

Code of Professional Practice

Principals and vice-principals promote the success of all students by leading, guiding and coordinating the educational program. They carry out their responsibilities and duties according to the requirements of the *School Act*, Regulations, Ministerial Orders and school board policies. The major leadership role of principals and vice-principals is to enhance student achievement. To fulfill this role as effectively as possible, principals and vice-principals

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Pursue continuous professional growth and development

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Provide effective instructional leadership

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Develop a school vision

4

Interpret and implement curriculum

5

Organize and manage school programs and resources effectively

6

Establish positive community relations

7

Develop effective interpersonal relations

8

Create and foster a positive school climate

Section 1

Continuous Professional Growth and Development

Principals and vice-principals participate in a continuous program of professional development and

- set personal professional development goals
- participate in workshops and in-service activities
- act as resource people for professional in-service activities
- participate in professional organizations, including the BCPVPA
- stay informed about education theory, Ministry policy and other legal requirements

Section 2

Instructional Leadership

Principals and vice-principals supervise instruction and

- discuss and establish the criteria for effective teaching within the school
- supervise teachers in ways that promote improvement of instruction and professional growth

To promote the success of all students, principals and vice-principals

- hire and assign teachers with skills and experience consistent with the educational needs of the students and overall school goals
- employ fair selection procedures including effective interviews, résumé reviews and reference checks

- understand the requirements in collective agreements regarding teacher assignments

To support and encourage effective instruction, principals and vice-principals use evaluation procedures which:

- meet the requirements of the *School Act* and Regulations and school board policies and are consistent with the requirements of collective agreements

Principals and vice-principals support effective instruction. They create a productive learning environment and

- promote academic excellence
- clarify instructional expectations with staff, students and community
- work with teachers to develop appropriate methods of instruction that meet the needs of individual students
- encourage innovation and risk-taking
- encourage teachers to share information and expertise and analyze their own instructional practice
- share research with teachers and support staff
- provide opportunities for staff to develop learning experiences for students
- protect instructional time

Principals and vice-principals support the professional development of staff and

- provide leadership in planning school-based staff development
- encourage and facilitate individual and staff participation in professional growth activities
- maintain an awareness of research and education trends
- inform staff of available school district and other professional resources

Section 3

Developing a School Vision

Principals and vice-principals work closely with staff and parents to develop a school vision, mission and growth plan and

- articulate a personal vision and philosophy

- understand provincial and district mission statements, goals and objectives and share these with staff and parents
- develop a shared student-centered school vision in collaboration with the staff and community, including the School Planning Council (SPC)
- review the vision and goals with members of the school community on a regular basis
- develop clear goals and objectives based on the school vision that are consistent with school, district and provincial mission statements
- work with staff and parents to convey school vision, philosophy, goals and objectives to the community
- encourage staff members to develop individual professional goals related to school and district goals and objectives
- monitor the success of the school growth plan and make adjustments where appropriate

Section 4

Interpret and Implement Curriculum

Principals and vice-principals oversee the implementation of curriculum based on knowledge of:

- child growth and development
- the major goals and learning outcomes of the curricula
- change processes
- curriculum evaluation
- various teaching strategies
- learning assessment strategies

Principals and vice-principals plan for effective curriculum implementation with reference to school, district and provincial goals designed to improve student achievement.

Principals and vice-principals work with teachers and support staff in the curriculum implementation process. To achieve this they:

- identify the personnel needed to meet the learning needs of students
- assign staff, consistent with the *School Act* and Regulations and collective agreement provisions

- integrate the use of support personnel
- facilitate articulation agreements with other schools and organizations
- ensure that staff members are familiar with current provincial and district curriculum initiatives
- explain program and course requirements to students, parents, teachers and the community
- ensure that prescribed learning outcomes are addressed

Principals and vice-principals assist in the identification, selection and provision of appropriate instructional materials and learning resources.

Principals and vice-principals evaluate programs and

- analyze students' summative and formative assessment data
- monitor program delivery
- identify and share trends in assessment data with teachers
- summarize, interpret and present program evaluation data

Principals and vice-principals provide leadership to their colleagues in the design of programs to meet the unique and special needs of students

Section 5

Organize and Manage School Programs and Resources Effectively

To promote the highest possible achievement for all students, principals and vice-principals ensure effective school operations and routines and

- develop school policies and establish procedures for their implementation
- develop procedures for the placement and assignment of students
- provide liaison and support for all programs
- develop effective health, safety and security procedures and advise district staff and/or other agencies of needs in these areas
- maintain accurate and appropriate records and files

- supervise teaching and non-teaching personnel

Principals and vice-principals develop and manage school budgets. To do so, they

- design budgetary procedures that support the achievement of school goals and priorities
- monitor accounts and have them audited on a regular basis
- ensure that school-based fundraising conforms with district policies and procedures

To promote effective management and maintenance of school building and grounds, principals and vice-principals

- understand and work within the *School Act* and Regulations, district personnel policies and procedures and relevant collective agreements
- plan for efficient and flexible use of physical plant
- inspect building, equipment and grounds regularly
- supervise the proper maintenance of building, equipment and grounds
- establish and promote appropriate procedures and rules for the use of building and grounds
- provide input to district personnel concerning any maintenance or capital building requirements

Principals and vice-principals ensure the acquisition of equipment and supplies and

- establish procedures for receiving and distributing necessary equipment and supplies
- employ efficient accounting procedures
- anticipate future needs in consultation with staff and district personnel and initiate action to acquire appropriate resources

Principals and vice-principals consult with district staff to make themselves aware of relevant legal requirements related to the school community. Principals and vice-principals understand and

implement collective agreements and their interrelationship with the *School Act* and Regulations and other related legal authorities

Section 6

Positive Community Relations

Principals and vice-principals promote and maintain positive attitudes towards education within their community and

- represent the school board when meeting the public
- establish effective communication strategies to send and receive information within the school community
- promote the development of a variety of educational partnerships within the community

Principals and vice-principals encourage parents to be productively engaged with the school and

- facilitate the formation of a parent advisory council, by helping to develop its terms of reference and by nurturing its growth
- enact the provisions of the *School Act* and district policies by establishing a School Planning Council (SPC)
- facilitate the exchange of information between parents and staff

Principals and vice-principals maintain effective communication with the community including parents, community organizations, the general public, colleagues, district personnel, schools, colleges and universities.

Principals and vice-principals encourage interest groups and other community members to become productively associated with the school.

Section 7

Effective Interpersonal Relations

Principals and vice-principals seek to motivate and encourage students, staff and parents and

- set high expectations for students and staff and model the behaviours and commitment

necessary to meet those expectations

- involve staff, parents and students in setting priorities
- ensure frequent and consistent feedback
- provide positive reinforcement and promote high self esteem
- practise fairness, consistency and equity
- encourage positive attitudes such as integrity, honesty and humour
- are accessible to staff, students and parents
- are visible throughout the school and in the community
- keep staff and students informed
- promote teachers' professional growth

Principals and vice-principals ensure that the roles, duties, responsibilities and lines of communication among all school personnel are defined clearly and understood.

Principals and vice-principals demonstrate knowledge and skills in group-dynamics and conflict resolution.

Section 8

Positive School Climate

To establish and maintain a positive school climate, principals and vice-principals

- are advocates for students
- support effective instruction
- promote the school as a place of learning for everyone - students and staff
- encourage a climate of trust in the school
- encourage a positive, orderly and productive atmosphere in the school
- provide a welcoming environment and atmosphere for students, parents and community
- endeavour to make the building as attractive and appealing as possible
- represent students interests at the district level to the Superintendent and Board of School Trustees

Principals and vice-principals encourage co-curricular and extra-curricular programs that foster positive interpersonal relationships among students, teachers and other adults. ▼