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

1. Pursue continuous professional growth and development
2. Provide effective instructional leadership
3. 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.