ROLE OF PRINCIPALS

Background

The Principal is regarded by the Division as the educational leader of the school. The Principal is directly responsible to the Superintendent for the implementation of the school program, for fostering conditions which will maximize learning, for the efficient use of physical and financial resources, and for the effective performance of personnel. Through careful management of the school, its resources and personnel, the Principal will build on the strengths of the institution and seek constantly to improve its educational climate. The Principal is responsible for communicating Division philosophy and for applying Board policy and administrative procedures, as well as program objectives, to teachers and the school community.

Wherever possible decisions affecting the school are to be made in consultation with appropriate staff and the school community, in an effort to reach a consensus. In circumstances where consensus is not available, decision making authority is assigned to the Principal.

Inherent in the position of Principal is the delegation of duties and roles to other staff members in accordance with their areas of interest and expertise. Nevertheless, the Principal assumes overall responsibility for their actions and roles.

Fostering Effective Relationships

1. **A leader builds positive working relationships with members of the school community and local community.**

   Achievement of this competency is demonstrated by indicators such as:

   a) acting with fairness, respect and integrity;

   b) demonstrating empathy and a genuine concern for others;

   c) creating a welcoming, caring, respectful and safe learning environment;

   d) creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;

   e) establishing relationships with First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;

   f) demonstrating a commitment to the health and well-being of all teachers, staff and students;

g) acting consistently in the best interest of students'

h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue;

i) communicating, facilitating and solving problems effectively; and

j) implementing processes for improving working relationships and dealing with conflict within the school community.

Modeling Commitment to Professional Learning

2. **A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.**

   Achievement of this competency is demonstrated by indicators such as:

   a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;

   b) actively seeking out feedback and information from a variety of sources to enhance leadership practice;

   c) seeking, critically reviewing and applying educational research to inform effective practice.

Embodying Visionary Leadership

3. **A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.**

   Achievement of this competency is demonstrated by indicators such as:

   a) communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;

   b) recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;

   c) collaborating with other leaders and superintendents to address challenges and priorities;

   d) supporting school community members, including school councils, in fulfilling their roles and responsibilities;

e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and

f) accessing, sharing and using a range of data to determine progress towards achieving goals.

Leading a Learning Community

4. **A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.**

   Achievement of this competency is demonstrated by indicators such as:

   a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms;*

   b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;

   c) developing a shared responsibility for the success of all students;

   d) cultivating a culture of high expectations for all students and staff;

   e) creating meaningful, collaborative learning opportunities for teachers and support staff;

   f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;

   g) creating an environment for the safe and ethical use of technology;

   h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and

   i) recognizing student and staff accomplishments.

Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit

5. **A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.**

   Achievement of this competency is demonstrated by indicators such as:

   a) understanding the historical, social, economic, and political implications of:

   - treaties and agreements with First Nations;

- legislation and agreements negotiated with Metis; and

- residential schools and their legacy;

b) aligning resources and building the capacity of the school community to support First Nations, Metis and Inuit student achievement;

c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit; and

d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Providing Instructional Leadership

6. **A leader ensures that every student has access to quality teaching and optimum learning experiences.**

   Achievement of this competency is demonstrated by indicators such as:

   a) building the capacity of teachers to respond to the learning needs of all students;

   b) implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard;*

   c) ensuring that student instruction addresses learning outcomes outlined in programs of study;

   d) facilitating mentorship and induction supports for teachers and principals, as required;

   e) demonstrating a strong understanding of effective pedagogy and curriculum;

   f) facilitating the use of a variety of technologies to support learning for all students;

   g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed;

   h) interpreting a wide range of data to inform school practice and enable success for all students; and

   i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

Developing Leadership Capacity

7. **A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.**

    Achievement of this competency is demonstrated by indicators such as:

    a) demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;

    b) identifying, mentoring and empowering teachers in educational leadership roles

    c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;

    d) creating opportunities for student to participate in leadership activities to exercise their voice in school leadership and decision making; and

    e) promoting team building and shared leadership among members of the school community.

Managing School Operations and Resources

8. **A leader effectively directs operations and manages resources.**

    Achievement of this competency is demonstrated by indicators such as:

    a) identifying and planning for areas of need;

    b) applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;

    c) aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities;

    d) following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;

    e) facilitating access to appropriate technology and digital learning environments; and

    f) ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

Understanding and Responding to the Larger Societal Context

9. **A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.**

   Achievement of this competency is demonstrated by indicators such as:

   a) supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;

   b) representing the needs of students at the community, school authority and provincial levels;

   c) engaging local community partners to understand local contexts;

   d) demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and

   e) facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.

To perform other duties and assume other responsibilities relevant to the assignment as requested by the Superintendent.

Adopted/Revised: NOV 2017/SEP 2019/NOV 2019

Reference: Section 32, 33, 51, 52, 53, 55, 197, 202, 203, 204, 222 Education Act
Leadership Quality Standard School Leadership Framework
Collective Agreement