

SCHOOL DISTRICT NO. 53 (Okanagan Similkameen)

POLICY

No. D-4

Amended: June 25, 2008

Amended: May 22, 2019

Reviewed: February 28, 2024

PRINCIPALS/VICE-PRINCIPALS

The Board of Education believes students, staff and parents are served best by Principals/Vice-Principals who provide quality leadership. The Superintendent shall oversee the supervision of Principals and Vice-Principals including duties and responsibilities, leadership development and professional growth. This is supported by the *School Act*.

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REGULATIONS

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PRINCIPALS/VICE-PRINCIPALS

1. ROLES, RESPONSIBILITIES AND EXPECTATIONS

It is expected that a Principal/Vice-Principal in School District No. 53 (Okanagan Similkameen) will:

- make the well-being of students a fundamental value in all decision-making and actions;
- respect the rights of all students, staff, parents and others;
- meet professional responsibilities with honesty, integrity, dignity and respect for others;
- utilize due process when dealing with individuals in problem solving situations;
- respect all confidential information;
- strive for excellence as a Principal/Vice-Principal; and
- promote quality leadership in the school district.

The Principal is responsible for the total operation of the school and in an absence, the Vice-Principal accepts this responsibility as mandated under the provisions of the *School Act* and in accordance with School District No. 53 policy. The Principal is responsible to the Board of Education and reports to the Superintendent of Schools.

The main task of the Principal is to direct and oversee the operation of the school in a manner which will promote optimum student learning. The Principal develops and maintains the school as a learning organization in a manner consistent with local policies and provincial guidelines and with principles of sound management, communication, transparency and interpersonal relations. Further, the Principal oversees the implementation of the district priorities and development of the School Plan and ensures that these are addressed as part of the school improvement process.

The Principal carries out many specific tasks including statutory requirements and such other duties as may be assigned by the Superintendent of Schools. Some of these duties are identified within the following domains:

Moral Stewardship of the School

- Guide the development and implementation of shared values, vision, mission and goals to support student learning and achievement for all students.

Instructional Leadership

- Foster quality teaching and learning opportunities to support student learning and achievement.
- Create a system and structures for effective supervision focused on instructional and assessment practices that maximize student learning and achievement.
- Are knowledgeable about and guide current curricula, instructional and assessment practices which impact student learning and achievement.

Organizational Capacity

- Develop and sustain a culture and climate to support student and adult learning.
- Build positive and effective interdependencies between the school, families and larger community.
- Incorporate systems thinking to strategically plan and manage for student learning and achievement.

Relationships

- Demonstrates self knowledge and personal qualities that support positive relationships and build cultures of integrity, collaboration and transparency.
- Build and support positive and effective working relationships within the school and community.

2. SELF ASSESSMENT AND PROFESSIONAL GROWTH PLAN

The Board of Education believes quality leadership is promoted and enhanced through self assessment and professional growth and recognizes its shared responsibility to enable and to promote this.

Professional Growth is based on the Principal/Vice-Principal's desire to utilize a growth mindset to create a culture of learning and become a more effective educational leader to promote student and adult learning. As part of the development of the growth plan, an annual self assessment, utilizing the BC Principals/Vice-Principals Leadership Standards, will be completed in consultation with the Superintendent or designate.

A professional growth plan will be based on the Spiral of Inquiry Framework and will include:

- a copy of the self assessment (scanning);
- a statement of goal(s) (Question/hunch);
- a description of the process to achieve the growth;
- a description of learning involved;
- measures of goal achievement (checking);
- a written self-evaluation;
- a summary statement; and
- meetings with the Superintendent to discuss progress and growth.

3. EVALUATION OF ADMINISTRATORS

The Board of Education believes that in addition to ongoing self assessment and professional growth plans, Principals and Vice-Principals may be evaluated at the discretion of the Superintendent or upon written request by the Principal/Vice-Principal.