

## Administrative Procedure 430

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### PRINCIPAL POSITION DESCRIPTION

#### Background

The Principal is responsible for overall supervision and operation of his/her individual school. This responsibility includes duties identified by provincial legislation and local Board action relative to school management, program implementation, staff supervision and evaluation, community relations, and plant operations.

The Principal is also expected to function as part of a District administrative team and to play an appropriate leadership role in District initiatives.

#### Procedures

1. Details of the Principal's duties are provided in the School Act and related Regulations, and Board policy and administrative procedures.
2. The Statement of Effective Administrative Practice (Appendix) is considered the District outline of major responsibilities and functions at the school level.
3. Immediate Supervisor: Zone Superintendent

Reference: Sections 20, 22, 23, 65, 85 School Act

## Administrative Procedure 430 – Appendix

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### STATEMENT OF EFFECTIVE ADMINISTRATIVE PRACTICE

#### 1. Vision and Goals

The Principal:

- 1.1 Projects a clear sense of direction by articulating a vision for the school and communicating it to others. School goals and objectives are developed and reviewed regularly, with meaningful participation by students, staff and the community.
- 1.2 Develops a vision, consistent with the district and the school's philosophy, which projects a sense of direction.
- 1.3 Utilizes the philosophy and the vision in the development of school goals and objectives.
- 1.4 Provides for an on-going assessment of needs and the involvement of students, staff and community in the development of goals and objectives.
- 1.5 Ensures that goals and objectives are consistent with school needs as well as provincial and District policies and goals.
- 1.6 Develops, in consultation with others, priorities for accomplishment of goals and objectives.
- 1.7 Communicates priorities to students, staff and the community.
- 1.8 Encourages the development of goals, objectives, and priorities by individuals or groups of staff members.
- 1.9 Monitors progress towards goals regularly.
- 1.10 Uses all available data to support equity in representing and reporting on student achievement.

#### 2. Climate/Culture

The Principal:

- 2.1 Establishes a safe, orderly environment that promotes teaching and learning and fosters a positive climate. The Principal is a symbol of the school's culture through articulating and modeling goals and behaviours which signal to others what is of importance and value.
- 2.2 Establishes and communicates high expectations for student and staff performance.
- 2.3 Demonstrates a strong belief in the importance of instruction (the teaching-learning process).
- 2.4 Provides for the recognition of achievement in a wide variety of endeavours.
- 2.5 Maintains a visible presence in the school.

- 2.6 Works with staff, students and parents to establish basic expectations for social behaviour in the school, and ensures that all staff support them consistently.
- 2.7 Works with staff, students and community to establish procedures to support students who have serious behaviour problems.
- 2.8 Works with outside agencies as necessary to maintain a safe, healthy, orderly environment.

### 3. Leadership in Instruction and Curriculum

The Principal:

- 3.1 Is responsible for and participates actively in the planning, monitoring, and evaluation of the instructional program. Knowledge of curricula, child development and learning theory, and quality instruction is demonstrated regularly.
- 3.2 Curriculum
  - 3.2.1 Knows major goals of school, district, and provincial curricula.
  - 3.2.2 Ensures that staff establishes clear curricular objectives that reflect District and provincial expectations.
  - 3.2.3 Provides support and resources for implementing new techniques, strategies, and materials within curricula.
  - 3.2.4 Ensures that the staff is involved in continuous and appropriate curriculum evaluation.
  - 3.2.5 Child Development and Learning Theory
  - 3.2.6 Ensures that student needs are correctly identified.
  - 3.2.7 Ensures the appropriate placement of students and teachers to maximize learning.
  - 3.2.8 Ensures that staff apply current knowledge about learning and child development.
- 3.3 Instruction
  - 3.3.1 Communicates to staff agreed upon procedures for supervision and evaluation, including the basic criteria for effective teaching.
  - 3.3.2 Monitors the quality of class time on task.
  - 3.3.3 Observes teachers regularly and provides detailed feedback to help them improve instructional skills.
  - 3.3.4 Protects the integrity of instructional time.
  - 3.3.5 Is highly visible in classrooms.
  - 3.3.6 Prepares written reports when required or requested.

### 4. Interpersonal Relations

The Principal:

- 4.1 Demonstrates strong human relations and communication skills. Positive and supportive relationships are developed within an atmosphere of trust and mutual respect.
- 4.2 Communication Skills
  - 4.2.1 Presents ideas clearly in written and oral communications.
  - 4.2.2 Prepares clear, complete, and concise reports.
  - 4.2.3 Listens and responds effectively.
  - 4.2.4 Keeps staff, students and the community well informed.
  - 4.2.5 Is accessible to others.
- 4.3 Interpersonal Skills
  - 4.3.1 Enhances student and staff feelings of personal worth and esteem.
  - 4.3.2 Demonstrates sensitivity to the problems faced by students and staff and deals fairly with them.
  - 4.3.3 Commends accomplishments of students and staff.
  - 4.3.4 Responds positively to challenges and constructive criticism.
- 4.4 Decision-Making Skills
  - 4.4.1 Uses philosophy and goals as a basis for decision-making.
  - 4.4.2 Uses different forms of decision-making as appropriate.
  - 4.4.3 Fosters an open atmosphere which encourages others to participate in the decision-making process.
  - 4.4.4 Possesses appropriate information and skills necessary to communicate decisions.
- 4.5 Conflict Management Skills
  - 4.5.1 Assumes initiative in identifying and solving problems.
  - 4.5.2 Approaches conflicts in positive and appropriate ways involving others in resolving issues.
  - 4.5.3 Cultivates an atmosphere of openness, trust and mutual respect.
  - 4.5.4 Encourages behaviour which generates imaginative solutions.
- 5. Organization Management
  - The Principal:
    - 5.1 Plans and organizes school operations and routines, supervises a variety of personnel and students, and ensures the effective management of the school property, consistent with stated goals and objectives.
    - 5.2 Organizes an effective staff and student schedule.
    - 5.3 Places students according to their individual needs.
    - 5.4 Establishes and administers school rules and procedures.
    - 5.5 Monitors the school's extra-curricular program.

- 5.6 Manages and plans school finances effectively.
- 5.7 Engages in long-range planning to forecast future resource needs.
- 5.8 Maintains records and files reports according to District and provincial policy and procedures.
- 5.9 Manages the use and care of the building, equipment and grounds.
- 5.10 Represents the interests of the school to the District and the community.
- 5.11 Supervises support staff.
- 5.12 Ensures the provision of adequate health, safety, and security measures.
- 5.13 Delegates responsibilities appropriately.

## 6. Professional Development

The Principal:

- 6.1 Encourages and provides support for the professional development of staff and participates in a program of personal professional development.
- 6.2 Professional Development of Staff
  - 6.2.1 Acquaints staff with available district and other educational resources, including in-service opportunities.
  - 6.2.2 Encourages and facilitates staff participation in professional growth activities.
  - 6.2.3 Involves staff in developing in-service activities which reflect school and district goals.
  - 6.2.4 Acts in a resource capacity for instructional practices and new curricula in the school, District or province.
- 6.3 Personal Professional Development
  - 6.3.1 Develops personal professional goals and objectives to meet the needs of the school and one's own professional growth.
  - 6.3.2 Develops a personal plan of action to achieve these goals and objectives.
  - 6.3.3 Participates in workshops and in-service activities.
  - 6.3.4 Acts as a resource person for professional development activities.
  - 6.3.5 Participates in professional organizations.
  - 6.3.6 Keeps informed about current trends, practices, and research in the educational field.

## 7. Community Relations

The Principal:

- 7.1 Fosters supportive attitudes among community members. Opportunities are provided for members of the community to associate productively with the school's personnel and programs.

- 7.2 Is knowledgeable of local First Nations and the District and Provincial agreements that pertain to Indigenous learners. (ie Aboriginal Enhancement Agreement, Local Education Agreement)
- 7.3 Establishes effective procedures for communicating information.
- 7.4 Fosters an awareness in the community of the school's philosophy, objectives, policies, and programs.
- 7.5 Develops procedures for receiving and responding to parent and community concerns.
- 7.6 Makes effective use of community resources.
- 7.7 Encourages and facilitates the formation and operation of a Parent Consultative Committee.
- 7.8 Ensures that staff establishes rapport with and provides information to parents.

Reference: Sections 20, 22, 23, 65, 85 School Act  
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