

Applicant's Name: _____

Applying for:

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Elem. Principal

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Elem. Vice-Principal

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Learning Centre Principal

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Sec. Principal

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Sec. Vice-Principal

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Continuing Ed Principal

Name of Reference: _____

Position / Employer: _____

Thank you for providing your observations of this applicant's leadership work and your assessment of their potential in the above position. The Surrey School District will ensure that the information you provide is kept confidential, in accordance with the *Freedom of Information and Protection of Privacy Act*.

References are an important component of the selection process and are shared with all committee members.

In what capacity have you known the applicant? _____

How long have you known the applicant? _____

1. Using the Leadership Competencies below, *please select 3 phrases that you feel best describe the candidate.*

LEADERSHIP ORIENTATIONS			
LEADERSHIP COMPETENCIES	Moral Purpose and Vision	Curiosity and Inquiry	Diversity, Equity and Inclusion
	Leads, Promotes and Develops Learning by Design <ul style="list-style-type: none"> Develops, communicates and acts upon a clear vision centred on learning Models a passionate commitment to making a difference in the lives of all learners Embraces, promotes and leads an evidence-enriched and expansive view of learning and teaching 	<ul style="list-style-type: none"> Understands learning as inquiry Engages in inquiries side-by-side with other educators Models, promotes and leads learning through an inquiry mindset 	<ul style="list-style-type: none"> Infuses and embeds Indigenous practices, First Peoples' Principles of Learning, and culturally responsive practices Collaboratively creates a culture of both challenge and support for every learner Promotes and develops inclusive structures, processes and school policies
	Leads, Promotes and Develops Community Connections, Collaboration and Networks <ul style="list-style-type: none"> Cultivates trust within the school and the wider community Collaborates with transparency in co-creating a vision for the school Connects with and contributes to the larger learning ecosystem Creates and sustains opportunities for dialogue to exchange learning 	<ul style="list-style-type: none"> Models community inclusion in school-based inquiries Enables a coaching culture for collaborative practices Actively seeks feedback from within and outside the school 	<ul style="list-style-type: none"> Models inclusive and collaborative leadership Actively engages student voice, agency and choice Fosters understanding and reconciliation and embeds equity and inclusion in team learning Takes responsibility to nurture mutually trusting relationships with local and urban First Peoples
	Leads, Promotes and Develops Innovation, Transformation and Continuous Improvement <ul style="list-style-type: none"> Ensures the vision for transformation and continuous improvement is focussed on core values Thinks and acts creatively, adaptively, courageously and strategically Creates structures and processes for sharing knowledge and innovation Develops and inspires confidence as a learner and leader 	<ul style="list-style-type: none"> Explores, establishes, and nurtures conditions for transformation and improvement Encourages risk-taking for professional learning Develops and checks theories of change to guide collective action Embeds use of external, classroom and experiential evidence and research to inform decisions and evaluate impact 	<ul style="list-style-type: none"> Seeks leadership potential in diverse leaders and diverse voices Draws on strengths and interests of others Nurtures a safe and trusting environment
	Attends to Own and Others' Learning, Growth and Well-Being <ul style="list-style-type: none"> Brings to life a school vision of a learning and compassionate culture where the growth and well-being of all, including self, are valued and ensured Infuses evidence-informed SEL practices Intentionally fosters and grows leadership in others 	<ul style="list-style-type: none"> Develops and nurtures a culture of coaching and mentoring Embraces evidence-enriched practices that promote well-being, learning and growth Models resiliency and self-reflection in sustaining professional learning and positive relationships 	<ul style="list-style-type: none"> Embraces and models continuous learning about others' ways of knowing and evidence-informed inclusive practices Takes responsibility for developing a culture of inclusion Attends to and embeds structures that build trust and develop a sense of belonging
	Leads the Management of the School <ul style="list-style-type: none"> Acts with accountability, responsibility and transparency in the use of public funds Aligns management of resources with the vision and values of the school and district Communicates resource management vision with school community and seeks input from parents, students, staff and district 	<ul style="list-style-type: none"> Regularly examines processes, structures, and use of resources Understands and works through ambiguity Employs inquiry to review alignment between resource use and the vision, values, and experiences of learners 	<ul style="list-style-type: none"> Attends to the unique needs of Indigenous families Ensures a safe and caring school environment for all Looks for ways to create and embed systems and processes that equitably distribute resources Attends to supervision, class organization and other management duties with a lens of equity and inclusion

	Competency	Why selected?	Provide your best example from their work that shows how they demonstrated this competency.
a.			
b.			
c.			

2. From the above competency chart please name two areas for professional growth for the candidate. Please explain why you chose those areas. If you are unable to choose two areas for growth, please identify why.

3. Provide an example in which the candidate built a trusting relationship in the face of adversity.

4. Describe an example of when the candidate has demonstrated learning leadership in relation to Surrey's priority practices.

5. Comment on the candidate's *typical* leadership work and contributions to developing a positive learning environment in the school. What have you noticed about this candidate *over time* vs. one-time contributions and leadership work that may have taken place only recently?

6. Would you want to be led by this person?

Yes

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No

☐

7. Would you want this person to part of your leadership team?

Yes

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No

☐

8. Would you hire or rehire this individual for this position in your district?

Yes

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No

☐

9. Are we free to discuss your comments with the applicant?

Yes

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No

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10. Optional: please provide any other information you believe we should know about the candidate.

Signature of Reference: _____ Date: _____

Email Address: _____

Telephone: _____
please indicate home, office, cell

Please send your completed document to: supr-office@surreyschools.ca