



**POLICY:**  
**SUBJECT:**

**GCCB**  
**SELECTION OF SCHOOL**  
**ADMINISTRATORS**

**APPROVAL DATE:**  
**REVISION DATE:**  
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## **1. GENERAL**

- 1.1 The Winnipeg School Division believes that an effective administrative selection process will ensure that the most appropriate candidate is selected for all school administrative positions.
- 1.2 The Winnipeg School Division recognizes that the selection process for a principal or vice-principal for a specific school should begin with consultation with appropriate constituents (parent councils, school staff, and trustees).
- 1.3 The Winnipeg School Division policy on Employment Equity will be a fundamental criterion in all decisions regarding appointments to administrative positions.

## **2. RESPONSIBILITIES**

### **2.1 Board of Trustees**

The Board of Trustees will appoint all administrators.

### **2.2 Chief Superintendent**

2.2.1 The Chief Superintendent shall submit to the Board of Trustees a recommendation for all school administrative appointments, promotions, and transfers. In arriving at a recommended candidate, the Chief Superintendent will consider the recommendations of the senior administration, including the Superintendents of Schools.

2.2.2 The Chief Superintendent or designate shall be authorized to engage or temporarily appoint a qualified person when assistance is required during the temporary absence of a school administrator and advise the Board of Trustees at a subsequent Board meeting.

### **2.3 Superintendents of Schools**

2.3.1 The appropriate Superintendent of Schools will manage the selection process for all principal and vice-principal positions including identification of specific needs for a specific school through consultation with appropriate constituents (parent councils, school staffs, trustees, and in senior high schools, student council representatives); the development of a specific job description; a review of each applicant's resume, educational philosophy, employment history/past experiences and performance appraisals; and in consultation with the other Superintendents of Schools will recommend to the Chief Superintendent, a candidate to meet the needs of the specific school.

2.3.2 The Superintendent of Schools will manage the selection process for the transfer of school administrators in order to allow for a variety of experiences for principals and vice-principals that enhance their professional growth.

### **2.4 Principals**

The principal of the appropriate school will assist in the selection process for a vice-principal position.

### **2.5 Human Resources Department**

The Human Resources Department will coordinate the process for the identification of potential candidates for initial appointment to school administration.



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### **3. SELECTION PROCESS – PRINCIPAL**

- 3.1 Prior to the selection of a principal for a specific school, the appropriate Superintendent of Schools will:
- 3.1.1 meet with the parent council and in senior high schools, the student council, to determine the specific needs of the school and the desired characteristics for the principal,
  - 3.1.2 meet with the staff to determine the specific needs of the school and the desired characteristics for the principal,
  - 3.1.3 arrange an interview process including parent representation and representation from the Winnipeg Teachers' Association.
- 3.2 The Superintendents of Schools will:
- 3.2.1 review the resume, educational philosophy, employment history/past experiences and performance appraisals of all applicants and will conduct interviews as required,
  - 3.2.2 will present a recommendation of a candidate for consideration by the Chief Superintendent.
- 3.3 The Chief Superintendent will:
- 3.3.1 forward a recommendation to the Board of Trustees with a rationale.

### **4. CHARACTERISTICS OF SCHOOL ADMINISTRATORS**

#### **4.1 General**

The Winnipeg School Division has identified the characteristics which will be utilized in the selection of personnel for appointments to principalships, vice-principalships, and other appropriate administrative positions. While preference will normally be given to candidates who best exhibit these characteristics, consideration may also be given to candidates who are outstanding teachers and meet the specific requirements for a certain position.

#### **4.2 General Characteristics**

Effective school administrators possess or have demonstrated the following skills and abilities:

##### **4.2.1 Vision**

Educational leaders with a vision are capable of selecting from a variety of likely options a definite course of action concentrating all efforts on specific goals, measuring progress towards these goals, and inspiring others to follow.

The effective administrator's vision will be consistent with the mission statement, goals and objectives of the Division.

##### **4.2.2 Instructional Leadership**

The primary focus of an effective educational leader is on curriculum and instruction. The effective school administrator keeps abreast of curriculum change and content, works with teachers in the classroom setting, and creates a climate characterized by support and trust in which growth and change are encouraged. He/she also has an understanding of the various instructional strategies in order to meet the needs of the students attending the school.

##### **4.2.3 Management**

As the educational leader in the school, the school administrator must possess strong planning and organizational skills so that the school will operate in a manner most conducive to student learning.



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The school administrator must be able to organize the detailed operation of the school and provide for the supervision of all staff, ensure that the school operates within the parameters of Division and school policy, and that these policies are known and understood by students, staff and the community.

**4.2.4 Shared Decision-Making**

Successful school administrators delegate and share responsibility by giving staff and community an opportunity to participate in the decision-making of the school through actively seeking and selecting relevant information and proactively establishing effective working relationships with staff and the community.

**4.2.5 Community Involvement**

The effective school administrator is aware of the cultural aspirations and needs of the school community, encourages and supports the involvement of the community in the operation of a school, and promotes shared goals and objectives to address the needs of the community.

**4.2.6 Conflict Resolution**

The effective school administrator balances the requirements of Manitoba Education and Training and the Division with the local needs of the students, community, and staff. He/she not only anticipates possible areas of conflict but develops a process by which to manage the potential conflicting demands of the constituents.

**4.2.7 Open Communication**

The effective school administrator develops an atmosphere of openness and an environment in which trust, mutual respect, and positive self-esteem are fostered on the part of students, staff, parents, and the community.

**4.3 Specific Qualifications/Experiences**

Specific positions will require skills and experiences that are unique to the individual position. These specific skills and experiences will be identified based on input from both the staff and the community prior to the advertising of the position.