



Administrative Procedure: Selection and Appointment of Principals

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1.0 Selection and Appointment of Principals

1.1 The following process will establish a pool of potential Principals for each of the Elementary School Panels:

1.1.1 The profile of a Catholic Educational Leader is essential to the selection, appointment, transfer, supervision and evaluation of a Principal. School councils are invited to submit profiles of their expectations for their

Principal when a position becomes available in their school community. This information is used as advice during the selection, appointment and transfer of Principals.

- 1.1.2 Applications will be invited from qualified candidates for the positions of Principal as required.
- 1.1.3 The Superintendent of Human Resources or Human Resources Manager, in consultation with Senior Administrative Council, shall review all applications to determine which applicants shall be invited to proceed in the selection process.
- 1.1.4 Those applicants not selected to proceed in the selection process shall be notified.
- 1.1.5 The Interview Committee shall consist of the following:
 - a. The Director of Education
 - b. A minimum of two Superintendents of Education
 - c. Chair of the Committee: Superintendent of Human Resources/Human Resources Manager
 - d. One Principal (optional)
- 1.2 Members of the Interview Committee shall be present for all interviews. Members of the Interview Committee will be provided with copies of the applicants' resumes and applications.
- 1.3 Senior Administrative Council will review the results of the Interview Process, information in the formulation of a recommendation to be considered by the senior team.
- 1.4 The Superintendent of Human Resources or Human Resources Manager, who is the chairperson for the process, shall co-ordinate the debriefing of each candidate upon request.
- 1.5 The terms and conditions of the employment of the Principal including salary and benefits shall be those applicable to the position held by the Principal and all of the terms and conditions of which the Principal and the Board acknowledge, are incorporated by reference and form part of the contract of employment.

- 1.5 To provide high quality educational leadership, the Board recognizes the following summary of the skills, abilities and personal characteristics required by people who are Catholic Educational Leaders.

2.0 Conflict of Interest

- 2.1 No individual will be involved in any part of the selection process if it is self-declared and/or deemed to be a conflict of interest regarding any individual submitting their name for a position with the Board. Conflicts of Interest will be declared to either the Superintendent of Education/Human Resources or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the selection process.

3.0 Qualifications

- 3.1 Religious Education Qualifications Part III Specialist or Four full graduate courses in Theology toward a degree or diploma in Theology from an accredited university. (Or in progress)
- 3.2 Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act. (Or in progress)
- 3.3 A minimum of seven years (7) of successful teaching and/or administrative experience preferably in Catholic education – five years (5) as a teacher and two (2) years in some position of responsibility in education.
- 3.4 A participating member of a Catholic community as attested by a parish priest.
- 3.5 A positive recommendation from the candidate's Principal and an appropriate Superintendent of Education.
- 3.6 Successful Vice-Principal Performance Appraisal (if applicable).
- 3.7 Successful completion in the Board's Leadership Program or an equivalent leadership program.

4.0 Catholic Faith, Community, and Culture

- 4.1 Builds and sustains a collaborative Catholic professional learning community that promotes a sense of collective responsibility for the worth and dignity of all members of the community.
- 4.2 Promotes school programs, policies and procedures that are embedded with the fundamental concepts of human dignity, social justice and environmental stewardship.
- 4.3 Facilitates prayer experiences that celebrate Catholic life and support faith formation.
- 4.4 Demonstrates a strong, authentic and active faith, reflective of gospel values.

5.0 Setting Directions

- 5.1 Ensures a Catholic vision is clearly articulated, shared, understood and acted upon by all.
- 5.2 Ensures that strategic planning embraces the diversity, values and experiences of the school and community.
- 5.3 Inspires, challenges, motivates and empowers others to carry the vision forward.
- 5.4 Models the values and vision of the Board.
- 5.5 Demonstrates commitment to setting and achieving ambitious, challenging goals based on a belief that all students are created in the image of God and a belief that all students can learn.

6.0 Building Relationships and Developing People

- 6.1 Treats people fairly, equitably and with dignity and respect.
- 6.2 Creates and sustains a caring Catholic school culture.

6.3 Challenges, influences and motivates others to discipleship and servant leadership.

6.4 Demonstrates confidence, optimism, hope, resilience, integrity and trust.

7.0 Developing the Organization

7.1 Builds a harmonious community which works, reflects and prays together.

7.2 Collaborates and networks with others inside and outside the school.

7.3 Challenges thinking and learning of staff to further develop professional practice.

8.0 Leading the Instructional Program

8.1 Ensures that learning is at the centre of planning.

8.2 Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress.

8.3 Establish and sustain appropriate structures and systems for effective management of the school.

8.4 Fosters faith and moral formation of students.

8.5 Demonstrates commitment to sustaining a safe, secure and healthy school environment.

9.0 Securing Accountability

9.1 Ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation.

9.2 Develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences.

9.3 Creates an organizational structure which reflects the school's Catholic values.

9.4 Uses accountability frameworks including those focusing on self-evaluation.

9.5 Demonstrates commitment to Catholic values and their implementation.