

SSDEC **POLICY GCNA**
EDUCATION POLICIES MANUAL **SUPERVISION AND DEVELOPMENT**
OF SCHOOL BASED ADMINISTRATORS

The Council, through the Superintendent, charges school administrative staff with the implementation of all Council policies, regulations and administrative procedures in a professional, positive and supportive manner. School Administrators facilitate the work of the Superintendent in the delivery of quality educational programs by communicating with the Superintendent on all matters pertaining to the operation of the school. The Principal serves as the Superintendent's representative in the school and reports directly to him/her. The Vice-Principal and other school based supervisory staff are responsible to the Superintendent through the Principal who is their immediate supervisor.

The Administrator's role in the school is of primary importance in the provision of a quality education program. Research suggests that the school principal is the key agent for school change and improvement. Effective school principals bring about improvements in their schools by:

- developing a shared vision which supports the educational needs of the students and the aspirations of the community,
- creating and maintaining a supportive school climate which is conducive to learning,
- initiating and directing growth-oriented processes to maximize learning outcomes for staff, students and community, and
- ensuring the effective operation of the school.

As such, school administrators must be provided the opportunity and encouraged to grow professionally for their own benefit and for the benefit of the school. Regular supervision and evaluation is important to that process.

REGULATIONS

1. The Principal shall be evaluated by the Superintendent, or his designate, using the *NWT Principal Growth and Evaluation* model in their first two years and every third year thereafter. Where he/she deems it more appropriate, the Superintendent may designate an external evaluator.
2. Regardless of where they are in the evaluation cycle, principals are also expected to draft and submit yearly personal and professional growth plans based on their abilities, experience and work situation according to key dimensions of the principals' role. This is done in consultation and with the approval of the Superintendent. Ideally, the school principal also consults with other key stakeholders such as staff, students, and the local District Education Authority as part of the process of determining growth plan priorities. The principal then assesses their own progress and success in meeting their goals and objectives. The supervisor reviews and may provide guidance at any

- point in this process, and will work cooperatively with the principal to provide necessary support and resources for the successful completion of the growth plan.
3. For principals new to the role and for principals identified as needing additional support and assistance (i.e. *on review*), the model or tools used by the Superintendent may also include more specific and summative tools intended to provide a clearer determination of strengths and areas where improvement is required.
 4. The school principal shall evaluate Vice-Principals, Department Heads, and other school-based supervisors.
 5. An annual regional or DEA/school budget will be established whereby school principals can access funding for up to one professional development workshop per year at the approval of the Superintendent. In most cases, the principal's professional development will be related to a priority identified in the school's *Community School Education Plan* and the Principal's *Growth Plan* approved by the Superintendent.

Notwithstanding the above, the Superintendent, being ultimately responsible to the Council for monitoring the performance of all administrative staff, may conduct school visitations/observations, formal evaluations, and/or place an administrator *on review*, at any time, at his/her discretion.

References: *Education Act*, Section 78 (2) k
 Principal Growth and Evaluation in the Northwest Territories: A guide to principal practice (2010)

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