

Principal

Date Established:	May 2, 2016 <i>Revised Oct 22, 2025</i>
Department:	PreK-12
Success Responsibility:	School Board

Relationship to Mission

The Principal's primary role is to be a visionary leader who ensures that the mission, vision, and core values of the school guides and undergirds all aspects of decision making across the PreK-12 school system. He/she advises and supports the school board and acts as liaison between the board and staff. He/She promotes the work of the school with staff, students, parents and the larger Prince George community, works collaboratively with the administration team to execute the school's Strategic Plan, and provides leadership and support to teachers in their front-line "educating and equipping" work with students. He/she provides leadership and support for the school's Inclusive Education team and operational staff as they work to fulfill their responsibilities. He/she also engages in restorative work with students through one-on-one discipline in collaboration with elementary and high school vice principals. The Principal is to be a representative of Jesus, and to model and help others become a "peculiar people – a people who desire the kingdom of God and thus undertake their vocations as an expression of that desire" (Smith, 2009).

Duties, Responsibilities, and Authority*

The Principal hires, orients, and is responsible for the success and growth of Vice Principal(s), Business Administrator, Educational Support Services Coordinators, IT and Facility Managers, teachers, educational and operational support staff through informal, ongoing conversations, and annual reviews in which the mission and values of the organization are discussed and yearly objectives are agreed upon. He/She also provides oversight of the Parent Auxiliary Council and the Athletics program. The Principal builds an intentional "relationship of influence in which [he/she] seeks to influence the behavior, attitudes, vision, values or beliefs" (Wright, 2009) of staff, students and parents. He/She sharpens and encourages his/her staff through quarterly all-staff meetings, early-dismissal Wednesday and

non-instructional day professional development planning, individual coaching and mentoring, and sharing of relevant educational literature. In collaboration with teachers and support staff, the Principal not only ensures compliance with BC independent school requirements, he/she explores opportunities that will more effectively prepare students for restorative work. It is the responsibility of the Principal to “identify, reinforce, or change the culture” (Schein, 1992) of staff, student, and parent interactions through supervision, affirmation, one-on-one counseling, and open communication through phone calls, emails, newsletters, and face-to-face meetings. The Principal directs the work of the administration team to review, write, and uphold school policy that ensures a safe school experience that reflects the values of a “community of grace” (Drexler, 2007). He/She serves as the liaison between Cedars and SCSBC, FISA, the Ministry of Education and Child Care, health and safety regulatory bodies, and the Independent School Inspector. The Board will engage the Principal in a collaborative, annual review, and set objectives for the following school year each May or June.

Skills & Abilities Required

The Principal must be a visionary leader capable of implementing and promoting the mission, vision and core values of the school. He/she must have a vibrant commitment to Christian education, and a strong understanding of what excellent Christian teaching and learning looks like. He/she must have excellent interpersonal and communication skills and the ability to navigate conflict in a Christ-like manner.

Time Required

The Principal is required to meet his/her contractual obligations at the school, in person, between 8am and 3:30pm – beginning the third week of August through to the second week of July. In addition, he/she is required to:

- make themselves available to the board, administration, teachers, students, and parents upon request outside the typical work day
- report to and advise the school board at monthly board meetings
- schedule and direct the administrative team
- plan for and collaboratively lead quarterly, all-staff meetings
- participate in school society meetings (fall and spring AGMs)
- contribute to extracurricular or professional aspects of the school (coaching, curriculum review, etc.) as needed

Training Required and Provided

The Principal is expected to hold a current and valid BC teaching certification with completion of five Christian education courses as well as a minimum of five years of teaching experience in a grade K-12 school setting. The Principal is expected to keep abreast of current trends and research in Christian education through professional reading, mentoring relationships, conference attendance, and coursework. Experience in student life and discipline, and completed university courses in teacher supervision and educational leadership are an asset.

Ongoing professional development is expected. Partial or full compensation is made available through a professional development application submitted to and evaluated by the board. Administrators without Masters level credentials are encouraged to work toward this or similar educational training.

Job Location

The Principal maintains an office in the main building to facilitate conversation with administrators, staff, parents, students, and the community at large.

**See Appendix for complete list of duties and yearly objectives.*

[Drexler, J. L. \(2007\). *Schools as communities: educational leadership, relationships, and the eternal value of Christian schooling.* Colorado Springs, Colo.: Purposeful Design Publications.](#)

Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco: Jossey-Bass.

Smith, J. K. (2009). *Desiring the Kingdom: Worship, Worldview and Cultural Formation*. Grand Rapids, MI: Baker Publishing Group.

[Wright, W. C. \(2009\). *Relational leadership: a biblical model for influence and service* \(2nd ed.\). Carlisle: Paternoster.](#)

Appendix: Principal - Duties and Yearly Objectives

The Principal works closely with school staff to perform the following duties:

Education Leadership

- Establishes and clarifies both short and long-range goals for Cedars, and ensures that they are philosophically and educationally sound, as well as administratively feasible.
- Demonstrates sensitivity to the needs of the individual staff members, ensuring that human needs are not slighted for institutional convenience.
- Encourages staff to suggest new ideas and to try new ways of doing things, acting as a catalyst for innovative thinking and action on the part of others in the school.
- Accepts accountability for the overall effectiveness of the Preschool, Elementary and High School and its programs.
- Supports the work of Vice Principals and Learning Associates in the design and implementation of professional development initiatives that promote school growth.
- Builds a committed, competent and balanced staff through sound hiring, orientation, in-servicing and supervision.
- Develops insight in Christian education, and is a resource person for staff and parents, and the Board.

Administration

- Provides direction and leadership in the design and implementation of the Strategic Plan for Cedars Christian School in consultation with the Board, Administration team, staff and community.
- Implements and enforces the constitution and bylaws of the Association as it relates to the management of the school.
- Ensures that school policy is followed in work with students, staff, and parents.
- Recommends changes in policy that best serve the needs of the school.
- Provides leadership and management of all organizational and school matters, with input from the administrative team and Business Administrator.
- Accepts accountability and responsibility for the fiscal health of the organization as a whole.
- Accepts accountability and responsibility for the promotion and development of the organization as a whole.
- Provides direct supervision to and the yearly evaluation of the Vice Principal(s), Business Administrator, and operational support staff.
- Determines and fills personnel needs as required in consultation with the administration team.
- Ensures staff evaluations are conducted as required by Cedars' policy.
- Responsible for the Cedars Christian Preschool.

- Responsible for the Educational Support Services for the school, including evaluation of the Director.
- Supervises Athletic Directors for both elementary and high school Athletic programs.
- Responsible for the IT and Facility Manager
- Ensures that comprehensive, up-to-date files are kept on staff and students
- Authorizes emergency school closures and procedures for notifying all involved, in consultation with the High school and Elementary Vice Principals.
- As time allows, is present in school halls, classrooms, activities, faculty rooms, chapels and assemblies.
- Provides administrative support and leadership to the Staff Advisory Team regarding policies that impact the work of staff.
- Ensures monthly meetings of Occupational Health and Safety Team take place with an administrator present.
- Ensures the Emergency Response Team meets at least three times per year, fulfills role as Incident Commander, and activates required emergency drills each school year.
- Ensures administrator oversight for the Parent Auxiliary Council.
- Ensures the school's fleet vehicles (buses, trucks, tractors) are in safe operating condition, insured, and maintained.

Board Relations

- Gives advice and counsel to the Board regarding administrative rules and regulations, such as Ministry of Education and Child Care requirements, and seeks Board approval with respect to the same.
- Attends all meetings of the Board in the role of advisor, except where matters concerning his/her own employment is under consideration.
- Presents, in person, a monthly written report to the board
- Keeps the Board continuously and adequately informed concerning the performance of the organization.
- Implements the policies of the Board.
- Serves on Board Committees as needed.
- Engages in annual reviews, growth plan conversations, and/or performance evaluations with the Board as per the school's Performance and Evaluation Policy
- Expresses support for the Board, by both word and action, to students, staff, school community and community at large.

Staff/Student Relations

- Ensures the general welfare, health and safety of all students, as well as staff members, while at the school, or in school-related activities.

- Establishes a wholesome Christian atmosphere at Cedars and provides positive Christian leadership to all staff and students at all times.
- Fosters sound interpersonal relationships within Cedars, establishing a climate of love and respect.
- Provides counsel and assistance to all students, staff and parents/caregivers, as needed.
- Encourages staff members to live responsible Christian lives, to integrate their teaching and faith, and to promote Christian education.
- Functions as a community spiritual leader.

Community Relations

- Ensures that proper contact and open communication is maintained between home and school, through individual contact when necessary, and by newsletters, parent/teacher interviews, open houses and general or informational meetings.
- Maintains proper liaison between Cedars and SCSBC, FISA, the Inspector of Independent Schools, the Ministry of Education and Child Care, and other affiliated organizations.
- Provides information and direction to all persons interested in the school and its programs, interviewing and inducting new students and their families.
- Works with main office staff on regular and extraordinary school communications
- Administers the Board's admission policy with consultation with the vice-principals.
- Promotes Christian education in general, and Cedars' philosophies in particular to the Christian community and the community at large.
- Participates in all Society general meetings.

Document Notes

Approved:	May 2, 2016
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Previously:	
References:	