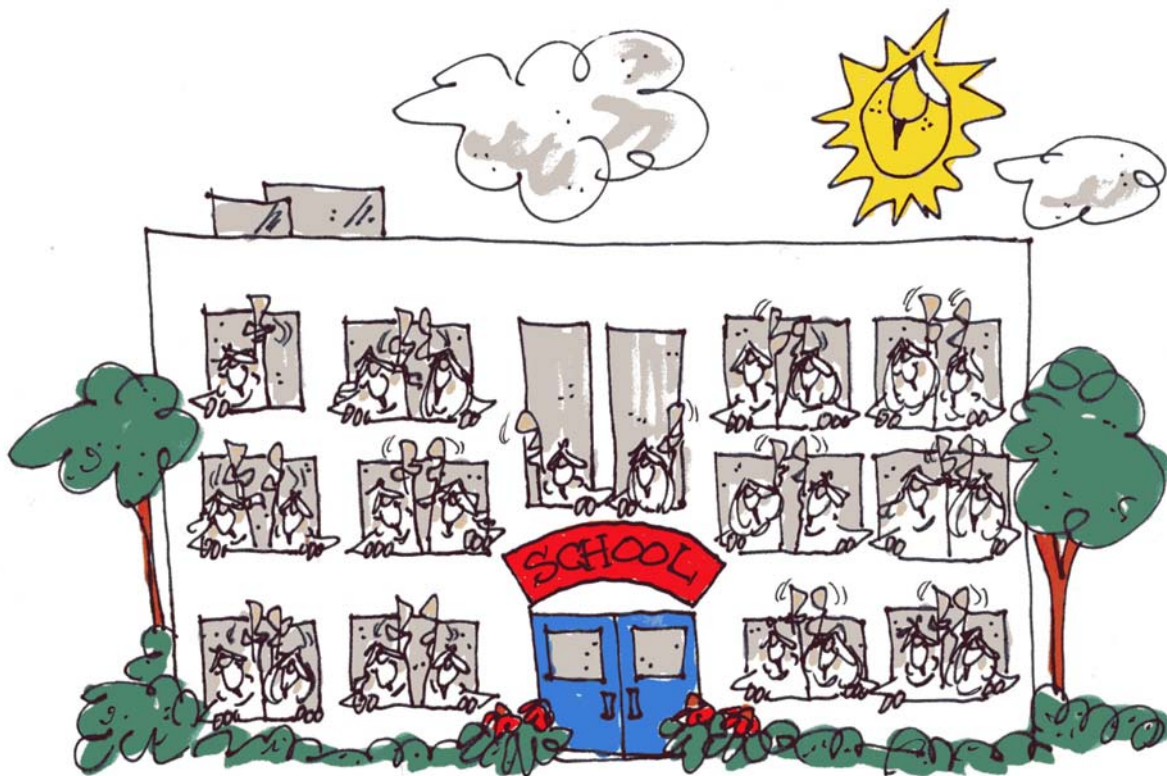


The Principalship in Saskatchewan

A Resource for School Boards

February 2006



Saskatchewan
Learning



 SASKATCHEWAN
School Boards
ASSOCIATION



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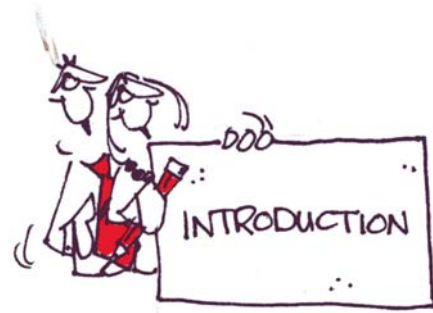


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Introduction



Principals Make a Difference

Research has shown time and again that principals make a difference – quality school leadership is a key determinant of school success. Quality school leadership contributes to teacher satisfaction, school improvement and capacity, and, indirectly, to positive experiences and greater learning for students. Good principals foster the kind of school climate in which learning flourishes (Mulford, 2003; Renihan, 1985).

Purpose of *The Principalship in Saskatchewan*

This handbook, *The Principalship in Saskatchewan: A Resource for School Boards*, is one component of an ongoing, multifaceted, interorganizational Saskatchewan program to support the principalship in this province.

***The Principalship in Saskatchewan* was written for Saskatchewan school boards and their senior administrators. It speaks directly to school trustees and provides information and ideas that will help school boards strengthen formal school-level leadership.** Although its primary focus is the school principal, many of the ideas it contains apply to vice-principals, assistant principals and others in leadership positions.

Support for the Principalship

The Principalship in Saskatchewan is part of an ongoing program to support the principalship in this province.



Reasons for this attention include the increasingly complex nature of education and educational leadership in the province. Increasing expectations of society, and increasing needs of children and families have resulted in the changing role of the principal. Supports and structures that surround principals have been unable to keep pace with the rate of change in the day-to-day life of in-school administrators.

Brooks & Piot, 2003, p. 1

The Principalship in Saskatchewan offers school boards:

- Information about the role and responsibility of the principal, as well as information about the principal's role and responsibilities in relation to those of the director of education and the school board.
- Ideas for school board policies and programs to foster a school division culture that is supportive of school principals and other formal school leaders, in order to promote effective school leadership.

The Principalship in Saskatchewan is a joint project of the following organizations:

- League of Educational Administrators, Directors and Superintendents (LEADS)
- Saskatchewan Learning
- Saskatchewan School Boards Association
- Saskatchewan Teachers' Federation

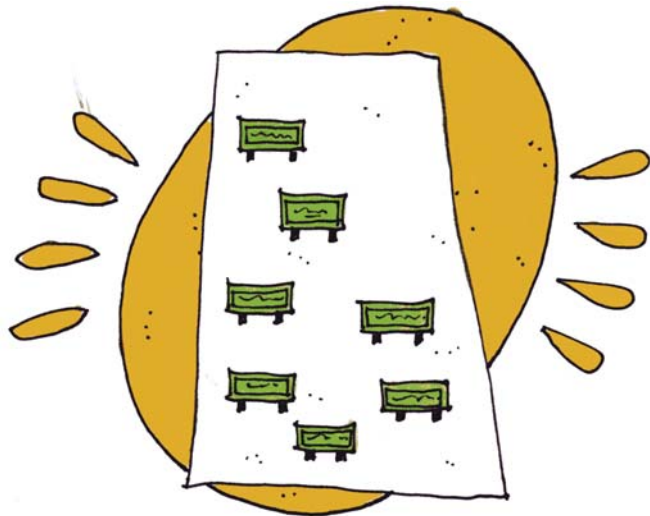
More information about each of these partner organizations and their website addresses appear at the end of this handbook in the section called "For More Information".

A Companion to A Significant Journey

The Principalship in Saskatchewan is a companion document to *A Significant Journey: A Saskatchewan Resource for the Principalship*, by Sue Brooks and Laurel Irving Piot.

A Significant Journey was published in 2003 by the Saskatchewan Professional Development Unit (SPDU). It was a joint project of:

- League of Educational Administrators, Directors and Superintendents (LEADS)
- Saskatchewan Learning
- Saskatchewan School Boards Association
- Saskatchewan Teachers' Federation



A Significant Journey was written for principals, spoke directly to principals, provided principals with information about the many different dimensions of their role, and offered opportunities for planning and reflection. It represents the collective insights and expertise of Saskatchewan school-based leaders. Principals, aspiring in-school administrators, directors of education and school board members contributed to *A Significant Journey* and provided insight into how to best support principals in their work (Brooks & Piot, 2003).

A Significant Journey identifies seven key dimensions of a principal's role. These dimensions are listed in the box below.

Dimensions of the Principal's Role

- Developing Vision and Direction
- Creating a Supportive School Climate
- Supporting Teaching and Learning
- Embedding the School in the Community
- Developing an Effective School Team
- Managing School Resources
- Staying on Track: Legal Issues

Brooks & Piot, 2003, p. 1

The Diversity of Principalships

The information in this handbook, *The Principalship in Saskatchewan*, is deliberately general so that it will be relevant to most school boards and principalships in Saskatchewan. In reality, there is no "typical" principalship; principalships vary widely depending on the school and the community. Therefore, school boards are encouraged to adapt the ideas and information in this handbook so it is appropriate for their community, their schools and their principals. One size **does not** fit all.

Principalships Differ

Principalships differ dramatically according to the school in which they are located and the community's expectations of the principal. For example, urban, rural and northern principals have quite different experiences and face quite different sets of problems. Similarly, there are significant differences between being the principal of a public school and being the principal of a Catholic or francophone school. Community schools, French immersion schools and comprehensive schools also pose unique challenges to an administrator....



Saskatchewan Teachers' Federation, 2001, p. 24

Organization of This Handbook

This handbook is organized into three parts that reflect three major themes related to the principalship. Each part contains several chapters.

Part 1 – Roles features two chapters that describe the role of the school board and the role of the principal.

Part 2 – Principal Development, Recruitment and Retention features three chapters. These chapters address building capacity in the school division so teachers within the division have the knowledge, skills and confidence to assume the principalship; recruiting and selecting principals; and supporting principals once they are hired so they can do their best work.

Part 3 – Dimensions of the Principal’s Role contains seven chapters that companion document, *A Significant Journey*. These seven dimensions are:

- Developing Vision and Direction
- Developing an Effective School Team
- Creating a Supportive School Climate
- Managing School Resources
- Supporting Teaching and Learning
- Staying on Track: Legal Issues
- Embedding the School in the Community

Each chapter in this handbook begins with background and factual information, followed by a section called “**School Boards Can ...**” which describes actions school boards can take to support the principalship. Each chapter concludes with a page titled “What Do You Think?” which features questions for discussion and reflection.

Sidebars are used throughout this handbook to provide supplementary information. This symbol is used to indicate those sidebars that are direct quotes from other sources.



The handbook concludes with a listing of references, a section called “For More Information” and a series of appendices.

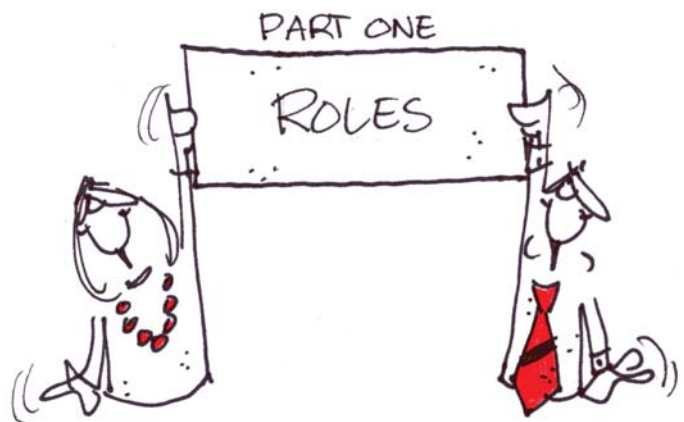
- The listing of references gives full bibliographic citations for all of the studies, reports and other documents that informed development of this handbook.
- The section called “For More Information” will be useful and relevant to school board members who wish to learn more about the education scene in Saskatchewan and about the principalship. Numerous organizations, associations, programs, and pieces of legislation are mentioned in the body of this handbook. Descriptions of many of these along with website addresses appear in “For More Information”.
- The appendices provide sample policies, administrative procedures and forms. These are samples only. School divisions are encouraged to develop original policies and procedures appropriate for their situation.

Part 1 – Roles

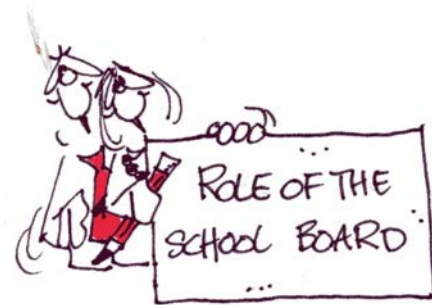
Part 1 of this handbook describes the context for the principalship in Saskatchewan. It describes the framework within which school boards and principals do their work.

Part 1 contains two chapters:

- 1.1 The Role of the School Board
- 1.2 The Role of the Principal



1.1 The Role of the School Board



The school board's role is to provide direction and supervision for the education program of the school division it oversees.

School boards are responsible for specific aspects of the education program as defined in *The Education Act, 1995* (see the box on the right).

School boards have a responsibility to create an environment within the division that facilitates teaching and learning. One aspect of that environment is effective leadership at the school level.

This chapter on "The Role of the School Board" addresses two topics:

- A Principal for Every School
- Policy Leadership

The Education Act, 1995

Duties of the board of

85(1) ... a board of education shall:

- (a) administer and manage the educational affairs of the school division in accordance with the intent of this Act and the regulations;
- (b) exercise general supervision and control over the schools in the school division and make any bylaws with respect to school management that may be considered necessary for effective and efficient operation of the schools;



A Principal for Every School

School boards must ensure that every school has a principal. This is a requirement of Section 174(1) of *The Education Act, 1995*. In schools with only one teacher, that teacher is also designated as principal.

Large schools sometimes have a full-time principal without specific instructional responsibilities. More frequently, however, principals combine instructional responsibilities with leadership and administrative responsibilities.

The Education Act, 1995

Composition of staff of school

174(1) ... The staff of each school consists of a principal and any number of teachers that the board of education or the conseil scolaire considers necessary and appropriate to conduct the program of instruction approved by it for each school, and may include any other assistant principals, teaching and supervisory assistants, consultants, teacher aides and support staff that the board or the conseil scolaire may authorize with respect to each school in its jurisdiction.

(2) Notwithstanding subsection (1), in a school in which not more than one teacher is employed, the board of education or the conseil scolaire may designate that teacher to be the principal of the school.

1995,c.E-0.2,s.174.



Policy Leadership

Most school boards govern through policy leadership. With policy leadership, school boards create policies that define the goals they wish to achieve, and implement monitoring systems to track the realization of desired goals. Boards are not involved in the day-to-day operation of the school division. Rather, the director of education is charged with responsibility for implementing the board's policies and achieving desired results. School boards are adopting the policy leadership approach because direct involvement of board members in division operations can create a situation of "too many cooks spoil the broth", and result in confusion about the roles and responsibilities of the board and the director of education.

With policy leadership:

... the school board directs its efforts to turning its values and vision into reality. It engages the community, so the board's work reflects the community's values. As an effective board, it:

- *Develops and articulates vision and goals*
- *Aligns resources to attain the goals*
- *Adopts policies to support achievement of the goals*
- *Establishes an accountability framework that measures progress toward goal achievement*
- *Builds an effective leadership team* (McDonough, 2002, p. 3)

Sample Policy

Saskatoon Catholic Board of Education

4 POLICY TYPE: BOARD-STAFF RELATIONSHIP

4.0 POLICY TITLE: DIRECTOR OF EDUCATION'S ROLE

POLICY

THE DIRECTOR OF EDUCATION, AS CHIEF EXECUTIVE OFFICER, IS ACCOUNTABLE TO THE BOARD OF EDUCATION ACTING AS A BODY CORPORATE. THE BOARD WILL INSTRUCT THE DIRECTOR OF EDUCATION THROUGH WRITTEN POLICIES, DELEGATING INTERPRETATION AND IMPLEMENTING TO THE DIRECTOR. AS CHIEF EXECUTIVE OFFICER, THE DIRECTOR WILL SERVE ON BEHALF OF THE BOARD AS LIAISON WITH OFFICIALS OF THE DEPARTMENT OF EDUCATION WITH THE PRINCIPLE OF FULL DISCLOSURE TO THE BOARD.



1. All Board of Education authority delegated to staff is delegated through the Director of Education. All accountability of staff is through the Director of Education.
2. As the Board of Education's official link to the operating organization, the Director of Education's performance will be considered to be synonymous with the Saskatoon Catholic School Division's performance as a whole.
3. Assessment of the Board of Education's performance and the Director of Education's performance is to be derived from monitoring of the school division's performance against Board policies on Ends, Executive Limitations, Governance Process, and Board-Staff Relationship.

Saskatoon Catholic Board of Education

An excerpt from a school division policy appears in the box on the right. This policy defines the responsibilities of the school board and of the director of education, and also serves to limit the authority of the director of education.

... In the policy governance model the board governs through policies that establish:

- *Organizational aims*
- *Governance approach*
- *Management limitations*
- *Board-Director relationship*

In this model the board defines through policy the ends or goals, vision and mission. The director of education is to define and implement the means for achieving the ends. The board also establishes limitations on management authority and defines the governing process. The director of education reports to the whole board and only the whole board provides direction.

The board “speaks with one voice” in its direction to the director and the public on matters within its area of responsibility. The director has broad freedom to determine the means to achieve the organizational ends. The director of education is responsible to develop and implement all administrative policy, procedures and regulations.

The board monitors and holds the director accountable for compliance with board policy. (McDonough, 2002, p. 3)

Sample Policy (Excerpt Only)

SASKATOON CATHOLIC BOARD OF EDUCATION

2 POLICY TYPE: EXECUTIVE LIMITATIONS

2.7 POLICY TITLE: DECISION MATRIX

POLICY

THE DIRECTOR OF EDUCATION SHALL NOT DEVIATE FROM THE RESPONSIBILITIES AS DEFINED IN THE POLICY GOVERNANCE DECISION MATRIX.



ACCORDINGLY, THE DIRECTOR OF EDUCATION MAY NOT DEVIATE FROM THE FOLLOWING:

LEGEND

A = Administrative (Professional Judgment)

B = Administrative (Professional Judgment to be Reported to the Board of Education)

C = Governance (Public Voice)

D = Governance and Administrative (Public Voice and Professional Judgment)

...

...

TASKS	RESPONSIBILITY			
	A	B	C	D
BUDGET				
Consultation				*
Principles/Guidelines				*
Recommended Priorities				*
Projected Revenues and Expenditures		*		
Approval			*	
Administration	*			
Monitoring			*	
Revision (in excess of \$100,000)			*	
Protection of Division Assets	*			

...

...

Saskatoon Catholic Board of Education

Policy leadership is doubly important when it comes to defining expectations for principals since school boards do not supervise principals or teachers directly. That responsibility is delegated to directors of education under Section 109(2) (c) of *The Education Act, 1995*. (In larger school divisions, the director of education, in turn, may delegate this responsibility to superintendents of education.)

Therefore, to ensure goals are achieved and priorities accomplished, the board must develop policies that provide clear direction to the director of education, so she or he can support and supervise principals within the framework of the board's vision and goals.

“**Appendix E**” at the end of this handbook provides some examples of processes used to supervise principals.

The Education Act, 1995

Duties of director

109(1) The powers and duties of a director shall be prescribed by the board of education or the conseil scolaire that appointed the director.

(2) In addition to any powers and duties prescribed pursuant to subsection (1), every director shall:

...

...

(c) exercise general supervision of the schools and the work of principals, teachers and other personnel employed by the board of education or the conseil scolaire;



School Boards Can ...

In order to support and strengthen the principalship within a policy leadership framework, school boards can:



Develop policies or strategic goals that describe, support and reinforce its vision for school-level leadership in the division. The appendices at the end of this handbook include some sample school division policies. For example “**Appendix A**” provides samples of policies that define the principal’s role and responsibilities.

Allocate resources to support its policies. Resources often mean dollars and staff, but can also include use of facilities, access to inservice training and the like.

Monitor progress to ensure that policies which describe, support and reinforce its vision for school-level leadership are being implemented. It is the director of education’s responsibility to implement these policies, so boards will need to request specific types of information from the director to ensure that policies are being implemented as intended.

Develop programs that support the board’s objectives. For example, it is often desirable to enhance and expand the leadership skills of teachers, vice-principals and assistant principals within the division, so they will be equipped to assume a principalship position when one becomes available. The board might ask the director of education to organize programs that provide bursaries to teachers, vice-principals and assistant principals so they can participate in professional development activities to enhance their leadership skills.

Model the approaches they expect from school-level leaders. For example, when the board is developing a vision and mission for the school division and setting goals, it might use an open inclusive process that involves students, teachers and many community stakeholders. Thus the board is modeling the approach it would like individual school communities to use for developing a vision and setting goals.

Provide recognition for school community leadership that is consistent with the board’s philosophy. For example, if the board expects schools to involve stakeholders when developing a vision and setting goals, it might provide recognition for schools that take this approach. Recognition can take many forms including articles on the school division’s website or newsletter, news releases, or ceremonies.

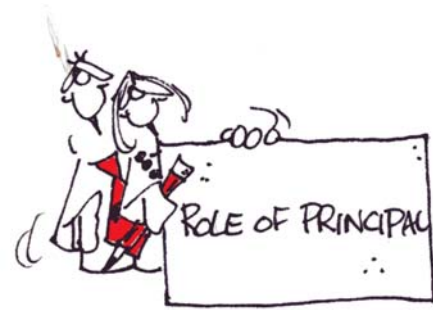
Make decisions and develop policies within a framework of good practices. The document *Good Practices and Dispute Resolution* (2002) provides such a framework. It was developed by the parties to the provincial collective bargaining agreement and defines principles and values that underlie collaborative decision making. It also describes decision making as a process which occurs most effectively in a culture of trust.

What Do You Think?



1. *How do you see the role of the principal in relation to the role of the director of education, the school board?*
2. *For what types of decisions is each responsible?*
3. *What types of school policies show support for principals?*

1.2 The Role of the Principal



What is the role of the principal? Is the principal a leader of the school community? A collaborator with others in the school community? An instructional leader? A manager of resources?

In fact, the principal plays all these roles and others as well. The role of the principal is multifaceted and multidimensional. It varies from school to school depending on the size and type of school, the age of the students, and the expectations of the community. Within the same school, the principal's role can be fluid, varying from day-to-day depending on current school and community priorities, students' needs and the situations that arise each day.

This chapter on the "Role of the Principal" addresses the following topics:

- The Principal as Adaptive Leader
- Influences on the Role of the Principal
- The Work of the Principal
- Supporting the Principal
- The Role of the Vice-Principal/ Assistant Principal

The Principalship

The principal as school leader has the opportunity to shape the lives and destinies of students. He or she is also responsible for contributing to the growth of others in the school building who serve as teachers, custodians, secretaries, coaches, and music directors, to name just a few. In addition, the principal is considered a leader in the community. The principal personifies the values and dreams of the community and sees that the school represents the best of the community.



...

...

The incentive to become a principal for many is the opportunity to make a major difference. The job offers respect as well as responsibility and can provide the opportunity to lead and take initiatives. The returns are often observable and measurable in the achievements of students and teachers.

Waldron, 2002, p. 4

The Principal as Adaptive Leader

In most of a principal's work, he or she achieves results by working with and through other people, primarily the school's teachers.

In the past, schools were organized in a hierarchical top-down fashion, with an authoritarian principal at the top of the hierarchy. This model no longer works in today's world. Today's principals lead through empowerment of others. They bring out the best in others and encourage the strengths and abilities of teachers and students. Effective principals organize the school so that authority to lead is not located solely in the principal's office, but rather dispersed within the school, shared between and among people. This approach is often called adaptive leadership. In the literature, it is also known as distributed leadership, collaborative leadership, community-based leadership and transformational leadership. Effective principals are collaborative leaders – empowering leaders – not top-down leaders. Effective principals ensure that teachers, individually and collectively, have leadership and decision-making roles and that teachers know their contributions are valued (Mulford, 2003).

Adaptive Leadership

In schools, leadership makes teaching and learning happen. Leadership provides a sense of direction, energy, coherence and coordination to the actions and activities going on in the school community. Societal change and an increasingly diverse student and teaching population have expanded and diversified the role of schools. No longer can leadership rely simply on authoritative expertise or standard operating procedures. School communities today require an alternative approach to leadership – one that “recognizes and values the diversity found in contemporary schools and opens windows of opportunity for many individuals in the educational community to enact leadership”. This redefined approach to leadership requires a shift from the traditional model of centralized power and control to a style of leadership that is shared and that welcomes new approaches and adjustments from numerous places in the learning community. We call this adaptive leadership. Practiced in our current educational environment in Saskatchewan, adaptive leadership ideally results in the development of a learning community. The learning community is a place of reflection, inquiry, discourse, sharing and risk-taking, where its members' motivation to engage in these processes is a desire to learn and to collaboratively seek better ways of doing things.



Saskatchewan Learning, 2004a

Writers such as Thomas Sergiovanni (1994, 2000) and Roland Barth (2004) have written about building community in schools.

The literature ... frequently encourages us to provide strong and direct leadership in making schools effective. As a result, we have come to view leadership as part of an “interaction-influence system” within which the leader, acting individually, interacts with others in an effort to influence what they think and do.... Within this view, leaders may have lofty visions and may want to do the right thing but exercising leadership still means controlling events and people in a way that makes things come out the way leaders think they should....

Community building changes all this. What matters most is what the community together shares, what the community together believes in, and what the community together wants to accomplish. And this shared idea structure, this community of mind, becomes the primary source of authority for what people do. All members of the community together are followers of the dream, committed to making it real. And leadership is nothing more than a means to make things happen. Since not only the “designated leaders” but all the followers have equal obligation to embody community values, everyone shares equally in the obligations to lead.

In communities leadership is not defined as the exercise of power over others. Instead, it is the exercise of wit and will, principle and passion, time and talent, and purpose and power in a way that allows the group to increase the likelihood that shared goals will be accomplished. In communities, leadership as power over events and people is redefined to become leadership as power to accomplish shared goals. (Sergiovanni, 1994, pp. 169-170)

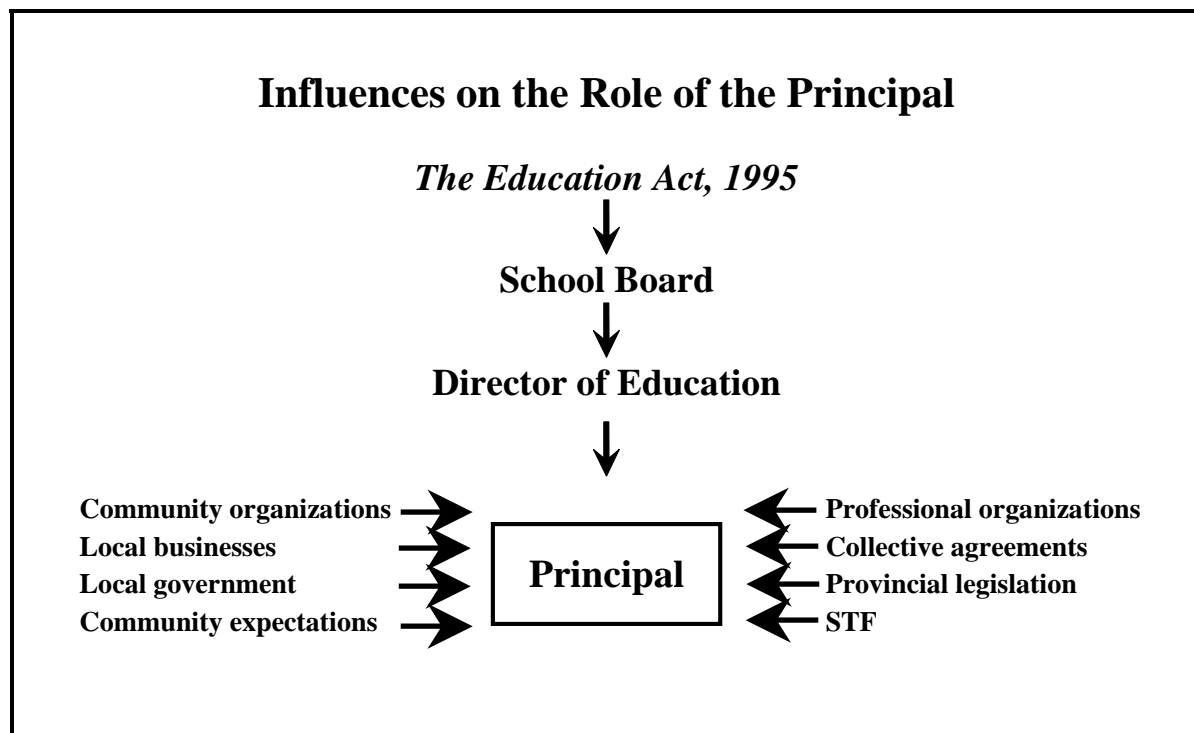
Adaptive leadership is one dimension of the School^{PLUS} effective practices framework. Within the School^{PLUS} context, adaptive leadership facilitates the growth of the school as a learning community, supports professional growth for all school staff (including support staff), and helps staff assume new roles so that the system adapts to reflect the goals of School^{PLUS}.

Mulford (2003, p. 20) says that adaptive principals (he calls them transformational principals) focus on:

- **Individual Support** – providing moral support, showing appreciation for the work of individual staff and taking account of their opinions.
- **Culture** – promoting an atmosphere of caring and trust among staff, setting the tone for respectful interaction with students, and demonstrating a willingness to change practices in the light of new understandings.
- **Structure** – establishing a school structure that promotes participative decision making, supporting delegation and distributive leadership, and encouraging teacher decision-making autonomy.
- **Vision and Goals** – working toward whole-staff consensus on school priorities and communicating these to students and staff to establish a strong sense of overall purpose.
- **Performance Expectations** – having high expectations for students and for teachers to be effective and innovative.
- **Intellectual Stimulation** – encouraging staff to reflect on what they are trying to achieve with students and how they are doing it; facilitates opportunities for staff to learn from each other and models continual learning in his or her own practice. (Mulford, 2003, p. 20)

Influences on the Role of the Principal

The diagram below illustrates some of the influences on the role of the principal.



The influences on the role of the principal are described briefly below.

- ***The Education Act, 1995*** – *The Education Act, 1995* sets the broad context for K-12 education in Saskatchewan. More specifically Section 175 of the Act specifies the duties of the school principal. The relevant sections of the Act appear in a box later in this section.
- **School board** – As permitted under *The Education Act, 1995*, the school board develops policies and administrative procedures that provide further direction concerning the principal's role. These policies and procedures represent a local vision for education and express the expectations of the community.
- **The director of education** – School boards do not supervise principals directly. The director of education is responsible for general supervision as specified in Section 109 2(c) of *The Education Act, 1995*. In larger school divisions, the director of education, in turn, may delegate responsibility for supervision of teachers to superintendents or principals. Thus, the director's view of education and expectations of principals may directly affect the principal's role.

- **Community influences** – Community influences vary from one school to another and can include:
 - Community organizations such as the Chamber of Commerce, First Nations and Métis organizations, and local service clubs.
 - Local businesses which may have expectations for the school and may partner with the school in mentorship, work experience and fundraising programs.
 - Local government such as the mayor/reeve and council of the village, town, city or rural municipality.
 - Community expectations and traditions (as for example, a community expectation that the principal be a member of the Chamber of Commerce).
- **Professional organizations** – Most principals voluntarily belong to professional organizations that advance the work of principals and keep them informed about issues and topics relevant to their jobs. Two such organizations are Saskatchewan School-Based Administrators (SSBA) and the Saskatchewan Council on Educational Administration (SCEA). Both are special subject councils of the Saskatchewan Teachers' Federation and both provide professional development opportunities for principals.
- **Work-related influences** – These include:
 - Collective agreements such as the provincial collective bargaining agreement and agreements with CUPE (Canadian Union of Public Employees).
 - Provincial legislation such as *The Occupational Health and Safety Act*, the *Saskatchewan Human Rights Code* and other legislation that affects the workplace.
- **The Saskatchewan Teachers' Federation** – All Saskatchewan principals, in publicly funded schools, are members of the Saskatchewan Teachers' Federation (STF) as a condition of employment. Principals are guided by the ethical ideals, values and beliefs of the Federation that are set out in statements such as the *Code of Ethics* and *Code of Collective Conduct* and in STF policies.

Factors in Defining the Principal's Role



This handbook's companion document, *A Significant Journey* by Sue Brooks and Laurel Irving Piot (2003) identifies factors that influence the principal's role (pp. 5-6). Brooks and Piot say:

The role of the principal has acquired numerous layers of definition through legislation, policy, education, research, and practice.

- *Under The Education Act, 1995 each school must have a principal who carries out the broad range of duties outlined in general terms in Section 175 of the Act.*
- *Provincial legislation authorizes boards of education to put in place policies and procedures that provide further direction to principals with respect to their role. These policies and procedures represent a local vision of schools and school administration. They also express the expectations of the community served by the school division and the requirements of the board as the employer of principals, teachers, and other school personnel. Boards of education employ principals to administer schools, and each principal is accountable for the operation of the school and their ethical and professional conduct in accordance with legislation and board policy.*
- *Directors of education are charged with the supervision of principals in the interpretation and execution of the principalship.*
- *Saskatchewan principals are certified teachers who are educated about the roles of principals and teachers through teacher education and educational administration programs.*
- *All Saskatchewan principals, in publicly funded schools, are members of the Saskatchewan Teachers' Federation as a condition of their employment and are subject to the Code of Ethics and Code of Collective Conduct as set out in the Bylaws of the STF. As members of the STF, principals are obligated to follow the collective agreements.*
- *Most principals voluntarily belong to organizations and groups that advance the work of school-based administrators and promote the beliefs, goals and ideas of their members.*

In Saskatchewan, Saskatchewan Learning, [SSBA], LEADS, STF, professional education programs for teachers and administrators, Boards of education, as well as the individual communities in which the principalship resides, all contribute to principals' understanding of their role. The result is a challenge and an opportunity for Saskatchewan principals. It is the mutual understanding and acceptance created through the definition process that allows the principal to play a strong, relevant, and productive role in our complex system of public education.

There are many variables in each school and community that demand different responses in shaping the principalship. The variables include the size of the school, the composition of the staff, the needs of the students, the assistance of other in-school administrators, relationships with the director, board and community, the nature of the community, and last but not least, talents, interests and experiences that each principal brings to the job. While each principalship is unique, it is possible to identify some aspects of the principal's role that are common to virtually every school situation. ...

**Duties of principal**

175(1) Subject to the stated policies of the board of education or the conseil scolaire and to the regulations, a principal, under the supervision of the director, shall be responsible for the general organization, administration and supervision of the school, its program and professional staff and for administrative functions that pertain to liaison between the school and the board of education or the conseil scolaire and its officials.

(2) The principal shall:

- (a) organize the program of courses and instruction approved by the board of education or the conseil scolaire for the school;
- (b) assign, in consultation with members of the staff, the duties of each member of the teaching staff;
- (c) prescribe the duties and functions of assistants and support staff;
- (d) exercise general supervision over the work of:
 - (i) all members of his or her staff; and
 - (ii) other employees of the board of education or the conseil scolaire whose duties related directly to the care and maintenance of the school building and its facilities;
- (e) exercise general supervision over the well-being and good order of pupils while the pupils are at school or participating in school activities;
- (f) provide leadership for enhancement of the professional development of staff;
- (g) co-operate with the universities in programs for the education and training of teachers;
- (h) conduct, in co-operation with the staff, a continuing program of planning and evaluation with respect to the objectives, curriculum, pedagogy and effectiveness of the instructional program of the school;
- (i) define and prescribe the standards of the school with respect to the duties of pupils and give direction to members of the staff and to pupils that may be necessary to maintain the good order, harmony and efficiency of the school;
- (j) administer or cause to be administered any disciplinary measures that are considered proper by him or her and that are consistent with this Act;
- (k) establish, in consultation with the staff, the procedures and standards to be applied in evaluation of the progress of pupils and in making promotions;
- (l) develop, in co-operation with the staff, procedures for preparation of reports to parents or guardians on the progress of pupils and establish mutually acceptable and beneficial channels for communication between the school and parents or guardians of pupils;
- (m) maintain regular liaison with the director with respect to all matters pertaining to the well-being of the school, the staff and the pupils;
- (n) advise and make recommendations to the director with respect to the staffing of the school;
- (o) prepare and furnish to the director, the board of education or the conseil scolaire and the department any reports and returns that may be required from time to time with respect to the school; and
- (p) exercise leadership in co-operation with the director and the board of education or the conseil scolaire in the promotion of public involvement in educational planning directed towards the improvement of education in the school and in the school division or the francophone education area.

The Work of the Principal

A Significant Journey: A Saskatchewan Resource for the Principalship by Sue Brooks and Laurel Irving Piot (2003) identifies seven dimensions of the principal's role:

- Developing vision and direction
- Creating a supportive school climate
- Supporting teaching and learning
- Embedding the school in the community
- Developing an effective school team
- Managing school resources
- Staying on track: Legal issues for school-based administrators

What do these role dimensions mean for a principal's daily work? What do principals do from day-to-day in order to realize these seven dimensions of their role. A survey by the Saskatchewan Teachers' Federation (2003) found that principals use the administration time allocated to them to undertake a wide range of activities including:

- | | |
|---|---|
| • Planning | • Networking with other principals |
| • Timetabling | • Communicating with the public |
| • Budgeting and maintaining financial records | • Liaising with central office trustees |
| • Fundraising | • Participating in professional development activities |
| • Overseeing maintenance of equipment and facilities | • Disciplining and counselling students |
| • Overseeing construction | • Mediating between students, staff, parents |
| • Completing records and reports | • Working on interagency projects |
| • Preparing minutes and other documentation of meetings | • Meeting with parents |
| • Supervising and evaluating staff | • Mentoring the vice-principal |
| • Developing and implementing curriculum | • Supporting teachers and team-building |
| • Developing and implementing programs | • Implementing school, school division and Saskatchewan Learning policies |
| • Interacting with students | • Developing school mission and goals |
| • Integrating the school into the community and coordinating community events | |

“**Appendix A**” of this handbook includes some examples of board policies that define the responsibilities of principals and vice-principals.

Like all other jobs, the principalship has both satisfactions and challenges. A study of the Saskatchewan principalship (Renihan's 1999 study, as cited in Renihan & Leonard, 2000) identified the following satisfiers and dissatisfiers associated with the work of the principal.

Satisfiers	Dissatisfiers
<ul style="list-style-type: none"> • Prestige • Sense of efficacy • Autonomy • Authority • Helping students • Administrative networks • Salary and benefits • Visibility 	<ul style="list-style-type: none"> • Multiple expectations • Time constraints • Community politics • Staff-parent conflicts • Student discipline • Conflicting demands • Balancing teaching and administration • Isolation

Supporting the Principal

Principals need time to focus on the key work of the school – teaching and learning, to build collaborative relationships with teachers, and to create linkages between the school and the community. They need to feel that their workload is manageable within the time available. They need to be safe from harassment and threats.

Three types of support are key to providing principals with the time needed for collaboration, consultation and shared leadership; with a manageable workload; and with freedom from harassment. These supports are administration time, an administrative team, and clear boundaries.

Administration Time

Most principals spend part of their time on work related to the principalship and part of their time as a classroom teacher. Principals with full-time release time and no specific instructional responsibilities are in the minority in Saskatchewan.

Some principals are provided with release time for administration. The way principals use their administration time varies from one school to another depending on the school and community situation. It may also vary from day to day and month to month for individual principals, depending on seasonal activities in the school and community, and on budgeting, planning and reporting cycles required by the school, school division and province.

“**Appendix F**” of this handbook provides some examples of school board policies and administrative procedures that define administrative time for principals and vice-principals.

A survey by the Saskatchewan Teachers' Federation (2003) identified factors that should be taken into consideration when principals' administrative time is allocated. These factors can be divided into hard data and soft data.

Hard Data

- | | |
|--|---|
| <ul style="list-style-type: none">• Student enrollment• Target student population (e.g., K-8, 9-12, K-12)• Number of staff: teachers, teacher associates, caretakers, bus drivers, social workers, etc.• Number of administrators (and support staff such as secretaries) | <ul style="list-style-type: none">• Number of designated special needs students• Number of other students with physical, behavioural or emotional needs• Designation as a community school• Plant size• Hours of operation• Rate of student mobility |
|--|---|
-

Soft Data

- | | |
|--|--|
| <ul style="list-style-type: none">• Socio-economic status of school community• Cultural make-up of the school community• Location of the school (rural, urban or northern)• Diversity of the student population• Non-academic programs offered by the school• Community use of school equipment and facilities• School division goals re: community involvement and school climate• Interaction with other service agencies | <ul style="list-style-type: none">• Experience of the school staff• Experience of the principal• Expectations re: mentoring and supervision of students and staff• Expectations of the school board• The situation in other schools of similar size and student composition• Teaching assignments of administrators• New curricula• Proximity to services• Special projects (e.g., school or park construction)• School history |
|--|--|
-

As the examples in “**Appendix F**” illustrate, administrative time for principals and vice-principals is usually based on a formula that considers teacher equivalents assigned to the school, student enrollment or a combination of both.

An Administrative Team

Having support from other administrative staff can make a huge difference to a principal's work. For example, a secretary or administrative assistant can handle many routine jobs and free the principal up to focus on teaching and learning. An administrative assistant can answer phones, handle mail and e-mail, maintain basic budget records, complete forms and do dozens of other tasks that would otherwise take the principal away from teaching and learning.

A vice-principal/assistant principal can share the load of administrative responsibilities and be a sounding board for the principal. The role of the vice-principal is discussed in more detail in the next section.

An Administrative Team

A survey by the Saskatchewan Teachers' Federation (2003) identified a wide range of school personnel that may be necessary to support the work of the principal, although the actual staff complement in any specific school will vary according to the needs of the students and the community.



Administrative Team

Principal
Vice-Principal

Professional Teaching Staff

Classroom Teachers
Resource Room Teachers
Teacher Librarian

Paraprofessional Staff

Teacher Associate/Educational Assistants
Library Technician

Clerical Staff

Secretary/Administrative Assistant

Integrated Services Personnel

Educational Psychologist
Speech Language Therapist
Counsellor
Social Worker
Community School Coordinator
Liaison Worker
First Nations Coordinator
Pre-Kindergarten Staff
Daycare Staff
Mental Health Staff
Parish Liaison
Police Liaison
Justice Worker
Religion Coordinator
Occupational Therapist
Public Health Nurse

Technical Staff

Computer Technician

Custodial Staff

Caretakers
Maintenance Workers

Central Office

Director
Assistant Director
Superintendent
Consultants
School Board

Volunteers

Coaches
Playground Supervisors

Clear Boundaries

Sometimes it is necessary to establish boundaries around the principal's role, so the principal can do his or her job effectively and be protected from harassment.

Society expects a great deal of the education system. There is a tendency to expect the school to handle all problems related to children, and the job of principal has no clear boundaries. Principals can easily become overwhelmed and burnt out trying to respond to every need and to meet every community expectation. Thus, it is important to define the role of principal and to ensure that the school and the community are aware of the principal's role. This role definition is best done at the local level with the involvement of

the school community, since every school and every community is different (Saskatchewan Teachers' Federation, 2001).

Sometimes parents or others, who feel that the school as an institution, or the principal as an individual, has let them down, will lash out at the principal and undertake actions that can only be considered as harassment. It is important that every school division establish processes to support principals in this situation (Saskatchewan Teachers' Federation, 2001).

The Role of the Vice-Principal/Assistant Principal

Larger schools often have a vice-principal (or less frequently, an assistant principal). Vice-principals, like principals, usually combine teaching and administrative responsibilities. Vice-principals or assistant principals with 100 percent release time for administrative responsibilities are in the minority in Saskatchewan.

The Education Act, 1995 does not define the vice-principal's role – this is a local responsibility.

There are two general approaches to defining the vice-principal's role:

- The principal and vice-principal of each school agree on a division of responsibilities appropriate to the school and to the strengths and interests of the individuals involved. This agreement is written out in a formal manner, provided to the director of education, and reviewed annually.
- The school board (in consultation with principals and vice-principals) develops a role description that applies to all vice-principals in the school division.

Some school boards combine these approaches by providing very general division-wide guidelines that apply to all vice-principals in the school division, and then encouraging the principal and vice-principal of each school to discuss and agree upon the way they will divide responsibilities between them.

Regardless of which approach is used to define the vice-principal's role, that role is influenced by the same factors that influence the principal's role:

- *The Education Act, 1995*
- School board policies
- The director of education
- Community influences
- Professional organizations
- Work-related influences (collective agreements and legislation)
- The Saskatchewan Teachers' Federation

All of these factors influence the way the vice-principal perceives and carries out her or his role and the expectations that others in the school community have for the vice-principal.

School Boards Can ...

In order to support principals in their complex and multifaceted role, school boards can:



Develop appropriate provisions for principals' administration time. There is no provincial formula for principals' administration time; each school division sets its own policies on this matter. Two sources of information about allocation of administration time are:

- **Provincial surveys** – Occasionally, the Saskatchewan Teachers' Federation and the League of Educational Administrators, Directors and Superintendents (LEADS) conduct surveys to collect information about allocation of administration time. Check these organizations' websites to see if a recent survey is available.
- **Practices in other school divisions** – You can find out about allocation of administration time in other school divisions by contacting them directly or by reviewing their written policies. Many school divisions publish their policy manual on their website.

Consider two principles when setting policy regarding administration time:

- **Equity and fairness** – Equity and fairness do not mean the same amount of administration time for each principal, since situations vary. It does mean that when principals compare themselves to other principals within the division and across the province, they feel that the amount of administration time provided to them is fair, and they recognize the reasons that underlie differences in amounts of administration time.
- **Effective school operation** – Administration time should be sufficient to create a school with a safe, orderly environment in which students and teachers feel supported by the principal.

When your school board is determining the allocation of administration time consider the principle of equity and fairness and establish guidelines that apply to all schools in the division, while maintaining flexibility for specific situations. For example, you might consider an approach that combines a basic formula that takes into account number of students, teachers and other staff, with an element of flexibility that provides for the circumstances of individual schools.

The formula might also provide for adjustments from year to year within the same school. For example, if the school is undergoing major renovations, the principal may need more administration time to cope with the project.

Ensure that principals have secretarial and other administrative support

appropriate to the school and community. Secretarial and administrative staff can answer phones, complete reports, deal with computer problems and handle dozens of other administrative tasks that keep a school running smoothly. This type of support allows the principal to focus on teaching and learning, on the needs of students, and on building a strong school community.

Define the principal's role for each school in the division. This will help keep expectations reasonable for principals and ensure that principals are not overwhelmed. In addition, it is important to ensure that directors of education supervise and evaluate principals in a manner that is consistent with the role description, with the board's expectations for the principalship, and with the board's overall vision and goals. (See "**Appendix A**" for some samples of school board policies that define the responsibilities of principals and vice-principals.) See "**Appendix E**" for examples of processes used to supervise principals.

Establish policies and procedures to be followed when a parent or other community member has a dispute with the principal. The policies might define a dispute resolution process – the steps a principal is to follow when resolving a problem at the school level. The policies should also define the process to be followed if a principal and a community member cannot resolve an issue. School board policy should make it clear that principals (and all other school personnel) do not have to tolerate harassment. Principals have the right to rely on the board for support and to call the police if an individual is stalking or threatening them.

Establish policies that set out the criteria a school must meet in order to have a vice-principal. Usually these criteria relate to number of students, teachers and other staff, and/or to the number and complexity of school programs.

Establish policies that shape the role of vice-principal/assistant principal. Do the principal and vice-principal of each school negotiate the vice-principal's responsibilities or are the vice-principal's responsibilities defined in school board policy?

What Do You Think?



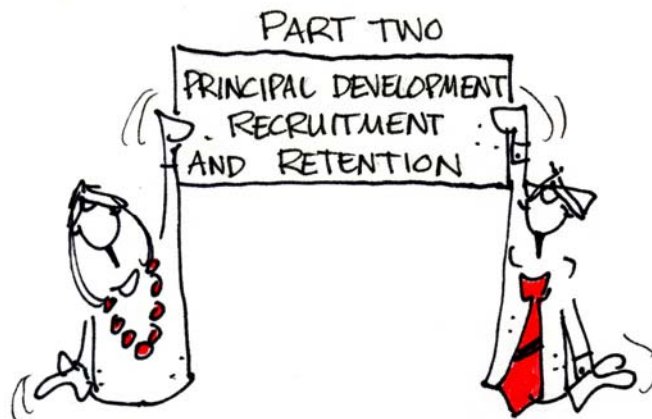
- 1. What is your perception of the role of the principal? Would the role of the principal be the same for all the schools in your division or would it vary from school to school?*
- 2. What is your perception of the role of the vice-principal/ assistant principal?*
- 3. Share your perceptions of the role of the principal and the vice-principal with other members of your school board. How are your perceptions the same? How are they different?*
- 4. How can your school board ensure that principals have appropriate secretarial and administrative support?*
- 5. What policies and procedures would help ensure that principals and vice-principals are protected from harassment?*

Part 2 – Principal Development, Recruitment and Retention

Part 2 of this of this handbook describes processes through which school boards build leadership capacity in the school division, recruit and select principals with appropriate skills, and support those principals so they will be effective school leaders.

Part 2 contains three chapters:

- 2.1 Building Capacity in the School Division
- 2.2 Recruiting and Selecting Principals
- 2.3 Supporting Principals



2.1 Building Capacity in the School Division



Building capacity in the school division refers to developing leadership skills among teachers in the school division so they are prepared to become principals. It also refers to supporting and strengthening the knowledge and skills of school principals throughout their career. Building capacity means creating a school leadership professional development framework that begins early in a teacher's career and continues on long after that teacher has assumed the principalship.

This chapter on "Building Capacity in the School Division" addresses the following topics:

- Building Capacity Throughout a Principal's Career
- Capacity Building Strengthens the School Division
- Educational Initiatives to Build Capacity
- Professional Associations to Build Capacity
- School Division Initiatives to Build Capacity
- Teacher-Led Initiatives to Build Capacity

Building Capacity Throughout a Principal's Career

Building leadership capacity in the school division is a continuum that addresses professional growth at each stage of a principal's career (Mulford, 2003).

- **Intending** – The stage at which teachers are thinking about or exploring the possibility of pursuing a career in educational leadership.

Identifying Potential Principals

Individuals who have the potential to be good principals usually either self-identify or are identified by others:

- **Self-identification** – The job of principal appeals to some people. These individuals recognize that they have the interest, knowledge and skills to do the job, so they take the initiative to participate in activities that will prepare them for the principalship.
- **Identification by others** – Often teachers who have the potential to be good principals are identified by others. Some potential candidates for the principalship are identified by the director of education, head office consultants or other senior staff. Most frequently, however, potential principals are identified by their fellow teachers. Other teachers notice that a particular person has the knowledge and skills needed for the principalship, and encourage that person to further develop her or his skills and apply for principalships. Teachers may also draw particularly appropriate individuals to the attention of the director of education and other administrators.

- **Induction** – The period which extends from the time a teacher accepts a principalship to the end of the first year on the job. Many experts say that support is more crucial during a principal's first year on the job than at any other time.
- **Early career** – A principal's first few years on the job. This is a time when there is still lots to learn.
- **Mid-career** – Principals may spend the bulk of their career at one school or they may move among schools. Moving from one type of school (urban to rural, for example) represents an opportunity for professional growth, as does moving from a small school to a large one (or vice-versa).
- **Late career** – The stage at which a principal is comfortable in his or her role and may have developed a wealth of knowledge and a large repertoire of skills relating to the role. Many principals at this stage are well equipped to mentor others.

Capacity Building Strengthens the School Division

Building leadership capacity among teachers prepares a cadre of teachers for the principalship. Then, when a principalship becomes vacant, several teachers in the division have the knowledge, skills and confidence to fill the position.

This approach has other advantages as well. The leadership and interpersonal skills that teachers develop can be used in many situations – when working with students, on teacher planning and curriculum implementation teams, when organizing school or school/community events. All teachers who participate in leadership preparation activities early in their careers may not become principals, but all will be able to use the knowledge and skills they develop for the benefit of students and community.

Investing in teachers and systematically undertaking measures to build their capacity as individuals and a group can strengthen the school division as a whole, as well as creating a pool of skilled individuals who are equipped for the principalship.

Activities that build capacity among potential or practicing principals fall into four categories:

- Educational Initiatives
- Professional Associations
- School Division Initiatives
- Teacher-led Initiatives

Each of these types of activities is described in more detail in this chapter. Each type of activity has relevance at all stages of a potential or practising principal's career.

Educational Initiatives to Build Capacity

Educational experiences that build leadership capacity and prepare teachers for the principalship include formal academic studies, as well as workshops and short courses that focus specifically on the principalship or on the development of interpersonal skills.

Graduate University Studies – Teachers who are interested in the principalship often study toward a Graduate Diploma, Master’s Degree, or Doctorate in Educational Administration, Curriculum and Instruction or other relevant academic areas. They may continue their studies and complete an advanced degree while practising as a principal. In some circumstances, graduate studies outside the field of education would contribute to a principal’s effectiveness. For example, studies toward a Master’s Degree in Indigenous Studies would be useful for any potential or practising principal.

Principalship Short Courses – Some of Saskatchewan’s education partners organize workshops and short courses that focus specifically on the principalship. Most of these courses are designed for practising principals, but potential principals will benefit as well. These courses allow practising principals and teachers who are committed to a leadership role to expand their knowledge and skills, and to share ideas and discuss problems with colleagues. For individuals who are still trying to decide whether the principalship is for them, a principal’s short course will give more insight into the job. These offerings vary somewhat from year to year, but examples include:

- Saskatchewan School-Based Administrators Professional Development Program – A series of six modules offered by the Saskatchewan Professional Development Unit (SPDU), through a program of summer short courses.
- Saskatchewan Principals’ Short Course – An annual five-day event sponsored by the Saskatchewan Educational Leadership Unit (SELU). All of Saskatchewan’s partners in education provide resource people, lead sessions or participate in some other way in this short course. The short course is open to teachers, current or prospective Saskatchewan principals and vice-principals, and others holding administrative responsibilities in schools (department heads, coordinators).
- Is the Principalship for You? – An annual workshop for teachers and prospective principals developed by the Saskatchewan Educational Leadership Unit (SELU) at the University of Saskatchewan and the Saskatchewan School Boards Association, and delivered by SELU. The publication *Is the Principalship for You? A Primer on In-School Administration* (Saskatchewan School Boards Association, 2000) complements this annual workshop and provides information on the role of the principal, effective principals, the selection process and several other topics. It is designed to help potential principals decide if the job is right for them.

Interpersonal Skills Development – Programs in conflict resolution, mediation, group facilitation, cognitive coaching and restorative justice develop interpersonal skills and are useful for teachers, potential principals and practising principals at any stage of their careers. Saskatchewan organizations that offer short courses or intensive programs in these skills areas include educational organizations, government departments and professional organizations. Some private, for-profit consulting companies also offer short courses in interpersonal skills development.

Professional Associations to Build Capacity

Potential and practising principals can benefit from joining a professional association and participating in its activities. The professional associations listed below all organize conferences and workshops, publish newsletters and other publications, and provide networking opportunities so potential and practising principals can learn from each other.

- **Canadian Association of Principals (CAP)** – A Canada-wide association for principals and vice-principals.
- **Saskatchewan Council on Educational Administration (SCEA)** – An STF special subject council. Membership includes principals, vice-principals, directors of education, superintendents, school division support professionals, university professors, Saskatchewan School Boards Association and Saskatchewan Learning personnel.
- **Saskatchewan School-Based Administrators (SSBA)** – An STF special subject council. Membership includes principals, vice-principals, assistant principals and other school-based administrators.

School Division Initiatives to Build Capacity

All of the initiatives described below can be organized by the school division to build capacity among potential principals. Some initiatives are also useful in developing strengths and skills among practising principals. School divisions can undertake these initiatives on their own, or they can partner with other divisions in order to expand opportunities and use resources more effectively.

Job Shadowing – Job shadowing allows a potential principal to spend occasional half-days or full days with a practising school principal. The trainee's job is primarily to watch, listen, learn, and to ask questions at the end of each job shadowing session. Expectations of both the practising principal and the potential principals should be set out beforehand. For example, it would be appropriate to expect that practising principals go about their regular duties in order to give an accurate picture of a principal's day and to expect that potential principals write a one- or two-page reflection after each experience. Potential principals might shadow more than one practising principal in order to gain insight into the diversity of the job.

Inservice Workshops and Seminars – School divisions can organize inservice seminars and workshops that give potential and practising principals from within the division an opportunity to get together, share ideas, celebrate successes and discuss challenges. Such workshops have benefits for both potential and practising principals. They provide teachers with information about the principal's role so teachers can decide if the principalship is for them. They offer practising principals an opportunity to get together with peers and help relieve the sense of isolation that some principals feel.

Mentorship Programs – Mentorship programs are usually intended to build the capacity of teachers who are firmly committed to pursuing the principalship as a career. They are sometimes also used to support first-year principals. Mentorship implies an ongoing relationship which lasts at least one term in which the practising principal gives support, advice, guidance and knowledge to the potential or beginning principal. The practising principal is someone who “will critique, but not criticize; praise, but not be paternalistic; suggest, but not suffocate” (Goddard, 1998).

Both one-on-one and group mentoring programs are possibilities. One-on-one is, as its name implies – a relationship between one practising principal and one potential or beginning principal. Group mentoring involves two or more practising principals and several potential or beginning principals who meet regularly to discuss issues or focus on development of specific skills.

Formal Leadership Opportunities – Formal leadership opportunities, such as leading a curriculum implementation team or a community outreach initiative, help prepare teachers for the principalship by developing leadership and interpersonal skills. It is a good idea to provide as many teachers as possible with these types of leadership opportunities in order to build capacity in many teachers, rather than a select few.

Teacher-Led Initiatives to Build Capacity

Classroom teachers, as well as potential and practising principals, sometimes take the initiative to develop their own leadership skills and to enhance their capacity to be effective school leaders. Although these initiatives are teacher-initiated and led, school boards can support them through policy and resource allocation.

Communities of Practice – Communities of practice are groups of people who share a concern, a goal or a passion. They don’t necessarily work together every day, but they meet regularly because they find value in their interactions. For example, a community of practice forms when teachers and principals with a commitment to developing their capacity as school leaders get together regularly to develop and share knowledge in a supportive environment. There is no formula for the way communities of practice operate. Each one develops its own way of doing things – its own processes for raising issues, sharing information, creating documents and the like. Communities of practice tend to be devoid of organizational hierarchies and rely on informal leadership from their members (Health Behaviour Research Group, 2003; Wideman & Owstow, 2003).

Teacher Research Projects – Teacher-led research projects give teachers greater insight into their own practice, help develop teachers’ knowledge of research methods, and inform practice in the broader K-12 education system. Research projects are sometimes sponsored by school divisions, by the Dr. Stirling McDowell Foundation and by Saskatchewan’s educational organizations.

Self-Initiated Learning – Some teachers take the initiative to increase their own knowledge and skills in particular areas. They may choose areas that will make them a better teacher, areas that interest them, or areas that will advance their career. These teachers may pursue their self-initiated learning through reading; through participation in workshops, seminars, and courses; through discussion with colleagues; and by assuming new or different teaching or community responsibilities that will help them grow as teachers and as people.

School Boards Can ...

In order to build capacity in the school division by developing leadership skills among teachers, and strengthening the knowledge and skills of school principals throughout their careers, school boards can:



Make capacity building an important component of the school division's human resources policy. The policy might:

- **Provide financial assistance** for teachers and principals who:
 - are undertaking academic studies that develop skills relating to the principalship such as graduate studies in educational administration
 - wish to participate in workshops or short courses directly related to school leadership, such as courses that develop interpersonal skills or principals' short courses.

Financial assistance can include help with tuition fees and travel costs. If a teacher or principal is participating in an activity that occurs during the school day, it may be necessary to provide a substitute teacher.

The number of applicants for financial assistance may be greater than the funds available, thus it would be appropriate to include in the policy the criteria used to select individuals who will receive financial assistance. Developing formal selection criteria and making them known to all teachers helps ensure the provision of financial support is fair and transparent.

Initiate the development of a comprehensive plan to build leadership capacity in the school division. Most often such a plan is developed by central office staff in cooperation with representatives from teachers and others who will be affected by the plan.

Some Saskatchewan school divisions have created formal leadership development programs. In formal programs, individuals who are interested in developing their leadership capacity, move through a predetermined series of structured workshops, read specific materials and participate in assigned activities. “**Appendix G**” provides an example of a formal leadership development pilot program initiated by one school division.

Other Saskatchewan school divisions offer potential leaders a smorgasbord of learning opportunities and encourage them to select the opportunities most interesting and relevant to them.

Activities featured in both approaches to building leadership capacity can include job shadowing, inservice workshops, presentations by practising administrators, suggested or required readings, mentoring, and support for groups of teachers and principals who develop communities of practice.

Both approaches to building leadership capacity often feature information sessions – one or two-hour presentations about the realities of the principal’s job followed by a question and answer period. The spouses of potential principals are sometimes invited to participate in these information sessions, since the time and energy demands of the principalship affect the whole family.

A division-wide plan to develop leadership capacity would have implications for school division finances and human resources since there could be substitute costs, travel expenses, honorariums for workshop presenters and similar expenses.

Support practical opportunities to build leadership skills. Teachers can build their leadership skills in a variety of real-life situations. For example, serving on curriculum committees, leading school-community outreach activities, participating in planning teams all build leadership skills. It is desirable that school divisions have a system to ensure these practical capacity-building opportunities are fairly allocated – perhaps an application process with predetermined selection criteria.

Make it known that development of leadership skills is a priority in the school division. This can be done:

- through the board’s own actions such as comments in speeches by board members and postings on the school division’s website.
- by publicizing the board’s capacity building initiatives, so every teacher and principal in the division is aware of the opportunities available to them.



What Do You Think?



- 1. What type of capacity building initiatives would be most relevant in your school division?*
- 2. Which capacity building initiatives could be implemented quickly?*
- 3. Which initiatives would require more time to implement?*
- 4. What are the resource implications of focusing on capacity building in your school division?*

2.2 Recruiting and Selecting Principals



Recruiting and selecting principals is a process that can be described in school board policy and thus made transparent, fair and systematic.

This chapter on “Recruiting and Selecting Principals” addresses three topics:

- Why Do Teachers Apply for the Principalship?
- Recruiting and Selecting Principals
- What If There Are No Applicants?

Why Do Teachers Apply for the Principalship?

Teachers apply for the principalship because it is a job that offers rewards and opportunities. These rewards and opportunities include (Renihan, 1999; Renihan & Leonard, 2000):

- **Opportunity to help children and make a difference** – Making a difference for children is a strong motivation for many teachers who seek to become principals. Many applicants feel that as a principal they can have an impact on the school experience of many children, while as a teacher they can help only a few children at a time.
- **Opportunity for new challenges** – Some applicants have a belief in their own leadership abilities, are ready for a new and bigger challenge, or simply want a change.
- **Opportunity to positively influence school climate and school effectiveness** – For some teachers, the principalship is an opportunity to lead the way in implementing positive practices and developing positive attitudes that contribute to learning and to an enjoyable school experience for both students and teachers.
- **Opportunity for career advancement** – Some teachers see the principalship as a step on a career ladder.
- **Encouragement from others** – Sometimes teachers recognize leadership potential in one of their colleagues and encourage her or him to apply for the principalship. Other times a director of education or other senior administrator recognizes the leadership potential of a particular teacher and encourages that teacher to apply for the principalship.

- **Financial considerations** – The additional salary that comes with the principal’s job is motivation for some. Principals receive a salary reflecting their position on the salary grid, plus a basic principal’s allowance and an additional allowance reflecting the number of staff they supervise. Vice-principals and assistant principals also receive allowances in addition to their teacher’s salary. The amount of the principal’s allowance is defined in the provincial collective bargaining agreement. Refer to the most recent collective agreement for current information.

Recruiting and Selecting Principals

An eight-step process for recruiting and selecting principals is described on the pages that follow.

Usually school division administration handles the technical aspects of the process described below – placing job ads and arranging for interviews, for example.

It is important to involve teachers, other staff, community members and school division administrators in selection of principals. Research suggests that involving a broad base of people in screening and selection of principals results in better decisions (Tekeste, 1996).

Opinion and practice differ regarding the form that broad-based involvement should take.

Classic Policy Leadership – Some school boards adopt a classic policy leadership approach. The board develops policy and guidelines regarding principals’ roles and identifies selection criteria. Other stakeholders such as teachers and community members might also provide verbal or written input, but the director of education is responsible for supervising the development of a short list, for interviewing candidates and for making the final selection.

The Saskatchewan Human Rights Code

Employers are required by law to follow the Saskatchewan Human Rights Code in their hiring and employment practices. It is against the law to discriminate on the basis of:

- ancestry, race or perceived race
- religion
- sex
- marital status
- disability
- nationality and place of origin
- age (18-64)
- sexual orientation
- family status
- receipt of public assistance

Everything related to employment is protected under the Code. That includes:

- | | |
|---------------------|------------------|
| • recruitment ads | • dismissal |
| • application forms | • promotion |
| • interviews | • demotion |
| • hiring | • benefits/wages |

This means that when recruiting and hiring principals you must consider only qualifications necessary and specific to the job – like skills and experience. You cannot consider a candidate’s marital status, sex, family status or any of the other categories listed above.

Employers cannot discriminate on the basis of disability and the Human Rights Code requires that employers assist people with special needs. For example, it would be appropriate to provide technical aids so a person with a visual, hearing or physical disability could fulfill the role of principal.

Selection Panel – Other school boards involve stakeholder groups in interviewing and decision making as well as in defining the principal’s role and identifying selection criteria. With this approach, a selection panel is established. The selection panel may be comprised of a board member, representatives of stakeholder groups such as teachers, other staff and community members, and a representative of school division administration (director, assistant director or superintendent). School division administration usually develops a short list of suitable candidates and the selection panel interviews the candidates and selects the most appropriate.

With both the above approaches to selection of principals, the decision is reported to the board as an information item and the board does not become involved in reviewing or criticizing the choice.

The steps in the recruitment and selection process are as follows:

Step 1: Define the principal’s role for a particular school. The principal’s role may vary depending on the size of the school, whether it is urban or rural, whether it has community school status, the age of the students, etc. Defining the principal’s role will clarify expectations for both principal and community. “**Appendix A**” at the end of this handbook provides examples of school board policies that define the principal’s role.

Step 2: Develop selection criteria.

Selection criteria defines the characteristics your board is looking for in a principal. Some school divisions include general selection criteria in their human resources policy and provide flexibility so the criteria can be customized for specific situations. Ensure there is broad input during the development of selection criteria.

Selecting a Principal

- Step 1: Define the principal’s role*
- Step 2: Develop selection criteria*
- Step 3: Establish benefits package*
- Step 4: Advertise the position*
- Step 5: Screen applicants*
- Step 6: Collect information about candidates*
- Step 7: Interview candidates*
- Step 8: Notify candidates*

Selection criteria generally fall into four categories:

- **Knowledge and skills** – specifically knowledge relating to curriculum and instruction, along with interpersonal and communication skills. If the school has a significant number of Aboriginal children, knowledge of Aboriginal culture and the ability to speak an Aboriginal language would be assets.
- **Personal characteristics** – including values that put children first, personal integrity, honesty, the ability to be a good role model, a positive disposition, and an orientation toward adaptive leadership.

- **Academic requirements** – Principals are teachers and must possess a valid Saskatchewan teaching certificate. Some school boards establish academic criteria beyond those required for a teaching certificate. For example, some specify that candidates must have a completed or be working toward a graduate degree or diploma. Other education that could enhance a candidate's suitability might include courses or workshops that develop interpersonal skills, for example, workshops relating to conflict resolution or mediation.

A strong academic focus in a particular area such as environmental education, student assessment and evaluation, fine arts, or Aboriginal education might also be a bonus, because it suggests the candidate would have the capacity to strengthen school programs in this area.

- **Experience** – It is desirable that candidates for the principalship have several years of teaching experience. Some school boards specify the minimum number of years of experience required. If the school is a community school or has a significant number of Aboriginal students, the board might specify experience related to these situations.

Step 3: Establish benefits package – Principals' salaries are the same province-wide. Principals receive a salary reflecting their position on the salary grid, plus a basic principal's allowance, plus an additional allowance reflecting the number of staff they supervise. Other benefits are bargained locally, and there may be some benefits that are at the board's discretion. A typical benefits package reflects all of these considerations.

Step 4 – Advertise the position – School divisions that have implemented a systematic process to build leadership capacity within the division usually recruit from within the division first.

In order to demonstrate fairness, openness and transparency, the job opening should be publicized widely throughout the division: then any teachers who are interested can inquire and apply. Low cost methods of publicizing a job opening include ads in the school division's newsletter and website, and flyers that go to every teacher in the division.

There is no legal requirement that an opening for the principalship be advertised. A board could shoulder-tap a particular individual and give the job to that person without competition, interviews or reference checks. However, using shoulder-tapping regularly to fill job vacancies may give the impression that the school division is a clique – a closed club. Teachers may come to feel that there is no opportunity in the school division and hence there is no point in furthering their education or growing in their knowledge and skills, since opportunities for advancement are limited to a select few.

Step 5 – Screen applicants – This is the stage where unqualified applicants are weeded out and a short list of the two to four most qualified applicants prepared. The selection criteria developed earlier by the board should be used as a guide during screening.

Step 6: Collect information about candidates – During this stage references are checked and candidates are asked to provide a police criminal records check. Other information that may be useful includes videotapes of the candidate in the classroom or with a group of students, or materials relating to any school programs the candidate has developed. “**Appendix C**” at the end of this handbook provides examples of forms used by some school divisions to check references of candidates for the principalship.

Step 7 – Interview candidates – Interview questions usually address the candidates’ education and experience, philosophy of education, leadership style, knowledge of current educational priorities, and knowledge of curriculum and instruction. During an interview it is appropriate to describe a real or hypothetical problem and ask how the principal would handle it (e.g., incidents of bullying, a teacher who is perpetually late for school, a parent who calls the school twice a day concerning her child).

In order to fairly assess the candidates for a principalship, it is important that all candidates be asked the same interview questions in the same order, by the same member of the selection panel. Candidates’ responses should be assessed in accordance with the selection criteria and a rating scale used to evaluate the appropriateness of each response.

“**Appendix D**” at the end of this handbook provides examples of interview guides. Most school divisions use a guide that is more complex than just a series of questions. They may provide suggestions about the kind of applicant responses that are appropriate or provide a rubric that allows the interview committee to rate the appropriateness of the candidates.

Step 8: Notify candidates – Make a formal, written offer to the successful candidate. Notify unsuccessful candidates after the successful candidate has accepted the job in writing. Unsuccessful candidates are notified in different ways in different school divisions. Sometimes they receive a phone call from the director of education; other times a formal letter is sent. The important thing is to thank unsuccessful candidates for their participation and to notify them before a formal announcement of the appointment is made.

What If There Are No Applicants?

The process described previously is based on the assumption that a school division will receive applications from several qualified applicants and that it will be necessary to select one qualified applicant from among the many. But what if you do not receive any applications from qualified individuals? This happens occasionally, particularly in rural or northern areas. In this situation a school board’s options are to:

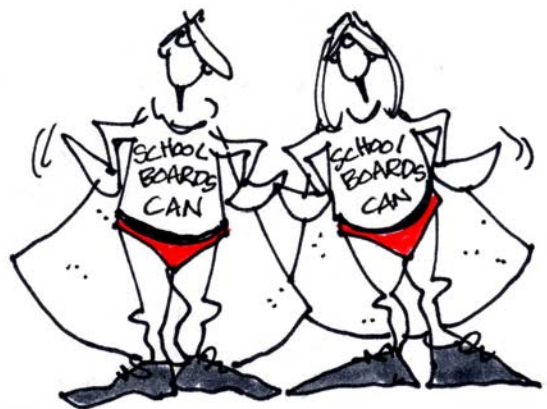
- **Re-advertise** – First consider the advertising process used within the school division. Was it comprehensive? Did it reach every teacher? Was the timing good? If the advertising process used within the school division was superficial or if the timing was bad, the next step is to re-advertise within the division, making sure, this time, that several methods are used and that the process has the potential to reach every teacher. If the advertising process used within the division the first time around was comprehensive, consider advertising outside the division and placing ads in local or regional newspapers.

- **Offer a More Attractive Compensation Package** – The principal’s salary is determined by the provincial collective agreement, and some aspects of compensation are determined by local collective bargaining. However, the board can adjust those aspects of compensation that fall under its control.
- **Consider systemic barriers** – Systemic barriers are barriers within a workplace or selection process that put whole categories of employees at a disadvantage. The disadvantaged employees are often groups that have been marginalized in the past. These include women, Aboriginal people and immigrants. Examples of systemic barriers include:
 - Channeling females and males into different career paths. For example, female teachers might be channeled into specialist positions such as curriculum consultant or guidance counsellor, while male teachers might be channeled into vice-principalships, which are often seen as preparation for the principalship.
 - An “old boys’ network” in the school division where it is perceived that power and opportunity rests with “the old boys” and their protégés and that this group is a closed club.



School Boards Can ...

In order to ensure the process used to recruit and select principals is systematic, transparent and fair, school boards can:



Address recruitment and selection of principals in their human resources policy.

Having a policy in place before the need for recruitment arises is important because it standardizes the recruitment and selection process and means that the school division is prepared when a vacancy arises. Written policies also demonstrate that the school division operates in an equitable and businesslike manner (Tekeste, 1996). The written policy might address issues such as:

- **Recruitment of candidates** – Will initial recruitment for the principalship be within the school division only or externally as well? What processes will be used to ensure that all qualified individuals are made aware of the opportunity?
- **Selection criteria** – What generic criteria will be used to select principals? What weight will be given to each of the selection criteria? What dimensions of the generic selection criteria can be modified to fit the individual situation?
- **Selection process** – What techniques will be used to select the successful candidate? Who will participate in the interview? Who will participate in making the final decision?

The appendices to this handbook provide some real-life examples of school division policies and administrative procedures relating to selection and recruitment of principals. “**Appendix B**” includes policies that define the process used to select principals and vice-principals. “**Appendix D**” includes examples of interview schedules used during selection interviews and rubrics used to assess the suitability of candidates. Some of these rubrics constitute an inventory of the skills a principal should have.

Make the policy relating to recruitment and selection of principals widely known throughout the school division. Then all teachers who are interested in the principalship will be aware beforehand of the criteria they must meet and the process that is used to recruit and select principals. This will enable potential principals to develop knowledge and skills that correspond to those being sought by the school division, and to focus their efforts on these areas.

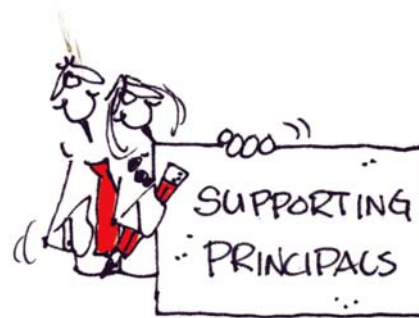
What Do You Think?



1. In your opinion, what might be the selection criteria for a school principal? Consider knowledge, skills and attitudes.

2. In what ways might candidates for the principalship demonstrate their knowledge, skills and attitudes?

2.3 Supporting Principals



Hiring a principal is the mid-point in the process of building capacity to strengthen the principalship. The process begins by developing leadership capacity among teachers in the school division. It continues long after principals are hired, by supporting principals so they continue to grow as leaders, perform their jobs effectively, and find personal and career satisfaction in their work.

This chapter on “Supporting Principals” addresses one topic:

- Supports for Practising Principals

Supports for Practising Principals

Possible supports for practising principals include:

Strong Support for Beginning Principals

Principals – The first year in any new job is always challenging. This is even more so for principals because the pace of life in a school continues on, even as the principal is growing into the job. No matter what education, experiences or jobs an individual has had previously, there is nothing that compares to the first day, the first week or the first year as a principal. New principals truly learn on the job. Support for beginning principals can help guarantee both their short-term and long-term success. Support for beginning principals might include a formal orientation process, mentorship programs, close and consistent supervision by the director of education, and opportunities for feedback on their practice from appropriate people in the school and the community.

Support for Beginning Principals

Yet the life of a beginning principal is not an easy one. It usually begins with a new school, new staff, new students and new responsibilities. The initial responsibilities include coordinating a positive school opening, scheduling classes, meeting with parents and planning the rest of the school year. This is followed by goal setting, being an instructional leader, managing the budget, addressing teacher and parental concerns and dealing with student discipline. The life of a beginning principal can be nerve-racking and at times even health threatening. The last thing that a new principal needs is to feel like he/she has been dropped into a black hole in which there is little control and no possibility of survival.



Waldron, 2002, p. 3-4

Mid-Year Appointments – It is sometimes useful to time principals’ appointments so they begin work in mid-year and have a few months of mentorship under the current principal. This approach also gives the new principal an opportunity to have input into budget and staff decisions for the upcoming school year.

Continued Capacity Building Activities – Building leadership capacity in the school division is an ongoing process that continues long after a principal is hired. Principals can continue to grow as individuals, teachers and school leaders by participating in many of the same activities they did when they were preparing for the principalship. Graduate-level university studies, principals’ short courses, and programs to develop interpersonal skills are valuable for practising principals as well as for potential principals. Similarly, participation in professional associations such as Saskatchewan School-Based Administrators and the Saskatchewan Council on Educational Administration, and in principal-led initiatives such as communities of practice can benefit principals at any stage of their career.

Support from School Division

Office Staff – The director of education and other central office personnel can be a key support to principals in the school division. The director can serve as an advisor and mentor for principals as principals grow in their jobs and as a back-up for all principals who face difficult situations. Consultants who are specialists in specific aspects of the school program can also be a support for principals. These include experts in various subject areas, behaviour management consultants, resource-based learning consultants, experts in Aboriginal education, experts in technology enhanced learning, and the like.

Support from Director of Education

Directors of education, assistant directors, superintendents and other senior administrators employed by a school division are often in a position to act as mentors and supervisors to principals. Strong, supportive directors and superintendents may train principals, help them define their jobs, provide coaching and direction, and back them up in difficult or crisis situations, e.g., a law suit or harassment by parents. A close, positive relationship with principals helps to build understanding and enthusiasm at the school level for the development of new educational directions within the division.



Saskatchewan Teachers’ Federation, 2001, p. 13

Systematic Supervision – The director of education is responsible for supervising principals, although in large school divisions, this responsibility may be delegated to superintendents of education. The criteria that are used to evaluate principals should be linked to the principal’s job description and to the school board’s vision for the division. The evaluation process should be planned and systematic so that all concerned are aware of checkpoints and expectations. “**Appendix E**” at the end of this handbook provides some samples of principal evaluation processes used by Saskatchewan school divisions.

Administration Time – Principals are provided with administration time to focus on work relating to the principalship. Administration time would have been defined at the time a principal is hired. However, circumstances in a school can change. For example, a school can have a sudden spurt in enrollment if a new industry opens in the community, or if a local First Nation contracts the school division to provide services. A new provincially-mandated program can place additional demands on the principal. The principal’s administration time should be structured so it can be reviewed and adjusted if circumstances in the school change.

An Administrative Team – Other administrative staff such as a secretary and vice-principal can provide significant support to the principal. The secretary can relieve the principal of dozens of routine duties ranging from sorting mail to maintaining budget

records. A vice-principal can lighten the principal's load by assuming some responsibility for both instructional leadership and administrative matters such as buildings and grounds. If circumstances in the school change, it may be appropriate to review the school-level administrative team to ensure that principals can focus on teaching and learning – the fundamental work of the school.

Professional Exchanges – A professional exchange occurs when a principal exchanges responsibilities with another principal or teacher for a period of time. A simple exchange occurs when a principal exchanges responsibilities with a specialist teacher in her or his school for a few hours. A more complex exchange occurs when a principal exchanges responsibilities with an educator in another province or county for weeks or months. Regardless of how they are organized, professional exchanges are a way for principals to acquire new ideas and new experiences to bring back to their school division.

School Boards Can ...

In order to support practising principals, to enable them to grow as individuals and as school leaders, and to create a framework that allows principals to function positively and effectively, school boards can:



Design a systematic, consistent induction program for beginning principals.

Development of such a program might be led by the director of education and organized so those affected by it (teachers and principals) have input into its design. Elements of the induction program will vary from one situation to another, but, at a minimum, it should include a formal orientation process, and close consistent supervision by the director of education.

Structure the school division's human resources policy so activities that build leadership capacity are available throughout principals' careers and provide financial assistance for these activities. Most often financial support takes the form of help with tuition and travel. In some cases, there may also be costs for substitute teachers or acting principals.

Design policies so the principal's administration time can be adjusted if circumstances in the school change. (See "Appendix F" for some examples of policies that determine administration time.)

Periodically review the administrative team that supports each principal to ensure the team is appropriate to the situation in the school.

What Do You Think?



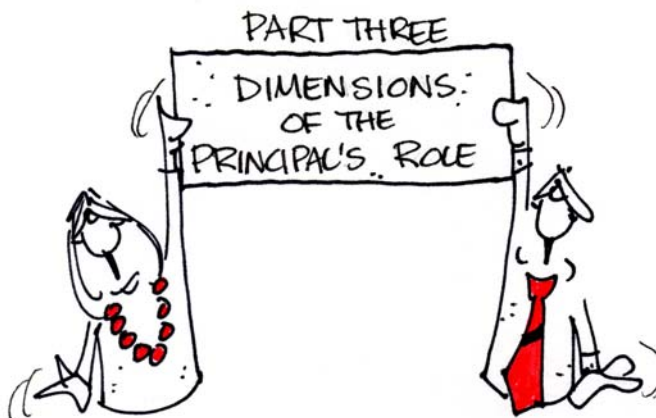
1. *What supports would be most useful and relevant for practising principals in your school division?*
2. *Which could be implemented quickly?*
3. *Which would require more time to implement?*
4. *What are the resource implications of developing a program to support beginning principals and build the capacity of practising principals?*

Part 3 - Dimensions of the Principal's Role

Part 3 of this handbook addresses the seven dimensions of the principal's role that were identified in this handbook's companion document, *A Significant Journey* (2003) by Sue Brooks and Laurel Irving Piot.

Part 3 contains seven chapters:

- 3.1 Developing Vision and Direction
- 3.2 Creating a Supportive School Climate
- 3.3 Supporting Teaching and Learning
- 3.4 Embedding the School in the Community
- 3.5 Developing an Effective School Team
- 3.6 Managing School Resources
- 3.7 Staying on Track: Legal Issues



3.1 Developing Vision and Direction



Leading the creation of a shared vision and sense of direction for the school and its community is at the heart and the centre of the principal's job. A shared vision and sense of direction shapes the way that people in the school think and behave, the way they treat each other, the way they focus their energies, and what they consider important. It provides a foundation for the school's culture – the way that things are done in the school (Thompson, 1993).

This chapter on "Developing Vision and Direction" addresses five topics:

- School Division Vision
- The Importance of School Vision
- Principals Help Shape School Vision
- Developing a Shared School Vision
- Sharing the School Vision

School Division Vision

Every school is part of a larger system – the school division. School vision is developed within the context of the broader school division vision.

Many school boards develop a philosophical framework to guide decision making and action at the division level. This framework usually includes vision and mission statements and may also include statements of fundamental beliefs or values.

Planning for the Future

Mission refers to the mandate of the organization. It is established by the school division's answer to the following:

- Why does our school division exist?
- What is our legislated mandate?
- What is the essence of our function?
- What is our focus?
- What is it that we are to do?



Vision is a statement of the conceptualized preferred future. It answers the question, "Where are we going?" "A vision looks to the future. It describes a set of ideal characteristics that school boards strive to achieve. These ideals focus on student achievement and the programs or services that maximize student accomplishments." (Guide for School Board Planning and Reporting, 1999)

Beliefs outline the "soul of the organization."

- What do we believe to be essential to leadership behaviour?
- How will we act?
- For what do we stand?
- What is our culture?
- What is our ethos?
- What is the tone of the school division?
- What is the climate of the school division?

A Strategic Plan refers to the outline of how things will be done to reach the organization's preferred future. It includes how success is measured and evaluated.

Saskatchewan School Boards Association, n.d.

In order to achieve the school division's mission and realize its vision, boards identify long- and short-term priorities and usually develop strategic plans that chart a course for the future. The philosophical and practical framework created at the school division level provides a foundation for development of a vision and establishment of directions for action at the school level.

The Importance of School Vision

A vision is an organization's direction or goal. It guides the work of the organization and provides a picture of the future for which people are willing to work (Vision, Leadership and Change, 1993).

Peter Senge (1990) says that if any single idea about leadership has inspired organizations throughout history "it's the capacity to share a picture of the future we want to create" (p.9).

When there is a genuine vision (as opposed to the all-too-familiar "vision statement"), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize an organization.... What has been lacking is a discipline for translating vision into shared vision – not a "cookbook" but a set of principles and guiding practices.

The practice of shared vision involves the skills of unearthing shared "pictures of the future" that foster genuine commitment and enrolment rather than compliance. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt.
(Senge, 1990, p. 9)

However, a vision is more than an image of the future. It has a compelling aspect that inspires, motivates and engages people. It provides meaning and purpose to the work of an organization. It "is a compelling picture of the future that inspires commitment. It answers the questions: Who is involved? What do they plan to accomplish? Why are they doing this? Vision therefore does more than provide a picture of a desired future; it encourages people to work, to strive for its attainment" (Vision, Leadership and Change, 1993, p. 1).

A vision has five characteristics. It:

- *attracts commitment and energizes people,*
- *creates meaning in workers' lives,*
- *establishes a standard of excellence,*
- *bridges the present to the future, and*
- *transcends the status quo.* (Vision, Leadership and Change, 1993, p. 1-2)

"In addition to providing a picture of the future, a vision inspires people to work to make it come true. It motivates people to join the campaign to realize the desired vision." If a school staff has a shared vision, there is a commitment to change (Vision ..., 1993, p. 2).

Principals Help Shape School Vision

Whether the vision begins with a leader's personal concept or a group's consensual image of a school or district picture of the future, it is important that there be a sense of ownership of the vision. "Studies indicate that it is the presence of this personal vision on the part of a leader, shared with members of the organization, that may differentiate true leaders from mere managers"

(Manasse, 1986, cited in Vision ..., 1993, p. 2). A leader's vision needs to be shared by those who will be involved in its realization. (Vision..., 1993, p. 2)

Principals who have developed a shared vision with their staff and community have created common ground that facilitates or promotes action toward realization of their vision. The principal's

... communication of the vision is such that it attracts others to join in the endeavor to attain it. School leaders not only must have a vision of their school or district but also the skills to communicate that vision to others, in developing a shared one. They invite and encourage others to participate in determining and developing this shared vision. The process promotes collegial and collaborative relationships. Although the process needed for developing a shared vision may be time consuming, the resulting shared commitment to the realization of the vision is the reward for the time and energy invested in such a collaborative process. (Vision..., 1993, p. 4)

Principals who are effective in developing and communicating a shared vision that shapes school culture and guides action have certain characteristics.

Effective principals:

Have a Well Developed Personal Educational Philosophy – Effective principals must have a well-developed educational philosophy of their own. They view the educated person as a self-motivated, self-directed learner. They see students as “knowledge workers” – individuals who are learning to put knowledge to work to create and to solve problems. “They believe that the instructional program is their school’s highest priority and, therefore, focus their efforts on learning outcomes (Thompson, Hill & Conny, 1993).

Have High Expectations – Effective principals have high expectations for students and staff and communicate those expectations to individuals within and outside the school (Thompson, Hill & Conny, 1993).

Have the Ability to Build Consensus – Effective principals focus on building consensus among staff regarding the vision that guides action in the school. Although strong principals have a well-developed, personal educational philosophy, it is not their philosophy alone that drives the school. They create opportunities

Strong Principals Build Consensus

Effective principals work with school staffs towards achieving consensus among all stakeholders so that there is general ownership for school decisions and respect for the processes by which they are determined. A large part of a principal's success in this dimension of the role rests on the ability to establish processes of collaboration and consultation that encourage students, parents, teachers, other school personnel, trustees, and community members to provide appropriate leadership in developing the vision and direction of the school. The principal is instrumental in ensuring that collaborative decision making imbues the work of the school with harmony, commitment, and meaning for all stakeholders.

Brook & Piot, 2003, p. 9



for staff and community to discuss their vision for the school and their values for education. They seek consensus in order to create a shared vision that drives the actions of everyone in the school and its community (Brooks & Piot, 2003; Thompson, Hill & Conny, 1993).

Model Behaviour Consistent with the Vision – Effective principals ensure their personal behaviour is consistent with the vision that guides action for the school and its community. They live the vision and serve as good role models for others (Thompson, Hill & Conny, 1993).

Communicate the Vision in Symbolic Ways – Effective principals initiate, participate in and encourage others to create ceremonies and rituals that celebrate the school's vision and values. They tell stories that demonstrate shared values and use metaphors that communicate the school's vision and direction (Thompson, Hill & Conny, 1993).

Reinforce the Vision – Effective principals give recognition to school activities that are consistent with the vision.

Developing a Shared School Vision

Senge (1990) says that visions develop, grow and spread when people have opportunities to talk about their goals for the future and to share and clarify ideas. "As people talk, the vision grows clearer. As it gets clearer, enthusiasm for its benefits grow." (p. 227).

The steps described on this page and the next will facilitate development of a shared vision (Vision..., 1993, p. 4). These steps can be adapted and modified so the process is appropriate for a particular school or for the school division as a whole.

When developing the school vision, the process is as important as the product. The process provides an opportunity for everyone with a stake in the school to come together, to share ideas, to gain experience working together. The process helps build commitment to the school and a sense of connection among all those who have an interest in the school and its work.

The steps in developing a school vision are as follows (Vision ..., 1993, p. 4):

Step 1: Know your organization – Collect as much information as possible about the school itself and about students, their families and the community. This includes information about expectations, beliefs and values, as well as more concrete information about students socio-economic and cultural backgrounds.

Step 2: Involve critical individuals – These critical individuals might include:

- Students (participation can be structured to reflect students' ages and abilities)
- Parents and other family members
- Teachers and other school staff
- School board members

- Representatives of organizations that serve children and families such as the health region, Saskatchewan Community Resources and Employment, Saskatchewan Justice, and the RCMP
- Mayor/reeve and council
- Local businesspeople or Chamber of Commerce representatives
- Representatives of community organizations such as service clubs, churches, Aboriginal organizations (Brooks & Piot, 2003)

Engage these critical individuals in a series of dialogues and meetings where they are encouraged to talk about the things that are important to them and explore possibilities.

Step 3: Explore possibilities – During school community dialogues and meetings, it is important to establish ground rules so people can express their ideas without fear of being criticized and ridiculed. Questions such as the following can stimulate discussions:

- What do we value in our community?
- What do we want for our students, now and in the future?
- What will employers and post-secondary institutions require of our students?
- What social, economic, or technical changes will affect our school, our community, our province?

During these discussions, it is entirely appropriate for the principal to express his or her personal vision, hopes for the future, and educational philosophy. This can be done in a spirit of sharing, rather than to dictate or control.

Step 4: Put it in writing – The final step in the visioning process is writing the vision down. A vision for the school that is shared by students, teachers and community guides action and helps ensure that everyone is working together toward the same ends. This vision becomes even more powerful when it is written down, posted in the school and published in school documents.

Sharing the School Vision

The fourth step of the visioning process described in the previous section is writing the vision down. This step is an end, but it is also a beginning.

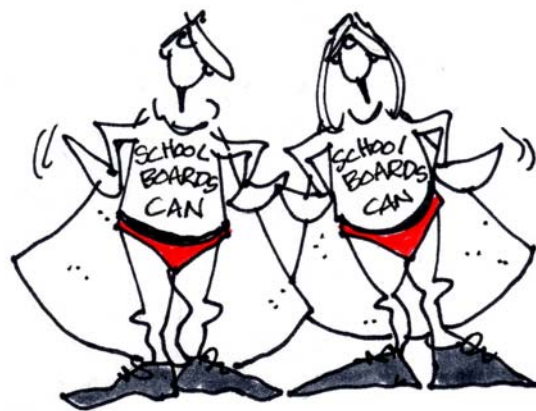
A vision only guides the work of an organization when people within the school make the vision their own, when it becomes part of their collective picture of the future, when it provides a frame of reference for decision making and action. In order for this to happen, students, teachers and community members need to be aware of the vision. The vision can be posted in every classroom, published in the school newsletter, posted on the school division website, and referred to during school ceremonies and events.

Students, teachers and community members also need opportunities to talk about the vision – to discuss what it means for their individual and collective actions – to identify behaviours that reflect the values inherent in the vision.

Effective principals organize school life so the vision statement is prominent and so students, teachers and community members have opportunities to share ideas about the vision and what it means for them, and thus develop a picture of their shared future.

School Boards Can ...

In order to foster an environment in which school communities have a shared vision that guides action, school boards can:



Model the actions they expect from schools in the division by:

- Developing a shared vision for the school division
- Participating in a formal visioning process to articulate the vision and write it down
- Involving a range of educational and community partners in the visioning process
- Widely publishing the vision
- Discussing the vision in many different contexts so it becomes part of a shared picture for the future and a guide for action

Develop policy that supports schools' efforts to develop vision and direction, but does not make these activities compulsory. When schools take the initiative to participate in visioning activities, these activities become meaningful and significant. If they are required by the school board, they are in danger of becoming a meaningless exercise.

Support school visioning activities with resources. School-level visioning activities are usually low cost and so providing resources is a statement of commitment rather than a significant budget item.

Support schools that have developed visions by widely publicizing these visions. School-level vision statements can be posted on the school division website, displayed in the division office, included in documents produced by the division, published in the local newspaper.

What Do You Think?



1. *What is your board's vision for the schools in your division?*
2. *Has your school board modeled the development of a shared vision and used a process that school communities can duplicate?*
3. *How can your board provide opportunities for board members to discuss the meaning and implications of the vision?*
4. *What actions can your board take to implement its vision for the schools in your division?*

3.2 Creating a Supportive School Climate



Effective school principals create a supportive school climate in which students are physically and emotionally safe, a school climate in which they feel nurtured and valued – a school climate in which teachers feel their contribution matters and is appreciated.

A positive school climate helps lift student outcomes and reduce anti-social behaviour. It means that students are more likely to enjoy school and teachers are more likely to get satisfaction from their jobs.

This chapter on “Creating a Supportive School Climate” addresses the following topics:

- What is School Climate?
- Creating a Supportive School Climate

What is School Climate?

It has been said that “Personality is to the individual what climate is to the organization” (Halpun & Croft, 1963, as cited in Sackney, 1988).

Creating a Supportive School Climate

The principal is responsible for facilitating the creation of a climate within the school that reflects the values and ethical principles identified as important to the education of all students.



Typically, these values and principles indicate what students, teachers, and others should feel and perceive when they are in contact with the school. They include:

- a child-centred school focus, in which all staff are advocates for children
- support for diversity and commitment to equity
- a safe, nurturing environment
- attention to students’ needs for supervision and care
- healthy, pleasant surroundings conducive to learning
- celebration of successes and achievements
- a collaborative culture
- openness and communication, and
- visibility and accessibility on the part of teachers and administrators.

The principal works to put in place any programs, processes and personnel necessary to make the school a supportive place for all members of the school community.

Brooks & Piot, 2003, p. 9

School climate is the total quality of life in a school. School climate includes the way people in the school treat each other, the expectations they have for each other. It includes the values and belief systems that shape the attitudes and behaviour of people in the school. It includes school ceremonies and rituals that acknowledge achievement, special events or build school spirit. It includes the schedules, routines and systems that shape behaviour in the school, the school grounds and school-sponsored events outside the school or the community.

School climate also includes the school's physical environment. A school that is full of colourful displays of students' work has a different climate than one with blank walls.

Creating a Supportive School Climate

In order to create a positive, supportive school climate, principals can:

Be a positive role model – Students and teachers alike see the principal as a role model. The principal can expect to see her or his behaviour copied (consciously or unconsciously) by students and teachers. Therefore, it is important that principals:

- Behave in a positive manner, smile and see the humour in situations.
- Find opportunities to praise students and teachers. Everyone, even the most unruly and disruptive student, has something positive about them and these are the students who often most need praise. Effective principals see the good in people.
- Have high expectations for students and teachers alike. People tend to behave in accordance with our expectations for them. If you expect high achievement and good behaviour from students, you're more likely to get it. It's a self-fulfilling prophesy.
- Handle student misbehaviour in constructive rather than punitive ways. For example, asking that students make restitution or perform community service are often more appropriate ways of handling student misbehaviour than punishing the student.
- Create a collaborative culture in which students, teachers, other staff, and community members have input into decisions that affect them and opportunities to serve as leaders in various school programs and activities.

Establish programs that support a positive school climate – It is important that the principal be a positive role model, but this by itself isn't enough to create a positive school climate. Programs are important too. Programs that contribute to a positive school climate include:

- The provincial Caring and Respectful Schools program (Saskatchewan Learning, 2004b) as well as conflict resolution and peer mediation programs. Programs of this type create a safe environment by reducing aggression and violence and fostering caring, cooperative behaviour.

- Programs that support student achievement and thus turn high expectations into reality. Such programs are particularly important for students whose learning is below their age/grade level. Programs may be as diverse as reading buddies, online drill and practice, peer tutoring, and school-wide recognition for all students who improve their grades and/or behaviour.
- Programs that teach positive interpersonal skills. It's important to teach disruptive students pro-social skills and behaviours so students have a repertoire of behaviours appropriate for various situations.
- Equity programs that promote equality of opportunity and of outcomes for all students regardless of their ethnic background or gender.

Recognize and value students' culture – It is important that Aboriginal culture and perspectives be integrated into all aspects of schooling. For example, the principal might support teachers in incorporating Aboriginal perspectives into instruction, ensure that hallway displays feature Aboriginal art and that Aboriginal traditions are part of school ceremonies and events. When students see themselves, their culture and their traditions reflected in the school environment, they are more likely to have positive experiences of schooling.

Ensure that school administrators and teachers are visible and accessible to students. This means that teachers, the principal and other school administrators are on the playground, in the hallways, in the library – where they are visible and accessible to students. A strong adult presence provides positive role models for students, facilitates friendly, informal chatting between teachers and students, helps reduce anti-social behaviour, and gives students someone to turn to in times of trouble.

School Boards Can ...

In order to assist principals in creating a positive, supportive school climate, school boards can:



Establish policies that support a positive school climate, for example, a caring and respectful schools policy. Such a policy typically defines the type of school environment that is desired and addresses issues such as bullying and racism. School boards can support implementation of the policy by sponsoring workshops and programs for teachers and students and by describing the intent of the policy in board communications.

Ask the director of education to facilitate the development of school-level programs to enhance school climate. Programs that enhance school climate include those that:

- Create a sense of belonging for all students, for example, ensuring that Indian and Métis perspectives are represented in all dimensions of school life, and that all students can participate in athletics, not just an elite few.
- Promote a physically and psychologically safe environment such as conflict resolution and peer mediation programs.
- Support and recognize student achievement so all students can feel they are making progress and experience success.

Sometimes the idea for programs to enhance school climate comes from the director of education. Other times ideas for these types of programs come from principals and teachers in a school who recognize ways to make their school better. When principals and teachers develop ideas to enhance school climate, the director's role is to facilitate establishment of programs.

It is important to document and monitor the implementation of initiatives to enhance school climate so the successful initiatives can serve as a model for other schools in the division. For example, students and staff of a school with a successful conflict resolution program might be involved in information and training sessions with students and staff of other schools in the division.

Provide financial and human resource support for programs and other initiatives that foster a positive school climate.

Provide personal support for principals who are seeking to improve the climate in their schools – This support will vary depending on the situation, but might include inservice education, opportunities to meet with other principals who are focusing on school climate, or assistance from a consultant.

Make the ability to model desirable behaviours one of the selection criteria when hiring new principals. Potential principals' understanding of the factors that contribute to a positive school climate might be another criterion.

What Do You Think?



1. *What policies does your school division need in order to foster a positive school climate?*
2. *What kind of information might be needed to assess the quality of the climate in the schools of your division?*

3.3 Supporting Teaching and Learning



This chapter on “Supporting Teaching and Learning” addresses one topic:

- Creating an Environment That Facilitates Student Learning

Creating an Environment That Facilitates Student Learning

Teaching and learning is the primary purpose of every school; facilitating teaching and learning is every principals’ most important responsibility.

Knowledge of specific curricula is important, but curricula evolve and change. Far more important is the principal’s ability to create an environment within the school that fosters teaching and learning. Numerous experts have noted that student achievement is enhanced in schools where (Mulford, 2003):

- **There is adaptive leadership** – Authority and leadership are dispersed throughout the teachers of the school, not concentrated in the principal’s office. Teachers have decision-making roles and responsibilities of various types.

Supporting Teaching and Learning

The principal is responsible for promoting a primary focus on student learning within the school. When principals are actively involved in and supportive of the instructional program, they send a strong message to the entire school community about the importance of teaching and learning.



The fact that principals are professional teachers facilitates their collaboration with the school staff in organizing the school for instruction. Although they may not have in-depth knowledge of every aspect of the instructional program, they are generally familiar with matters such as:

- *the provincial curriculum,*
- *school division policies and programs related to instruction,*
- *resource-based learning, including the use of learning technologies,*
- *instructional strategies and approaches,*
- *individualization of instruction,*
- *evaluation and reporting of student achievement,*
- *services and supports available to enhance instruction,*
- *approaches and techniques for staff supervision,*
- *research into instruction, and*
- *instructional trends and innovations.*

Brooks & Piot, 2003, p. 10

- **Organizational learning is occurring** – Organizational learning occurs when teachers, individually and collectively, are participating in processes that enhance their knowledge and skills, and result in shared understandings and values. Organizational learning often results in strong teams and in change throughout an organization.
- **Student participation and engagement is high** – When students have control over some aspects of what they learn and how they learn it, they often do better than when all aspects of the instructional program are teacher-controlled.

Principals can foster teaching and learning and improved student achievement by:

- Working with teachers in a collaborative rather than a top-down manner.
- Establishing processes that facilitate organizational learning.

Core Curriculum

In Saskatchewan, Core Curriculum provides a foundation for teaching and learning. The seven Required Areas of Study within Core Curriculum are: language arts, mathematics, science, social studies, health education, arts education, and physical education.

Each of the Required Areas of Study has unique knowledge, skills and values that are essential for all students at the elementary, middle and secondary levels. Therefore, the Required Areas of Study are included throughout the school program from the elementary to secondary levels.

The six Common Essential Learnings within Core Curriculum are: communication, numeracy, critical and creative thinking, technological literacy, personal and social values and skills, and independent learning.

The Common Essential Learnings are six interrelated areas containing knowledge, skills, attitudes, and abilities which are important for learning in all school subjects. New Core Curriculum guides include instructional objectives, materials, methods, and suggestions for incorporating the Common Essential Learnings into each area of study.

Other aspects of Core Curriculum include:

- *Locally-determined options – which allow schools and school divisions to make decisions about aspects of the curriculum.*
- *Adaptive dimension – which provides flexibility to meet students' needs.*
- *Resource-based learning – which involves use of a wide array of print, non-print, new media and human resources to assist students in learning.*
- *Indian and Métis content and perspectives – which benefit all students and promote an appreciation of Saskatchewan's heritage.*
- *Gender equity – which focuses on providing equality of participation and choices for both genders.*
- *Instruction and evaluation – which promotes a range of instructional approaches and evaluation techniques to realize the objectives of Core Curriculum.*
- *Multicultural education – which fosters understanding and harmonious relations among people of various cultures.*
- *Special education – which provides children and youth with special needs with the programs and supports they require for effective learning.*

Saskatchewan Learning, 1998

- Encouraging teachers to give students some control over their learning, for example, allowing students to choose from among three possible assignments or to choose the order in which they will complete the parts of an assignment. When principals are also teachers (as is the case in many Saskatchewan schools), principals can model this type of teaching and thus provide positive role models for other teachers.
- Advocating for conditions that support effective teaching and learning. Advocacy efforts can be directed to the board, the local community and the broader education community.

School Boards Can ...

In order to support principals' efforts to create school environments that foster teaching and learning, school boards can:



Make teaching and learning the focus of all board policy development. Teaching and learning is at the heart and centre of every school board's work. An emphasis on teaching and learning permeates everything the board does and every decision it makes. No single policy can establish the conditions that promote teaching and learning, rather, all of the board's policies and decisions, together, support this end.

For example:

- Policies that establish effective governance procedures create a framework that supports decision making in all other areas
- Policies that support teacher inservice education enhance teachers' knowledge and skills
- Policies relating to safe schools create a secure physical environment so students can focus on their studies
- Policies that relate to equality of opportunity and of outcomes help ensure success for all students
- Policies that foster school/community relationships have the potential to increase parental involvement in students' education and thus enhance success

Consider and respond when principals and community members advocate for conditions and programs that support teaching and learning.

Develop policies that support improvement in student achievement, such as participation in the Assessment for Learning Program organized by Saskatchewan Learning.

Ensure that directors of education consider aspects of school environment that foster teaching and learning when they supervise principals.

What Do You Think?



- 1. Consider the policies your board developed during the past year. What connection does each have to teaching and learning?*
- 2. What changes are needed so that every board policy is strongly linked to teaching and learning?*
- 3. How can you tell if a person being considered for a principalship has the skills to create an environment that fosters teaching and learning?*

3.4 Embedding the School in the Community



Schools are part of the communities they serve and effective principals work to create connections between the school and the community.

This chapter on “Embedding the School in the Community” addresses two topics:

- School and Community
- Provincial Programs

School and Community

Connecting School and Community

It has long been understood that there is a strong connection between students' success at school and the degree to which parents are involved in their education. More recently, calls for greater accountability and relevance in education have underlined the need for schools to respond in a balanced, appropriate way to the expectations of parents, employers, taxpayers, special interest groups, and Aboriginal peoples. At a time when society and schools are changing rapidly, it is an increasingly important dimension of the principal's role to ensure that the school does not operate in isolation but is embedded in the life of both the local community and the larger community served by the system of public education in Saskatchewan. (Brooks & Piot, 2003, p. 10-11)

In Saskatchewan, creating connections between school and community has come to be known as community education.

Community education is not a new concept. The basic aspects of community education can be traced back to early human development and tribal life – what a child learned was fundamentally connected to the family, village and surroundings.

It is rooted in the idea that the school is a centre for community activities – it is vital to community life. (Saskatchewan Learning, 2004, June, p. 1)

Examples of community education in action include:

- **Families and community members are meaningfully involved in the school** – Parents and community members are asked to participate in designing and evaluating the school program. They are involved in decision making and problem solving. Members of the ..., school council, advisory committee or parent group are representative of the community population. Volunteers, staff and students work together to create effective conditions for learning.
- **School staff, students and board members are involved in community development as representatives of the school, and as community members** – They seek to understand community strengths and needs. Through their roles, they create an environment for community development to occur and mobilize the school in addressing those needs.

- **The learning program is responsive** – Education programs are child-focused and of the highest quality. They are responsive and culturally affirming. They are delivered in a safe and caring school environment that encourages all students to reach their potential. The community is a resource for educators, with its strengths and needs integrated into the learning program.
- **The school's facilities are used by the community** – Community activities such as meetings, recreational activities and adult education classes may take place at the school during the days, evenings and weekends. Community agencies may deliver services at the school. The school is used and valued by all in the community.
- **Local businesses and community organizations actively contribute to the education of the children and youth in the community** – Businesses and organizations participate in work-experience programs, give tours of their offices and facilities, prepare in-class presentations and make in-kind and financial contributions to the school. They become mentors and role models for students.
- **Human service agencies offer services in conjunction with the school** – Social workers, youth workers and health professionals collaborate with the school staff to provide integrated services for children, youth and their families. These agencies and the school may plan special initiatives, such as a summer recreation program for vulnerable children or anti-smoking activities targeting teens.

(Saskatchewan Learning, 2004, June, p. 3)

Community Education

Community education is a philosophy based on community engagement and life-long learning. It is a belief that learning occurs in many settings, not just school. Schools alone cannot do all that is needed to help children and youth achieve success in their lives. Community education understands and promotes the interrelationship between the school and the family, and the school and community.



The collaboration and engagement of families, community members, organizations, teachers and students to build a learning community is the cornerstone of Community Education. Together all are involved in the identification of community strengths and needs and together decide upon courses of action. These processes lead to a more meaningful and successful learning experience for all. Community Education has proven to be successful in addressing the needs of students, families and communities in an increasingly complex society.

Saskatchewan Learning, n.d.

In Saskatchewan schools with a significant Aboriginal population, creating connections between school and community means ensuring that Aboriginal culture and traditions are reflected in all aspects of the school program – that social studies class reflects Aboriginal

as well as European perspectives, for example, and that school celebrations and ceremonies feature Aboriginal traditions. Aboriginal Elders can play an important role in connecting the school and the community.

Schools report that Elders have played an important role in enhancing communications between the school and the Aboriginal community. Elders may conduct home visits, set aside specific times at the school for community people to visit or seek advice, or participate in organizing community events at the school. These activities all help Aboriginal parents and other community members feel more comfortable in the school and, as a result, relationships are more positive. Elders also have enhanced relationships between Aboriginal governing bodies and community organizations and schools.
(Saskatchewan Learning, 2001, p. 10)

The Role of the Principal

This handbook's companion document, *A Significant Journey* (Brooks & Piot, 2003), emphasizes that the principal's role includes facilitating communication, consultation and collaboration with three groups:

- **Parents/caregivers** – Parental involvement is a continuum with participation in parent-teacher interviews at one end and involvement in designing the school program and participation in school governance at the other end.
- **The larger community** – The larger community includes businesses and everyone who lives in the area whether they have children in school or not. Strong connections between school and the larger community benefit both.
- **Other human service organizations that work with children** – The school must work with local medical personnel, social workers, police officers and the like in order to respond to students' needs. This is particularly the case for children who experience social or economic problems.

In order to facilitate school/community connections, effective principals:

- Foster an open, inclusive environment that is supportive of school/community connections.
- Facilitate the establishment of teams comprised of teachers, other staff, and community members to work on specific types of school/community connections.
- Facilitate the establishment of processes and procedures for particular types of school/community activities, for example, definition of procedures for community use of school facilities or definition of shared activities in school/business partnerships, so these aspects of community education become routine.

Provincial Programs

Community education is a philosophy rooted in the knowledge that family and community involvement in education promotes student success. Community education is also a program initiative of Saskatchewan Learning. Two elements of this initiative are the Community Schools Program and School^{PLUS}.

Community Schools Program

The Community Schools Program is an initiative of Saskatchewan Learning. It is intended to enhance linkages between the school and the home and to provide supports for students who experience social and economic disadvantages.

Community schools provide a range of supports to at-risk students and their families and are designed so that families are meaningfully involved in the life of the school. Since its beginnings in 1980, the community schools program has expanded to include about 100 schools.

Community Schools

The original Saskatchewan Community School Program was implemented in 1980 to address urban Aboriginal poverty. Since that time these schools have provided Indian and Métis students with a learning environment and program that is culturally affirming and that respects their histories, experiences, and educational needs. As well, they have provided innovative, caring, and effective responses to the learning needs of students in the inner cities of Regina, Saskatoon, and Prince Albert. Community Schools are founded upon a tradition of community education which in turn has its roots in community development.



Saskatchewan Education, 1996, p. 4

School^{PLUS}

School^{PLUS} is a concept rather than a specific program and is an initiative of Saskatchewan Learning. School^{PLUS} takes community involvement several steps beyond the foundation established by the Community School Program and creates partnerships between the school and other agencies that serve children and youth. School^{PLUS} is based on the recognition that some Saskatchewan children experience social and economic problems that interfere with learning and that these problems are best alleviated when schools and human service agencies work together.

The foundation of School^{PLUS} is a belief that the school has two roles:

1. **to educate children and youth** – nurturing the development of the whole child, intellectually, socially, spiritually, culturally, emotionally, and physically; and
2. **to support service delivery** – serving as centres at the community level for the delivery of appropriate social, health, recreation, culture, justice and other services for children and their families. (Government of Saskatchewan, n.d.)

School Boards Can ...

In order to foster connections between school and community, schools boards can:



Model school/community connections by creating formal and informal partnerships with other organizations in the community on a project-by-project or long-term basis. School boards can reflect on their partnership experiences – what worked, what didn't work and why – and make this information available to principals and community members, so school communities can learn from the board's leadership.

Establish policies that enable and facilitate school/community connections and partnership opportunities. Such policies might speak to the desirability of school/community connections and establish conditions that facilitate school/community connections and community partnerships. Policies can include “clearly defined statements of purpose, roles, responsibilities and authority” (Saskatchewan Learning, 2002). Policies might address topics such as:

- school/community relations
- community use of school facilities and equipment
- volunteers in the schools
- school/business partnerships
- shared management agreements

Involve families and communities in development of policies that affect them and ensure that community members have opportunities to review and provide feedback on draft policies.

Provide resources to support the creation of school/community connections. Resources may include funds and also release time for principals and teachers, support from a central office communications person, and planning workshops in which school staff members, parents and community members work together.

Communicate openly and honestly with family and community members to create an environment of transparency and openness and to facilitate community participation.

What Do You Think?



1. *What policies does your school board need to foster school/community connections?*
2. *What processes can your board use to ensure that families and community members are involved in the development of policies that affect them?*
3. *What can your board do to model the process of creating school/community connections?*
4. *How can your school board do business so it is more engaged with other human service agencies in the community?*

3.5 Developing an Effective School Team



This chapter on “Developing an Effective School Team” addresses one topic:

- Team Building Through Organizational Learning

Team Building Through Organizational Learning

Organizational learning is one well known approach to developing an effective school team and is discussed in detail below.

Principals are responsible for building an effective team in the school – for supporting all staff members to work together effectively toward common goals. These goals may be multiple, overlapping and complex. Goals are set within the school, by the school division and by Saskatchewan Learning. Some goals, such as those relating to School^{PLUS}, are related to widespread systemic change within the school system.

Building a learning organization is one approach to creating teams that work effectively together. It is also a strategy to implement change in schools. The process through which a learning organization develops is known as organizational learning (Dibbon, 2000).

The term “organizational learning” is a metaphor for the changes that occur when individuals and groups within an organization participate in processes that result in shared understandings and behavioural and/or cognitive change (Collinson, Cook, & Conley, 2001). During these processes learning is a collective group activity, not an isolated individual activity. Learning is seen as a way of building capacity within the school, so the entire school benefits.

Research (Mulford, 2003) suggests that organizational learning occurs in stages. “At the first stage is a focus on developing common understandings, honesty, and trust through dialogue, sharing, and managing the inevitable conflict involved. These learning processes are then employed to link to the outside, examine current practice critically, and develop shared values as well as a vision for the school” (Mulford, 2003, p. 13). Finally, the learning processes and shared values are used to actually create change within the organization, including a commitment and ability to repeat the stages, that is, to continuously learn and improve.

Organizational learning is usually achieved through activities that bring school staff together for a shared purpose. One example is meetings or professional development activities around curriculum implementation, student discipline concerns or School^{PLUS}. Another example is curriculum implementation teams in which a team of teachers are tasked with leading the implementation of curricula in the school (or school division). Typically curriculum implementation teams work with colleagues one-on-one or in a variety of group situations.

The changes that occur through organizational learning can be both cognitive and behavioural. Cognitive changes can include changes in beliefs, attitudes, opinions, values and factual knowledge in individuals and throughout the school as a whole. Behavioural changes include the way that people manage their own behaviour and interact with others.

When organizational learning is effective and schools become learning organizations, staff tend to think systemically. They become committed to building school-wide systems that serve as a foundation for shared expectations and common experiences for staff and students (Sackney, Walker & Mitchell, 2005).

Practices that foster organizational learning in school include:

- Building a collaborative school culture
- Sustaining a culture of inquiry and reflection
- Building a culture of teacher leadership (Mulford, 2003)

The Importance of Leadership

Finally, we concluded that in order to build a learning community, leadership was crucial. Yet, this leadership was one that was shared with staff, students and the community, that was visionary, that was transformative and that engaged others. In every successful learning community, all stakeholders gave credit to the school leader as the one who provided the synergy and inspiration for enhancing teaching and learning. These individuals knew how to engage others and how to create the ethos necessary for creating a learning community. Their leadership was "about learning together, and constructing meaning and knowledge collectively and collaboratively" (Lambert, 1998). They inspired others to live out this vision through "habits of mind".



Sackney, Walker, & Mitchell, 2005

School Boards Can ...

In order to promote the development of effective school teams through organizational learning, school boards can:



Focus on their own professional growth by creating and acting on a board development policy. Board professional development activities might include participation in workshops sponsored by the Saskatchewan School Boards Association, any of the other partners in education, or local community organizations. Board professional development activities might also include professional reading and structured discussions about new ideas. Some board development activities might be shared activities in which the whole board participates, others might be individual activities in which one or two members participate.

Become learning organizations themselves and thus model the approach they expect in schools. School boards that are learning organizations engage in shared activities that build common understandings and values. They focus on building division-wide systems to serve as a foundation for common expectations and experiences.

Focus on building school-wide and division-wide systems to serve as a foundation for shared expectations and common experiences for staff and students. This approach is more likely to foster organizational learning and the development of learning organizations than handling issues and schools in isolation.

Provide school staff members with opportunities to work together. Learning organizations grow when teachers have opportunities to work together for a shared purpose. Often this means doing things differently, for example, a team of teachers in each school leads the implementation of curriculum, rather than a head office consultant. It may also have financial implications, since working together takes time.

What Do You Think?



1. *Is your school board a learning organization?
How do you know?*
2. *What are some actions your board can undertake to model the
process of organizational learning?*
3. *Identify some situations where organizational learning occurred
in the schools of your division.*
4. *What policies does your board need to foster its own
professional growth?*
5. *What policies does your board need to create structures and
supports that will foster the development of school teams?*
6. *How would the board know if school teams are effective?*

3.6 Managing School Resources



Every school principal has responsibility for managing school resources, and school boards can provide policies and resources to support principals in this task.

This chapter on “Managing School Resources” addresses the following topics:

- The Resource Allocation Process
- Types of Resources

The Resource Allocation Process

School principals typically manage three types of resources: **financial resources**, **human resources**, and **facility resources**. Although details may vary with the school and the situation, the general process for allocating all three types of resources is as follows (Thompson, Hill & Conny, 1993):

- Identify needs, define objectives and goals
- Get required resources
- Allocate resources to respond to needs or meet objectives
- Monitor use of resources – to ensure they are used as intended, to determine if more or fewer resources or different types of resources are needed
- Evaluate to determine whether resource use has responded to needs or met objectives

Managing School Resources

Principals must ensure that administrative systems and policies are in place to handle each aspect of school management. To varying degrees, depending on the size of the school and the policies of the school division, principals are expected to provide for the management of money, human resources, facilities, equipment, services, and educational supplies. They may also be involved in fund-raising, partnerships, and other activities that extend school resources.



Principals work in consultation and collaboration with school personnel and school division administrators to make sure that all management tasks are carried out in a timely, appropriate manner. Either personally or indirectly, they are responsible for school-based decisions with respect to such matters as school finances, resource allocation, schedules and timetables, staff assignments, purchasing, student services, reporting, and recordkeeping.

Brooks & Piot, 2003, p. 9

Types of Resources

In most schools, principals manage the following three types of resources: **financial, human and facility resources.**

Financial Resources

The financial resources that a principal controls come from three sources:

- **The school division** – Most school divisions allocate some money to each school to facilitate school-level decision-making. The principal often sets up processes that determine how this money is spent. For example, a certain amount might be spent on sport equipment, school open houses, field trips, etc. It is recommended that the principal involve staff in deciding how school funds will be spent. For example, the physical education teacher might be asked to purchase needed sports equipment each year, or a committee of teachers and students might be assigned to decide how the money allocated for school open houses will be spent.
- **School fundraising** – School fundraising is a controversial topic. Some schools undertake activities such as walkathons, chocolate bar sales, advertising in school newsletters, soliciting community donations and the like. School fundraising may be done for a specific purpose, such as a school trip or beautifying the school grounds.

It is often noted, however, that some schools have greater capacity for fundraising than others. In low-income neighbourhoods, parents may be working two or three jobs to make ends meet and may not have time or money to give to fundraising efforts.

Schools in middle-class neighbourhoods often have greater fundraising capacity than those in lower-income neighbourhoods.

There is also a broader philosophical question about whether school-level fundraising should occur at all or whether all the energies of students, teachers, parents and other community members should be directed toward teaching and learning. Some school boards develop policies that provide direction for school fundraising. Because this is such a controversial topic, it is important that the board's policy and schools' activity in this area be open and transparent. Refer to the document, *Fees, Fundraising and Fairness: A Guide for Schools* (Saskatchewan School Boards Association, 2003) for more information about school fundraising.

- **School fees** – Students sometimes pay fees for school trips, for special school events, or to purchase supplies and equipment.

In all three situations above, systems must be set up to record how money is spent.

Typically, this is a computer spreadsheet of some type. In the case of school fundraising and school fees, it is also necessary to record the sources of the money, and to protect cash from theft while it is in the school.

In all situations where money is being collected and spent, it is important that systems have checks and balances to protect against theft and fraud. This is particularly the case for situations where cash is being collected, handled and spent. If merchandise is being sold as part of school fundraising, inventory control is important.

Systems that record expenditure of school funds and record merchandise inventories should be designed in collaboration with the staff members who will be using them, so the systems are easy and time-efficient to use.

Human Resources

Human resources include all the teachers and support staff in the school, for example:

- Certified teachers
- Teaching assistants
- School secretaries
- School custodians
- Technical staff such as computer technicians

The principal makes decisions about the grades or subject areas particular teachers will teach and about the responsibilities of educational assistants. Decisions about teaching assignments are often discussed with the director of education beforehand and should be made in consultation with the teachers affected.

The principal usually has full responsibility for determining the work program of the school secretary. The school custodian may be supervised by the school principal, the school division maintenance department or a combination of both. Similarly, technical staff such as computer technicians may be supervised by the principal, a head office consultant or both.

Working with People

Research on school leaders in Denmark, Scotland, England and Australia by MacBeath (1998, p. 63) identified a number of characteristics of effective leaders including "Good leaders are in the thick of things, working alongside their colleagues", "respecting teachers' autonomy, protecting them from extraneous demands", and "look ahead, anticipate change and prepare people for it so that it doesn't surprise or disempower them."



Mulford, 2003, p. 18

Community schools have additional specialized staff such as:

- Community school coordinators
- Community liaison workers
- Cooks

The principal is responsible for supervising these specialized staff on a day-to-day basis. A head office community school consultant may contribute to shaping the responsibility of these staff and to providing advice, support and inservice education.

In addition, there are staff in many schools who work with the principal in partnership, rather than under the principal's direct supervision. These may include:

- Social workers
- Speech/language pathologists
- Educational psychologists
- Police resource officers
- Public health nurses
- Cultural advisors and Elders

In these situations, the principal and the relevant staff member must develop processes for working together, making decisions, and focusing on the best interests of students.

Facility Resources

Facility resources include the school building itself, the school grounds and all the furniture, equipment and supplies in the school. Key tasks in regard to facilities include:

- Monitoring the school buildings, grounds, and furniture and ensuring that needed maintenance and repairs are done.
- Securing school facilities by establishing procedures for locking doors, ensuring that equipment is returned, monitoring use of supplies, checking out library books, etc.
- Maintaining records to keep track of school equipment and teaching resources. For example, in many schools a yearly inventory of sports equipment, library resources, science equipment, and audiovisual equipment is done.

In order to maintain school facilities, effective principals work with teachers and other staff in:

- Developing written descriptions of routine processes such as the process for securing the school at various times during the day, checking out equipment, and returning library resources.
- Ensuring that all staff (and students, where appropriate) are aware of the processes and practise them. For example, it might be appropriate to systematically teach students processes for checking out and returning equipment and library resources.
- Assigning responsibility for various aspects of processes to maintain school facilities. For example, assigning responsibility for locking and unlocking school doors at different times during the day. Since these responsibilities may change from semester to semester or year to year, it is important that they be specifically assigned to individuals and that it not be assumed that a certain person will perform a specific task.

School Boards Can ...

In order to support principals in effectively managing school resources, school boards can:



Establish policies and expectations specifying the types of resource management delegated to principals. For example, “What categories of expenditure are allowed within the discretionary funds allocated to each school? What personnel decisions can principals make?”

Provide resources and staff to support principals’ management of school resources. For example, computerized bookkeeping/accounting packages make it easier to keep financial records. An automated school library program makes it easier to sign books out, check books in and do library inventory. Various spreadsheet packages facilitate inventories of equipment and supplies. Staff are an important support as well. For example, a school secretary can maintain basic financial records, prepare purchase orders, contact suppliers, etc.

Establish policies concerning school-level fundraising. The most important issue to be addressed in policy is whether school-level fundraising should be occurring at all. If your board decides to authorize school-level fundraising then the following issues should be addressed in policy:

- Purpose of fundraising activities – acceptable and unacceptable purposes
- Acceptable fundraising practices – competition, partnerships, gambling
- Student involvement – nature and scope, school time
- Reporting requirements – community and board
- Limitations – number of activities, national and provincial initiatives
- Authority – board of education, school/community committees, administrators, teachers
- Financial management – accounting and safekeeping (Walker & Langlois, 1996)

Establish policies concerning fees. These policies might address issues such as the purposes for which schools can charge fees, and provision for equity so students from low-income families don’t miss out on opportunities for lack of money.

What Do You Think?



1. *What policies does your board need regarding:*
 - *financial resources?*
 - *human resources?*
 - *facility resources?*
2. *What types of expenditures should principals authorize at the school level?*
3. *What types of human resource decisions should principals make at the school level?*
4. *What are appropriate and inappropriate community uses of school facilities?*
5. *What policies does your board need regarding school-level fundraising and student fees?*

3.7 Staying on Track: Legal Issues



School boards have overall responsibility, including legal responsibility, for the operation of schools in their division, and principals frequently deal with situations which have legal implications. Therefore, it is important that boards provide direction and support to principals so they handle these situations in a manner that is consistent with the law and accepted practice.

When principals are in doubt about any situation that may have legal implications, they should contact the director of education for advice and support. This message should permeate all board policies and communications relating to legal matters.

This chapter, “Staying on Track: Legal Issues” addresses the following topics:

- Legal Issues and School Climate
- Legal Issues That Affect Principals

Legal Issues and School Climate

This handbook’s companion document *A Significant Journey* (Brooks & Piot, 2003) identified several legal issues that principals often face. Some of these legal issues relate to creating a climate in which students and teachers are physically safe and free from bullying and harassment. For example, discipline issues are linked to eliminating bullying, drugs and threats of violence from the school. Trespassing issues are linked to protecting students from sexual predators, kidnappers and drug dealers.

Other legal issues relate to creating a climate in which students feel they are respected and valued. For example, due process is about treating students fairly and according to established procedures. Students feel more secure when they know they won’t be singled out for arbitrary, discriminatory or inconsistent treatment.

Legislation Affecting the Work of Principals

Education in Saskatchewan is governed by *The Education Act, 1995*, but numerous other federal and provincial acts and regulations affect the work of school principals. These pieces of legislation include:

Federal Legislation

Canadian Charter of Rights and Freedoms
Copyright Act
Criminal Code of Canada
Youth Criminal Justice Act

Provincial Legislation

Child and Family Services Act
The Education Act, 1995
Emergency Protection for Victims of Child Sexual Abuse and Exploitation Act
Labour Standards Act
Local Authority Freedom of Information and Protection of Privacy Act
Occupational Health and Safety Act
Saskatchewan Human Rights Code

A short description of each of these pieces of legislation and the URL where it may be accessed are provided in the “For More Information” section at the end of this handbook.

Legal Issues That Affect Principals

Legal issues that affect principals include:

1. **Student Discipline** – including expectations for student conduct, the right to search students or students' property, and the right to use reasonable force when students present a danger to themselves or to others.
2. **Copyright** – *The Copyright Act* defines the categories of material that teachers, principals, other school staff members, and school trustees may copy and the categories that may not be copied.
3. **Trespassing** – Individuals who have no business being on school property and/or loiterers can present many types of danger to students including violence, drug sales and sexual exploitation. Principals have a right to take steps to remove those individuals from school property.
4. **Technology Related Issues** – These include issues relating to identity theft, student access to inappropriate websites (e.g., pornography, gambling), online bullying, etc.
5. **Liability and Negligence** – Schools and school boards have an obligation to keep students safe at school and while they are on school-authorized trips. Teachers, principals and school boards can be held legally responsible if they fail to act as a prudent parent would and their negligence results in injury to a student.
6. **Custody Orders and Access** – Problems sometimes arise when a child is the subject of a custody or access dispute. Unauthorized persons may try to take the child from school or participate in decision making about the child's education. Both parents may try to convince school staff that they have certain rights relating to the child.
7. **Child Protection** – In Saskatchewan an individual who has reason to believe that a child is being neglected or abused has a legal duty to report this information to a proper authority. When principals and teachers become aware that students in their care have been neglected or sexually or physically abused, they must report it.
8. **Student Tracking** – Saskatchewan Learning's Student Tracking Project attempts to identify students who are not in school, in order to better meet the needs of these youngsters. Principals can have access to information about students in their own schools. They must complete a *Security Access Authorization Form* in order to obtain the information and agree to certain confidentiality requirements around the information.
9. **Privacy and Access to Information** – Principals are subject to several requirements concerning confidentiality of information including:
 - Recordkeeping, disclosure, storage and deletion of information relating to youth in conflict with the law
 - Retention of student records and collection, use and disclosure of information about students in the division's schools
 - Disclosure of information about students to other professionals such as social workers or health care providers.

- 10. Occupational Health and Safety** – Occupational health and safety regulations are designed to minimize risks to employees' health and safety while they are on the job. These regulations cover a range of topics including the requirements that employers maintain a workplace that is physically safe, and implement a policy to prevent harassment in the workplace. Occupational health and safety law also gives employees the right to refuse dangerous work.
- 11. Crisis Response** – A crisis can be a bomb hoax, a spill of hazardous materials, or weather that means students must stay at school overnight. A crisis can also be something that happens in the wider community such as an automobile accident in which students or teachers are killed. Many crisis situations require a response by the principal and teachers of a school. The nature of this response will depend on the type of crisis. In some cases, it is appropriate to call the police. Crises are handled most effectively if procedures are defined, written out and made available to appropriate staff. Some crises procedures will be division-wide; others will be specific to individual schools.
- 12. Collective Agreements and Contracts of Employment** – Collective bargaining for teachers occurs at both the provincial and local levels. Support staff may be covered under a collective agreement that is bargained separately with different unions. Some staff may be hired under a contract of employment. All of these agreements set out salaries and benefits for staff, and may define working conditions.

School Boards Can ...

In order to support principals in handling situations with legal implications, school boards can:



Develop statements of procedure describing how principals and teachers are expected to handle specific situations. For example, it is appropriate to have statements of procedure for situations in which:

- a student is suspected of selling drugs or alcohol
- a student is suspected of being in possession of prohibited materials such as drugs or weapons
- an individual's behaviour is violent, abusive, disruptive, dangerous or influenced by alcohol/drugs
- an older student or adult is trespassing on school property or lurking around the school neighbourhood
- a student is injured
- a crisis, such as a bomb hoax or sudden storm, has arisen
- a child is the subject of a custody dispute
- it is suspected that a child has been physically or sexually abused or neglected

Some statements of procedures will be the same for all schools in the division. For example, procedures relating to custody disputes would likely be the same for all schools in the division. Other statements of procedures may vary from school to school. For example, crisis procedures may be different in a primary school and a high school, because young children need closer supervision than teens.

When developing statements of procedure for situations with legal implications, be sure to involve those who must implement the policies – the principals and teachers in the division. Be sure, also, to seek legal advice, either by involving a lawyer while the statements of procedure are being developed or by asking a lawyer to review the final draft.

It may also be appropriate to involve community resource people such as local police or emergency measures personnel when developing statements of procedure.

Supports for school boards that are developing procedures for situations with legal implications include:

- The Legal Services Department of the Saskatchewan School Boards Association provides legal advice to school boards. In addition, the Association occasionally offers workshops on legal topics. These workshops are designed for school trustees but may also be relevant to directors of education, secretary-treasurers and principals.
- Saskatchewan Learning provides background information relating to some legal issues. For example, Saskatchewan Learning's website offers extensive information on copyright in education and SaskLearning occasionally publishes booklets relating to student and teacher health and safety. Check the SaskLearning website for details.
- Other agencies have published booklets relating to legal matters, for example, the Interprovincial Child Abuse Committee (1995) has published a *Provincial Child Abuse Protocol*.

Provide all principals and teachers with information and education to ensure they adhere to the school division statements of procedures. This might include:

- Discussing procedures regularly at principals' meetings and requiring that principals discuss the procedures with teachers at the first staff meeting of every semester or review procedures at appropriate times during the school year.
- Ensuring that a binder with written copies of procedures be kept in a prominent place in every staff room.
- Organizing formal workshops for principals and teachers. These might be short workshops that are incorporated into a principals' or teachers' meeting, or longer workshops that are part of a professional development day or teachers' convention.
- Organizing "dry runs" and role plays to practice handling dangerous events, such as a fire alarm, a violent student or a student who is in possession of drugs.
- Establishing procedures to deal with the media. Who is the school or school division's spokesperson? What should principals and teachers do if contacted directly by the media?

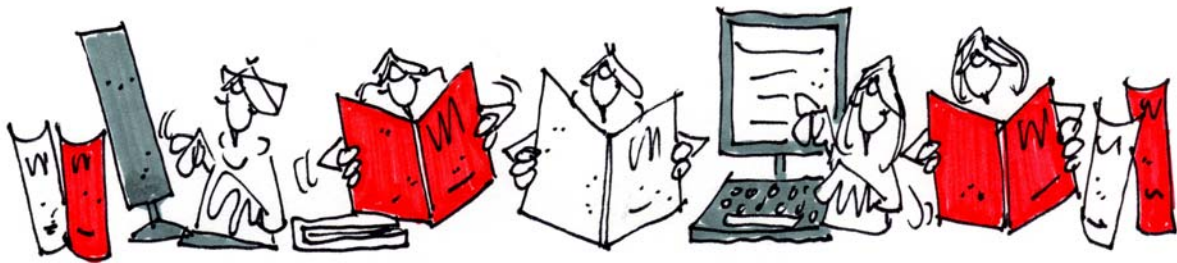
Provide legal support for principals facing complex situations or situations not covered in school board statements of procedures. A very adversarial child custody case might fall into this category, for example. In these situations, the director of education should be apprised of the situation and, if necessary, seek legal advice. The director of education and principal should develop a plan for handling the situation that reflects standard legal practice and advice, protects the child involved, and provides guidance for school and division staff and the school board. Under no circumstances should principals be expected to handle, on their own, complex situations with legal implications. Both the Saskatchewan School Boards Association and the Saskatchewan Teachers' Federation have legal counsel on staff who are available to assist with these types of complex and difficult situations.

What Do You Think?



- 1. What kind of legal issues arise in your school division? Do some issues occur more frequently than others?*
- 2. How can situations with legal implications be handled so they have a positive effect on school climate?*
- 3. What policies does your board need to support principals so that principals can handle legal situations in a manner that is consistent with the law and accepted practice?*

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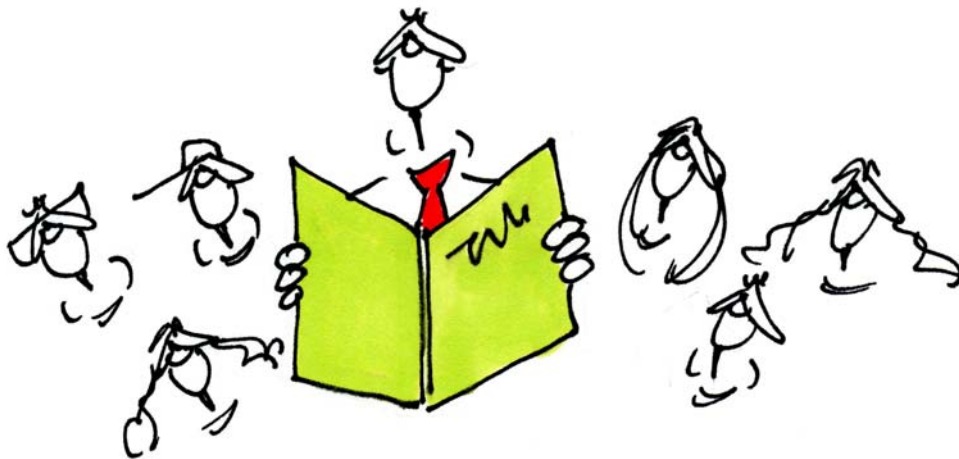
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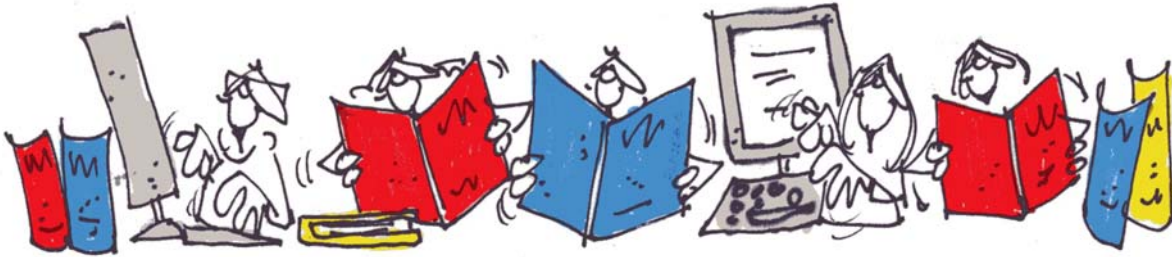


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For More Information



The websites listed in this section will be useful to school board members who wish to learn more about education in Saskatchewan and about the principalship. The websites in this section are organized into three categories: legislative acts; organizations, associations and institutions; and publications.

Legislative Acts

Please note that the URLs for some federal acts do not begin with www.

Canadian Charter of rights and Freedoms laws.justice.gc.ca/en/charter

The *Canadian Charter of Rights and Freedoms* is one component of Canada's Constitution. It sets out the freedoms that Canadians believe are necessary in a free and democratic society. Several of its provisions including the equality of men and women and the right to be secure against unreasonable search and seizure are relevant to school boards and principals.

Child and Family Services Act

www.qp.gov.sk.ca/documents/English/Statutes/Statutes/C7-2.pdf

Provincial legislation that addresses the government's responsibility for children in need of care and government services to families.

Copyright Act laws.justice.gc.ca/en/C-42

The federal *Copyright Act* governs copying of printed material and artistic works, such as films, videos, sound recordings, computer programs, photographs, scripts and the like. It also governs performance of compositions (music and words) and plays.

Criminal Code of Canada laws.justice.gc.ca/en/C-46

The *Criminal Code* defines a wide range of illegal activities that fall under jurisdiction of the federal government. It covers crimes relating to violence, theft and the like, as well as crimes relating to libel, obscenity, child pornography and hate propaganda.

Education Act, 1995 www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf

The *Education Act, 1995* is provincial legislation that provides the legal framework for K-12 education in Saskatchewan. It defines the roles and responsibilities of school boards and of school principals.

Emergency Protection for Victims of Child Sexual Abuse and Exploitation Act
www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E8-2.pdf

A provincial act that defines child sexual abuse, requires that anyone who knows of a case of child sexual abuse must report it, and provides for emergency protective intervention orders.

Labour Standards Act www.qp.gov.sk.ca/documents/English/Statutes/Statutes/L1.pdf

A provincial act that sets out legal requirements for work schedules, public and annual holidays, benefits for part-time employees, lay-off and dismissal procedures, equal pay, leaves of absence for new parents and several other similar matters relating to employment.

Local Authority Freedom of Information and Protection of Privacy Act
www.qp.gov.sk.ca/documents/English/Statutes/Statutes/L27-1.pdf

A provincial act which allows individuals to apply for access to information or records that are in the possession or under the control of a school board. Also includes some requirements that boards must follow when collecting and using information.

Occupational Health and Safety Act
www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E01-1.pdf

A provincial act that sets out, among other things, an employers' responsibility to provide a safe workplace and an employee's right to refuse dangerous work.

Saskatchewan Human Rights Code www.gov.sk.ca/shrc/human_rights_code.htm

Provincial legislation that promotes and protects individual dignity and individual rights.

Youth Criminal Justice Act laws.justice.gc.ca/en/Y-1.5

This federal act provides a legislative framework for the youth justice system in Canada.



Organizations, Associations and Institutions

Canadian Association of Principals (CAP) www.cdnprincipals.org

The Canadian Association of Principals advocates for principals and vice-principals at the national level. It works with other national educational groups to present the views and opinions of principals and vice-principals regarding a variety of issues in many different forums.

CEPAN (Canadian Educational Policy and Administration Network) www.cepan.ca

CEPAN is organized by the Canadian School Boards Association. It provides information to support development of school board policy. Of particular interest is its policy database which includes policy manuals from dozens of Canadian school boards.

Dr. Stirling McDowell Foundation for Research into Teaching

www.mcdowellfoundation.ca/main_mcdowell

The McDowell Foundation funds research into teaching and learning in publicly funded elementary and secondary schools.

It supports a wide range of activities aimed at the improvement of education.

- research projects
- publication of research results
- conferences and workshops on research
- awards for educational research
- networking and mentoring opportunities for teachers and researchers.

Handbooks, reports and other resources developed during the course of McDowell projects are available on the Foundation's website.

League of Educational Administrators, Directors and Superintendents (LEADS)

www.sasbo.com/LEADS.html

LEADS represents Saskatchewan directors of education, assistant directors of education, superintendents of education, assistant superintendents of education, and regional directors of education. Individuals employed in one of these jobs must maintain membership in LEADS as a condition of employment. LEADS provides services and support to its members.

Saskatchewan Council on Educational Administration (SCEA)

www.stf.sk.ca/prof_growth/ssc/scea/scea.html

The Saskatchewan Council on Educational Administration is a special subject council of the Saskatchewan Teachers' Federation. Its broad aims are to provide meaningful inservice to members to promote effective school administration at the practising and training levels and to participate in relevant educational policy discussions that affect Saskatchewan schools.

Membership is open to anyone with a professional interest in educational administration. Members include principals, vice-principals, directors of education, superintendents, school division support professionals, university professors, and personnel of the Saskatchewan School Boards Association and Saskatchewan Learning.



Saskatchewan Educational Leadership Unit (SELU) www.usask.ca/education/selu

SELU is headquartered at the University of Saskatchewan. It is a cost-recovery agency which coordinates, develops and administers educational leadership activities.

Saskatchewan Human Rights Commission (SHRC) www.gov.sk.ca/shrc

The Saskatchewan Human Rights Commission promotes and approves equity programs, educates people about human rights law in Saskatchewan, and investigates complaints of discrimination.

Saskatchewan Learning www.sasked.gov.sk.ca

Saskatchewan Learning is the provincial government department responsible for education. Its mandate includes early childhood development, pre-kindergarten to Grade 12 education, technical training, post-secondary education, and public library services. It provides leadership to meet the learning and development needs of Saskatchewan children, youth and adults, and to meet the employment needs of the provincial labour market.

Saskatchewan Professional Development Unit (SPDU)
www.stf.sk.ca/prof_growth/spdu/index.htm

The Saskatchewan Professional Development Unit published this handbook's companion document *A Significant Journey*. SPDU is affiliated with the Saskatchewan Teachers' Federation. Its overall mandate is "to increase the effectiveness of inservice education in the province." It offers some inservice to the teaching professional directly, provides consultative services to school boards and other organizations setting up inservice programs, and develops materials and programs to support the inservice activities of school boards, school staffs and local teacher associations.



Saskatchewan School Based Administrators (SSBA)
www.sf.sk.ca/prof_growth/ssc/ssba/home_ssba.htm

Saskatchewan School Based Administrators is a special subject council of the Saskatchewan Teachers' Federation and an affiliate of the Canadian Association of Principals. Its objectives are to:

- promote awareness of the role of school-based administrators
- promote professional development of school-based administrators
- provide a forum for effective communication
- provide a forum for examining issues and directions in education
- cooperate with other organizations having similar objectives.

Saskatchewan School Boards Association www.saskschoolboards.ca

The Saskatchewan School Boards Association represents school boards in Saskatchewan. It is a non-profit, voluntary organization dedicated to excellence in public education by providing leadership and services to Saskatchewan school boards.

Saskatchewan Teachers' Federation www.stf.sk.ca

The objectives of the Saskatchewan Teachers' Federation include promoting education in Saskatchewan, raising the status of teachers and promoting the interests of teachers. The Federation has been given statutory recognition by the Saskatchewan Legislature through *An Act Respecting the Teaching Profession*. Teachers are required by that statute, also referred to as *The Teachers' Federation Act*, to be members of the Federation as a condition of their employment.

Publications

Good Practices and Dispute Resolution: The Report of the Joint Committee of the Parties to the Provincial Collective Bargaining Agreement. Available on the SaskLearning website at: www.sasked.gov.sk.ca/branches/comm/minister/speeches/Good_Practices.pdf and on the STF website at: www.stf.sk.ca

Defines the principles and values that underlie collaborative decision making. Developed by the parties to the provincial collective bargaining agreement.

Provincial Child Abuse Protocol www.saskjustice.gov.sk.ca/overview/publications/Provincial_Child_Abuse_Protocol_1995.pdf

A protocol that gives direction to the professionals involved in child abuse cases involving children and families, including educators, social workers and health professionals. Includes a long chapter on the role of schools.

A Significant Journey: A Saskatchewan Resource for the Principalship
www.sasked.gov.sk.ca/branches/leg_school_admin/administrators/principalship/intro.shtml

Written by Sue Brooks and Laurel Irving Piot and published in 2003 by the Saskatchewan Professional Development Unit, *A Significant Journey* is a companion to this document. It was written for principals and aspiring principals. It provides comprehensive background information about the role and responsibilities of principals and invites principals and aspiring principals to reflect on their own goals and practice.

Appendix A – Examples of Responsibilities of Principals and Vice-Principals

This appendix contains the following items:

- Duties of the Principal – Policy 7410 – Regina RCSSD #81
- Duties and Responsibilities of Principals and Teachers – Policy GBB – Turtleford School Division #65
- Professional Staff – Duties and Responsibilities – Principals – Policy GDH – St. Paul’s (Saskatoon) RCSSD #20
- Professional Staff – Duties and Responsibilities – Vice/Assistant Principals – Policy #GDI – St. Paul’s (Saskatoon) RCSSD #20



Regina Roman Catholic Separate School Division # 81

Personnel and Employee Relations 7410	Policy Information		
	Effective:	June 17, 2002	
	Motion:	9345	
	References:	<u>The Education Act</u> , 1995, Sec. 175	
Duties of The Principal	Related:	Policy 1100 – Commitment to Catholic Education	
	Status:	Approved	Policy Index →

Policy

Principals in Regina Catholic Schools shall carry out their duties in accordance with the Act, Regulations to the Act, and Board policy.

Principals shall provide leadership for implementing religious education programs and religious exercises. Principals shall display a readiness, as an ongoing practice, to develop spiritually by participating in staff retreats and other faith development activities offered by the school division.

Principals shall demonstrate professional attitudes and responsibility in their contacts with colleagues, pupils, parents, and the public.

In the absence of the principal, the vice-principal, or teacher designated as acting-principal shall assume the duties, responsibility, and authority of the principal.

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Turtleford School Division #65
(Disestablished December 31, 2005)

THE BOARD OF EDUCATION
TURTLEFORD SCHOOL DIVISION #65

POLICY CODE GBB

STATEMENT OF POLICY

POLICY TITLE: DUTIES AND RESPONSIBILITIES OF PRINCIPALS AND TEACHERS

It is the expectation of the Board of Education that principals and teachers shall carry out their duties and responsibilities as set out in the Education Act.

BOARD APPROVED: March 12, 1981
AMENDED: June 21, 2000
AMENDED: February 12, 2003

REGULATIONS & ADMINISTRATIVE PROCEDURES

Duties and Responsibilities of Principals

The duties of a principal are many and varied. It is quite impossible to set forth all of the exact duties and responsibilities. However, the following is a list that will be of some assistance.

The principal is in general charge of the educational plant and shall be responsible to the District Board, the Board of Education and the Director for the general administration and supervision of the school, including the following duties:

1. Exercising leadership in improving the effectiveness of the educational program.
2. Adapting the curriculum to the conditions of the school where local discretion is possible.
3. Organizing the program of the school by means which include allocating duties to teachers, classifying pupils, and scheduling classes.
4. To exercise a general supervision of teachers and to ensure that the prescribed course of studies is being followed.
5. Ensuring that school property is respected by all members of the school community.
6. To confer with the Board of Education and the Director on problems with staff, curriculum and any other pertinent matters.
7. Ensuring that school discipline is maintained.
8. Fostering desirable relationships between the school and the community and, especially, between the school and the parents of pupils.
9. Ensuring that progress is made towards the attainment of the goals of the school and that a balance is maintained among various activities so that no one activity receives undue emphasis or lack of emphasis.
10. Making recommendations to the Boards regarding expenditures, facilities, equipment, supplies and other items considered necessary or desirable for the effective operation of the school.
11. Exercising control of the budgets allocated by the Board of Education.
12. Making recommendations with regard to teacher selection.
13. Submitting reports on aspects of the operation of the school as required by the Boards, the Director, or Saskatchewan Learning.
14. Making reasonable provision for the welfare of the pupils in order to prevent unhealthful working conditions, injury from fire or accident, and exposure to communicable disease.
15. Maintaining an up-to-date inventory of all equipment in the school.
16. Implementing and upholding the policies of the Board of Education and the District Board of Trustees.

Code G: Personnel and Employee Relations

POLICY TITLE AND CODE

PROFESSIONAL STAFF – DUTIES AND RESPONSIBILITIES – PRINCIPALS GDH

STATEMENT OF POLICY

The principal is responsible for the general organization, administration, and supervision of the school to which s/he is assigned in accordance with the policies of Saskatoon Catholic Schools and the statutes and regulation of the province of Saskatchewan.

RATIONALE

The general supervision, administration, and supervision of a school are integral to Catholic leadership.

AUTHORITY

- *The Education Act*, Section 175
- Provincial Collective Bargaining Agreement
- Local Implementation and Negotiation Committee
- Policy GHBA – Catholic Administrative Leadership

GUIDELINES

1. The expectations of Catholic leadership are contained in Policy GHBA.
2. The essential responsibilities of the general supervision, administration, and supervision of a school are contained in Section 175 of *The Education Act*.
3. Principals are to abide by the Code of Ethics of the Saskatchewan Teachers' Federation.
4. The procedures for the procurement of materials are contained in the Administrative Services Division Manual.
5. Principals are to attend professional development and inservices as mandated by Saskatoon Catholic Schools.
6. Principals are to provide for the orientation of new staff.
7. Principals are to support vice and assistant principals in acquiring knowledge, skills, and attitudes with respect to the administration and leadership of a Catholic school.

8. Principals are to be knowledgeable about and responsive to the directions of the Ministry of Learning and Saskatoon Catholic Schools.
9. Principals are to collaborate with and adhere to the decisions of Executive Council.

PROCEDURES

REFERENCES

Statement of Educational Commitment of Saskatoon Catholic Schools:

- To foster good human relationships
- To encourage an active partnership with the local Catholic Church
- To assist parents in their Christian responsibility as primary educators of their children
- To provide an identifiable Catholic environment
- To make the school a place of evangelization and pastoral action
- To encourage the development of each person's God-given talents
- To practise stewardship with respect for all of God's creation
- To support staff members as witnesses of their faith to students, each other, and the community
- To provide opportunities for each staff member to grow in awareness of the calling to serve

FORMS

DATE APPROVED

June 28, 1982

DATE AMENDED

April 2004

Code G: Personnel and Employee Relations

POLICY TITLE AND CODE

PROFESSIONAL STAFF – DUTIES AND RESPONSIBILITIES – VICE/ASSISTANT PRINCIPALS:

ELEMENTARY SCHOOLS

GDI

STATEMENT OF POLICY

Saskatoon Catholic Schools may appoint a vice/assistant principal for one or all of its schools.

RATIONALE

The vice/assistant principal assists the principal in all matters pertaining to the operation of the school.

AUTHORITY

- *The Education Act*, Sections 174 and 231
- Provincial Collective Bargaining Agreement
- Local Implementation and Negotiation Committee
- Policy GHBA – Catholic Administrative Leadership

GUIDELINES

1. The expectations of Catholic leadership are contained in Policy GHBA.
2. The essential responsibilities of the general supervision, administration, and supervision of a school are contained in Section 175 of *The Education Act*.
3. Vice/Assistant principals are to abide by the Code of Ethics of the Saskatchewan Teachers' Federation.
4. Vice/Assistant principals are to attend professional development and inservice as mandated by Saskatoon Catholic Schools.

5. Vice/Assistant principals are to support the principal with respect to the administration and leadership of a Catholic school. It is expected that before specific tasks are assigned to the vice/assistant principal, there will be adequate consultation and discussion between the principal and vice/assistant principal so that the strengths of each person will be maximized.
6. Saskatoon Catholic Schools will endeavour to support the personal and professional growth of vice/assistant principals aspiring to the position of principal.

PROCEDURES

REFERENCES

Statement of Educational Commitment of Saskatoon Catholic Schools:

- To foster good human relationships
- To encourage an active partnership with the local Catholic Church
- To encourage the development of each person's God-given talents
- To provide opportunities for each staff member to grow in awareness of the calling to serve

FORMS

DATE APPROVED

June 28, 1982

DATE AMENDED

April 2004

Appendix B – Examples of Principal/Vice-Principal Selection Processes

This appendix contains the following items:

- School Division Administrative Positions, Information for Candidates – St. Paul’s (Saskatoon) RCSSD #20
- Administrative Appointments – Policy #20 – Saskatoon School Division #13
- Appointment of a Vice-Principal – Policy GBA – Turtleford School Division #65
- Staffing Guidelines – Administrative Procedure 401 (selected sections) – Saskatoon School Division #13

ST. PAUL'S RCSSD #20
SCHOOL ADMINISTRATIVE POSITIONS
INFORMATION FOR CANDIDATES

I Practices Surrounding Applicant Selection

The Selection process is comprised of four stages.

Stage 1 - Paper Screening – The written application is assessed. Candidates possessing the required qualifications, skills, abilities and personal attributes will proceed to the next stage.

Stage 2 – Reference Checking – Applicant submitted references will be processed.

Stage 3 – Formal Interview – Applicants selected for a formal interview will be determined utilizing The Administrator Selection Rubric. Ratings will be determined through an assessment of the evidence provided in the written application and feedback gained through the referencing process.

Stage 4 – Selection – The Director of Education, in conjunction with Executive Council, will make administrator appointments to vacancies within the system. Selections will be based upon the rubric assessment and the formal interview.

II Practices Surrounding Interviewing of Candidates

A committee will be established to interview selected applicants to help determine their suitability as a school-based administrator. The composition of the committee will attempt to reflect the diversity which exists in our school division.

III Committee Membership

▪ Board Member	–	1
▪ Principals' Association	–	2
▪ VP/AP Group	–	1
▪ STA representatives	–	2
▪ CUPE Representative	–	1
▪ Superintendents	–	2 (1 as chair)
▪ Director of Education	–	1
▪ Coordinator	–	1

POLICY 20

ADMINISTRATIVE APPOINTMENTS

In recognition of its duty to provide quality education, the Board expects the Director of Education to staff its offices and schools with individuals best qualified to meet the diverse needs of our students and maintain our high standards of excellence.

Specifically,

1. The Director of Education, or designate, is responsible for administrator recruitment and selection.
2. The Director of Education shall coordinate administrator recruitment and selection in a collaborative manner with those involved in the decision-making process.
3. The recruiting program shall maintain positive public relations, the good reputation, and the standards of excellence of the Division.
4. Interview Panels shall be used as follows in the selection process:
 - 4.1 Deputy Directors – The Director plus two administrators selected by the Director and a trustee selected by the Board shall comprise the selection committee.
 - 4.2 Superintendents – The Director may select up to three other administrators in addition to her/himself should s/he choose to sit on the panel plus the Board will select a trustee for the panel.
 - 4.3 Principals and Vice Principals (Initial Selection only) – The Director selects three administrators and one community member to sit on the selection panel, and a trustee is selected on a pre-determined rotational basis.
 - 4.4 In all cases, the Director will determine the terms of reference for the selection panel prior to the beginning of the process.
5. All offers of employment shall be conditional upon receipt of a criminal record check, verification of required qualifications, and where deemed appropriate, a current medical report by a qualified medical doctor verifying that the prospective employee meets any fitness for work criteria. Documentation shall be provided within the timelines requested and must be obtained at the expense of the prospective employee.

Reference: Section 85(a)(c)(q), 87(1)(a), Education Act

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(Disestablished December 31, 2005)

THE BOARD OF EDUCATION
TURTLEFORD SCHOOL DIVISION #65

POLICY CODE GBA

STATEMENT OF POLICY

POLICY TITLE: APPOINTMENT OF A VICE-PRINCIPAL

A vice-principal may be appointed by the Board of Education, on the recommendation of the Director of Education and the principal, in schools having at least 10 teachers including the principal.

BOARD APPROVED: October 10, 1979
AMENDED: November 15, 1995
AMENDED: February 12, 2003

REGULATIONS & ADMINISTRATIVE PROCEDURES

1. When a vice-principal position is vacant, the position shall be advertised to members of the school staff and written applications for the position will be received by the Director of Education.
2. If it is deemed advisable to seek an applicant from outside the school staff, the position will be advertised.
3. The Director and the principal shall make a selection and submit a recommendation to the Board of Trustees of the School District.
4. The decision of the Board of Trustees shall be forwarded to the Board of Education for ratification.
5. Where a vice-principal is appointed, the principal is responsible for establishing a job description for the vice-principal, a copy of which is to be presented to the District Board and to the Director of Education.
6. When a new principal is appointed he/she shall review the job description of the vice-principal and amend it as may be necessary.

BOARD APPROVED: March 12, 1981
AMENDED: May 15, 1985
AMENDED: February 24, 1994
AMENDED: February 12, 2003

STAFFING GUIDELINES

Background

Saskatoon Public Schools believes that every person has the right of equality of opportunity based upon bona fide qualifications, in respect of employment, employment advancement, or promotion.

Procedures

1. Employment Practices

- 1.1 There will be no discrimination with respect to the screening, recruitment, hiring, or promotion of employees by reason of race, colour, political or religious affiliation, sex, age (as defined by the Saskatchewan Human Rights Code), marital status, disability or sexual orientation.
- 1.2 Exclusions include:
 - 1.2.1 Two members of the same family shall not be employed in the same section, location or in situations where one exercises a supervisory relationship over the other. Family refers to spouse, parent, sister, brother, children or a cohabitation relationship.
 - 1.2.2 No person shall be permitted to hire or be responsible for hiring a member of his or her own family, a relative or a person about to become a relative.

2. General Selection Procedures

The following general selection procedures shall apply in the selection of personnel.

- 2.1 The Board selects the Director of Education.
- 2.2 The Director selects Deputy Directors and Superintendents.
- 2.3 The Director and appropriate Deputy Director or Superintendent select Principals, Vice-Principals, Coordinators, Consultants, and Mid-management staff.
- 2.4 Deputy Directors and/or Superintendents select other staff and may delegate these responsibilities to Mid-managers and Principals.

3. Requisition for Staff

- 3.1 Requisitions for new positions or staff replacements for positions not covered by a quota shall be submitted to the Human Resources Department on the Staff Requisition form (see Appendix A).
- 3.2 All requisitions for staff must be authorized by a Superintendent or member of Administrative Council, but may be initiated by a Principal, Coordinator or Manager.
- 3.3 The initiating official shall complete Section A and forward the requisition to the appropriate Superintendent.
- 3.4 The respective Superintendent shall complete Section B and forward the requisition to the Superintendent of Human Resources.
- 3.5 The Superintendent of Human Resources shall complete Section C. The Superintendent of Human Resources shall implement and co-ordinate the hiring procedures outlined in Section 5.
- 3.6 Authorization must also be obtained for any contractual positions that are entered into with outside agencies that involve Saskatoon Public Schools as the employer.
- 3.7 Authority for hiring must be based upon prescribed staffing ratios as defined in these procedures.

4. Posting and Advertising

- 4.1 Wherever possible, all permanent positions will be publicized within the Division and, when required, through outside sources such as professional associations, newspaper and Internet advertising. Authorization for the expenditure of monies for advertising must be obtained through the office of the Superintendent of Human Resources. It is understood that not all individual teaching or teaching associate positions will be advertised.
- 4.2 All postings will be coordinated by the Human Resources department and, where required, will follow any guidelines found in the prevailing collective agreement.

5. Selection Process

5.1 Staffing Panels

- 5.1.1 Wherever possible, interview processes will use a staffing panel to make a hiring recommendation.
- 5.1.2 The determination of the composition of the staffing panel will be made by the Deputy Director or Superintendent responsible for the hiring decision. In the case of the hiring of school-based administrators and members of Administrative Council, the Director will determine the composition of the staffing panel.

- 5.1.3 The Human Resources Department will be responsible for providing the staffing panels with file information on all applicants.

5.2 Interviews

- 5.2.1 Interviews will be conducted by the staffing panel of all candidates short-listed for the position.
- 5.2.2 A standard interview format will be used for all candidates in the same position and will be based upon recognized behavioral descriptive interviewing techniques.
- 5.2.3 Candidate Assessment Forms will be created for each position based on the position's job description and desired competencies for the position. The Human Resources Department may assist in the development of the Candidate Assessment Form.
- 5.2.4 Members of the staffing panel will be responsible for arranging interview times and locations.
- 5.2.5 All costs incurred by persons relative to their attendance at interviews shall be at the expense of the applicants unless prior authorization has been obtained from the Superintendent of Human Resources.

6. Offers of Employment

- 6.1 The Superintendent of Human Resources or designate, based on the authorization of the appropriate Superintendent, shall be responsible for approving all offers of employment made to selected applicants.
- 6.2 References on candidates being offered positions shall be checked with a minimum of two (2) previous supervisors prior to any offers of employment being made. Discussions with previous supervisors and a review of the personnel file will normally occur for internal candidates.
- 6.3 Letters of offer shall be prepared by the Human Resources Department. All offers are subject to the receipt of a satisfactory security check from the local police service, required educational documents including a teaching certificate, and where deemed appropriate, a satisfactory medical certificate.

14. Administrative Vacancies

Administrative vacancies in the schools shall be announced to all teachers and central office staff employed by Saskatoon Public Schools and may be advertised elsewhere. Administrative vacancies in schools shall be open to application from any person qualified to teach in Saskatchewan.

14.1 Selection Committee

When administrative vacancies occur in the schools, the Director of Education shall establish a Selection Committee as per section 5.1 (2) of these guidelines.

14.2 Selection of School Administrative Staff

The following criteria are not ranked in any preferential order. Each criterion is significant in its own way, but does not necessarily carry more weight than any other criterion.

14.2.1 Graduate work in Educational Administration, Supervision or Curriculum is highly desirable. It follows, therefore, that preference will be given to candidates who hold such graduate degrees or show promise of completing such degrees shortly. Academic and professional scholarship is a factor which is considered.

14.2.2 Quality of teaching service and record of professional leadership.

14.2.3 Administrative and interpersonal skills exhibited.

14.2.4 A broad understanding of the needs and desires of the citizens of the community, together with the ability and willingness to translate these needs into sound educational programs.

14.2.5 A philosophy of education which is generally compatible with the philosophy and goals of Saskatoon Public Schools.

14.2.6 Personal qualities: aptitudes, attitudes, reliability, responsibility, energy, enthusiasm, initiative, and decisiveness.

14.3 Terms of Appointment

Principals and assistant/vice principals are appointed to serve in their administrative positions at the discretion of the Division. Placements and appointments are reviewed on an annual basis.

Appendix C – Examples of Reference Data Collection Forms

This appendix contains the following items:

- Reference Data Collection Form – Battlefords School Division #118
- Reference for School Administrator – Saskatoon Public School Division #13

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Battlefords School Division #118
(Disestablished December 31, 2005)

BATTLEFORDS SCHOOL DIVISION NO. 118
REFERENCE DATA COLLECTION

POSITION APPLIED FOR: _____

NAME OF CANDIDATE: _____

REFEREE: _____ POSITION: _____ PHONE: _____

RATINGS:

<i>1. Exceptional</i>	<i>4. Needs to work on his area</i>
<i>2. Very Good</i>	<i>5. Unsatisfactory</i>
<i>3. Satisfactory</i>	<i>DNA – Does not apply</i>

I. COMMITMENT TO STUDENT ACCESS

- a. Demonstrates respect for students.

Comment: _____

Rating: _____

- b. Understands and accommodates a broad range of individual student needs.

Comment: _____

Rating: _____

- c. Has knowledge of needs of Aboriginal students, their cultures and communities.

Comment: _____

Rating: _____

- d. Stimulates positive student morale and school climate.

Comment: _____

Rating: _____

- e. Sets high standards for student behaviour and sees that students and staff attend to them.

Comment: _____

Rating: _____

II. COMMITMENT TO TEACHING AND LEARNING

- a. Promotes and requires effective teaching and successful learning.

Comment:

Rating: _____

- b. Has knowledge and skills with respect to the area of curriculum and instruction.

- General (nature and purpose):
- Instructional Strategies:
- Current evaluation and assessment of learning:
- Adaptive Dimension:
- Common Essential Learnings:

Comment:

Rating: _____

- c. Supports continuous learning as a lifelong goal for students and teachers.

Comment:

Rating: _____

- d. Demonstrates a very effective teaching style.

Comment:

Rating: _____

III. COMMITMENT TO THE SCHOOL STAFF

- a. Demonstrates respect for school staff.

Comment:

Rating: _____

- b. Helps individuals improve.

Comment:

Rating: _____

- c. Builds a collegial staff.

Comment:

Rating: _____

- d. Supervision and evaluation of teachers.

- Beliefs:
- Knowledge:
- Skills:

Comment:

Rating: _____

IV. COMMITMENT TO INITIATIV

- a. Supports creativity.

Comment:

Rating: _____

- b. Supports channels of communication.

Comment:

Rating: _____

V. COMMITMENT TO LEADERSHIP

- a. Demonstrates integrity – has courage of conviction.

Comment:

Rating: _____

- b. Organizational/Administrative skills.

Comment:

Rating: _____

- c. Takes responsibility/initiative.

- Team Builder:
- Motivator:
- Problem Solver:

Comment:

Rating: _____

- d. Communication – articulate/listener.

Comment:

Rating: _____

- e. Human relations – attitudes/skills.

Comment:

Rating: _____

- f. Relating to external constituencies.

Comment:

Rating: _____

- g. Visible to students and staff.

Comment:

Rating: _____

- h. Has a clearly defined and stated educational vision of an educational system within the context of current/future social/economic/political forces.

Comment:

Rating: _____

- i. Knowledge and proficiency in current educational issues.

- School Effectiveness:
- Staff Development and Morale:
- Accountability:
- Computers:

Comment:

Rating: _____

- e. Sets high standards for student behaviour and sees that students and staff attend to them..

Comment:

Rating: _____

VI. COMMITMENT TO BOARD

- a. Supports Board policies and expectations.

Comment:

Rating: _____

- b. Is able to deal with staff that do not meet or abide by school and division protocol.

Comment:

Rating: _____

VII. ANECDOTAL COMMENTS:

- a. Most understanding strengths(s).

Comment:

Rating: _____

- b. Areas for concern, or reservation, if any.

Comment:

Rating: _____



SASKATOON PUBLIC SCHOOLS

Reference For School Administrator

Applicant _____ Position Applied For _____

Name of Referee _____ Position _____

Address of Referee _____ Phone # of Referee _____

Capacity in which applicant is known _____

Your assistance in providing a reference is much appreciated. The information you provide will be shared with the selection committee and treated as a confidential reference. We expect open and honest communication between applicants and their supervisors. An applicant should not be surprised by the substance of this reference. The following criteria are from the School Administrator Performance Appraisal. Please provide your rating for each criterion by comparing the applicant's qualities, performance, and promise to current and previous applicants for this position.

- | | | |
|----|----|---------------------------------------|
| | 1. | Rates in the top five percent. |
| or | 2. | Rates in the top ten percent. |
| or | 3. | Rates in the top twenty-five percent. |
| or | 4. | Rates in the top fifty percent. |
| or | 5. | Rates in the bottom fifty percent. |
| or | 6. | Inadequate opportunity to observe. |

We understand that you may not be able to fill out each criterion. It is acceptable to leave criteria blank. Reference to "the school administrator" in this form should be taken to mean the applicant.

Personal Qualities/Interpersonal Skills: The school administrator possesses a combination of personal qualities and interpersonal skills which enable an individual to influence others to follow his/her direction in the accomplishment of the work of the school.

	Rating
1. Personal qualities: Demonstrates knowledge, initiative, enthusiasm, flexibility, self-analysis; makes positive assumptions about people and innovation.	_____
2. Integrity: Is honest, sincere, dependable, trustworthy and committed to carrying out the functions of the position; exemplifies and practises Saskatoon Public School Division values and goals	_____
3. Communication skills: Selectively uses a variety of effective communication strategies; is an active listener; fosters trust and openness; shares and seeks essential information.	_____
4. Decision making and problem solving: Weighs risks and advantages; makes judgments which are timely, decisive and effective; establishes a collaborative work environment; facilitates agreements.	_____

Leadership and Management: The school administrator has a clear sense of direction, a vision for the future and takes action to achieve desired goals. The administrator operates the school in a manner consistent with school division policy and provincial statutes.

5. Vision and direction: Sees “big picture”; facilitates a mission for the school and provides a sense of direction for the staff; sets goals with staff and community. _____
6. Administration: Manages resources, budgets, facilities effectively; adheres to Saskatchewan Education and school division policies and provincial statutes. _____
7. Marketing: Is responsive to the expectations and needs of the community; cooperates with outside agencies; promotes positive staff morale; follows system protocols. _____
8. Planning and organization: Attends to procedures, school policies, short- and long-term planning. _____

Instructional Leadership: The school administrator works effectively with staff to systematically develop, implement and evaluate the school’s programs. High expectations are held for self, staff and students. Supervision of instruction is a priority and reflects issues related to curricula, learning theory, delivery of instruction, and a positive and productive school climate.

9. Organization and planning for instruction: Demonstrates an awareness and understanding of curricula; works with staff to plan, implement and modify curricula; assigns staff and schedules programs appropriately. _____
10. Monitoring of instruction and curricula: Monitors curriculum integrity; promotes modification and adaptation based upon student needs. _____
11. Management of student learning environment: Fosters a safe, caring and inviting learning environment; develops and implements a school-wide behavior management plan; celebrates contributions and success of students. _____
12. Student achievement: Promotes high expectations; monitors student assessment and progress, and makes decisions accordingly. _____

Developmental Orientation: Support and Supervision of Staff: The school administrator fosters a climate of personal and professional growth. Staff are supported in exploring and implementing changes in curricula and instruction. Appraisal and supervision address accountability and developmental needs.

13. Supervision of personnel: Implements a comprehensive plan for the appraisal and development of teachers and paraprofessional staff; meets system requirements. _____
14. Promoting professional growth: Models life-long learning; promotes professional development of staff at the system, school and individual level; encourages risk-taking. _____
15. Fostering/building organizational wellness: Encourages staff team building, administrative team work, rapport building, and voice in decision making; fosters a “win-win” approach to conflict management; celebrates and recognizes the contributions and accomplishments of staff. _____
16. Empowerment and support of individuals in change process: Uses knowledge and understanding of change process; demonstrates sensitivity to individuals’ personalities and needs; facilitates people and groups in accomplishing tasks. _____

A. What are the applicant's main accomplishments/strengths related to the position?

B. What are the areas for consideration/improvement for the applicant related to the position?

C. How do you rate the applicant's readiness and potential for this position? If possible, please compare the applicant with current and/or previous applicants.

1 _____	2 _____	3 _____	4 _____	5 _____	6 _____
Top	Top	Top	Top	Bottom	No
5%	10%	25%	50%	50%	Rating

Signature _____ Date _____

Appendix D – Examples of Principalship Interview Guides

This appendix contains the following items:

- Principalship School Interview Guide – Battlefords School Division #118
- Additional Interview Questions – Battlefords School Division #118
- Interview Guide – School Principalship – Tisdale School Division
- Administrator Selection Rubric – St. Paul's (Saskatoon) RCSSD #20 (Note: This rubric is used for several purposes. Applicants for the principalship are asked to include evidence supporting each dimension of the rubric. The rubric is also used by the selection committee to assess the suitability of applicants.)
- Draft Interview Questions – In-School Administrator Interviews – St. Paul's (Saskatoon) RCSSD #20 (Note: These interview questions are from a previous year. New and different questions are used each year.)

Principalship – School Interview Guide

Name of Candidate: _____

1. Welcome

Details of School: Grades _____ Staff FTE _____ Enrolment _____

2. First, please review with us the highlights of your career with an emphasis on those activities that you consider to have prepared you for this position.
3. How would you describe your management or administrative style when working with teachers?
4. What experiences in education have brought you the greatest personal satisfaction?
5. What do you consider to be the key indicators of an effective Principal?
6. What do you see as the major challenges for a Principal?
7. Briefly describe the approach that you would take regarding staff involvement in decision-making?

8. How would you deal with conflict between two staff members?
9. Share with us your philosophy on student discipline within a school.
10. A rapidly growing segment of our student population includes Aboriginal students.
 - (a) What knowledge/experience do you have in working with Aboriginal students?

Optional

- (b) How are their needs best met?
11. What is your experience and/or training with respect to supervision of teachers and support staff?
12. What role does an administrator play in working with parents in this school?

Optional

- (a) How does an administrator (develop) effective school/community relations?
13. What is your philosophy regarding the evaluation and promotion of students?

14. If you receive this appointment, what might we expect in terms of initiatives, developments, and style in the first year? (SELU – School Review)
15. Other Committee questions to this candidate. This is the opportunity to review any aspects of concern or areas requiring clarification.
16. Is there anything that we haven't asked you on which you would like to comment?
17. Closing
 - Criminal Record Check
 - Contact numbers

Used with permission of
Battlefords School Division #118
(Disestablished December 31, 2005)

Administration
Additional Interview Questions

1. University – degree, program, major specialization, graduate work
2. Can you tell us why you chose education as a career?
3. Please briefly summarize your teaching experience
4. What is your definition of an excellent teacher?
5. Effective classroom management is critical for effective instruction. What do you see as important components of effective classroom management?
6. Share with us your philosophy on student discipline within a school.
7. With which areas of the K-12 curricula are you most familiar?
8. How would you describe your management or administrative style when working with teachers?

9. If you had to identify an area in your teaching or administration that you feel needs some refinement or work, what would it be?
10. Over the last decade, there has been a substantial amount of research/discussion regarding school effectiveness. Can you provide your own personal opinion regarding school effectiveness?
11. We have an expectation the school administrators will serve as instructional leaders. What do you think this means?
12. What part do co-curricular activities play in a school?
13. Will you have a need for accommodation in this community?
14. Discuss the importance of technology in learning.
15. As an administrator, how does one balance the policies or direction of a Board of Education with that of your own personal points of view or those points of view of your professional organization?

Used with permission of **Tisdale School Division** (Disestablished December 31, 2005)

Interview Guide – School Principals

Question	Look for the following	Notes
1. Give a brief overview of your background, stressing those aspects which particularly suit you to be a principal.	<ul style="list-style-type: none"> • commitment to learning • a vision about education • understanding of the role of the principal 	
2. If you were free to create an ideal school, how would you describe that school?	<ul style="list-style-type: none"> • commitment to students • confidence in abilities to be principal of X School • candidate's priorities and world view • creation of a shared goal 	
3. (a) Describe the qualities or abilities that you believe are necessary to be an effective principal?	<ul style="list-style-type: none"> • commonly accepted qualities of effectiveness • understanding of the role • vision and sense of purpose • attitude and priorities • focus on people, learning, school organization and the community 	
(b) How would you rate your own abilities to become an effective principal of this school?	<ul style="list-style-type: none"> • understanding of the role • ability to be introspective and self-analytical • mind set and honesty • candidate's goals and priorities 	
4. How would you describe an excellent teacher?	<ul style="list-style-type: none"> • commitment to the whole child • models an interest in learning • variety of instructional techniques • evidence of learning • empathy, communication • hard work • candidate's own view of good teaching 	
5. As a principal of this school, describe how you would improve teaching and learning in your school.	<ul style="list-style-type: none"> • a process for assessing present achievement • a process for setting goals and collaboration with staff • specific methods for accomplishing improvements 	

Interview Guide – School Principalship (Continued)

Question	Look for the following	Notes
6. As principal, you have learned that a number of students are experiencing difficulty in Mrs. X's classroom. Explain how you would improve the situation.	<ul style="list-style-type: none"> • problem identification with a range of possible causes • flexibility of response • collaborative process • leadership style • innovative ability 	
7. A teacher is struggling in lesson planning and delivery of the curriculum. Particular problems have been noted with her understanding of the basics of Core and her ability to adapt her traditional style to recommended teaching techniques. How would you address this?	<ul style="list-style-type: none"> • understanding of change theory and adult learning models • understanding of core curricula • ability to develop a supportive process • understanding of TSD process 	
8. (a) How would you, as principal, accomplish effective teacher supervision?	<ul style="list-style-type: none"> • the candidate's reasons for supervision • methods suggested • emphasis on improved learning • collaboration • shared leadership with VP • non authoritarian but assertive confrontation • system for analysis and improvement • a way to have teachers take ownership 	
(b) How would you, as principal, develop a warm climate and high morale for staff and students in the school?	<ul style="list-style-type: none"> • clear vision shared by everyone • specific strategies, not necessarily the same for both groups • creative ability • human understanding • emphasis on participation in activities by staff and students 	

Interview Guide – School Principalship (Continued)

Question	Look for the following	Notes
8. (c) How would you manage the provision of special education services to students in this school?	<ul style="list-style-type: none"> • candidate's attitude to or vision of special education • the degree to which tasks are delegated. The candidate should retain some supervision of this process. • some mention of the coordination and use of resource people. • reference to expected outcomes 	
(d) How would you maintain good school/community relations?	<ul style="list-style-type: none"> • emphasis on daily and long term views • need to respond to community concerns • sometimes need to reach out to explain or educate segments of the public • models and encourages staff involvement in community activities 	
9. You, as principal of this school, disagree with the Board and/or the Director of Ed. on a particular direction or change needed for the school. How would you respond?	<ul style="list-style-type: none"> • willingness to consider other views • some process for discussing differences • willingness to support own view • willingness to support decisions, once made • reactions of candidate 	
10. What do you believe is currently needed at this school as it pertains to administrative leadership? Describe your plan of action to address these needs.	<ul style="list-style-type: none"> • understanding of the current situation at X School • ability to analyze situations and set goals • honesty 	
11. What areas have you identified for personal and professional growth?	<ul style="list-style-type: none"> • honesty • introspection and self analysis • goal setting • understanding role of principal and having the ability to assess one's current skill level as an administrator 	
12. Describe this school after you have been in the principalship for three years. What difference will you have made?	<ul style="list-style-type: none"> • vision, goal setting • philosophy of administration • understanding of the role of principal 	

Used with permission of
St. Paul's (Saskatoon) RCSSD #20

ADMINISTRATOR SELECTION – RUBRIC

Presuppositions:

- All leadership traits detailed in this rubric are carried out in a manner that is consistent with our gospel values. What we do cannot be separated from what we are and what we believe.
- The rating instrument is cumulative. A candidate who is recognized as a '4' in any given category also has met the criteria for descriptors 1, 2 and 3.

LIVING FAITH DIMENSION			
1	2	3	4
Effectively and regularly integrates the Catholic Faith in current position. Personal prayer life and connection to parish is evident.	Demonstrates faith leadership within the school community. Faith is articulated and reflected through actions. Servant leadership is exemplified.	Involved in leading faith leadership at the Division and or Parish level.	Develops/implements faith learning, growth and development opportunities for others on a regular basis.

LIFE-LONG LEARNING			
1	2	3	4
Registered in and progressing towards the attainment of a Masters of Education Degree.	Completed a Masters of Education Degree.	Completion of a Masters of Education Degree and participation in other professional development initiatives.	Leadership in conducting related research and or development and delivery of professional development initiatives at the system and/or provincial level.

DEVELOPING VISION AND DIRECTION			
1	2	3	4
Engages students and parents in a collaborative process to establish expectations and procedures consistent with gospel values, school and/or Division vision and mission.	Participates in developing vision and direction at the school level in a variety of contexts.	Facilitates a school vision development process, which focuses on continuous improvement.	A reflective practitioner who leads in the development of a shared vision. Day to day practices and decisions are aligned with the vision. Recognizes that professional growth plans are connected to the vision – Improvement is continually sought.

ADMINISTRATOR SELECTION – RUBRIC (Continued)

CREATING A SUPPORTIVE SCHOOL CLIMATE			
1	2	3	4
Exhibits values, beliefs and actions that support student achievement and well-being. A commitment to a 'student first' philosophy is demonstrated through: classroom celebrations, interactions with students outside of the classroom and a focus on student needs. Demonstrates appropriate humour, cultural sensitivity and care with fellow staff members, parents and community.	Shares ideas and initiatives to ensure a caring and respectful school climate exists for students, staff and families.	Is a servant leader who builds the capacity of students, staff and the school community through collaborative, empowering means that espouse the virtues of the school mission.	A servant leader who is a broker of hope for the school, community and division. An effective and positive conduit of perceptions and needs. Has a thorough understanding of the 'big picture'.

SUPPORTING TEACHING AND LEARNING			
CONTENT			
1	2	3	4
Knowledge and application of curricula appropriate to subject area and grade level. Exemplary curriculum knowledge is evident.	Demonstrated school level curricula leadership such as developing and sharing learning materials; being an active member of a Professional Learning Community; being a member of a curriculum leadership team or department head or mentoring a colleague.	Has shown leadership in curricula and/or instruction implementation at the school or division level. Such leadership could include piloting provincial curriculum and participating in locally developed curriculum committees.	Demonstrated curricula leadership at the division or provincial level including serving as a division curriculum coordinator, provincial curriculum committee or as a leader in a Subject Council.
PEDAGOGY (TEACHING)			
1	2	3	4
Knowledge and effective utilization of a variety of instructional strategies. Exemplary teaching practices are evident. Effectively adapts teaching to meet individual learner needs.	Demonstrates leadership at the school level in this area by providing presentations and/or workshops to fellow staff members on topics such as effective instructional strategies and/or the adaptive dimension.	Provides leadership at the division level in the science and art of teaching. This leadership may be demonstrated by committee membership or providing workshops at the division level.	Develops and researches innovative pedagogical strategies and approaches. Participates at the provincial level in committees and/or workshop delivery.
ASSESSMENT (LEARNING)			
1	2	3	4
Effectively utilizes a variety of assessment strategies. Is attentive to both "assessment of" and "assessment for" learning. Ensures that all students are learning.	Shows leadership at the school level by being a member of the Assessment for Learning school team. Develops and shares effective assessment strategies with colleagues. Understands and utilizes the adaptive dimension during assessment of student learning.	Provides workshops at the division level on the use of effective assessment strategies. Interprets and uses data to improve student learning.	Is involved with assessment projects at a local or provincial level which may include scoring of the provincial Assessment for Learning project or presentation of workshops at a local or provincial level.

ADMINISTRATOR SELECTION – RUBRIC (Continued)

EMBEDDING THE SCHOOL IN THE COMMUNITY			
1	2	3	4
Establishes and maintains effective communications links with parents. Participates in school-community/parish events.	Facilitates the participation of community partnerships in the life of the school. Values and integrates diverse community voice.	Communicates school mission and needs to broader community and provides opportunity to meaningfully engage community groups in the life of the school.	Develops inter-agency partnerships and responds to community need.

MANAGING SCHOOL RESOURCES			
1	2	3	4
Plans and organizes for the effective use of resources in support of goals.	Manages and allocates human, material and financial resources for designated purposes.	Predicts need and budgets for financial, human and material requirements based on relevant data.	Attracts external financial resources and supports; demonstrates increased efficiency and productivity to support continuous improvement.

TEACHING AND LEADERSHIP EXPERIENCE			
1	2	3	4
Has completed three or more distinct teaching assignments and is aware of, understands, and supports the role of our Catholic Education leadership vocation.	Involved in leadership in two or more areas outside of school that may or may not be related to education.	Has demonstrated leadership in education through committee work (or other) at the school or division level.	Has demonstrated leadership in curriculum and/or instruction implementation at the school and division level. Has held formal leadership positions such as department head, curriculum leader or an executive position on a subject council. Has previous inschool administrative experience.

ADMINISTRATOR SELECTION – RUBRIC (Continued)

DEVELOPING AN EFFECTIVE SCHOOL TEAM			
SHARED LEADERSHIP			
1	2	3	4
Takes on leadership roles within the school. Initiates personal and professional growth and monitors progress. Growth initiatives focus on student outcomes. Leadership in student-focused extra-curricular activities. Recognizes values and supports the contribution of non-teacher staff to the operation of the school.	Is an active participant in Professional Learning Communities. Demonstrates leadership in initiatives such as staff mentorship, intern supervision, etc. Exhibits creativity, risk taking and openness to change in practices that have the potential to enhance student learning. Recognizes the importance of ensuring personal wellness and encourages and supports others to do the same.	Demonstrates the ability to foster continuous improvement while recognizing the gifts, talents and abilities of others and encouraging their leadership. Has expert knowledge and is able to share this knowledge in an empowering manner at the school level.	Has demonstrated exemplary leadership at the Division level. This activity has resulted in increasing the capacity of participants through shared leadership to enhance outcomes.
COMMUNICATION			
1	2	3	4
Is an effective written and spoken communicator. Is an active listener. Asks questions appropriately and pays attention to what is heard. Views conflict as an accepted feature of a vibrant organization and displays self-control when conflict emerges. Regularly and authentically praises members of the school community.	Is visibly present and available. Members of the school community feel comfortable approaching to discuss issues. Consistently utilizes the correct mode of communication i.e. Knows when face to face contact as opposed to other forms of communication is the preferred mechanism. Conflict resolution practices are characterized by respect and caring for those involved.	Has the courage to address difficult issues with purpose and tact while maintaining the dignity of all involved. Conflict resolution outcomes are grounded in student best interests.	Consistently seeks information from students, all staff, parents, division staff and community. Feedback received is valid and complete as trust and respect has been earned. Conflict resolution skills are exemplary and frequently result in enhanced practice, empowerment and relationships.

DRAFT INTERVIEW QUESTIONS

In-School Administrator Interviews

ALLOCATED TIME – 30 – 35 Minutes (following Candidate Presentation)

INSTRUCTIONAL LEADERSHIP:

- 1) It can be argued that, “The most promising strategy for substantive school improvement is developing the capacity of school personnel to function as a professional learning community”.
 - a. Please describe briefly your understanding of what a professional learning community is.
 - b. Please provide us with an example of a Professional Learning Community that you have been a part of.
 - c. As a Principal (Assistant Principal) how would you encourage, promote, and support the formation of professional learning communities within your school?

- 2) One of the teachers at your school comes to your office at the end of the day and states, “Mary Jones is receiving no benefit from being in my classroom – she is learning nothing – I do not think that she should be in my class.” (Mary is a designated disabled student with some Teacher Assistant time assigned to her) – How do you respond?

- 3) The First Nations and Métis population of our school division is anticipated to increase from our current 15% level to 20% within five years.
 - a. What evidence can you point to that would illustrate your promotion of cross-cultural understanding and appreciation in your current position?
 - b. How would you promote cross-cultural education as a Principal\Assistant Principal?

LEADERSHIP – THE CATHOLIC DIMENSION

- 1) As Catholic educators we are called to integrate the Faith dimension into every dimension of our school program.
 - a. Please provide us with an example that would demonstrate how you have integrated the Faith Dimension in your current capacity.
 - b. As a Principal\Assistant Principal how would you encourage members of your school team to integrate the Faith Dimension in their roles within the school?

RELATIONSHIPS

- 1) Schools are filled with individuals with different needs and expectations. Sooner or later, needs and expectations are bound to conflict. Conflict and strong emotions are inevitable. Conflict, when handled properly, can be constructive.
 - a. Please describe a conflict that you have been involved with that produced positive outcomes.
 - b. As a Principal\Assistant Principal – What structures\practices would you put in place to help ensure positive outcomes to conflict situations between – parents and teachers and between staff members?
- 2) With the re-structuring of School Divisions in our province the Department of Learning is in the process of determining strategies to promote active parental and community involvement in the life of the school. As a Principal\Assistant Principal what processes would you put in place to promote meaningful parental and community engagement in the life of the school?

CONTEMPORARY LEADERSHIP SKILLS

- 1) Dr. Tymchak's *Role of the School* document stresses the need for schools to engage in a cycle of continued growth and improvement. On-going change is necessary to effectively address the powerful change forces that are impacting our society. As an in-school administrator how would you respond to a 'stuck' school (a school where progress, innovation, and initiative were lacking)?
- 2) When visiting a classroom as an in-school administrator what do you pay attention to?
- 3) **FOR PRINCIPAL CANDIDATES ONLY** – Assume that you are placed as a principal in a school with 100% administration time to be shared between yourself and your Vice-Principal.

- a. What process would you undertake to determine roles and responsibilities with this person?
- b. How would you envision distributing the available administration time?

IN-SCHOOL ADMINISTRATOR INTERVIEWS - 2005

CANDIDATE:

Rating:

1. Does not meet expectations
2. Meets expectations
3. Exceeds expectations
4. Exemplary – Outstanding

ORAL PRESENTATION:

Criteria	Rating	Notes
<ul style="list-style-type: none">▪ Presentation is informing, well-organized and logical▪ The candidate's presentation recognizes and values the importance of our stakeholder groups (all staff, students, parents, and ideally the larger community).▪ Presentation demonstrates a commitment to Servant Leadership in the Catholic tradition (Leadership in Catholic Schools should look and feel different than leadership in other organizations).		

QUESTION 1:

Criteria	Rating	Notes
<ul style="list-style-type: none">▪ Evidence of shared decision making▪ Focus on results (learning outcomes)▪ Emphasis is placed on collaboration and collegiality▪ Successes are celebrated▪ Modeling of Collaborative practices▪ Empowering staff		

QUESTION 2:

Criteria	Rating	Notes
<ul style="list-style-type: none">▪ Candidate Validates the Frustration▪ Identifies successes to build from▪ Brainstorms\identifies Supports▪ Clarifies desired learning outcomes for the students (What does success look like)▪ Principle of Inclusion is stressed▪ Extra points for tying to gospel values – our Catholic mandate.		

QUESTION 3:

Criteria	Rating	Notes
<ul style="list-style-type: none">▪ Candidate honours diverse perspectives▪ Differences are valued▪ Broad participation from stakeholder groups▪ Ensures that all stakeholders have a sense of belonging▪ Appropriate resource selection		

QUESTION 4:

Criteria	Rating	Notes
<ul style="list-style-type: none"> ▪ Demonstrated evidence of curriculum integration of the Faith Dimension ▪ Decision-making based upon gospel values. ▪ Initiates discussions with staff regarding the meaningful integration of our Faith in the life of the school ▪ Looking for more than just being a good role model. 		

QUESTION 5:

Criteria	Rating	Notes
<ul style="list-style-type: none"> ▪ Conflict resolution resulted in an outcome that was win\win (created a better reality). ▪ Importance of appropriate time and place was stressed. ▪ Promotion of open and honest dialogue ▪ Solution Focus ▪ Needs of students are stressed. 		

QUESTION 6:

Criteria	Rating	Notes
<ul style="list-style-type: none"> ▪ Parent Leadership should reflect the diversity of the school population. ▪ Structure is put in place to generate meaningful and authentic community input on matters of substance. ▪ A genuine recognition that parents and community have something of value to offer. 		

QUESTION 7:

Criteria	Rating	Notes
<ul style="list-style-type: none"> ▪ Evidence of the Candidate being a reflective practitioner. ▪ Research-based decision making ▪ The capacity to bring staff ‘on-side’ ▪ Builds from strengths ▪ Knows the right questions to ask 		

QUESTION 8:

Criteria	Rating	Notes
<ul style="list-style-type: none"> ▪ Evidence of Faith focus ▪ Curriculum-based program ▪ Orderly/productive environment ▪ Wide range of instruction/assessment strategies ▪ Utilization of the adaptive dimension ▪ Healthy Relationships 		

QUESTION 9:

Criteria	Rating	Notes
<ul style="list-style-type: none"> ▪ Team approach to school leadership. ▪ Recognizes the importance to provide V.P. with experience in every aspect of school administration. ▪ Recognizes role of mentor ▪ Meaningful duties require meaningful time ▪ Values a presence in the classroom setting. 		

Appendix E – Examples of Evaluation Processes for Principals and Vice-Principals

This appendix contains the following items:

- Performance Evaluation of Principals and Vice-Principals – Policy GCIB – Regina School Division #4
- Professional Staff – Supervision, Professional Development and Evaluation of School-Based Administrators – Policy GEB – St. Paul’s (Saskatoon) RCSSD #20
- Administrator’s Supervision and Evaluation – Policy #615:00 – Tisdale School Division #53



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S.D.No.4

FILE: GCIB

P O L I C Y

PERFORMANCE EVALUATION OF PRINCIPALS AND VICE-PRINCIPALS

Performance evaluation of principals and vice-principals shall be carried out for the primary purpose of developing, implementing and maintaining a superior program of education, consistent with the curricular requirements of Saskatchewan Learning, the duties prescribed by *The Education Act, 1995* and the policies of the Board.

Performance evaluation is a planned, documented and fair process, independent of and distinctly different from professional development. It is enhanced by the self-reflection of professional practices and is supported by practices that encourage collaboration and collegial interaction along with the continuous support of all levels of professional staff. Its aim is to establish a written record of professional service, to help celebrate school administrators' strengths, to assist them to grow and to develop in areas requiring assistance and to assist in decisions regarding their retention as administrators.

APPROVED: REGINA BOARD OF EDUCATION NOVEMBER 23, 2004

REGULATIONS:

A. Performance Indicators

The major guides with respect to principal or vice-principal performance shall be Section 175 of *The Education Act, 1995*, the policies of the Board of Education, *Criteria for Effective Administration* and *The Role of the Principal/Vice-Principal*.

B. Responsibility for Evaluation

1. The Director of Education shall be responsible for enacting a program of staff evaluation.
2. The duties of assistant superintendents and superintendents with respect to evaluation shall be set out in their respective role descriptions.

Page 1 of 2

C. Performance Evaluation for Principals and Vice-Principals

1. The assistant superintendents shall be responsible for developing a professional development plan each school year for the principals and vice-principals who report to them.
2. The assistant superintendents shall be responsible for developing a plan for each school year which shall identify those principals and vice-principals who report to them who are to be evaluated.
3. Evaluation shall be conducted with:
 - (a) all principals and vice-principals in the first year of appointment to a position;
 - (b) a principal or vice-principal on whom the assistant superintendent, superintendent or Board requests a report; and
 - (c) a principal or vice-principal who requests an assessment.
4. The general process for the performance evaluation of teachers as outlined in Policy GCIA (Sections C,D,E) shall apply.
5. Principals and vice-principals identified for performance evaluation shall, in consultation with their respective assistant superintendents, develop an outline for the process. This outline would be consistent with the established system criteria for administrative effectiveness and would reflect goals and objectives from the respective school plans as well as the principal's growth plan.
6. The principals and vice-principals and their respective assistant superintendents shall utilize the system *Criteria for Effective Administration* and agree on purposes, procedures, data to be collected, and how to provide a supportive environment in which to give feedback.
7. At the conclusion of the performance evaluation process, a summary report recording the process and outcomes shall be written by the supervisor. The report should refer to the objectives focused on during the supervision process, indicate progress and identify plans
 - (a) for the principal's professional growth.

D. Disposition of Reports

1. A copy of the Performance Evaluation Report shall be given to the employee.
2. The Assistant Superintendent shall submit a copy of the report to the Superintendent, School Administrative Services.
3. The Superintendent, School Administrative Services shall ensure that the original copy of the report is placed on the employee's Personnel File.

REGULATIONS EFFECTIVE:

NOVEMBER 23, 2004

APPENDIX A

The Education Act, 1995

Duties of principal

175 (1) Subject to the stated policies of the board of education or the conseil scolaire and to the regulations, a principal, under the supervision of the director, shall be responsible for the general organization, administration and supervision of the school, its program and professional staff and for administrative functions that pertain to liaison between the school and the board of education or the conseil scolaire and its officials.

(2) The principal shall:

- (a) organize the program of courses and instruction approved by the board of education or the conseil scolaire for the school;
- (b) assign, in consultation with members of the staff, the duties of each member of the teaching staff;
- (c) prescribe the duties and functions of assistants and support staff;
- (d) exercise general supervision over the work of:
 - (i) all members of his or her staff; and
 - (ii) other employees of the board of education or the conseil scolaire whose duties relate directly to the care and maintenance of the school building and its facilities;
- (e) exercise general supervision over the well-being and good order of pupils while the pupils are at school or participating in school activities;
- (f) provide leadership for enhancement of the professional development of staff;
- (g) co-operate with the universities in programs for the education and training of teachers;
- (h) conduct, in co-operation with the staff, a continuing program of planning and evaluation with respect to the objectives, curriculum, pedagogy and effectiveness of the instructional program of the school;
- (i) define and prescribe the standards of the school with respect to the duties of pupils and give direction to members of the staff and to pupils that may be necessary to maintain the good order, harmony and efficiency of the school;
- (j) administer or cause to be administered any disciplinary measures that are considered proper by him or her and that are consistent with this Act;
- (k) establish, in consultation with the staff, the procedures and standards to be applied in evaluation of the progress of pupils and in making promotions;
- (l) develop, in co-operation with the staff, procedures for preparation of reports to parents or guardians on the progress of pupils and establish mutually acceptable and beneficial channels for communication between the school and parents or guardians of pupils;
- (m) maintain regular liaison with the director with respect to all matters pertaining to the well-being of the school, the staff and the pupils;
- (n) advise and make recommendations to the director with respect to the staffing of the school;
- (o) prepare and furnish to the director, the board of education or the conseil scolaire and the department any reports and returns that may be required from time to time with respect to the school; and
- (p) exercise leadership in co-operation with the director and the board of education or the conseil scolaire in the promotion of public involvement in educational planning directed towards the improvement of education in the school and in the school division or the francophone education area.

1995, c.E-0.2, s.175; 1997, c.35, s.16.

Code G: Personnel and Employee Relations

POLICY TITLE AND CODE

**PROFESSIONAL STAFF – SUPERVISION, PROFESSIONAL DEVELOPMENT,
AND EVALUATION OF SCHOOL-BASED ADMINISTRATORS** **GEB**

STATEMENT OF POLICY

Saskatoon Catholic Schools shall conduct ongoing supervision, professional development, and formal evaluation of school-based administrators.

RATIONALE

Ongoing supervision, professional development, and formal evaluation support the continuous growth and development of the knowledge, skills and attitudes of the leadership and administration of school-based administrators.

AUTHORITY

➤ *The Education Act*, Section 174

GUIDELINES

PROCEDURES

1. With respect to supervision:

- 1.1 The designated Superintendent of Education has the primary responsibility for the supervision of principals;
- 1.2 The principal has the primary responsibility for the supervision of the vice/assistant principal(s);
- 1.3 The supervision of school-based administrators is to include a variety of models and indicators; and
- 1.4 The supervision of principals before the end of their third year of placement at a school shall include systematic feedback from students, staff, parents, and senior level administrators.

2. With respect to professional development:
 - 2.1 School-based administrators have the primary responsibility for their professional development and are expected to complete a personal professional development plan on an annual basis;
 - 2.2 The designated Superintendent of Education shall meet with school-based administrators to review their professional development plan; and
 - 2.3 Saskatoon Catholic Schools will endeavour to provide opportunities for the professional development of school-based administrators and, to that end, the designated Superintendent of Education, in consultation with school-based administrators, will develop a divisional professional development plan for school-based administrators on an annual basis.
3. With respect to formal evaluation:
 - 3.1 School-based administrators are to be formally evaluated before the end of the third year of their assignment to a school;
 - 3.2 The designated Superintendent of Education has the primary responsibility for the evaluation of school-based administrators;
 - 3.3 Performance criteria are to be adapted to the context of the school setting and may include:
 - The Catholic Dimension;
 - Personal Characteristics;
 - Servant Leadership;
 - Student, Staff, and Parent/Community Relationships;
 - Curriculum and Instruction; and
 - Organization and Management.
 - 3.4 Systematic feedback from students, staff, parents, and senior level administrators are to be used as part of the evaluation process.
 - 3.5 A report is to be completed by the evaluator and discussed with the school-based administrator before it is finalized. The administrator is to be provided with a written copy of the evaluation.
 - 3.6 An evaluation may occur at any time at the request of the school-based administrator or the designated Superintendent of Education.
 - 3.7 A copy of the evaluation shall be placed in the school-based administrators personnel file.

REFERENCES

Statement of Educational Commitment of Saskatoon Catholic Schools:

- To foster good human relationships
- To assist parents in their Christian responsibility as primary educators of their children
- To provide an identifiable Catholic environment
- To make the school a place of evangelization and pastoral action

- To encourage the development of each person's God-given talents
- To support staff members as witnesses of their faith to students, each other, and the community
- To provide opportunities for each staff member to grow in awareness of the calling to serve

FORMS

School-based Administrators Formal Evaluation Instruments

DATE APPROVED

June 28, 1982

DATE AMENDED

January 24, 1990

June 8, 1994

May 25, 1999

April 2004

Tisdale School Division No. 53
Policy Manual

Series: 600
Personnel

Section: 615:00

Administrators' Supervision and Evaluation
(See Also Addendum No. 22)

1. Preamble

- 1.1 Educational research on effective schools suggests that the success of each school depends upon school-based planning and strong leadership from school administrators. Strong leadership by school administrators has a critical influence in determining the achievements of the school. The administrator must recognize the changes necessary to allow the school to progress toward new levels of effectiveness.
- 1.2 As leaders, school administrators, in collaboration with the school community, must develop a process to assess the learning environment in the school, meet identified needs, and implement strategies that will achieve the goals and objectives of the school.
- 1.3 The purpose of this policy is to convey a positive and supportive process that promotes and reinforces the research, values, and behaviors that constitute an effective school and competent leadership.

2. Mission Statement

- 2.1 The purpose of the Tisdale School Division #53 Administrators' Supervision and Evaluation Policy is not only to provide a climate which fosters a desire for lifelong learning among its in-school administrators, but also to improve the effectiveness of its schools. This mission is encouraged through a supervision and evaluation policy which supports the professional growth of its in-school administrators.

3. Belief Statements

- 3.1 The Tisdale School Division #53 Administrators' Supervision and Evaluation Policy reflects a concern for school effectiveness and is based on the following beliefs:
 - 3.1.1 Supervision and Evaluation will recognize the in-school administrator as a professional.
 - 3.1.2 The Supervision and Evaluation process is a co-operative enterprise.

- 3.1.3 Supervision and Evaluation criteria will be known to in-school administrators, the Director of Education, teachers, and boards.
- 3.1.4 Supervision and Evaluation will recognize the complexities associated with educational leadership in a school.
- 3.1.5 Administrators as professionals are prepared to assume primary responsibility for their own professional growth and are committed to their professional development.
- 3.1.6 The process of Supervision and Evaluation recognizes and promotes competency.
- 3.1.7 The process of Supervision and Evaluation acknowledges the need for accountability.
- 3.1.8 Professional growth is facilitated by system support and collegial collaboration. The Tisdale School Division #53 Board of Education will ensure that all administrators will be informed of the evaluation process and will be given meaningful feedback on their administrative performance.
- 3.1.9 The Tisdale School Division Board of Education believes in treating each individual involved in the administrative process with dignity and respect in a supportive and caring environment.
- 3.1.10 Due process allows for the fair and equitable treatment of all involved in the process.
- 3.1.11 Supervision and Evaluation of in-school administrators will assist to nurture an effective school philosophy in the division's schools.

4. **Introduction**

- 4.1 The performance criteria for the role of the in-school administrator emanates from the literature on effective schools. It is within this context of school effectiveness and the provisions of educational leadership that the in-school administrator will be supervised and evaluated. The categories used in this supervision policy are: shared vision, school climate, curriculum and instruction, staff development, systematic monitoring and evaluation, community involvement, administrative tasks, and leadership.

5. Administrator Evaluation Criteria

5.1 Shared Vision

- 5.1.1 In collaboration with staff, annually develop and evaluate the school's mission statement, goals, objectives, and needs assessment.

5.2 School Climate

- 5.2.1 In collaboration with the staff, develop basic rules of conduct to ensure a safe, positive, and orderly environment
- 5.2.2 Establish, ensure, and enforce uniform standards of discipline
- 5.2.3 Model and set high standards and expectations for student achievement and staff conduct
- 5.2.4 Develop a system that recognizes student and staff achievements and excellence.

5.3 Curriculum and Instruction

- 5.3.1 Promote professional growth by staff
- 5.3.2 Establish a regular supervision cycle
- 5.3.3 Ensure and support a productive learning environment
- 5.3.4 Ensure that teachers are being effective by:
 - 5.3.4.1 creating a productive learning environment
 - 5.3.4.2 being well organized and structured in their instructional duties
 - 5.3.4.3 providing a variety of opportunities for students to learn
 - 5.3.4.4 frequently monitoring student progress
- 5.3.5 Ensure that staff have well-developed yearly outlines
- 5.3.6 Evaluate program on an ongoing basis
- 5.3.7 Provide for locally developed programs where needed in school program/curriculum
- 5.3.8 Ensure that the curriculum meets school-wide and provincial educational purposes, goals, and objectives
- 5.3.9 In as much as possible, with the resources at hand, provide programs that meet the needs of all students
- 5.3.10 Guard instructional time.

5.4 Staff Development

- 5.4.1 Promote and support instructional improvement and professional development
- 5.4.2 Develop a systematic plan for individual and school improvement
- 5.4.3 Ensure that all staff members set goals and develop individual professional growth plans
- 5.4.4 Ensure staff members participate in professional activities that affect the school and/or school system

5.5 Systematic Monitoring and Evaluation

- 5.5.1 Ensure that procedures and strategies are in place to monitor goals, programs, students, and teachers

5.6 Community Involvement

- 5.6.1 Ensure that communication with parents/guardians is ongoing
- 5.6.2 Provide ample opportunity for all stakeholders to participate in school activities
- 5.6.3 Encourage community resources to be utilized to help students learn
- 5.6.4 Promote a positive school image to the community
- 5.6.5 Encourage parental/guardian involvement

5.7 Administrative Tasks

- 5.7.1 Manage school budgets and pupil transportation
- 5.7.2 Maintain an effective liaison with outside support agencies including the Tisdale School Division School/Community Workers
- 5.7.3 Ensure that all internal and division reports are complete
- 5.7.4 Work and communicate with local and division boards
- 5.7.5 Ensure that the office/school functions and is maintained in a professional and orderly fashion
- 5.7.6 Exhibit sound and prudent decision making skills
- 5.7.7 Keep meetings and paper work to a minimum

5.8 Leadership

- 5.8.1 Promote a "team environment" and collegiality among the staff
- 5.8.2 Commit to and demonstrate honest and open communication
- 5.8.3 Involve the staff in the decision making process regarding concerns and problems that affect the school
- 5.8.4 Commit to and contribute to an administrative team approach

6. Definitions

6.1 Supervision or Formative Supervision

6.1.1 Supervision is a developmental process based on mutually set goals. It encourages both self assessment and professional growth. The process will focus on professional aspects of administration and will be reflective and collegial in its tone. Supervision promotes a collegial relationship between the supervisor and the administrator.

6.2 Formal Supervision

6.2.1 A process of classroom supervision which involves a pre-conference, data collection, analysis of data, and a timely post conference.

6.3 Summative Evaluation or Performance Appraisal

6.3.1 A formal assessment of professional competencies and effectiveness based on a predetermined set of indicators.

6.4 Marginal Administrator

6.4.1 An administrator who consistently shows deficiency in one or more components identified in the Evaluation Criteria (see Evaluation Criteria).

6.5 Incompetent Administrator

6.5.1 An administrator who consistently shows deficiency in one or more components identified in the evaluation criteria, and who is unable or unwilling to remediate the deficiency after completion of an intensive assistance program.

6.6 Intensive Assistance

6.6.1 Administrators whose performance is marginal will be placed on a structured program of intensive assistance where they will be provided with assistance and the opportunity to raise their level of performance to acceptable standards within a reasonable time frame.

7. Due Process

- 7.1 All administrators have access to due process when addressing concerns relating to administrative expertise. Due process incorporates the following:
 - 7.1.1 Knowledge of Expectations
 - 7.1.1.1 All those involved in supervision and evaluation will have knowledge of the purposes, guidelines, procedures, expectation, and other factors included in the supervision and evaluation process.
 - 7.1.2 Knowledge of Assistance
 - 7.1.2.1 Administrators will have the opportunity to seek assistance and are supported in meeting expectations.
 - 7.1.3 Knowledge of Results
 - 7.1.3.1 Administrators will be informed of their evaluation.
 - 7.1.4 Knowledge of Confidentiality
 - 7.1.4.1 Administrators will be guaranteed confidentiality throughout the process.
 - 7.1.5 Knowledge of Feedback
 - 7.1.5.1 Administrators will be provided with feedback following the guidelines outlined in this document.
 - 7.1.6 Knowledge of Training
 - 7.1.6.1 All evaluators involved will be provided with appropriate training related to this process. This will provide for consistency of practice, fairness, and effectiveness.
 - 7.1.7 Knowledge of Environment
 - 7.1.7.1 The context of the school environment such as the characteristics of the learners, community, and culture will be taken into consideration in the process.
 - 7.1.8 Knowledge of Marginal Performance
 - 7.1.8.1 Administrators whose performance is marginal will be placed in a program of Intensive Assistance (see Intensive Assistance).

8. Conceptual Framework for Supervision and Evaluation

8.1 Type of Contract/Administrative Experience

8.1.1 First and Second Year Administrator

8.1.1.1 Summative evaluation first and second years within the division
(Interim Report, Final Report)

8.1.1.2 Professional Partnership (Mentorship) (Optional)

8.1.1.3 Professional Portfolios (Optional)

8.1.2 Senior Administrator

8.1.2.1 Summative: at least once every four (4) years (Final Report).

8.1.2.2 Formative: on all other years.

8.1.3 Term Contract (interim administrator)

8.1.3.1 at the request of the interim administrator

8.2 Types of Supervision/Evaluation

8.2.1 Formative Supervision

1. Annual Professional Growth Plans, School Goals, and Needs Assessment
2. Conference Guidelines:
Initial – October 15
Interim – February 15
Final - May 15
3. Professional Portfolios (Optional)
4. Informal Visits
5. Additional Data Collection (see Appendix A)

8.2.2 Summative Evaluation

1. Annual Professional Growth Plan, Schools, and Needs Assessments
2. Conference Guidelines:
Initial – October 15
Interim – February 15
Final – May 15
3. Professional Portfolios (Optional)
4. Formal Supervision – Minimum two (2) visits
5. Informal Visits
6. Additional Data Collections (see Appendix A)
7. Final Written Report

8.2.1 Formative Supervision

8.2.1.1 Formative supervision is a process that empowers administrators to assume primary responsibility for their own professional growth and development. This process encourages each administrator to reflect on his or her administrative performance. Depending on the individual needs of the administrator, areas in need of improvement will be identified and strategies will be developed and implemented to improve his or her performance resulting in a more effective school.

8.2.1.2 General Practice and Procedures

- 8.2.1.2.1 A professional growth plan, school goals, and needs assessment will be completed annually by each administrator. The needs assessment should be the fruition of a positive and professional discussion between the administrator and his/her staff regarding some/all parts of the evaluation criteria.
- 8.2.1.2.2 The growth plan, school goals, and needs assessment will be discussed with the director according to the guidelines:
 - October 15: Initial Conference
Growth plan, school goals, and needs assessment to be completed and discussed.
 - February 15: Mid Year Conference
The interim report completed and discussed
 - May 15: Year End Conference
The year end reflection completed and discussed.
- 8.2.1.2.3 In cases where the director needs to collect additional information, the instruments and/or procedures used to obtain this information will be discussed and mutually agreed upon by both the administrator and director. Before teachers engage in any of the processes used for evaluating an administrator, they should ensure that they are adhering to the STF Code of Ethics (see Appendix A).
- 8.2.1.2.4 Copies of the completed annual professional growth plan, school goals, and needs assessment will be retained by the administrator and the School Division office.

8.2.1.2.5 Administrators are encouraged to use a portfolio as a means of organizing data from formative and summative evaluations. The portfolio provides a way to collect, organize, and reflect the administrator's professional accomplishments. The portfolio may include annual professional growth plans, school goals, formative supervision forms, and self evaluation and reflections.

8.2.2 Summative Evaluation

8.2.2.1 Summative evaluation is a process that focuses on assessing professional growth and competencies, conducted with the full knowledge of the administrator. The two outcomes of summative evaluation include the continued development of professional knowledge and skills as it relates to an effective school, as well as a final written report that provides documentation and accountability. This report is very useful for making decisions regarding transfer, promotion and retention of administrators in accordance with the requirements of The Education Act, 1995.

8.2.2.2 General Practice and Procedures

8.2.2.2.1 A professional growth plan, school goals, and needs assessment will be completed annually by each administrator. The needs assessment should be the fruition of a positive and professional discussion between the administrator and his/her staff regarding some/all parts of the evaluation criteria.

8.2.2.2.2 The growth plan, school goals, and needs assessment will be discussed with the director according to the guidelines:

October 15: Initial Conference
Growth plan, school goals, and needs assessment to be completed and discussed.

February 15: Mid Year Conference
The interim report completed and discussed

May 15: Year End Conference
The year end reflection completed and discussed.

- 8.2.2.2.3 In cases where the director needs to collect additional information, the instruments and/or procedures used to obtain this information will be discussed and mutually agreed upon by both the administrator and director. Before a teacher engages in any of the processes used for evaluating an administrator, he/she should ensure that he/she is adhering to the STF Code of Ethics (see Appendix A).
- 8.2.2.2.4 Copies of the completed annual professional growth plan, school goals, and needs assessment will be retained by the administrator and the school division office. Copies of the final report will be provided to the Tisdale School Division No.53 Board Office.
- 8.2.2.2.5 Administrators are encouraged to use a portfolio as a means of organizing data from formative and summative evaluations. The portfolio provides a way to collect, organize, and reflect the administrator's professional accomplishments. The portfolio may include annual professional growth plans, school goals, formative supervision forms, and self evaluation and reflections.
- 8.2.2.2.6 The director will be the primary evaluator of the Principal. In the case of evaluating the vice-Principal, the director will be the primary evaluator in consultation with the Principal.
- 8.2.2.2.7 A schedule of administrator rotation for summative evaluation will be provided to administrators by the director in the first month of school.
- 8.2.2.2.8 In the event that the administrator's performance does not meet acceptable standards, he or she will be placed in the Intensive Assistance Program.

8.2.3 FINAL SUMMATIVE REPORT

- 8.2.3.1 The final summative report will consist of data based on a variety of evaluation practices such as interviews, formal supervision, present and past professional growth plans, and informal visitations.

- 8.2.3.2 The final summative report will be discussed by the administrator and director. Adequate time will be provided for the administrator to reflect privately before signing. Signing of the report will signify receipt of a copy of the report and not necessarily concurrence with the contents of the report.
- 8.2.3.3 The final summative report should be completed by March 31 for first and second year administrators and by May 31 for senior administrators.
- 8.2.3.4 Administrators will have the right to respond in writing to their evaluations and may attach personal comments to the final summative report.
- 8.2.3.5 A copy of the final report will be given to the administrator, and the Tisdale School Division Board Office.
- 8.2.3.6 If the administrator is not satisfied with a report, a second opinion may be requested from another source. The evaluator may also request a second opinion if deemed necessary.
- 8.2.3.7 In the event that the administrative performance is not satisfactory, the administrator will be placed in the Intensive Assistance Program.

9. INTENSIVE ASSISTANCE PROGRAM

- 9.1 Administrators whose performance is marginal, that is, those whose performance does not meet acceptable standards, will be placed in a program of intensive assistance where they will be provided with assistance and the opportunity to raise their level of performance to acceptable standards within a reasonable time frame. A team approach will be used to provide such assistance according to the following steps:

STEP 1

The nature of the difficulty will be clearly identified and discussed with the administrator in an effort to clarify and identify what changes are expected.

STEP 2

The director will notify the administrator by letter that a process of intensive assistance will be initiated. This letter will identify the area(s) which require improvement and the time frame for such improvement.

STEP 3

The administrator will be required to submit a written plan for improvement of the deficiencies noted in the director's letter providing specific strategies and a time frame for effecting the improvement. The director and the administrator will work collaboratively to design the written plan for improvement. The plan will be signed by the director and the administrator. Each will retain a copy of the plan with one being placed in the administrator's personnel file.

STEP 4

The plan will be implemented. Progress will be carefully monitored with all efforts to provide assistance, and contacts with the administrator documented by the director.

STEP 5

An assessment of the progress will be made at the end of the specified time period. Several alternatives may then be considered depending on the degree of progress:

1. If progress is deemed satisfactory and sufficient, the formal process of intensive assistance may be concluded.
 2. If some progress has been made but continued effort is required to increase the level of proficiency, the period of intensive assistance may be extended.
 3. If no more than minimal progress has been made, the administrator may be placed on review.
- 9.2 Throughout the period of intensive assistance, a helping attitude will be maintained. The purpose is to provide support to improve the administrative and/or teaching process. An administrator who has been placed in a program of intensive assistance may call upon a colleague, another administrator, the director, or any combination of the aforementioned to provide help in the development of the improvement plan. Such assistance will also be available to administrators who have been placed on review.

10. ON REVIEW

- 10.1 During this stage the administrator will be given a final opportunity to improve the identified deficiencies.

STEP 6

The director will officially notify the administrator in writing that he/she has been placed on review and that demotion or dismissal will be recommended unless certain improvements are made within a specified time frame.

STEP 7

The administrator will be required to develop a written improvement plan which addresses the identified deficiencies. Again specific strategies for improvement must be included along with a time line for the plan. Support will be provided by the director to collaboratively design the written plan for improvement.

STEP 8

The plan will be reviewed with the director, a copy will be retained by each, and a copy will be placed in the administrator's personnel file. A detailed schedule of increased supervision will be included as part of the plan along with an agreed-upon plan of evaluation. No changes to the plan or the schedule will be made unless agreed to in writing by the administrator.

STEP 9

The plan will be implemented and progress will be carefully monitored. Detailed, accurate, and factual information on each contact of a helping nature will be included as part of the evaluation process.

STEP 10

If progress is judged unsatisfactory at the conclusion of the specified time period, the administrator will be advised of the recommendation for demotion or the recommendation for dismissal under the provisions of Section 210 of The Education Act, 1995.

October 11, 2000

APPENDIX A

SUGGESTED INSTRUMENTS AND/OR PROCEDURES FOR COLLECTING DATA

The following are samples of data collecting instruments. Administrators are encouraged to seek out other forms of data collecting instruments and to offer the documents for inclusion in this policy.

- 1) Portfolios
- 2) Professional Partnerships/Mentorship
- 3) Focus Groups
- 4) Surveys/Questionnaires
- 5) Administrator Responses-Verbatim
- 6) Observations
- 7) Use of Existing Records
- 8) School Reviews
- 9) Others

APPENDIX B

SAMPLE SURVEY INSTRUMENTS AND QUESTIONNAIRES

The following are sample survey instruments and questionnaires. Administrators are encouraged to seek out other survey instruments and questionnaires and to offer the documents for inclusion in this policy.

- B1 Staff Feedback
- B2 Staff Feedback
- B3 Staff Feedback
- B4 Parent/Guardian Survey
- B5 Elementary Student Survey
- B6 Trustee Assessment of Principal's Performance

Appendix F – Examples of Provision for Administrative Time for Principals

This appendix contains the following items:

- Administrative and Supervisory Time in Schools – Policy CHDA – Regina School Division #4
- Guidelines for School-Based Administrator Release Time (Based on policy developed by Battlefords School Division #118)
- Administrative Procedure #401 (Selected Sections) – Saskatoon School Division #13



POLICY

REGINA

ADMINISTRATIVE AND SUPERVISORY TIME IN SCHOOLS

The Board recognizes the need for appropriate administrative and supervisory release time to attend to the tasks and responsibilities of school administration.

APPROVED: REGINA BOARD OF EDUCATION SEPTEMBER 4, 2001

REGULATIONS:

1. The principal of each school, with the exception of the principal of the Regina Hospitals School, or the principal of an associate school, shall be released from teaching duties on a fulltime basis to perform the duties of a principal.
2. The administrative and supervisory release time for the principal of the Regina Hospitals School shall be determined by the Superintendent, Student Support Services.
3. The administrative and supervisory release time for the principal of an associate school shall be determined by the governing body responsible for the associate school.
4. Where the Board decides to appoint a vice-principal to a school, the administrative and supervisory release time for the vice-principal shall be determined on the basis of teacher equivalents, excluding the principal and vice-principal, assigned to the school at the commencement of the school year in accordance with the following guidelines:

<u>Teacher Equivalents Assigned to School</u>	<u>Administrative Time</u>
less than 19.99	0.3
20.00 – 22.99	0.4
23.00 – 25.99	0.5
26.00 – 28.99	0.6
29.00 – 31.99	0.7
32.00 – 34.99	0.8
35.00 and over	1.0

5. The Board may assign additional administrative and supervisory time as circumstances warrant.

S.D.No.4

REGULATIONS EFFECTIVE:

SEPTEMBER 4, 2001-R

Based on policy developed by Battlefords School Division #118
 Used with permission of
Battlefords School Division #118
 (Disestablished December 31, 2005)

Guidelines for School-Based Administrator Release Time

Adapted by the Board of Education
 date

Enrollment	Schools	Admin time range
0-50		0.05 to 0.10
51-150		0.30 to 0.50
151-250		0.60 to 0.85
251-350		0.85 to 1.20
351-550		1.20 to 1.60
850-1250		2.00 to 3.00

Understandings

1. Administration release time and financial remuneration are two significant methods of compensation for school-based administrators
2. School-based administrators who teach are entitled to preparation time in accordance with policy and the actual number of minutes taught in a school day
3. The actual amount of administrator release time will be determined by considering the differences within each range of student population and differences in the range of administration time as provided in the chart
4. The ratio of principal to vice-principal administrator time of 1:3 should be utilized as guideline
5. The actual ratio of principal to vice-principal administrator time will be determined at the school level.
6. Administration time above or below the established ranges require the approval of the Director of Education
7. Administration time for alternate schools may be accommodated other ways than by timetable scheduling
8. Administrators will need to self-report both preparation time and administration time on the Educator Profile

Used with permission of
Saskatoon School Division #13

400-8

From Administrative Procedure #401

9. Professional Staff Allotment – Secondary Schools

9.1 Administrative and Supportive Professional Staff

The quota will be the number determined through application of the following grid:

	Collegiate Enrolment	ADMINISTRATIVE		SUPPORTIVE		
		Principal	Assistant/ Vice Principal	Library	Guidance	Disc.
Regular	450 – 599	1.0	1.0	0.5	1.0	
	600 – 839	1.0	1.0	0.5	1.0	
	840 – 1079	1.0	1.0	1.0	2.0	
	1080 – 1440	1.0	2.0	1.0	2.0	
City Park Collegiate	200 – 280	1.0	1.0		1.0	
Comprehensive	1080 – 1440	1.0	2.0	1.0	3.0	0.5
	1441 – 1799	1.0	2.0	1.0	**4.0	
	1800 – 2400	1.0	2.0	2.0	3.0	

** Social Worker

400.9

11. Professional Staff Allotment - Elementary Schools

11.1 Administrative and Supportive Professional Staff

The quota will be the number determined through application of the following grid:

School Enrolment	ADMINISTRATIVE		SUPPORTIVE
	Principal	Vice Principal	Library
100 – 400	1.0	0.2	0.5
400 – 500	1.0	0.3	0.5
500 – 600	1.0	0.5	0.5
600+	1.0	0.6	0.5
Inner City	1.0	0.3	0.5

Appendix G - Examples of Formal Leadership Development Program

This appendix contains the following items:

- Aspiring Catholic Leadership Program, Program Outline (Pilot Project) – St. Paul's (Saskatoon) RCSSD #20

Saskatoon Catholic Schools

Aspiring Catholic Leadership Program

Program Outline

Al Boutin – Superintendent – Human Resource Services
Saskatoon Catholic Schools
Phone: 659-7048 Email: aboutin@scs.sk.ca

Rationale for the Program:

- Succession Planning - Number of principals with 25+ years of service.
- Importance of Exemplary Leadership in Saskatoon Catholic Schools.
- Owe it to our students – Best possible people.
- The Best of the Best are often in our own system – Support and encourage your development.

Program is Intended to:

- Serve as a Professional Development Opportunity for all interested teaching staff with a minimum of three years teaching experience.
- Be an asset for individuals interested in Catholic Leadership in Saskatoon Catholic Schools.
- Be practical and interactive.
- Reflect the diversity of our school division.
- Emphasize the unique mandate of Catholic Education.

The Program is Not:

- A substitute for Post-Graduate Training.
- Required to apply for leadership positions within Saskatoon Catholic Schools.
- A guaranteed way to enter leadership positions in Saskatoon Catholic Schools.

Program Design:

- Certificate Program
- Series of seven - three hour sessions (Fall 2005 – November 06) followed by a ‘Graduation’ Celebration in December – 2006. The sessions will occur on Saturday mornings and or on weekday evenings from 7:00 – 10:00.
- Although formal papers, exams, and the like are NOT part of this Professional Development opportunity, participants will be expected to engage in targeted growth activities between sessions (this may include professional reading, interviewing Catholic leaders etc.).
- It is expected that the topics presented will have a research base. There will however be a strong focus on the practical dimensions of Catholic Leadership.
- Participants should be prepared to be actively engaged. Facilitators will be encouraged to design presentations that provide opportunities for small group discussion and sharing (we can learn much from those whom we journey with).

Program Themes:

- The Unique Mandate of the Catholic Leader
- Accountability and Continuous Improvement in Catholic Education
- Emotional Intelligence -The Importance of Relationships
- Developing Vision and Direction
- Supporting Teaching and Learning
- Personal Wellness – Balancing our Professional and Personal Lives
- Parents and the Greater Community – Partnering for Success
- Managing School Resources

Key Resources:

- Build Bethlehem Everywhere
- Jesus CEO – Using Ancient Wisdom for Visionary Leadership
- The New Principal’s Fieldbook
- SSBA – School-Based Administrators’ Professional Development Program
- A Significant Journey: A Saskatchewan Resource for the Principalship