PROFESSIONALISM AND ACCOUNTABILITY

This area of practice stresses accountability for enhancing students' academic growth and personnel professional growth through the implementation of effective governance structures, compliance with provincial curriculum and guidelines, allocation of resources to support strategic directions, and timely and comprehensive reporting of results.

GOVERNANCE AND MANAGEMENT

- Understand various governance models —local (municipal), regional (district), provincial and federal
- Promote individual and collective responsibility and accountability
- Implement accountability mechanisms for school personnel
- Ensure PLCs are centered around student learning, effective teaching and intervention strategies
- Ensure ESS Team understands and applies ASD-W and EECD policy guidelines
- Ensure personnel and student compliance with instructional policies, acts, guidelines and expectations (curriculum, instructional minutes, lesson planning, etc.)
- Create organizational structures which reflect the school's values and ensure that management systems, structures and processes reflect legal requirement
- Maintain a professional appearance and demeanour while modeling professional behaviour and cultural sensitivity to students, staff, and others
- Demonstrate appropriate communication with students, parents, school staff, district/department staff and the general public with effective written and oral skills
- Reflect on own leadership skills/style and self assess frequently
- Address barriers to teacher and staff performance and provide positive working conditions to encourage retention of highly effective personnel
- Create a culture of respect, understanding, sensitivity, and appreciation of students, staff, and others, and model these attributes
- Lead school personnel in working within professional and ethical guidelines to improve student learning and to meet school, district and provincial requirements
- Monitor effective instructional practices including observations, professional growth, walkthroughs, and performance assessments

DATA COLLECTION AND REPORTING

- Analyze student achievement data and student needs to make educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness
- Monitor the use of diagnostic, formative, and summative assessment, such that educators are providing timely and accurate feedback to students and parents, informing instructional practices
- Demonstrate knowledge of student assessment practices, grading procedures and reporting structures
- Conduct on-going personnel assessments, including walkthroughs and formal performance assessment on a schedule as determined by Human Resource (ASD-W Policy 250-15)
- Debrief with personnel on classroom observations and personal assessments in a timely manner
- Provide an accurate and transparent account of the school's performance/progress to parents and the school community
- Ensure the "on-review" process is followed when required in consultation with District staff
- Ensure student ESS forms and documents are created, followed, updated and submitted (PLP/IBSP/704s, etc.)

BUILDING RELATIONSHIPS

Relationships that are built on trust foster healthy and productive connections enhancing a positive and safe environment. When all learners (students and staff) and community members (parents, volunteers and partners) feel heard and trusted, they are more likely to take risks and be innovative. This area focuses on the importance of building healthy, productive relationships that foster collective efficacy.

POSITIVE INTER-PERSONAL RELATIONSHIP SKILLS

- Demonstrate knowledge of community and school culture that fosters a positive learning and working environment
- Promote, celebrate and model behaviours that support fairness, dignity, integrity and with a genuine care and respect for others
- Maintain visibility and accessibility to students, parents, staff and others
- Involve students, staff and district representatives in creating and reinforcing provincial, district and school behavior expectations, management and procedures
- Demonstrate respect by listening to others' ideas and opinions and acknowledging that there is diversity within the school and community
- Develop and apply norms that encourage constructive and healthy dialogue, discussion and debate through collaboration that are grounded on evidence-based practices

CONFLICT MANAGEMENT AND DISPUTE RESOLUTION

- Communicate and reinforce norms, guidelines and management techniques for expected behaviours
- Develop and apply processes to identify and resolve conflict
- Empower others (staff and students) to assume leadership roles in promoting a positive learning, inclusive and safe environment with the goal to reduce conflict
- Provide opportunities to learn about and apply effective conflict resolution strategies
- Implement team-building strategies within the school community

SCHOOL COMMUNITY ENGAGEMENT

- Foster a welcoming, safe and collaborative environment that reinforces culturally sensitive communication and actions
- Encourage and support school community partnerships that reinforce district and school's vision, mission and values
- Foster and maintain positive relationships with school community partners and agencies
- Create an inclusive environment that encourages input, creative thinking, problem solving between school community partners

SETTING STRATEGIC DIRECTION

This area of practice highlights the importance of the members (personnel) of the school, district office, District Education Committee, Parent School Support Committee to share common goals and purposes to ensure school effectiveness and efficiency.

SETTING/REINFORCING THE VISION

- Establish/Reinforce the overall vision that guides the decisions and work of the school community and support the district's vision that guides decision making and the work of the school community
- Understand the relationship and alignment among school, district and provincial acts, policies and agreements in support of the school vision
- Work in a collegial and collaborative manner with other administrators, school personnel and stakeholders to promote and support the vision, mission and goals of the school and district

STRATEGIC PLANNING

- Identify a team responsible for engaging staff, students and community and leading them in improvement
- Engage in a data review process to identify priorities for goal setting
- Summarize the baseline data that supports the need and develop goal(s) that can be validated by that baseline data
- Communicate the goal(s) to stakeholders
- Identify indicators of success
- Select strategies and actions that support achievement of the goal
- Create a monitoring plan that identifies the person(s) responsible for the action and the timeline as well as the method for and frequency of tracking the impact
- Communicate the plan with staff, PSSC and other stakeholders as well as the district
- Implement and monitor the plan
- Document monitoring updates according to the embedded timelines

SYSTEMS ALIGNMENT

- Use the vision, mission and strategic plans to guide your decision making of resources and initiatives that will enhance student learning and success
- Access resources both internally and externally that support the school's strategic plans
- Provide updates of strategic plans to the Parent School Support Committee on a regular basis

LEADING THE ORGANIZATION

This area emphasizes developing competencies that are required to manage the personnel and school facility. School leaders are aware of and adhere to financial responsibilities that allow them to decide upon and focus on setting strategic directions consistent with the school district.

HUMAN RESOURCES and LABOUR RELATIONS

- Participate in the selection of school personnel (when possible) and understand the hiring, growth and dismissal processes
- Provide feedback that supports job performance and growth
- Assign resources based on strategic priorities, operational needs and professional growth plans
- Manage school personnel in accordance with applicable legislation, collective agreements and employment contracts focusing on a safe, inclusive, secure, efficient and orderly environment

FINANCIAL MANAGEMENT

- Manage funds based on guidelines and expectations set by Provincial and District policies (Policy 100s)
- Account and be responsible for funds provided to and raised for the school

LEGISLATION AND POLICIES

- Understand and know the Education Act, EECD policies, ASD-W policies and guidelines and ensure due process is followed

RISK MANAGEMENT

- Understand, prepare and apply comprehensive risk management plans to meet the needs of students and other stakeholders (Policy 704, IBSP, etc.)
- Manage the school environment to ensure that it meets provincial health and safety regulations
- Update, submit and apply Comprehensive School Safety Plan (CSSP)
- Establish a Joint Health and Safety Committee that meets monthly and submits minutes to District and WorkSafe NB to ensure the school and grounds are safe

DEVELOPING PEOPLE

Engage people to make a significant contribution in creating a positive environment where everyone can be successful. This area of practice underscores the importance of increasing the capacity of the organization by building a culture where people are invested in their own and others' growth and learning.

BUILDING CAPACITY – PROFESSIONAL LEARNING

- Plan, submit and facilitate a Professional Learning Plan that is reflective of Growth Goals, SIP and PLWEP.
- Develop an effective distributive leadership structure that functions with a clear purpose
- Recognize and celebrate individual and collective accomplishments that support the values, vision and mission of the school and district
- Model a positive attitude and commitment to the school and district's learning culture
- Know, understand and promote evidence-based instructional methodology
- Lead professional learning and discussions about evidence based and alternative practices
- Recognize and respect diverse learning styles, intelligences, and needs and ensure that programming is available to meet the needs of all students
- Develop and promote critical thinking, analytical, and problem-solving skills that engage students in both self - directed and collaborative learning within the school community
- Ensure that formative and summative assessment and evaluation practices used in the school are fair, appropriate to the situation, and balanced for student learning
- Create opportunities for reflective practice

COACHING AND MENTORING

- Facilitate opportunities and provide resources to learn with and from each other (i.e., peer observation, mentoring, coaching, study groups, learning teams, ESST, and distributive leadership)
- Facilitate conversations to best support ownership of professional growth goals
- Provide mentorship and support to aspiring leaders

EFFECTIVE COMMUNICATION

- Use a range of processes to communicate effectively
- Foster open communication strategies with staff, students, parents and community
- Communicate the school, district and EECD strategic direction to staff