

TORONTO DISTRICT SCHOOL BOARD

PRINCIPAL/VICE-PRINCIPAL SCHOOL PROFILE 2010

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: Toronto

School Council Chair:

Date: October 31, 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:

1. Demonstrate an awareness of and sensitivity to the many cultures of the school community and a strong commitment to educational and employment equity.
2. Pursue programs, policies and practices which establish, realize and monitor educational and employment equity, including Board policies on Race Relations, Affirmative Action, Sexual Harassment, Goals, Timetables, Safety and Security.
3. Demonstrate commitment to the establishment of a viable parent/teacher/student council
4. Motivate parents and students to be involved in the school.

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:

5. Provide help and support for immigrant students - have high expectations for them.
6. Be a role model for all youth and supportive of all students wishing to enter non-traditional careers.
7. Encourage courses of study that will lead to further study or careers in trades or professions.
8. Practice creative ways of regular communication with parents and students, and facilitate partnerships between parents, students and teachers that will continue even after students reach the age of majority.

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:

9. Support the special educational requirements of the student body.
10. Support and encourage teachers to be engaged and committed and reach their full potential.
11. Contact parent as-soon as problems arise, particularly around attendance and punctuality, either by phone or mail - not wait until problems are full-blown.
12. Respect the teenager and show an understanding of the drop-out question. Help students progress towards attaining success.
13. Promote student independence, self reliance, decision making and self-accountability.

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:

14. Utilize resources within the school and community.
15. Encourage and be involved in extracurricular activities.
16. Promote exposure/access to community programs/resources for all students.
17. Contribute to promoting CTS as a specialized Visual Art and Technological school.

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:

18. Support all students to reach their full potential.
19. Commit to adherence of school's Code of Behaviour (within this is the dress code), in co-operation with staff, parents and students.
20. Use creative techniques for diminishing any antagonism between teachers, students and parents.
21. Actively develop conflict resolution and decision-making skills.
22. **All of the above requires** a candidate who has strong communication skills and is capable, empathetic, fair, open-minded, thorough, approachable and has a sense of humour.