| SUBJECT | N.E.P.N. CODE |
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| **SUPERVISION:  EDUCATIONAL LEADERS** | **GCNB** |

## I.   POLICY

The School Division believes that the ethical and effective use of influence and authority, by members of the teaching staff appointed to positions of educational leadership, is critical to school-based planning priorities that derive from the Vision, Mission and Values of the Louis Riel School Division.

Accordingly, the Division strives to maintain the high standard of leadership capacity supported through mentorship, supervision and formal evaluation of its appointed educational leaders, for the following purposes:

- assessing and evaluating the performance of the Division's appointed educational leaders at regular intervals by the Superintendent of Schools or designates(s) to maintain systemic integrity
- supporting educational leaders' capacities for self-reflection and planned professional growth through a developmental mentorship process
- supporting the capacity for goal setting that is appropriate to the needs of the educational leader and the specific requirements of the leadership role through formative feedback

The Division therefore believes that ethical and effective processes of supporting educational leaders are characterized by trust in their inherent capacity for and commitment to professional growth, and to honouring their assigned roles and responsibilities.

## II.   GUIDELINES

1. For the purposes of this policy, "appointed educational leader" refers to a member of the Division's teaching staff appointed to one of the following roles:  Principal, Vice-Principal, Coordinator, Consultant, or Supervisor and is within "scope".

2. Mentorship, supervision and formal evaluation of appointed educational leaders will be implemented by the Superintendent of Schools or designate(s).

3. **Mentorship and supervision for Continuous Professional Learning** provides a process for the educational leader to take primary responsibility for their own professional development as it is connected to their assigned role in a given school year.

| **Adopted:** | Oct 21, 2003 | **Legal References:** | |
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| **Revised:** | June 18, 2019 | | |

This process also provides the Superintendent of Schools or designate the ability to provide ongoing support and mentorship.

4. **Formal Evaluation** provides a process for the evaluation of all educational leaders with respect for their differing needs, including their status of employment and career experience

5. **Educational Leaders experiencing difficulty** is a process that provides an opportunity for intensive mentoring and support in order to increase the capacity of the educational leader within the assigned role.

## III. PROCEDURES

1. **Continuous Professional Learning**
   a. All the Division's appointed educational leaders will submit annually to the Superintendent of Schools or designate(s) a professional growth plan that includes the following elements:
      - **Brief reflection** on the outcomes of the previous year's growth plan
      - **Goals** for professional growth as appropriate to the leader's appointed role as well as are connected to the school goals.
      - **Activities and/or strategies** to implement the growth plan.
      - **Indicators** that the leader uses to assess the progress of the identified goals. Must include elements of action research in order to assess the effectiveness of the strategies.

2. **Formal evaluation report**

   This formal report will be done in a 3 to 5-year rotation as agreed upon by Superintendent of Schools and the educational leader. This flexibility allows for educational leaders to be able to collaborate about when this best fits in their growth to have a formal evaluation.

   a. The Superintendent of Schools or designate(s) will annually collaborate with those educational leaders who require a formal evaluation report.

   b. The Superintendent of Schools or designate(s) will meet with the educational leader to review elements of the process which will include the process outlined above in Continuous Professional Learning as well as the completion of the of the above-mentioned template.

   c. The final written report will be submitted by the end of the school year in which it is prepared.

3. **Responses to educational leaders experiencing difficulty**

   If the Superintendent of Schools or designate(s) believes that an educational leader is experiencing difficulty they will offer appropriate support that directly addresses the area/areas of difficulty. Supports which may include but are not limited to:
   3.1. Reference to the Manitoba Teachers Society Disability Benefits Plan (MTSDBP).
   3.2. Personally, mentoring or arranging for a mentor.

| Adopted: | Oct 21, 2003 | Legal References: |
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   3.3. Arranging for specific professional development in the area of difficulty.

If the Superintendent of Schools or designate(s) comes to believe that there is a continued pattern of difficulty in which the educational leader needs to take some further responsibility, the Superintendent of Schools or designate(s) needs to arrange for a process to ensure clear expectations, and observance of improvement. In this case they will follow the same procedures as outlined in Policy GCNA as it relates to this area as well as the area of Discipline.

**Required Forms**

For Reference:
- The Ontario Leadership Framework

To be completed:

- Educational Leaders Evaluation Templates

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