BRANDON SCHOOL DIVISION
POLICY

POLICY 6018

ROLE OF THE VICE-PRINCIPAL

Adopted: Motion 152/2005: November 14, 2005

The Mission of the Brandon School Division requires that each student be enabled to achieve maximum intellectual, emotional, social and physical growth.

The Vision of the Division focuses on becoming a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.

To both these ends the role of the Vice-Principal is important in providing leadership, support and assistance to a school, as a community of learners, so that its environment, organization, teaching practices, community and parental relationships support and advocate the public education of each student. One important aspect of the role of the Vice-Principal is in professional preparation for the role of a Principal.

The Vice-Principal is responsible and accountable to the Principal of the school and works cooperatively and collaboratively with the designated school staff in the carrying out of this role and its accompanying duties. Supervision and evaluation of the Vice-Principal's professional performance is carried out by the Principal. He/she acts as a critical advisor to the Principal and the school community in providing input, feedback, advice and support.

The Vice-Principal carries out his/her role subject to the provisions of The Public Schools Act, the regulations of Manitoba Education, the relevant and applicable provincial and federal legislation and the policies of Division.

The Vice-Principal's leadership role includes four main dimensions of administration and management in support of the Principal's role and in preparation for assuming the role of the Principal upon possible future Board appointment as such:

- visionary leader
- learning leader
- school/community facilitator
- stewardship of resources

Specific duties of the Vice-Principal's role in accordance with these dimensions are as follows:

THE VICE-PRINCIPAL AS VISIONARY:

The environmental influences affecting a school today are ever changing. The Vice-Principal must be able to look beyond the present to assist and support the creation of a focus and a future direction for the learning environment. The practices that are within the Vice-Principal's influence are:

- supporting the development of a school vision, mission and beliefs to achieve the school goals;
- supporting the development of a school plan with the education community in accordance with the divisional strategic plan;
- supporting and promoting ongoing communication with the community in support of the school's development;
- supporting the establishment of a collaborative school culture, which encourages all school partners to be responsive to the needs of the school; and
- participating in a regular review, evaluation and redefinition of the goals, vision and beliefs.

THE VICE-PRINCIPAL AS LEADER OF LEARNING:

The Vice-Principal, as leader of learning, supports the establishment of a learning community which is focused on improving teaching and learning by:

- giving student growth and achievement the highest priority in student-centered classrooms;
- developing a broad personal knowledge base in curriculum, instruction and assessment; sharing this base with teachers, parents, students and community members;
- working alongside teachers in adult learning activities – i.e. study groups, action research, examination of student work – to help teachers improve their instructional practices;
- assisting to develop leadership capacity in teachers by distributing responsibilities for getting the work done among them and coaching, facilitating, mentoring their acceptance of these responsibilities;
- creating the conditions for professional learning by promoting the skills of reflection, conversation, collaboration, cooperation among teachers and supporting their pursuit of professional development opportunities;
- collecting and using data from a variety of sources to inform school improvement decisions and goal setting;
- observing classroom practices to assure that all students are meaningfully engaged in active learning and provided with technology infused instruction; and
- promoting positive attitudes in students and staff toward self, others, school, education and the school community.

THE VICE-PRINCIPAL AS SCHOOL/COMMUNITY FACILITATOR

The Vice-Principal supports the engagement of the community to build greater ownership for the work and future direction of the school by:

- creating and fostering a community of learners;
- sharing leadership and decision-making;
- encouraging parents to become meaningfully involved in the school and in their own children's learning;
- ensuring that students and families are connected to the health, human and social services they need to stay focused;
- promoting and sustaining a collaborative school culture in which unique needs and diversity are respected, integrated and celebrated; and
- communicating regularly with the school's parent council, as required.

THE VICE-PRINCIPAL AS STEWARD

The Vice-Principal employs available resources and actions to ensure the effective and efficient stewardship and management of the school community by:

- maintaining a safe and positive school environment;
- providing for the appropriate conduct of students through the development and implementation of a student conduct policy;
- managing the school's finances in accordance with established accounting principles and procedures, as delegated by the Principal;
- supervising and evaluating current staff in conjunction with the school principal;
- recommending to the Principal the hiring of new personnel (teachers, support staff);
- implementing and overseeing implementation of provincial and divisional regulations and policy;
- managing time and information to ensure effective communication; and
- anticipating and responding to emerging and actual problems.