

bcp vpa
Leading
back to school

August 2022

Learning

Listening

Connecting

Leading

Sourcing

Inspiring

Learning

A New Vision for
Professional Learning

Inspiring

Choosing to Lead:
My First Year as a VP

Leading

Meet the 2022-2024
President, Brian Leonard

Leading

- 05 Meet the 2022-2024 BCPVPA President
- 11 2022-2023 BCPVPA Board of Directors

Connecting

- 15 2022-2023 Key Dates
- 16 2022-2023 Standing Committees
- 18 **BCPVPA Staff & Department Profiles**
- 21 ReSource
- 22 My BCPVPA
- 23 BCPVPA Connects
- 26 Coffee Connections
- 27 Connecting Leaders Conference
- 34 **WeTel for New BCPVPA Members**
- 35 **New Member Events: Oct and Feb**
- 36 **Making Connections: Mentorship**
- 42 **BCPVPA Partnership Awards**

Learning

- 49 Anti-Racism Reminders for BC Administrators
- 52 Our North Star for BCPVPA's PLD

- 56 My Modalities

- 62 **Personal Services Contract VS Collective Agreement**

- 68 **A Lens on the "TRB Standards"**

- 78 **Le Décloisonnement**

Listening

- 85 HeartWork
- 90 **Keeping Safety Top of Mind**
- 95 **Fall Well-Being**

Sourcing

- 101 What Guides and Directs our Practice?
- 104 **Who's Who in BC's Education Sector?**
- 106 **Youth Mental Health and the New School Year**
- 112 **Respectful Futures**
- 114 **Live It Earth: Your Canadian Learning Library**

Inspiring

- 121 Choosing to Lead
- 126 **Being Humble ... Yet Remaining Confident**
- 130 **Foundations 2022: What Would You Tweet Today?**





bcpvpa
Leading
back to school

The annual Fall magazine
for the members & friends
the BC Principals' &
Vice-Principals' Association

VOL 4- Issue 1 September 2022

Designed and edited by [Sandra Murphy](#)
BCPVPA Director of Communications



2022-2023 BCPVPA Board of Directors

Brian Leonard, SD43 – President
Darren Danyluk, SD6 – Past-President

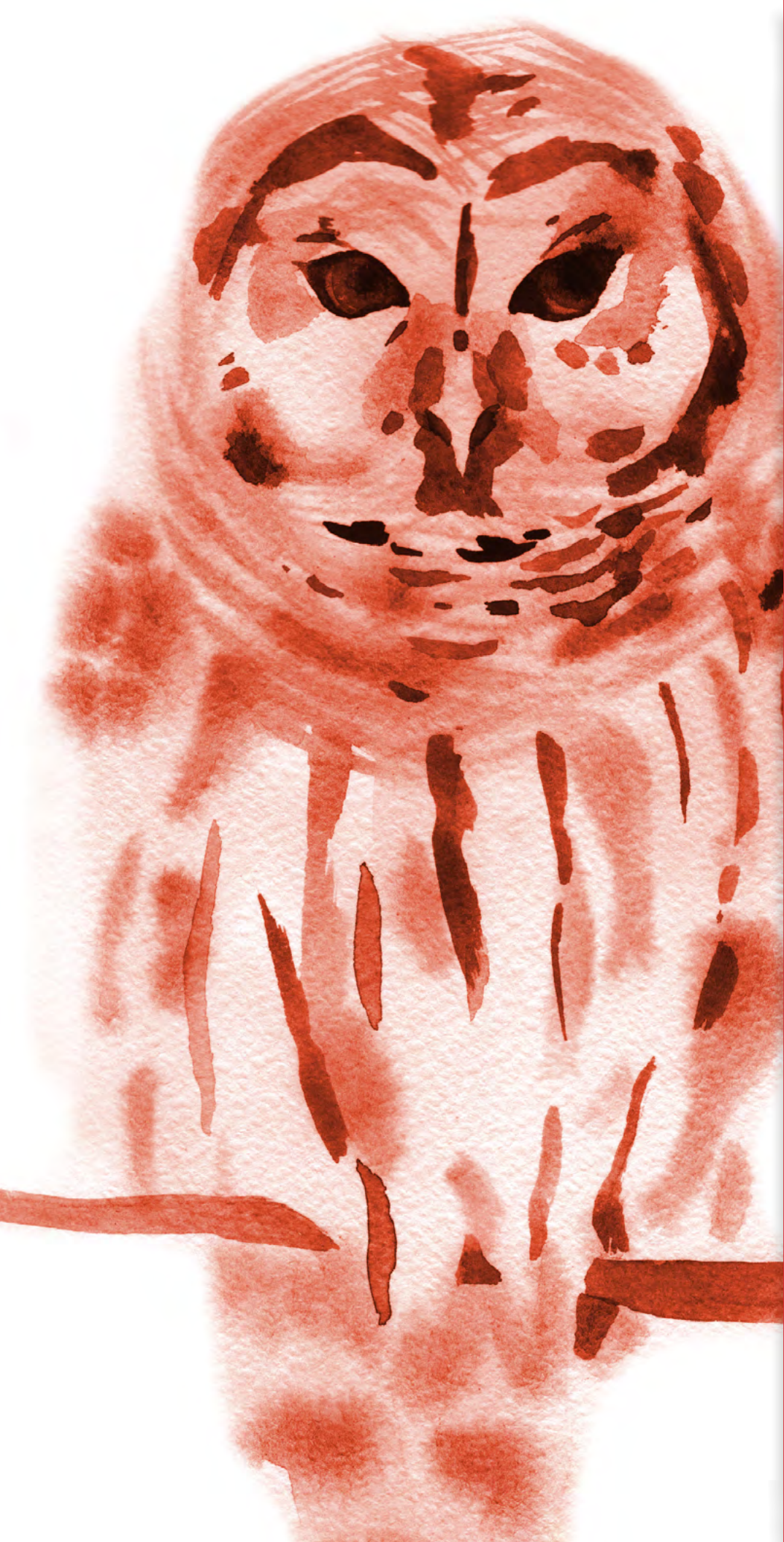
Jacqueline Borosa, SD92
David DeRosa, SD20

Heidi Grant, SD91
Sid Jawanda, SD57

Sanj Johal, SD44
Paul Marsden, SD36

Navshina Savory, SD38
Tara Zielinski, SD45

Sally Zryd, SD73



LEADING



Brian Leonard began his two-year term as President of the BC Principals' & Vice-Principals' Association on July 1, 2022. He has been an educator for 25 years in BC's public education system, serving as a K-12 teacher, middle, and secondary Vice-Principal, and as an elementary Principal in three schools, most recently at Pinetree Way Elementary in Coquitlam (SD43). Brian served on his local chapter executive for 17 years, and on the Coquitlam Principals' & Vice-Principals' Association (CPVPA) Contract Committee for 15 years including six years as Chair. Brian served as a Director on the BCPVPA Board for 10 years.

We caught up with Brian in week two of his term.

How does it feel to now be the President of the BCPVPA?

A little bit surreal, and a bit overwhelming at times, but I try not to dwell on that thought! My initial experience was being at Foundations for New School Leaders July 4-8 – it was a wonderful week, but it was a bit like hitting the ground running. I went from packing up at school and wrapping up the year, and then I jumped right into it. But in the same sense, it was really great because I had a chance to meet all those members, the newest members, and some potential members. It was gratifying, and it really gave me a boost. The energy in the room that week was quite amazing, it was palpable. I hadn't been to Short Course – now Foundations — for a very long time, so I'd forgotten what it was like. But just meeting the people was really energizing. So, that's what I'm looking forward to in the new role.

In this second week, just being in the office, I'm getting things sorted out and getting settled in, transitioning to the tech. There I also feel a bit like being a fish out of water, because when you move from school to school within the district everything goes with you electronically. There was a time last week when I was disconnected from the district system, and not fully connected to the BCPVPA system, so I was a little bit marooned.



Brian Leonard
Coquitlam (SD43)
2022-2024 President
BCPVPA

What are you going to miss the most about being in a school?

I know it sounds a bit cliché, but it will be the kids. For 14 years, I've been an elementary Principal, and you get to know all the kids really well. It's neat to walk around the school, and everybody says, "Hello, Mr. Leonard!", and it's that connection with the kids. When you go into a kindergarten class, if you're the Principal, you're like a rock star. I've heard other people say it too, and it's true. If you're having a terrible day, just go down to a kindergarten class for a few minutes and you feel wonderful. I'll miss that. And it's a whole different agenda. When you're in this role as president, it's quite different from running a school.

What excites you most about your new role?

I think it's the same thing that got me involved with the Association to begin with, the chance to meet members around the province. And it will be exciting to actually go and meet members in their districts, and in their schools. I've attended Chapter Council for 17 years, so I've met lots of members there as we connected and talked about our experiences, but this is an important opportunity to go out and meet people in their workplace, in their community. The other aspect I'm looking forward to is representing members at the various provincial tables that the BCPVPA is involved with, and giving voice to the many successes, various concerns, and unfortunate frustrations of members, to try to make the system better.

What inspired you to be a teacher?

Teaching is a second career for me, I started later as I was originally a manager for Woodward's Department Stores. When Woodward's closed its doors, I had to make a decision. I had earlier taken a career counseling course at BCIT, and I had done

some staff training at Woodward's, and my aptitudes and interests all pointed to teaching, training, and working with people. My wife (at the time) was a teacher, and she encouraged me. So, I decided to go back to school. I got my teaching certificate and started teaching.

It truly is a gratifying experience to be a teacher and an educational leader, because you get a chance to make a difference in the life of a student; and, as a Principal, you have many chances to make a difference in the lives of many students. When I myself was in high school, some of my teachers had suggested teaching to me, and I liked being in school, but I thought that every year would seem like starting all over again! Would you get that sense of satisfaction? And then fast forward, with more maturity and more experience, teaching really pulled me back. It's been a very rewarding profession and, by extension, going into school leadership offered a bigger stage for making a difference.

What led you to become a school leader?

I've always considered myself very fortunate in – I won't say my choices – but I would say in the opportunities that were presented. When I started teaching, I was a TOC (now TTOC, Teacher Teaching on Call) in Coquitlam. When I'm involved with an organization, I tend to get *involved* as opposed to being more passive, and at the time I got involved with the TOC Advisory Committee. I was a History major – History and English were my subject areas – and back in the 90s it was a hard to get a job, *and* it was *really* hard to get a job in social studies. So I pursued an interest in elementary teaching, which is what my background was in my PDP (Professional Development Program) years. I got a job in a Coquitlam middle school, and because middle schools in Coquitlam are 6-7-8, I ended up teaching Humanities – which was right

up my alley – and that quickly led to a continuing contract.

It was very fortunate, and it was through working with a certain Principal who said to me, I have these jobs coming up and I want you to apply. I applied, and nothing happened; I applied again, and nothing happened. When a job came up for a reading program, I felt I didn't have the skills or training for that role. When the posting closed, the Principal called me, upset that I hadn't applied, and she said that they would train me and I had to promise to keep applying. So, the next job that came up was a Home Economics position; it was not my forte! But, I had a phone interview. I remember sitting at home when the Principal called. She said, can you boil an egg? I said, yes. Can you sew on a button? I said, yes. Congratulations, she said. You've got the job! So I was going to be a Home Economics teacher, along with doing some learning assistance, and it was a continuing contract. Two weeks in, I was declared surplus when enrollment didn't materialize in the school. But, this is where the opportunity part came in. I had a continuing contract, so the district had an obligation. At the school board office, the District Principal handed us the posting book, and I looked at all these middle school jobs and there was one at Gleneagle Secondary, teaching Social Studies and English. And I thought: I'm qualified; that's what I want to teach. So I applied, and that's how I got my job, in high school teaching Social Studies. You never know when opportunities are going to come, so take advantage of them.

From there, I became involved in school life. We had three Vice-Principals, and the Principal, and department heads. Partly because of my leadership experience in my previous role, I was nominated to be the Staff Rep, and then I was a department head. And there the pool of opportunities became larger and greater. I applied to be a Vice-Principal, mostly to see what the process was like. I thought I would put

my name in, and see what happens. And then, bang! I got the job. And *then* I thought, well: now what do I do?

I was doing my master's at the time, and I moved into a Vice-Principal role at the school where I was already teaching, which is unusual. But it was an opportunity, it was a transition. And that led to another opportunity, because my colleague in the next office, a Vice-Principal, was the local Chapter President, and she was scheduled to go to Chapter Council that weekend but couldn't make it and asked me to go in her place. That was 2004, and that was my first Chapter Council, and I've been there ever since. It was an opportunity, and I took it.

It was similar when I became a Principal. My Principal at the time said, you know, we have to get you your own school. At that time, I was the Vice-Principal at the middle school. I had gone from the high school to one of our larger middle schools to see the different ages of kids as I didn't want to go directly from high school to elementary. When I was ready, the next thing I knew I was an elementary Principal, and the rest is history. I always tell new teachers to take advantage of whatever opportunity presents itself, and to make the best of it. When you start out teaching, don't be in a hurry to get a continuing position. Take some time, get to know the different schools in your district, the classrooms, find out where you really want to work, and don't be afraid to TOC for a while, because it can lead to opportunities. In my case, it led to a continuing

"I always tell new teachers to take advantage of whatever opportunity presents itself, and to make the best of it."

What else would you like to share with BCPVPA members?

One of the things I'm thinking about was actually from conversations at Foundations, that originally my family came from Scotland and we were immigrants to Canada, we came to Vancouver and have only lived in this part of BC. I came over as a child but this is my home. I am proud of my heritage, but also very proud of being a Canadian.

I used to be very involved in theatre; in my younger days I was involved in directing, and acting in plays, radio dramas on CKNW, and producing. As part of my proclivities, I ended up being involved with administration and on the board of several different groups, and on the Arts Council. I also served on a City of New Westminster Arts and Culture Commission for a number of years. I've always been involved in community organizations, but as the work of a Principal has become more time-consuming, I've had to scale back on my contributions to the community. However, I still support the arts, now as a patron, as opposed to a participant.

position. And then, literally, I practically fell into the job that I really wanted to do.

What is a memorable moment from your career so far as an educator?

As a teacher, and then as a Vice-Principal, seeing the kids crossing the stage to graduate was very gratifying. I regard it as a privilege having worked K to 12, seeing kids coming in at kindergarten and then seeing them graduate in grade 12, seeing kids develop all the way through. I remember several years ago as an elementary Principal when I had to go up and visit the high school, and I walked through the hall, there were kids there from when I had been the Principal at the elementary school, they were now in high school. It was great to see them at the latter part of their education, and grown up. It's seeing the kids as they grow, and develop, and succeed.

What inspired you to run for a BCPVPA Board Director role?

I was inspired by having been at Chapter Council for a number of years, and seeing some really good people. I remember Jameel Aziz when he was the BCPVPA President approaching our Coquitlam group at a meeting and saying, okay: one of you has to run for the board. We were all active as members, and not afraid to speak up or ask questions. I had just moved to my role as an elementary Principal, and I didn't feel ready to take that on yet. But my colleague Laurie Birnie did, so she became a Director. And, a couple of years later, when Laurie had to step back for personal reasons, I had been at my school for two years and felt a little more comfortable taking on more responsibilities. I ran for the board and I've been fortunate to be there since. It really was a chance to make a bigger impact for our members.

What inspired you to run for the presidency?

In a similar vein, I had been at the board table for a few years and learned more about how our organization works, and I've worked with some very good Presidents. I've really been able to see the kind of difference that we can make for our members by representing them and giving voice to their experiences in their schools. The President is literally the spokesperson for the Association; it's humbling, daunting, but always a privilege, and I hope to do the role justice.

What have you learned in your time as President-Elect?

The last two years with the pandemic for schools – and for our Association – required that everything had to be reviewed or redone. I would say during the last year in particular, it was challenging to be able to actually come together as an organization. Darren (Danyluk) was very generous this spring when things opened up a bit more, and I was able to come into the office a few times, we did a lot of Zoom calls and I started getting connected to the committees and Ministry staff and people that I would be working with in the next two years. Having been on the board for a number of years, I knew what the role could be like, and I'm looking forward to the fact that we might be turning the page and getting back to a more regular process. I appreciate that Darren was able to share with me a lot of what's been going on in the Association, and I feel as prepared as I can be.

Do you have goals that you've set for yourself during your presidency?

There are three areas I want to focus on as a board and as an Association. The first is **advocacy**. That's part of our mission. I'm quite pleased with the work

"The COVID situation really underscored the importance of the role of a Principal or Vice-Principal in a school or district."

we've been doing more recently as an Association, and working with Bluestone Government Relations, so one of my roles is to continue to advocate for our members. The COVID situation really underscored the importance of the role of a Principal or Vice-Principal in a school or a district. One of my goals is to continue that advocacy, and to remind our partners and particularly the Ministry of Education and Child Care, that the role of the Principal or Vice-Principal is crucial to a successful school. The second piece is building **influence**. I think that the best way to further our goals is to build influence not just with Ministry but with our partners. And the third piece – and certainly not the least – is **member support**, continuing to hear from members about what is going on in their schools, in their professional lives, in their careers, and how we can support them. That's another area where we've done a shift in the last couple of years, putting more resources into member wellbeing as changes happen, and change happens all the time.

What would you like to see as your legacy when you leave this role?

I'd like to see the whole agency question brought to a successful resolution. I think so much of our work as an Association is focused towards a good employment relationship. There are many good districts out there but what I've learned through my many years with the board and being on contract committees and the Contract Advisory Committee is that in a district,

things can be going really well between the local chapter, their executive, and their district leadership team, and then one key piece of that equation can change and all of a sudden, they're in a whole different relationship. I don't think an employment relationship with a particular district and their leadership team should be capricious. The idea of agency first came up during Shelley Green's term as President almost 10 years ago. We've been talking about it in one form or another since that time. We are at a crucial juncture, I think, with government, with BCPSEA (BC Public School Employers' Association), with the labour relations piece. I think we're on the threshold of making a breakthrough, but one of the things I would like to help bring to fruition is a successful conclusion to the issue – actually having a table where the BC Principals' & Vice-Principals' Association can sit down with government on behalf of the Principals and Vice-Principals of our province to ensure that some key elements of our Personal Services Contracts are in place for all Principals and Vice-Principals. I don't think any one group of administrators in one particular district should be disadvantaged on certain key points; we're not all going to have the same contracts across the province, but there are certain key elements that everybody should have.

Where do you see the BCPVPA in 5 or 10 years?

I think we've made some significant changes in recent years, some prompted by the pandemic. Where we used to do a lot of interactions face-to-face, bringing people down, or over to Metro Vancouver for meetings, we have become a more nimble organization. You are working at home, I'm working at the office, but I could be at home, or we could be in two different countries, and we could still have this conversation. We've shown that we can connect that way, and it's a striking development, it is a legacy that we can keep. Another way that we have morphed as an organization is our

"I don't think any one group of administrators in one particular district should be disadvantaged on certain key points; we're not going to have the same contracts across the province, but there are certain key elements that everybody should have."

Connecting Leaders Conference, which was always held in Richmond in October. We've moved to a regional model so that the conference moves around to different parts of the province. It will be in Victoria this fall, and next year it will be in Kelowna. That means that more members from different regions can physically attend, but those that can't attend in-person can attend virtually. I still think there's a benefit to the face-to-face experience, but can see that we are in the middle of a transformation for our organization.

So, where do I see us five to 10 years from now? I would like to see that all Principals and Vice-Principals in the province, regardless of what district they are in, would have a good Personal Services Contract. I think that the compensation issue, including benefits, would be satisfactorily resolved, and that some of our members wouldn't have to go cap in hand to their districts for some things. I think those opportunities are on the horizon, and I can see us achieving that. Education itself is changing, and so I can see that the way in which education system transforms will create opportunities for us as an organization. It's always important for us as an organization to align with that, and to mirror what's going on. I think we've been pretty good at adapting, and I hope that we will continue to do that.

  @bcvpvppresident



L to R Back Row: *David DeRosa, Jacqueline Borosa, Sid Jawanda, Heidi Grant, Navshina Savory*
 L to R Front Row: *Sanj Johal, Darren Danyluk, Paul Marsden, Tara Zielinski, Brian Leonard, Sally Zryd*

President Brian Leonard
 (SD43, Coquitlam)
bleonard@bcpvpa.bc.ca

Past-President Darren Danyluk
 (SD6, Rocky Mountain)
darren.danyluk@sd6.bc.ca

Director Jacqueline Borosa
 (SD68, Nanaimo-Ladysmith)
Jackie.Borosa@sd68.bc.ca

Director Sid Jawanda
 (SD27, Prince George)
SJawanda@sd57.bc.ca

Director Navshina Savory
 (SD38, Richmond)
nsavory@sd38.bc.ca

Director David DeRosa
 (SD20, Kootenay-Columbia)
dderosa@sd20.bc.ca

Director Sanj Johal
 (SD44, North Vancouver)
SJohal@sd44.ca

Director Tara Zielinski
 (SD45, West Vancouver)
tzielinski@wvschools.ca

Director Heidi Grant
 (SD91, Nechako Lakes)
hgrant@sd91.bc.ca

Director Paul Marsden
 (SD36, Surrey)
marsden_p@surreyschools.ca

Director Sally Zryd
 (SD73, Kamloops-Thompson)
szryd@sd73.bc.ca

Our thanks to former Director Read Jorgensen (SD61, Victoria) who announced his retirement in June 2022 and stepped down from the 2022-2023 Board of Directors. A by-election will be held October 4-6 for the vacant seat.

IN THEIR OWN WORDS

A History of the **BC Principals' & Vice-Principals Association**: 1959 -1995



Learn the story of
the BCPVPA
through the words
of the people
who lived it

bit.ly/BCPVPAitow



Researching Retirement?

The BCPVPA offers virtual and Chapter-based Pension and Retirement sessions throughout the school year. Visit

bit.ly/BCP_Pension



Stay on top of your professional health



The BCPVPA is pleased to offer its members the Early Intervention Program (EIP) by humanworks

Here to help you gain greater clarity and control of your professional health

BCPVPA EARLY INTERVENTION PROGRAM

The EIP offers an excellent opportunity to be proactive in managing your health and well-being. It is designed to provide you with quick and easily accessible resources and counsel on how to best navigate your health-related concerns so that you can remain at work.

Questions about the EIP?

Visit the FAQ section on the BCPVPA or humanworks websites or contact:

humanworks

EMAIL: admin@humanworks.ca

PHONE: 604-734-4130

www.humanworks.ca

bcprvp

humanworks



CONNECTING





bcp vpa | 2022-2023 Key Dates

Chapter Council
Meetings
November 25-26, 2022
February 10-11, 2023
May 5-6, 2023

Professional Learning &
Development Rep Meetings
October 3, 2022 - *virtual*
January 29-30, 2023 - *in-person*

Board of Directors
Meetings
August 17-19, 2022
October 14-15, 2022
November 24, 2022
January 13-14, 2023
February 9, 2023
April 14-15, 2023
May 5, 2023

*Additional Zoom meetings
as scheduled*

Contract Advisory
Chair
Meetings
October 28-29, 2022
January 27-28, 2023

Presidents'
Meeting
November 25, 2022

BCPVPA
AGM
November 26, 2022

BC Student Voice Rep
Meetings:

To Be Announced

The BCPVPA convenes Standing Committees, in addition to Ad Hoc Committees and Working Groups, that may be established for defined projects. Join us in welcoming these members who have joined 2022-2023 Standing Committees:

BUDGET COMMITTEE

The Budget Committee reviews the budget and associated processes, and may provide advice to the Board on issues and policies.

Bev Forster	SD 54 - Bulkley Valley
Frances Krusekopf	SD 62 – Sooke
Chris Matheson	SD 83 – North Okanagan-Shuswap
Devon Ross	SD 43 – Coquitlam
Lylla Ruehlen	SD 64 – Gulf Islands
Sarah Winkler	SD 61 – Greater Victoria
Heidi Grant	Director of the Board
Tara Zielinski	Director of the Board
Brian Leonard	BCPVPA President

CONTRACT ADVISORY COMMITTEE

The CAC supports contract reps in local Chapters and provides a comprehensive view of information, trends and issues related to member contracts.

Gregoire Frealle	SD 93 – Conseil scolaire francophone
Claire George	SD 37 – Delta
Jaksun Grice	SD 54 – Bulkley Valley
Parm Hari	SD 41 – Burnaby
Paul Hembling	SD 73 - Kamloops-Thompson
Dionte Jelks	SD 68 – Nanaimo-Ladysmith
Kim Kass	SD 33 – Chilliwack
David Martin	SD 5 – Southeast Kootenay
Shannon Miller	SD 53 – Okanagan Similkameen
Shelley Portas	SD 34 – Abbotsford
Laird Ruhlen	SD 72 – Campbell River
Jacqueline Borosa	Director of the Board
Sanj Johal	Director of the Board
Brian Leonard	BCPVPA President

Read more about the work of BCPVPA Committees in the November 2022 issue of *Principled* magazine

INDIGENOUS LEADERSHIP ADVISORY COMMITTEE

ILAC explores ways to support members as they are introduced to Indigenous ways of learning in their schools and communities.

Jennifer Adamson	SD61 – Greater Victoria
Christina Chase	SD 61 – Greater Victoria
Parrish Child	SD 57 – Prince George
Chas Desjarlais	SD 39 – Vancouver
Katie Marren	SD 57 – Prince George
Anne Smith	SD 36 – Surrey
Navshina Savory	Director of the Board
<i>To be confirmed</i>	Director of the Board
Brian Leonard	BCPVPA President

PROFESSIONAL LEARNING AND DEVELOPMENT COMMITTEE

The PLD Committee conducts needs assessments, and provides feedback and support for the development and delivery of current and new BCPVPA programs.

Ranjit Bains	SD 39 – Vancouver
Nicole Davey	SD 54 – Bulkley Valley
Lois Ehman	SD5 – SE Kootenay
Renee Hislop	SD 62 – Sooke
Tina Pierik	SD61 – Greater Victoria
Baljit Ranu	SD 36 – Surrey
Lucinda Wolters	SD 71 – Comox Valley
Sid Jawanda	Director of the Board
David DeRosa	Director of the Board
Brian Leonard	BCPVPA President

WORKPLACE INTENSIFICATION AND WELL-BEING COMMITTEE

The WIWC advocates for healthy, respectful and inclusive workplaces, and a shared commitment to member wellness.

Lisa Frey	SD 68 – Nanaimo-Ladysmith
Pam Gerrits	SD 62 – Sooke
Kathryn Jung	SD 43 – Coquitlam
Lisa Kania	SD 42 – Maple Ridge-Pitt Mdw
Karen Higginbotham	SD 61 – Greater Victoria
Genevieve McMahon	SD 43 – Coquitlam
Paul Marsden	Director of the Board
Sally Zryd	Director of the Board
Brian Leonard	BCPVPA President

Executive Team



Kevin Reimer
Executive Director
kevin@bcpvpa.bc.ca

Kevin is responsible for the leadership and management of the Association, executing the strategic vision and decisions of the Board of Directors. He works closely with the President, liaises with government and with partner groups representing trustees, superintendents, business officials, and independent schools.

Sharon supports the work of the BCPVPA Board of Directors, President, and Executive Director. She is the contact for Board meetings, the President's Chapter visits, Chapter President Town Halls, and Chapter Council meetings. Sharon also manages and maintains the operation of the BCPVPA office.



Sharon North
Executive Assistant to the President & Executive Director
sharon@bcpvpa.bc.ca

Member Support Services



Carmen Eberle
Director
Member Support Services
carmen@bcpvpa.bc.ca



Magdalena Kassis
Director
Member Support Services
magdalena@bcpvpa.bc.ca



Ellen Roberts
Director
Member Support Services
ellen@bcpvpa.bc.ca

The MSS team supports members by offering guidance and representation on employment matters ranging from harassment investigations and terminations, to contract advice and the resolution of complex workplace situations. MSS Directors can act as a representative, and assist members in preparing for challenging situations that can include investigations, TRB complaints, terminations, and mediations. The team also supports members with health challenges, providing referrals for Early Intervention support and LTD if applicable. MSS offers virtual and in-person presentations on topics that include Pension/Retirement, the Legal Side of Leadership, Teacher Evaluation, Elements of the Personal Services Contract, and other topics upon request.

Member Health & Well-Being



Rochelle is dedicated to the health, safety, and wellness of BCPVPA Members. Her priority is to assist and guide members who are struggling with their health and/or their physical or psychological safety at work, including members who go off work due to injury or illness. Rochelle provides supportive contact and will help direct members through the disability process to minimize any disruption in income or in the rehabilitation process, whether on sick leave, long term disability, or Workers' Compensation. Rochelle also regularly provides training sessions, directs members to valuable resources, and publishes articles promoting skills that can enhance well-being.

Rochelle Morandini
Director

Member Health & Well-Being
rochelle@bcpvpa.bc.ca

Professional Learning & Development



Peter Johnston
Director

Professional Learning and
Development
peter@bcpvpa.bc.ca



Andrea McComb
Director

Professional Learning and
Development
andrea@bcpvpa.bc.ca



Nick Faulkner
Assistant
Director

Professional Learning and
Development
nick@bcpvpa.bc.ca

The PLD team supports the planning and delivery of rich and varied learning opportunities for leaders at all levels, including our core programs Explorations for Aspiring School Leaders, Foundations for New School Leaders, Leading a Culture of Learning, and Amplification for Experienced School Leaders. They produce the annual regional Connecting Leaders Conference, the annual IDEAS Forum, and Leading the Way: Women in Leadership events, as well as many workshop and learning series. The PLD Team also ensures that documents including the *BCPVPA Leadership Standards for Principals & Vice-Principals in BC*, and the *BCPVPA Leadership Planning Guide*, are reflective of current thinking and practices.

Finance & Membership



Carol Powell
Director
Finance
carol@bcpvpa.bc.ca



Heather Lail
Assistant
Accounts Receivable/ Membership
heather@bcpvpa.bc.ca



Helen Tseng
Senior Accounting Clerk
Finance
helen@bcpvpa.bc.ca

The Finance and Membership team oversees finance and accounting operations, ensuring compliance with regulatory requirements, and alignment with the Association's strategic priorities. Carol leads the budget process, is a leader in the BCPVPA's Strategic Planning process, is a member of the Governance Committee and the Association's Privacy Officer. Heather maintains and updates the membership records, enrolling new members and updating records for retirements, returns to teaching and other circumstances of membership cancellation. She reconciles the monthly membership dues payments from districts, looks after the Associate School Leaders, supports minor bookkeeping for the BC Retired Principals' & Vice-Principals' Association (BCRPVPA), and issues invoices for services or expenses. Helen is responsible for the day-to-day accounting procedures for the Association, including accounts payable, staff payroll, benefits administration, and maintenance and reconciliation. She maintains accounting records and takes care of government reporting including GST, Payroll tax, T4, and T4A. Helen also processes and issues cheques for expense claims, honoraria, scholarships, and vendor invoices.

Communications



Sandra Murphy
Director
Communications
sandra@bcpvpa.bc.ca

The Communications team is responsible for the communication and brand strategies for the Association. This team designs and develops core documents including the Annual Report and Strategic Plan, produces promotional materials for Association programs and events, designs and edits the BCPVPA magazines *Principl(ed)* & *Leading: Back to School*; and coordinates the Association's annual elections and awards. They update and maintain the BCPVPA website and the My BCPVPA portal, produce and distribute the weekly eNews, and creates social media content and online engagement.



Erin Hughes
Assistant
Communications
erin@bcpvpa.bc.ca

bcpvpa ReSource

The BCPVPA offers a wealth of advocacy support and learning opportunities for our members, along with many different ways to connect with your colleagues. Each week in eNews, in My BCPVPA, and through our social media platforms, we will highlight one aspect of the Association and the work that we do on behalf of our members. From committees, events, research, and workshops, to well-being, representation, publications, and programs for leaders at all levels, we've got you covered! Watch for ReSource this fall, and contact sandra@bcpvpa.bc.ca with any questions.

bcpvpa TELL A FRIEND!

BCPVPA Members: do you have a colleague who has not yet joined our Association? Help them to be part of our community of leaders, and to get access to employment relationship support, professional learning and development, committee opportunities, and much more.

bcpvpa.org/membership/application





Your Member Portal is now MY BCPVPA

bcpvpa.org

Select Sign In



**First time user?
Select Reset My
Password**



Find out what's new under Hot Notes, browse the eNews & Member Update archives, and read Chapter Council summaries. Check out career postings and media releases, and browse our magazines.

Meet the BCPVPA Board of Directors and Staff, find out who can answer all your questions, and visit our growing library of BCPVPA documents and other resources.

Find out what you need to know about BCPVPA services and employment support, and discover our learning programs. This fall, learn with us in person and on the Brightspace platform.

MY BCPVPA is growing every day! If you can't find what you need, get in touch with us. Members who are part of the Board of Directors, or on a Standing Committee can access meeting information through exclusive tiles.



Member News



Member Support Services



Professional Learning



Contacts



Resources



Mentorship



Forms



My Profile

Have you registered for BCPVPA Connects?

powered by BetterEducate

Find out how to register

Visit bcpvpaconnects.com



BCPVPA Connects *powered by BetterEducate* is a BC-grown platform that connects educators with innovative practices and resources — and most importantly, with each other!

BCPVPA Connects members can connect and build a network; collect, create, and collaborate on resources; and meet, chat, and plan with colleagues.

Log in and develop your profile, browse and share resources, create a BackBEats room for feedback and engagement, create your School Plan, create and edit your Personal Growth Plan, and be part of a growing community of exceptional educators!



RETURN-IT SCHOOL PROGRAM 2022/2023 IS BACK! REGISTER TODAY AT [RETURNITSCHOOL.CA](https://returnitschool.ca)

Return-It School is the free beverage container recycling program offered by Return-It. Return-It is the not-for-profit product steward that makes recycling in BC easier for everyone. The Return-It System diverts used beverage containers from the landfill and makes sure they are properly recycled. You probably know us best through your local Return-It location.

By participating in BC's **FREE Return-It School program**, you get access to our online Teacher's Dashboard with exclusive educational resources and fundraising tips, our online activity book as well as free recycling bins for your school. Your school keeps all the deposit refunds from recycling, so you can use the program to supplement your school's fundraising efforts. We want to help students learn how to do their part to help keep the planet green by recycling their beverage containers and more.



Free Program

Offered FREE to all schools in BC by Return-It, the not-for-profit product steward for beverage container recycling in British Columbia.



Free Recycling Bins

Get up to 3 free Return-It bins to help your school's recycling program. Plus, discover the best collection & bottle drive methods for your school, from Return-It Express to pick-up services (where available).



\$5,000 Grand Prize Story Contest

Share your school's interesting, creative and impactful recycling story with us and you could win a Grand Prize of \$5,000 (two Elementary School winners and two High School winners every year!)



Tools & Tips

Registered schools will have access to resources to help with recycling programs including fundraising and bottle drive tips.



Return-It School Video Presentation Kit

Teachers can request a free Presentation Kit via mail with a fun & educational video about recycling, lesson tips, and special goodies for their students.



Return-It School Online Activity Book

Activity Book is now available online to the registered schools through the teacher's dashboard with games about recycling, comics, fun recycling facts and many more.

NEW!



Bottle Drives with Express

Return-It Express makes it easier for schools to hold their bottle drives. No sorting and easy drop offs!

Sign-up today at ReturnItSchool.ca and join hundreds of schools across BC



STORY CONTEST WINNERS FROM 2021/2022

Elementary \$5,000 Grand Prize Winner: Forest Grove Elementary

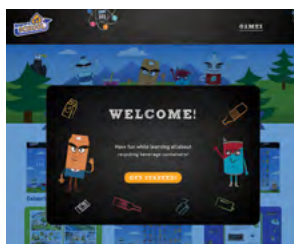
Over the past few years, donations and the school's capacity to collect, sort and transport recyclable containers have increased. From July 2021 to February 2022, the recycling program collected a total of 173,540 beverage containers. Recently, their program has switched to using canvas mega-bags for their three main beverage container sorting bins, each holding 1,650-2,880 containers, thereby reducing plastic bag use. The school also invested in reusable totes and recycled cardboard for transporting glass. The students' inspiring hard work has earned them first place for the second time in a row and a cash prize of \$5,000.

High School \$5,000 Grand Prize Winner: Holy Cross Regional High School

Holy Cross Regional High School's Marketing and Promotion 11 class had the objective of revamping the school's recycling program, HCGoesGreen. The class kicked-off the year by rebranding the program to HCGoesGreener and started increasing awareness through Instagram engagement campaigns. During their school's weekly news announcements, the group produced a news segment called "Simply Green." Through their initiatives, the class raised \$1,062 from returning 10,624 containers, which was just 10% shy of their total goal. The money raised was redistributed to various school initiatives, such as providing scholarship funds to Grade 12 students and buying eco-friendly merchandise.

Read the full stories at return-it.ca/blog/riscontest-2022/

NEW ACTIVITY BOOK: RECYCLING FACTS, GAMES AND MANY MORE



Have you ever played recycling games and interactively learned about recycling? Check out our new free online activity book on the Return-It School online Teacher's Dashboard.

BOTTLE DRIVES WITH EXPRESS

Return-It Express makes it easier for schools to hold bottle drives. Express takes the work out of fundraising and makes it easy for people to contribute to the school's bottle drive. Students, teachers, parents and the community can simply bring their refundable drink containers to an Express location and return them tagged with the school's account number. The Express location will sort and count the containers and credit the refunds to your Express account within 10 business days.



HOW FUNDRAISING WITH EXPRESS WORKS:



Sign up for a free Express account for your school at **Return-It.ca/Express**



Share your school's Express account number within your school (and your community if you wish). A phone number or any memorable 10-digit number is valid.



Bring your unsorted containers in transparent plastic bags* to an Express location. To find an Express location near you, visit **Return-It.ca/Locations/Express**



Log in at the Express label stand at the location using your school's account number. Anyone with the account number can contribute to your bottle drive.



Print off the number of labels you need, stick one on each bag, and leave them at the location.



The location will sort and count the containers for you and credit your Express account.

* Some locations may have per-visit bag limits. Contact your local Express location directly for more information.

BCPVPA Coffee Connections grew out of the early days of the pandemic, as our Association sought new and different ways to virtually connect with our members.

What began as an experiment – unstructured ‘chat’ time, 100% drop-in, and at an early hour – has emerged as a treasured time together for the members who can attend. There are stories told, practices shared, challenges charted, successes lauded, but above all there is laughter and a sense of community. *It's a great way to start the day!*



Courtesy, Jéssica Silveira_unsplash.com

Join BCPVPA President Brian Leonard, Board Directors, Executive Director Kevin Reimer, and BCPVPA senior staff to start your day with coffee and rich conversation

ALTERNATE WEDNESDAYS AT 7:30 AM
WATCH FOR YOUR CALENDAR
INVITATION FOR THE SERIES

kevin@bcpvpa.bc.ca

RECONNECT

REJUVENATE

REJOICE

bcp  vpa



CONNECTING LEADERS

PRESENTED BY SAVE-ON-FOODS

**Thursday October 20 to
Saturday October 22, 2022**

Live at the Victoria Conference Centre

Learning with
Doug Keeley

Learning with
Kevin Lamoureux

Learning with
Carolyn Roberts

Musician in Residence
Jesse Ruben, *The We Can Project*

Doug Keeley

Friday October 21, 9:00 am

"The Power of Story"



Doug Keeley has been in the business of storytelling since he worked on his first conference at the age of 16. Doug learned that in a typical audience, different people like different things. And even great speakers rarely caused any behaviour change. Doug will engage Connecting Leaders attendees by sharing his story, and you will have the opportunity to discuss how the story impacts you and your school.

Carolyn Roberts

Friday October 21, 1:45 pm

"Listening to the Stories of the Land: Guidance for our Leadership Journeys"



Carolyn Roberts is Interior Salish and Coast Salish, and her ancestors come from the N'quatqua and Tzeachten territories. Her roots to this land come from the stories of her ancestors who have nurtured and taken care of this land for thousands and thousands of years. Through relating these stories, Carolyn shares how these deep relationships and her own connections to this land have supported her in the many leadership roles she has held in BC's education system, both K-12 and post-secondary. Join us to learn with Carolyn about the journey of leadership through the lens of the ancestors of this land.

Kevin Lamoureux

Saturday October 22, 9:00 am

"Leaving it Behind: Decolonization, Reconciliation, and Education"



Kevin believes that, *"Where schools in Canada were once used as weapons against Indigenous peoples, they can now become places of healing and empowerment for all students."* In this learning session, Kevin draws upon his experience as Associate Vice-President for the University of Winnipeg, Education Lead for the National Centre for Truth and Reconciliation, Scholar in Residence for several school divisions, and consultant for governments and organizations across Canada to talk about the commitment to reconciliation, and how to contribute to an even better Canada for all children to grow up in.

Friday October 21, 3:00 pm

Discover this beautiful Victoria community, and connect with each other

Walk ... Talk ... Reflect

Join a designated hike leader for a walking adventure to one of four locations. It's a perfect opportunity to connect with your colleagues in nature, and reflect upon what you have learned and experienced at the conference so far.

Each hike leader is knowledgeable about the area and familiar with the route, and will carry a map and first aid kit.

Reconnect ... Rejuvenate Rejoice

Choose your adventure! There are a variety of Self-Guided Walking Tours available in the Victoria community, or you may wish to wander and discover your new favourite coffee shop, sample local cuisine, or pick up a few mementos of your trip. You will be able to find out more in the Connecting Leaders

2022 Conference App.

New Adventures

We are looking at some possible new events to add to our Friday afternoon adventures ... stay tuned!

Jesse Ruben



October 20 - 22

Meet Jesse as he shares the gift of his music throughout the conference as our Musician in Residence.

The message that Brooklyn singer/songwriter Jesse Ruben has been spreading through his music is simple and direct. I can. You can. *We Can*. When his music touched and inspired a BC elementary school, 'The We Can Project' was born. Jesse tours the country, visiting schools and helping students come up with personal goals and ways to give back to their community.

A health diagnosis of Lyme Disease reinforced his commitment to let people know that no matter what they are going through, they are not alone, and it will get better.

Register Now: bit.ly/BCPVPACL22

Be part of the 2022 BCPVPA Connecting Leaders Conference presented by Save-On-Foods as an in-person or a virtual attendee. And, you have ten or more participants from your area who would be interested in attending the Conference together — from one location — you and your colleagues may be eligible to qualify as a Host Site. Contact pldinfo@bcpvpa.bc.ca

bcp  vpa



CONNECTING LEADERS

THANK YOU TO OUR
2022 TITLE SPONSOR

save  **foods**
Going the extra mile

Pick up your digital copy of the
**BCPVPA Leadership Standards for Principals
and Vice-Principals in British Columbia**
in both English and French



[Download your copy of the BCPVPA
Leadership Standards](#)

[Download your copy of the BCPVPA
Leadership Standards Workbook](#)

[Téléchargez votre copie des Standards de
leadership de la BCPVPA](#)

[Téléchargez votre copie du Cahier de travail
des Standards de leadership de la BCPVPA](#)



The BCPVPA is on a learning journey.

As we learn more about our role in leading for equity as an organization, we recognize the need to revise our *Leadership Standards for Principals and Vice-Principals in British Columbia*, and our *Leadership Planning Guide*. We have met with member groups and external groups, and have researched leadership frameworks in other jurisdictions. We have much work ahead in continuing our learning and ensuring engagement, and then will convene review committees and invite feedback from the field.

Thank you for being with us on this journey.

October 17, October 24 & November 7, 2022

3:30 pm - 5:00 pm



Unconscious Bias: Understanding Bias to Unleash Potential™

BCPVPA Director of the Board & SD44 Principal
Sanj Johal leads this three-part virtual workshop

REGISTRATION
bit.ly/bcpvpaUB

Identify Bias

where it shows up in our own thinking and throughout our district.

Cultivate Connection

with those around us to expand our understanding and improve our decision-making.

Choose Courage

as we engage with care and boldness in addressing biases that
limit people and constrain performance.

November 18 & 19, 2022

8:30 am - 2:30 pm



The 4 Essential Roles of Leadership™

BCPVPA Director of Professional Learning and Development Peter Johnston
leads this two-day workshop in Vancouver

REGISTRATION
bit.ly/FC4ERoL

Even in the most turbulent times, there are four roles educational leaders play that are highly predictive of success. We call them essential, because as educational leaders consciously lead themselves and their staffs in alignment with these roles, they lay the foundation for effective leadership.

The 4 Essential Roles are:

- 1. Inspire Trust**
- 2. Create Vision**
- 3. Execute Strategy**
- 4. Coach Potential**

In the Spring of 2021, the BCPVPA launched a pilot program via the WelTel app with 100 member volunteers. Every Monday at noon, those members received a text message that asked: "How are you?" Members could respond in their own time, based on their self-reflection. The BCPVPA responded to all texts, and directed members to resources as needed.

The program offered a new and simple means of connection, helped with the early support of members who may be looking for information or experiencing challenges, and created a safe space for members to share just how they are feeling, whether excellent, fine, or not so good.

New BCPVPA Members: We Hear You!

You are embarking upon a busy and complex stage in your career, and there are times when you need someone to listen.

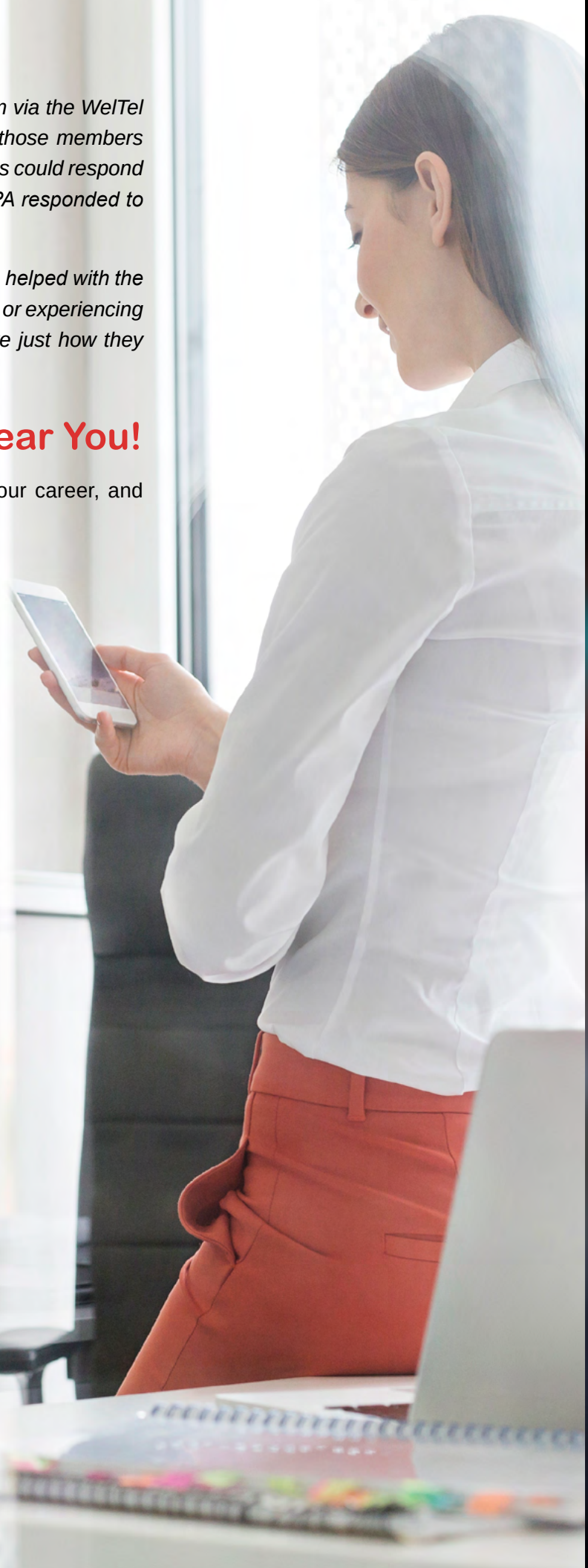
We are inviting all BCPVPA members who are new to your roles to participate in our WelTel program for one year. It will be a bi-monthly check-in where you can pause and reflect on how you are coping in your role, and your own well-being. BCPVPA Senior Staff will respond to all messages, and will offer resources and assistance as appropriate.

It's not an emergency response line, nor is it legal or medical advice: it's simply another way that you can connect to those who understand the work you do, and who can provide guidance and support.

If you would like to be part of this BCPVAPA WelTel program for leaders new to their roles, please scan the QR code below, or contact:

Rochelle Morandini

Director, Member Health and Well-being



New to the BCPVPA?

Join our BCPVPA President and senior staff for a virtual new member event! Find out more about the Association's support of our members through advocacy and professional learning, the opportunities that you will have to connect informally with colleagues from around the province, and the events, initiatives, and programs that you can look forward to this year.

Bring your questions, and bring a friend!

Tuesday OCTOBER 11

3:30 - 4:30 pm

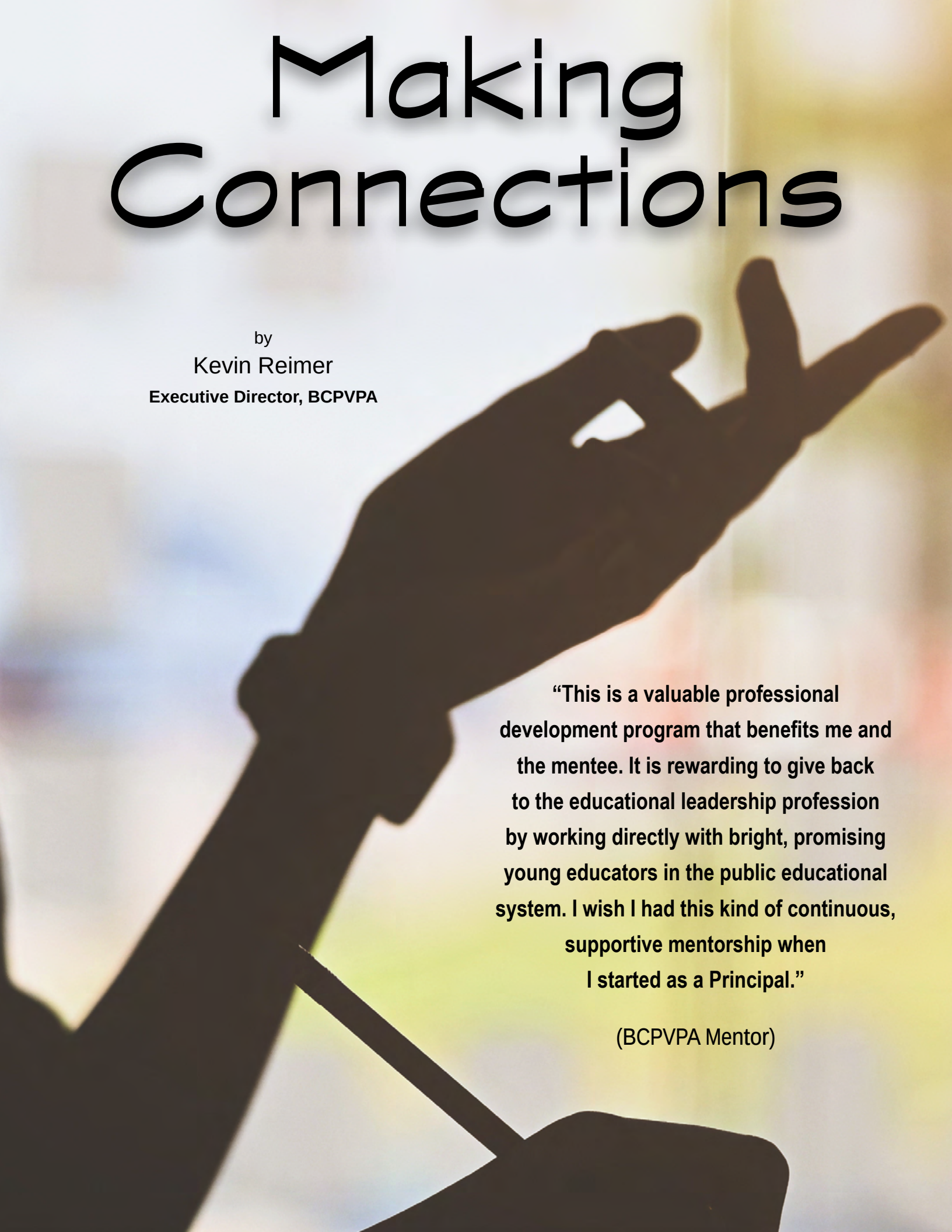
or

Thursday FEBRUARY 16

3:30 - 4:30 pm

- Watch for your email invitation -

Making Connections



by
Kevin Reimer
Executive Director, BCPVPA

“This is a valuable professional development program that benefits me and the mentee. It is rewarding to give back to the educational leadership profession by working directly with bright, promising young educators in the public educational system. I wish I had this kind of continuous, supportive mentorship when I started as a Principal.”

(BCPVPA Mentor)



“During my first year of our mentorship, I faced significant challenges in my new school.

Through our trusted conversations and mentor’s encouragement, I was able to stay the course, focus on our school goals, implement district initiatives and successfully lead our school through the pandemic. My school has gone from surviving last year to thriving this year and I, in part, attribute it to the support given to me through the mentorship program.”

(BCPVPA Mentee)



Schools in BC are complex, collaborative institutions requiring a high level of performance from every professional in the school or the program. Ultimately, school success begins with the school leader(s) who are responsible for ensuring the highest levels of learning for all students. The Principal's leadership skills often determine the degree to which the school becomes a dynamic and responsive place of learning.

Highly skilled school leaders do not emerge from the teaching ranks fully prepared to capably address any challenge. Hopefully, there has been an investment in rigorous programs that deliberately build the Principal's capacity to effectively lead their school.

Recognizing the importance and need for quality mentorship for its members, the BCPVPA initiated a provincial Mentorship Program in collaboration with the BC Retired Principals' & Vice-Principals' Association five years ago. The intent was to

design a program to support new Principals and Vice-Principals all over British Columbia as they embarked on their leadership careers. In the early days, the program engaged both working and retired Principals as mentors partnered primarily with newly-appointed Vice-Principals. A significant goal of the program was to address the diverse experiences and needs of school leaders across the range of urban, suburban, and rural areas of the province.

The BCPVPA Mentorship Program was founded on the following principles:

- **Openness** – Access is provided to new and developing school leaders throughout the province
- **Voluntary** – Participation is encouraged, but not mandated
- **Non-Judgmental** – The focus is on learning and growth, and mentors act as agents of development

- **Relational** – The pairing recognizes and respects the importance of trust-based relationships, recognizing the need for vulnerability and confidentiality
- **Individualized** – Tailored to the needs of the mentee
- **Learner-Focused** – Understands that learning is reciprocal, and that both mentors and mentees should benefit from this process
- **Flexible** – Offers a variety of methods for mentors and mentees to connect and develop their relationship

When the benefits of a provincial mentoring program were discussed, the conversation quickly turned to who could facilitate this program on our behalf. The BCPVPA reached out to Alison Davies, a former teacher who had coordinated and led the province's New Teacher Mentoring Project. We were very fortunate to have Alison capably

lead this program through its first five years, and we thank her for her skillful facilitation. Alison is moving on to an exciting new opportunity with Vancouver Island University, and the program will now be led internally by Magdalena Kassis, Director of Member Support Services, and Andrea McComb, Director of Professional Learning and Development. The team will have more to share in the new year about their ideas for the program. So, what have we learned from mentors and mentees over the past five years? At the end of every year, we survey both the mentors and the mentees to find out more about their experience in the program, and what they learned along the way.

Consistently, mentees over the years have shared similar responses, and one of the key takeaways has been how the mentoring opportunity helped them build confidence in their developing leadership skillset. Mentees often shared with the BCPVPA the following benefits of the program:



- The mentoring relationship helped the mentees broaden their perspectives
- It was important to the mentee's development to secure the space and time to share and talk openly about the issues that they were addressing as a school leader
- Mentees appreciated the validation and positive reinforcement of their strengths and abilities that emerged through the conversations
- Mentees found that the ability to reflect through a guided discussion led to better-informed decision-making, and that practicing complex scenarios helped them to better prepare for the inevitable leadership challenges that would arise

We heard consistently that mentees greatly preferred working with a mentor who was not a colleague in the same school district. Mentees regularly expressed concern about their ability to engage in genuine dialogue, and their reluctance to be vulnerable with a mentor who worked in the same school district. Additionally, mentees stated consistently that the program facilitated

their development as instructional leaders, and that this positively impacted student success.

Over the past two years, the additional demanding challenge of leading schools through a pandemic has weighed on the mentees. They appreciated the regular mentoring conversations that helped them navigate the changing protocols, staffing challenges, and endless disruptions of the past two years. Our hope is that the return to school in September will allow mentors and mentees the opportunity to discuss more than the most recent health and safety protocols.

While we are excited to facilitate an ongoing broadening and evolution of the BCPVPA Mentorship Program, we believe that we will be building on the learning and successes of the past. Mentees commented that the program has enhanced their skillset in many ways, through improving listening skills, practicing empathy and patience, better understanding the needs of diverse populations, seeing different ways of approaching challenges, and expanding their own understanding of their strengths, abilities, and role in leading their schools.

"Positive and strong mentorship is the ONE thing I pride myself on having in my career, and for that I will be forever grateful! BCPVPA and (my mentor) are now a part of my story – how wonderful! I would happily recommend the mentorship program to another VP, and would be happy to mentor in the future!"

(Mentee, 2022)

"I will be forever grateful to have made the connection I have. I know that this will be a lifelong friendship."

(Mentee, 2022)



**The catharsis of songwriting.
Want to become a sheep
farmer? Feminist criticism.
Dealing with your own crap.
Literally. Space cat cover art.
Sex and dementia.**

**We have
a magazine
for that.**

magsbc.com/findyourmagazine

Magazine 
association of

 **CREATIVE**
BC

 **BRITISH
COLUMBIA**

 **CITY OF
VANCOUVER**

Cultural
Services

Funded by the
Government
of Canada

 **Canada**



bcpvpa Partnership Awards

We have all experienced a deluge of challenges over the past year, so our annual BCPVPA Partnership Awards were a welcome breath of fresh air, reminding us of the positive impact that can be made on a local level. Hearing that a retiree has made more than 10, 000 birdhouses for school-aged children to paint, decorate, and install around their communities is sure to bring a smile to your face.

This past spring, the BCPVPA presented our Partnership Awards to community members and groups who have had an immeasurable impact on students, schools, and communities. It was our first in-person event since 2019, so it was extra special to have members and friends gather in one place to honour these worthy recipients as part of our Chapter Council meeting.

Take a moment to read these good news stories from the 2022 recipients and learn how they have helped schools in BC.

JOHN REMPLE

Nominated by SD22, Vernon

"Thank you to the educators & support staff that nominated me for the award, and to all those that provided letters of their support. It is such an honour to receive this award along with others that contribute so much to their communities. I am amazed to receive this award – 10 years ago I made my neighbours' two sons birdhouses, and the project has grown so much since then."

– John Remple



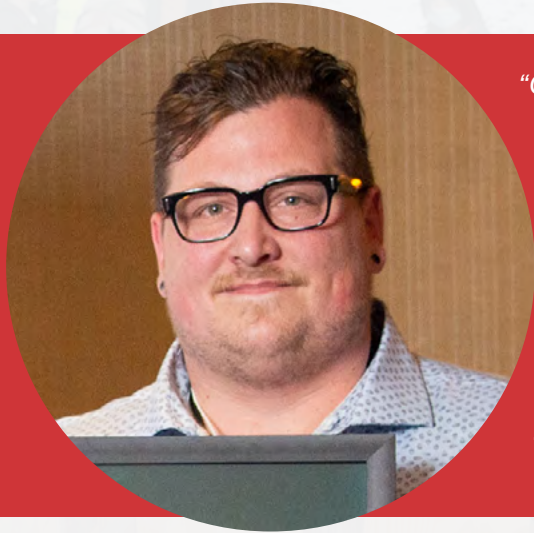
John Remple has built and donated more than 10,000 birdhouses to schools in Vernon and the North Okanagan. It all started in 2010 when he gave his two kindergarten-aged neighbour boys a birdhouse to take to school for Show and Tell. He didn't realize what an impact they would make – soon, he was receiving requests from other classes for his birdhouses. He was happy to keep building birdhouses for the students, and sourced donations of plywood and other materials. When John and his wife moved to Vernon in 2015,

John continued to build his birdhouses – he donated them in the Vernon school district, and the requests started rolling in. He has mobilized companies to donate supplies, spent many hours in his workshop building birdhouses, and arranged for their delivery to schools. Students love painting and decorating the houses and learning about how to help local birds. John will even deliver the birdhouses unassembled, so classes can learn design and technology skills.



CENTRAL COMMUNITY CHURCH

Nominated by SD33, Chilliwack



"Central Community Church is so humbled to accept this award on behalf of the many folks who invest their time, energy, and resources into caring for students in our community. Our goal as a church has always been to make a tangible difference in people's lives and to care for those who need help in times of need. While we have never done this to win an award, it's incredible to be recognized and to be reminded that what we do in our school partnerships matters."

– **Jonathan Kornelsen**, the Youth Pastor at Central Community Church

Central Community Church has been a great supporter of Promontory Heights Elementary and Kwiyeqel Secondary, both located in Chilliwack School District. They have made the Christmas season brighter by donating hampers and gift cards, and have helped fulfill school needs by partnering with Promontory Elementary to purchase a new projector for their gym and fresh paint for the school's staging.

At Kwiyeqel Secondary, they have partnered with Ricky's Restaurant to host breakfast for all

the students and staff each Monday. Not only do they help start every week with a tradition of sharing food together, but they also host BBQ events at the beginning and end of the year. Central Community Church doesn't forget about the school staff, bringing them coffee, tea, and goodies to share for staff meetings. The church also hosts the graduation ceremony every year, and during COVID-19 they even set up a live stream for extended family and friends to watch.



Photo courtesy of Central Community Church

Rob Tournour Masonry Ltd.

Nominated by SD62, Sooke

"We are humbled to receive this Award of Recognition from the BCPVP Association. 2022 marks 25 years in business for Rob Tournour Masonry Ltd., and for 25 years our goal has been to be leaders in our trade, providing an excellent workplace for our employees and opportunities for countless apprentices. Our philosophy has always been about community. Being nominated by Vicki at Ruth King was an unexpected surprise. Learning that we had been chosen as a recipient, a genuine honour."

– Rob Tournour, Rob Tournour Masonry Ltd.



Rob Tournour has run a family-owned masonry business based in Victoria for more than 20 years. Since its establishment, the business has supported community projects; whether it is assisting a school down the street, or half-way across the world, Rob Tournour Masonry Ltd. will lend a helping hand. Following the devastating earthquakes in Nepal, Rob Tournour Masonry Ltd. helped construct three schools and launched the charity Another Brick in Nepal to help the continued rebuilding of community buildings. The company has also worked with a local organization, Herowork, which helps Victoria charities to renovate buildings in need.

In winter 2021, company owner Rob Tournour reached out to a local school, Ruth King Elementary, after hearing their appeal for warm coats for students. He was asked if he could help support the school's breakfast and food program – he happily obliged, and added that he also wanted to help with a winter gift program, and to contribute something special for families before Christmas. Rob and his family delivered more than 50 wrapped gifts to students and their parents in the school parking lot. Rob Tournour Masonry Ltd. continues to support the food program, helping to ensure that the basic needs of students are met so they are ready for a full day of learning.



Photo courtesy of Rob Tournour Masonry Ltd.

EAGLE WING TOURS

Nominated by SD61, Victoria



"From the entire Eagle Wing Tours team, thank you for this honour. The 'Exploring the Salish Sea' program is a partnership in every sense of the word and would not have become reality without the vision and unwavering support of School District 61. It's a perfect fit for all. Students get a real-life learning experience in their big blue back yard. And we fulfill our long-time dream to inspire the next generation of ocean stewards!"

– **Brett Soberg**, co-owner and captain, Eagle Wing Tours

(pictured: Nathan Bird, Eagle Wing Tours)

Eagle Wing Tours operates with environmental stewardship as one of their leading principles: they were the first company in their industry to join 1% for the Planet. This commitment means they have adopted a carbon-neutral operating system and implement a per-guest wildlife fee which is used to support research and conservation.

Eagle Wing Tours also has a vision to inspire environmental responsibility by educating people about the wildlife of the Salish Sea. They have developed an innovative school program – the 'floating classroom' – which seeks to educate students who could be the next generation

of ocean stewards by creating emotional connections to the land through learning. Students are visited by an Eagle Wing staff member for an introductory lesson, and the following class is out on the sea! The 'Exploring the Salish Sea' program culminates in an event where they share what they have learned with a public audience at the Royal BC Museum. The program offers a way for land-based learning and Indigenous ways of knowing to be woven together with classroom learning. In the 2021-2022 school year, Eagle Wing Tours has coordinated the program with 60 classrooms, with approximately 2,500 students across twenty-five schools



Photo courtesy of Eagle Wing Tours

Chris Paulson & Rachelle van Zanten Nominated by SD91, Nechako Lakes

"We are absolutely over the moon grateful to accept the BCPVPA award on behalf of our Spirit North team. Four years ago, we were blessed with the opportunity to provide land-based sports programs to the Indigenous youth in our community. To be able to share our passion for cross-country skiing, mountain biking, and paddling on the traditional unceded territory on which our family and community resides has been life changing. In exchange we have gained family, history, culture, and language from the members of our local Six Nations."

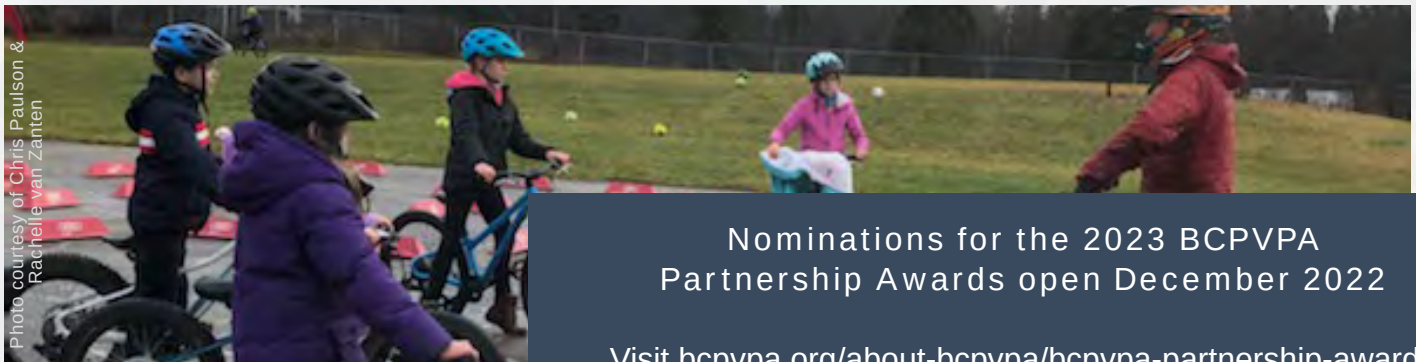
– Chris Paulson & Rachelle van Zanten



Chris and Rachelle grew up and began their sports careers in their hometown of Burns Lake. They both moved away from the region for periods of time after completing education but, as their time away from Burns Lake increased, they felt a pull for home. Upon returning to the district, they both wanted to give back to their community. This began with support of cross-country skiing at the local club, a sport they both loved and grew up participated in, and extended to multiple activities for all schools in Burns Lake. Fast-forward to the present, and Chris and Rachelle have been volunteering for a combined 54 years, Chris for more than 40 years and Rachelle for 14 years.

In 2018, both Chris and Rachelle joined the Spirit North team and focused their efforts on providing

land-based sports opportunities to Indigenous children in the area. They have collaborated closely with schools to establish and maintain a network of trails accessible year-round for learning opportunities. The maintenance of these trails requires many hours with a snowmobile to groom elementary school playgrounds, paths, and trails to ensure cross-country ski excursions remain available. With Spirit North, they offer coaching and support for students and teachers to provide lessons in cross-country skiing and mountain biking. Their most recent project was in collaboration with Nechako Lakes School District (SD91) and Decker Lake Elementary, constructing a 2-kilometre nature trail behind the school for year-round access.



Nominations for the 2023 BCPVPA
Partnership Awards open December 2022

Visit bcpvpa.org/about-bcpvpa/bcpvpa-partnership-awards



LEARNING





Fall 2022

Anti-Racism Reminders for BC Administrators

This is not a checklist. Engaging in any one of these items listed below for the first time will be valuable for yourself, your school, and your larger community. Doing one activity, or several, will lead to important learning and allow you to create safe, brave, and inclusive spaces for your student body and staff so that they may feel not only seen, but also empowered.

by
Wayne Chow (SD 42)
Grant Frend (SD 42)
Kenneth Headley (SD 40)
Karl Lindgren-Streicher (SD 42)

Acknowledge that systemic racism, oppression, and white supremacy culture exist.

(Yes, white supremacy culture isn't just hoods and burning crosses.) Do this publicly. Get comfortable with the discomfort that comes with this understanding, and with your staff's expectation that you will work to end these systems that perpetuate inequity.

Recognize that, as leaders, we are responsible for addressing systemic racism and oppression.

Be aware that doing nothing and/or staying silent is giving our tacit approval for the continuation of oppression: as leaders, we can no longer sit idly by when evidence of oppression surrounds us. Don't wait for someone to tell you what to do. As a leader, it is on you to set a clear direction for your staff. Your personal growth plan and your school growth plan are excellent places to publicly commit to this important work.

Own where you are.

Acknowledge your own implicit biases. Own your blind spots, own when you make a mistake, and commit to listening, learning, and doing better. The mistakes are inevitable. Be ready and comfortable to apologize for and learn from the missteps that you will make. That doesn't make the mistakes okay, or minimize the harm you may cause, but inaction is not acceptable.

Start learning.

Take a course. Read books: *Until We Are Free*, *The Skin We're In*, or *21 Things You May Not Know About The Indian Act* are all good starting places. Listen to podcasts: *Be Anti-Racist* or *Colour Code*. Read the *Truth and Reconciliation Commission of Canada: Calls to Action*. Any of these resources may be of assistance in writing your personal and/or school growth plans.

Remember impact over intent.

Microaggressions / Macroaggressions are direct/ indirect, intentional or unintentional discriminatory interactions against members of marginalized groups. These commonplace actions happen every day, with many marginalized folx never speaking about the harm caused by these interactions. If someone 'Calls You In' based on a negative interaction or experience that took place, please remember your intent does not matter. Regardless of your intent for sharing an idea or thought or activity, if the impact of this action is seen as negative, please be ready to listen, learn, and do better when concerns are brought forward.

Know your 'Why'.

Once you have come to terms with the existence of systemic racism, oppression, and dominant/white supremacy culture and how it influences everything we do, take a moment to ask yourself why this work is important for you. This centering is important because it will guide you when you feel discomfort, when you need to continue moving yourself or your school community forward, or when you receive pushback and feel unsettled. In the end, this is about removing barriers and providing equitable learning opportunities for your students and community. Engaging in this work makes the world a better place not just for students of the global majority, but for your non-racialized students as well.

We must be courageous in providing permission and protection for our teachers to take risks in teaching about anti-racism, and to our staff for addressing racism.

Be prepared to walk alongside them as they are on their own journeys, working through implicit biases they may have and how they choose to address systems of inequity in their classrooms. Be ready to defend them and their pedagogical choices around anti-racism if parent or community pushback occurs.

Recognize that racialized members of your staff are not employed to teach the rest of the staff about racism.

They may – or may not – want to share about their experiences with, and knowledge of, anti-racism. Do not lean on them for this, or expect them to speak as experts on groups they are a part of: racialized groups are NOT monoliths with homogenous experiences and beliefs. Additionally, conversations around racism and anti-racism may be triggering for racialized members of your staff.

Develop a critical friend group.

Share your ideas and observations from your campus, as well as the actions you plan on taking, with a trusted group you can meet with regularly. Stay accountable to this group, check in on progress, and how the steps you are taking are moving forward. Invite diversity into your group; remember that it is not the job of racialized members of your circle to educate you about racism or speak as a representative of any groups that they may be a part of. Think about forming affinity groups and spaces with your racialized administrators within your district and from surrounding districts. These can be safe spaces to explore where you are in this work.

Connect with marginalized students on your campus.

Do this organically, and try not to tokenize these students. Make sure to listen to them: we are trying to amplify their voices and experiences. It is important to validate their experiences and feelings. What are their experiences? What is their day-to-day life like, on your campus and in their community? How and what can you learn from these students that we may not know enough about, and how can we then act on what we learn from them? What are the celebrations and customs that are important to them, but not recognized by the school community? How do you foster better awareness in your school?

Decolonize your language.

'At-risk' has been used as an adjective to describe our students, when really it should describe the systemic barriers and conditions they may face. 'Minority' is another word that can be used to describe students who do not meet the norm and/or centre of whiteness. These are just some examples that influence how we may view and discuss families in our school community. Try to choose more empowering words such as 'minoritized', 'underserved', and 'marginalized', which focuses more on external social conditions affecting students' access to society. Also refrain from using racist phrases such as 'low person on the totem pole', 'Powwow', and 'the peanut gallery', or responding with 'no can do'. These phrases have racist origins and connotations. Ableist language such as 'crazy' and 'insane' has negative connotations in regard to mental health. Also, using proper pronouns and exchanging words such as 'folks' for folx (a spelling used to include members of the LGBTQ2S+ community) instead of 'guys' makes everyone feel more included.

We need to be cognizant of our use of language, as these phrases may negatively impact our families, staff, and school community. In the end, remember that the best way to honour students, staff, and school community members is to always use the names, pronouns, and words by which people and communities have chosen to identify themselves.

Is this a lot? Yes. Is this only a start? Yes. Is this journey, of personal reflection and learning, and courageous anti-racist leadership, ever over? No.

Will this be hard? Yes. But not as hard as the systemic inequity that so many of our students and staff face every day. Remember, this work will be heavy, so it is important to think about self-care. Think as well about your racialized staff, colleagues, and students: they shoulder the heavy burden of dealing with racism every day of their lives. We are not suggesting that non-racialized individuals do not face hardships, but the colour of their skin is not one of them. Our goal is to recognize what we can do, and then do better.

Our **for** North **BCPVPA's** Star **Professional** **Learning and** **Development**

The BCPVPA Mission Statement is to, "Serve our members by supporting effective leadership in education through representation, advocacy, and leadership development." The goal of leadership development as stated in the 2020-2023 BCPVPA Strategic Plan is to, "Support Principals and Vice-Principals in building their leadership capacity", and the objective is to make, "Professional learning and development programs available to support all stages of Principals' and Vice-Principals' careers."

by
Andrea McComb

Director
Professional Learning and Development
BCPVPA



As an association, our objective is to grow practitioners' efficacy and confidence by equipping them with the skills, knowledge, and understandings that can have a meaningful impact on their areas of responsibility. Our members have diverse interests, motivations, and needs. As an association, we have identified a need to grow our learning together to work towards decolonizing practices, and to locate ourselves in the 'why' and the 'how' of equity work. As system leaders, we want to influence change in positive ways.

Our desire is for Principals and Vice-Principals to be thriving, confident, and adaptable leaders who have the capabilities to navigate and steward their schools through complex issues. So, when we say, "equipping our members", we aim to provide the tools, resources, networks of support, conversational skills, and the inspiration to lead. "Equipping" aims to cultivate the mindsets of equity, inclusion, and our moral imperative to lead for equity. Members are equipped with the skills to cultivate wellness for themselves and one another. Our association is equipped to create relevant offerings that adapt and evolve with the times.

The great strength of the BCPVPA as the preferred destination for professional learning is that we provide a safe, non-judgmental learning space; it is okay to ask questions, and to take risks. Members can self-select the learning opportunities that fit their needs.

Historically the BCPVPA has offered cornerstone programs that span the educators' career. Based on member needs and responsiveness to societal needs, we are expanding our offerings to:

- increase the strategic toolkit and conversational skills of collaboration and coaching
- grow new leadership muscles for a rapidly changing world (equity)

As an association, we have identified five key shifts in our vision for Professional Learning and Development.

First, we are shifting our lens as a community of

practice to a community of influence. The BCPVPA nurtures strong communities of practice and tremendous learning takes place. We are actively working collaboratively with other education shareholders to align our leadership standards, and to provide comprehensive opportunities for leadership development.

Second, as a PLD team, we want to lead with integrity and accountability. We want to be responsive to member feedback gathered through the 2022 PLD Member Survey, program reflections, PLD Advisory Committee and Representative meetings, Chapter Council meetings, and our individual interactions with members. The chart on the next page describes some of the themes that have emerged.

Third, we want to recognize and curate examples of impact. The learning and growth we do as leaders has a ripple effect. Through our publications and offerings, we want to highlight impact stories of the work of our members. UBC's Dr. Mark Edwards – Director of Academic Initiatives in the Faculty of Education – shared these words at the July 2022 Foundations for New School Leaders: "The investment in your learning in this room has a ripple effect. There are 175 leaders involved in this intense learning experience; you will take that learning back to your schools and have an impact on the teachers, students, and families, not just this year but for years to come."

Fourth, by tending to our wellness, we are able to cultivate wellness in our system. One thing has become very clear as our members lead through a pandemic: prioritizing our well-being is essential. As leaders, this can be very hard to do. Based on our 2021 Thriving in Education survey, we recognize this is something we need to learn how to do.

Fifth, we need to think beyond the tools. Effective leadership requires holistic development that includes relationship building, mentorship, and connection. As well, we need to co-create a theory of change to keep us adaptive and responsive to the changing world in an interactive way.

Themes from BCPVPA Member Feedback

Cornerstone programs that span the leaders' journey.

As we learn more about equity, diversity, inclusion, and decolonization, we are seeing the emergence of goals within our operational plan and want to work meaningfully and sustainably toward equitable change.

From the 2022 PLD Member Survey, the skills and strategies people rated as learning areas were: building and sustaining collaborative teams, habits for sustaining a learning culture, and conversational skills for problem-solving, reflecting, and conflict resolution.

BCPVPA Programming Response

Explorations for Aspiring School Leaders
Foundations for New School Leaders
Leading a Culture of Learning
Amplification for Experienced School Leaders

Update to the
BCPVPA Leadership Standards for Principals and Vice-Principals in British Columbia

Update to the
BCPVPA Leadership Planning Guide
Member engagement strategy to articulate an Equity Stance and a Theory of Change

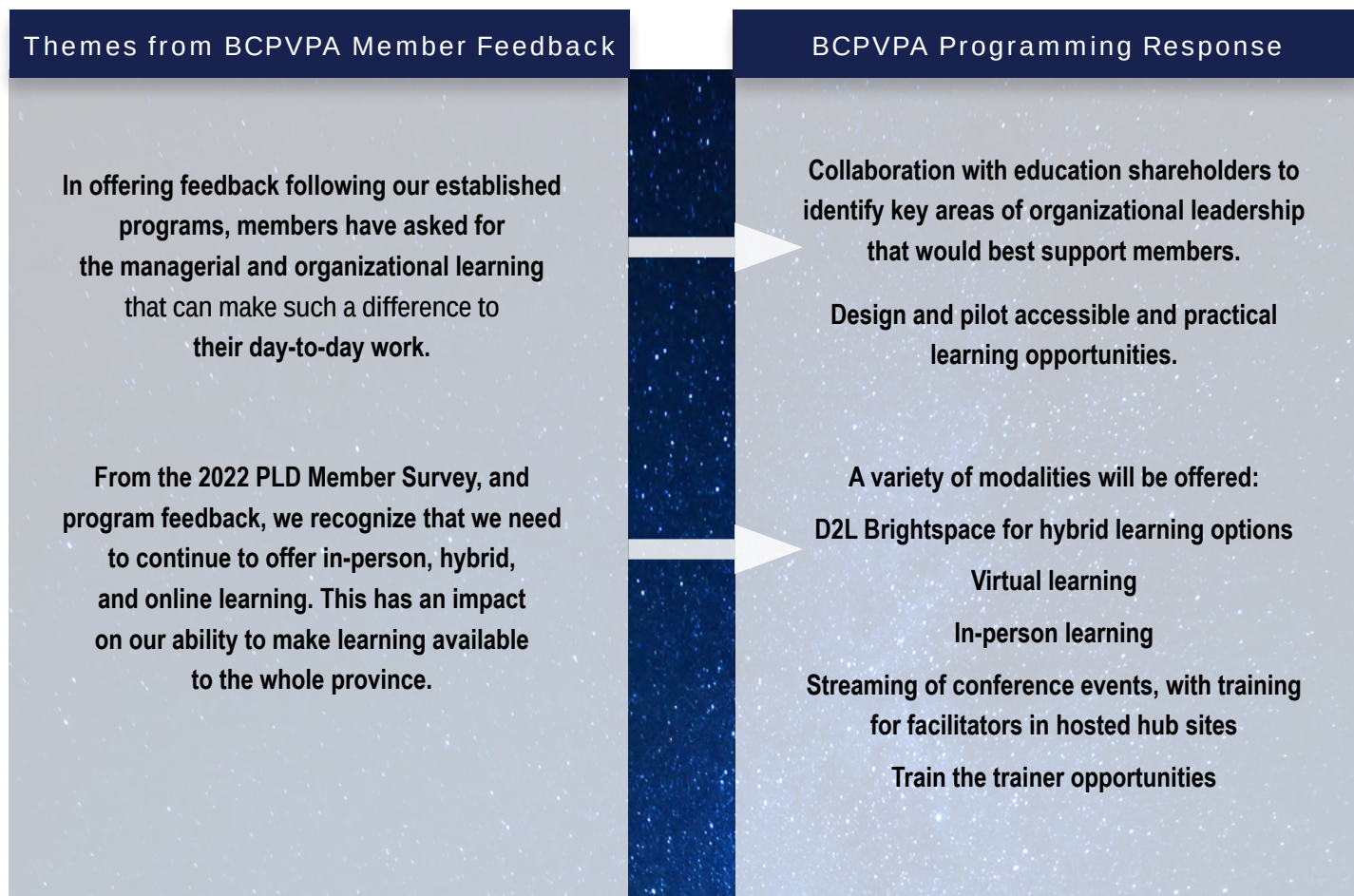
Leading the Way: Together
Leading the Way: Women in Leadership

The addition of FranklinCovey content (delivered as virtual or in-person training; we can train in-house facilitators in your region):

Unconscious Bias™
The 4 Essential Roles of Leadership™
The 7 Habits of Highly Effective People®
Speed of Trust™
Multipliers™

To develop a strategic toolkit and the conversational skills of collaboration and coaching, we are including offerings from the Thinking Collaborative:
Cognitive Coaching®
Adaptive Schools®

To offer group coaching of school teams who want to grow their collaborative muscles (Principals or Vice-Principals can bring a team of teachers to work on an inquiry, or communication structures i.e. School-Based Teams (SBT)):
Collaboration for School Teams



As is true for our members, the BCPVPA's own learning continues to evolve. We appreciate the member feedback that has helped us to plot this course so far, and the voices who will contribute in the days to come. Member voice, and your collective experience, has truly been the North Star in this journey.

Find out about the BCPVPA's professional learning and development programs on our website:

bcpvpa.org

Members can also visit My BCPVPA and select the PLD Tile.

MY

by
Peter Johnston
Director
Professional Learning and Development
BCPVPA

modalities



Over the last school year, the BCPVPA has investigated a variety of learning resources and technical learning modalities.

We are pleased to announce that we have formalized a path, and will implement an ambitious plan to introduce these learning and technical modalities during the 2022-2023 school year.

BCPVPA: Your Learning Concierge

The BCPVPA and our Professional Learning and Development (PLD) team recognize that our members have access to both local district and national professional learning opportunities. Alongside provincial advocacy and member support services, your BCPVPA membership offers exceptional learning opportunities. It's your 'one-stop-shop' for all of your PLD needs: Your Learning Concierge!

Whether you are reviewing a new Ministry initiative, or undertaking a district implementation plan, we can help our members to develop the knowledge, behaviours, and skills necessary to cope with the constant waves of personal and professional change. Our PLD team understands the technologies, trends, and changes that have impacted our schools, and our objective is to offer access to current technology that allows you to incorporate your professional learning in a timely, safe, and engaging manner.

Learning Modalities

We will deliver professional learning that stimulates all four of the traditional learning modalities: visual, auditory, kinesthetic, and tactile. The learning modalities are similar in that they all involve use of the senses in learning. They are different, in that each style relies more heavily on using a different sense. Most of us use all four of the learning modalities, but

prefer one. When a learner can use their primary learning modality, they generally have an easier time comprehending the material, and retention and motivation are likely to be higher.

● Visual Modality

Visual modality learners use hearing and touch but prefer to learn using visual aids. Some of our learning guides are fillable PDFs, and some are bound hardback book-like guides that may find a place on your bookshelf.

Visual modality learners prefer to see what they are learning, and primarily use sight to process information. Our programs offer engaging charts and graphic organizers to every learner, regardless of where or how you receive your learning.

● Auditory Modality

Auditory modality learners rely primarily on their sense of hearing. They learn best when they can listen to the presentation of material. Auditory modality learners process information by listening to others discuss content, and by engaging in discussions with the facilitator and other school leaders. Auditory learners may not need to take notes, as they learn best by listening and participating in the discussion. This learner tends to enjoy being social and is usually a good listener. To that end, all of our programs allow for specific discussion time. As you know, we can talk about our schools for hours.

● Kinesthetic Modality

A kinesthetic modality learner thrives from movement. They need to move around during the learning experience because they primarily learn through the sense of touch. This type needs to experience the content while engaged in movement and practice. Their brain is most

engaged when their whole body is involved. This modality benefits from participation in activities, and anything that allows them to be physically active. The benefits of in-person learning are immense. We recognize that outside of the Metro Vancouver area, it can be challenging for school leaders to meet and share their wisdom. Our various technical modalities will support this modality of learning.

• Tactile Modality

Learners in the tactile modality learn best through touch and by using their hands. The difference between tactile and kinesthetic modalities is that tactile modalities use their hands when learning. Kinesthetic modalities use not only their hands,

but their entire bodies. Physical movement helps learners from this modality learn and remember concepts being taught. Drawing or other activities that offer movement are beneficial to this modality. This type of learner learns best by being involved, and acting out scenarios.

Technical Modalities

The greatest question that the BCPVPA has faced is how to incorporate these accepted learning modalities into our professional learning and development. The answer is by using a variety of technical modalities.

We are creating a broadcast studio in our BCPVPA office so that wherever you are in the province, and whether your learning with BCPVPA is online or in

"The greatest question that the BCPVPA has faced is how to incorporate these accepted learning modalities into our professional learning and development. The answer is by using a variety of technical modalities."



person, synchronous or asynchronous, it will be an engaging and professional learning experience.

BCPVPA Streaming Network: Main Stage to Host Sites/Hubs Modality

During the October 2021 Connecting Leaders conference, we 'connected' more than 750 school leaders from around the province by setting up a broadcast studio in our BCPVPA office and streaming our conference to both individuals and 28 BC 'Hubs'.

We supplied the Hubs with facilitation training, and guidelines for how to set up the hub so that the attendee experience is like being there at the main stage, along with the all-important person-to-person discussions and reflections.

We are formalizing this 'one-to-many' plan with our in-house broadcast studio and are formulating our standardized 'Main Stage' and 'Host Site/Hub' broadcast network.

We will communicate more about our streaming network in upcoming issues of eNews and *Principled* magazine.

My BCPVPA Portal Modality

All members have access to the BCPVPA portal. Beginning this fall, the member portal will be known as My BCPVPA, and will continue offer current and new access to many benefits for members.

Your D2L Brightspace: the Learning Management System Modality

Recently, the BC Ministry of Education and Child Care (MoEC) joined with districts to implement an innovative learning management system (LMS) called D2L Brightspace. The BCPVPA has made D2L Brightspace our learning platform to best align with the MoEC and your district, and every member will

have D2L Brightspace access. BCPVPA Brightspace is a doorway to personalized, flexible, and easy-to-implement learning.

With every BCPVPA member a part of D2L Brightspace, we can offer members a blended learning option no matter where you live and work in the province, and the system will sync with your district's D2L Brightspace initiative.

BCPVPA members will be able to visit My BCPVPA to access your personalized Brightspace experience. There you can access courses, curate your learning, and interact in an online environment. BCPVPA's Brightspace is a virtual classroom with conferencing capability and interactive tools for synchronous learning, and will also house content in an asynchronous environment.

The BCPVPA will use D2L Brightspace to support leadership learning across the province; we are capitalizing upon what we learned about access to learning during the pandemic, and incorporating all learning modalities with this technical modality.

BCPVPA is Learning

Our PLD team is embracing a steep learning curve. We are quickly learning how to operate our broadcast capabilities, My BCPVPA, and D2L Brightspace. Our first endeavour will be designing Leading a Culture of Learning as a blended learning model housed on BCPVPA Brightspace. We also look to bring much of our content to D2L Brightspace. This includes our FranklinCovey material and other webinars, seminars, and course offerings. Housed in the My BCPVPA portal, all of your professional learning will be accessible with just a few clicks, truly making BCPVPA's Professional Learning and Development Your Learning Concierge.

We look forward to bringing even more engaging and inspiring learning to all school leaders in the province.
Stay tuned!

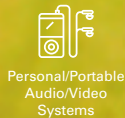
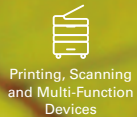
Fill Minds. Not Landfills.

Recycling your old electronics keeps metals, plastics, and other reusable resources out of landfills, and puts them back into the manufacturing supply chain.

Always bring your old, unwanted, or unusable electronics to our authorized drop-off locations to ensure that your end-of-life electronics are being recycled in a safe, responsible, and environmentally sound manner.

The Electronics Products Recycling Association (EPRA) is a not-for profit, industry-led organization designed to manage end-of-life electronic products that have exhausted their potential for re-use by donation to friends, family, or authorized re-use organizations.

WHAT CAN BE RECYCLED?



For more information, and to find out what and where to recycle, visit

Return-It.ca/Electronics

Even when they stop working, your old electronics can still be useful.

Craig Wisehart,
Executive Director, Western Canada

Return-It and EPRA provide British Columbians with safe and environmentally responsible ways to reuse or recycle old, obsolete, broken and unwanted electronics devices.

Today, we recycle more than 3 million electronics devices every year in BC, and over the past 15 years we've worked together with British Columbians to recycle more than 260,000 tonnes of old electronics. Keeping metals, plastics and other valuable resources out of landfills, and putting the recovered materials back into the manufacturing supply chain.

The Return-It Electronics program operates on behalf of the Electronics Products Recycling Association (EPRA), a national not-for-profit dedicated to collecting and recycling end-of-life electronics in a safe and environmentally responsible manner. For more than a decade we've been working together to make it easier and more convenient for people to drop off their old devices for recycling. The program has grown from only a few depots, in 2007, to now more than 285 authorized collection sites found in communities spread all across BC.

The number of categories of eligible devices that are accepted has grown since the program inception. A decade ago we could only accept computers and monitors, printers, fax machines and televisions, but today British Columbians can recycle 17 different categories of electronic devices including cell phones, video games, home entertainment devices, medical devices, musical instruments and more.

Once they've been collected at a Return-It Electronics depot or an authorized collection site, devices are sorted and sent to local EPRA approved recycling facilities for processing, where their component materials are then separated to recover metals, plastics, glass, and other natural resources that are then used to make new products. In addition to saving these materials from ending up in landfills, this process also keeps them from being illegally exported out of Canada.

93% of British Columbians are aware that they can safely and responsibly recycle their old electronics in British Columbia through drop off locations like their local Return-It Electronics depots, regular electronics drop-off events in communities across the province and more. Last year alone we recycled about 4kg of electronics, per person, for every person in BC.

We're also working hard to spread the word about other responsible uses for old electronics, by connecting businesses that would prefer to have their reusable electronics refurbished—rather than recycled—through organizations like the BC Technology for Learning Society. This helps give new life to old electronics by supporting the Computers for Schools program in BC, and by helping British Columbians to give away electronics items to a BC-based refurbisher qualified under the comprehensive standards of the Electronics Reuse & Refurbishing Program.

Return-It Electronics and EPRA British Columbia are not-for-profit organizations dedicated to protecting BC's environment and our shared future. The program is funded through the Environmental Handling Fees (EHF) which are applied to the sale of all new electronics products in BC. Neither a tax nor a refundable deposit, the EHF on each new device is used for the costs of the collection, transportation and responsible recycling of the device once it reaches the end of its life.

In addition to protecting the environment through the programs listed above, Return-It Electronics is also dedicated to helping protect the privacy and data of British Columbians, by providing easy, practical advice on safely and securely wiping devices and memory cards before getting rid of them. This information—and more—is available online at the Return-It.ca website.

WHAT CAN BE RECYCLED?


Desktop/Portable
Computers


Display
Devices


Printing, Scanning
and Multi-Function
Devices


Desktop
Printers


Home Audio/
Video Systems


Vehicle Audio/
Video Systems
(aftermarket)


Personal/Portable
Audio/Video
Systems


Video Gaming
Systems/ Battery
Powered Toys


Cellular and
Non-Cellular
Devices

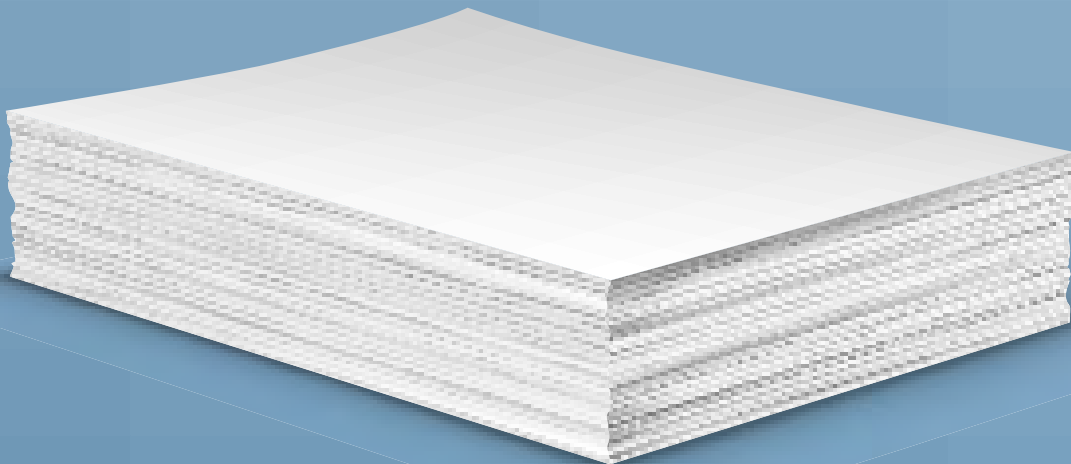

IT and Telecom
Equipment


Medical
Devices


Musical
Instruments

Give new life to your old electronics. Learn more at Return-It.ca/Electronics

by
Carmen Eberle
Director
Member Support Services
BCPVPA





Personal Services Contract



Collective Agreement

What Every School Leader Needs to Know

The Context

In 1987, the provincial government introduced two bills: an amendment to the Labour Code, and the Teaching Profession Act. This legislation gave the BC Teachers' Federation (BCTF) union status, including the right to collective bargaining, and led to the expulsion of Principals and Vice-Principals from the union through the termination of their Provincial Specialists' Association, and the subsequent formation of the current professional association, the BC Principals' & Vice-Principals' Association (BCPVPA).

BC Principals and Vice-Principals became 'Administrative Officers' who were covered by the BC Employment Standards Act and not covered by the Labour Code. Our members were considered school leaders whose terms and conditions of employment were to be detailed in Personal Services Contracts rather than collective agreements.

For thirty years, the BCPVPA has assisted its members and local Principals' and Vice-Principals' associations within sixty districts with their contract negotiations. However, there is no obligation for the employer to offer a Principal the same contract as those given to other administrators in the same district.

Despite this, the BCPVPA analyzes contracts and offers suggestions for improvements. We have had some notable successes, such as persuading many districts to employ our members on continuing rather than term contracts. We have also been very proactive in working towards fair and equitable severance provisions, as well as securing members' constitutional rights under Section 21, whereby the board of education must offer the Principal, Vice-Principal or Director of Instruction a teaching position in the school district prior to the expiry of the contract or the effective date of the dismissal without cause.

What is a Personal Services Contract?

The Personal Services Contract defines the relationship between the Board of Education and the employee, with the objective that both parties understand the terms and conditions that apply to their employment agreement.

Personal Services Contracts come in different forms: there is no standard contract model used across the province, or even across districts. There is no regulation of policy that states that all contracts must be the same; however, there are common elements and clauses. These may include:

- nature of assignment
- type of appointment (e.g. term, continuing, temporary, acting)
- re-assignment language
- vacation
- leaves of absence
- duty of good faith
- salary
- benefits
- sick leave provisions
- professional fees and duties
- indemnity
- suspension
- termination
- contract review
- dispute resolution
- general interpretation

Some elements of a Personal Services Contract that may be part of the employment plan can include itemized expenses, break-down of benefits, professional development (ProD) allotments, moving allowance, and evaluation procedures.

The primary goal of negotiation is to clarify understanding of the Contract clauses, and to ensure that the contract accurately reflects what was agreed. The power of negotiations is when both sides are authorized to find solutions while investing time in understanding one another's needs and perspectives. Once a contract is signed, it cannot be unilaterally changed, but it can be reviewed from time to time. In addition to any written employment agreement, there are other district practices, policies, and statutes that may affect employment relationships, including the School Act, Employment Standards Act, Workers Compensation Act, Human Rights Code, Common Law, Civil Law, and Indigenous Law. In most cases, legislation overrides contradictory provisions set out within a written contract.

What is the Difference Between the Labour Relations Code and the Employment Standards Act?

The Labour Relations Code governs all aspects of the process of union certification (or unionization) and collective bargaining between provincially regulated employers, unions, and employees. Labour law generally applies to work environments that are governed by the BC Labour Relations Code. The LRC governs the establishment of union representation, collective bargaining, and many other aspects of the relationship between employers, their employees, and unions.

The Employment Standards legislation within Canada sets out the minimum legal requirements that all employers must follow within areas such as minimum wage, statutory holidays, vacation, leaves, notice of termination, and severance pay. Employment law generally deals with individual employment contracts in which the employee is not either a member of a union or bound by a collective bargaining agreement. Principals and Vice-Principals generally receive more than the minimum legal requirement of salary and benefits as part of the total compensation package.



Personal Services Contracts come in different forms: there is no standard contract model used across the province, or even across districts.

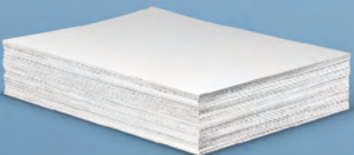
What is the Difference Between a Bargaining Unit and Negotiation Agency?

Teachers belong to a union for the purposes of bargaining. In a labour context, a bargaining unit is comprised of two or more employees who share common interest in the terms and conditions of their contract. Essentially, teachers seek representation by their union. Common terms and conditions include bargaining relationship, salary, benefits, employment rights, working conditions, personnel practices, leaves of absence, and letters of understanding. Teachers who are part of the BCTF have both provincial and local collective agreements. The provincial Collective Agreement is between accredited bargaining agents: the BC Public School Employers' Association (BCPSEA) on behalf of the Employer, and the BCTF on behalf of Teachers. The local Collective Agreement is between BCPSEA and the local Board of Education, and BCTF and the local Teacher's Association. At the conclusion of Collective Bargaining, BCPSEA creates a local 'working document' for each school district that incorporates both the provincially and locally negotiated changes.

District Principals, Principals, and Vice-Principals belong to an Association, and each have a Personal Services Contract. Many contracts allow for negotiation agency whereby the local Principals and Vice-Principals association can act on behalf of the individual, as their representative, in a negotiation with the local Board of Education's negotiating representative(s). Boards of Education often consult with BCPSEA on all matters affecting the employment relationship, whereas local associations consult with BCPVPA. Negotiation agency is recognized as having full or limited authority to act on the behalf of the Principals and Vice-Principals being represented. Local negotiation agency provisions do not necessarily imply that leverage is available in negotiations due to the existing power imbalance, and the variance in skill, knowledge, experience, and ability required for effective negotiations. Knowing this, the BCPVPA offers ongoing guidance and support to contract chairs whenever negotiations are initiated at the local level.

Why are Most Principal and Vice-Principal Contracts Similar within a District?

A common practice of most school districts and local BCPVPA Chapters is to negotiate a contract that applies to all Principals and Vice-Principals. It can be difficult to manage individual contracts that vary in terms and conditions of employment within a school district; in some cases, this puts the employer at risk of being discriminatory and therefore it is not common practice. To ensure your understanding of the terms and conditions of your own Personal Services Contract, the BCPVPA recommends that you seek legal advice, or the guidance of Member Support Services, prior to signing the contract.



Please reach out to our Member Support Services team
for professional guidance: mssinfo@bcpvpa.bc.ca

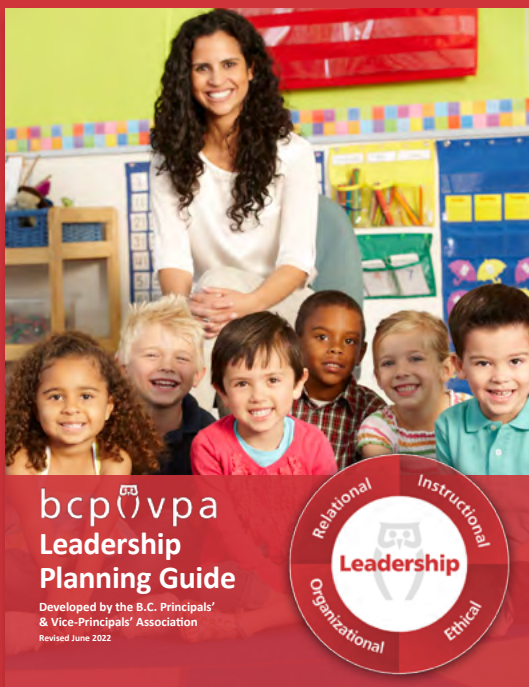
Your **Canadian** Hybrid Learning Library

Now in all K-7 BC classrooms!*

- 100% Canadian Content
- French & English programs
- Optimized for the BC Curriculum
- Indigenous Perspectives
- Place-based learning
- Universally designed (UDL) for ALL learners K-7

Go to: **LiVE IT.earth**

*through membership in Focused Education Resources



The BCPVPA is on a learning journey.

As we learn more about our role in leading for equity as an organization, we recognize the need to revise our *Leadership Standards for Principals and Vice-Principals in British Columbia*, and our *Leadership Planning Guide*. We have met with member groups and external groups, and have researched leadership frameworks in other jurisdictions. We have much work ahead in continuing our learning and ensuring engagement, and then will convene review committees and invite feedback from the field.

Thank you for being with us on this journey.

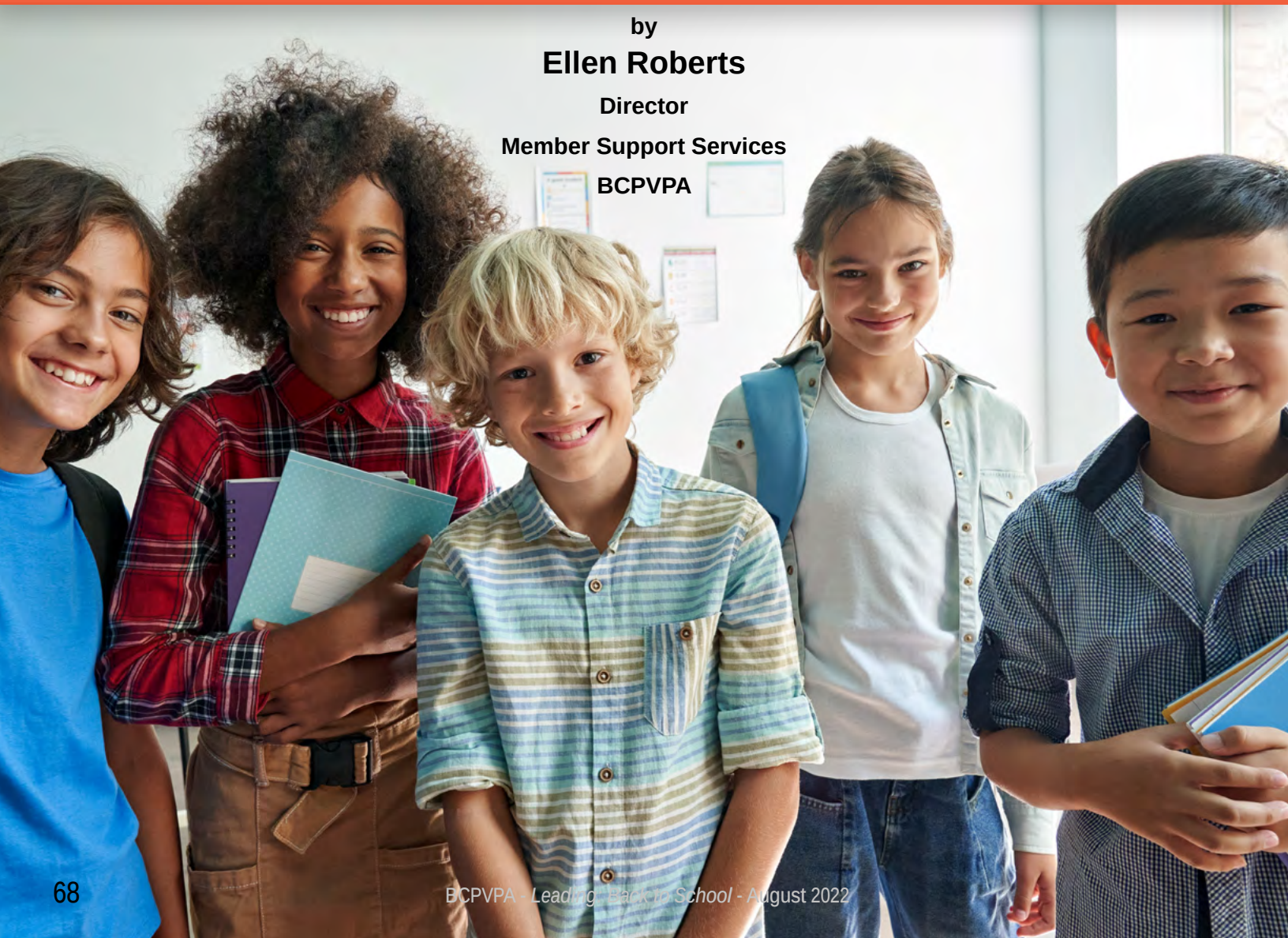
[Download the BCPVPA Leadership Planning Guide](#)

A LENS ON THE "TRB STANDARDS"

This article introduces the "Professional Standards for BC Educators" (TRB Standards) as a lens through which Principals and Vice-Principals can reflect upon and assess their day-to-day interactions and behaviour as a school or district leader. Included with each of the nine Standards are self-reflective questions to assist administrators in examining their practice to ensure these Standards are upheld – not only by themselves, but by all educators they supervise.

by
Ellen Roberts

Director
Member Support Services
BCPVPA



WHAT ARE THE “TRB STANDARDS”?

The “TRB Standards” – the short and not exactly accurate nickname for the “Professional Standards for BC Educators” – are a set of Standards that apply to all teaching certificate holders in British Columbia. This group includes all educators in the K-12 public system as well as the independent, offshore, and First Nations school systems. The Standards were updated in 2019 by the BC Teachers’ Council, and replace the “Standards for the Educations, Competence and Professional Conduct of Educators in BC”.

Certificate holders include all teachers, and those who supervise them: Vice-Principals, Principals, Directors of Instruction, Assistant, Associate and Deputy Superintendents, and Superintendents. Educators who come to BC from other jurisdictions and those completing teacher education programs in BC’s universities are also governed by these Standards.

For brevity and clarity in this article, we will reference the “Professional Standards for BC Educators” as the TRB Standards, or the Standards.

The reason we commonly refer to these Standards as the TRB Standards is because the Commissioner of the Teacher Regulation Branch that governs the certification of educators in BC uses the Standards to address potential breaches of the Standards when concerns are raised and subsequently investigated by the TRB. In other words, when an individual submits a concern about a certificate holder to the TRB, the alleged behaviour is judged against the Standards to determine whether or not there has been a breach.

WHY ARE THE TRB STANDARDS IMPORTANT?

Having a set of Standards that all educators both aspire to and are required to uphold ensures that all educators are accountable for their actions, and act in the public interest. While teachers, Principals and

Vice-Principals, and district leaders who belong to the BC School Superintendents Association (BCSSA) will have their own association standards, the TRB Standards are common to all, and therefore provide opportunities for school and district communities to discuss and reinforce these Standards and what they stand for.

While all educators are bound by the Standards, the higher the level of responsibility of the educator, the higher the expectation of conduct and adherence to the Standards. The Standards should not be an ‘add-on’ to an educator’s work; rather, they should guide the day-to-day work in schools and school districts. Later in this article, suggestions will be made about how the Standards might be incorporated into reflections on daily practice and interactions with others in the workplace.

A LOOK AT THE TRB STANDARDS

The Standards are organized as a statement of expectation of the educator, followed by a description of what the behaviour/conduct of the educator should look like. The statements are difficult to refute; they are the motherhood-and-apple-pie attributes of an effective educator responsible for working with children in our education system. Not every Standard naturally falls into the role of every educator – some are specific to the role of the classroom teacher working directly with students. However, because of the supervisory nature of the role of school leaders, ensuring that teaching staff are adhering to the Standards becomes a core administrative responsibility.

In the following section, each Standard will be introduced with the key language highlighted. Following each Standard are reflective questions that Principals and Vice-Principals may wish to consider in order to bring the Standards to ‘life’ in their daily work.

STANDARD 1

concerns the Duty of Care we owe the students in our schools:

Educators value the success of all students. Educators care for students and act in their best interests.

Looking at the description that accompanies Standard 1, it would be very hard for an educator to argue against any of the statements, yet there are occasions when our members are asked to respond to allegations that they breached this Standard. It is important to look at each sentence and consider its weight:

*Educators have a **privileged position of power and trust**. Educators are responsible for the **physical and emotional safety of students**. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' **positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development**. Educators engage students in meaningful participation in their own learning. Educators treat students **equitably with acceptance, dignity and respect**. Educators understand the **importance of confidentiality, and protect student privacy**, unless disclosure is required by law. Educators **do not abuse or exploit** students or minors for personal, sexual, ideological, material or other advantage.*



- As educators in a privileged position of power and trust, how do you interact with teachers and support staff to give them voice and establish that, regardless of the difference in privilege, they are valued employees whose contributions to the school community matter?
- How do you earn the trust of staff, students, and community? How do you show that we can be trusted?
- When you interact with students, do you ensure their physical and emotional safety?
- Before approving Field Studies, do you ensure compliance with safety requirements and adult-student ratios?
- If issues regarding student safety are brought to your attention, do you follow up with involved staff, inform parents, seek guidance from district personnel if required, and ensure that processes and policies are followed?
- In your direct supervision and discipline of students, do you support our teachers in fostering students' positive personal identity, their well-being, responsibility, and intellectual development?
- Are you aware of your own biases with respect to our students? Do you treat them equitably with acceptance, dignity, and respect?
- Are you careful with documents of a confidential nature? Are you careful to protect student privacy by sharing student information on a need-to-know basis?

STANDARD 2

relates to the certificate holder's conduct:

Educators act ethically and maintain the integrity, credibility and reputation of the profession.

When a school district or member of the public feels an administrator's behaviour or conduct is in question, Standard 2 is often referenced, and the question is asked whether or not the educator's conduct was "unbecoming of a member".

*Educators are **role models**. Educators are **held to a higher standard** and are accountable for their **conduct on duty and off duty**. Educators understand **the law** as it relates to their duties. Educators' individual conduct contributes to **the perception of the profession** as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.*

Important and inherent in this Standard is the concept that the greater the responsibility you have in your role, the higher you are held to this Standard.



- Are you acting in a way that might cause your employer to question your loyalty or commitment to the school district?
- Could your behaviour in any way be characterized as "unbecoming of a member" in the eyes of the public?
- If anything you said or did appeared on the front page of the newspaper, would it cause you or your employer concern?
- Do you take care during your 'off-work' time to ensure that your actions would always be construed as ethical and professional?
- Are you cautious in your social media interactions and postings, and do you ensure that nothing you say online could be interpreted as jeopardizing the credibility of the profession, or your loyalty to your employer?



STANDARD 3

speaks to an educator's understanding of children as individuals:

Educators understand and apply knowledge of student growth and development.

*Educators are knowledgeable about **how children and youth develop** as learners and social beings. Educators demonstrate an understanding of **individual learning differences and needs**. Educators recognize the importance and connection of cultural identity, ways of being and **worldviews to student learning**. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.*



- As a supervisor, are you aware that your staff are correctly implementing Individual Education Plans (IEPs) and purposefully designing instruction to meet the needs of individual learners?
- Are parents in your school confident that you are providing a positive, safe, and inclusive learning environment for their children?
- Do you as a staff consider the heritage and cultural background of your students and your community in planning curriculum? Are cultural identities, ways of being, and worldviews considered?
- If there is a need to discipline a child at school, do you take into consideration their individual circumstances to ensure appropriate consequences?

STANDARD 4

concerns the important role parents and guardians have in the education of children:

Educators value the involvement and support of parents, guardians, families and communities in schools.

*Educators understand, respect and encourage the **participation of families and communities** in student learning and development. Educators consider the **perspectives of parents/guardians** regarding their children. Educators **communicate effectively** and in a timely manner with parents/guardians.*



- Are parents and guardians welcomed into the school community? Are there opportunities for them to engage in the school?
- When programming students or creating IEPs and behaviour plans for students, are parents and guardians included?
- Do you carefully consider the best way to interact with parents, particularly when they have concerns, and do you respond to them in a timely manner?
- *(incorporating Standard 1)* Are you careful, when speaking to parents/guardians, not to speak about other children or families in order to protect their privacy?
- Do you consistently respond to parents in a respectful manner, even during difficult conversations?
- Are you consistent in your approach to, and communication with, parents?

STANDARD 5

relates to educators' skills in planning and executing quality instruction:

Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

*Educators have the **knowledge and skills** to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value **collaborative practice**. Educators recognize and understand **the interconnectedness of all aspects of teaching** and learning and employ a variety of **instructional and assessment strategies**. Educators **communicate effectively** in either English or French. Educators know when to seek support for their practice and for students.*

Not all Principals and Vice-Principals teach, so Standards 5 and 6 may not seem relevant on a day-to-day basis, but parents may raise concerns if they feel their child's teacher is not exhibiting some of these important characteristics in their teaching. Remember, though, that as a school leader, you are responsible for the supervision of the teachers who are implementing the curriculum. As such, it is important that you have a good awareness and understanding of it, so that you can coach and mentor when needed.



- Are you engaged in meaningful informal and formal evaluation processes of teachers to ensure quality instruction for students?
- Are teachers open to collaborating with their colleagues around instruction and assessment practices?
- Are teachers effective in their written and verbal communication with students and parents?
- *(incorporating Standard 1)* Are you a trusted support for teachers seeking advice or help in their practice?
- Are you providing regular coaching to teachers who could benefit from it?
- Are you ensuring that you are staying as current as possible so as to best supervise and mentor the teachers you are responsible for?



STANDARD 6

refers to an educator's knowledge of curriculum:

Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators **understand the curriculum** and methodologies of areas they teach. Educators teach curricula from **Canadian, First Nations, Inuit, Métis, and global perspectives**. Educators build upon **student capacity** for intercultural understanding, empathy and mutual respect. Educators cultivate the **values, beliefs and knowledge of Canada's democratic and inclusive society**.



- Are your teachers competent to teach the grades/courses assigned to them? When assigning teaching loads, do you ensure individuals are qualified in the areas they are assigned?
- Does the curriculum taught by your teachers include Canadian/Indigenous perspectives?
- If not, how are you addressing this in your school?
- Are teachers current in their practice as it relates to curriculum implementation?
- Do you have an awareness of the instruction, assessment, and evaluation that is happening in classrooms?
- Do you provide the resources and tools necessary for any teachers who might benefit from support in this area?

STANDARD 7

focuses on the professional learning of educators:

Educators engage in professional learning.

Educators engage in **professional learning and reflective practice** to support their professional growth. Educators recognize and meet their **individual professional needs** through various learning opportunities. Educators develop and refine **personal philosophies** of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.



- Do you model engagement in professional learning to your staff? Do you share your Personal Growth Plan (PGP) goals or areas of growth?
- Have you kept current in areas related to your district and school goals?
- Are you supportive of your staff in their professional development pursuits?
- Have you considered using these Standards to help develop a culture of learning with your staff?
- Do you use the BCPVPA Leadership Standards for Principals and Vice-Principals in British Columbia as a guide for your professional development?
- Do you ensure that your professional development activities align with your PGP goals?

STANDARD 8

speaks to an educator's responsibility to contribute beyond their specific role:

Educators contribute to the profession.

*Educators honour the profession by **supporting, mentoring or encouraging** other educators and those **preparing to enter the profession**. Educators contribute their expertise in a variety of ways, including **opportunities** offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a **culture of collegiality**.*



- Do you offer support to your colleagues on a formal or informal basis?
- What are the areas of your practice that are your strengths that others might benefit from knowing more about?
- Do you encourage your staff to sponsor teacher candidates or support staff candidates?
- Do you look for growth opportunities for your staff and encourage them along their journey?
- Do you participate in workshops, committees, or other professional sessions?



STANDARD 9

the newest Standard, acknowledges the importance of incorporating First Nations, Inuit, and Métis values and practices into educators' work:

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

*Educators critically examine their **own biases, attitudes, beliefs, values and practices** to facilitate change. Educators **value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis**. Educators understand the power of focusing on **connectedness and relationships** to oneself, family, community and the natural world. Educators **integrate First Nations, Inuit and Métis worldviews and perspectives** into learning environments.*



- How are you examining your biases, attitudes, beliefs, values, and practices to facilitate change in your work and your school? How are you engaging others in this work, and/or encouraging them to do the same?
- Are the languages, heritages, cultures, and ways of knowing of First Nations, Inuit, and Metis valued in your school? How is that demonstrated by you? By others?
- How are First Nations, Inuit, and Metis worldviews integrated into classrooms and practices at the school?
- How is this made visible to the school and wider community?
- Do you ensure that all educators in your school are provided with the needed resources and supports?

The Professional Standards for BC Educators, besides setting the bar for expected conduct and accountability, offer educators a tool for self-reflection on their practice and decision-making and professional collaborative conversations with staff and community members. It is the hope that all educators embrace the Standards and ensure that they remain alive and impactful in their practice.

**Reach out to our Member Support Services team
if you have any questions: mssinfo@bcpvpa.bc.ca**



**Education
Professionals**

YOU SUPPORT LEARNING.

Johnson supports Educators.



Johnson Insurance has worked closely with BCPVPA to provide helpful service and products that take care of your home insurance needs.

With Johnson, BCPVPA members have exclusive access to:

**Exclusive
savings
for group
members.**



- **24/7 Emergency Claims Service**
- **First Claim Forgiveness**
- **Flexible Payment Options**
- **Identity Theft Protection**

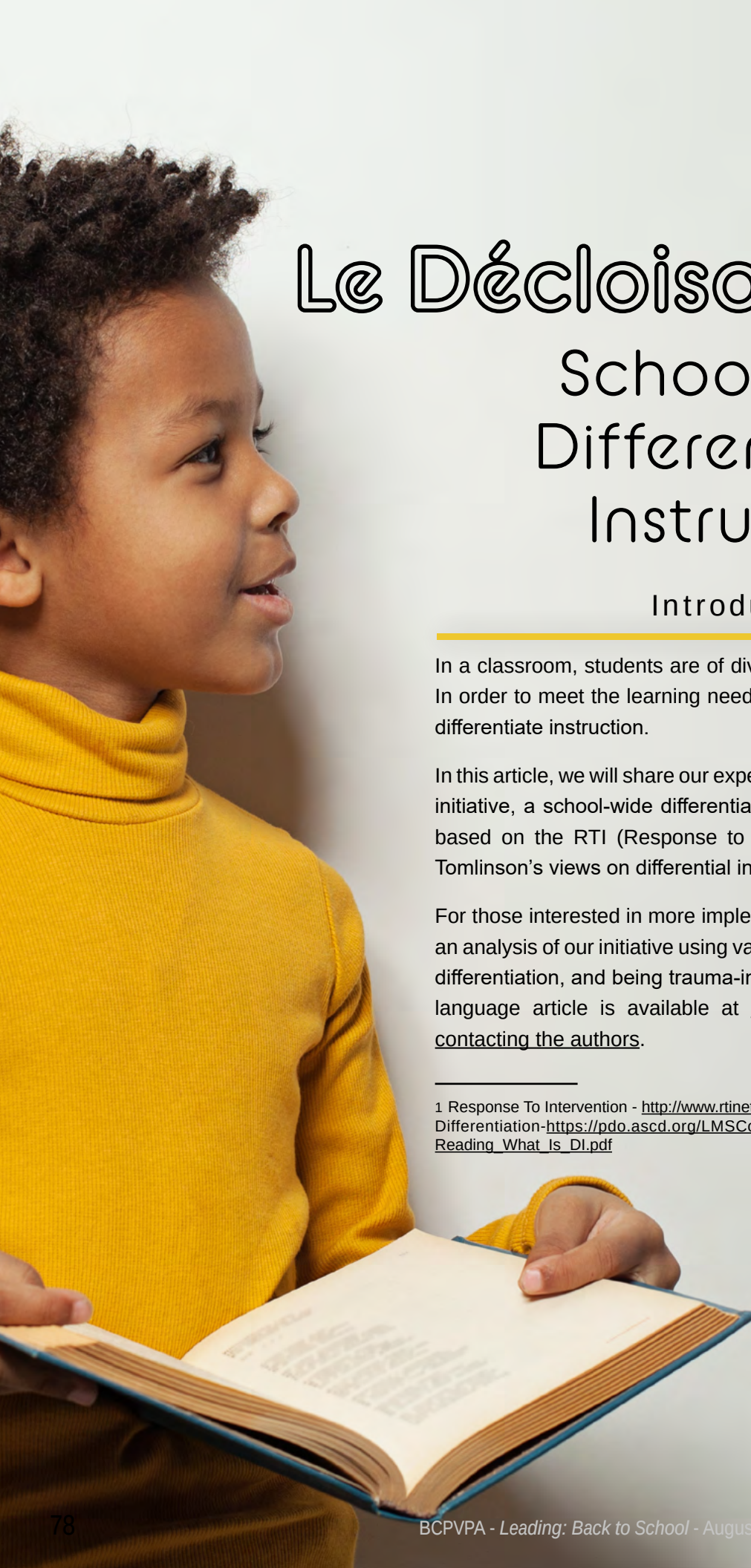
YOUR GROUP CODE FOR DISCOUNTS: BB

Call Johnson today at **1.855.616.6708**

bcp  vpa

JOHNSON 
INSURANCE

Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home policies underwritten exclusively, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply and/or vary based on province/territory.



Le Décloisonnement

School-wide Differentiated Instruction

Introduction

In a classroom, students are of diverse academic levels and needs. In order to meet the learning needs of all children, teachers need to differentiate instruction.

In this article, we will share our experience with our 'Décloisonnement' initiative, a school-wide differentiated instruction initiative in literacy based on the RTI (Response to Intervention) pyramid as well as Tomlinson's views on differential instruction¹.

For those interested in more implementation and planning details, or an analysis of our initiative using various paradigms (RTI, Tomlinson's differentiation, and being trauma-informed), a more in-depth French-language article is available at bit.ly/Decloisonnement_FR or by contacting the authors.

¹ Response To Intervention - <http://www.rtinetwork.org/learn/what/whatisrti>
Differentiation-https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro_M1_Reading_What_Is_DI.pdf

by
**Sarith Zabawny and
Vincent Tourvieille**

École Anne-Hébert

SD 93 (Conseil scolaire francophone)

Context

In a large school, one that has several divisions at the same grade level, several teachers are facing similar pedagogical challenges with students in the same age group.

Our initiative, called Décloisonnement², aims to leverage the overall ratio of more than one adult per classroom in the school, to provide opportunities to all students for homogeneous small group instruction. This instruction targets key literacy goals that are most needed by students, and which can be achieved by frequent homogeneous small group instruction.

Le Décloisonnement: Description and Organization

Décloisonnement combines every student of the same grade or cycle in a cohort in order to work on common learning objectives. With this approach, we first conducted reading and comprehension assessments with all the students so that we could identify and create more homogenous and smaller learning groups of students.

Each learning group cohort meets with their educator three times a week for 30 to 40 minutes, depending upon the grade level. We felt that this was the minimum duration needed for students to achieve retention and make progress. These sessions have the following features:

- they are short and fun, so that cognitive saturation is minimized while students are in this optimized learning environment
- they are frequent enough to maximize learning retention

During the 2021-2022 school year, one of the main intentions of École Anne-Hébert was to utilize Décloisonnement to provide targeted literacy support.

² “Décloisonnement” is a French word literally meaning ‘breaking down the walls’. We kept this word as we were unable to find an adequate English translation.

During the first trimester, our focus was reading; we stopped during the second trimester due to COVID-related restrictions, and reconvened during the third trimester with a focus on writing.

The scheduling for Décloisonnement was built during the summer, and was already included in all of the teachers’ schedules at the beginning of the school year.

The month of September was used to evaluate students, to form the groups, and to create the Educational Assistant schedules. Special education teachers met individually with every child in the school from grade 1 to grade 6 in order to assess their reading and comprehension level. With the results, they created the learning group cohort taking into account:

- the results of the reading assessment
- the students who were to receive service from the special education teachers
- the students who were to receive service from ‘francisation’ (French equivalent of ESL)

The francisation and special education services would also take place during the Décloisonnement sessions.

At the end of the September assessment and planning phase, each Décloisonnement period had groups that ranged from one to 12 students. Each group was either with a special education teacher, a francisation teacher, a classroom teacher, or an educational assistant. The groups with a francisation teacher or a special education teacher followed a lesson plan built by those teachers themselves. The classroom teachers and the educational assistants followed a common lesson plan built and provided in advance by one special education teacher.

At the end of the trimester, the goal was to again evaluate all of the students. However, the new wave of COVID prevented this review.

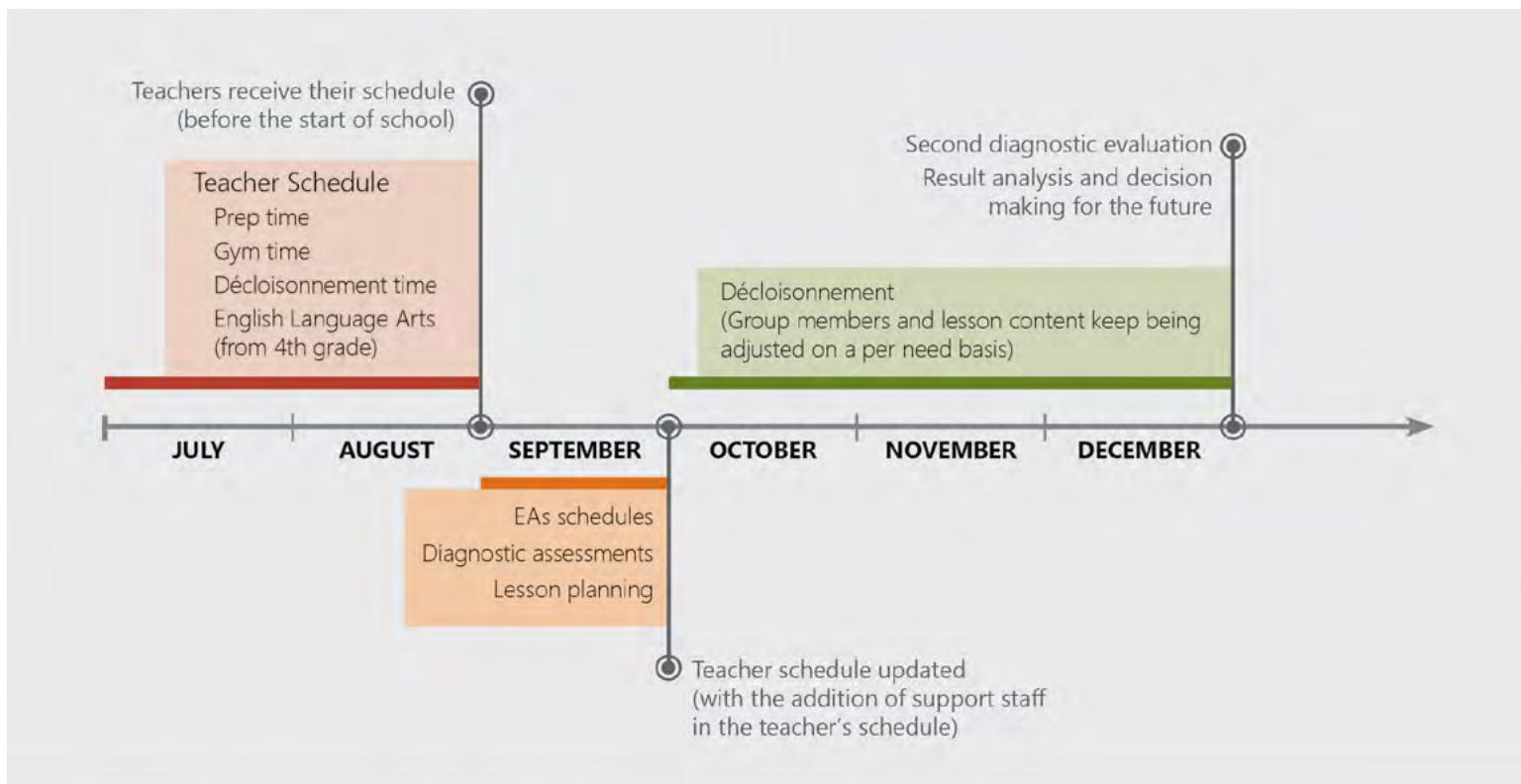


Figure 1: Timeline for planning and delivery



- ✓ Lessons are short to limit cognitive load
- ✓ Lessons are frequent enough to build automaticity and reach mastery

Figure 2: Criteria for scheduling

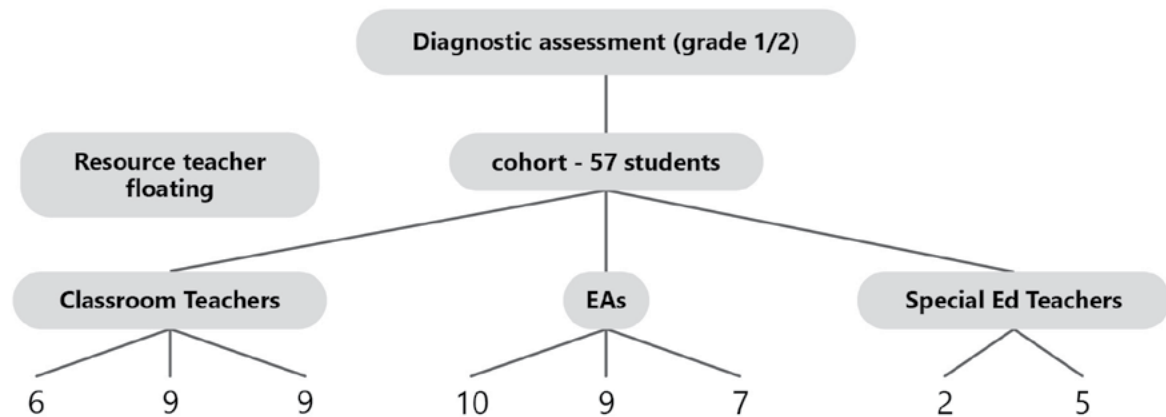


Figure 3: From whole classes to flexible grouping — an example.

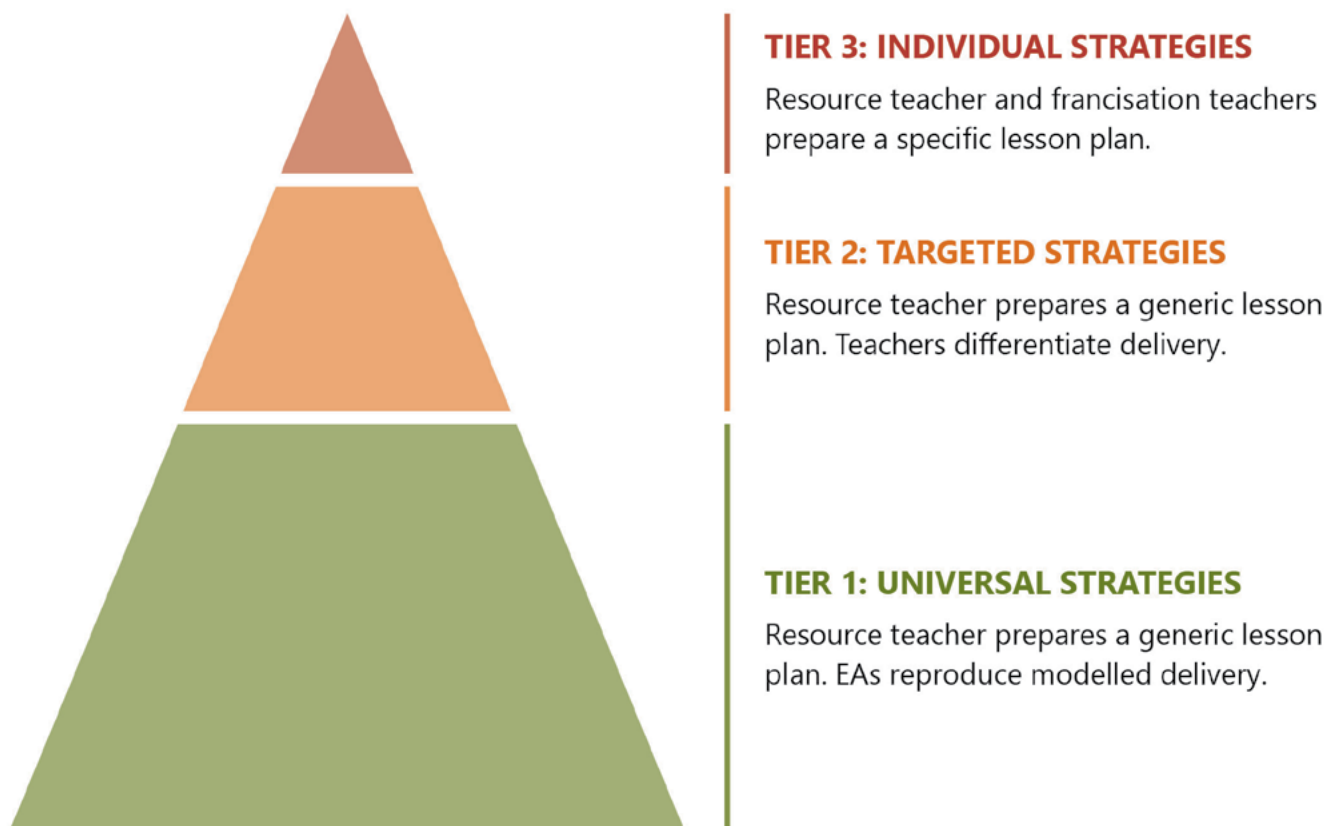


Figure 4: Response to intervention and lesson planning

Lessons Learned

Communication

Having the schedule made and communicated to each teacher before the September school start is important, as it allows everyone to schedule their teaching week around the Décloisonnement right from the beginning. Should scheduling have happened after the beginning of the school year, buy-in from teachers – and therefore the success of the initiative – would have been seriously jeopardized.

Dedicated Teacher

Having one special education teacher dedicated to planning and organizing the Décloisonnement was key to the success. This teacher did not place herself in the groups' schedule. This allowed for group visits, mentoring, and leading a group should one substitute be missing. The need for such a role was inspired by her own experience of a Décloisonnement initiative in a previous year, when such a role did not exist. Cancellations during that initiative were far too frequent to achieve the regularity needed for learning retention.

Support of the Administration

The administration of the school needs to provide support for the initiative. This support needs to address both logistical and priority considerations. On the logistical side, this involves creating and maintaining teachers and EAs' schedules that explicitly mention Décloisonnement periods. On the priority side, this means making Décloisonnement a priority for the school. If Décloisonnement was just one more initiative competing with everything else in the school, it would be regularly cancelled in favour of assemblies, FSAs³, external guests, emergency practices, and other one-off activities. Similarly, even when the 'regular' francisation periods stop (during evaluation time for instance), the francisation teacher still continues to receive her students during the Décloisonnement periods. In order to protect this

3 <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

learning time for students, all other school activities had to be made of secondary priority, and the administration of the school is the guardian of this prioritization.

Importance of the 'Base' Schedule of the School

Having a base schedule of the school that is comprised of periods close to the ideal duration of Décloisonnement sessions helps in building the Décloisonnement schedule and minimizes transition times, since transition between Décloisonnement periods naturally fit within the base schedule. With 110 minutes of preparation time given to teachers, some elementary schools build their day around five periods of 55 minutes, and a smaller period of 18 minutes; while other schools build their day around periods of 40 minutes and 30 minutes. The latter is better for Décloisonnement.

Student Inclusion and Stigmatization

Being pulled out of the classroom can be an issue for some students, as they may feel exposed and stigmatized. We had an experience with a student refusing to attend francisation. However, when francisation was scheduled as part of Décloisonnement, the issue disappeared. There is no stigma when everyone is actually getting out of the regular classroom! This is interesting, as one could think that Décloisonnement defeats the purpose of inclusion since it groups students according to abilities. It turns out that Décloisonnement actually benefits inclusion: children are separated only for very small parts of the week, they all go out of the classroom at the same time, they get high-quality small group instruction tailored to their needs, and there is no stigma associated with such customization.

Student Return to the Classroom

If a student for some reason could not stay in the regular classroom, and was out of it for a long time, participating in Décloisonnement session allows the student to get reacquainted with their peers, albeit within a smaller group, and offers an opportunity to build resilience in being with peers.

This was an unexpected yet very positive aspect to the Décloisonnement we experienced in our school, and another benefit of Décloisonnement towards inclusion.

Lesson Planning

We have learned that we needed to provide two different types of lesson plans, one for teachers and one for educational assistants. The groups of students working with the teachers tended to be on Tier 2 of the RTI (Response to Intervention) pyramid, and needed more targeted interventions. On the other hand, the group of students working with the EAs were on Tier 1, and very often needed more challenging activities.

Space

In order for the Décloisonnement to logistically function properly and smoothly, you need to make sure that enough classrooms are available to accommodate each learning group. We were lucky enough to have spare classrooms this year, but the library could also be a good option to accommodate a group of students.

EAs' Voice

Educational Assistants have also shared with us some lessons learned⁴:

- The smaller group setting offers space to speak to those who are more shy. And, those who speak more also have a better space to listen to others. We have a student with high anxiety that could use this opportunity to speak.
- Since students change groups, this is an opportunity for some students to make new friends.
- Because students are moving classes, the session is considered less as 'work', the atmosphere is more comfortable, and this helps students to actually be more engaged in the work.

4 Thank you to the EA team at Anne-Hébert for their contribution.

Conclusion

Despite a COVID wave forcing a mid-year stop, the authors are very satisfied with the initiative. It seems to fill a need that our school had, allows the whole school to focus on key literacy objectives, and offers more emotional bandwidth to explore and be creative with other aspects of the curriculum. When the basics are covered, there is a sense of freedom to embark on new projects and experiments⁵.

In addition, while the literature cited at the beginning of this article focuses on classroom-based differentiation, our analysis found that the Décloisonnement enables differentiation for the whole school. Here, we seem to have a very good example that changing the structure of the school (the schedules, the roles) has been a catalyst to providing more differentiation for every student from grade 2 to grade 6 – a concrete example for our school that “structure shapes behavior”⁶.

As for the lesson content during our Décloisonnement session, we have found that the Décloisonnement is most suitable to develop skills that are sometimes referred to as “the basics” where repetition, recall, and final mastery are important in freeing the learner from rapid cognitive overload, and enabling them to reach a higher order of thinking.

As for the 2022-23 school year, we have the following plan:

First trimester - reading

Second trimester - numeracy including chess, problem-solving and math contest preparation

Third trimester – writing

This is just the beginning!

5 This reflection was first made to one of the authors by Trevor Calkins - <https://www.poweroften.ca/about> - the author would like to express his gratitude for the mentorship provided in the early part of his career in education

6 As discussed regarding the iceberg model at the Compassionate Systems Leadership introductory workshop attended by one of the authors September 2021. See <https://systemsawareness.org/> and <https://www.compassionatesystemsladership.net/systemsthinking/#iceberg>



LISTENING

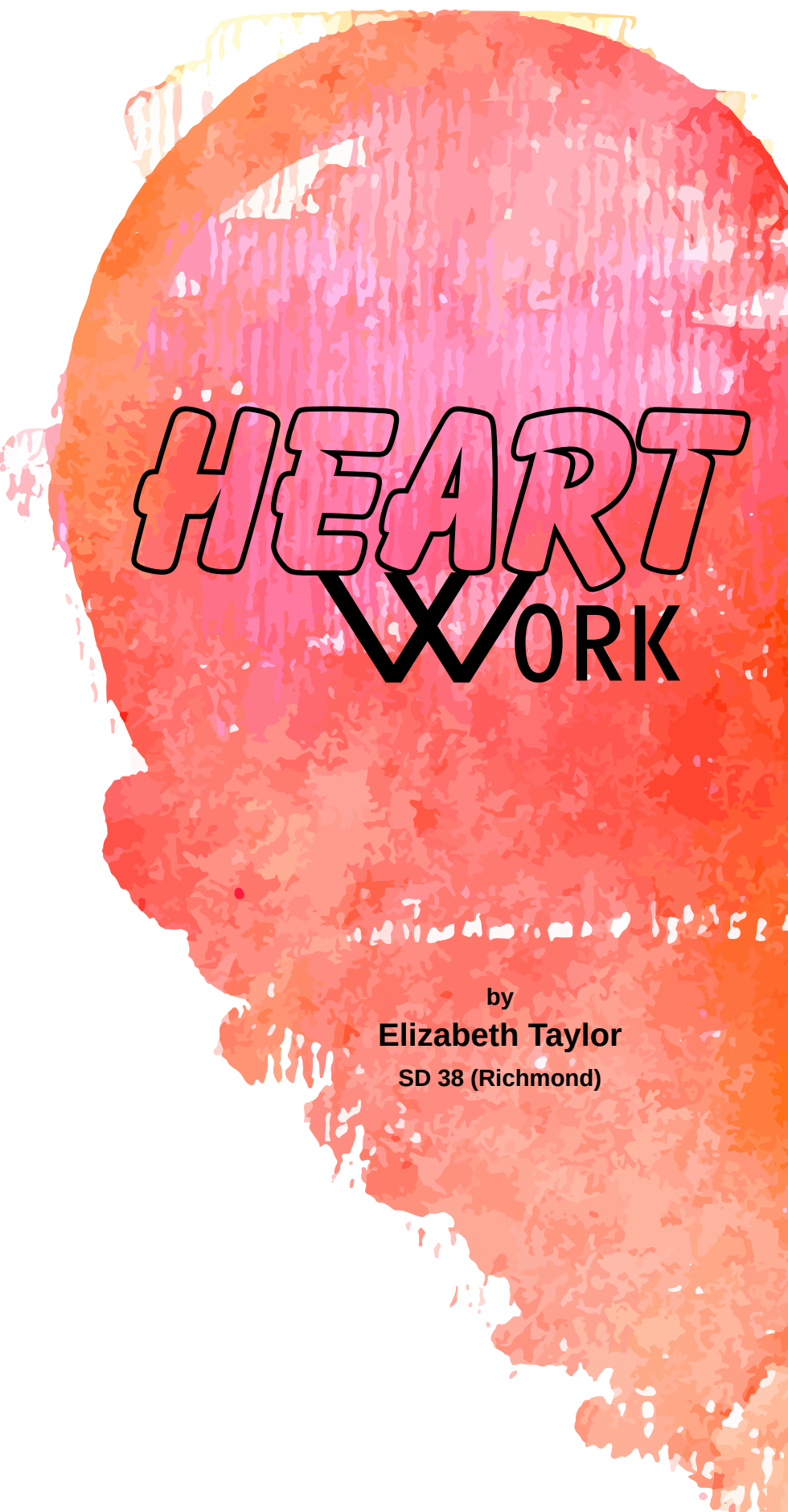


In October of 2020, I was asked something along the lines of, “Surely, you’re planning to retire sometime soon?”

“Ummmm, no,” replied the workaholic in me. “I have no desire to retire, possibly ever. My husband knows that even if I won the lottery, I’d likely start my own school. Naturally, I’m always open to new opportunities in education, but retirement isn’t one of them. I love what I do.”

Afterward, I was somewhat miffed, as I suddenly felt ageism was hitting me square in the face and I didn’t like it. I loved my crazy schedule. I thrived in the multi-tasking nature of being a District Principal. Most of all, I believed I was making a difference. I took great pride in contributing to pedagogical planning and discussions around curriculum, professional development, and assessment through my various responsibilities. Being a District Principal allowed me to participate in a multi-leveled approach that could be one-on-one with a colleague, an individual school, our entire district, several Metro districts, and provincially through the Ministry of Education and Child Care. I was lucky enough to lead a fantastic team of Teacher Consultants, sit on multiple internal, external, and provincial committees as both a member or Chair, and was one of two BCPVPA reps on the Ministry’s Classroom Assessment & Reporting Committee. My educative life was busy and extremely fulfilling.

Little did I know, less than one month later, it didn’t matter how fulfilled I was or how I felt about education, retirement, or ageism, because my body decided to – slowly and surely – bring me to a halt. Sometime around Remembrance Day, 2020, I began having crushing chest pain. The kind of chest pain that made it impossible to use the stairs at



HEART WORK

by
Elizabeth Taylor
SD 38 (Richmond)

"I was somewhat miffed, as I suddenly felt ageism was hitting me square in the face and I didn't like it. I loved my crazy schedule. I thrived in the multi-tasking nature of being a District Principal."

work, walk to the bathroom, exercise, or do much of anything that was physical without struggling for breath and energy. At first, I thought my asthma was getting the better of me, but when my asthma inhalers brought no relief, I was worried I had contracted a weird version of COVID-19. So, I made the dreaded call to the 811 COVID Helpline.

I was connected to a calm and supportive health professional who ruled out COVID and was initially worried I might be having a heart attack. I laughed and said, "Can you have a heart attack for over a week?" After going through a series of questions, they ruled out heart attack, but made me promise to connect with my GP in the morning and have my heart system checked. That was a Friday, and my GP had me monitor my blood pressure readings over the weekend. I have to say, the numbers were consistently crazy, which is why she immediately referred me to a cardiologist on Monday and adjusted my medication. My doctor told me that my symptoms were consistent with micro-vascular disease. Since I'd never heard of this disease, and it started with micro, I wrote it off as something small. I mean, how bad could something tiny be? I was fit, worked out regularly, and while I've had high blood pressure since my early 30s, it had been well controlled. However, she was very concerned and advised me to cut back my work schedule as much as possible until I saw the cardiologist.

I must admit that the blood pressure numbers I continued to get did concern me, especially since the chest pain was getting worse. While I tried not to worry, I truly felt horrible. As such, I began the journey of using up many sick days. I started by trying to cut my week in half and working from home, when possible, but neither of these lasted long, as I ended up in the ER not once, or twice, but three times before Christmas. Sadly, the ER doctors tried to write off my symptoms as indigestion and stress.

I have since discovered, from research and personal experience, that women presenting to the ER with heart issues tend to be treated less seriously than men. "Women are under-aware and under-researched. Within the healthcare system they are under-diagnosed and under-treated, and under-supported in their recovery. Women's unique physiology poses distinct challenges in the prevention and management of heart disease."¹

While I was beginning to suspect that my GP was right, and the ER doctors were wrong, it's hard to know who to believe when I didn't know the facts myself. As a result, I thought I just needed a longer rest, and that the upcoming two-week winter break would do the trick. Boy, was I wrong. One holiday ambulance ride later, I began 2021 feeling worse than ever. I dragged myself to work in January thinking half days would be fine, but I could barely manage three half days a week without exacerbating the crushing chest pain I was already trying to live with. And so, I used up more sick days without a second thought.

Fortunately, I had finally been connected to a cardiologist, and I'm pretty sure I hit the lottery with Dr. Tara Sedlak; she is the only certified Women's Heart Health Cardiologist in Canada, and Director of the Leslie Diamond Women's Heart Health Clinic at VGH. It wasn't long before Dr. Sedlak confirmed the diagnosis of Coronary Micro-Vascular Disease and tried to help me understand its seriousness. Unfortunately, I was stubborn and thought this was something I could overcome with the many heart

¹ <https://www.heartandstroke.ca/heart-disease/what-is-heart-disease/types-of-heart-disease/women-and-heart-disease>



**"I have since discovered,
from research and personal
experience, that women
presenting to the ER with
heart issues tend to be
treated less seriously
than men."**

medications I was now taking along with the ongoing reduction in my workload. Sadly, neither were helping; in early February, between meeting five and six that day, my chest pain began to ramp up. I ended up laying on my office floor over lunch spraying rescue nitroglycerin under my tongue and using the ECG app on my watch, which told me I should call an ambulance if I was having symptoms. All the while, as I lay on the floor behind my desk, I was thinking, "If I die here, who will find me and WTF, am I thinking I could die here? Why? Is work really that important to me that I'm willing to risk my life?" Suffice to say, that was the last day I worked, and my journey into Long-Term Disability began. It's also when my connection to Rochelle Morandini, BCPVPA's Director of Member Health and Well-Being, became super important as she has helped me navigate my leave every step of the way.

Luckily, by then I had just over 120 sick days left in my sick bank, which turned out to be fortuitous, as Long-Term Disability doesn't begin until you've been off sick for a consecutive 120 days. Let me say that again: Long-Term Disability doesn't begin until you've been off sick for a consecutive 120 days. This is one of the reasons that you can port 120 sick days with you to a new district. I can't say I didn't know that, as I'm sure we've all been given the spiel about being careful with our sick days since we might need them one day. I just thought, like many reading this, that I

wouldn't. Even then, I really didn't believe that I would be off for that long. Surprise to me: I needed them all, and I am still off. As such, I am extremely grateful for these days, as they provided me with income during a very vulnerable time. If I hadn't had at least 120 sick days, then I would have had to live on nothing until LTD began. I can't imagine the extra toll that the financial stress would have taken on my health. We all know serious illnesses happen, but we rarely – if ever – think we'll get one that will put us out of commission for good. I certainly didn't.

Also, I've known plenty of colleagues – mostly males – who've had heart attacks or blockages, had them fixed, and then been back to work before long. I was truly hoping I would bounce back in a similar fashion. Sadly, my heart disease is not like that. It is chronic and debilitating, with unpredictable angina (chest pain) most days, and no cure at present. My version can lead to heart failure, heart attack, or stroke if the angina remains uncontrolled. As a result, it has not only taken away my career, but it has impacted every single aspect of my day-to-day life. Many days I feel accomplished and exhausted if I can drive to Starbucks for a coffee and then stop to get a small, light bag of groceries. Due to the reduction in oxygenated blood flow to my heart, I often have brain fog when my angina is bad, which makes concentrating and thinking challenging. This means that things like writing this article can be mentally exhausting.

However, I am determined to not let it get me down. I've spent years putting my heart into my work, and now I need to learn how to put work into my heart. I have had to let go of many, many plans and goals as I learn to create new ones within my scope of abilities. I am slowly educating myself about heart disease in women; a big part of that is the women's heart health support group, where we bolster each other and advocate for increased awareness for patients like us. A cure would be amazing; until then, I'll take what I can. Yes, life is different and that is the key – LIFE. Like they say, it's the only one we've got. Treasure it, protect it, be informed, and be an advocate.

Heart attack symptoms are **not recognized** in over **50%** of women.

3+ Women are more likely
to present with **3 or more**
symptoms in addition to
chest pain.

If you think someone is
having a heart attack,
seek medical attention

SYMPTOMS OF HEART ATTACK MOST OFTEN REPORTED BY WOMEN

- Chest pain or discomfort
(ex. pressure, tightness or burning)
- Pain in the jaw, neck, arm, or back
- Abnormal excessive sweating
- Shortness of breath
- Stomach pain or discomfort, feelings of
nausea or indigestion

OTHER ACCOMPANYING OR ASSOCIATED SYMPTOMS

- Unusual weakness or fatigue
- Back, shoulder, or right arm pain
- Sleep disturbance
- Dizziness or light-headedness
- Fast or irregular heartbeat

Lichtman JH, et al. Circulation. 2018;137:781-790

Facts courtesy of



On that note, here are some facts:

- In BC, 75% of teachers, 60% of school administrators, and 35% of superintendents are women.
- Heart disease is on the rise and is the leading cause of death for women worldwide.
- Women can be at greater risk for heart disease than men.
- Learn the symptoms of heart disease in women and advocate for yourself with healthcare professionals.
- Become an informed Her Heart Matters advocate –
<https://cwhhc.ottawaheart.ca/education/what-makes-women-different>
- Read about heart disease in women on the Heart & Stroke Foundation's website – <https://www.heartandstroke.ca/women>
- Bookmark Carolyn Thomas' blog with advice and firsthand experience accounts of heart disease – <https://myheartsisters.org/>



Finally, keep putting your heart into your work, our students need that – just don't ignore it.

Keeping Safety TOP of MIND

Worker Loses Fingers, Despite Weeks of Missing Saw Guard WorkSafeBC Assigns Substantial Penalty

Porupat perempediam restora ventis arunditatis il
mo officius inus, quasseq uibernetem licillendae non-
sere ceaque voluptas reru ipsoe magnis dolorum que
culNonserarseque plitate nonsequi quaeptaque sunt

laboreh enihl exersperum etur aut ommodio nseceatur
ma quos doluptat ommodit aut quibus.Ped ma, dolest
eum aut omnim rem volor seque rat ad et re quas do-
luptatem intore, ad est parunt doluptatus doluptat

To dolest liquet et rectorum sequatatem il inulientia
dolorepreius di volorem at re quats as cumBus suntios
anderepro teaste et re quats as cumBus suntios
quint, ulpa quats as cumBus suntios

by
Rochelle Morandini
BCPVPA Director of Member
Health & Well-Being

**Employer Fined \$150,000
After Worker Paralyzed
from High Fall
Faulty Guard Rail Identified
as Known Issue**

Prevention

Occupational Health and Safety legislation, guidelines, and management systems all exist to – ideally – prevent injuries. WorkSafeBC takes it seriously when there are known risks in the workplace that are not being addressed. This relates to *both physical and mental injuries*...

The examples in our news headlines are serious violations of known, unaddressed risks that resulted in life-changing injuries.

- Known
- Unaddressed
- Life-changing

In our daily responsibilities as school leaders, the

safety of students and staff is a key priority. We seek to know where there are risks, and we take action to address them with an awareness of the dire consequences and significant liability involved. The goal is for everyone to return home at the end of the day in an equal or improved condition as when they arrived in the morning.

And that statement, applies to YOU as well.

Three Forms of Mental Injury at Work

Principals and Vice-Principals in the public education sector are exposed to many forms of psychological safety risks. We will focus on three types of WorkSafeBC cases that the BCPVPA has witnessed this past year.

Concern #1 – Bullying and Harassment

- Members' exposure to extreme, erratic, and unpredictable parent behaviour, directed towards both staff and school leaders
- Members experiencing defamation of their reputation and bullying on social media

Concern #2 – Violence in the Workplace

- Members' exposure to emotionally dysregulated children causing repeat incidents of direct physical harm, threats, property damage, and injuries to others who are within their scope of responsibility
- Often in these scenarios, the physical injuries heal, but the repeated exposure puts the nervous system on constant alert; over time, this can result in a mental illness

Concern #3 - Trauma

- Members' exposure to primary, secondary, or even tertiary trauma
- Direct trauma may occur in situations where members are exposed to assault, serious injury, or even death threats. Some may attend court cases as a witness to criminal behaviour, even gang activity
- The trauma exposure could also be secondary or tertiary when dealing with children and families and, in these scenarios, it can be similar to second-hand smoke: exposure to another's trauma does impact our own nervous system

In 2019, the Workers' Compensation Act in BC expanded the definition of a mental disorder from exposure to direct trauma to other forms of exposure.

Below is an excerpt from Section 5.1 of the Workers' Compensation Act (*emphasis added*):

...a worker is entitled to compensation for a mental disorder ... if the mental disorder ... **[arose] out of and in the course of a worker's employment**, ... and only if all of the following apply:

(a) the mental disorder is either

(i) a reaction to one or more traumatic events arising out of and in the course of the worker's employment, or

(ii) predominantly caused by a significant work-related stressor, including **bullying or harassment**, or a **cumulative series** of significant work-related stressors...

(b) the mental disorder is **diagnosed by a psychiatrist or psychologist**

(c) the mental disorder is **not caused by a decision of the worker's employer** relating to the worker's employment, including a decision to change the work to be performed or the working conditions, to discipline the worker or to terminate the worker's employment.

In Section 5.1 (a) (i) above, the definition states mental injury can be caused by a reaction to one or more traumatic events, and (ii) discusses a series of cumulative, significant work-related stressors. This is where, under the Workers' Compensation Act, violence in the workplace would be considered.

Violence comes in many forms.

- Verbal and physical, from parents, students, community members, and staff
- The cases seen this past year have been with members exposed to violent behaviours from dysregulated children that have resulted in physical and/or mental injury.

We are sensitive to the narrative regarding using the word 'violence' when discussing the behaviours of children. However, the types of scenarios and threats being experienced by our members (as well as Education Assistants (EAs) and teachers) would be defined as 'violence' within the WorkSafe BC regulations.

Exposure to repeat assaults and threats can be traumatic for our members. Members with this or other forms of trauma may be approved for a mental

injury claim, particularly when this trauma is *primary* to the member, versus secondary or tertiary. Much will depend on the type of trauma, duration, and impact.

You will also note in Section 5.1 (a) (ii) above, that bullying and harassment is considered a significant work-related stressor. WorkSafeBC states that a worker is **bullied and harassed** when ...

- Someone takes an action that he or she knew or reasonably ought to have known would cause that worker to be humiliated or intimidated
- The action includes ... verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and/or spreading malicious rumours

What is also important is that WorkSafeBC requires that if you are a worker and you have witnessed or experienced bullying and harassment in your workplace, ***you must report it to your employer.***

This brings us back to the important bullet points above:

- Known
- Unaddressed
- Life-changing

Known

To provide a safe workplace and prevent injuries, safety risks need to be **known** and, thereby, **reported**. This is a mandatory requirement of both workers and employers under the Workers' Compensation Act. In addition, WorkSafeBC requires that all serious incidents and accidents be immediately reported and investigated.

In your role as the Principal/Vice-Principal in the school, you are the eyes and ears of the district on the front line of workplace health and safety. Any unsafe situations should either be addressed quickly by you, or through your direction to others,

to mitigate possible harm. When the safety risk is one that is not easily addressed at the school level, your responsibility as a school leader is to report the risk to the district level, as they – the employer – have the responsibility to investigate and do all that is reasonable to mitigate that safety risk. Reporting unsafe work conditions not only includes physical safety, but also psychological safety risks such as bullying and harassment, violence, and trauma.

The BCPVPA Member Support Services team have noticed member reluctance or delay in reporting unsafe situations, even incidents of harm. The source of this resistance may come from one or more of the following perspectives:

- The belief that these risks and incidents are just “part of the school leader’s job” (e.g. putting up with bullying from parents onsite or on social media)
- Fear from the member that leadership at the district will believe they are not able to do their job (e.g. when members struggle to safely de-escalate a dysregulated child)
- That the paperwork takes too much time on top of all the other demands, especially if the risk happens regularly
- That the school district may retaliate if they file a WorkSafeBC claim (which, of note, is in contravention of the Workers' Compensation Act, and the district will be fined if there is proof of retaliation. If this is ever a concern, ***please contact BCPVPA’s Member Support Services team.***)

We need to remove these barriers to reporting, not only because reporting is a legislative requirement, but because a lack of reporting ***is harmful to our members.***

Reporting safety concerns and/or incidents is a critical step in the important paper trail of due diligence for you and your district. If the issue – with its frequency and severity – is not reported, and therefore not **known**, there is no evidence or pressure for the district to

"We need to remove these barriers to reporting, not only because reporting is a legislative requirement, but because a lack of reporting is harmful to our members."



mitigate the situation. Should our member experience an injury, in this case a mental injury, their workplace injury may not be accepted by WorkSafeBC due to time delays in reporting. Mental disorders are often based on an accumulation of events and worsen over time, therefore the earlier the injury is reported and treated, the lower probability of a chronic condition that may impact your career longevity.

Unaddressed

WorkSafeBC is clear that the employer has a legal responsibility to investigate unsafe work situations – that is, of course, assuming you reported the safety concern!

Here are the steps required according to WorkSafeBC:

Step 1

Report the unsafe condition or procedure

- When a member or a colleague is exposed to bullying or harassment, and/or violence, the member needs to immediately report it to their direct manager. If that manager is the source of the concern, or the member is not comfortable going to their direct manager, the member can report the unsafe condition to a district representative such as Human Resources or Health and Safety.
- This investigation should be done in your presence, and with a worker representative of the joint health and safety committee, or a colleague of your local Chapter.
- The district, as the employer, must investigate the matter and take all reasonable steps to mitigate the risk exposure. For example, Principals and Vice-Principals working with neurotypical children need to be aware of the level of risk, provided with the right training, and provided with the appropriate safety equipment. If the district does not believe that your concern

is valid, and they will not be taking any action, they need to report this back to you.

Step 2

If after your supervisor and/or the district has said it is safe to perform a job or task, or there is an unreasonable delay or stall in the risk being addressed and you still view the work as unsafe, then:

- Reach out to the BCPVPA to discuss the situation and determine next steps
- This helps us track the types and number of unsafe conditions, and ideas on how to mitigate the risk

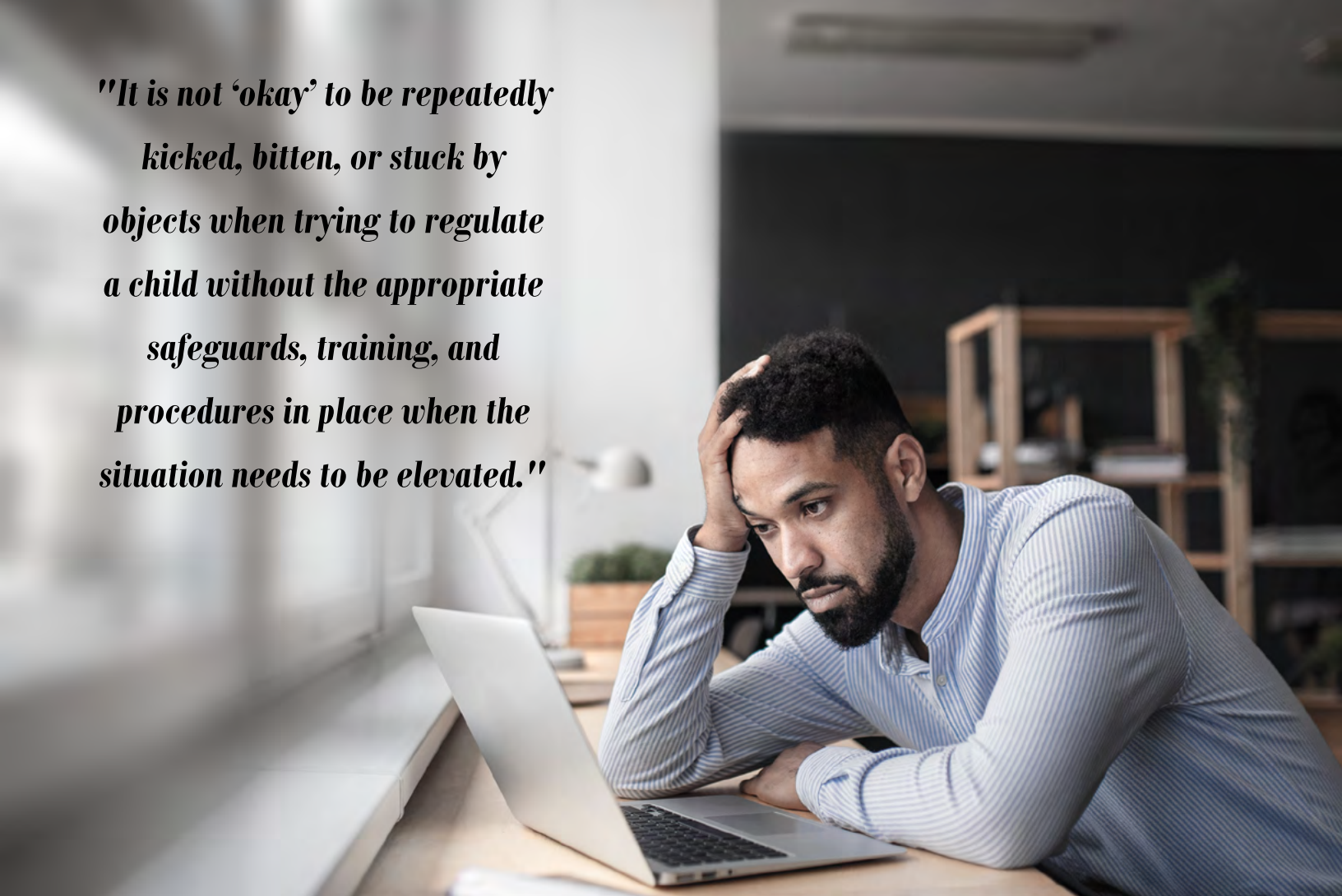
Or,

If your employer has still not taken reasonable steps to address the incident:

- Call the **Prevention Information Line** to contact an officer to discuss the incident.
 - **Toll-free:** 1.888.621.7233
(1.888.621.SAFE) (Canada)
- WorkSafeBC may send a prevention officer to the district to investigate the situation and take steps to find a workable solution to minimize the risk

The district, as an employer, has the legal obligation to reasonably minimize risk. It is not 'okay' to allow parents to continue bullying behaviour because of political sensitivities. It is not 'okay' to be repeatedly kicked, bitten, or stuck by objects when trying to regulate a child without the appropriate safeguards, training, and procedures in place when the situation needs to be elevated. If, despite putting in prevention steps, the violence, bullying and harassment, and/or trauma occurs, it is still important to report the incident. That is how a safety system works: incidents are reviewed and recommendations are made to reduce injuries going forward. It is the district's responsibility to continue to do whatever they can – within their control and influence – to keep you and staff out of harm's way.

"It is not 'okay' to be repeatedly kicked, bitten, or stuck by objects when trying to regulate a child without the appropriate safeguards, training, and procedures in place when the situation needs to be elevated."



Life-Changing

Sustaining a mental health injury, particularly one that you have struggled with over a long period of time with little treatment, can become chronic; this is particularly true in situations where our members have experienced trauma, as access to the right treatment can be complex. The nervous system impact can be ***life-changing***.

We can't stress it enough: ***if you are exposed to situations such as trauma, bullying and harassment, or violence***, aside from reporting the situation, ***be self-aware***. Check in with yourself regularly to reflect on how you are doing.

Often, due to the resistance members have to reporting, they carry on in the situation feeling they can handle it, or are afraid of their professional reputation

or district response to their concern. This often leaves the member struggling until their resilience gives out and they go off work. Often these types of crashes, after 'keeping a stiff upper lip' for a period of time, are large crashes; the crater formed from this crash is steep to scale, and may put a career at risk.

Seek out medical help if you are struggling. Make sure to tell your physician about work factors you feel are impacting your mental health, and have them complete a [Form 8/11](#).

Then, complete a WorkSafe [BC Form 6A](#) to report the injury to your employer. This doesn't mean that you are going off work. It simply puts on record that you have reported a possible injury for which you received medical treatment.

Members have a maximum of one year to make a

WorkSafeBC injury claim from the time they first experience symptoms of mental distress. This may seem like a long time, but members tend to go until they cannot go anymore – often beyond the one-year date. At this point, the workplace factors may be determined to be the causal factor of the mental disorder, but the claim for benefits may be denied as the time for reporting of the injury has expired.

You may think: so what? Can I not just go onto Long-Term Disability? Well, yes; however, if there is a work-related component to your injury, the LTD provider will ask you to apply to WorkSafeBC. In most cases, LTD will top up the wage loss benefit from WorkSafeBC. However, when a claim has been accepted by WorkSafeBC, you benefit by:

- Having any prescriptions or treatments paid for by WorkSafeBC versus using your own benefits
- If your condition plateaus – in that your recovery maximizes at a level less than you were at the time of the injury – WorkSafeBC may award you a Long-Term Disability pension – a monthly amount that is paid up until you reach 65
- The rehabilitation treatment (particularly for trauma) is made available and fully paid for (unlike on LTD)
- Workplace accommodation expectations and return to work support is much more robust than on LTD

There is also a savings to the member-paid Long-Term Disability program any time a member is collecting WorkSafeBC benefits, as some of the cost is then

allocated back to the school district's WorkSafeBC premiums.

Do not let psychologically unsafe situations at work be life-changing. Be aware of risks, and the impact on you. Seek medical help quickly, and don't shake it off as part of your job. Don't forget to report.

How the BCPVPA Helps

If you ever have questions about a situation at work that you believe is unsafe, or are feeling like you may be struggling from a health condition caused by work, please call the BCPVPA's Director of Member Health and Well-Being. You can expect:

- That all conversations will be treated with the highest level of confidentiality
- Direction to information sources, resources, or community support
- Referral to Early Intervention Program through humanworks
- Help in navigating the WorkSafeBC and Long-Term Disability system
- Coordination of solutions to challenging workplace/health issues

The BCPVPA's commitment to you is to build your understanding of how to care for ourselves to ensure we have long-lasting, healthy, and rewarding careers ahead!

Be safe!

"Do not let psychologically unsafe situations at work be life-changing.

Be aware of risks, and the impact on you.

Seek medical help quickly, and don't shake it off as part of your job.

Don't forget to report."



As we turn our attention to the fall with — hopefully — a restful and rejuvenating summer behind us, we remain mindful of our wellness as we embark on another school year.

Here are three tips to help you maintain your wellness as we kick off the 2022-2023 school year.

Buddy up!

A great strategy in maintaining your wellness is grabbing a colleague you can go to for support. Establish a 'wellness buddy' at the start of the school year. Spend some time after school one day establishing your wellness goals. Check in regularly (weekly) to discuss successes and obstacles you both mutually face as you navigate the fall.

Keep it Simple

For many, attempting to manage a complex and busy wellness plan often leads to poor prospects for success. Establish a few S.M.A.R.T. goals you can reliably maintain and deliver on. It's more important to be successful with a few wellness goals, rather than struggling with too many.

Consistency over Intensity

As we've all been coached to better understand, being consistent with your goals as opposed to trying to maintain a more intense regime, leads to greater goal retention and traction. Wellness goals are best realized over time. Focus on regular attendance to your wellness goals and you'll be surprised how successful you are in remaining well.

Wishing you a super start to the year! With great admiration and respect.

Jack



humanworks offers practical and personalized services: vocational rehabilitation, disability management, occupational therapy, wellness and education, organizational leadership, and consulting. We help individuals and organizations develop sustainable and durable work lives, and productive environments. We help people get to work and stay at work while maintaining healthy lifestyles away from work.

by
Jack MacNeill

M.Ed. (Coun. Psych) RCC, RRP, CVRP(f)
President
humanworks consulting group

The Principl(ed) Podcast with host Chris Horton
is a made-in-Canada monthly series that connects with
BC school leaders, Principals and Vice-Principals who are
working all across the province, from the smallest
rural schools to the bustling urban centres.

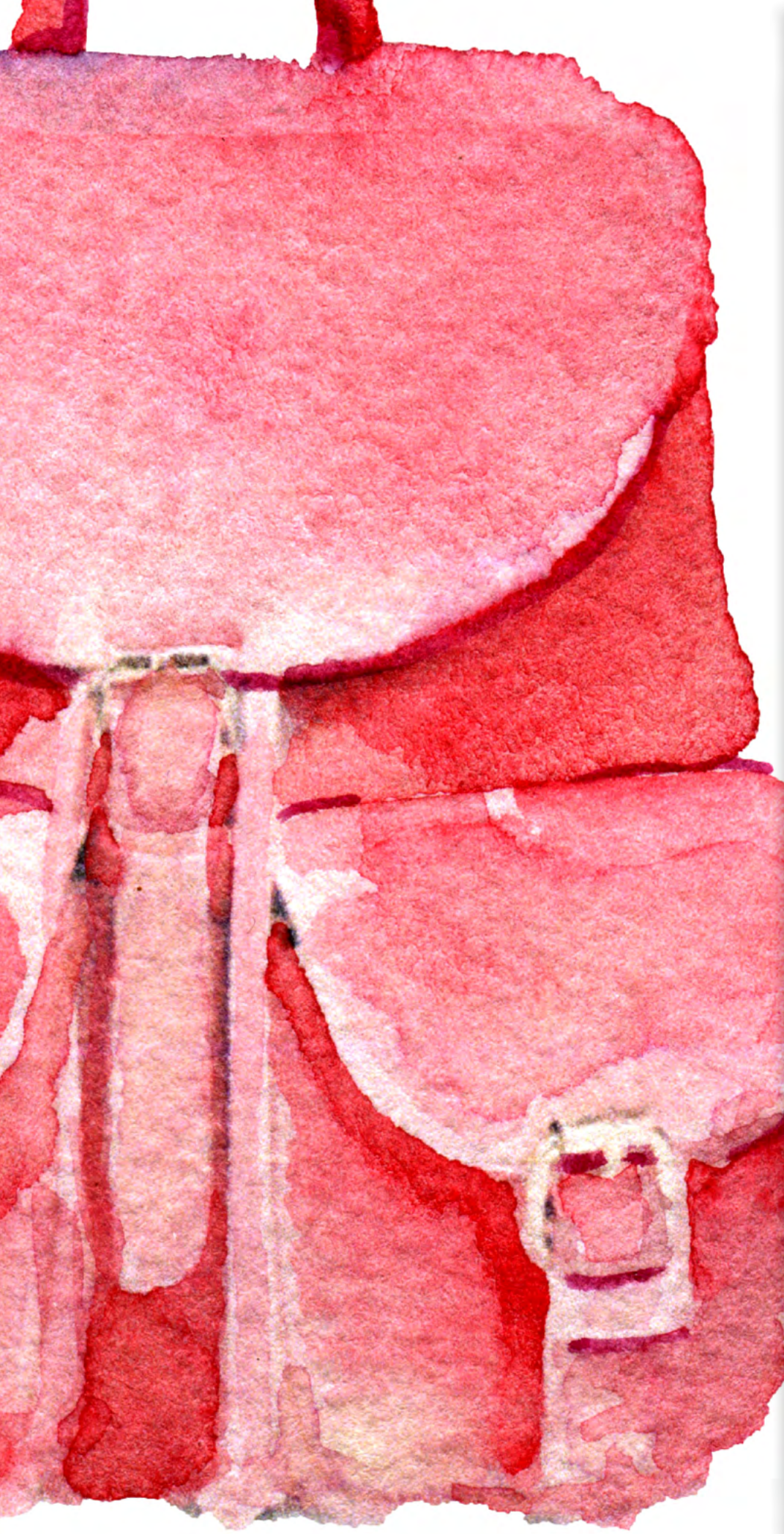
Some guests are in the early years of their leadership
journey, and others can share a wealth of professional
experience to help school leaders everywhere enhance
their own learning and leadership skills.

It's like networking and Pro-D, all wrapped up in a podcast!

Listen to
The Principl(ed) Podcast







SOURCING



#guides & directs practice?

From government regulations to district policy to professional standards, Principals & Vice-Principals need to be familiar with their rights and responsibilities.

Basic Duties and Fiduciary Responsibilities of a Principal or Vice-Principal

Placing employer interests first

**Cooperating with employer:
following reasonable and
lawful orders and directions**

**Speaking and acting
on behalf of the employer**

**Exercising care, diligence, and
skill that a reasonably
prudent person would**

**Unconditionally demonstrating
honesty and integrity
toward the employer**

Ensuring confidentiality

**Complying with all statutory
requirements and general
legal principles pertaining to
their duties and responsibilities**

General Standards of Care

Principals and Vice-Principals owe a duty of care to:

- protect students from reasonably foreseeable risk of harm
- appropriately supervise students

There are potential employment consequences for failure to supervise.

Codes of Conduct

Every school has its own Code of Conduct: a set of rules or guidelines that everyone in the school is expected to follow to ensure an environment of fairness, respect, and safety.

General Standards of Conduct

Principals and Vice-Principals:

- hold a position of trust, confidence, and responsibility
- are held to a higher standard of conduct than the general public

Professional Standards for BC Educators

(Commissioner for Teacher Regulation)

The Professional Standards, formerly the Standards for Education, Competence and Professional Conduct for Educators in BC, outline the conduct and competence requirements for an individual to be issued and maintain a BC teaching certificate of qualification.

BCPVPA

Leadership Standards for Principals and Vice-Principals in BC

Revised in July 2019, the Leadership Standards is a guide to hold student and adult development, engagement, and learning central to all leadership practices, and to foster continuous professional learning and development in working towards effective leadership.

School District Policies/ Administrative Procedures

Each school district develops their own policies and administrative procedures to support the governance function of the Board, and the operation of the district. It's important to be familiar with the policies in your district.

School Act/ Regulations

The BC School Act is a provincial statute governing primary education and secondary education in B.C. The Act outlines important roles, rights, and responsibilities for parents, students, and the education system.

Contract

Principals and Vice-Principals contract with their school district under a Personal Services Contract. It's important to be familiar with your contract. If BCPVPA members need assistance with clarification or explanation of contract clauses, they can review their contract with the Member Support Services team.

Employment Standards Act

The Employment Standards Act sets out BC's rules on hours of work, time off, notice, severance pay, and other topics.

Canadian Charter of Rights and Freedoms

The Canadian Charter of Rights and Freedoms is part of Canada's Constitution.

The Charter protects every Canadian's right to be treated equally under the law.

Truth and Reconciliation Commission Calls to Action

Educators have a responsibility to help address the legacy of residential schools and advance Canadian reconciliation to promote healing and understanding in schools and classrooms.

Collective Agreements

BC School District Collective Agreements

for school support staff exist between the districts and the Canadian Union of Public Employees (CUPE) Locals.

Provincial Collective Agreement (PCA)

for teachers exists between the BC School Public Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF).

Freedom of Information and Protection of Privacy Act

FIPPA sets out the access and privacy rights of individuals as they relate to the public sector, and establishes an individual's right to access records in the custody or control of a 'public body' including access to one's own 'personal information'. FIPPA also sets out the terms under which a public body can collect, use, and disclose the personal information of individuals.

Occupational Health and Safety Regulation (Worksafe BC)

The Occupational Health and Safety Regulation (OHSR) contains legal requirements that must be met by all workplaces under the inspectional jurisdiction of WorkSafe BC. The OHSR promotes occupational health and safety and protects workers and other persons present at workplaces from work-related risks to their health, safety, and well-being.

**guides
&
directs
practice?**

Questions?

Contact BCPVPA

Member Support Services

mssinfo@bcpvpa.bc.ca

Who's WHO?

In BC's Education Sector

In support of our members, the BCPVPA collaborates with a variety of organizations in the BC education sector. Click the links to learn more about the many groups who are working to achieve success for students, staff and leaders in the province.



[Ministry of Education and Child Care](#)
[Public Sector Employers' Council Secretariat](#)
[BC Teachers' Council](#)



BCPSEA is a full-service employers' association and is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff in the British Columbia K-12 public education system.



BCSTA serves and supports their members, BC's boards of education, in their key work of improving student achievement.



BCSSA enables their members to be visionary leaders of public education by supporting their individual professional development and by representing their collective wisdom and interests.



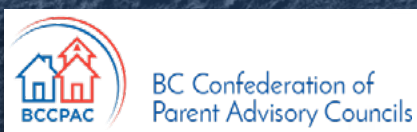
The BC Association of School Business Officials (BCASBO) is a member-driven organization dedicated to providing membership value, advocating for members, and building relationships.



The British Columbia Teachers' Federation (BCTF) is the union of professionals representing 45,000 public school teachers in BC. All public school teachers belong to the BCTF and their local teachers' association.



CUPE BC represents more than 30,000 education workers including education assistants, school secretaries, custodians/caretakers, Indigenous support workers, IT workers, Strong Start facilitators, trades and maintenance workers, and bus drivers.



BCCPAC represents the parents of children attending BC public schools, and engages, empowers, and supports parents for the success of all learners through collaboration, partnership and education.



The First Nations Education Steering Committee (FNESC) is a policy and advocacy organization that represents and works on behalf of First Nations in British Columbia. FNESC has a mandate to support First Nations students and advance First Nations education in BC.



First Nations Schools Association of British Columbia

The **FNSA** represents and works on behalf of First Nations controlled schools in BC, supporting those schools in creating effective, nurturing, and linguistically and culturally appropriate education environments for students.



The **Federation of Independent School Associations in British Columbia** is an umbrella organization of independent school associations formed in BC.



The **Institute for Public Education BC** is an independent nonpartisan society providing high quality information and leadership to build a strong public education system for British Columbia's children, families, and communities.



Several BC post-secondary education institutions offer professional development at masters and doctoral levels, and play a critical role in the advancement of education in BC with leadership program opportunities for educators at all stages of their careers.

youth mental health and the new school year

by
Sierra Turner
Foundry BC



The start of the school year can be challenging for anyone, particularly after the last couple of years we've had with the ongoing COVID-19 pandemic. For students, returning to school after the summer holidays can be filled with many different emotions, from excitement and readiness to fear and dread.

We understand that educators are often the first to see mental health and wellness challenges emerge in youth, and that they can feel unsure of how they can help. As we prepare for another school year, Foundry wants to offer insights, support, and resources for educators of all levels across the school system.

Through Foundry centres across BC and the Foundry BC app, youth ages 12-24 can access free mental health and wellness resources, services, and supports including counselling, peer support, groups, substance use services, physical and sexual healthcare, employment services, and Indigenous wellness services.

How can service providers help?

Educators may be experiencing fear these days, knowing that the presentation of mental health challenges is only increasing. Our teams across Foundry want schools to know that supporting youth isn't all on your shoulders. Instead, we have come up with a list of ways that you can encourage youth to reach out for support with Foundry.

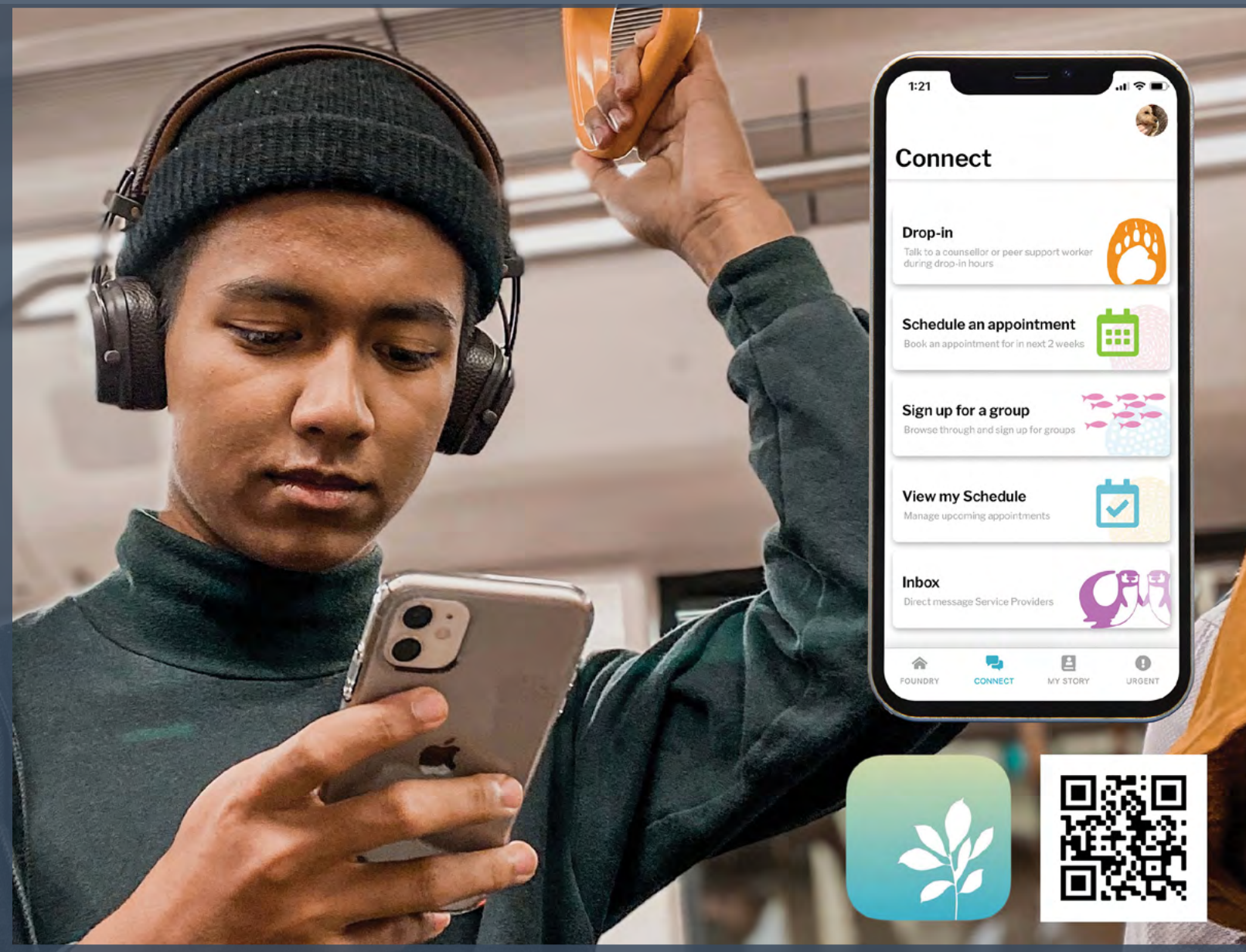
- Service providers can support youth by sharing information and resources about our virtual services, or by attending one of our Q & A sessions to learn more about Foundry Virtual services.
- While our services do not require a referral, taking the first step can often be the hardest part. Consider sending youth information about our virtual services or supporting them with booking their first appointment on the Foundry BC app.

• F O U N D R Y •
WHERE WELLNESS TAKES SHAPE

foundrybc.ca

How can service providers be involved?

- Foundry Virtual BC aims to work collaboratively alongside other service providers across the province in supporting young people to access the most appropriate services.
- Service providers can share information that may help Foundry Virtual BC providers while supporting a young person. Email us at online@foundrybc.ca to share information or discuss options to work collaboratively in supporting the youth you're working with.



New ways to provide support

As Foundry continues to expand and new centres across the province are opening, we have noticed increased usage of the Foundry BC app. Over the past year, Foundry Virtual BC provided services to 2,500 unique youth in communities across the province. We've spoken with youth in their bedroom, at the park, on their school grounds, in their school bathroom, and even out on hikes. The Foundry BC app allows youth to seek free and confidential support whenever they need it, and wherever they are at.

"Accessing the Foundry BC app has given me a place to seek help and comfort with a sense of anonymity. From listening to my ramblings to offering advice, I've learned to reflect and understand my day-to-day emotions better. I think that it's important to normalize speaking out about mental health, regardless of who you are so that we can lessen the negative stigma towards it. Organizations and services like Foundry are contributing to creating a safer space for individuals to open up, find consolation, and heal."

- Jane, Foundry Virtual BC Client

Talking to someone who 'gets it': Peer Support

Sometimes talking to someone who understands you and has walked a similar journey can be just what a youth is looking for. Peer support offers youth the opportunity to speak with another individual who has lived experiences struggling with mental health/wellness or substance use challenges. Through goal setting, validation, empathy, and sharing tools, peer supporters work alongside youth in a low-barrier way, which is often the first step someone takes to move forward in their health and wellness journey.

One of Foundry Virtual BC's Peer Supporters shared that she is noticing more youth feeling distress about their physical appearance and social lives. *"The spring/summer season typically is a time where I see heightened body image distress in youth, but the past year as a whole I've seen a significant increase in youth seeking out disordered eating and eating disorder behaviors to cope with feelings such as hopelessness, uncertainty, stress, and anxiety."*

She has also noticed the strain that the warmer weather has on youth who self-harm. Youth with visible scars or cuts on their body feel the need to hide and cover up, leading to increased isolation, and leading to further self-harm behaviours.

Each day the Peer Support team speaks with youth of all backgrounds and diverse upbringings, often those who have never sought support for their struggles in life. *"It's heartbreaking seeing how alone these youth feel. But it's more rewarding knowing that our team is helping each one of them feel a little bit less alone and supporting them to start their journey to wellness."*

Increasing stressors and pressures

"Many youth come in feeling overwhelmed by multiple responsibilities and may or may not have a lot of family support, which leads to a large sense of uncertainty and/or inexperience in the workforce."

With pressures to perform, succeed, and attend post-secondary education, many youth admit to using substances and isolating themselves at home as ways of coping. Seeing the need to support youth further, Foundry launched a new supportive employment and education program in late 2021, [Foundry Works](#), which is a **free** supportive employment and education program for youth between the ages of 15-24 who are interested in working, going to school, or completing a training program.

Foundry Works helps youth build the skills and experiences they need to achieve their goals. One of Foundry Virtual's employment specialists notes that more and more youth are coming to her feeling overwhelmed with the stressors and pressures of what often is referred to as 'adulthood', and feel lost in determining what their next step might be. *"There is also a lot of loneliness and isolation, so our early work starts with taking small steps to support youth with social integration (e.g. joining a MeetUp group or volunteering) and then moving toward readiness to start work or further schooling."*



How are we helping?

Foundry supports youth by offering wrap-around care through a collaborative team of service providers. We often see youth accessing youth peer support as their first step, and subsequently being connected to counselling and primary care as they feel more comfortable and ready. Foundry aims to support youth from all walks of life, whether they are questioning their gender/identity, dealing with tough topics, or looking for inclusive spaces, whether virtually or in centres.

One of Foundry Virtual's Nurse Practitioners highlights the central focus of mental health across the board in all primary care appointments. Regardless of the reason youth are accessing physical and sexual healthcare, there seems to always be an underlying mental health concern.

"The increase in presentations of anxiety and depression are unlike anything we've seen before. Coupled with this, we are seeing a lot more youth struggling with disordered eating/eating disorders, and substance use. So, my goal as a Nurse Practitioner is really to listen to these youth, validate their concerns without judgement, and find ways to support them both mentally and physically before things get to a point of crisis."



To learn more call 1-833-308-6379, email online@foundrybc.ca or visit www.foundrybc.ca/virtual





Respectful Futures

Shaping Healthy Relationships

by
**Carrie McCulley, Larry
Fletcher, Daniel To,
and Laura Bickerton**



“Our teachers are grateful to have had the opportunity to both lend ideas and to pilot the (Respectful Futures) project and students have reported the modules have edified their lives.”

Daniel To, District Principal, Surrey

School will soon be back in session! It is an exciting time which can bring both anticipation and trepidation, particularly with increasing social unrest, worsening mental health concerns, and the growing angst related to safety in schools. All of this can contribute to a conflicted mind-set. Administrators live within this struggle, and must cope with the resulting emotions and behaviours of students.

One important tool to assist is the **Respectful Futures, Shaping Healthy Relationships** initiative, a comprehensive curriculum package that can assist in addressing these concerns both proactively and in real time. The materials are designed to help students understand how their thoughts and emotions contribute to their feelings and behaviours – both positive and negative – and how this understanding can be used to build healthy behaviours. In turn, schools can develop a strong, respectful community based on self-knowledge and empathy.

The **Respectful Futures** project was built on feedback from BC Corrections staff and clinicians who heard from Corrections clients that providing children and youth with tools for developing and maintaining healthy and respectful relationships might have prevented the negative and damaging relationships they experienced. This feedback led to a collaboration between the provincial government and Stroh Health Care to design a program for children and youth.

The Respectful Futures educational modules focus on helping youth to understand, recognize, and form healthy relationships. The modules allow students to bring their own thoughts and experiences to the program; in this way, they align with the BC curriculum's focus on personalized learning. The modules highlight the individual as they interact with

others. In addition, the modules were developed with the BC curriculum's core competencies in mind. The modules build capacity in positive communication, critical thinking, and personal and social identity. These core competencies run through all the courses and learning standards that form the K to 12 curriculums in BC. Further, the Respectful Futures materials are based in research and evidence, and are age-appropriate, non-judgmental, and inclusive.

Shari Henry, Vice-Principal of Chetywnd Secondary School, notes, “as educators, we often are unaware of the long-term influence we have on our students. What we can strive for is that, when students leave our schools, we have provided them the opportunity to learn whatever skills they need to meet the multitude of uncertainties that will await them in life. The **Respectful Futures** program has helped to lay a strong foundation on which the students can build strong and positive relationships.”

How can administrators use this resource? The materials are presented in modules that build one upon the other, and can be used in a classroom to develop knowledge and skill over time, but can also be pulled out to use when a particular big idea might be relevant in working with an individual student or in an emergent situation. Students with anger issues, for example, may gain insight into their behaviours through Module 4 which focuses on understanding and managing anger.

We invite you to visit our [website](#) which includes the six modules as well as resources that include a Facilitation Guide, Mindfulness Handbook, videos, and handouts related to facilitation of the modules. Our small advisory group is committed to ongoing promotion of the resource to educators and community facilitators, and is available to meet with individuals or groups seeking more information. If you are interested in adding a powerful resource to the pedagogical toolbox in your school or district, check out [Respectful Futures](#).

Respectful Futures is a not-for-profit collaboration between the Ministry of Public Safety and the Solicitor General and Stroh Health Care.

LiVE IT.earth

Your Canadian Learning Library

Explore engaging, place-based programs and hybrid learning resources that will put a spark in your classroom!

All BC public schools will be able to access Live It Earth's bilingual, place-based online education programming, thanks to an agreement with Focused Education Resources.

Students across British Columbia will soon have a new open-source of learning and inspiration that will help them grow up to become the future stewards of our communities and lands.

With the participation of the Government of Canada and British Columbia's Ministry of Education and Child Care, a new agreement between Nelson-based Live It Earth and Focused Education Resources (Focused ED) will enable public schools across the province to access hundreds of hours of bilingual, place-based online education programming.

by
Melissa Welsh
Chief Executive Officer
Live It Earth

As of July 2022, K-7 schools across British Columbia that are members of Focused ED have had full access to Live It Earth's bilingual, hybrid learning programming.

"The buy-in from my students is 100%. Students need a lot of visual stimuli for learning these days, and Live It does this really well with all the challenges and live Q&A. Having access to these programs is like receiving a gift. I can't imagine a teacher not being stoked to have all of this engaging material laid out for you."

~ Jason Terfloth, Teacher, BC School District 61

The Live It Earth Library features more than 20 programs about topics ranging from climate change to marine life, old-growth forests, and more. Along with a signature half-hour feature show, each program includes teacher resources designed to inspire learning, both inside and outside the classroom. All resources are natively bilingual, with separate English and French versions.

Each month, Live It Earth premieres a new program that includes students directly, with calls to submit artwork and Live Q&As with subject matter experts.

"Our programming is designed to help teachers spark

inquiry in their students and inspire learning that connects to the core competencies at the heart of the new BC education curriculum," adds Live It Earth Director of Education, David Russell-Loewen.

"I'm excited to be collaborating with teachers across British Columbia to deliver our resources to their classrooms and students."

Live It Earth was founded in 2017 and is powered by a team of professional educators, creative storytellers and production specialists who care deeply about what they do. They believe in the power of education and stories to share peoples' connections with the natural world, history, and culture and are committed to including Indigenous worldviews in their educational programs. Based in Nelson, BC they are a small company with big ambitions, and invite teachers and administrators to reach out with any feedback on improving their programs and resources.

"Live It Earth has put a spark into my classroom! We really enjoy the variety of activities and challenges. My students are engaged and eager to learn more about whatever topic we're doing."

~ Brenda Keay, Teacher, BC School District 22



HOW IT WORKS - NEW PROGRAM LAUNCH

• WEEK ONE

Monday:

Teachers will receive email notification that the Program resources are ready. They can get familiar with the latest program and pick and pull the resources and challenges to explore with their class.

Later that week:

Print out copies or add the Inquiry Guide to Google Classroom or Teams.

Watch the program trailer with the class (Introduction to the topic).

Explore the slideshow with students (This may be done as a class activity or per student depending on the age and technology available in the classroom).

Choose from Creative, STEM, and Story Challenges to build engagement.

• WEEK TWO

Monday:

Keep exploring, complete and share challenge(s)

Tuesday:

Share your students' creative challenge photos to Twitter using the hashtag #liveitearth

Wednesday:

Gather your student questions and schedule them for Twitter the next day (optional)

Thursday:

Feature Show launches at 10am in English & 11am in French

Students get to see a compilation of their creative artwork streamed just before the show!

Students can ask their questions via Q&A feature with help from teachers and parents from 10am to 12pm PST.

If your students are hungry for more about the topic watch a 'Deep Dive' with our experts.

If you're unable to watch the "Feature Show" during the launch time, you can always watch it another day!

Friday:

Test your knowledge and skill with the Game Challenge!

Explore the Call-to-Action and Live It 360 resources for project based learning.

• WEEK THREE & BEYOND

Continue on with Game Challenges or Call-to-Action

Have students select a self-assessment option to document their learning

Consider exploring a program show or resources from the Relive It Library that can connect or build on the interests of the class!

WHAT YOU CAN EXPECT

Live It Earth produces eight feature shows per school year, but you also get access to an entire library of past shows and resources.

You will receive a reminder that your teacher resources are ready 10 days before a new feature show launch.

Educator resources for all programs include:

- **CHECKLIST**

Provides a one-pager of all the pertinent information and components involved in participating fully in the Live It experience!

- **CREATIVE CHALLENGE**

Get engaged in the theme of the show with these fun cross-curricular and creative challenges. This engagement will support learning in the inquiry process and during the show itself.

- **STEM CHALLENGE**

Live It STEM challenges (Science Technology Engineering and Math) get kids problem solving and working in a hands-on way. Kids of varying ages and skill levels can engage and build complexity. The Bonus Creative Challenge ties into the STEM challenge to make it STEAM!

- **STORY CHALLENGE**

Check out what books Mrs. McMillen has found. After reading one or more books, choose from the creative writing prompts and activities provided.

- **GAME CHALLENGE**

Gamify your learning with these fun and challenging games built by the Live It team. Try playing collaboratively as a team or competitively to get the high score!

- **INQUIRY GUIDE**

Use the Inquiry Guide to support inquiry prior to, during and even after the Live It show for project-based learning. Distribute printable or digital copies per learner or just load one copy right into Google Classroom as a handout!

- **SLIDESHOW**

The slideshow is a great preview and introduction to the Live It show. It is a supplemental resource and also an enrichment resource for going deeper in either depth or scope.

- **GLOSSARY**

Build your vocabulary by learning how to use these words - curated from the Feature Show and Slideshow! *Pro tip: try using one or more of these words in your Story Challenge!*



WHAT YOU CAN EXPECT

- **DEEP DIVE**

Deep Dive videos appear in the Explore section of a program and go in-depth with experts about a topic they are passionate about.

- **CAREER PATHWAYS**

Career Pathways are short videos that explore unconventional or unknown careers and an expert's own personal story of getting there.

- **INDIGENOUS PERSPECTIVES**

Whenever possible Indigenous perspectives are included and integrated in the Feature Show and slideshow resource. In some cases, there will be a supplemental video in the Explore section that provides more time and space for Indigenous experts to share insights, traditional knowledge, and connections to other related topics.

- **CALL-TO-ACTION**

Live It values a learning-by-doing approach to encourage learners to foster their own personal and social values organically. Each show and slideshow

will recommend a call to action for viewers! The prompts in each show will vary from citizen science to community service, and experiential or project-based learning.

- **SELF-ASSESSMENT**

Support kids to set their own goals and take authorship of their learning by reflecting on and describing who they are as learners, noticing their progress, and sharing their accomplishments in a timely and holistic way.

- Practice the ability to assess one's own strengths
- Create meaningful and achievable goals
- Provide illustrations or examples of one's learning
- Revisit previous self-assessments where appropriate to demonstrate growth over time

Browse the selection of printable and Google Classroom ready self-assessment templates.

LIVE IT.earth
Your Canadian Learning Library



BC Principals' & Vice-Principals' Association

Share Your Message with BC's School Leaders

Choose the magazine
to fit your advertising

Principl(ed)

bcp vpa
Leading
back to school



You can now associate your brand with the strategies, ideas, opinions, initiatives, teaching, learning, advocacy and aspirations of BC's Principals and Vice-Principals.

CONTACT:

Sandra Murphy, Director of Communications, BCPVPA
sandra@bcpvpa.bc.ca 604-805-5207



INSPIRING





CHOOSING TO LEAD

by
Dana Miller
SD 36 (Surrey)

A Surrey Vice-Principal Reflects on Year One in the Role

Not long ago, my husband told me I should think about earning a master's degree so that one day I could become an administrator.

Being in formal leadership himself, he seemed to have recognized some leadership qualities in me, and had confidence that this was to be my ultimate path. I remember laughing at him, acknowledging that I saw the value in upgrading my degree but that there was no envisaged universe that would include me as an administrator. Why? "Because I love working with kids," I said.

As tends to be the case, he ended up being right in predicting my career trajectory. But what changed for me? I still stand by my original sentiment. Kids are the reason we all do this work. It has to be, otherwise the glitter of summer break wears off very quickly. Now, having completed my first year as a secondary Vice-Principal, I can share with you some of the ways I have kept it all about the kids, and how I've rediscovered the joy in my work through this new role.

When I started at Lord Tweedsmuir, I was reminded in the kindest way possible that for the duration of my tenure, I would be a *guest* in 'their' building ('their' being 'staff and students'). A harsh truth, but a truth nonetheless. As an administrator, you are there for a relatively short time and – as a new-to-role leader – your first years are spent figuring out who's who and how things are done. You then have even less time remaining to make an impact. Your job is to bring out the best in others, but you can't do this until you really get to know who the others are, and what they're about.

As you're navigating the complexities of relationship-building, you simultaneously go from de facto the most competent you have ever been in your professional career to a place where every little thing is a learning exercise. At this point, it can be hard to feel like you're competent at anything. These are the growing pains of transitioning into formal leadership. There are moments where you question it all. It is critical in those moments that you keep a firm foothold in your values. If you don't yet know what those are, figure

them out, because you will be tested in this work. All other things being equal, your values will remain your compass through murky waters. I love summer break for this reason because it allows me uninterrupted time to reflect on my practice with a fresh energy, and a chance to clarify my values and set myself up for success in the year ahead. While you reflect, make a habit of reminding yourself of what you've accomplished. Leaders, especially new-to-role leaders, are particularly good at being self-critical. It's easy to pick apart our own mistakes, even ruminate on them. Cut yourself some slack, and if you notice a colleague doing something great, tell them about it.

"There are moments where you question it all. It is critical in those moments that you keep a firm foothold in your values. If you don't yet know what those are, figure them out, because you will be tested in this work."

Nascent leadership isn't all doom and gloom, so let's get to the good stuff: the best part about this role is being able to connect deeply with kids as whole learners and as human beings. You get to observe their growth during some of their most formative years. Yes, you can absolutely do this as a classroom teacher, but as an administrator you are lucky enough to follow a student as they transition across multiple grade levels.

You do, however, need to be intentional about creating opportunities for connection with both students and staff. Your busy schedule doesn't often allow for



"You ... need to be intentional about creating opportunities for connection with both students and staff. Your busy schedule doesn't often allow for spontaneous moments to fall into your lap (though there are rare, joyful occasions when they do)."

spontaneous moments to fall into your lap (though there are rare, joyful occasions when they do). Don't wait around for these unicorns – it can be easy to spend your day holed up in your office if you aren't careful. I colour-code my day-planner to help me identify how I spend my time each day, and the visual cues are helpful in determining if I am being swallowed up by paperwork. Establish a routine of connection. A big difference between classroom teaching and administration is the unpredictable nature of our work, so if you want something to be done, be explicit about integrating it into your schedule. And that is the beauty

of building your own schedule: you can change the narrative to suit your leadership. For example, you can flip the script on the notion that a student only sees the Vice-Principal when they're in trouble. You can instead invite students in for a congratulatory conversation about their recent successful project, or volunteer to participate in staff-versus-student intramurals at lunch time. Kids notice these types of things and it makes any hard conversations easier down the road. And, most importantly, it brings joy to our work.



"Tweedy" Admin: Harjot Ghuman, Robin Smalley, Danielle Garbe, Dana Miller

With staff, the story is similar. Sometimes I connect with staff over the most mundane stuff. It's tough being a new administrator in a large school, especially when we started the year under a mask mandate. Good luck trying to learn everyone's faces and names! But frame every interaction as an opportunity to connect, and you will learn more. Stay curious, and others will feel comfortable about opening up. Even if you're just filling out an injury report or helping a staff member navigate MyEdBC, you'd be surprised at how these moments can provide glimpses into the practices and passions of your staff.

There is no guidebook for how to do this job. Yes, you have a fiduciary duty to act in the best interest of your stakeholders, including your employer and especially your students. You are also obligated to conduct yourself professionally in accordance with Board policies and within the parameters of the BCPVPA (or similar) Code of Ethics. But exactly how you define your role within this framework – how you articulate your values, and your purpose, through your work – is up to you. And this is where you can make the magic happen, and say, "I chose to be an administrator *because* I love working with kids".

Principl(ed)

VOL. 1 - ISSUE 1 - NOVEMBER 2019

A Day in the Life

Nelson Principal
Tim Mushumanski
on the Energy,
Enthusiasm & Excellence
of Elementary School

President's
Perspective
BC L
In Ed
Haras
What It Is
Ocean
Educ
Turnin
Into

Principl(ed)

VOL. 1 - ISSUE 2 - MARCH 2020

President's
Perspective
Instruction
Leadership
Leveragin
Relationship
Identifying
Obstacles
Retireme
Reading

A Day in the Life

of a District Principal

Salma Smith's professional

Principl(ed)

VOL. 1 - ISSUE 3 - June 2020

President's
Perspective
Connecting
in a Crisis
Sharing
Student Voice
Creating
Community
Flames
of Burnout

A Day in the Life

of a

Secondary

Principl(ed)

VOL. 2 - ISSUE 1 - November 2020

President's
Perspective

Fin
Bal

Learn
Les

A Day in the Life

of an Online Learning Principal

Karen Fiebo talks about the benefits, needs & challenges of online learning

Principl(ed)

VOL. 2 - ISSUE 2 - March 2021

President's
Perspective

Learning
To Go

Educational
Leadership

A Day in the Life

of a Middle School Vice-Principal

Tu Loan Trieu shares his perspective on collaborating and being agile in your leadership

Principl(ed)

VOL. 2 - ISSUE 3 - June 2021

Sharing
Kindness

Guiding
Growth

Connecting
Leaders

A Day in the Life

of a New Elementary School Principal

Brad Kuhn talks about getting to know your school community, and reflects on one of life's very special moments

Principl(ed)

Principl(ed)

VOL. 3 - ISSUE 1 - November 2021

President's
Perspective

Re-imagining
the 3 R's

Thriving
in Education

A Day in the Life

of a Secondary Principal

Aaron Akune talks about student leadership, building a safe caring culture in school community

Principl(ed)

VOL. 3 - ISSUE 2 - March 2022

Leading
for Equity

Leading
for Change

Leading
through COVID

A Day in the Life

of a Elementary School Principal

Lucinda Wolters curious, finding and working together in learning community

Principl(ed)

VOL. 3 - ISSUE 3 - June 2022

The Equity
Journey

Connected for
Well-being

Caring
Conversations

A Day in the Life

of an Elementary School Vice-Principal

Riley McMitchell on connecting a school community, being a listening leader, and harnessing the power of stories

[bit.ly/BCP_Principl\(ed\)](https://bit.ly/BCP_Principl(ed))

bcp
vpa
The Journal of the BC Principals

BEING HUMBLE

by
Marc Daneault
SD 68 (Nanaimo-Ladysmith)

... Yet Remaining Confident

On February 3, 2022, Anthony MacKay – advisor to the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) – spoke to our university cohort about the importance of being humble while retaining one's confidence. In his opinion, any school leader must be adept at doing so. His words were instrumental in helping me to work through a recent experience as a Vice-Principal at an elementary school in Nanaimo. I am sharing a reflection I recently submitted as a student in UBC's Transformation Educational Leadership Program (TELP).

"As a leader, it is important to be humble and yet remain confident."

- Anthony Mackay, Case Study #3, February 3, 2022, UBC TELP Zoom session

As a Vice-Principal, one of my tasks is recess supervision. Exclusively, I supervise the blacktop area of our school, Brechin Elementary. Picture cracked concrete, loose gravel around the edges, puddles, and rusted basketball hoops. Most students avoid the blacktop area because it offers little to do and is visually unappealing.

However, every recess, some choose to go there. In particular, 10-15 behaviourally-challenged boys, ages 9-11, converge in this space to do what behaviourally-challenged boys often do together: cuss, destroy things, physically challenge one another. Justin is one of those boys. And, on one particular day, despite issuing several warnings to be careful, I had to call him out for repeatedly trying to kick another boy's soccer ball on the roof. I eventually felt it necessary to confiscate the soccer ball, to the other boy's disappointment. Understanding how that other boy, Anthony, must have felt, I promised myself I would return his soccer ball by the end of the day.

When school was over, I went out to the back field to return the Anthony's ball, and found Justin's grandmother was standing on the other side of the fence, a distance away, and witnessed our exchange. She called me over. "What was that about?" she asked. I responded that I was returning Anthony's soccer ball, and I asked Justin if he could make an effort to act more respectfully during recess. She rolled her eyes and nodded. "Well, maybe he would act more respectfully towards you if you respected him."

I was taken aback. Was she actually accusing me of being disrespectful towards her difficult grandson? *Me?* I immediately recalled several occasions when I overlooked and ignored his behavior. "What do you

"I was taken aback. Was she actually accusing me of being disrespectful towards her difficult grandson? *Me?*"



mean by that, Dawn?" I asked. Her accusation had me upset and defensive. "Well, I hear the stories at home. I hear about how you single him out, and let others get away with stuff." Single him out? Preposterous! If anything, I let him get away with things, otherwise I would be calling his mother daily. "I'm sorry to hear he feels that way, Dawn, but every day I have to talk to him about swearing and hurting others. I don't think I'm ever disrespectful," I replied. Again, she rolled her eyes and nodded her head. "Well, that's not how we see it," she answered, then walked to her car. Offended and speechless, I went back inside the school, reliving the exchange in my head.

Once inside, I felt compelled to tell the story to several colleagues. How could I, the friendliest guy ever, possibly be labeled 'disrespectful'? What garbage! Especially by a family whose children routinely fill our school with profane language and dysregulated behaviours? The injustice of it. The ignorance of it. I'm the fairest, most patient guy around. Everyone who heard my story took my side. I was looking for vindication, and I was finding it easily among my colleagues.

Three hours later, having put my own kids to bed, I was washing the dishes and ruminating over the exchange. Apparently, Dawn's comments had touched a nerve. But why was I so perturbed? Was there truth to what she had said? *Had* I been disrespectful to him? I dug. No: actually, I hadn't. His grandmother had no concept of the number of sidebar conversations I've had with him, the patience I've exercised towards him daily. So, if I was totally confident in how I treated Justin, I must be bothered for another reason. What was it?

It took three days. Three days of reliving the exchange with Dawn through the fence. Finally, while helping my son deliver newspapers, what was bugging me about the situation became clear. *One of the families I am being trusted to serve and advocate for – with all their faults, traumatic background, and weighted perception of reality – was sharing that in their household, I am seen as disrespectful. I had failed the people I had been asked to serve.* I couldn't live

with that. I was either going to hear that and argue with them, or I was going to hear that and figure out how to fix it. Choosing the latter, which is what a true leader should do, would mean humbling myself: putting aside my defenses, and hearing their words.

Once I had made that realization, I was able to reflect on how I could do things differently with Justin. I recalled that people who suffer trauma often experience 'persecution syndrome', believing that everything is against them. Justin had witnessed plenty of abuse. Justin had grown up never knowing his father. Justin needed understanding. Maybe he doesn't like that I holler his name out when he acts inappropriately. I would try to do that less. Maybe he's bored out there, and needs some new playground equipment. When was the last time I said a compliment or positive comment to him? I couldn't recall. Maybe never. I would compliment him more, starting now. Once humbled and off my high horse, I was able to think of ways to adjust my practice and work towards a better relationship with Justin.

"I recalled that people who suffer trauma often experience 'persecution syndrome', believing that everything is against them. Justin had witnessed plenty of abuse. Justin had grown up never knowing his father. Justin needed understanding."

A couple of weeks later, Dawn was standing by the school entrance around 2 pm, picking up her grandkids early. I seized the opportunity, and said, "Hey, Dawn, I was thinking about what you said the other day, about my appearing disrespectful." "Yes?" she answered

guardedly, probably expecting an argument. "After we spoke, I reflected on how I act towards Justin. You're right. Maybe some of the ways I interact with him may make him feel disrespected. I apologize for that. I'm going to try and act differently towards him from now on. I don't want him feeling disrespected here." Her face lit up with a smile. "He really is a nice boy Mr. D. He just needs understanding and more patience than other kids. Thank you for saying that!"

I walked away from that exchange feeling far more victorious than from the first one, even though no one had been 'put in their place'. And, unlike before, I didn't feel compelled to go colleague to colleague retelling it. I guess boasting of one's victory over oneself just doesn't have the same ring. Instead, I wandered off down the hall thinking about how complex this job of leader really is, and how opportunities for growth can come when you least expect them.

Mr. Mackay's talk came about five days after that playground incident. The taste of humble pie was still fresh in my mouth. But my confidence in myself as a leader was stronger than before. When he said that line, "To be a leader, you must be able to be humble and yet remain confident," it resonated for me. Yes, you really do. I only hope that in the future I can remain open to catching those moments to practice humbleness.

Oh, and Justin and I do have a better relationship now. Not perfect...but better.

Marc Daneault is a Vice-Principal in the Nanaimo-Ladysmith Public School District.

Their motto is "Success for All" and it is a value Marc truly believes in.

He recently completed UBC's seventh cohort of the Transformational Educational Leadership Program (TELP).



the next generation of
BCPVPA
Short Course I

We asked ... what would you  today?

*Connecting and reconnecting – relationship
will sustain us in our journey of learning*

Open mind, happy heart

MONDAY

*Enjoyed exploring our group's cultural
tree, thinking about restorative decision
making, and the analogy of being the
patient eagle using our birds eye view
to see the bigger picture*

*Decolonizing leadership: walk in a
mindful way, always be present, know
your truth, "Who is your name?"*

*Unpacking and uncovering unconscious
bias. And doing this with curiosity,
humour, and humility*

I'm full ... but in a good way

TUESDAY

*Remember how you show up impacts
everyone around you*

*A learner centered education requires
inclusion, trust, agency, and support*

**Foundations — July 4 - 8, 2022, was our first in-person
learning event for new school leaders since 2019.**



the next generation of
BCPVPA
Short Course I

*The past is not just the past.
The past is present*

*I have so much to learn about
the story before the story*

WEDNESDAY

*Can't wait to leverage the wisdom of our
Indigenous ancestors in building authentic
relationships with my community*

*Circles and their value. 6000 copper
nails. River grass*

*Taking care of self to take
care of others*

*"Tiny events can create disturbances."
How can you make the smallest change
possible for the biggest impact*

THURSDAY

*Equality vs equity: don't be ashamed of
privilege just understand it*

*Importance of team in critical
decision making*

The honour of being a witness

FRIDAY

*Focus is on 'inspiration' – definitely
feeling blessed by being with a great
table with some fabulous new PVPs ...
the people matter*

A new beginning starts now

**Watch for reflections and insights from Foundations 2022 participants
and facilitators in the March 2023 issue of *Principled* magazine.**

Celebrate
National
Principals'
Month



October
2022