



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

POLICY – 323

Principal/Vice Principal Performance Appraisal

Area: Human Resources
Source: Superintendent of Human Resource Services
Approved: November 22, 2010
Revised:

1. Introduction

As leaders of Catholic schools committed to Renewing the Promise, principals and vice-principals carry responsibility for all aspects of the school. In addition to the principal/vice principal role, managing a safe and efficient learning environment and leading the instructional efforts of staff, attention to the spiritual and cultural dimension of a Catholic school is an essential part, and provides inspiration and support for all members of the school community. Principals and vice principals are responsible for building a community that accompanies, a community that builds relationships and a community that encourages engagement and instills hope.

School leadership is second only to teaching in its impact on student learning. Principals and vice-principals play a critical role in focusing decisions and actions on improving student learning. They set directions, build relationships, develop people, develop the organization, lead the instructional program, and secure accountability. Their effectiveness as leaders is critical to the success and sustainability of system-wide improvement and making our schools centres of excellence.

Principal/Vice-Principal Performance Appraisal (PPA) is an important component of the Ontario Leadership Strategy which was developed to foster leadership of the highest possible quality in schools and school boards across the province. The strategy supports student achievement and wellbeing by attracting and developing skilled and passionate school and system leaders.

2. Definitions

New School Leader – is defined as:

- a qualified vice-principal with no prior experience as a vice-principal in Ontario or elsewhere
- a qualified principal with no prior experience as a principal in Ontario or elsewhere

Experienced Principal/Vice-Principal – has completed one year in the role within Ontario

Fully Qualified – means holding principal's qualifications according to Ontario Regulation 184/97, assigned to a permanent position as a principal or vice-principal, and no longer a member of a teachers' federation.

3. Purpose

Principal/vice-principal performance appraisal (PPA) provides boards, principals and vice-principals with processes and procedures that will strengthen their leadership practice by focusing on student achievement and well-being while upholding the principles of equity and human rights. A fair and consistent appraisal process reflecting common professional expectations will contribute to increasing respect for principals and vice-principals.

The purpose of this policy and related administrative procedure is to provide a transparent process of support for principals and vice-principals, new and experienced, to achieve their full potential as Catholic school leaders.

4. Application / Scope

The Principal Performance Appraisal Policy and Administrative Procedure applies to all principals and vice-principals who are fully qualified in the role in which their performance will be appraised. As noted above, fully qualified means holding principal's qualifications according to Ontario Regulation 184/97, assigned to a permanent position as a principal or vice-principal, and no longer a member of a teachers' federation. The evaluation cycle shall be five consecutive years. Notwithstanding this provision, the Board reserves the right to conduct a performance appraisal of all its administrators if the supervisory officer considers it advisable to do so in light of circumstances relating to the performance of the principal/vice principal.

5. Principles

- 5.1 The Board believes that the PPA process is an effective way of supporting experienced principals and vice-principals, as well as helping new principals and vice-principals develop into more confident and proficient school leaders.

- 5.2 This policy and related administrative procedure will incorporate all of the elements of the Catholic Leadership Framework and the five (5) Core Leadership Capacities.
- 5.3 The Board believes that the PPA process is most effective when it is fully integrated into the daily experience of the school leaders, is collaborative in nature, and considers the context of a dynamic school environment.

6. Requirements

- 6.1 The Director of Education, or designate shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 Supervisory officers, principals, and vice principals will be required to fully participate in the PPA process as defined in the related administrative procedures.
- 6.3 The Education Act and Regulation 234/10 Principal/Vice-Principal Performance Appraisal set out the timelines, processes, and steps that are required, as outlined in the Principal and Vice-principal Technical Requirements Manual, 2013.
- 6.4 The PPA and Annual Growth Plan cycles will foster leadership development by providing opportunities for principals/vice-principals to have meaningful dialogue with their supervisors about performance, articulate the supports they require to achieve goals and provide opportunities for mentoring and professional growth.
- 6.5 The Catholic Leadership Framework will form the basis for identification of practices and competencies for building expertise in Catholic leadership.
- 6.6 The five (5) Core Leadership Capacities will provide the focus for development of leadership skills.
- 6.7 The board shall ensure that every principal/vice principal it employs develops a performance plan in each evaluation year, in consultation with the appropriate supervisory officer, that includes, one or more goals focused on improving student achievement and well-being which shall uphold the principles of equity and human rights.
- 6.8 The board shall ensure that every principal/vice principal it employs develops an annual growth plan every year that will have regard to promoting a culture that upholds the principles of equity and human rights.

7. Sources

- 7.1 Catholic Leadership Framework
- 7.2 Ontario Leadership Strategy Bulletin #1, *Five Core Capacities of Effective Leaders*, The Institute for Educational Leadership, Ministry of Education
- 7.3 Principal and Vice-principal Technical Requirements Manual, 2013
- 7.4 Reg. 234/10: Principal and Vice-Principal Performance Appraisal
- 7.5 *Renewing the Promise – A Pastoral Letter for Catholic Education*

8. Related Policies and Administrative Procedures

- 8.1 Principal/Vice Principal Performance Appraisal Administrative Procedure (AP323-1)