

## Administrative Procedure 431 – Appendix C

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### Appendix C – LEADERSHIP QUALITY STANDARD: NINE COMPETENCIES

Performance indicators provide examples of observable, tangible behaviours that indicate the degree to which Principals are meeting each standard. Performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. Performance is made at the standard level, not at the performance indicator level.

#### 1. Fostering Effective Relationships

- 1.1 Performance Standard – A leader builds positive working relationships with members of the school community and local community.
- 1.2 Performance Indicators – The Principal acts with fairness, respect and integrity; is visible, approachable, and dedicates time to listen to the concerns of students, teachers, parents, and other stakeholders; disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources; provides a variety of opportunities for parent and family involvement in school activities; demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect; promotes an inclusive school culture that respects and honours diversity; demonstrates responsibility for all students and acts in their best interests; models and inspires trust and a risk-tolerant environment by sharing information and power; promotes open, inclusive dialogue; supports processes that improve relationships and deal with conflict within the school community; develops and/or implements best practices in school-wide behaviour management that are effective within the school community and communicates behaviour management expectations to students, teachers, and parents; speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.

#### 2. Modeling Commitment to Professional Learning

- 2.1 Performance Standard – A leader engages in career long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.
- 2.2 Performance Indicator - The Principal engages with teachers and other principals to build personal and collection professional capacities and expertise. The Principal both actively seeks feedback and information from a variety of sources to enhance his/her leadership practice and critically reviews/applies educational research to inform effective practice. The Principal engages members of the school community to build a shared understanding of current trends and priorities in the Education system.

#### 3. Embodying Visionary Leadership

- 3.1 Performance Standard – A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.
  - 3.2 Performance Indicators – The Principal communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection; provides leadership in keeping with the school authority's core purpose and core values; meaningfully engages the school community in identifying and addressing areas in which the school can improve; leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan; ensures that planning, decision making and the implementation of strategies are based on a shared vision and understanding of the school culture that takes into account the current and future needs of the school community; communicates and celebrates school accomplishments in a way that inspires continuous growth.
4. Leading a Learning Community
- 4.1 Performance Standard – A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.
  - 4.2 Performance Indicators – The Principal develops and communicates a culture of learning; consistently models and collaboratively promotes a culture of high expectations, mutual respect, concern, and empathy for students, staff, parents, and community; encourages parents to become meaningfully involved in their child's learning and development; maintains professional appearance and demeanour; models professional behaviour; maintains confidentiality; maintains a positive and forthright attitude; remains current with research related to educational issues, trends, and practices.
5. Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit.
- 5.1 Performance Standard – A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
  - 5.2 Performance Indicators - The Principal understands the historical, social, economic, and political implications of treaties and agreements with First Nations, legislations and agreements negotiated with Métis, and residential schools and their legacy. The Principal aligns school resources and builds the capacity of the school community to support First Nations, Métis and Inuit student achievement. The Principal both enables all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit and pursues opportunities and engages in practices to facilitate reconciliation within the school community.
6. Provides Instructional Leadership
- 6.1 Performance Standard – A leader ensures that every student has access to quality teaching optimum learning experiences.

- 6.2 Performance Indicators – The Principal demonstrates a sound understanding of current pedagogy and curriculum; provides teachers with resources for the successful implementation of effective instructional strategies; provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals; demonstrates responsibility for school academic achievement through proactive interactions with staff, students, and parents; ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced; analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness; actively participates in the selection process and assigns highly-effective staff in a fair and equitable manner based on school needs; provides a mentoring process for staff and cultivates leadership potential through personal mentoring; implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard; properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources; recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility; ensures that students have access to appropriate programming and pedagogy based on their diverse learning needs; recognizes the potential of new and emerging technologies and ensures that they are used to support teaching and learning; provides the focus for continued learning of all members of the school community; participates in professional development alongside teachers when instructional strategies are being taught for future implementation; demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (peer observation, mentoring, coaching, study groups, PLC's); ensures that teachers and other staff communicate and collaborate with parents and community agencies, as appropriate, to support and enhance student learning.

## 7. Developing Leadership Capacity

- 7.1 Performance Standard – A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.
- 7.2 Performance Indicators – The Principal demonstrates informed decision making by engaging in open dialogue and considering multiple perspectives; promotes team building and shared leadership among members of the school community; promotes and creates a collaborative culture and collective responsibility of a professional learning community (PLC) where educators are focused on becoming responsive to students; uses collaborative and consultative decision-making strategies to involve the school community, where appropriate, in the operation of the school; identifies and mentors teachers to undertake educational leadership roles in the future.

## 8. Managing School Operations and Resources

- 8.1 Performance Standard – A leader effectively directs operations and manages resources.
- 8.2 Performance Indicators – The Principal effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of

need; ensures that school operations align with legal frameworks (such as provincial legislation, regulations and policies) as well as with school authority policy, directives and initiatives; uses principles of teaching, learning and student development to guide management decisions and the organization of learning; monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process; identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner; establishes and uses accepted procedures to develop short and long term goals through effective allocation of resources; reviews fiscal records regularly to ensure accountability for all funds; plans and prepares a fiscally responsible budget to support the school's mission and goals.

## 9. Understanding and Responding to the Larger Societal Context

- 1.1 Performance Standard – A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.
- 1.2 Performance Indicators – The Principal advocates for the needs and interests of children and youth; demonstrates a knowledge of local, provincial, national, and global issues and trends related to education; assesses and responds to the unique and diverse community needs in the context of the school's vision and mission; advocates for the community's support of the school and public education.

Reference: Section 33, 52, 53, 197, 202, 203, 204, 222 Education Act  
Leadership Quality Standard