

COMPETENCY**Communication Skills***The ideal candidate should have the ability to:*

	Priority		
	High	Medium	Low
• listen effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• respond clearly and directly (both orally and in writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• write and speak appropriately for each situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• prepare clear and concise memos/notes, instructions, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• interpret instructions (both oral and written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• describe or explain written information, concepts, or instructions (both oral and written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fiscal Management*The ideal candidate should have the ability to:*

	Priority		
	High	Medium	Low
• understand the current economic picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand the budget and staffing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify and prioritize needs (both human and physical) as they relate to the school plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• involve appropriate people in decision making (staff, students, school council, the community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• organize and administer the school budget process, in consultation with the school council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand the staffing process (e.g., collective agreements, technical aspects, legal requirements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ensure that school buildings meet all the requirements set out in health and safety legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group Process*The ideal candidate should have the ability to:*

	Priority		
	High	Medium	Low
• establish goals related to the school's action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• work collaboratively with a variety of individuals, including school staff, parents, students, and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• share leadership responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognize his or her strengths and limitations and those of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• gain the confidence and trust of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• be sensitive to the feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• share the decision-making process, while recognizing any legal limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• manage conflict effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• provide recognition and celebrate success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• evaluate, review, and validate as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge of the Change Process*The ideal candidate should have the ability to:*

	Priority		
	High	Medium	Low
• identify a need for change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• conduct a gap analysis – Where are we? Where do we want to go? How will we get there? How will we know when we have arrived?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• build allies and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• develop a plan of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge of the Change Process (cont.)**Priority***The ideal candidate should have the ability to:***High Medium Low**

• empower others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• deal with conflicts/obstacles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• provide guidance, resources, and encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognize that people are at different stages in the change process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognize that time is an important factor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership Awareness*The ideal candidate should have the ability to:***High Medium Low**

• interpret board and ministry policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand system responsibilities as they relate to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• apply current educational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• manage the development of a school plan, balancing school, board, and ministry objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recognize when a group needs direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• be accountable for the objectives contained in the school plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership Behaviour*The ideal candidate should have the ability to:***High Medium Low**

• think holistically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand the interrelatedness of leadership behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• make decisions in the context of the “big picture” (i.e., the candidate should have vision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• put processes, teams, and procedures in place that reinforce the vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand the implications of day-to-day decisions for the school plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• clarify and communicate policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• manage the implementation and evaluation of the school plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• involve others in problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• provide guidance to others to help them achieve shared goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• provide direction that is appropriate to the tasks and/or activities being undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• monitor and evaluate progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organization Management*The ideal candidate should have the ability to:***High Medium Low**

• set and manage priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• plan and supervise activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• establish schedules and timelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• coordinate resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• manage crises while maintaining efficiency and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Growth*The ideal candidate should have the ability to:***High Medium Low**

• identify his or her own strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• develop a personal growth plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• seek evaluative data from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• stay current through professional reading and participation in staff-development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Growth (cont.)*The ideal candidate should have the ability to:*

	Priority		
	High	Medium	Low
• seek involvement on school, area, and system committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• promote, express, communicate, and model personal and educational values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• focus on keeping healthy (e.g., by delegating and prioritizing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personnel Management*The ideal candidate should have the ability to:*

	High	Medium	Low
	• identify steps in the growth and development process	<input type="checkbox"/>	<input type="checkbox"/>
• collect appropriate data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• evaluate objectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• communicate effectively (both orally and in writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• negotiate an ongoing growth plan and follow-up review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• prescribe relevant assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• work within current operating procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• become informed about the duties of employees being evaluated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• develop effective interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Management*The ideal candidate should have the ability to:*

	High	Medium	Low
	• identify and describe the procedures of a sound program implementation plan	<input type="checkbox"/>	<input type="checkbox"/>
• identify the major obstacles to successful program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify the role of key people in program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• develop a comprehensive staff development program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify and describe the procedures of program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• interpret program review data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• draw appropriate conclusions from program review data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• make appropriate recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• develop a plan of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• allocate resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand ministry and board curriculum policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Political Management*The ideal candidate should have the ability to:*

	High	Medium	Low
	• recognize the role of government in setting education policy	<input type="checkbox"/>	<input type="checkbox"/>
• identify significant partners (parents, community, staff, council chair, principals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand current issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• communicate appropriately with school board trustees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate fiscal accountability and responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• work within the mandate defined by legislation (e.g., the Education Act and its regulations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understand the implications of collective agreements, human rights legislation, and the Education Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify and communicate effectively with the public (e.g., parents, the media, trustees, community groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem Solving*The ideal candidate should have the ability to:*

	High	Medium	Low
• identify problems and their relative importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• collect pertinent information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify key personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• generate possible solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• evaluate alternatives in terms of organizational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• reach consensus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• make a clear decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• support the decision with a rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• be sensitive to the needs of the people involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>