

Stonebridge Public School
Principal Leadership Profile
Date: 2020-21

The School Council has developed a principal leadership profile. The ideal candidate will have proven abilities in the following core competencies:

- Provide strong leadership in the areas of interpreting board and ministry policy, understanding system responsibilities as they relate to the school, applying current educational research, managing the development of a school plan, balancing school, board and ministry objectives, increasing public confidence in Stonebridge PS, continuing to engage community using a variety of ways and being accountable for the objectives contained in the school plan.
- Provide Instructional Leadership including the focus on supporting racialized students and families, supporting the 2SLGBTQ+ community, Indigenous Education and Modern Learning. Continue work around the Environment as 3rd Teacher, engaging ELL learning through the building, increasing Student Voice through town halls, school improvement planning and student government.
- Think, decide and plan holistically including being visionary and making decisions in the context of the “big picture”, putting processes, teams and procedures in place that reinforce the vision, understanding the implication of the day-to-day decisions for the school plan, clarifying and communicating policy, involving others in effective problem solving, providing guidance to others to help them achieve shared goals, providing appropriate levels of direction, as well as monitoring and evaluating progress.
- Develop people and teams including providing opportunities for staff to share in decision making process through staff meetings and to participate in professional development activities, allow staff to manage their own decision-making committees, showcase and celebrate examples of staff leadership, provide staff members with appropriate levels of support, offer opportunities for peer mentoring, support professional teaching and sharing professional literature and foster a climate of continuous learning by being aware of current trends and issues.
- Plan school improvement plan through Inclusive Design putting our most marginalized learners at the centre of all school planning. This includes ensuring that parent and community voice are reflected and considered through the planning process, considering all forms of data to ensure instruction and school decisions are meeting the needs of our most marginalized students and their families, and ensuring that Environment as Third Teacher inspires learning and helps the community see themselves reflected in the building.

- Work collaboratively and communicate effectively with staff, students, parents and the community. This includes building a shared vision and commitment from all stakeholders, aligning goals with the school improvement plan, sharing leadership responsibility, managing conflict effectively, and providing recognition and celebrating success. This involves ensuring that all staff understand Inclusive Design and plan with the 6 Threads in mind, engaging student voice through

Student Government and other opportunities to engage student voice, and that parents and the community are consulted formally (Community Town Halls) and informally (open stance to meeting and working together to make change) to work towards our shared vision.

The ideal candidate will also show a commitment to the following areas important to the culture and community of Stonebridge P.S.

- A strong commitment to the arts programs, Modern Learning, inquiry and the value of a balanced educational experience including co-curricular activities.
- A focus on good citizenship, learning about Indigenous Education and Eco-based Education.
- A recognition of the importance of hiring, maintaining and supporting a staff of energetic and quality teachers.
- An awareness of environmental and health and safety concerns.
- Recognizing the importance of the full day kindergarten program.
- A strong background in special education/ ELL student programming.