

Distinctive Catholic Leadership

The school administrator nurtures a Catholic faith-based environment where there is a modelled response to and commitment to gospel values.

Philosophical Underpinnings/Frame of Reference/Background

The school administrator position is one of servant leadership. The school administrator is responsible for building and sustaining a Catholic environment that promotes a collective responsibility for the worth and dignity of all members of the school community, each created in God's image. The school administrator supports the Bishop/Catholic Church in the mission of promoting and nurturing the faith of the members of the school community in partnership with the parents and parish, aligning the educational programs, plans and actions to the Bishop's vision and the division and school's goals for student learning.

COMPETENCIES

Attitudes/Beliefs

The school administrator demonstrates:

- A commitment to modeling and demonstrating Gospel values through lived actions
- A personal conviction that the primary responsibility is to students and engages staff to place students at the heart of all efforts in teaching and learning
- A recognition of the gifts of others
- The desire to develop interpersonal relationships in Light of Gospel Values
- A recognition of the role of parents as primary educators in the religious formation of their child(ren) and works in partnership with parents/guardians
- Evidence of personal faith commitment, regularly participating in the celebration of the Eucharist and actively engaging in parish life
- A positive response to invitations to participate in Catholic organizations or endeavours
- A belief in shared leadership, supporting leadership in faith formation within the school

Knowledge/Understanding

The school administrator knows:

- How the curriculum can be permeated authentically with gospel values
- Church teachings and where and when to seek clarification from clergy, literature, etc.

- The processes to work with the parish in the sacramental life of the students
- The significance of key Catholic symbolism
- Liturgically appropriate rituals and celebrations
- The pastoral approach to issues within the context of the teachings of the Catholic Church
- The social justice issues that are currently central to Catholic teachings

Skills/Actions

The school administrator is able to:

- Develop a shared vision of the school as a community of faith
- Lead the staff in providing a wide range of faith experiences for the school community
- Ensure quality religious instruction based on the Canadian Bishops' approved Religion program
- Inspire and challenge staff to deepen their understanding of Catholic faith
- Lead the staff in planning to infuse gospel values at all levels of school life; interpersonal, organizational, and instructional
- Involve the school community directly in life of parishes of student population
- Engage in faith activities in and out of school
- Deal with all students, staff, parents and community members with dignity, respect and reverence
- Promote the authentic permeation of gospel values in curricula

Instructional Leadership

The school administrator is an instructional leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Philosophical Context

The school administrator leads with a sense of moral purpose to improve student learning and understands instructional leadership to be best approached from a collaborative inquiry and research-based model. The instructional leader embraces professional learning designed to provide a comprehensive, focused and school-wide approach to improving student outcomes. The school administrator is focused on student acquisition and development of a continuum of knowledge, understanding and skills that prepare students for a changing world. The school administrator continually strives to understand how students are doing, how teachers are doing and constantly monitors the effectiveness of the school.

COMPETENCIES

Attitudes/Beliefs

The school administrator demonstrates:

- High expectations for teaching and student learning
- Belief that all students can learn
- Belief in meeting the needs of all students in diverse ways
- A commitment to improved learning outcomes for all students
- A commitment to equity of outcome and to closing the achievement gap
- Belief in the strength of professional collegial work to improve student outcomes
- Belief in shared leadership to improve student learning
- A practice of attending to current and innovative trends and promising practices

Knowledge/Understanding

The school administrator knows:

- About the provincial curriculum framework
- Effective instructional and assessment strategies
- All core curriculum components and initiatives and how they work together to support the learning of all students
- The significance of the data derived from different levels of assessment and how each contributes to improving student learning
- Strategies for ensuring inclusion, diversity and access
- Strategies for developing effective teachers and leaders
- About the use of new and emerging technologies to support teaching and learning

Skills/Actions

The school administrator is able to:

- Initiate and support an inquiry-based approach to improvement in teaching and learning
- Support teacher development and capacity-building in both assessment and development of instructional repertoire
- Lead the staff in the interpretation and analysis of data to make informed decisions for instruction, monitor student learning, and measure the impact of the actions
- Lead the staff in the collective monitoring of progress for all students
- Ensure early, ongoing, and targeted intervention across grades to support success for all students

- Plan for the acquisition of resources to meet the needs of students and teachers in the school
- Use research to refine and improve learning strategies

Management Leadership

The school administrator is an effective manager who ensures all personnel, resources and processes come together cohesively to eliminate distractions and focus all energies on learning. School operations are proactive and based on a shared vision that supports student achievement and student well-being.

Philosophical Context

The school administrator is able to operate the school from a sound philosophical basis so that the numerous decisions made daily reflect a shared vision and results in proactive rather than reactive leadership. The effective school administrator understands the impact of school operations on student achievement and well-being and manages all aspects of school life. The school administrator is well organized and gets things done in a timely way, engaging in long term planning to provide a clear sense of direction while attending to the small details that result in smooth operations. The effective school administrator ensures the school is managed to optimize student learning.

COMPETENCIES

Attitudes/Beliefs

The school administrator demonstrates:

- Belief that the school's primary responsibility is to the students and engages staff to place students at the heart of all efforts in teaching and learning
- A commitment to ensure structures, procedures and processes support optimal student learning
- A belief in a shared vision with all stakeholders to guide decisions that will thereby be endorsed and supported
- A commitment to put in the time necessary to ensure the school runs smoothly
- An understanding of the positive impact good management of operations can have on student learning
- The ability to make organizational decisions based on informed judgements

Knowledge/Understanding

The school administrator knows:

- How to attain and maintain the necessary supplies, furniture and equipment
- The specifics of managing the school budget
- The use of software to facilitate the various aspects of school management
- How to use the available tools and resources to monitor learning
- The importance of daily comprehensive literacy instruction and how to work with staff to ensure it occurs across all curricula
- Strategies to engage the staff and students in effective literacy across the curriculum
- The community and where to go for assistance to meet student needs

Skills/Actions

The school administrator is able to:

- Maximize learning time on instruction through timetabling, scheduling, class assignments
- Make optimal use of staffing allocation to meet the needs within the school
- Provide descriptive feedback to staff members to enhance their professional practice
- Support the professional development of staff through feedback on Professional Growth Plans
- Review long range plans/course outlines to ensure outcomes of Ministry curricula are achieved
- Monitor teacher planning and organization
- Monitor active teaching effectively
- Attend to tasks in a timely way
- Be consistent and predictable in managing situations
- Ensure the building is clean, orderly, welcoming and a safe, caring place for students and staff
- Delegate and follow-up appropriately
- Engage all staff in committing to staff development activities aimed at improving outcomes for students
- Proactively address issues with staff when necessary
- Focus the school in the right direction by carefully matching tasks to priorities
- Maintain appropriate records and documentation for the school
- Manage situations with students and parents appropriately and effectively
- Deal with the staff and the public as issues arise
- Communicate orally and in writing
- Establish processes and procedures that allow for continuity during the administrator's absence

Moral, Ethical, and Legal Leadership

The school administrator holds a position of trust and service. The academic and spiritual success of the school is greatly influenced not only by the administrative skill and educational expertise, but by the moral integrity and values of the school administrator who embraces leadership as a vocation.

Philosophical Context

The school administrator demonstrates personal behaviors consistent with Catholic community values and morals. The school administrator has a passion for students and learning and willingly gives generously of the gift of time. The school administrator demonstrates integrity and emotional self-control. The school administrator is open to and seeks input and feedback on performance from staff, parents, students and division leaders. Targets for improvement are set based on feedback and actualized in a timely manner. The school administrator is loyal to the division and handles disagreements with leadership and policy decisions in a professional manner. In all instances, the school administrator's conduct at work and away is aligned with the Board expectations and professional code of conduct.

COMPETENCIES

Attitudes/Beliefs

The school administrator demonstrates:

- A commitment to a personal life of high moral standing
- Integrity in interactions with all members of the community
- Equal commitment bestowed to individuals, students community members, and subordinates as to superiors, board members, or other people with visibility and authority
- Emotional intelligence
- An openness to relevant feedback from all stakeholders for continuous improvement
- An understanding of the importance of public perception of words and actions
- An understanding that mistakes are to be acknowledged and viewed as an opportunity to learn
- Optimism, hope, resiliency and trust
- A commitment to Code of Ethics and Code of Conduct

Knowledge/Understanding

The school administrator knows:

- That all aspects of personal life reflect on the school division
- Conflict resolution and mediation strategies

- The letter and spirit of the law and how to avoid the fact and appearance of impropriety
- How perceptions may reflect on the individual, the school and the division
- The Education Act and other legislations that impact on school operations
- The appropriate response in situations dealing with outside legal and other authorities or seeks counsel before taking action

Skills/Actions

The school administrator is able to:

- Meet commitments without exception
- Challenge authority and policy with constructive criticism in the appropriate forum, but once the decision is made, to fully support implementation of leadership decisions and policy
- Maintain self-control, even in the most difficult confrontational situations
- Provide assistance to staff, students and parents in maintaining self-control
- Mediate situations with staff and students to seek win/win outcomes
- Model a commitment to ongoing learning and professional development
- Use mistakes as an opportunity to learn, maintaining dignity of all concerned
- Bring forth messaging in the spirit of shared responsibility
- Be present for the school and faith community

Shared Leadership

The leadership in the school is enhanced by a strong working relationship between the team members. The school administrator builds a shared vision and fosters the acceptance and inclusion of group goals. The school administrator sets and communicates high performance expectations for all.

Philosophical Context

The school administrator articulates a clear vision for the school based on a common philosophy that is sound and consistent with Gospel values and promising instructional practices. The school administrator works within the school community to transform the vision into agreed goals to be achieved through set plans and strategies. The school administrator motivates others to take ownership and provides the necessary support and encouragement to actualize the set goals. The school administrator understands the opportunities to learn that are available and/or lacking in the school community and works with stakeholders to build a stronger community that supports student learning.

COMPETENCIES

Attitudes/Beliefs

The school administrator demonstrates:

- An alignment philosophically with the Board's Mission, Vision and Strategic Plan
- A commitment to setting and achieving ambitious, challenging goals
- A commitment to an inclusive, respectful, compassionate , equitable school culture based on Gospel values
- A belief in the giftedness of those within the school community and the ability to draw out the gifts for the benefit of the students in that community
- A conviction that the primary responsibility is to students and role is to engage staff to place students at the heart of all efforts in teaching and learning
- A willingness to learn from colleagues

Knowledge/Understanding

The school administrator knows:

- How to support teacher leader initiatives aimed at improving student learning
- How to align the school vision to the Board's vision and create buy-in
- How to align day to day practices to the vision
- How to build, communicate and implement a vision
- How to communicate within and beyond the school
- The significance and impact of interpersonal relationships
- Adult learning principles and models of continuing professional development
- Strategies to promote individual and team development

Skills/Actions

The school administrator is able to:

- Effectively conduct meetings focused on student learning
- Think strategically, build, and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Empower others to work in the best interest of all students
- Mentor aspiring leaders
- Build confidence in staff
- Give varied opportunities to develop leadership
- Make decisions linked to mission, vision, and strategic priorities

- Actualize division initiatives to reflect the school's unique culture

Continuous Improvement Leadership

The school administrator is responsible for creating conditions for continued student success and is accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education. The school administrator is accountable for the goals set in the Learning Improvement Plan. Improvements are always focused on the future to prepare students for a future that is characterized by change.

Philosophical Context

The school administrator is responsible for student learning. The school administrator will use all levels of assessment results to set goals for student learning and to monitor outcomes. The instructional program will be monitored and the results used for continuous improvement.

COMPETENCIES

Attitudes/Beliefs

The school administrator demonstrates:

- A commitment to personal self-evaluation/improvement
- Responsibility for student learning
- The belief that he/she is a leader of literacies
- A commitment to job embedded professional learning
- Commitment to parental engagement
- Continuing focus on incremental student growth that is strength-based
- A commitment to promising practices and action research
- A willingness to engage in and support innovation

Knowledge/Understanding

The school administrator knows:

- What is effective teaching based on the Enhancing Professional Practice Approach
- The use of a range of evidence to support, monitor, evaluate and improve aspects of school performance
- Change theory and practical applications
- How personal reading and learning can influence school and division priorities

Skills/Actions

The school administrator is able to:

- Initiate teachers working with support personnel such as teacher librarians, mentors, consultants and coordinators and peers to expand the use of a wide variety of instructional strategies to meet needs of all students
- Form partnerships with parents and agencies that can support student learning
- Support and mentor all staff members, recognizing and working with those needing additional support
- Develop a plan of job-embedded professional development that differentiates training and implementation based on teacher needs
- Think creatively to develop new solutions that meet current and future needs
- Problem solve issues from a variety of angles
- Foster engagement of parents including School Community Councils
- Use data effectively to drive decision-making and planning