

ADMINISTRATIVE PROCEDURE

Personnel and Employee Relations

Principal, Vice Principal and Certificated
Central Office Leader Supervision,
Growth and Evaluation

PER #23

Revised: August 2026

Background

Christ The Redeemer (CTR) Catholic Schools recognizes leadership in Catholic education as a vocation of service rooted in the example of Jesus Christ. Catholic educational leaders are entrusted with responsibility for fostering school communities in which the inherent dignity of every person, created in the image and likeness of God, is honoured and in which students and staff are supported to develop their God-given gifts and flourish.

Catholic school leaders have a particular responsibility to give visible witness to the Catholic faith and to ensure that the mission, vision, fundamental beliefs, and educational priorities of CTR Catholic are reflected in the culture, relationships, teaching, learning, and operations of the schools and programs they lead. Through their leadership, they contribute to the formation of students in faith and knowledge and create the conditions for high-quality teaching, academic excellence, responsible citizenship, and the common good.

Supervision and evaluation of Catholic educational leaders are therefore understood as processes of professional accountability, growth, discernment, and continuous improvement. These processes recognize both the professional responsibilities established by the Province of Alberta and the distinctive responsibility of leaders to advance and safeguard the Catholic identity and mission of CTR Catholic.

The *Education Act* provides the Board with authority to delegate responsibilities to its employees. The Board, having appointed the Superintendent as Chief Executive Officer, has delegated responsibility for the supervision and evaluation of Principals, Vice-Principals, and applicable certificated Central Office Leaders to the Superintendent or designate.

The *Leadership Quality Standard* (LQS), as amended from time to time, provides the provincial standard for the professional practice, growth, supervision, and evaluation of Principals, Vice-Principals, and school jurisdiction leaders. Leaders are expected to demonstrate the competencies applicable to their role throughout their careers.

In carrying out their leadership responsibilities, leaders are also expected to ensure compliance with the *Education Act*, applicable regulations and Ministerial Orders, provincial professional practice standards, Board policy and administrative procedures. This includes providing instructional leadership that supports the full implementation of provincial curriculum and programs of study; academically rigorous, intellectually sound, and knowledge-rich learning; respectful consideration of differing perspectives; meaningful parental involvement in student learning; and learning environments characterized by respectful and responsible behaviour. These responsibilities shall be carried out in a manner consistent with the constitutional rights of Catholic education and the Catholic identity, mission, and educational purposes of CTR Catholic.

1. The Superintendent or designate will supervise and evaluate each Principal, Vice-Principal, and certificated Central Office Leader in accordance with the Leadership Quality Standard and the responsibilities assigned to the leader through legislation, Board policy, administrative procedures, and the Catholic mission of CTR Catholic.
 - 1.1. In addition to evidence related to the competencies of the Leadership Quality Standard, supervision and evaluation may consider, as applicable to the leader's assigned role, evidence of the leader's effectiveness in:
 - 1.1.1. advancing and giving witness to the Catholic identity, mission, vision, and fundamental beliefs of CTR Catholic;
 - 1.1.2. ensuring that provincial curriculum, programs of study, and courses are fully implemented and appropriately monitored;
 - 1.1.3. providing instructional leadership that promotes high-quality teaching, academic rigour, intellectual integrity, essential knowledge, and student achievement;
 - 1.1.4. supporting teachers in meeting applicable professional practice standards and in approaching political, social, and ideological issues with professional judgment, intellectual integrity, and appropriate consideration of differing perspectives;
 - 1.1.5. protecting students' opportunities to engage respectfully with differing ideas and perspectives while maintaining the distinctly Catholic character of the school;
 - 1.1.6. facilitating meaningful parental involvement in student learning and ensuring compliance with legislated requirements respecting parental notification, consent, and involvement;
 - 1.1.7. fostering a safe and caring environment that promotes respectful and responsible behaviour; and
 - 1.1.8. ensuring that school operations, instructional practices, resources, and activities comply with applicable legislation, Board policy, and administrative procedures.

Contract Status for Principals and Vice-Principals

For Principal and Vice-Principals, a term contract is for a period of one to five years. A continuous contract is deemed to be a continuous designation. As per the current Collective Agreement, Principals and Vice-Principals will be appointed for a five-year term with up to two years of that five-year term on a probationary basis. Following the five-year term, a continuous contract may be issued.

Procedures for Evaluation

1. The Superintendent, or designate, will supervise and evaluate each Principal, Vice-Principal and certificated Central Office Leader, utilizing the Evaluation Document based on the Leadership Quality Standard.
2. Principals and Vice-Principals will be evaluated in the first year and final year of their term contract.
3. Certificated Central Office Leaders will be supervised and evaluated in their first year.
4. The timelines for the process are:
 - 4.1 Preconference – due September 30
 - 4.2 Self-Evaluation – due October 31
 - 4.3 Supervision and Conferencing (October – May) The Superintendent or designate will engage in ongoing conversations, visitations and observations.
 - 4.4 Self-Evaluation Discussion – due Before December 31
 - 4.5 Final Formal Evaluation – due May 31
 - 4.6 An alternate timeline will be established for leaders who are not in place at the beginning of the school year.
5. If the evaluation merits an overall rating of “needs improvement”, there are two possible outcomes:
 - 5.1 An improvement plan will be designed by the supervisor, or
 - 5.2 the administrative contract will be terminated, and applicable administrative procedures related to employee management will be implemented.

Procedures for Supervision and Enhanced Supervision

1. The Superintendent or designate provides on-going supervision, advice and counsel to all Principals, Vice-Principal and certificated Central Office Leaders. In addition, a model of Enhanced Supervision will occur every four years for certificated Central Office Leaders and for Principals and Vice-Principals holding continuous contracts.
2. Enhanced Supervision involves an analysis of results, reflection and goal-setting, using the Evaluation Document based on the Leadership Quality Standard.
3. The timelines for the process are:
 - 3.1 Preconference (due September 30)
 - 3.2 Self-Evaluation (due October 31)
 - 3.3 Supervision and Conferencing (October – May) The Superintendent or designate will engage in ongoing conversations, visitations and observations.
 - 3.4 Self-Evaluation Discussion – due Before December 31
 - 3.5 Final Conference – due May 31