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Pine Creek School Division
Leadership Development Program

The Pine Creek School Division is offering an Introductory Leadership Development Program for teaching staff interested in pursuing a leadership role in the Division.

The Program will:

- Identify teaching staff who may be interested in school administration
- Offer professional development experiences which would be used by staff in leadership roles
- Provide a variety of experiences that will allow individuals to improve upon and expand their leadership skills
- Provide credit toward Level 1 and Level 2 Administration Certificate

It must be noted that participation in the program is neither a guarantee nor a requirement for any future administrative positions in the Division. However, the Division views participation in the program as valuable professional development growth activity.

Candidates must supply a cover letter stating clearly why a leadership role would be of interest. The total number of teachers accepted for the program is _____. Candidates must have at least 3 years teaching experience and be recommended by their current administrator or supervisor.

Program Components:

- ❖ Theory and practice of education administration
- ❖ Practical job shadowing of a school or division administrator (inside or outside Pine Creek School Division)
- ❖ An administrative interview experience with a team of senior administrators
- ❖ Tours of a variety of schools (division and outside division)
- ❖ Interaction with current Pine Creek School Division administrators

Five seminars of 2 hours each (4:00 p.m. to 6:00 p.m.):

- Leadership/Management
- School Division Policies and Procedures
- Staff Selection & Performance Supervision
- Effective Use of the School Support Team
- Dealing with Communities – conflict resolution

LEADERSHIP SEMINAR PROGRAM

- Leadership/Management
 - ✓ Leadership Theory
 - ✓ Job Description
 - ✓ Leadership Styles
 - ✓ Legal Responsibilities
 - ✓ Leadership Practices

- School Division Policies and Procedures
 - ✓ Why do we need policies?
 - ✓ Who makes the policies?
 - ✓ Policy Development – the Process
 - ✓ Provincial Legislation and Regulation
 - ✓ New Division Policies
 - ✓ School Policies
 - ✓ Policy Administration

- Staff Selection & Performance Supervision
 - ✓ Recruiting
 - ✓ Hiring
 - ✓ Interviews
 - ✓ Reference checks
 - ✓ Supervision
 - ✓ Evaluation models
 - ✓ Documentation

- Effective Use of the School Support Team
 - ✓ Composition of the Team
 - ✓ Support for Teachers
 - ✓ Support for Students
 - ✓ Support for Parents
 - ✓ Case Management

- Dealing with Communities – conflict resolution
 - ✓ Recognition of Communities
 - ✓ Roles of the Communities
 - ✓ Communities Leadership
 - ✓ Dealing with concerns – policy and practice
 - ✓ Working together – common goals

Mentorship Program for New Teachers

Purpose: The program provides a welcoming supportive beginning to a new teacher's career by pairing the novice with a more experienced teacher. In addition, the program supports the new teacher in adjusting to the culture of the division.

Coordinated by facilitators, the program focuses on developing the self-confidence and comfort level of the new teacher and on supporting the mentor-novice relationship.

Program Components: The new teacher is invited to attend a full-day Orientation to the Pine Creek School Division in late August, with lunch provided, at the Division Office. That day includes a program overview; an introduction to the school division policies and procedures; preparation for the first weeks of school and planning a series of activities/professional developments with the mentor.

From September to June, the pairs meet regularly informally and in meeting organized by the facilitator(s). The pairs are given 4 half days of release time which they can schedule and use for classroom observations, professional development, planning, resource gathering, etc. The Mentors receive recognition for their contributions through a \$300 credit for their own professional development (to be used during the school year of the mentorship).

The facilitator(s) monitors their progress through emails, visits, phone calls, structured meetings, etc. New teachers are encouraged to take advantage of workshops organized through M.T.S., etc.

In June, there is a "graduation" which included a de-briefing and program evaluation from all participants.