



Policy: Performance Appraisal For Principals And Vice-Principals

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- 1.1 The progress and success of all students in Ontario schools is contingent upon the cooperation and mutual support of school and system leaders. In order to embrace the dynamic needs of the learners in our schools, innovation and a willingness to work together is paramount. This is the basis for the Ontario Leadership Strategy and the underlying spirit of the Principal/Vice-Principal performance appraisal system.
- 1.2 Appraisal attends to the unique needs of Principals and Vice-Principals in their role as school leaders and recognizes the appropriate care, support, and resources required to nurture and be responsible for educating all learners.
- 1.3 Collaborating in a spirit of mutual trust and cooperation is a key condition for empowering all members involved in this process. The conditions of respect, value and affirmation are necessary ingredients in promoting excellence amongst our school leaders.
- 1.4 The Ontario Leadership Strategy was developed to foster leadership of the highest possible quality in schools and school boards across the province. The Ontario Leadership Strategy delivers on our commitment of ensuring the leadership required to create an education system that is second to none. Our efforts are sharply focused on three core priorities:
 - 1.4.1 high levels of student achievement;

- 1.4.2 reduced gaps in student achievement; and
- 1.4.3 increased public confidence in publicly funded education.
- 1.5 The Principal/Vice-Principal performance appraisal process provides system practices and procedures that school boards should have in place to support Principals/Vice-Principals to be effective leaders.

References

- [Education Act R.S.O 1990 c. E.2](#)
- [Principal/VP Performance Appraisal Technical Requirements Manual](#)
- [Ministry of Education - Leadership Development](#)
- [Leadership Framework & Teacher Appraisal: How are they connected?](#)

Approval and Review Dates

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