

Lakeview Public School Council 2017-2018 Principal Profile

A school principal is a leader who can create a climate of trust, open communication, and respect in which the staff, students, and parents can take pride in their school community through their professional, personal, and collective achievements. The most important belief of a school principal is that the students come first.

As a single-track Early French Immersion school, Lakeview School Council considers that in addition to the core competencies set out by the Board and the Ministry of Education's Leadership Framework¹, our school principal should possess the following unique competencies:

Advocate of French Immersion Education

- A strong and active advocate of the principles and practices of French Immersion education in a single track French Immersion school
- A creative leader who is able to foster and maintain a positive French learning environment
- An effective and efficient leader who is able to utilize the collective strengths of the staff in order to deliver a high quality French Immersion program
- A strong leader who demonstrates an enthusiasm for the French language (be it through their efforts to acquire a working knowledge of the French language, or a love of the culture, arts, music, history and relevance in Canadian society) and who will provide a positive role model for our students
- While a bilingual candidate would be preferable this is not a mandatory requirement. A strong Anglophone leader who demonstrates an enthusiasm for the French language and who is committed to their own French language acquisition would provide a positive role model for our students.

Promotes Excellence in Education

- Strives to maintain high quality French immersion education in a family and community oriented elementary school
- Recognizes and encourages personal growth and a positive learning experience among students
- Promotes the integration of appropriate technology in support of curriculum requirements
- Possesses an excellent knowledge of curriculum requirements pertaining to the French Immersion program
- Demonstrates a strong understanding of, and experience with the delivery of the Special Education programs offered by the Board
- Builds spirit through the provision of curricular and extra-curricular activities, community events, interest clubs and sports; committed and involved in all aspects of school life.

Builds Excellence in Human Resources

- Attracts and retains staff of high caliber with expertise that is consistent with school goals.
- Acts as a mentor for teaching and administrative staff to excel at their profession and ensures the best use of available skills and experience for the advancement of student education and growth
- Ensures that appropriately qualified staff are assigned to teach special education
- Develops a strong relationship with, and provides support to the learning support/resource teachers working in the school
- Provides support and guidance in the professional development of staff
- Recognizes and encourages excellence and professionalism among staff

¹ <http://www.edu.gov.on.ca/eng/policyfunding/leadership/framework.html>

Fosters Communication and an Inclusive School Environment

- Facilitates open communication through their accessibility to parents, staff, students, and the community
- Is experienced in conflict management, possessing strong mediation and problem solving skills
- Supportive of, and an active participant in, the school council and its activities
- Encourages parent participation in the school, in the classroom, and in school council activities
- Acts as a liaison between parents and teachers to ensure good communication, and promotes a timely and objective approach in addressing individual issues as they arise
- Communicates expectations clearly and consistently to students, staff, and parents
- Keeps staff, students and parents informed regarding issues at the school board and ministry levels

Personal Experience and Growth

- Demonstrates excellent administrative and leadership skills in addition to previous classroom experience.
- Demonstrates excellent interpersonal communication skills, provides relevant and timely feedback, and deals with issues promptly
- Ability to identify his/her own strengths and weaknesses and develop a personal growth plan

Promotes Responsible Citizenship

- Promotes a safe, secure, pleasant school environment where no one is a stranger and excellence is a priority
- Provides support and guidance in the integration of students with special learning needs within the school culture and community
- Promotes appropriate student behaviour through communication of clear expectations and associated consequences based on mutual respect
- Manages inappropriate behaviours in a mutually respectful way that is sensitive to the age and needs of children, and that is in accordance with the school's code of conduct both in the school environment and in the classroom
- Is sensitive and willing to address issues pertaining to equality

Demonstrates Fiscal Competency

- Demonstrates an understanding of the budget and staffing process (collective agreements, legal requirements, etc.).
- Ensures that school buildings meet all the requirements set out in health and safety legislation
- Demonstrates an ability to identify and prioritize needs