

**IN-SCHOOL ADMINISTRATIVE POSITIONS  
INFORMATION FOR CANDIDATES  
2013 – 2014**

**\*\* Applications will be accepted beginning January 7, 2013 through to January 25, 2013.**

**I Practices Surrounding Applicant Selection**

The Selection process is comprised of four stages.

Stage 1 – Paper Screening – The written application is assessed. Candidates possessing the required qualifications, skills, abilities and personal attributes will proceed to the next stage.

Stage 2 – Reference Checking – Selected applicant submitted references will be processed.

Stage 3 – Formal Interview – Applicants selected for a formal interview will be determined. Selections will be determined through an assessment of the evidence provided in the written application and feedback gained through the referencing process.

Stage 4 – Selection – The Director of Education in consultation with Executive Council will make appointments to our Principal and Vice Principal Short Lists based on **qualifications, references and assessments from the interview committee**. As in-school administrative vacancies are identified placements will be made (in most cases) from the respective short lists. Should a short list be depleted Executive Council may make appointments from the interview list or call for a second round of applications/interviews.

**II Practices Surrounding Interviewing of Candidates**

A committee will be established to interview selected applicants to help determine their suitability as a school-based administrator. The composition of the committee will attempt to reflect the diversity which exists in our school division.

### **III Committee Membership**

▪ Board Member	-	1
▪ Principals' Association	-	1
▪ VP/AP Association	-	1
▪ CUPE Representative	-	1
▪ Superintendents	-	2 (1 as chair)
▪ Coordinator/Teacher	-	1

### **IV Short Listed Candidates**

If the short list is not depleted, candidates on the short list wishing to be considered for the following year must submit a written request to the Superintendent – Human Resource Services in November indicating this desire.

Executive Council will do one of the following:

- Approve candidate to remain on the list. The candidate may choose to submit additional information or request to be re-interviewed.
- Invite the candidate to be re-interviewed (no application required).
- Invite the candidate to complete a full application.



420 – 22<sup>nd</sup> Street East  
Saskatoon SK S7K 1X3

## **MESSAGE TO APPLICANTS**

Catholic Education came to be and has thrived in large part, thanks to strong Catholic leadership. Given the context of our present society, there continues to be a critical need for excellence in the ministry of Catholic Education Leadership.

The selection of exemplary Catholic leadership is among the most important tasks that we undertake. Our discernment process is comprised of four stages; Application Screening, Reference Checking, Interviewing, and Selection.

***The CALL – Catholic Attributes for Learning Leadership*** is a foundational Leadership document of Greater Saskatoon Catholic Schools. This document summarizes leadership attributes brought to life through the knowledge, skills and practices of Catholic leaders.

On behalf of the Catholic students, parents, parishes and communities of St. Paul's RCSSD # 20, I thank you for offering yourself to our division and to the vocation of Catholic Education Leadership.

Al Boutin, Superintendent – Human Resource Services

**APPLICATION FORM FOR IN-SCHOOL ADMINISTRATIVE POSITIONS – 2013/2014**

**A. GENERAL INFORMATION**

Name:

Position(s) Sought:     Elementary Principal                       Elementary Vice Principal

Present School:

Present Position:

Home Parish:

**B. EDUCATION**

University	Degree(s)	Years of Attendance	Subject Area Specialties

Other Post Secondary Education [Please indicate course(s) and institution(s)]:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. WORK EXPERIENCE**

Teaching/Administrative Experience

<u>Name of School</u>	<u>Grade/Subject/Position</u>	<u>No. of Years</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**D. CATHOLIC LEADERSHIP REFLECTIONS**

Familiarize yourself with ***The CALL – Catholic Attributes for Learning Leadership – In-School Administrators***. Using this document as a guide, in 500 words or less, provide a reflection which identifies how these attributes are present in your leadership and how you plan to continue to develop your personal leadership gifts and talents.

**PERMISSION FORM TO CONTACT REFERENCES – 2013 - 2014**

Applicant Name: \_\_\_\_\_ School: \_\_\_\_\_

- I hereby grant permission to St. Paul's RCSSD #20 to contact the references I have provided below for the purposes of assessing my suitability for an In-School Administrator position. I understand that the information provided by the reference is confidential.
- I am an internal applicant who applied for an administrative position in 2012. Please use professional and pastoral references provided with my 2012 application. **NOTE: Your current principal will be referenced for each application.**
- I am not able to provide a complete reference list at this time. (Explanation is attached.)

<u>Name</u>	<u>Location/Address/Phone Number</u> (address/phone number required for external applications only)	<u>E-Mail Address</u> (please print clearly)
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\_\_\_\_\_  
Current    Principal

\_\_\_\_\_  
Prior    Principal

**Human Resource Services will randomly select three out of five teacher references  
and two out of three service/support staff references.**

<u>Name</u>	<u>Location/Address/Phone Number</u> (address/phone number required for external applications only)	<u>E-Mail Address</u>
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Teacher #1  
Current Position:     K – 4 Teacher     5 – 8 Teacher     9 – 12 Teacher     Other \_\_\_\_\_

Teacher #2  
Current Position:     K – 4 Teacher     5 – 8 Teacher     9 – 12 Teacher     Other \_\_\_\_\_

Teacher #3  
Current Position:     K – 4 Teacher     5 – 8 Teacher     9 – 12 Teacher     Other \_\_\_\_\_

Teacher #4  
Current Position:     K – 4 Teacher     5 – 8 Teacher     9 – 12 Teacher     Other \_\_\_\_\_

Teacher #5  
Current Position:     K – 4 Teacher     5 – 8 Teacher     9 – 12 Teacher     Other \_\_\_\_\_

Service and Support Staff Member #1  
Current Position:     Caretaker     Educational Assistant     Clerical     Other \_\_\_\_\_

Service and Support Staff Member #2  
Current Position:     Caretaker     Educational Assistant     Clerical     Other \_\_\_\_\_

Service and Support Staff Member #3  
Current Position:     Caretaker     Educational Assistant     Clerical     Other \_\_\_\_\_

Signed this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ by \_\_\_\_\_

**PROCEDURES FOR SUBMITTING  
FAITH REFERENCE DOCUMENTS  
2013 - 2014**

1. Complete the Introduction and Faith Letter. Please note that question three (3) is intended to highlight faith-based activities outside of traditional forms of Church participation. Examples include Formation Programs, Catholic Youth Leadership and volunteer experiences with Catholic organizations. This question also is intended to provide an opportunity to detail faith-based activities that demonstrate the diversity within which the Catholic faith is practiced.
2. Make an appointment to discuss this letter with your parish priest.
3. Request that your parish priest complete the Pastoral Letter form (provide him with a blank copy). Please also provide your parish priest with the *Message to Pastors*. The parish priest is to submit his form directly to Human Resource Services.
4. Applicants are to submit the Introduction and Faith Letter directly to Human Resource Services as part of the application package.



420 – 22<sup>nd</sup> Street East  
Saskatoon SK S7K 1X3

## INTRODUCTION AND FAITH LETTER

2013 - 2014

(To be completed by candidate)

### FAITH REFLECTIONS:

1. Which parish do you presently attend? \_\_\_\_\_
  - a) Have you formally registered at the Parish? \_\_\_\_\_
  - b) Year Registered: \_\_\_\_\_
2. List the Parish ministries in which you are involved currently.
3. Describe any other Faith-based activities that you are or have been involved with.
4. I am interested in Catholic School Division leadership because ...
5. I see myself continuing to grow in my Faith life as a Catholic administrator through:

\_\_\_\_\_  
Applicant's Name (print) Date \_\_\_\_\_ Signature \_\_\_\_\_

\_\_\_\_\_  
Pastor's Name & Parish Date \_\_\_\_\_ Signature \_\_\_\_\_

Please feel free to use additional paper if required.

## **MESSAGE TO PASTORS**

Our school division effectiveness is impacted by the quality of our staff more than any other single factor. Our Division has endeavored to employ high quality men and women who are committed to the unique mandate of Catholic Education. To that end parish priests play a significant role in assessing the suitability of school leadership candidates to our system by completing spiritual references. The feedback that you provide through this process is valued greatly.

For your information, once an individual is employed by our School Division we require that:

- He/she will register and remain active at a Catholic Parish in the Saskatoon Diocese/Ukrainian-Catholic Eparchy of Saskatoon.
- He/she will complete Catholic Studies 105.3 and 106.3 within the first two years of employment. These classes cover the content that was part of the provincial Understanding Your Faith Series, which is sponsored by the Bishops of Saskatchewan.
- His/her growth plan will be reviewed regularly with a Superintendent of Education.
- He/she will abide by the ideals and principles common to members of the Catholic Church and, by word and example, to encourage Catholic students and staff to do likewise.





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## PASTORAL LETTER 2013 - 2014

Parish Name:

Date:

Address:  
(Include City/  
Prov/Postal Code)

Telephone:

Candidate's Name:

This letter will acknowledge my introduction to this prospective in-school administrator with Greater Saskatoon Catholic School Division. I received and discussed this candidate's Letter of Introduction and Faith Reflection.

Pastor Comments:

\_\_\_\_\_  
Pastor Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Please sign, place stamp or seal of Parish on document, and mail the completed form directly to:

Superintendent – Human Resource Services  
St. Paul's RCSSD #20  
420 – 22<sup>nd</sup> Street East  
Saskatoon SK S7K 1X3  
(Fax or email documents will not be accepted)

This document will be treated confidentially.

# The CALL

Catholic Attributes for Learning Leadership



In-School Administrators

# The CALL

## CATHOLIC ATTRIBUTES FOR LEARNING LEADERSHIP

- ▶ **Furthering the work of Christ, the Greater Saskatoon Catholic Schools Leadership Development Model will:**
  - recognize, honor, empower and build leadership capacity in all;
  - foster leadership within the community;
  - ensure common foundations in our work, and;
  - improve student learning.
  
- ▶ **We are a people Rooted in Faith, Growing in Knowledge, and Reaching Out to Transform the World. These areas will be actualized through shared beliefs that leadership within Greater Saskatoon Catholic Schools:**
  - contributes to improved learning outcomes;
  - challenges existing practice, empowers the voices of the marginalized and promotes justice and equity;
  - is necessary in every context and resides within all;
  - is developed with continuous learning opportunities;
  - is a shared endeavour and improves with collaboration.
  -
  
- ▶ **The leadership development model aims to support the following objectives:**
  - to create an inclusive culture where individuals are treated fairly, equitably, and with dignity and respect;
  - to build leadership capacity of all, including students, staff, families, and the community;
  - to ensure educational needs are central to decision making;
  - to build collaborative teams, structures and processes that support student learning;
  - to build a climate of trust, risk taking, and optimism;
  - to ensure alignment among curriculum, instruction, assessment, and needs of students.

# Catholic Attributes for Learning Leadership In-School Administrators

In Greater Saskatoon Catholic Schools (GSCS), we are a community of learners and leaders. Each one of us has a leadership role in achieving our Catholic mission. We are all called to leadership in Greater Saskatoon Catholic Schools. The framework in this document will guide our work to meet our goals and objectives in our leadership development and student learning models.

We believe that all GSCS in-school administrators shall aspire to continuous growth and development in order to be catalysts in transforming our world. These leadership qualities are common among all in-school administrators and provide a tool for developing annual personal growth plans, network discussions, hiring practices, and appraisals.

## Rooted in Faith

*"Who we are"*

*Greater Saskatoon Catholic Schools is a welcoming community where we nurture faith, encourage excellence in learning and inspire students to serve, making the world a better place.*

First and foremost, in-school administrators in Greater Saskatoon Catholic Schools must have a deep commitment and passion for the Mission of Catholic Education.

**We love because He first loved us.**

1 John 4:19



# Growing In Knowledge

“What we believe and what we know”

## The GOSPEL VIRTUES

Each in-school administrator brings many personal experiences and approaches to situations; however, in GSCS, key dispositions or characteristics describing administrators are defined within our Gospel virtues. We witness these virtues through the daily work our staff do in our schools to achieve our Mission.

The Gospel virtues never change and remain at the core of Catholic education. The virtues identified in this document reflect the Gospel virtues identified in our Catholic Education booklets.

These characteristics are not exhaustive; through dialogue and reflection we will continue to

articulate and define what our actions look like within each domain in the outside circle (see illustration below).

The intent is continuous growth and reflection as an in-school administrator and an individual.



<p style="text-align: center;"><b>Love</b></p> <ul style="list-style-type: none"> <li>• accept all</li> <li>• see God in all things</li> <li>• commit to an inclusive, equitable environment</li> </ul>	<p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>• be trustworthy</li> <li>• ability to listen</li> <li>• be inclusive</li> <li>• have integrity</li> </ul>	<p style="text-align: center;"><b>Faith</b></p> <ul style="list-style-type: none"> <li>• be a person of prayer</li> <li>• be reflective</li> <li>• believe all children can learn</li> <li>• share faith with others</li> </ul>	<p style="text-align: center;"><b>Courage</b></p> <ul style="list-style-type: none"> <li>• persevere</li> <li>• commit to taking risks</li> <li>• challenge others and self</li> <li>• learn continuously</li> </ul>	<p style="text-align: center;"><b>Hope</b></p> <ul style="list-style-type: none"> <li>• be optimistic</li> <li>• be enthusiastic</li> <li>• be supportive</li> <li>• strive to help each child reach their full potential</li> </ul>
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<p style="text-align: center;"><b>Justice</b></p> <ul style="list-style-type: none"> <li>• be the voice of the marginalized</li> <li>• strive for equity, justice and equality</li> <li>• reach out to all, especially those who are struggling</li> </ul>	<p style="text-align: center;"><b>Reconciliation</b></p> <ul style="list-style-type: none"> <li>• model forgiveness</li> <li>• be compassionate</li> <li>• build strong healthy relationships with others</li> <li>• take personal responsibility</li> <li>• be an agent of restorative action</li> </ul>	<p style="text-align: center;"><b>Community</b></p> <ul style="list-style-type: none"> <li>• advocate for reciprocity</li> <li>• commit to the Mission, vision and goals</li> <li>• encourage active engagement from family and community</li> <li>• work together to achieve the common goal of student success</li> </ul>	<p style="text-align: center;"><b>Service</b></p> <ul style="list-style-type: none"> <li>• serve others</li> <li>• model service</li> <li>• promote a sense of responsibility</li> </ul>
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# Reaching Out To Transform the World

*"What we are called to do..."*

*Very truly, I tell you the one who believes in me will also do the works that I do, and in fact, will do greater works than these... John 14:12*

We believe that our Mission and Gospel virtues will guide us to living out each of the five domains described within the outer circle below. Within each domain, we have identified leadership attributes in three key areas: knowledge, skills, and practices. We are required to respond to our CALL as Catholic leaders in our schools. The challenge we face is how to continually embed our Mission and Gospel virtues in our daily work as in-school administrators. We cannot succeed alone. We need to pray and dialogue with one another to maintain our common focus in order to truly reach our Mission.



## VISION AND DIRECTION

“Like a skilled master builder I laid a foundation, someone else is building on it...” 1 Cor. 3:10

The in-school administrator is responsible for leading and demonstrating a passion for our Catholic mission, vision and school division priorities.

Knowledge	Skills	Practices												
<p>The in-school administrator is knowledgeable about:</p> <ul style="list-style-type: none"> <li>• school/division Mission and vision and priorities.</li> <li>• the story of Christianity, Catholic Education, and the distinctiveness and identity of Catholic Education in Saskatchewan.</li> <li>• FNMI culture and community aspirations.</li> <li>• diverse world views and ways of knowing.</li> <li>• the value of diversity of students, parents and staff.</li> <li>• the liturgical year, sacraments, prayer and the teachings of the Church.</li> <li>• the process to plan for leading change.</li> </ul>	<p>The in-school administrator is able to:</p> <ul style="list-style-type: none"> <li>• articulate our Catholic vision to colleagues, students and community members.</li> <li>• commit to student learning and improvement.</li> <li>• empower the voices of the marginalized and promote justice and equity.</li> <li>• engage in conversations with staff regarding their own faith journey.</li> <li>• actively engage the community in developing a shared purpose.</li> <li>• develop and present accurately the school vision, goals and results for various audiences.</li> <li>• articulate a vision for the future of FNMI students in the school community.</li> </ul>	<p>The in-school administrator will:</p> <ul style="list-style-type: none"> <li>• collaborate fully in establishing and living out the Catholic vision, and direction of the school.</li> <li>• celebrate Catholic identity by developing the faith life of the school promote the school and parish connection.</li> <li>• commit to personal faith life including personal involvement with a parish community.</li> <li>• advocate for Catholic education.</li> <li>• continually engage the community in creating a shared vision linking it to student improvement.</li> <li>• align actions/behaviours with virtues and Mission.</li> <li>• develop and implement faith learning opportunities for members of the school community on a regular basis.</li> <li>• be accountable for ensuring FNMI goals are identified and developed.</li> <li>• advocate for FNMI participation, and advancement in the school community.</li> </ul>												
<p><i>GOSPEL VIRTUES</i></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: left;">HOPE</td> <td style="text-align: center;">RESPECT</td> <td style="text-align: center;">LOVE</td> <td style="text-align: right;">JUSTICE</td> </tr> <tr> <td style="text-align: left;">FAITH</td> <td style="text-align: center;">COURAGE</td> <td style="text-align: center;">COMMUNITY</td> <td style="text-align: right;">SERVICE</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;">RECONCILIATION</td> </tr> </table>			HOPE	RESPECT	LOVE	JUSTICE	FAITH	COURAGE	COMMUNITY	SERVICE				RECONCILIATION
HOPE	RESPECT	LOVE	JUSTICE											
FAITH	COURAGE	COMMUNITY	SERVICE											
			RECONCILIATION											

• Note: FNMI – First Nations Métis and Inuit Education

## IMPROVING STUDENT LEARNING AND ACHIEVEMENT

“Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about such things.” Phil. 4:8

The in-school administrator leads staff in improving student learning.

Knowledge	Skills	Practices
<p>The in-school administrator is knowledgeable about:</p> <ul style="list-style-type: none"> <li>• school and division priorities and goals and how they contribute to student learning.</li> <li>• the student Learning Model and how it is implemented and monitored.</li> <li>• evidence based decision making.</li> <li>• curriculum and assessment.</li> <li>• professional learning communities and network systems;</li> <li>• how technology should be used to improve instruction.</li> <li>• quality core instruction and learning.</li> <li>• how to use research to learn about, assess, and reflect on teaching practices and outcomes.</li> <li>• Treaty Education.</li> </ul>	<p>The in-school administrator is able to:</p> <ul style="list-style-type: none"> <li>• participate actively in shared decision making.</li> <li>• use data and feedback to inform and change instructional practices.</li> <li>• articulate deep, structured understanding of assessment that drives instruction.</li> <li>• establish clear expectations of staff and have crucial conversations pertaining to teaching and learning.</li> <li>• lead the development of a school LIP related directly to student outcomes through evidence based focus.</li> <li>• foster inquiry-based approach to learning.</li> <li>• support learning through frequent classroom observations and reflective follow-up conversations about practice.</li> <li>• motivate, empower and respectfully challenge.</li> </ul>	<p>The in-school administrator will:</p> <ul style="list-style-type: none"> <li>• ensure growth plans align with school goals and priorities.</li> <li>• lead and monitor the implementation of the student Learning Model.</li> <li>• engage all staff in the continuous cycle of gathering and analyzing data.</li> <li>• monitor and support staff in the use of assessment for learning and of learning strategies.</li> <li>• identify and implement strategies to ensure PLC’s, PGP’s, LIP’s, and networks are improving student learning.</li> <li>• be accountable for using results and reporting for improving student learning.</li> <li>• participate in professional learning with staff.</li> <li>• share results with various audiences including community and staff in an ethical and responsible manner.</li> <li>• identify at risk students and report what action was taken and outcomes achieved.</li> </ul>

### Improving First Nations, Metis and Inuit Learning Outcomes

<ul style="list-style-type: none"> <li>• how to access and understand school results for FNMI students in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• establish clear expectations and goals to improve outcomes for FNMI students.</li> </ul>	<ul style="list-style-type: none"> <li>• monitor and report school FNMI achievement.</li> </ul>
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*GOSPEL VIRTUES*

HOPE	RESPECT	LOVE	JUSTICE	SERVICE
FAITH	COURAGE	COMMUNITY	RECONCILIATION	

• Note:

○ PLC – Professional Learning Communities

○ PGP – Professional Growth Plan  
○ LIP – Learning Improvement Plan



## FOSTERING LEADERS

“So neither the one who plants nor the one who waters is anything, but only God who gives the growth. The one who plants and the one who waters have a common purpose... for we are God’s servants working together; you are God’s field, God’s buildings.” 1 Cor. 3: 7-9

The in-school administrator is called to be foster positive relationships with students, colleagues, and parents, and to motivate others to servant leadership.

Knowledge	Skills	Practices
<p>The in-school administrator is knowledgeable about:</p> <ul style="list-style-type: none"> <li>• the significance of teamwork and honours others for their contributions.</li> <li>• strategies to deal with conflict effectively.</li> <li>• the impact of change and how to support others to take risks.</li> <li>• how to use research with staff and appreciate the role research has on improving practice.</li> <li>• strategies and tools to determine staff learning needs.</li> <li>• different learning styles.</li> </ul>	<p>The in-school administrator is able to:</p> <ul style="list-style-type: none"> <li>• foster a welcoming faith filled environment.</li> <li>• manage conflict effectively keeping in mind world views and based on the model of Jesus.</li> <li>• encourage risk taking.</li> <li>• conduct respectful, critical conversations.</li> <li>• speak and listen respectfully to others.</li> <li>• seek out and promote reconciliation opportunities.</li> <li>• challenge, influence and motivate others to discipleship as servant leaders.</li> <li>• monitor quality core instruction and identify areas for growth.</li> <li>• facilitate collaboration.</li> <li>• model and share our faith.</li> <li>• share data with staff and discuss teaching outcomes necessary to increase achievement for all.</li> <li>• foster a climate that values and incorporates on-going professional learning connected to focus of PLC’s and Network’s.</li> </ul>	<p>The in-school administrator will:</p> <ul style="list-style-type: none"> <li>• celebrate success, acknowledge achievements and encourage others to see failures as growth opportunities.</li> <li>• demonstrate honesty and provide and give effective feedback.</li> <li>• demonstrate open and sincere expression of faith.</li> <li>• seek professional growth activities to improve skills and capacity.</li> <li>• maintain high visibility in school and faith community.</li> <li>• sustain leadership and expertise in effective staff supervision and assessment.</li> <li>• monitor goals and outcomes achieved in professional staff networks.</li> <li>• ensure representation of FNMI staff are hired in the school.</li> <li>• recognize potential leadership in non-traditional participation.</li> <li>• build capacity of staff members to lead and facilitate collaboration.</li> </ul>

*GOSPEL VIRTUES*

HOPE                      RESPECT                      LOVE                      JUSTICE                      SERVICE  
 FAITH                      COURAGE                      COMMUNITY                      RECONCILIATION

## PROMOTING STEWARDSHIP

“Jesus looked up and saw rich people putting their gifts into the treasury; he also saw a poor widow put in two small copper coins. He said “Truly, I tell you, this poor widow has put in more than all of them; for all of them have contributed out of their abundance, but she, out of her poverty has put in all she had to live on.” Luke 21:1-4

The in-school administrator is called to stewardship, which means caring for God’s creation’s such as our resources and environment.

<b>Knowledge</b>	<b>Skills</b>	<b>Practices</b>
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"> <li>• available resources – who to contact if required.</li> <li>• conservation and environmental issues.</li> <li>• community resources to support FNMI students.</li> <li>• accounting policies and procedures.</li> <li>• sustainable environment.</li> </ul>	<ul style="list-style-type: none"> <li>• work as a team to determine best use of resources to maximize outcomes.</li> <li>• ensure that learning is at the centre of planning and resource management.</li> <li>• manage conflicting demands for various resources.</li> </ul>	<ul style="list-style-type: none"> <li>• promote awareness of environmental issues.</li> <li>• develop and lead collaborative and transparent processes to determine effective use of resources.</li> <li>• manage and account for resources.</li> </ul>
<i>GOSPEL VIRTUES</i>		
HOPE	RESPECT	LOVE
FAITH	COURAGE	COMMUNITY
	JUSTICE	SERVICE
		RECONCILIATION

## COMMUNION OF SCHOOLS AND COMMUNITY

“That they may be one, as we are one, I in them, and you in me, so that they may become completely one, so that the world may know that you have sent me, and have loved them even as you have loved me.”

John 17: 22b-23

The in-school administrator builds relationships and partnerships with all staff and the greater community in order to become a community of learners and leaders.

<b>Knowledge</b>	<b>Skills</b>	<b>Practices</b>
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"> <li>• build and sustain learning networks.</li> <li>• establish relationships with parish/eparchy, community and businesses.</li> <li>• develop strategies to engage parents and community.</li> <li>• the importance of engaging the disengaged.</li> <li>• the major division partnerships and how they may benefit the school community and students.</li> </ul>	<ul style="list-style-type: none"> <li>• cultivate faith based learning networks between schools.</li> <li>• engage the community in a meaningful way.</li> <li>• communicate effectively and establish positive working relationships with colleagues within the school and the division.</li> <li>• promote action research targeted at areas of growth.</li> <li>• listen and act on community feedback.</li> <li>• foster reconciliation between and among community members.</li> <li>• foster a culture of change.</li> </ul>	<ul style="list-style-type: none"> <li>• establish a collaborative learning environment in the school and in networks.</li> <li>• value and establish relationships with others in other schools, community agencies, businesses and the diocese.</li> <li>• strive to improve authentic parent/community engagement.</li> <li>• promote justice and equity between school communities.</li> <li>• provide opportunities for individuals to be welcomed and engaged in non-traditional ways.</li> <li>• establish hiring practices that increase our diverse workforce.</li> </ul>
<i>GOSPEL VIRTUES</i>		
HOPE FAITH	RESPECT COURAGE	LOVE COMMUNITY
	JUSTICE RECONCILIATION	SERVICE

## Greater Saskatoon Catholic School Board Priorities 2010-2012

Celebrating and Promoting Catholic Identity  
Building Relationships and Partnerships

Improving Student Learning and Achievement  
Promoting Stewardship