

CRITERIA FOR PRINCIPALS

Educational Leadership

The District requires its principals to have a Master's Degree. Further, a Principal must have demonstrated during her/his career in Education:

- a commitment to the Principles of Learning and to the Principles of Inclusive Schools
 - a commitment to a consultative, collaborative, teamwork approach involving students, parents, school staff and the community
 - a commitment to supporting the interests of the Board and the District
 - a recent record of teaching excellence and leadership
 - an understanding of the important role a full range of educational programs play in the growth and development of students
 - a strong advocacy for students with special needs
 - a commitment to the concept of a "safe and caring school"
 - the ability to motivate staff and be an advocate for staff development based on school needs
 - a commitment to ongoing personal and professional development
 - strong support for a healthy and effective Parents' Advisory Council
 - the ability to implement a strong community communications program for a school
 - the ability to establish and maintain a positive, cooperative, caring environment in a school
 - the ability to implement and maintain an environment that supports positive student behaviour
 - patterns of successful experience in different educational settings
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Administrative History

A Principal must have demonstrated during her/his career in education:

- effective problem-solving, conflict management and mediation skills in relations with all members of the school community
- friendliness, good humour, flexibility, enthusiasm, accessibility, forthrightness, openness and honesty
- respect for children and others and generate respect in return
- good judgment in assessing the strengths and needs of a school's organization and operation

Skills

A Principal must have demonstrated during her/his career in education:

- strong organizational and management skills, including financial planning and control
- skill in dealing with human resources and labour management
- excellent interpersonal, communication and listening skills
- skill in dealing with crisis situations
- skills in establishing and maintaining a close working relationship with all members of the school community
- essential skills in technological literacy
- an understanding of the major components of the educational programs offered in the school to which they are to be assigned
- an understanding of educational processes appropriate to the stage of development of the students in the schools to which they are to be assigned

LEARNING COMMUNITY

Students

Inclusive schools support the diverse needs of all learners. Students share responsibility for learning by:

- Participating actively
- Setting goals
- Evaluating work
- Celebrating success

Learning

We are guided by the Principles of Learning:

- Learning requires the active participation of the learner
- Learning is an individual and a social process
- Learning occurs in varying ways and at different rates

Relationships

Healthy school culture is enhanced by:

- Respecting roles, rights and responsibilities
- Effective communication
- Working collaboratively

PRINCIPLES OF INCLUSIVE SCHOOLS

"Diversity is the one true thing we all have in common."

Source Unknown

Inclusive schools acknowledge the uniqueness and enhance the dignity and self-respect of all students.

- The inclusive environment is flexible, providing for age-appropriate placement in neighbourhood schools.
- In inclusive schools, educators seek to understand and support the diverse learning needs of all students.
- The practice of inclusion transcends the idea of physical location and supports student learning in a variety of settings.
- Inclusion requires a flexible learning environment wherein curriculum adaptations and modifications are assumed, thus ensuring curriculum relevance and accessibility for all students.
- Inclusive schools promote collaborative consultation with parents and all educational partners.

Inclusive schools honour and celebrate the diversity that exists in the school community.

Reference: Sections 17, 8.4, 20, 22, 65, 85 School Act
Teachers' Act
School Regulation 265/89
Collective Agreement

Adopted: January 30, 2007
Revised: May XX, 2019