

ROLE OF PRINCIPAL

Background

The Principal is responsible for overall supervision and operation of the school. This responsibility includes duties as defined by the School Act, Board policy and administrative procedures. The Principal shall function as part of a District administrative team and to play a supportive leadership role in Board and Superintendent initiatives.

Procedures

The Principal is directly responsible and accountable to the Superintendent. Principals are initially appointed to the District and are assigned and reassigned to specific schools and/or positions by the Superintendent.

The Principal has specific responsibilities for:

1. Strategic Direction

- 1.1. Supports the District vision and the Board's Strategic Plan.
- 1.2. Develops a school plan and goals consistent with the district plan and goals and Ministry goals on an annual basis and shall:
 - 1.2.1 Involve staff, the Parent Advisory Council and students (where appropriate) in developing and reviewing the school plan and goals.
 - 1.2.2 Ensure the school plan and goals reflects student needs.
 - 1.2.3 Develop, in consultation with staff, priorities for effectively implementing the school plan and goals.
 - 1.2.4 Communicate priorities to students, staff, and the community
 - 1.2.5 Monitor progress in regards to enhancing student learning, using relevant evidence.
 - 1.2.6 Report annually on school plan and goals and the impact on student results.

2. Climate / Culture

- 2.1. Establishes a safe, caring, orderly environment that promotes teaching and learning and fosters a positive climate. The Principal shall:
 - 2.1.1 Articulate and model respectful and responsible behaviors.
 - 2.1.2 Work with staff, students and parents to establish expectations for behavior in the school and ensure that staff support them consistently.
 - 2.1.3 Work with staff, students, parents, government departments and community agencies to maintain a safe, healthy, learning environment by providing services and supports to students who exhibit complex behaviors.

- 2.2. Establish and communicate high expectations for student and staff performance.
- 2.3. Provide for the recognition of achievement in a wide variety of endeavors.
- 2.4. Maintain a purposeful presence in the school.

3. Leadership in Instruction and Curriculum

- 3.1. Leads the planning, monitoring and evaluation of the educational program. Knowledge of curricula, child development, learning theory and quality instruction is demonstrated regularly.
- 3.2. Curriculum
 - 3.2.1 Knows the major components of the curricula as outlined in the Ministry of Education curriculum model.
 - 3.2.2 Ensures that staff establishes clear curricular objectives that reflect district and provincial expectations.
 - 3.2.3 Provides support and resources for implementing new strategies, techniques and materials within curricula.
 - 3.2.4 Ensures staff is involved in continuous and appropriate curriculum evaluation.
 - 3.2.5 Ensures that staff apply current knowledge about learning and child development.
 - 3.2.6 Ensures student needs are correctly identified.
 - 3.2.7 Ensures the appropriate placement and programming of students and teachers to maximize learning.
- 3.3. Instruction:
 - 3.3.1 Communicates to staff agreed upon procedures for supervision, evaluation and assessment, including basic criteria for effective instruction.
 - 3.3.2 Supervises student evaluation and assessment and reporting to parents.
 - 3.3.3 Monitors the quality of class time on task.
 - 3.3.4 Observes teachers regularly and provides descriptive feedback to help improve their instructional skills.
 - 3.3.5 Protects the integrity of instructional time.
 - 3.3.6 Is highly visible in classrooms.
 - 3.3.7 Prepares written reports when required or requested.

4. Human Resources Management

- 4.1. Supervises, evaluates and reviews the performance of “direct reports”.
- 4.2. Assists the Superintendent as required with the recruitment and selection of professional staff.

5. Interpersonal Relations

- 5.1. Demonstrates strong human relations and communication skills. Positive and supportive

relationships are developed within an atmosphere of trust and mutual respect.

5.2. Communications Skills

- 5.2.1. Presents ideas clearly in written and oral communications.
- 5.2.2. Prepares clear, complete and concise reports.
- 5.2.3. Listens and responds effectively.
- 5.2.4. Keeps staff, students and the community well informed.
- 5.2.5. Is accessible to others.

5.3. Interpersonal Skills

- 5.3.1. Demonstrates sensitivity to the problems faced by students and staff and deals fairly with them.
- 5.3.2. Commends accomplishments of students and staff, which enhance feelings of personal worth and esteem.
- 5.3.3. Responds calmly and positively to challenges and constructive criticism.

5.4. Decision-making Skills

- 5.4.1. Uses an evidence-based decision-making process.
- 5.4.2. Uses different forms of decision-making as appropriate.
- 5.4.3. Communicates decisions in an effective and timely manner.

5.5. Conflict Management Skills

- 5.5.1. Takes initiative in identifying and solving problems.
- 5.5.2. Demonstrates effective conflict resolution skills.
- 5.5.3. Cultivates an atmosphere of openness, trust and mutual respect.

6. Superintendent Relations

- 6.1. Establishes and maintains a positive, professional working relationship with the Superintendent.
- 6.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 6.3. Provides the information that the Superintendent requires to perform his/her role in an exemplary fashion.
- 6.4. Implements Superintendent direction with integrity and in a timely fashion.

7. Organizational Management

- 7.1. Plans and organizes school operations and routines, supervises staff and students, ensures the effective management of the school property, consistent with stated goals and priorities.
- 7.2. Organizes staff and student schedules.
- 7.3. Places students according to their individual needs.
- 7.4. Establishes and administers school code of conduct and procedures in accordance with Administrative Procedure 350 - District Student Code of Conduct.

- 7.5. Implements an extracurricular program for students.
 - 7.6. Develops a school budget within the District budget allocation to best meet overall student needs.
 - 7.7. Ensures the proper fiscal management of budget allocations.
 - 7.8. Engages in long-range planning to forecast future resource needs.
 - 7.9. Maintains records and files reports in accordance with District and provincial and direction.
 - 7.10. Implements Board policies and Administrative Procedures effectively.
 - 7.11. Manages the use and care of the building, equipment and grounds.
 - 7.12. Serves as an effective advocate of the school.
 - 7.13. Delegates responsibilities effectively.
8. Professional Development
- 8.1. Encourages and provides support for the professional development of staff.
 - 8.1.1. Acquaints staff with available district and other educational resources, including in-service opportunities.
 - 8.1.2. Encourages and facilitates staff participation in professional growth activities.
 - 8.1.3. Serves as an effective instructional leader in the school.
 - 8.2. Participates in a program of personal professional development.
 - 8.2.1. Develops a personal professional growth plan, which identifies goals and a plan of action to achieve these goals.
 - 8.2.2. Participates in workshops and in-service activities organized by the Superintendent.
 - 8.2.3. Keeps informed about current educational trends, practices and research.
9. Community Relations
- 9.1. Develops close ties and develops partnerships with community agencies. Opportunities are provided for members of the community to associate productively with the school's personnel and programs.
 - 9.2. Makes effective use of community resources.
 - 9.3. Establishes effective procedures to ensure open, clear internal and external communications are developed and maintained in areas of responsibility.
 - 9.4. Involves the Parent Advisory Council and staff in the development and review of the School Plan and school policies and procedures as appropriate.
 - 9.5. Fosters an awareness in the community of the School Plan and school policies, procedures and programs.
 - 9.6. Investigates and facilitates resolution of concerns and conflict.
10. Leadership Practices

10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works in carrying out his/her areas of responsibility.

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

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