



POLICY P.082.HR

TITLE: SELECTION, TRAINING, PLACEMENT AND APPRAISAL OF STAFF FOR THE POSITIONS OF PRINCIPAL AND VICE-PRINCIPAL

Date issued: June 1999

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Authorization: Board: 25 May 1999

1.0 OBJECTIVE

To ensure the effective selection, training, placement and appraisal of qualified and competent staff for the positions of principal and vice-principal.

2.0 POLICY

- 2.1 The Board recognizes that the employment and retention of qualified staff in the positions of principal and vice-principal are essential to the success of the education system and to the delivery of high quality programs and success to students. Personnel policies and procedures shall be designed to achieve this objective through:
 - a) active recruitment and rigorous selection procedures
 - b) effective training of new and experienced principals and vice-principals
 - c) regular and systematic appraisal of both
 - d) appropriate deployment of both
- 2.2 The Director of Education is authorized to establish the necessary staff positions and arrange for the selection, training, appraisal and deployment of staff within the limits of the Board's local budget and the provincial funding model.
- 2.3 The Board recognizes the role of school councils, and the need to include both principal profiles and school profiles in the effective selection, training and placement of principals and vice-principals.
- 2.4 Candidates applying for the positions of principal and vice-principal will be assessed on the following corporate leadership values:

Advocacy for Learners
Caring
Fairness
Honesty
Integrity

Loyalty
Resilience
Respect
Trustworthiness
Vision

- 2.5 Candidates applying for the positions of principal and vice-principal will be assessed on their readiness to assume the position based on their demonstrated skills and experience under the following four leadership pillars (see Attachment 1):
- a) Instructional leadership
 - b) Personal leadership
 - c) Interpersonal leadership
 - d) Operational leadership
- 2.6 In accordance with OCDSB Policy P.006.HR, all appointments to the position of principal shall be submitted to the Board for approval.

3.0 SPECIFIC DIRECTIVES

- 3.1 The Director shall develop:
- a) selection procedures for principalships and vice-principalships;
 - b) in-house mandatory training for all candidates who have been successful in the competitions and have had their names placed on intern lists for principals and vice-principals;
 - c) appraisal procedures for personnel in both positions; and
 - d) procedures for the deployment of principals that include consultation with school councils and trustees.
 - e) procedures for the deployment of principals that include review of principal profiles developed by school councils with the school council chair, and discussion of area needs with individual trustees, prior to staff decisions on deployment.

4.0 APPENDICES

Attachment 1: OCDSB LEADERSHIP PROFILE

5.0 REFERENCE DOCUMENTS

The Education Act, 1998, ss. 265, 287 and Ontario Regulation 298
The Municipal Freedom of Information and Protection of Privacy Act
The Ontario Human Rights Code
Board Policy P.006.HR: Delegation of Authority - Human Resources
Board Procedure PR.578.HR: Placement of Principals and Vice-Principals
Board Procedure PR.579.HR: Training of Principal and Vice-Principal Interns

OCDSB LEADERSHIP PROFILE

INSTRUCTIONAL	PERSONAL	INTERPERSONAL	OPERATIONAL
<ul style="list-style-type: none"> • Works collegially with students, staff and community to improve student achievement • Provides opportunities for student involvement and responsibility • Leads the implementation of current teaching, learning and assessment strategies • Supports and models differentiation in curriculum, instruction, and evaluation to meet the needs of all students • Ensures that assessment, evaluation and reporting reflects Ministry and Board policies and procedures • Demonstrates knowledge of curriculum • Provides opportunities for professional development for all staff • Promotes excellence in staff and student achievement in a strong professional learning community • Involves School Council, teachers, students and community in the school improvement planning 	<ul style="list-style-type: none"> • Models and promotes life and work balance • Develops and articulates a personal vision • Initiates, sustains and models lifelong learning • Acts decisively and makes sound judgements • Identifies priorities and implements action plans to address them • Sets goals for professional and personal growth based on realistic self-assessment • Takes calculated risks to move initiatives forward • Uses critical, flexible and creative thinking • Exhibits highest standard of professional behaviour • Applies the principles of effective time management 	<ul style="list-style-type: none"> • Employs all forms of communication, including active listening, effectively • Creates an environment where all staff feel supported and empowered • Works to create an inclusive, positive and collaborative learning and working environment • Creates a mentoring culture for all staff • Fosters a safe and equitably diverse and caring environment • Motivates and leads others to achieve shared vision • Utilizes effective processes for resolving conflicts • Develops and maintains positive partnerships in seeking support for the school, its programs and services • Consults as appropriate with stakeholders including students, staff and school council in the decision-making process • Creates and maintains an inviting and accessible atmosphere 	<ul style="list-style-type: none"> • Manages financial and other school resources effectively • Aligns school improvement plans and resource allocations with the Board's strategic goals and priorities • Assesses, initiates and facilitates change process at both the school and system levels, and fosters a positive attitude toward change • Uses current technology and methods of data collection and reporting to support decision-making • Demonstrates awareness of regulations, policies, procedures, and guidelines relevant to school operations • Manages, implements, and supports school, Board, and Ministry initiatives • Recognizes the importance of supervision of staff as a critical activity for an instructional leader

INSTRUCTIONAL	PERSONAL	INTERPERSONAL	OPERATIONAL
<p>process</p> <ul style="list-style-type: none"> • Demonstrates excellent classroom teaching practices 			