

Navigating the In-Between: Leading, Managing and Building Relationships

Saskatchewan Principals' Short Course

Wednesday, July 3, 2024





Land Acknowledgement

Outcomes

- Relevant documents for principals
- Practical Advice
- Scenarios
- STF supports and resources for principals

Key Documents for Principals

- The Education Act, 1995
- Provincial and LINC Agreements
- SPTRB
- School Division Administrative Procedures
- The [Governance Handbook](#)
 - STF Bylaw 6 Professional Ethics and Practice
 - Teachers' Federation Act, 2006
 - STF Policy 2.2 Principalship Success
- Other STF Documents ([Member Support](#))

The Education Act, 1995

Duties of principal

175(1) Subject to the stated policies of the board of education or the conseil scolaire and to the regulations, a principal, under the supervision of the director, shall be responsible for the general organization, administration and supervision of the school, its program and professional staff and for administrative functions that pertain to liaison between the school and the board of education or the conseil scolaire and its officials.

- (b) assign, in consultation with members of the staff, the duties of each member of the teaching staff;
- (h) conduct, in co-operation with the staff, a continuing program of planning and evaluation with respect to the objectives, curriculum, pedagogy and effectiveness of the instructional program of the school;
- (k) establish, in consultation with the staff, the procedures and standards to be applied in evaluation of the progress of pupils and in making promotions;
- (l) develop, in co-operation with the staff, procedures for preparation of reports to parents or guardians on the progress of pupils and establish mutually acceptable and beneficial channels for communication between the school and parents or guardians of pupils;

Provincial Collective Bargaining Agreement

ARTICLE FOUR

ALLOWANCES FOR PRINCIPALS, VICE-PRINCIPALS AND ASSISTANT PRINCIPALS

- 4.1** Each Principal, Vice-Principal and Assistant Principal shall be paid an allowance in addition to basic salary which shall be calculated according to the provisions of the following clauses.

For the purpose of the following clauses, a teacher in a one-room school shall be deemed to be a Principal.

4.2 Principals

4.2.1 Basic Allowance

Each Principal shall receive a basic allowance of \$7,798 for the period September 1, 2019 to August 31, 2020, a basic allowance of \$7,954 for the period September 1, 2020 to August 31, 2021, a basic allowance of \$8,114 for the period September 1, 2021 to August 31, 2022 and a basic allowance of \$8,277 for the period September 1, 2022 to August 31, 2023.

[Provincial Collective Bargaining Agreement](#)

Provincial Collective Bargaining Agreement

- Article 2 Salaries of Teachers
- Article 7 – Sick Leave
- Articles 11 and 14 – Dental and Health Care Plans
- Article 16 – Teacher Assigned Time

[Provincial Collective Bargaining Agreement](#)

LINC Agreement

- Salaries for substitute teachers
- Sabbatical, Educational, leaves
- Educational Leaves
- Special Allowances



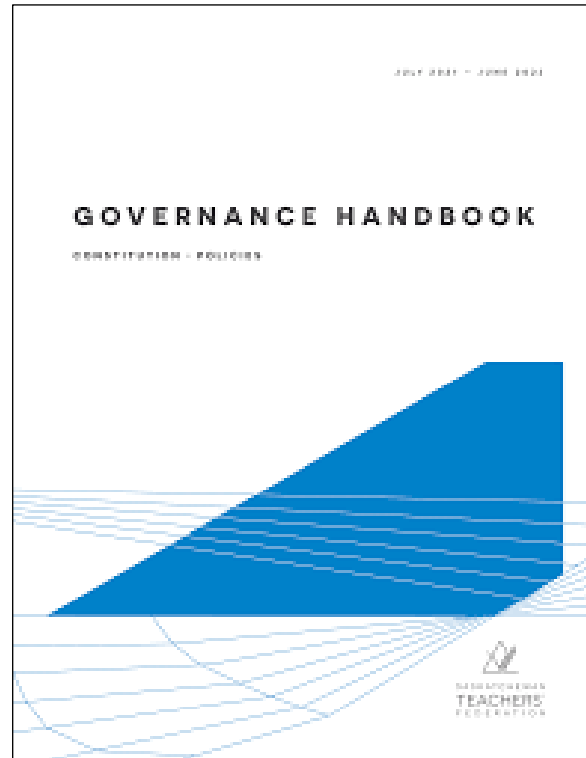
Saskatchewan Professional Teachers Regulatory Board

- Certification and Registration
- Professional Standards
 - Standards of Conduct
 - Teacher Certification Competencies

School Division Administrative Procedures



Governance Handbook



[Governance Handbook](#)

STF Policy

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,

STF Policy

2.4

Teacher Supervision and Evaluation

- (3) An effective teacher **supervision** process should:
 - (a) Include the individual teacher's personal experiences, knowledge and aspirations for their professional practice.
 - (b) **Be conducted in collaboration with Principals** who possess the professional responsibility, qualifications and specialized training to identify the assistance and resources required to support the teacher's success.
 - (c) Be complementary to other teacher supports and processes which foster effective teaching and learning as well as student and teacher success.

- (4) An effective **evaluation** of a teacher's practice and performance should:
 - (a) Be informed by observations and information gathered during supervision processes.
 - (b) **Be conducted by out-of-scope administrators** who possess the professional responsibility, qualifications and specialized training required to carry out such employee evaluations.

STF Code of Professional Ethics and Practice

STF Code of Professional Ethics

These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system:

Commitments to the Profession

1. To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.
2. To strive to make the teaching profession attractive and respected in ideals and practices.
3. To act in a manner that respects the collective interests of the profession.
4. To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching.

Commitments to Teaching and Learning

5. To provide professional service to the best of one's ability.
6. To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.
7. To respect the right of students to form their own judgments based upon knowledge.
8. To support each student in reaching their highest levels of individual growth across intellectual, social-emotional,

10. To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.
11. To protect the educational program from exploitation.

Commitments to the Community

12. To model the fulfilment of social and political responsibilities associated with membership in the community.
13. To respect the various roles and responsibilities of individuals involved in the educational community.
14. To keep the trust under which confidential information is exchanged.
15. To keep parents and the school community informed of and appropriately involved in decisions about educational programs.
16. To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.
17. To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education.

STF Code of Professional Ethics and Practice

STF Standards of Practice

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

Commitments to Standards of Practice

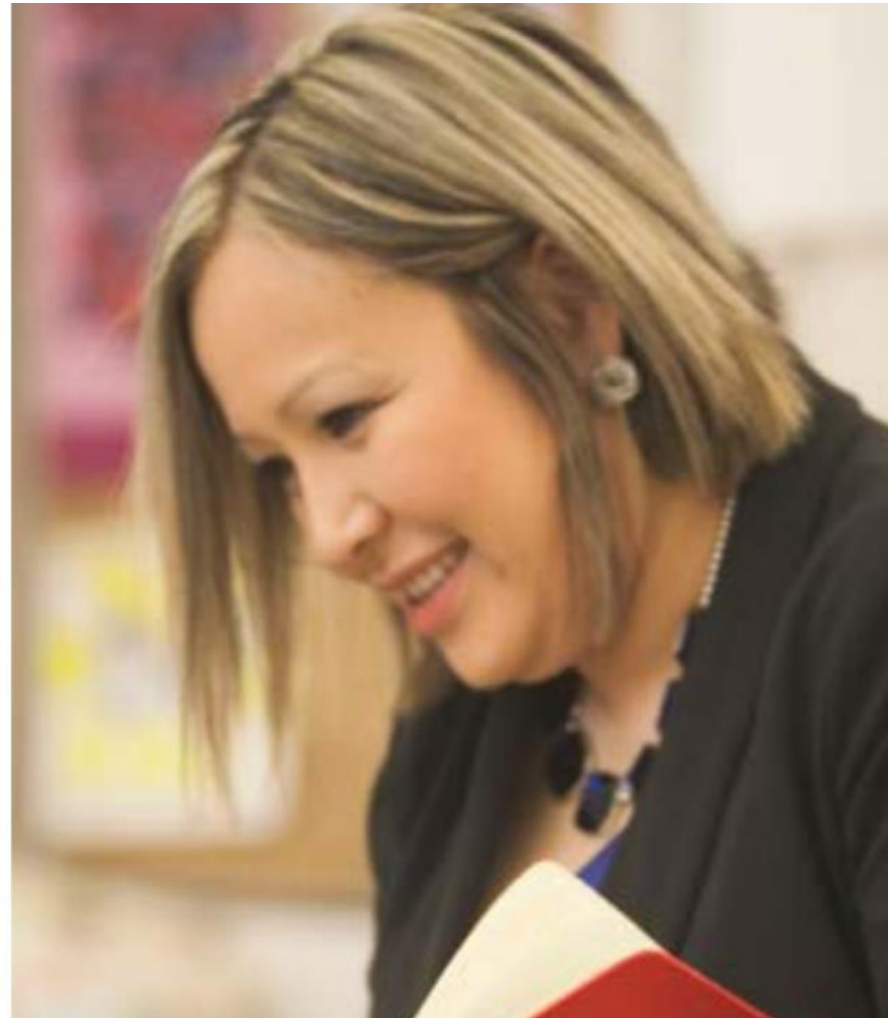
1. To create and maintain a learning environment that encourages and supports the growth of the whole student.
2. To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
3. To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
4. To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
5. To carry out professional responsibilities for student assessment and evaluation.
6. To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
7. To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
8. To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
9. To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
10. To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

STF Code of Professional Ethics and Practice

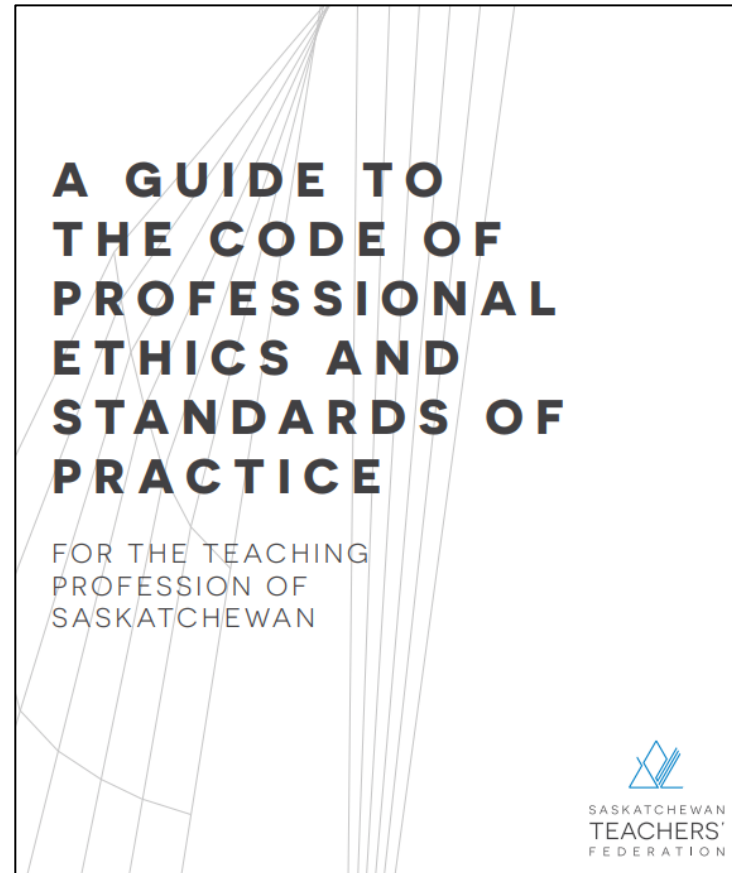
STF Code of Collective Interests

A member of the Saskatchewan Teachers' Federation shall:

1. Apply for an available position on the basis of the member's highest professional qualifications.
2. Neither apply for nor accept a position with an employer during a period in which the Federation has declared that a dispute exists between the Federation and the employer.
3. Undertake to perform as a condition of employment only those duties required by statute.
4. Adhere to all terms of a contract of employment until it is legally terminated.
5. Participate actively in Federation affairs at both the provincial and local levels, and work toward necessary or appropriate changes in STF policy and bylaw.
6. Respect those decisions made by elected representatives of the profession in the fulfilment of their duties and responsibilities.
7. Respect the collective bargaining process as the appropriate means to determine all conditions of employment.
8. Participate in legal sanctions requested by the bargaining unit following a vote of the membership.
9. Adhere to all terms of applicable collective agreements.



STF Code of Professional Ethics and Practice



- [A Guide to the Code of Professional Ethics and Standards of Practice](#)

Code 6.2.16

To inform an associate before making a valid criticism and to inform the associate of the nature of the criticism before referring the criticism of the associate to appropriate officials.

Other STF Documents

[Benefit Programs](#)

[Programmes d'avantages sociaux](#)

[Certification and Registration](#)

[Certification et inscription](#)

[Contracts of Employment](#)

[Contrats de travail](#)

[Deferred Salary Leave](#)

[Congé à traitement différé](#)

[Leaves of Absence](#)

[Congés autorisés](#)

[Maternity and Parental Leaves of Absence](#)

[Congés de maternité et congés parentaux et prestations](#)

[Teacher Redundancy](#)

[Excedents d'enseignantes et d'enseignants](#)

[Teacher Salary Classification](#)

[Classification des salaires des enseignantes et enseignants](#)

Practical Advice

- Take the high road
- Ask for help/ input
- Take time to decide
- Find the best way to communicate
- See the good in people



Please Do Something

A teacher on staff comes to you with concerns about another teacher. They have seen some of the assignments the teacher has assigned and, in their opinion, are not in line with curriculum. Furthermore, the teacher's assignments are not very rigorous and the students are not getting the learning they need and won't be prepared for the next grade.

Here we go again!

You notice one of the teachers on staff is keeping to herself more and more. You have received two phone calls from parents concerned about student behaviour in the classroom. You overheard other staff talking about a lack of discipline in the classroom and “Here we go again!” The teacher has taken 5 sick days here and there in the last month.

Too funny...maybe not

As a principal reassigned to a new school you immediately notice a sense of energy and fun on staff. At the first staff party of the year, a teacher tells a joke with some inappropriate innuendos. Most staff respond with laughter. One teacher is not laughing and another gets up to leave.

Not this teacher

You have been informed by your HR superintendent that a certain teacher will be coming to your school next year. You are aware that there have been concerns with this teacher in regards to instruction and organization. You currently have a few teachers on staff who need additional support and you have a lot on your plate already.

Document



- Know who you are and what you believe!
- Work with win-win in mind!
- Don't just talk the talk, walk the walk! If you believe relationships are important, make them important!
- Work with your staff to identify what is important and how to get there!
- Show compassion and understanding, especially when dealing with conflict!



STF Website



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[Teacher Regulation](#)

SUPPORTING THE PRINCIPALSHIP

In schools across the province, the role of the principal, vice-principal and assistant principal (hereafter referred to as “principals”) is becoming more challenging and complex. Principals are tasked with creating an environment conducive to student learning, high-quality teaching and aligning resources with the goals of the school and school division. In addition, principals must balance the responsibilities of being both managers and instructional leaders.

RELATED DOCUMENTS

 [Supporting the Principalship](#)
PDF 135.36 KB

 [Calm During Crisis 2.0](#)
PDF 296.53 KB

 [Calm During Crisis:](#)

Creating a Supportive Environment

An Administrator's Handbook
for Working With Beginning Teachers



[Creating a Supportive Environment](#)

www.stf.sk.ca

1-800-667-7762

or

306-373-1660