

TORONTO DISTRICT SCHOOL BOARD

PRINCIPAL/VICE-PRINCIPAL SCHOOL PROFILE 2010

GUIDELINES:

Each TDSB School Council is asked to provide to their Family of Schools' Superintendent an annual Principal/Vice-Principal Profile for their school. The outline provided gives you a format in which to discuss and comment upon the characteristics best suited to your school community.

Please remember that this information is **not an evaluation** of the current principal/vice-principal in your school. It is a **reference document** which will be used by the superintendent in the process of considering future transfers or appointments for principal or vice-principal. You are welcome to include any additional items as deemed appropriate by the School Council.

Please note that the attached sample profile is supplied as a general guideline. The following are important factors to consider:

- Consult as widely in your community as possible.
- Publicize this item on your school council agenda so parents will know when and where it will be discussed. A fall meeting is recommended.
- Translate this information so non-English speaking members will be aware.
- Consider holding a separate meeting for this task either at the school or in the community.
- Consider inviting your superintendent and trustee to a meeting to discuss your profile.
- Consider including feedback from students and teachers.
- Feel free to create your own profile, use this template as a starter for discussion or rank the listed criteria.

The purpose of this document is to ensure an annual review of the specific leadership profile required by the school. Superintendents and Principals will provide assistance to school councils who request it.

Deadline to Superintendent of Education: October 31.

School: _____ **Elementary School** _____

School Council _____ **Shirley and Camille**
Chairperson: _____

Date: _____ **October 2010** _____

School Profile

This section of the Principal Profile will allow each TDSB School Council to comment on the unique characteristics of the school community. Examples may include parental involvement, school climate, programs focus, Special Education focus for those schools with congregated programs, support of English programs in dual track French Immersion schools, commitment to maintain school publications, special programs, community school etc.

Please provide the leadership characteristics best suited to the needs of your community:

- a person who thoroughly enjoys children, who has demonstrated the ability to foster children's learning in a broad range of ways, who welcomes parental involvement and who is dedicated to working with our diverse parent community
- at least one of the Principal or Vice-Principal **must speak French** and have experience with French Immersion programming
- a demonstrated commitment to **the importance of the arts** in children's learning

Equity and Diversity

Sample discussion items for School Council

- *Ensures fairness is present in all aspects of school life.*
- *Embeds equity in all aspects.*
- *Encourages true parental involvement and seeks for innovative ways to guarantee a diverse School Council.*
- *Leads by example.*
- *Provides many meaningful opportunities for staff, students, community.*
- *Facilitates meaningful communication among home, school and community.*
- *Ability to advocate for all students.*
- *Promotes and acknowledges the richness of the community encompassing all diversity.*
- *Strong community base – one who celebrates the community's diversity and promotes it and inclusiveness within the school.*
- *Welcomes the community into the school and ensures the community is reflected within the school.*

Please provide the leadership characteristics best suited to the needs of your community:

- a good understanding of, and experience with, diverse communities, including family diversity, socio-economic diversity, racial diversity
- focused on achievement and engaging children in creative ways of learning
- promotes the richness of our diverse community; has demonstrated the ability to build and maintain a strong community base
- embeds equity in all aspects of school life

Improving Student Achievement

Program Review and Implementation

- *Ability to implement sound program.*
- *Understands ministry and curriculum policy.*
- *Demonstrates knowledge of curriculum requirements, including the development of Individual Education Plans (IEP's).*
- *Conducts systematic reviews of all programs.*
- *Sets a tone that is fair and fosters mutual respect.*
- *Promotes co-curricular activities and fosters positive school spirit.*
- *Knowledge of effective transitions and facilitates these transitions for students and parents (eg. Grade 5 – 6, or elementary school to secondary)*
- *Ensures a variety of achievement measures, including for example EQAO assessment results form and integral part of program reviews and subsequent development of plans for student achievement.*
- *Communicates School Improvement Plans to staff, parents, the School Council and the school community.*
- *Uses a variety of assessment results to review programming for students.*
- *Ensures that school results are clearly communicated to parents.*

Please provide the leadership characteristics best suited to the needs of your community:

- sets a tone that is fair, that fosters mutual respect and is focused on effective learning
- a good understanding of, and experience with, French Immersion curriculum, programming and issues related to French Immersion achievement
- uses a variety of assessment results to review programming for students, including effective assessment in French Immersion
- knowledge and experience of successfully integrating different ways of learning, including the range of special needs students and special education, as well as learning needs in French Immersion
- advocates for resources from the TDSB and the Ministry of Education
- promotes co- and extra-curricular activities and fosters positive school spirit, understanding that learning takes place beyond the classroom and curriculum

Parent and Community Engagement

A few examples of suggested comments:

- *Highly visible and interactive with parents.*
- *Appreciative and supportive of parents' role in the school community.*
- *Shares School Improvement Plans, School Budget and Staffing models.*
- *Ensures measures of school results are clearly communicated to parents.*
- *Regular communication with parents including newsletters and meetings.*
- *Establishes a clear process for communicating problems that is positive and respectful.*
- *Open-minded and collaborative.*
- *Develops meaningful parent engagement programs.*

Please provide the leadership characteristics best suited to the needs of your community:

- Regular dialogue with parents including newsletters and meetings
- Good communicator and problem-solving in a positive and respectful way
- Mindful of and will continue school traditions and mechanisms including the focus on the Arts, parent outreach, festivals, etc...
- Maintain parent council initiatives (committees)
- Continue to share School Improvement Plans, school budgets, staffing models and the tradition of open dialogue that exists around them

Safe & Caring School Culture

- *Highly visible, friendly and interactive with students.*
- *Sensitive to the needs of all students.*
- *Encourages staff involvement in all aspects of school life.*
- *Demonstrates ability to communicate and interact appropriately with all school stakeholders.*
- *Commits to the enhancement of morale and positive working relationships among staff, students, parents, and the community at large.*
- *Regular communication with parents and staff.*
- *Establishes a clear process for communicating problems that is positive and respectful.*

Please provide the leadership characteristics best suited to the needs of your community:

- Visible, friendly and interactive with students, parents and staff
- Will encourage, expect and support staff involvement in extra-curricular activities
- Demonstrated commitment to the enhancement of morale and positive working relationships among staff, student, parents and the community at large
- Sensitive to the needs of all students
- Continues to use a clear process for communicating and resolving problems