

Administrative Procedure 440

Human Resources

LEADERSHIP QUALITY PRACTICE STANDARD

BACKGROUND

Westmount's principal exemplifies the qualities outlined in the Leadership Quality Practice Standard as follows:

"Westmount's school-based administrators are accomplished teachers of the gifted who provide quality leadership in the provision of optimum learning and opportunities for development of all students in the school."

The following seven leadership dimensions and their descriptors comprise a repertoire of selected knowledge, skills and attributes from which school based administrators will be able to draw as situations warrant, in order to meet the Leadership Quality Practice Standard throughout their careers. Reasoned judgment is used to determine whether the Leadership Quality Practice Standard is being met in a given context. The dimensions and descriptors are not outlined in order of importance.

PROCEDURES

1. Leadership Dimension – Supporting Effective Relationships

The school-based Administrator builds trust and supports effective working relationships within the school community and education system on the basis of sound moral and ethical foundations.

Westmount's school-based administrator:

- 1.1 acts with integrity and treats everyone with dignity and respect;
- 1.2 demonstrates a genuine caring for others;
- 1.3 demonstrates moral responsibility to all students;
- 1.4 models values, beliefs and attitudes that inspire others; and
- 1.5 demonstrates sensitivity to diversity and respect for others.

2. Leadership Dimension – Providing Visionary Leadership

The school-based Administrator collaboratively involves staff, students, parents, school council, and the school community on creating and sustaining shared values, vision, mission and goals.

Westmount's school-based administrator:

- 2.1 communicates and is guided by an educational leadership philosophy based upon sound research and experience that is congruent with the charter;
- 2.2 engages staff, parents, students, school council, and the school community in school improvement initiatives;
- 2.3 ensures that planning and implementation strategies are based upon a shared vision and understanding of the school culture and community;
- 2.4 facilitates change and promotes innovation consistent with current and future school community needs;
- 2.5 analyzes a wide range of data to determine progress towards achieving school improvement goals; and
- 2.6 promotes the celebration and communication of accomplishments of the school and identifies areas for continued growth.

3. Leadership Dimension – Leading a Learning Community

The school-based Administrator nurtures and sustains a school culture that values and supports learning.

Westmount's school-based administrator:

- 3.1 embodies a personal commitment to learning and promotes life-long learning for all members of the school community;
- 3.2 fosters a culture of high expectations for students and staff;
- 3.3 facilitates meaningful professional development for staff and promotes continuous learning throughout their careers; and
- 3.4 engages parents in all aspects of student learning as appropriate.

4. Leadership Dimension – Providing Instructional Leadership

The school-based Administrator ensures that all students have access to quality teaching and have the opportunity to meet the provincial and charter goals of education.

Westmount's school-based administrator:

- 4.1 demonstrates an in-depth knowledge of curriculum and pedagogy that is congruent with the charter;
- 4.2 demonstrates an in-depth knowledge of Westmount's mission, vision and charter goals;
- 4.3 develops school-wide principles, goals and strategies for fair and balanced student assessment and evaluation practices;
- 4.4 provides effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard and the specific requirements of the charter board;
- 4.5 promotes an understanding of diversity and facilitates inclusion of all students;
- 4.6 ensures that students have access to appropriate programming based on individual learning needs;
- 4.7 ensures that students have access to appropriate supports based on individual social-emotional needs;
- 4.8 recognizes the potential of new and emerging technologies and their use in supporting learning and teaching;
- 4.9 ensures that staff communicate and work effectively with parents and community agencies; and
- 4.10 promotes community partnerships and mobilizes resources enhance student learning.

5. Leadership Dimension – Developing and Facilitating Leadership in Others

The school-based Administrator promotes the development of leadership capacity through the active involvement of staff, students and parents in a variety of leadership roles for the overall benefit of the school community and education system.

Westmount's school-based administrator:

- 5.1 demonstrates informed decision-making through open dialogue and consideration of multiple perspectives;
- 5.2 promotes team-building and shared leadership among staff, students, parents and school council as active members of the learning community; and
- 5.3 facilitates meaningful involvement of staff, students, parents and school council in the school's operation using collaborative and consultative decision-making strategies.

6. Leadership Dimension – Managing Effectively

The school-based Administrator manages school operations and resources to sustain a safe, caring and effective learning environment.

Westmount's school-based administrator:

- 6.1 ensures an orderly, safe and caring school environment conducive to student learning;
- 6.2 plans, organizes and manages effectively the human, physical, and financial resources of the school community to achieve its educational goals and priorities;
- 6.3 ensures that school operations are aligned with legal frameworks including provincial legislation, the Charter and charter board policies;
- 6.4 uses effective management strategies in order to maximize the time for instructional leadership;
- 6.5 utilizes principles of teaching, learning and student development to inform management decisions and the organization of learning;
- 6.6 uses effective facilitation, problem-solving and negotiation skills; and
- 6.7 Demonstrates effective oral and written communication skills.

7. Leadership Dimension – Understanding and Responding to the Larger Societal Context

The school-based Administrator understands the larger political, social, economic, legal and cultural contexts impacting the school and responds appropriately by giving consideration to the unique and diverse community characteristics and needs.

Westmount's school-based administrator:

- 7.1 advocates for the interest of students;
- 7.2 scans the environment, identifies and communicates trends and issues to the school community and then responds appropriately;
- 7.3 demonstrates a knowledge of local, national and global issues and trends related to education;
- 7.4 assesses and responds to diverse community needs in the context of the school community's vision and mission;
- 7.5 advocates for the community's support of the school and the larger education system; and
- 7.6 maintains positive public relations and communication practices to engage the broader community in support of the school and of the charter school movement.

Cross Reference: AP-445 Administrator Growth, Supervision and Evaluation
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