Subject Specific Expertise
16. Special Education Ever Changing in Society
17. Practicum Experience
18. Challenges Inherent in the Content and Mode of Delivery of the SOQP Delivered in French
19. Use of Technology to Facilitate the Delivery for Candidates
20. Instructional Leadership and the Role of the Supervisory Officer
21. Required Tech Competencies
22. Communication
23. Incorporating FNMI Framework in S.O. Module
Components/Attracting Aboriginal Educators
24. Flexible Program
25. Student Learning Effectiveness/Strategies and Instructional Leadership
26. Safe and Caring Schools

Appendix C. Key findings from online review questionnaire

Question #1 asked participants to rank the importance of a set of knowledge and skills. The top ten most important skills that supervisory officers should possess, identified in order of importance and sorted by current supervisory officers, principals and vice-principals, and by retired supervisory officers, principals and vice principals are found in the chart below:

Retired Supervisory Officers	Retired Principals and Vice-Principals	Active Supervisory Officers	Active Principals and Vice-Principals
<ol style="list-style-type: none"> 1. Communications and public relations strategies 2. Strategic thinking and being proactive 3. Development of a systemic vision 4. Accessing, analyzing and interpreting system and school data to monitor progress 5. Management of difficult situations, crisis and conflict 6. Promoting a culture of collaboration 7. Building a shared vision 8. Political knowledge and acuity 9. Emotional Intelligence 10. Risk-taking and decision-making 	<ol style="list-style-type: none"> 1. Emotional Intelligence 2. Strategic thinking and being proactive 3. Promoting a culture of collaboration 4. Communications and public relations strategies 5. Development of a systemic vision 6. The Ethical Standards of the teaching Profession and the Standards of Practice for the Teaching Profession 7. Principals' and vice-principals' mentoring strategies 8. Mediation 9. Ministry of Education programs and initiatives 10. Management of difficult situations, crisis and conflict 	<ol style="list-style-type: none"> 1. Management of difficult situations, crisis and conflict 2. Strategic planning and implementation 3. Communications and public relations strategies 4. Strategic thinking and being proactive 5. Interpretation of large-scale assessment and research data 6. Accessing, analyzing and interpreting system and school data to monitor progress 7. Emotional Intelligence 8. Risk-taking and decision-making 9. Leadership capacity building 10. Ministry of Education programs and initiatives 	<ol style="list-style-type: none"> 1. Management of difficult situations, crisis and conflict 2. Strategic thinking and being proactive 3. Education-related legislation in Ontario 4. Strategic planning and implementation 5. Communications and public relations strategies 6. Special education processes and practices 7. Principals' and vice-principals' mentoring strategies 8. Leadership capacity building 9. Risk-taking and decision-making 10. Promoting a culture of collaboration
<p>Top Three Common Themes Among Categories: Communications and public relations strategies; Strategic thinking and being proactive; and Management of difficult situations, crisis and conflict</p>			

Feedback	Response
<p>Explicit Alignment with OLS and OLF – A critical component that is lacking in the guideline is the explicit and visible alignment with the Ontario Leadership Strategy (OLS) and OLF (i.e., at minimum the use of domain names as per PQP)</p>	<p>A letter will be drafted in response</p>
<p>Dual Role: Academic & Business – A greater emphasis on the dual part (Business & Human Resource) and current roles and responsibilities of the SO role is recommended. (See Areas for Further Development & Additional Content)</p>	<p>sufficient content – no new bullet</p>
<p>References to Regulations</p> <ul style="list-style-type: none"> • Special Education: Reg 181/98 (It’s the driver) • Other Acts around Spec. Ed. (e.g., Accessibility for Ontario Disability Act which refers to access to ramps requirements etc.) • Teachers’ Qualification Regulation 298 (May 26th, 2010) • Legislation has changed (e.g. Young Offenders Act, p. 23) – perhaps include the relevant legislation in groups of topics 	<ul style="list-style-type: none"> • special education legislation is explicitly referenced in the guideline page 10 and it is not the driver of the SOQP • 298 is the wrong regulation. It is 176/10 for teacher’s qualification which is explicitly stated within the guideline page 10. As well the regulation is dated May 20th and not the 26th • relevant and current legislation has been added to the guideline content • will follow up on dated acts
<p>Special Education * see attachment for input from the Special Education Policy and Programs Branch</p> <ul style="list-style-type: none"> • Setting up Special Education Advisory Committees (SEAC) • Provision of Special Education programs and services for exceptional students (legislation, regulations, policies, program planning, and resources) • A suggestion was made by Special Education Branch to provide a list of topics with links to legislations and public policy web sites. • Lack of precision in the language e.g. special education language has evolved in the last decade and needs to be reflected in the guideline 	<ul style="list-style-type: none"> • do not need to reference throughout the guideline – that is a given re: SEAC • there are other councils that would then need to be included • not supported to add students – “other stakeholders” is sufficient • no support to break down the boards to 60 and 12 – it is clear within the current draft guideline • “well-being” is in paragraph 1 – the Ontario SO section • Special education needs, all students cover this sufficiently • Word understanding has been added under political skills • Parent engagement now replaces PICs • Support for adding MOE website special education

**Appendix D. Validation feedback chart
(sample page, continued)**

Feedback	Response
<p>Aboriginal Education</p> <ul style="list-style-type: none"> Requires a greater connection to the Aboriginal Policy. Tuition fees are present in the document; however, most Aboriginal students in school boards do not pay tuition. The guideline also needs to make links to the First Nation, Métis, and Inuit Education Policy Framework. 	<ul style="list-style-type: none"> there is sufficient reference within the SOQP guideline – Appendix II Text in the provincial context section was written by the Aboriginal education office
<p>French-language Education</p> <ul style="list-style-type: none"> Adaptations for the French-language communities are lacking in the guideline. We will review the French-language version for any additional feedback. 	<ul style="list-style-type: none"> this is adapted at the provider level generic guideline – specifics come in at content

Appendix E. Conceptual congruence analysis chart
(sample pages)

Comparison between Supervisory Officer Qualification Program Guideline and Principal Qualification Program Guideline Related to Alignment with the Leadership Framework

Setting Directions	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program	Securing Accountability
PRACTICES				
<ul style="list-style-type: none"> ensures the vision is clearly articulated, shared, understood and acted upon by all; SOQP: 2, PQP: 2 works within the (board and across) school communities to translate the vision into agreed objectives and operational plans which promote and sustain school improvement; SOQP: 7, PQP: 8 demonstrates the vision and values in everyday work and practice; SOQP: 3, PQP: 4 motivates and works with others to create a shared culture and positive climate; SOQP: 1, PQP: 3 ensures creativity, innovation and the use of appropriate technologies to achieve excellence; SOQP: , PQP: 	<ul style="list-style-type: none"> treats people fairly, equitably, with dignity and respect to create and maintain a positive board culture; SOQP: 8, PQP: 7 develops effective strategies for staff induction, professional learning and performance review; SOQP: 5, PQP: 3 engages principals and teachers in professional learning; SOQP: 4, PQP: 2 develops and implements effective strategies for leadership development; SOQP: 8, PQP: 6 uses delegation to provide opportunities for staff to self-actualize; SOQP: 3, PQP: 4 acknowledges and celebrates the 	<ul style="list-style-type: none"> builds a collaborative learning culture within the board and fosters the same in schools; SOQP: 5, PQP: 3 fosters engagement across schools to build effective learning communities; SOQP: 3, PQP: NA nurtures and empowers a diverse workforce; SOQP: 4, PQP: 5 provides equity of access to opportunity and achievement; SOQP: NA, PQP: 4 supervises staff effectively; SOQP: 8, PQP: 9 uses performance appraisal to foster professional growth; SOQP: , PQP: 	<ul style="list-style-type: none"> ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools; SOQP: 6, PQP: 5 ensures that learning is at the centre of planning and resource management; SOQP: 8, PQP: 4 develops professional learning communities to support school improvement; SOQP: 2, PQP: 3 recruits, hires and retains staff with the interest and capacity to further the board's goals; SOQP: 15, PQP: 0 provides resources in support of curriculum and differentiated instruction; SOQP: , PQP: 	<ul style="list-style-type: none"> ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation; SOQP: 3, PQP: 3 measures and monitors leadership effectiveness through student achievement; SOQP: 3, PQP: 4 (works with principals to) align school targets with board and provincial targets; SOQP: 6, PQP: 5 supports (principals' work with) school councils so councils can participate actively and authentically in their advisory role; SOQP: 4, PQP: 2 develops and presents a coherent, understandable, accurate and

Revised Supervisory Officer Qualification Program Guideline Alignment with the Leadership Framework for Supervisory Officers

Setting Directions	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program	Securing Accountability
The supervisory officer builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.	The supervisory officer strives to foster genuine trusting relationships with and among students, staff, families and communities guided by a sense of mutual respect. The supervisory officer affirms and empowers others to work in the best interests of all students.	The supervisory officer builds collaborative cultures, structures the organization for success, and connects the board and schools to their wider environments.	The supervisory officer sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The supervisory officer manages the system effectively so that everyone can focus on teaching and learning.	The supervisory officer is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education.
PRACTICES				
<p>The supervisory officer:</p> <ul style="list-style-type: none"> ensures the vision is clearly articulated, shared, understood and acted upon by all; <ul style="list-style-type: none"> development and articulation of a vision development, articulation, and stewardship of a shared vision involving all stakeholders works within the board and across school communities to translate the vision into agreed objectives and operational plans which promote and sustain school improvement; <ul style="list-style-type: none"> development and articulation of a vision strategic planning board improvement planning development, articulation, and stewardship of a shared vision involving all stakeholders commitment to and focus on success for all students communication protocols for a variety of purposes and audiences administrative structures and supports in place to ensure the smooth operation of school boards demonstrates the vision and values in everyday work and practice; <ul style="list-style-type: none"> life work balance development and articulation of a vision balance between professional responsibilities and personal needs motivates and works with others to create a shared culture and positive climate; <ul style="list-style-type: none"> development, articulation and stewardship of a shared vision involving all stakeholders ensures creativity, innovation and the use of appropriate technologies to achieve excellence; <ul style="list-style-type: none"> technological skills role as an agent of change 	<p>The supervisory officer:</p> <ul style="list-style-type: none"> treats people fairly, equitably, with dignity and respect to create and maintain a positive board culture; <ul style="list-style-type: none"> emotional, social, collective and cultural intelligence negotiation skills to apply in situations at a system or provincial level promotion of equity, diversity and inclusive education effective communication, public and media relations crisis prevention, intervention and management Canadian Charter of Rights and Freedoms including Section 23 – Minority Language Education Rights statutes, regulation and government policies affecting education in Ontario building and sustaining inclusive cultures in school boards develops effective strategies for staff induction, professional learning and performance review; <ul style="list-style-type: none"> lifelong learning, goals and career planning theories of personal learning styles supporting the ongoing professional learning of principals, teachers and support staff motivation and empowerment of staff employee groups engages principals and teachers in professional learning; <ul style="list-style-type: none"> lifelong learning, goals and career planning supporting the ongoing professional learning of principals, teachers and support staff development of learning organizations and networks capacity building develops and implements effective strategies for leadership development; <ul style="list-style-type: none"> understanding leadership and management 	<p>The supervisory officer:</p> <ul style="list-style-type: none"> builds a collaborative learning culture within the board and fosters the same in schools; <ul style="list-style-type: none"> team building and collaboration lifelong learning, goals and career planning promotion and development of partnerships development of learning organizations and networks collaboration to support self-regulation of the teaching profession fosters engagement across schools to build effective learning communities; <ul style="list-style-type: none"> networking skills supporting the ongoing professional learning of principals, teachers and support staff family of schools and community nurtures and empowers a diverse workforce; <ul style="list-style-type: none"> mentoring and coaching in issue management promotion of equity, diversity and inclusive education building and sustaining inclusive cultures in school boards attract and sustain diverse staff supervises staff effectively; <ul style="list-style-type: none"> team building and collaboration crisis prevention, intervention and management supervision for growth and performance appraisal motivation and empowerment of staff employee groups supports for newly appointed system leaders placement and transfer processes knowledge and recognition of all employee groups uses performance appraisal to foster professional growth; 	<p>The supervisory officer:</p> <ul style="list-style-type: none"> ensures a consistent and continuous board-wide focus on student achievement, using system and school data to monitor progress, and supports and encourages the same for schools; <ul style="list-style-type: none"> problem-solving and decision-making skills supervision of instruction and assessment practices for the purpose of improving learning for all students data literacy and use of data for improving student achievement provincial, national and international testing including Education Quality Accountability Office (EQAO) commitment to and focus on success for all students mandate of school boards related to student achievement, the Student Achievement and School Board Governance Act, 2009 ensures that learning is at the centre of planning and resource management; <ul style="list-style-type: none"> building capacity supporting the ongoing professional learning of principals, teachers and support staff strategic planning project management board improvement planning material resource management anticipation and management of change responsibilities, accountability and liability develops professional learning communities to support school improvement; <ul style="list-style-type: none"> supporting the ongoing professional learning of principals, teachers and support staff family of schools and community recruits, hires and retains staff with the interest and capacity to further the board's goals; 	<p>The supervisory officer:</p> <ul style="list-style-type: none"> ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation; <ul style="list-style-type: none"> conflict management, mediation and negotiation skills instructional leadership and accountability building capacity measures and monitors leadership effectiveness through student achievement; <ul style="list-style-type: none"> understanding leadership and management data literacy and use of data for improving student achievement commitment to and focus on success for all students works with principals to align school targets with board and provincial targets; <ul style="list-style-type: none"> development and articulation of a vision mentoring and coaching supervision of instruction and assessment practices for the purpose of improving learning for all students provincial, national and international testing including Education Quality Accountability Office (EQAO) social and political issues, and global trends that impact on education development, articulation, and stewardship of a shared vision involving all stakeholders supports principals' work with school councils so councils can participate actively and authentically in their advisory role; <ul style="list-style-type: none"> mentoring and coaching in issue management mentoring and coaching development, articulation, and stewardship of a shared vision involving all stakeholders Parent Involvement Committees and school councils

