

Administrative Procedures Manual	Administrative Procedure 430
	Role of the Principal
	APPROVED: September 2013
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LEGAL REFERENCE:	Section 52, 53, 197, 202, 203, 204, 222 Education Act Principal Quality Practice Guideline School Leadership Framework Collective Agreement

Background

The educational leadership of the Principal is conceptualized within three (3) broad categories:

- Organizational Leadership
- Human Resource Leadership
- Instructional Leadership

In setting out these expectations for principals which follow, the Division is guided by a strong research base on school effectiveness and a wealth of successful experience in schools. Principals are expected to meet the Principal Quality Practice Guideline established by Alberta Education.

Procedures

1. Organizational Leadership

1.1 Shared Purpose

Division principals:

- 1.1.1 Establish, in consultation with staff, students, parents, Central Office and other stakeholders as deemed appropriate, long and short-term goals for the school, along with the school's annual education plan.
- 1.1.2 Organize, coordinate and focus staff and student efforts toward the achievement of school goals.

1.2 Communication

Division principals:

- 1.2.1 Establish and maintain effective internal communications within a climate of fairness, openness and trust.
- 1.2.2 Communicate expectations to the staff so that the school successfully serves the learning needs of students.
- 1.2.3 Establish workable systems of interaction with all stakeholders.

1.3 Financial and Support Services Management

Division principals:

- 1.3.1 Manage the financial resources of the school and Division through well formulated budget procedures.

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1.3.2 Work with custodial and maintenance personnel to ensure a well maintained physical plant.

1.3.3 Work with transportation personnel to ensure effective transportation of students.

1.4 School Climate

Division principals:

1.4.1 Ensure that there is a positive and orderly atmosphere within the school.

1.4.2 Ensure that the school's climate is conducive to learning.

1.4.3 Establish and communicate expectations, routines and procedures which result in acceptable student conduct.

1.4.4 Provide for effective supervision of students so as to provide for their physical and emotional safety in keeping with their stage of development.

1.4.5 Foster and support the development of cordial and collegial relationships among staff members.

1.5 School/Community Connections

Division principals:

1.5.1 Create an inviting school environment which welcomes parent and community involvement in school programs and activities.

1.5.2 Keep the community informed of school's goals, philosophy, programs and activities.

1.5.3 Strive toward the maintenance of positive community attitudes towards the school and its programs.

1.5.4 Respond positively to the expectations of the community where such expectations can be met within the goals of the Division and Alberta Education and the resources of the school.

1.6 School/Division Connections

Division principals:

1.6.1 Within the Division organization will develop a sense of autonomy for the school which:

1.6.1.1 Is appropriate to the circumstances.

1.6.1.2 Is perceivable by those involved with the school.

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1.6.1.3 Is respected by others in the Division.

1.6.1.4 Merits the confidence of the Division administration.

1.6.2 Participate in planning, policy and procedures development, staff development, curricular program development and implementation, budget development and staffing at both the school and Division levels.

1.6.3 Effectively administer and implement the policies, regulations, contracts and procedures of Alberta Education and the Division.

1.6.4 Develop and implement procedures for the school as required by the Education Act, Board policy and Division administrative procedures consistent with the aforementioned and matched to the needs of the school.

1.7 Evaluation and Continuous Improvement

Division principals:

1.7.1 Are committed to a continuous improvement orientation.

1.7.2 Regularly reflect and seek feedback on all aspects of the school and its programs.

1.7.3 Periodically utilize more formal approaches to school and program evaluation.

1.7.4 Make use of evaluation information to develop school goals and plans.

2. Human Resource Leadership

Effective schools are staffed by people committed to organizational and professional learning; consequently, Division principals:

2.1 Select competent staff members who will contribute to the school's and Division's goals.

2.2 Provide for meaningful orientation programs for staff.

2.3 Share in the leadership of the school's professional development program.

2.4 Ensure that supervision and evaluations of school staff meet the requirements of relevant Board policy and Division administrative procedures.

2.5 Commit to their own ongoing professional learning.

3. Instructional Leadership

3.1 Student Learning

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- 3.1.1 Division principals shall emphasize the centrality of student learning in all that is undertaken within the school by measures including but not limited to:
- 3.1.1.1 Setting high expectations for student performance and communicating these to students, teachers, parents, and the community.
 - 3.1.1.2 Ensuring that student progress is effectively reported to parents.
 - 3.1.1.3 Ensuring the maintenance of adequate and useful student records.
 - 3.1.1.4 Encouraging teachers to use assessment and evaluation as a basis for planning instruction as well as for determining standards of performance.
 - 3.1.1.5 Analyzing provincial diploma and/or achievement examination results to promote program improvement.
- 3.2 Instructional Development
- 3.2.1 Division principals support the professional efforts of staff to utilize instructional practices which lead to attainment of curricular objectives and high standards of student achievement through measures including but not limited to:
- 3.2.1.1 Establishing and communicating the school's philosophy of teaching and learning.
 - 3.2.1.2 Assisting teachers to develop and utilize teaching methods compatible with student needs and learning styles and the philosophy of instruction in the school.
 - 3.2.1.3 Providing opportunities and encouragement for the sharing of staff ideas and experiences.
 - 3.2.1.4 Regularly visiting classrooms to be aware of and to become involved in student learning experiences.
 - 3.2.1.5 Talking with staff as individuals and in groups about a wide variety of matters related to learning.
 - 3.2.1.6 Encouraging and supporting teacher learning through reading, reflection, peer observation, mentorships and other experiences.

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3.3 Instructional Organization

Division principals:

3.3.1 Develop and implement, following appropriate consultation, schedules, timetables and organizational structures which ensure a focus on student learning and the effective use of the facilities.

3.3.2 Establish timetables and routines that best utilize teacher strengths and maximize opportunities for student learning.

3.4 Program Coordination and Support

Division principals:

3.4.1 Ensure that staff are provided with the necessary curriculum support resources such as Teacher Resource Manuals, the Programs of Studies and other instructional resources.

3.4.2 Familiarize staff with the Program of Studies and its relation to the needs of students and the goals of the school.

3.4.3 Assist staff by accessing available expertise, within and beyond the school, to help interpret, clarify and adapt the Program of Studies within the context of the school.

3.4.4 Coordinate the instructional program through consultation with the staff so as to maximize continuity within the school from one grade level to the next.

3.4.5 Coordinate the instructional program in consultation with other administrators to maximize continuity in programming between feeder schools and receiving schools.

4. Although each Principal is responsible for the overall operation of his/her school, the Principal will delegate specific areas of responsibility to the vice principal(s).

4.1 To promote growth, the Vice Principal is to be given the opportunity to gain experience in all areas of school administration.