

## 2.2

## Principalship Success

### 2.2.1 Definitions

The principalship is a formal position with administrative and instructional leadership roles, responsibilities and duties in schools.

A principal is a teacher who holds a principalship, which includes the positions of principal, vice-principal and assistant principal.

Principalship success refers to the degree to which a principal attains professional goals throughout the individual's career.

### 2.2.2 Beliefs

- (1) Principals retain their identity as teachers who are members of the Saskatchewan Teachers' Federation.
- (2) Principals are responsible for setting personal goals and objectives for successful professional practice while considering the particular teaching and learning environment, and the needs of students, teachers and the school.
- (3) The cultivation of positive professional relationships with teaching colleagues, administrators, non-teaching personnel, students, parents, caregivers and the community is fundamental to principalship success.
- (4) Principalship success requires the support of teaching colleagues and non-teaching personnel in schools, and school division and provincial-level personnel, policies and resources.
- (5) Principalship success requires the professional autonomy necessary for principals to pursue success within the particular school context.
- (6) Principals should strive to create collegial and collaborative school environments among administrative teams, teaching colleagues and non-teaching personnel that are conducive to teaching and learning as well as principalship success.
- (7) Principals should model professional stewardship and responsibility at all times and work to empower teachers through shared leadership in schools.
- (8) Principals should demonstrate and cultivate personal leadership qualities and skills, including clear communication, building trust among school staff and the community, providing support for teaching colleagues, and showing integrity and accountability with administrative and school staff.
- (9) Therefore, teachers individually and collectively:
  - (a) Expect that principals and their teacher colleagues are granted sufficient autonomy to pursue success according to a school's specific contexts and student needs, and that the professional advice of principals and teachers will be welcomed and seriously considered by out-of-scope administrators and policy-makers.
  - (b) Encourage school divisions to provide respectful advice, direction, assistance and policies to support both the administrative and instructional leadership roles and responsibilities of principals.
  - (c) Advocate for appropriate teaching and learning resources from school divisions, the provincial government and other partners in education to meet the needs of students and support the success of principals and their teacher colleagues.
  - (d) Advocate for the time, resources and professional growth opportunities for individual principals and the creation of effective administrative and instructional leadership teams in every school.
  - (e) Advocate for a full complement of teaching colleagues and other staff to form an effective school team led by the administrative and instructional leadership team.
  - (f) Cultivate trust amongst administrators, administrative teams, teaching colleagues, students, parents, caregivers and the community.

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