

Certificate in School Leadership

Guidelines to Qualification

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Introduction

There is no mandatory provincial requirement to complete a Certificate in School Leadership before accepting an administrative leadership position.

Any prerequisite for this provincial specialist certificate prior to accepting or holding a leadership position is determined at the discretion of a school division or other employing authority.

Certificate Qualifications

A person may qualify for a Certificate in School Leadership where the person

- a) holds a valid Manitoba Permanent Professional Teaching Certificate and;
- b) has three years or more of approved teaching experience while holding a valid Manitoba Permanent Professional Teaching Certificate or an approved teaching certificate issued by a jurisdiction outside Manitoba and satisfies one of the following requirements:
 - (i) completes an approved 30 credit hour post-baccalaureate program¹ with a focus in educational administration offered by a faculty of education that includes:
 - 15 core credit hours linked to all of the five Domains of Knowledge and Skill
 - 6 credit hours of Field-led Courses linked to one or more of the five Domains of Knowledge and Skill
 - 9 credit hours of elective courses, or
 - (ii) completes an approved Master of Education degree with a specialization in educational administration that is a minimum of 30 credit hours.

The five Domains of Knowledge and Skill that Core and Field-led courses must be linked to are set out in **APPENDIX A**.

¹ “post-baccalaureate program” means any approved diploma or certificate program with a focus in educational administration beyond a Bachelor of Education degree of a minimum of 30 credit hours.

Post-Baccalaureate Program Offerings meeting Certificate Qualifications

Post-Baccalaureate programs with a focus in educational administration meeting Certificate in School Leadership qualifications are:

Post-Baccalaureate Diploma in Education	University of Manitoba (UofM)
Diplôme postbaccalauréat en éducation	Université de Saint-Boniface(USB)

Persons interested in accessing qualifying courses may also wish to review course listings offered by Brandon University. Please note, however, approval to transfer a course taken at Brandon University for recognition within a qualifying post-baccalaureate program at either the University of Manitoba or Université de Saint-Boniface should be confirmed with your registered institution before enrolling.

Course listings by university are set out in **APPENDIX B**.

Approved Field-led Course offerings may be offered by the following educational organizations:

Manitoba Association of School Superintendents
Manitoba School Boards Association
Manitoba Teachers' Society
Council of School Leaders

Third-Party Educational Organizations who are linked to the above-noted educational organizations may also offer approved Field-led Courses.

Receiving University Credit for Completing Field-led Courses

Field-led Courses meeting Certificate in School Leadership Qualifications

Persons wishing to receive university credit for successfully completing Field-led courses, which **can be applied to the qualifications** for the Certificate in School Leadership, **must be registered in a qualifying post-baccalaureate program and obtain a Letter of Permission from that university prior to enrolling in a Field-led Course in order to have the Field-led Course credit transferred to their program.**

A successfully completed 3 credit hour Field-led Course cannot be taken a second time for credit for the purpose of fulfilling the 6 credit hour requirement.

Before registering in a post-baccalaureate program you intend to complete to qualify for the Certificate in School Leadership, please confirm with the post-secondary institution you attend that you are registered in the correct post-baccalaureate program.

Field-led Courses accepted for University Credit in other Academic Programs

Granting university credit for a Field-led Course for students in **other academic programs**, not meeting the Certificate in School Leadership qualifications, occurs at the discretion of Manitoba post-secondary institutions.

Persons wishing to receive university credit for successfully completing a Field-led Course in other academic programs **must be registered in a qualifying program** offered by one of the following Manitoba post-secondary institutions:

Brandon University (BU)
University of Manitoba (UofM)
Université de Saint-Boniface (USB)
University of Winnipeg (UofW)

and obtain a Letter of Permission from that university prior to enrolling in a Field-led Course in order to have the Field-led Course credit transferred to their program.

Application Process and Credential Assessment

After completing a qualifying post-baccalaureate program or an approved Master's degree in Education with a specialization in educational administration and your diploma or degree has been awarded, complete and submit the Salary Reclassification and Specialist Certificate Request form and fee available at:

https://www.edu.gov.mb.ca/k12/profcert/pdf_docs/reclass.pdf

An official transcript from your post-secondary institution must be sent directly by mail to:

**The Professional Certification Unit
Box 700
Russell MB R0J 1W0**

Certification Fee

The certification fee is \$60 (If eligible the salary reclassification fee is \$50) Payment may be made by cheque or money order payable to the Minister of Finance. Payment by Visa or MasterCard can be made by filling out the Visa or MasterCard *Service Request Form* included in the application form.

Contact

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FIVE DOMAINS OF KNOWLEDGE AND SKILL FOR SCHOOL LEADERSHIP

DOMAIN 1

1. Cultural and Educational Context

School leaders have an understanding of the social, political, socio-economic, legal and cultural contexts of education in Manitoba, and of their place within it. By understanding current contexts they are better able to shape the future.

Manitoba school leaders have a knowledge and an active understanding of:

1. The purposes of schools and the character and values of public education.
2. The broad structures of Canadian school systems, their development and justifications (provincial school systems including Français and French Immersion, First Nations/Federal school systems, independent schools and home schooling).
3. Current social, political, socio-economic and cultural contexts related to schooling in Manitoba.
 - Social justice, diversity and equity issues
 - Indigenous Education and Reconciliation
 - International, Immigrant and Refugee students
 - Community schools
 - Inclusivity and accessibility
 - Sustainability
 - Minority language education
 - Multi-cultural awareness and cultural competency
 - The impact of technology
4. Current research and perspectives on educational change/school improvement (such as authentic parental/community engagement) and the role of the principal in leading excellent schools that are responsive to their communities.

Manitoba school leaders have a knowledge and familiarity with the relevant legal, contractual and professional rights and responsibilities associated with this domain.

- The Public Schools Act
- The Community Schools Act
- The Education Administration Act
- The Canadian Constitution and Federal and Provincial Human Rights Codes
- Minority Language Rights under Article 23 of the Canadian Charter of Rights and Freedoms
- FIPPA, PHIA
- The Accessibility for Manitobans Act
- The International Education Act
- Provincial Code of Conduct
- The Manitoba Teachers' Society Code of Professional Practice

DOMAIN 2

2. Educational Leadership

School leaders build, communicate and nurture a shared vision for their schools, within divisional and provincial frameworks, that reflects the needs of the community. They understand the role of leaders in setting direction; they possess the skills to build relationships within the school and with the wider community; and they build capacity to achieve successful outcomes for students

Manitoba school leaders have a knowledge and active understanding of:

1. Theories of leadership and leadership development (e.g. Distributed, ethical and transformative leadership theories and practice)
2. Building collaborative teams, structures and processes that ensure students' educational needs are central to decision-making.
3. Developing and leading teams focussed on providing effective student services
 - Proactive programming
 - Crisis interventions
 - Case management and effective use of school, divisional and community personnel
4. Facilitating collaborative processes that involve staff, parents and community to develop shared values, vision and mission and build effective interdependence between schools, families and communities.
5. Setting and maintaining high educational expectations and a positive (inclusive, respectful, equitable) school climate.
 - Conflict resolution, mediation, restorative practices
6. Evaluation strategies and accountability frameworks and the use of multiple forms of evidence to assess needs and capacities and monitor and support high quality education.
7. The importance of modelling personal leadership development, self-awareness and reflection.

Manitoba school leaders have a knowledge and familiarity with the relevant legal, contractual and professional rights and responsibilities associated with this domain.

- The Public Schools Act including Appropriate Education provisions
- The Education Administration Act
- The Child and Family Services Act
- The Protecting Children (Information Sharing) Act
- Provincial Policies related to School Plans, Reporting, Advisory Councils for School Leadership

DOMAIN 3

3. Instructional Leadership

Leading teaching and learning is an integral role of school leadership. School leaders possess and continue to develop knowledge and skills related to effective teaching and learning to support the professional learning of teachers as they work towards student success.

Manitoba school leaders have a knowledge and active understanding of:

1. The Manitoba curriculum, pedagogy and best practices related to instruction and assessment.
2. The principal's role in maintaining a consistent focus on student achievement and student success.
 - Proactive strategies for student engagement, attendance and behaviour
 - Documenting and reporting student progress
 - Data collection and management
3. Strategies to support staff in their teaching and learning
 - Adult learning principles
 - Staff development processes and stages
 - Professional growth plans
 - Instructional coaching
4. Strategies that support successful practices for Indigenous students, international students, EAL learners, refugees and new Canadians.
5. New technologies and their potential to impact on learning.

Manitoba school leaders have a knowledge and familiarity with the relevant legal, contractual and professional rights and responsibilities associated with this domain.

- The Public Schools Act, including Appropriate Education provisions
- The Education Administration Act
- The Community Schools Act
- Provincial Curriculum Guides, support documents, and reporting requirements

DOMAIN 4

4. Personnel Leadership

A central aspect of school leadership is creating and nurturing an educational team and a school climate committed to the success and wellbeing of all students. School leaders possess knowledge and skills related to human resource management for professional and support staff.

Manitoba school leaders have a knowledge and active understanding of:

1. Local and provincial collective bargaining processes, human rights legislation, and collective agreements as they relate to all school personnel.
2. The roles, processes and skills associated with staff recruitment, selection, assignment, supervision, evaluation, progressive discipline and termination.
 - Principles and practices
 - Documentation requirements
3. Staff development processes and methods to support and retain staff at various career stages.
 - Pre-service (teacher candidates)
 - New teacher induction
 - Mentoring
 - Encouraging ongoing professional growth
4. The interpersonal skills and attributes associated with effective personnel leadership (e.g. active listening, providing feedback and conflict resolution).
5. Fostering emotional well-being and career development.

Manitoba school leaders have a knowledge and familiarity with relevant legal, contractual and professional rights and responsibilities associated with this domain.

- The Public Schools Act
- Human Rights Legislation
- The Labour Relations Act
- The Workplace Safety and Health Act
- Divisional Collective Agreements and Policy Manuals
- Divisional Code of Conduct
- The Manitoba Teachers' Society Code of Professional Practice
- FIPPA and PHIA

DOMAIN 5

5. School Administration

School leaders ensure the effective management of the organization and resources to build and maintain a safe, efficient, and effective school environment. School leaders have knowledge and skills related to everyday management, record keeping and reporting activities.

Manitoba school leaders have a knowledge and active understanding of:

1. Informed, creative and collaborative decision-making and policy creation (i.e. electronic/social media policies).
2. Effective meeting management strategies involving stakeholders.
3. The processes for budget development and resource allocation at the provincial, divisional and school level including financial reports.
 - Building awareness of resources beyond the school (grants, community members, outside agencies, etc.) and their relevance to the school vision
 - Aligning financial, human and material resources with school goals
4. Managing instructional time – timetabling and student placement.
5. Developing a safe and healthy school environment including liaising with external agencies and organizations that support and protect children.
6. Managing the physical resources of the school including community access.
 - Use of the school facilities and grounds 24/7
 - New buildings
7. Utilizing new and emerging technologies to better manage the school's effectiveness.

Manitoba school leaders have a knowledge and familiarity with relevant legal, contractual and professional rights and responsibilities associated with this domain

- The Public Schools Act
- The Child and Family Services Act
- The Protecting Children (Information Sharing) Services Act
- Human Rights Legislation
- Divisional Collective Agreements
- Divisional Policy Manuals
- Safe Schools Legislation and Safety Plans
- Workplace Safety and Health Legislation
- Administrative Handbook for Manitoba Schools

References

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Course Listings by University

BRANDON UNIVERSITY

Qualifying course offerings.

Core Requirements

Fifteen (15) credit hours of university course work linked to all five domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
01.752	Introduction to Educational Administration	3	x				
01.755	Administrative Leadership in Educational Institutions	3		x			
02.780	Curriculum Foundations	3			x		
01.757	Supervisory Policy and Practice	3				x	
01.758	School Administration and the Law	3					x

UNIVERSITY OF MANITOBA

Post-baccalaureate Diploma in Education Program (PBDE) with a focus in Educational Administration (30 credit hours)

Core Requirements

Fifteen (15) credit hours of university course work linked to all five domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
EDUA 5010	Introduction to Educational Administration	3	x				
EDUA 5014	Educational Leadership	3		x			
EDUA 5060	Principles of Instructional Supervision	3			x		
EDUA 5040	Personnel Administration in Education	3				X	
EDUA 5030	Management of Educational Institutions	3					x

Electives

Nine (9) credit hours of university course work

Course Number	Course Title	Credit Hours
EDUA 5020	Principles of Curriculum Development	3
EDUA 5070	Organizational Behaviour in Educational Institutions	3
EDUA 5090	Recent Developments in Educational Administration 2	3
EDUA 5100	Issues in the Administration of Education	3
EDUA 5710	Readings in Educational Psychology 1	3
EDUA 5730	Recent Developments in Educational Psychology 1	3
EDUA 5740	Recent Developments in Educational Psychology 2	3
EDUA 5760	Psychology of Instruction in Educational Contexts	3
EDUA 5012	Legal and Administrative Aspects of Schools for Clinicians	3
EDUA 5080	Recent Developments in Educational Administration 1	3
EDUB 5870	Mentoring for Teachers	3
EDUB 5940	Instructional Product Development	3
EDUA 5200	Readings in Educational Foundations	3
EDUA 5210	Recent Developments in Educational Foundations 1	3
EDUA 5230	Studies in International Education	3
EDUA 5600	Introduction to Inclusive Special Education	6
EDUA 5610	Field Experience in Inclusive Special Education	6
EDUA 5620	Teaching Children Through Alternative and Augmented Communication	3
EDUA 5630	Assessment and Instruction in Inclusive Special Education	6
EDUA 5640	Inclusive Special Education: Early and Middle Years	3
EDUA 5650	Inclusive Special Education: High School and Transition to Adult Life	3
EDUA 5660	Organization and Delivery of Resource Program and Support Services	3
EDUA 5670	Strategies for Organizing Inclusive Classrooms and Schools	3
EDUA 5680	Promoting Responsible Behaviour in Educational Settings	3
EDUA 5690	Focus on Exceptionality: Gifted and Talented	3
EDUA 5770	Focus on Exceptionality: An Ecological Approach to FAS/E	3
EDUA 5480	Counselling Skills	3
EDUA 5490	Field Placement in Counselling	3
EDUA 5500	Theories and Issues in School Counselling	3
EDUA 5510	Elementary School Counselling	3
EDUA 5520	Ethics in Counselling	3
EDUA 5530	Secondary School Counselling	3
EDUA 5540	Groups in Guidance	3

EDUA 5550	Psychology of Human Relationships	3
EDUA 5570	Family Life Education	3
EDUA 5580	Career Development	3
EDUA 5800	Introduction to Educational Research	3
EDUA 5810	Theory of Test Construction	3
EDUB 5510	ESL Materials Development and Practicum	3
EDUB 5512	Teacher Development and Leadership in Second Language Education	3
EDUB 5520	Grammar in ESL Learning and Instruction	3
EDUB 5530	ESL and Content Instruction	3
EDUB 5540	Vocabulary and Pronunciation Instruction	3
EDUB 5580	Fundamentals of ESL (English Second Language) Instruction	3
EDUB 5200	Readings in Curriculum, Teaching and Learning 1	3
EDUB 5210	Readings in Curriculum, Teaching and Learning 2	3
EDUB 5220	Recent Developments in Curriculum, Teaching and Learning 1	3
EDUB 5230	Recent Developments in Curriculum, Teaching and Learning 2	3
EDUB 5470	Recent Developments in Curriculum: Mathematics and Natural Sciences 1	3
EDUB 5480	Recent Developments in Curriculum: Mathematics and Natural Sciences 2	3
EDUA 5930	Observing Child Behaviour	3
EDUA 5940	Language and Symbolic Process	3
EDUB 5840	Internet Pedagogy	3
EDUB 5850	Theory and Practice of Designing and Developing Web-based Courses	3
EDUB 5860	Project Management in Education and Training	3
EDUB 5330	Teaching Language and Literacy in the Content Areas	3
EDUB 5350	Current Issues in Language and Literacy	3
EDUB 5360	Children's Literature	3
EDUB 5370	Adolescent Literature	3
EDUB 5380	Theory and Practice in Written Composition	3
EDUB 5390	The Teaching of Written Composition	3
EDUB 5400	Diagnostic and Remedial Techniques in Language Arts	6
EDUB 5760	Recent Developments in Mathematics Education	3
EDUB 5770	Diagnosis and Remediation in Elementary School Mathematics	3
EDUB 5600	The Teaching of Social Studies in the Early and Middle Years	3
EDUB 5660	Theoretical Foundations of Social Studies	3
EDUB 5100	Developing Competency Skills in Enterprise Education 1	3
EDUB 5110	Developing Competency Skills in Enterprise Education 2	3
EDUB 5690	Seminar in Business Education	6
EDUB 5550	Library Reference and Informational Materials	6
EDUB 5012	Video Art, Culture and Education	3
EDUB 5040	Theory and Practice of Teaching Art (Elementary)	6
EDUB 5060	Theory and Practice of Teaching Art in the Senior Years 1	3
EDUB 5120	Music in the Early Years/Middle Years School 1	3
EDUB 5130	Music in the Early Years/Middle Years School 2	3
EDUB 5140	Special Methods in Music 1	3
EDUB 5150	Special Methods in Music 2	3
EDUB 5160	School Band	3
EDUB 5190	School Music Productions	3
EDUB 5250	Music: Advanced Choral Methods	3

Note:

Courses are offered on a two-year rotational basis. Course offerings are enrolment driven and may be cancelled due low enrolment.

UNIVERSITÉ DE SAINT-BONIFACE

Diplôme postbaccalauréat en éducation

Core Requirements

Fifteen (15) credit hours of university course work linked to all five domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
EDUA 5011	Introduction à l'administration scolaire	3	x				
EDUA 5081	Courants actuels en administration scolaire 1	3		x			
EDUA 5061	Principes de la supervision en enseignement	3			x		
EDUA 5041	L'administration du personnel scolaire	3				X	
EDUA 5031	La gestion des établissements	3					x

Electives

Nine (9) credit hours of university course work

Course Number	Course Title	Credit Hours
EDUA 5021	Principes d'élaboration de curriculum	3
EDUA 5071	Comportement organisationnel en éducation	3
EDUA 5091	Courants actuels en administration scolaire 2	3
EDUA 5101	Questions importantes en administration scolaire	3
EDUA 5241	Problèmes en rapport avec l'éducation interculturelle	3
EDUA 5251	Regards sur l'éducation des minorités au Canada	3
EDUA 5551	Psychologie des relations humaines	3
EDUA 5571	Éducation familiale	3
EDUA 5581/5591	Orientation de carrières/Information sur les carrières	3
EDUA 5601	Introduction à l'éducation inclusive	6
EDUA 5631	Évaluation et programmation en éducation inclusive	3
EDUA 5681	Promotion d'un comportement responsable en milieu scolaire	3
EDUA 5701	Psychologie sociale de l'éducation	3
EDUA 5711/5721	Lectures dirigées en psychologie de l'éducation 1/2	3
EDUA 5731/5741	Courants actuels en psychologie de l'éducation 1/2	3
EDUA 5751	Psychologie de l'apprentissage en contexte scolaire	3
EDUA 5761	Psychologie de l'enseignement en contexte scolaire	3
EDUA 5801	Introduction à la recherche en éducation	3
EDUA 5811	Théorie de construction de test	3
EDUA 5821	Analyse et administration de tests	3
EDUA 5851	Application de l'informatique en éducation	3
EDUA 5931	L'observation du comportement de l'enfant	3
EDUB 5331	Enseignement de la langue et de la littératie dans les matières	3
EDUB 5341	Fondement de la littératie	3
EDUB 5351	Problématiques actuelles en langue et littératie	3
EDUB 5391	Enseignement de l'écrit	3
EDUB 5431	Développements récents en curriculum : humanités et sciences humaines	3

EDUB 5471	Développements récents en curriculum : mathématiques et sciences naturelles	3
EDUB 5531	Théorie et pratique de l'enseignement du français	3
EDUB 5533	Théorie et Pratique de l'enseignement FL2	3
EDSB 5011	L'éducation bilingue et l'acquisition d'une L2	3
EDSB 5031	Histoire de l'éducation française au MB	3
EDSB 5041	Théories d'apprentissage situation d'immersion	3
EDSB 5051	L'intégration des matières en situation d'immersion	3
EDSB 5061	Théories d'apprentissage en milieu minoritaire	3
EDUB 5201	Lectures en curriculum, enseignement et en apprentissage 1	3
EDUB 5211	Lectures en curriculum, enseignement et en apprentissage 2	3
EDUB 5221	Courants actuels en curriculum, enseignement et apprentissage	3
EDUB 5231	Courants actuels : curriculum, enseignement et apprentissage 2	3
EDUB 5761	Courants actuels en enseignement des mathématiques	3
EDUB 5771	Diagnostic et intervention en enseignement des mathématiques	3
EDSB 5071	Prévention des difficultés d'apprentissage dans l'enseignement du langage écrit	3
EDSB 5081	Stage et séminaires de recherche-action	3
EDUA 7741	Sujets particuliers en psychologie de l'éducation 1 : Développements de la recherche sur la déficience intellectuelle et le handicap mental	3
EDUA 7621	Séminaire sur la déficience intellectuelle	3

Core courses are offered on a three year rotational basis. Course offerings are enrolment driven and may be cancelled due low enrolment.

FIELD-LED COURSES

Field-led Courses

Six (6) credit hours of field-led courses linked to one or more of the five domains of knowledge and skills are required.

Course Number	Course Title	Credit Hours
FLC 1	Professional Perspectives: Implementing Ethical Leadership (Linked to all Domains)	3
FLC2	Professional Perspectives: Personnel Leadership Practices (Linked to Domains 2 and 4)	3
FLC3	Professional Perspectives: Educational Leadership Theory (Linked to Domains 2, 3, 4 and 5)	3
FLC4	Professional Perspectives: Change Leadership (Linked to Domains 1, 2 and 3)	3
FLC5	Professional Perspectives: School Leadership in Manitoba (Linked to all five Domains)	3
FLC 6	Professional Perspectives: Leading Safe Caring and Inclusive Schools (Linked to Domains 1, 2 and 5)	3
FLC 7	Professional Perspectives: Instructional Leadership 3 (Linked to Domain 1)	3

Information with respect to current Field-led Course offerings is published at:

<https://www.mbteach.org/mtscms/2021/05/13/field-led-course-6/>