



“We prepare our learners to think creatively and critically, communicate skillfully, and demonstrate care for self and others.”

We all bring the best that we can to work each and every day. Whether you are working in a school and classroom directly with children or in one of our numerous positions who support our schools and programs, your work and dedication matters to us. There is no way that we could provide the quality and range of programs that we do without your support.

For many of us, the desire to make a difference in our particular area expands and we constantly strive to make the biggest difference we can for the betterment of all. This desire to improve begins locally and then expands. As you work in different roles you create new networks, new collaborative teams and the impact of your work grows. To support this growth, we have a wide range of leadership opportunities. These opportunities are designed to allow you to pursue your own development at a pace, and to a level that suits you.

We know that leadership matters and you don't have to be in a position of formal leadership to have an enormous impact. The ability to create healthy cultures, to support your peers and colleagues and to pursue success for your department, area, or for all children is the dream and continued adventure. Successful leadership makes a significant difference and we are excited to continually offer programs to support and extend leadership.

We believe that there are constants for quality leadership. Effective communicator, supportive collaborator, vibrant team builder, and passionate supporter of others. Leadership happens from wherever you stand and our programs are designed to support and extend that leadership whether formal or informal.

This package is the beginning of a journey exploring increased levels of leadership; leadership that requires a tolerance of ambiguity, an intense moral foundation, ethical leadership and the ability to work positively and collaboratively with adults and students as we pursue our vision for learning together.

We are excited about your continued interest in leadership. We hope that you find the information in this package helpful as we describe the qualities and attributes that we desire and we look forward to seeing your application to participate with us as we move forward to support the wide array of leadership that unfolds in our district.



Jordan Tinney,
Superintendent Surrey Schools, SD36



SCHOOL AND DISTRICT LEADERSHIP LEARNING OPPORTUNITIES



LEADERSHIP DEVELOPMENT

SHARED LEADERSHIP AND VISION

These sessions are open to any Surrey Schools staff member. The focus is on how we foster an environment of safety and trust to develop our department or school teams in working towards a shared vision for our department our school.

CULTIVATING COLLABORATION

These sessions are open to any Surrey Schools staff member. The focus is on specific strategies for developing a team and cultivating collaboration.

LEADING OURSELVES

These sessions are open to any Surrey Schools staff member. Attendees will examine their core values and alignment with their work. Eliciting, receiving and providing feedback will also be included in this session.

BOOK STUDIES

Open to any Surrey staff member, book studies will offer participants an opportunity to read and reflect on the same resource in a structured manner. Participants will help to shape the learning.

MENTORSHIP and COACHING

TEACHER MENTORSHIP

Experienced teachers are supported in developing their skills in leading a group of new teachers. This program is co-sponsored by the STA and Surrey Schools. Mentors work with teachers in their own site or "Family of Schools".

EXECUTIVE COACHING

Single principals in elementary schools set and work on their own goals while working with an experienced coach.

COACHING as a LEARNING PARTNERSHIP

These sessions are open to any Surrey Schools staff member and focus on developing coach-like behaviours and the mindset of a coach. Adult learning theory, dispositions of coaches, and deep listening skill development are included.

TOOLS and STRATEGIES

MANAGEMENT TOOLBOX

The focus of this series is on management strategies and tools. Guest speakers guide principals and vice principals through scenarios and activities designed to assist and support the work of school-based administrators.

PRACTICE ANALYSIS

Are you interested in asking others to provide you with feedback to help you improve your lessons, meetings or activities? This session is open to any Surrey Schools employees who want to seek help in analyzing their practice.

NEW TO ROLE

LEADING THE LEARNING

Principals and vice principals who are new to their roles are supported through monthly sessions led by assistant superintendents. The program includes mentorship from experienced principals, vice principals and district staff.

NEW TO DEPARTMENT HEAD

New department heads attend learning sessions that provide opportunities to explore their role, including information on building a healthy and collaborative team.

SCHOOL AND DISTRICT LEADERSHIP COMPETENCIES



Our **LEADERSHIP COMPETENCIES** focus on the instructional leader’s mindset through the following lenses:

Strong school leadership is essential to the success of our schools, and ultimately our students. School leaders make a direct impact on school culture, positively influence instructional quality and improve outcomes and long-term success rates for students.



LENS	DESCRIPTOR	KEY ELEMENTS	REFLECTIONS	
INDIVIDUAL CHARACTERISTICS	Individuals develop and refine the qualities and attributes of strong leaders.	<ul style="list-style-type: none"> • Reflective • Resilient • Courageous • Compassionate • Humble • Patient • Composed • Self-Aware • Committed • Listens well • Communicator 	<ul style="list-style-type: none"> • Acts with integrity • Uses sound judgement • Regularly seeks feedback • Creative thinker • Ethical • Critical thinker • Fair • Transparent • Responsive 	How do I model resiliency and self-reflection?
				How do I elicit, receive and use feedback from all community members?
				What structures and strategies do I use to regularly and effectively communicate with all members of the school community?
				How do I use all interactions to build trust within our school community?
				How do I intentionally plan the use of my time?
				How do I demonstrate a commitment to professional learning?
GROUP PROCESSES	Qualities and attributes are enhanced and broadened by discreet experiences, skills, and abilities.	<ul style="list-style-type: none"> • Relational • Collaborative • Strategically develops teams • Engaged • Uses evidence to inform actions 	<ul style="list-style-type: none"> • Visible • Empowers others • Creates positive culture • Sets high expectations • Demonstrates shared leadership 	In what ways do I support the 'School Planning as Inquiry' process?
				How do I make decisions in ways that respond to the diversity of students?
				To what extent do I contribute to a collaborative decision-making process?
				How do I model high expectations, commitment and optimism for all students?
				How do I model shared leadership?
				To what extent do I integrate reciprocal and mentoring learning opportunities?
SYSTEM CAPACITY	Through their relationships and skills, leaders broaden and extend the influence and impact of their leadership.	<ul style="list-style-type: none"> • Maintains child-centred approach • Instructional leader • Leads inclusion • Leads quality assessment • Demonstrates culturally responsive leadership 	<ul style="list-style-type: none"> • Accountable • Nurtures leadership in others • Leads equity • Infuses Indigenous perspectives and knowledge • Leadership in connecting to community • Strategic 	How do I demonstrate a focus on priority practices of curriculum design, quality assessment, instructional strategies and social & emotional learning?
				How do I ensure that decisions are made based on what is best for learners?
				What intentional and sustained processes do I use to develop and support leadership within others?
				How do I encourage and sustain teacher professional learning in the priority practices?
				What do I do to keep the focus on learner success and engagement?
				In what ways do I support the school's culture and day-to-day interactions amongst students, staff and families?

LEADERSHIP MINDSET: The leadership mindset creates opportunities for the individual to access prior experiences to form future decision-making. Linda Kaser and Judy Halbert (Leadership Mindsets, 2009) argue that “there are six distinct mindsets that characterize the way successful, learning-oriented leaders operate and make sense of their professional world. These leaders are: motivated by moral purpose, knowledgeable about current models of learning, consistently inquiry-oriented, able to build trusting relationships, evidence-informed, and able to move to wise action.”



2019/2020 APPLICATION PROCESS FOR PRINCIPALS & VICE PRINCIPALS

“Great leaders don’t set out to be a leader... they set out to make a difference. It’s never about the role—always about the goal.”



INFORMATIONAL SESSIONS - FALL 2019

DATES: September 10 (VP) & September 12 (P)
TIME: 3:30-4:30 p.m. **LOCATION:** DEC 2202
(**Secondary VP** – Aug 19, 2019, 1-2:30 pm, REC 206)

This session is intended for all interested candidates (principal or vice principal) and takes place prior to the application due date. The session will review [required documents](#), application process, and competencies for Surrey School leadership.

APPLICATIONS DUE AT NOON

DATES: September 27, 2019
Secondary VP – Aug 30, 2019

The full application package is available at surreyschools.ca/careers.

FACILITATED CONVERSATIONS WITH DISTRICT STAFF

Applicants may be invited to participate in facilitated conversations, in a group setting with district staff. Currently the following dates have been pre-scheduled for the facilitated conversations.

DATES: October 16 (VP) October 17 (P)
Secondary VP – September 4

TIME: 3:30 - 5:00pm

More information will be provided in the information sessions.

FORMAL INTERVIEWS

Candidates who have successfully advanced to the interview stage will be contacted approximately one week prior to the formal interview.

DATE RANGE: November 15-27 (**Secondary VP** – September 10)

“Vulnerability sounds like truth and feels like courage. Truth and courage aren’t always comfortable, but they’re never weaknesses... Vulnerability is the birthplace of innovation, creativity and change.” —Brene Brown



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