

TITLE	EFFECTIVE DATE	REVISION DATE	PAGE
No. 800 SCHOOL PRINCIPAL - Hiring	October 1996	1 <sup>st</sup> – October 17, 2000 2 <sup>nd</sup> – April 27, 2004 3 <sup>rd</sup> – May 17, 2005 4 <sup>th</sup> – October 2, 2006 5 <sup>th</sup> – November 2, 2010 6 <sup>th</sup> – September 4, 2013 7 <sup>th</sup> – December 3, 2013	1 of 7

It is the policy of the Tri County Regional School Board to hire principals who will provide positive leadership, direction and supervision in our schools.

**PROCEDURE** under Policy No. **800**

It is the responsibility of the school principal to foster, within the school, an atmosphere or school climate which makes the school an effective, positive place for staff and students, and which promotes respect for people and property as well as positive attitudes toward learning and working.

**JOB DESCRIPTION**

The job description for school principals is taken directly from the *Education Act* and is attached (Appendix A).

**QUALIFICATIONS/ EXPERIENCE**

Qualifications are as detailed below and scoring is identified in appendix “B: scoring matrix.

Candidates for the position of school principal should have the following:

1. Either
  - (i) A Masters Degree in Education;
  - Or (ii) Actively enrolled in a Master’s Program and have completed at least two (2) courses towards that degree;
  - Or (iii) An Administrative Block Program;
  - (iv) Nova Scotia Instructional Leadership Academy Program (NSELC)
  - Or (v) In the Board’s judgment, have formal qualifications, including a minimum of an undergraduate degree in education and training that are equivalent to a Master’s Degree in Education.
2. A minimum of five (5) years teaching experience;
3. Superior administrative skills;
4. A commitment to establishing partnerships with all relevant community groups;
5. Proven to be a collegial decision maker with a demonstrated ability to be decisive and consistent;
6. Superior skills in strategic planning and implementation of instructional programs;
7. Knowledge of and commitment to a quality inclusive education for all students;
8. Superior ability to stimulate professional growth of staff, through effective professional development programs;

**QUALIFICATIONS** (cont'd)

9. Demonstrated commitment to and above average knowledge and abilities in the areas of curriculum and curriculum development, implementation and evaluation;
10. Superior interpersonal and communications skills;
11. Superior skills in facilities management, record keeping, financial management, and in the supervision of teaching and other staff;
12. Superior skills in the use of current technology as a tool in education;
13. Awareness and sensitivity to cultural diversity and cross-cultural understanding;
14. Advocacy of firm, clear and consistent discipline practice;
15. Demonstrated ability to discharge the duties of a principal as set out in Section 38 of the *Education Act*.

**RECRUITMENT**

1. The School Board supports, in principle, leadership opportunities to enhance administrative capacities and succession readiness within the Board.

**ROLE OF SCHOOL ADVISORY COUNCIL**

1 **Screening Process**

There will be no role for the School Advisory Council in the screening process. This will be a function of the Tri-County Regional School Board, which will review applications and submit those applications that meet basic qualifications to selection panels.

2 **Establishing Interview Questions, Assignments, etc.**

The School Advisory Council(s) will be involved in this process by submitting areas of concern to the Superintendent or designate who will then formulate appropriate questions and/or assignments.

School Advisory Council(s) will be contacted by the Superintendent or designate to submit questions for inclusion in the interview. This will be requested prior to the closing date for the submission of applications.

3. **Interview Process**

When there is a true vacancy, a School Advisory Council representative will participate actively in the interview and selection process in the same manner as any other member of the selection panel.

4. **Number of School Advisory Council Members Involved**

Each School Advisory Council shall be entitled to one representative on the selection panel. This representative shall not be a student or employee of the Tri-County Regional School Board.

5. **School Advisory Council Member in Final Selection**

The School Advisory Council representative(s) on a selection panel will have a full voice and vote in the selection process in the same manner as the other members of the panel.

**ROLE OF SCHOOL ADVISORY COUNCIL** (cont'd)

6. Confidentiality Aspects of School Advisory Council Involvement

It is acknowledged that bringing a school advisory council representative into the selection process for school principals brings a whole new dimension into the aspect of confidentiality. In an effort to address this situation, while not singling out one partner in the process, during each selection process, the Director of Human Resources will ask all members of the selection panel to respect the need for strict confidentiality whereby:

- a) all personal and professional information obtained through the selection process shall remain confidential;
- b) all information pertaining to the selection process shall remain confidential

**COMPOSITION OF THE SELECTION PANEL**

The selection panel for school principal shall consist of the following:

- Superintendent and/or designate;
- One School Board Member will be selected and shall be notified by the Superintendent or designate of the date, time and location of the interview. The interview shall not proceed without the presence of the Board Member; and
- One representative of each School Advisory Council involved in the selection. This representative shall not be a student or employee of the Tri-County Regional School Board.

**FINALIZING THE HIRING**

The Superintendent or designate shall introduce the newly appointed principal to the other principals in the region and to the staff of the school.

**APPENDIX A**

**JOB DESCRIPTION**

**TITLE:** **School Principal**

**REPORTS TO:** Director of Programs & Student Services

**JOB GOALS:** The Principal of a public school is the educational leader of the school and has overall responsibility for the school, including teachers and other staff.

**RESPONSIBILITIES:** It is the duty of the Principal to:

1. Ensure the public school program and curricula are implemented;
2. Keep attendance records respecting every student enrolled at the school and report thereon to the school board, as required by the school board;
3. Take all reasonable steps to secure full and regular attendance at school of the students enrolled in the school in accordance with policies established by the school board;
4. Communicate regularly with the parents of the students;
5. Ensure reasonable steps are taken to create and maintain a safe, orderly, positive and effective learning environment;
6. Ensure provincial and school board policies are followed;
7. Identify the staffing needs of the school;
8. Assist the school board with the selection of staff for the school;
9. Evaluate the performance of teachers and other staff of the school;
10. Assist the school board in the development and implementation of professional development programs;
11. Encourage teachers and other staff of the school, students and parents to participate in school decision-making through representation on school advisory councils and committees;
12. Participate in the establishment and operation of a school council;
13. Assist the school advisory council in the development of school improvement plans and, upon approval by the school board, coordinate their implementation;
14. Assist the school advisory council in the preparation of its annual report;
15. Account to the school board for money received from the school board or any other source;
16. Account to the school board, through the Superintendent, for the performance of the school;
17. Cooperate with the staff of other departments and agencies of the Government to better meet the needs of the students in the school; and
18. Perform such other duties as are prescribed by the Education Act or the Regulations Under the Act or assigned by the Director of Programs & Student Services

**APPENDIX B**

**ADMINISTRATIVE POSITIONS  
SHORT LIST/INTERVIEW PROCESS SCORING MATRIX**

**SHORT LISTING/INTERVIEW**

*Article 28.01(a) All the candidates compete on the following criteria: qualifications, abilities, and experience, and the Board shall determine the weight to be given to each of the criteria.*

**Three categories to be scored:**

- i. Qualifications (30 points)
- ii. Experience related to the position (20 points)
- iii. Abilities (Interview – 50 points)

**i. Qualifications (To be worth 30 points)**

*Scoring will be based on the highest qualification the applicant has.*

- **5** points for enrolled in a Masters of Education in Administration or a Leadership/Admin. Block or Program.
- **10** points for Leadership/Admin. Block in progress with two or more sections/courses completed.
- **16** points for Masters of Education in progress with two or more courses completed.
- **17** points for completed Leadership/Admin. Block.
- **20** points for completed Masters of Education, not in Administration.
- **25** points for Masters in Educational Administration/Leadership or Instructional Leadership (NSELC).
- **28** points for multiple Masters or a Ph.D. not in Administration.
- **30** points for multiple Masters, of which one is in Education Administration, or a Ph.D. in Administration.

**ii. Experience Related to the Position (To be worth 20 points)**

*Scoring is not cumulative.*

*Scoring will be based on the following two categories:*

**Teaching Experience (6 points)**

- **2** points for demonstrated teaching abilities
- **3** points for 1/3 of the grades taught
- **4** points for 2/3 of the grades taught
- **6** points for all the grades taught

**Short List/Interview – Scoring Matrix ...continued**

**Administrative Experience (14 points)**

- **2** points for leadership administrative abilities
- **3** points for teacher in charge (acting as principal/vice-principal)
  - add **1** point if in this position for a total of three years or more
- **4** points for administrative position in central office
- **6** points for acting vice-principal or less than a year
  - add **1** point if in this position for two years or less and **2** points if three or more years
- **7** points for vice-principal
  - add **1** point if in this position for two years or less and **2** points if three or more years
- **8** points for acting principal
  - add **1** point if in this position for two years or less and **2** points if three or more years
- **10** points for principal/coordinator
  - add **1** point if in this position for two years or less and **2** points if three or more years
  - **1** point if the position includes similar grades to that of past experience
  - **1** point if the position includes similar number of teachers to supervise to that of past experience

**Abilities – The Interview (50 points)**

### Master Scoring Sheet

**Position:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Competition Number:** \_\_\_\_\_

<b>Candidate</b>	<b>Qualifications Maximum 30</b>	<b>Experience Maximum 20</b>	<b>Abilities Maximum 50</b>	<b>Total</b>

**Interview Team Signatures:**

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