

bcpvpa
Leading
back to school

August 2023

Leading

BCPVPA President,
Board, and Executive Director

Teams

Meetings, Committees,
and Staff

**New
Members**

Orientation
and Support

Tools

What Guides and Directs,
and Keeping in Touch

Support

What to Expect, and
Staying Well

Learning

Anti-Racism Reminders,
and What's Ahead

**Tools, Tips,
and Talk for
BC Principals &
Vice-Principals**

Community safety starts at the school crosswalk



Concerned about traffic volume in your school zone?

BCAA's School Safety Patrol program can help! We offer the program FREE for qualified* elementary schools in BC with everything you need to start a patrol, resulting in a safer travel route for students and less traffic congestion around the school crosswalk.

Already running the program? Remember to renew for 2023/24.

bcaa.com/schoolsafetypatrol



Embracing the School Year Ahead!

Leading

- 05 A Welcome from the President
- 08 2023-2024 Board of Directors
- 09 Get Involved with your Association
- 10 Meet the Executive Director

Teams

- 15 Key Dates
- 16 2023-2024 Committees
- 18 BCPVPA Staff
- 22 BCPVPA Partnership Awards

New Members

- 27 New to the BCPVPA?
- 28 WelTel Initiative

Tools

- 31 What Guides & Directs our Practice
- 34 Who's Who in BC's Education Sector
- 36 Anti-Racism Reminders for BC Administrators
- 40 BCPVPA Support for Member Affinity Groups
- 41 Coaching & Mentorship
- 44 BCPVPA Website & My BCPVPA
- 46 Communications Tools

Support

- 51 What to Expect When You Reach Out
- 56 Supporting Member Health & Well-being
- 63 ReSource
- 64 Happy (New) School Year

Learning

- 67 PLD: Your Learning - Your Choice
- 70 2023-2024 PLD Calendar
- 72 The Princip(ed) Podcast

The BCPVPA wants to help send our members and sector friends into the 2023-2024 year feeling prepared, excited, and energized! In *Leading*:

Back to School magazine, you will find the BCPVPA contacts who can support you, the tools and information that you may need along the way, along with details of the programs and services that we will offer this year.

bcpvpa
Leading
back to school

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

VOL 5 - Issue 1 AUGUST 2023

Designed and edited by Sandra Murphy
BCPVPA Director of Communications



2023-2024 BCPVPA Board of Directors

Brian Leonard, SD43

President

Dr. Shannon Behan, SD47

President-Elect

Jacqueline Borosa, SD68

Darren Danyluk, SD6

Heidi Grant, SD91

Renee Hislop, SD62

Sid Jawanda, SD27

Sanj Johal, SD44

Paul Marsden, SD36

Tina Pierik, SD61

Navshina Savory, SD38

Tara Zielinski, SD45



Leading

BCPVPA

A Welcome from the President

Brian Leonard, Coquitlam (SD43)
2022-2024 President

Greetings colleagues,

No matter your role, the beginning of the school year is a time of optimism and excitement. As a school leader, you have the unique opportunity to manage and shape the success stories of the students and communities you lead. The research is clear: the influence of a Principal or Vice-Principal on their school community is significant, and great schools are led by great school leaders.

The Principals and Vice-Principals in BC's public schools are responsible for leading 49,000 teachers and 37,000 support staff in almost 1,600 school sites for more than 572,000 students. It is not an understatement to say that this is an immense responsibility, and it is important to know that you are not alone in this mighty endeavour.

The BCPVPA exists to support you in the work of school leadership through advocacy, representation, and leadership development and support. To paraphrase our Constitution, the BCPVPA is funded *by members for the benefit of members*. As a member, you are part of a network of more than 2,700 leaders from every district and every part of this immense and diverse province. The BCPVPA represents 94% of the Principals and Vice-Principals in BC's K-12 public education system; as a member, you are definitely not alone.

Over the first year of my presidency, I appreciated the opportunity to visit our members in their schools, Chapters, and communities around the province. It afforded me the opportunity to connect with members



on a local level, and to hear about the challenges and successes they were experiencing. It also provided me with greater insight on where and how our Association can continue to support you in the ever-changing and evolving role of school leadership.

These visits were also important as they provided me with first-hand examples to illustrate and support our Association's ongoing advocacy and representation of the work of Principals and Vice-Principals and our sector. I look forward to continuing my Chapter visits as the second year of my term begins.

So, in my travels and discussions over the past year,



"These tables will be tasked to identify and advise government on staff recruitment and retention strategies, and suggest ways to address this escalating situation."

what has emerged as the greatest concern facing members, what is being done to address this concern, and how is the BCPVPA involved?

At the top of the list for members in nearly every part of the province, the concern relates to K-12 workforce recruitment and retention challenges, and the impact in schools for staff, students, families, and Principals and Vice-Principals.

To address the K-12 workforce challenge, BCPSEA (BC Public School Employers' Association) and the Ministry of Education and Child Care – with support from other related government ministries, including Finance, Labour, and Post-Secondary – have invited the BCPVPA and our sector partner groups to be part of a series of Working Groups. These tables will be tasked to identify and advise government on staff recruitment and retention strategies, and suggest ways to address this escalating situation.

Some support will take the form of urgent and immediate solutions where budget dollars have already been allocated, such as targeted dollars for

moving allowances or pre-employment incentives. For the more immediate solutions, the Working Group will prioritize spending to address the greatest needs for September. For the medium and long-term solutions, some Working Groups are examining regulatory, policy, or recruitment impediments, while others are discussing system changes with a longer window for implementation.

The Working Groups launched in the spring, and will continue into the fall. Members of the BCPVPA Board and myself, along with some BCPVPA senior staff, will represent the Association in every aspect of this work, and we are feeling optimistic about the outcomes of this collaborative effort.

My sense of optimism for the coming year has taken shape in two additional ways.

Hiring is one of the most important decisions a Board can make. For a Board of Education, it is hiring a Superintendent; for the BCPVPA Board of Directors, it is hiring the Executive Director. Late last spring, the BCPVPA Board was excited to announce that Scott

Robinson would be our new Executive Director. With this new school year, we embark on a new era as an Association with Scott as our ED. His breadth of experience in the sector as a school, Chapter, and district leader, combined with his dedication, professional skill set, and personal contacts within our sector and beyond, will provide the BCPVPA with the continued exemplary leadership that our members expect.

The second most important decision of any Board is establishing and adopting the strategic direction for the organization. After gathering feedback from members through our committees and Chapter Council meetings, your Board decided last spring to pause the final step in the development and adoption of our 2023-2026 Strategic Plan. As we would be hiring a new Executive Director, and as an integral part of their portfolio is operationalization of the Strategic Plan, we wanted that individual to be part of the development process.

The Board looks forward to sharing the new Strategic Plan with our members soon; it is an important roadmap that outlines the Association's priorities and how we are supporting your work, so that you can focus on the most important objective of every Principal or Vice-Principal – helping students achieve success.

As educators, we are uniquely privileged to see the passage of our students as they mature and develop socially, emotionally, and academically. We don't always recognize the impact that each of us has on the success and growth of the students in our care. Never underestimate the power and influence of your school leadership in making a positive difference for the students and communities you lead.

Your school community is waiting for you to lead and inspire them, and the BCPVPA is here to support you. Go forth and lead.

Have a great year ahead!

Brian bleonard@bcpvpa.bc.ca

  @bcpvpapresident

"... it is an important roadmap that outlines the Association's priorities and how we are supporting your work, so that you can focus on the most important objective of every Principal or Vice-Principal – helping students achieve success."



bcp vpa | 2023-2024 Board of Directors



L to R Front Row: Dr. Shannon Behan, Sid Jawanda, Navshina Savory, Renee Hislop
L to R Middle Row: Heidi Grant, Paul Marsden, Tara Zielinski, Jacqueline Borosa
L to R Back Row: Darren Danyluk, Brian Leonard, Sanj Johal, Tina Pierik

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

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

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

President-Elect Dr. Shannon Behan
(SD47, Powell River)
shannon.behan@sd47.bc.ca

Director Renee Hislop
(SD62, Sooke)
rhislop@sd62.bc.ca

Director Tina Pierik
(SD61, Victoria)
tpierik@sd61.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 Darren Danyluk
(SD6, Rocky Mountain)
darren.danyluk@sd6.bc.ca

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

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



get involved with your association

Elections are held for the BCPVPA Board of Directors every spring

Watch for nomination promotions to begin in March 2024, and the invitation for nominations to be issued in April 2024. Nominees need to be BCPVPA members, and can be nominated by two BCPVPA members.

Candidates have an opportunity to share their campaign messaging through both written and video statements, as well as an in-person speech at the May Chapter Council meeting.

The election for Directors of the Board will be held in May 2024.

The Board of Directors has in-person and virtual meetings scheduled throughout the year.

BCPVPA

Meet the Executive Director

The BCPVPA's new Executive Director, **Scott Robinson**, has more than 30 years experience as an educator and educational leader.

Scott was a teacher and school-based administrator at the elementary, middle, and secondary levels in School District No. 43 (Coquitlam), before taking on the role of Superintendent of Schools, first in School District No. 39 (Vancouver), and most recently in School District No. 38 (Richmond).

We asked Scott about what drives him in his role, and what he sees in the future for the BCPVPA.

What Drew You to Education?

My parents were both involved in public education, so I grew up in a household where our lives revolved around the ten-month school year. I saw and heard about the influence that both my parents had through their roles, which is what got my thinking started. When I graduated from high school, I had no intention of going into public education, but events led me there when I worked in a residential group home for adolescents who were struggling with many aspects of their lives. I was 19 or 20 at the time, and what I discovered early on in that work was that these kids were being blamed for circumstances that had been beyond their control. The adults in their world had not done what they should have done to support them. The outcome was that these kids were really struggling, were not able to live at home, and had to enter into the system of group homes and foster care.



At the age of 20, I was essentially parenting these kids who were 16, 17, 18-year-olds in the group home facility, and I loved it. It triggered something in me. This was what I wanted to do, to work with kids. I saw the difference you could make as an adult who actually advocated for kids, and saw them as individuals who needed our support, rather than pointing fingers at them. I ended up going into public education following that, and I've loved it.

What Drew You to Educational Leadership?

I didn't have any intention of becoming an administrator, and I wasn't one of those people who set out with that plan. I loved teaching. I had a Vice-Principal who at one point asked if I would apply to be a team leader in our middle school, and I thought, okay, I'll try that. I could still teach full time, and I really enjoyed it. In part, it was that I saw I could have a broader influence over more kids, and that I got to work alongside adults in a different way. That experience was followed by the same Vice-Principal asking if I would put my name forward for a Vice-Principalship. I responded that, no, I wasn't interested in that, and was happy in the classroom. She encouraged me by saying that I could just put my name in, and it would take a few years for my application to roll through the system. Six weeks later, I was hired as a Vice-Principal. It was a bit of a culture shock but, of course, I loved it once I was into it. It was that ability to work with other adults and help influence the way they could influence kids' lives that motivated me. That's a huge part of it for me, spreading the word about treating kids well, and being an advocate for them. The broader the scope of your leadership, the more influence you have over ensuring a positive impact for children and youth.

How Would You Describe Your Leadership?

In some ways, I don't think that I am a typical leader. I don't like being in the spotlight at all. I've tried to lead from behind, and I take great pleasure from being in the background, removing barriers so that other people can do their great work and so that they can shine. Every time I've moved into a higher level role, it's given me the opportunity to enable other folks to do their good work as leaders, and to see the people I have had the honour of leading become even stronger leaders. There's an exponential effect, which I've really appreciated throughout my career.

What Brought You to the BCPVPA?

From the time that I was the president of my local Chapter, and then during my time as a superintendent, I've seen the profound influence that Principals and Vice-Principals have on the system. I've had the privilege over the course of my career of working with literally hundreds and hundreds of Principals and Vice-Principals in a variety of roles. I'm always impressed with their selflessness, their care, their compassion, and the dedication they bring to their work every day – it has been a consistent experience. The vast majority of the Principals and Vice-Principals I've worked with are amazing people who come to work every day, set aside their own needs, and do great things for kids and families, and for communities and staff. Their positive influence is enormous.

It's not a job that you can do without putting your heart and soul into it, and I see Principals and Vice-Principals as being the linchpin that holds the whole system together. I want to continue to be part of supporting those people in their work, and I hope I can influence things and remove barriers so that

"It was that ability to work with other adults and help influence the way they could influence kids' lives that motivated me. That's a huge part of it for me, spreading the word about treating kids well, and being an advocate for them."

Principals and Vice-Principals across the province can do their work effectively, and feel like they're being supported both by their district, and by us as an association.

On a personal level, when I worked as a superintendent in both the districts, I was extremely grateful for the support that I felt from the Principals and Vice-Principals I worked with during some very challenging times. They stepped up not only for me as their 'boss', but as another human being who they could see was facing challenges, for different reasons in both districts. I was grateful for that; they're really good people, and I hope to be able to give back to them on a broader level.

What Do You See for the Future?

There are a few things that – working alongside the Board of Directors – are really important to me as the Executive Director. The first is continuing to help others in the system to understand the importance of the work of Principals and Vice-Principals, because unless people know someone in those roles, they likely don't have any sense as to the level of challenge, and the level of positive influence, those leaders have. I think that we as an association have to continue to work really hard to make sure that more and more people understand the importance of that work.

Contact:

Scott Robinson

Executive Director

604-689-3399

My other hope in the next year is to continue to work with other sector partners, and with the Ministry of Education and Child Care, to address some of the big issues and challenges that are facing our members. Among other things, we have staff shortages, equity, diversity, and inclusion initiatives, Truth and Reconciliation, and mental health issues that are facing our members and the folks that they work with in their school communities. We have to continue to work with our partners on addressing those things; we can't just sit back and say, 'things are hard and that's just the way it is'. We have to do something about it, take a constructive approach, and come alongside the Ministry and our sector partners to make a difference.

I believe that public education is a reflection of society as a whole, and all of the issues that I just mentioned are part of what is happening in broader society around us. I think that – as an association, if we're doing our job well – we're working alongside districts and the Ministry to equip our Principals and our Vice-Principals to address those issues in school communities, which will then create a positive impact in society. I see a large part of the association's work as making sure that we're providing support for and giving tools to the Principals and Vice-Principals who are doing this work. There has already been lots of great work done and I'm honoured to be joining this journey alongside the Board and BCPVPA staff.

"My other hope in the next year is to continue to work with other sector partners, and with the Ministry of Education and Child Care, to continue to address some of the big issues and challenges that are facing our members."



Are you a Member on the Move?

Do you have a new school, a new role,
or other contact updates?

Help us keep you in the loop: email your updates to

[Membership Services](#)





Teams

Chapter Council
Meetings
November 24-25, 2023
February 9-10, 2024
May 4-5, 2024

Board of Directors
Meetings
October 27-28, 2023
November 23, 2023
January 19-20, 2024
February 8, 2024
April 12-13, 2024
May 3, 2024

*Additional Zoom meetings
as scheduled*

Chapter Presidents
Meeting
November 24, 2023

BCPVPA
AGM
November 25, 2023

Member Support Services

Contract Advisory Committee/Rep Meetings

November 16, 2023 (virtual)
January 26, 2024 (in-person)

Workplace Intensification and Well-being Committee Meetings

Dates to be confirmed

Professional Learning & Development

PLD Advisory Committee/Rep Meetings

August 31, 2023 (Zoom)
October 5, 2023 (Zoom)
February 4-5, 2024 (in-person)
April 18, 2024 (Zoom)
June 6, 2024 (Zoom)

Connecting Leaders Conference

October 19-21, 2023 (Kelowna)

Foundations for New School Leaders

July 1 - 5, 2024

Finance

Budget Committee Meeting

April 11, 2024

Governance Meetings

Dates to be confirmed

Committees & Events

Ad Hoc Anti-Racism
Committee Meetings

September 19, 2023 (Zoom)
Further date(s) to be confirmed

Indigenous Leadership
Advisory Committee

October 30, 2023 (in-person)
January 22, 2024 (Zoom)

2023 BCPVPA Partnership Awards

November 24, 2023

The BCPVPA convenes Standing Committees, along with Ad Hoc Committees and Working Groups that may be established for defined projects.

Join us in welcoming these members who have joined 2023-2024 Standing Committees:

Budget Committee

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

Jeremy Clarke	SD43 Coquitlam
Bev Forster	SD54 Bulkley Valley
Chris Matheson	SD83 North Okanagan Shuswap
Devon Ross	SD43 Coquitlam
Lyall Ruehlen	SD64 Gulf Islands
Sarah Winkler	SD61 Greater Victoria
Trevor Wrinch	SD39 Vancouver
Heidi Grant	Board
Shannon Behan	Board
Carol Powell	Staff

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.

Brian Cross	SD91 Nechako Lakes
Claire George	SD37 Delta
Jaksun Grice	SD54 Bulkley Valley
Paul Hembling	SD73 Kamloops-Thompson
Jeremy Janz	SD52 Prince Rupert
David Martin	SD5 Southeast Kootenay
Shelley Portas	SD34 Abbotsford
Laird Ruehlen	SD72 Campbell River
Darren Danyluk	Board
Renee Hislop	Board
Carmen Eberle	Staff
Magdalena Kassis	Staff
David Nelson	Staff

Indigenous Leadership Advisory Committee

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

Brad Burns	SD53 Okanagan Similkameen
Parrish Child	SD57 Prince George
Colleen Mullin	SD79 Cowichan Valley
Charity Peal	SD92 Nisga'a
Anne Smith	SD36 Surrey
Kelly Zimmer	SD43 Coquitlam
Jackie Borosa	Board
Tina Pierik	Board
Scott Robinson	Staff
To be determined	Staff

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	SD39 Vancouver
Lois Ehman	SD5 Southeast Kootenay
Mark Lucas	SD81 Fort Nelson
Margaret Paxton	SD39 Vancouver
Baljit Ranu	SD36 Surrey
Denise Wehner	SD62 Sooke
Lucinda Wolters	SD71 Comox Valley
Shannon Behan	Board
Sanj Johal	Board
Peter Johnston	Staff
Andrea McComb	Staff

Workplace Intensification and Well-being Committee

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

Lisa Frey	SD68 Nanaimo-Ladysmith
Karen Higginbotham	SD61 Greater Victoria
Kathryn Jung	SD43 Coquitlam
Lisa Kania	SD42 Maple Ridge/Pitt Meadows
Ian Keir	SD50 Haida Gwaii
Genevieve McMahon	SD43 Coquitlam
Paul Marsden	Board
Tara Zielinski	Board
Rochelle Morandini	Staff

Join us in welcoming the following members who continue with the work of this Ad Hoc Committee:

Ad Hoc Anti-Racism Committee

The Committee advises the Board on how to support effective school leadership for racial equity and anti-racism, and how to support members on addressing issues of racism in their schools.

Wayne Chow	SD42 Maple Ridge/Pitt Meadows
Kenneth Headley	SD40 New Westminster
David Johnson	SD23 Central Okanagan
Iram Khan	SD36 Surrey
Carla Rourke	SD52 Prince Rupert
Tu Loan Trieu	SD40 New Westminster
Brian Leonard	Board
Sid Jawanda	Board
Navshina Savory	Board
To be determined	Staff
To be determined	Staff

Executive Team



Scott Robinson
Executive Director
scott@bcpvpa.bc.ca

The Executive Director is responsible for the leadership and management of the Association, executing the strategic vision and decisions of the Board of Directors. They work closely with the President, and liaise with government and the many partner groups in the education sector.

The Executive Assistant supports the work of the BCPVPA Board of Directors, President, and Executive Director. They are the contact for Board meetings, the President's Chapter visits, Chapter President Town Halls, and Chapter Council meetings. They also manage and maintain the operation of the BCPVPA office.



Sharon North
Executive Assistant to the President
& Executive Director
sharon@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
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, and the annual IDEAS Forum, 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.

Member Support Services



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



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



David Nelson
Director
Member Support Services
joins on September 26, 2023



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



Emily Taylor
Assistant
Member Support Services
etaylor@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. An MSS Director 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, Leadership: A Regulatory Lens, Know Your Personal Services Contract, Avoiding Pitfalls, and other topics upon request.

The Director of Member Health & Well-being is dedicated to the health, safety, and wellness of BCPVPA Members. Their 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. They provide supportive contact and 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. They also regularly provides training sessions, direct members to valuable resources, and publish articles promoting skills that can enhance well-being.

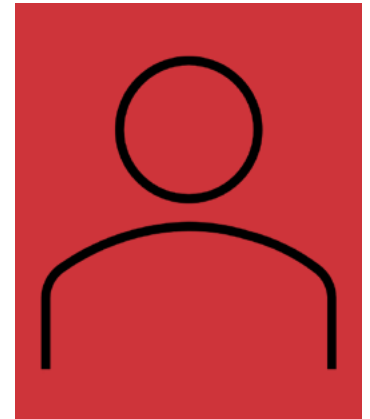
Finance & Membership



Carol Powell
Director
Finance
carol@bcpvpa.bc.ca



Vinod Tiwari
Assistant
Accounts Receivable/ Membership
vinod@bcpvpa.bc.ca



Currently Vacant
Accounting Clerk
Finance

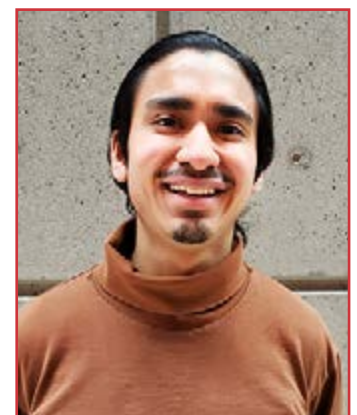
The Finance and Membership team oversees finance and accounting operations, ensuring compliance with regulatory requirements, and alignment with the Association's strategic priorities. The Director leads the budget process, is a leader in the BCPVPA's Strategic Planning process, and is a member of the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

Communications

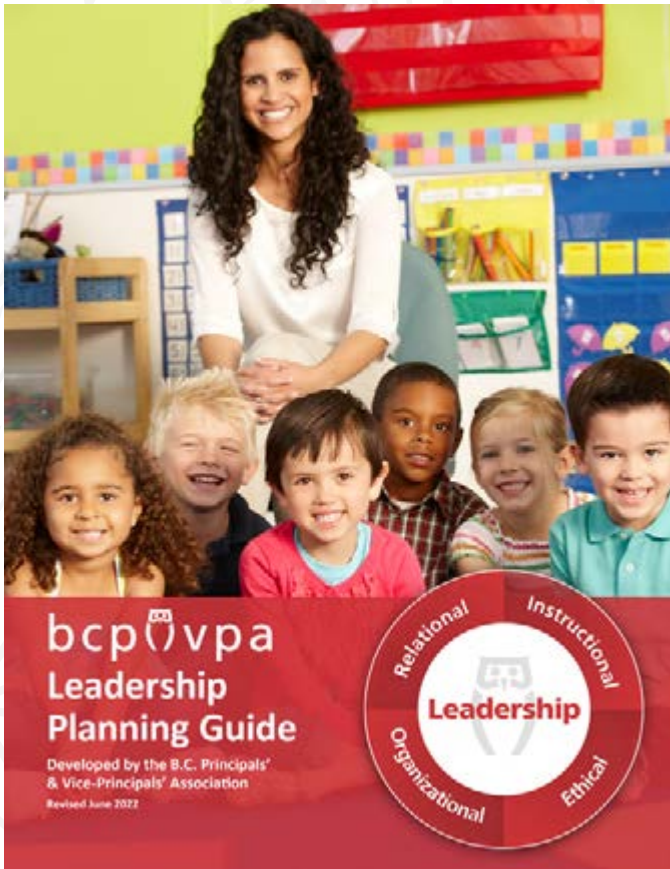


Sandra Murphy
Director
Communications
sandra@bcpvpa.bc.ca

The Communications team is responsible for the communication and brand strategies of the Association. This team designs and develops core Association documents including the Annual Report and Strategic Plan, produce promotional materials for our programs and events, design and edit the BCPVPA magazines *Principl(ed)* & *Leading: Back to School*; and coordinate 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 create social media content and online engagement.



David A. Serpa
Assistant
Communications
david@bcpvpa.bc.ca



The BCPVPA Leadership Planning Guide is the perfect resource for aspiring, new, and seasoned Principals and Vice-Principals in BC, and it includes:

Students & Culture
Indigenous Education
Parents & the Public

Legal Responsibilities
Professional Growth & Development
School Task Lists

[Download the Guide](#)

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 embarked on a journey over the past year to develop our Association's Equity Theory of Change, and we still have much work ahead in continuing our learning and inviting engagement.*

Thank you for being with us on this important exploration.

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



BCPVPA
2023 Partnership Awards

Who Makes A Difference in Your School?





The BCPVPA Partnership Awards recognize and honour the valuable support provided to Principals, Vice-Principals, teachers and students by individuals and groups who, over an extended period, have shared their time, energy and expertise to support local schools.

The awards are an opportunity for BCPVPA Chapters to recognize and celebrate a group, organization, or individual who has had a positive impact on your local community, and has offered ongoing, valuable support over the years.

Nominations for the 2023 Partnership Awards will be open until 9:00 am Monday October 16.

The Awards ceremony will be held as part of the November Chapter Council, with a dinner event and Awards ceremony held on Friday November 24.

bit.ly/BCP_PA



bcp  vpa



CONNECTING LEADERS

THANK YOU TO OUR
2023 TITLE SPONSOR

save  **foods**
Going the extra mile

Cultivating Learning

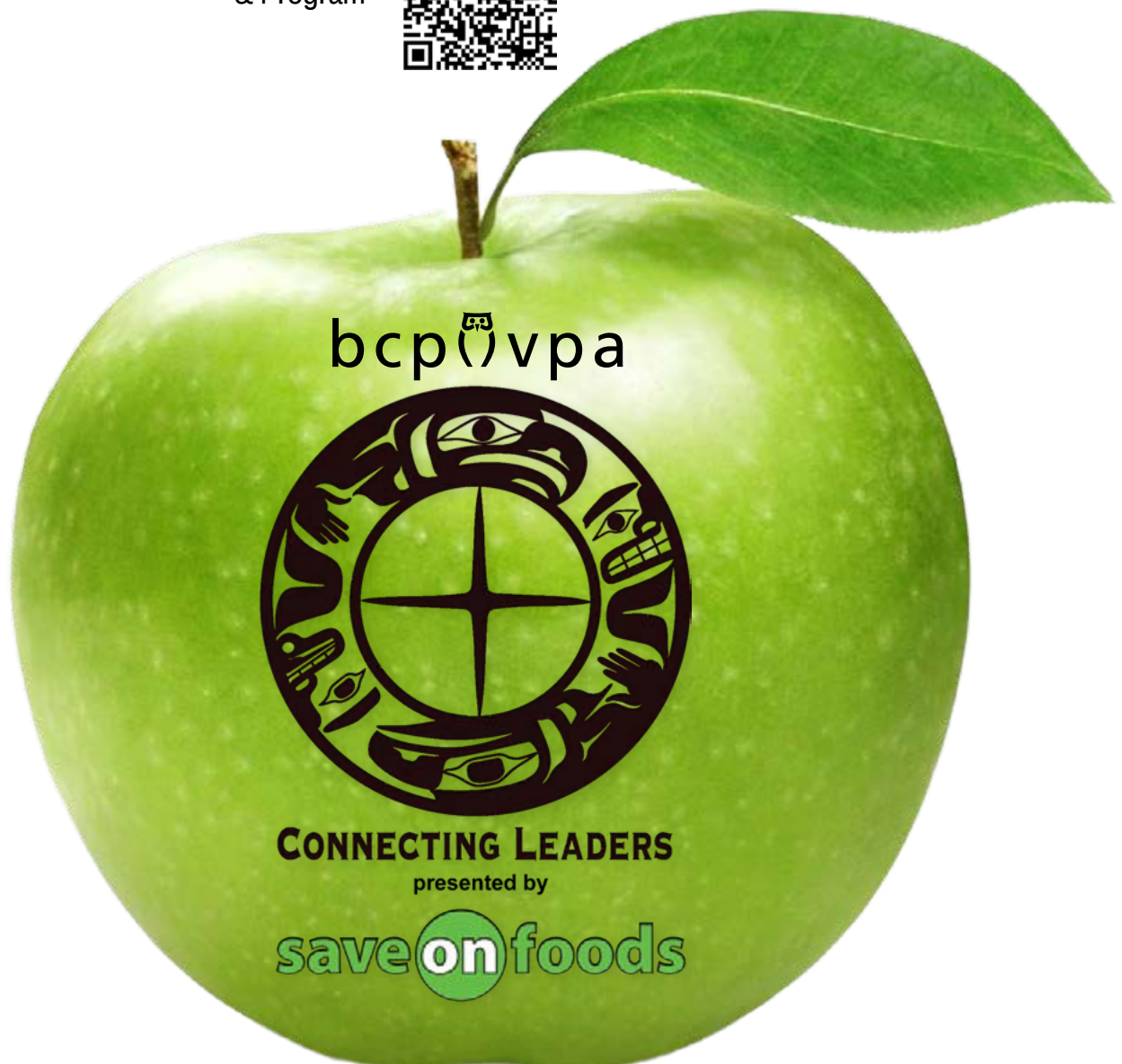
INTERACT *CONNECT* *REFLECT*

The 2023 BCPVPA Connecting Leaders Conference takes a fresh approach to conference learning with engaging facilitated sessions by exceptional educational leaders

OCTOBER 19, 20, & 21, 2023

CANYON FALLS MIDDLE SCHOOL, KELOWNA, BC

Registration
& Program



New Members



New to the BCPVPA?

Join our BCPVPA President and BCPVPA 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 this year's events, initiatives, and programs. *Bring your questions, and bring a friend!*

OCTOBER 2023

Date to be confirmed 3:30 - 4:30 pm
or

FEBRUARY 2024

Date to be confirmed 3:30 - 4:30 pm

- Watch for your email invitation -

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 BCPVPA WelTel program for leaders new to their roles, please scan the QR code below, or contact:

Rochelle Morandini

Director, Member Health and Well-being





The British Columbia Black Educational Leaders Association, BCBELA, was most excited to hold its inaugural “soft launch” event in February 2023 - a historic moment for the Education Community of British Columbia. During the virtual event, attendees learned about BCBELA's vision and possible opportunities for organizations to support and collaborate.

BCBELA's commitment is to empower and inspire educators who self-identify as Black or of Black African descent to build thriving learning communities by uplifting Black voices and dismantling anti-Black racism and all forms of oppression.

We envision a world in which all educational partners recognize Black history, joy, love, contributions, and achievements. Through our collective leadership and advocacy we commit to the transformation and improvement of education in British Columbia for all.

For more information about our association and membership, please email: bcbela.lead@gmail.com



Tools

What Guides & Directs our 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 district and each school site 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 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 rights and obligations in regard to 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.

What Guides & Directs our 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.



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.



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.



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



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.



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.

The background is a dark, textured chalkboard. The word "racism" is written in white chalk in the upper left quadrant. A yellow sponge with a dark, textured surface is positioned in the upper right quadrant.

Fall 2023

Anti-Racism Reminders for BC Administrators

In January of 2023, the Ministry of Education and Childcare released the BC K-12 Anti-Racism Action Plan. As educational leaders, we will have a pivotal role in supporting this framework. Here are some ways you can begin or continue to dive deeper into diversity, equity, inclusion, and anti-racism work in your role.

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

This is not a checklist.

Engaging in any one of the 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 navigate accountable spaces for your student body and staff so that they feel not only seen, but also empowered; when we uphold accountable spaces, that reminds everyone to be aware of the impacts of racism, from ourselves and from others.

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. Be mindful, though, that our intentions in tackling these challenges may have the unintended consequence of perpetuating systems of oppression. Centre the 'why' (see *below*) and be reflective in your journey. Continue to check in with your critical colleagues, and be sure to check in with yourself along the way!

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 up to 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 and 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.

"Acknowledge your own implicit biases. Own your blind spots, own when you make a mistake, and commit to listening, learning, and doing better."

Stop and interrupt.

What are the guidelines that your school and district have to support you and all involved in racist incidents? What teams can you bring in when needed? What supports do you have in place to support victims of racism, and how will you check in on victims? There isn't a playbook to deal with all forms of racism, but having a general set of protocols will help you to navigate challenging situations. Reach out to your district leadership for assistance in this area.

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 teachers and staff 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 own experiences with, and knowledge of, anti-racism. Do not lean on them for this, or expect them to speak as experts about groups they are a part of: racialized groups are NOT monoliths with homogenous experiences and beliefs. Additionally, be aware that 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

"There isn't a playbook to deal with all forms of racism, but having a general set of protocols will help you to navigate challenging situations."

what can you learn from these students, 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 focus more on external social conditions affecting students' access to society.

Refrain from using racist phrases such as 'low person on the totem pole', 'Powwow', and 'the peanut gallery', or using responses such as '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 communities. 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.

Find love and joy.

Dismantling systems of oppression should be joyful. Focusing on trauma and oppression will push us to exhaustion. We must find the joy in creating new paths, new lived experiences, and changing our current practices to something different. We must celebrate our successes and the success of our communities. We will find joy when students and families can show up as their authentic selves and we can both witness and participate in their joy.

We must engage in this work with love, but not on a superficial level. We must move forward with *radical love*: love that pushes us to challenge assumptions, call out harms, and develop authentic relationships founded on reciprocity, trust, and care. We must set high expectations for our communities, but also be open to critical feedback. To lessen the exhaustion connected to this work, we must practice self care and find joy in the things that we love to do. Engaging with the activities, people, or places that fill your cup will allow you to come back recharged and ready to dive more deeply into your commitment to this work.

Leaning in.

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.

The BCPVPA offers support to BC Principals and Vice-Principals through the promotion of Affinity Groups that have been formed by our members.

Our promotion of new and existing member Affinity Groups through our weekly eNews publication helps our members to connect with colleagues with shared interests, goals, challenges, and/or identities.

If you currently belong to an Affinity Group with other BCPVPA member colleagues, or if you are planning to launch an Affinity Group, reach out to us so that we can let the membership know about your Group!

Submit your request

For more information, check under Member Communications in My BCPVPA.

If you have any questions, please contact

Sandra Murphy

Director of Communications, BCPVPA



BCPVPA Coaching & Mentorship

by Magdalena Kassis
& Dr. Andrea McComb



The BCPVPA is in the early stages of developing a coaching network. Coaching develops the conversational skills to support engagement and personal growth, and – ultimately – to develop future leaders.

A coaching relationship is premised on the principle that people can solve their own problems and find their own solutions. People learn from experiences, especially when their thinking is supported.

This year, we have several people involved in an eight-day training program called Cognitive Coaching Seminars®, which is a research-based model that

capitalizes upon and enhances cognitive processes. The program aligns with the *BCPVPA Leadership Standards*.

Once we have a network of coaches who are feeling competent and confident, we will begin to match coaches with those leaders who would like coaching.

Coaches will be equipped with the tools to develop trust and rapport, and to develop an identity as a mediator of thinking. They will engage with their participants in a coaching, consulting, mentoring, or collaborative support role. Through the development of conversational skills, participants will develop higher

levels of efficacy, consciousness, craftsmanship, flexibility, and interdependence.

The coach does not judge or impose their own thoughts but uses tools like pausing, paraphrasing, and posing questions to reveal the participant's beliefs, assumptions, biases, decisions, and goals. Cognitive coaching aims to create self-directed, self-managing, and self-sufficient leaders.

BCPVPA is also working behind the scenes to renew and provide coordination of mentorship for our newer members, and to ensure that they feel fully supported. *Stay tuned for more information.*

Some districts offer internal mentorship programs, and we strongly encourage newer members in those districts to participate when possible. There are also Chapters that set up informal mentorship systems for new members within their local association. The time and effort dedicated to supporting our newest members ultimately benefits everyone in the profession.

Magdalena Kassis
Director, Member Support Services

604.877.5383

Many of our members will find themselves in informal situations throughout the year where there is an opportunity to mentor and guide a new colleague, helping them to find success in their role. This is an incredibly rewarding experience for both the mentor and the mentee.

Research has shown that the most effective mentors create instructive challenges by helping new school leaders to understand and frame issues, helping unpack their professional vision through dialogue, and helping them feel empowered to solve problems themselves. It is a best practice of mentorship to listen empathically, be non-judgemental, and to refrain from 'giving the answers'. The role of a mentor is both supportive and non-evaluative.

Whether someone is new to their role, or an experienced administrator, we encourage all of our members to support each other, and to stay tuned for more program information from BCPVPA about coaching and mentorship.

Dr. Andrea McComb
Director, Professional Learning and Development

604-877-5386





Researching Retirement?

The BCPVPA offers virtual and Pension and Retirement sessions throughout the school year.

Registration is free, and spouses/partners are welcome!

[Register](#)



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

bcpvpa

humanworks



Our public website is bcpvpa.org, offering easy access to information about support services for our members, professional learning opportunities, resources and information, and so much more. Our website also has links to BCPVPA's D2L Brightspace platform, and to our member-only portal My BCPVPA.



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 dedicated tiles.



Member News



Member Support Services



Professional Learning



Contacts



Resources



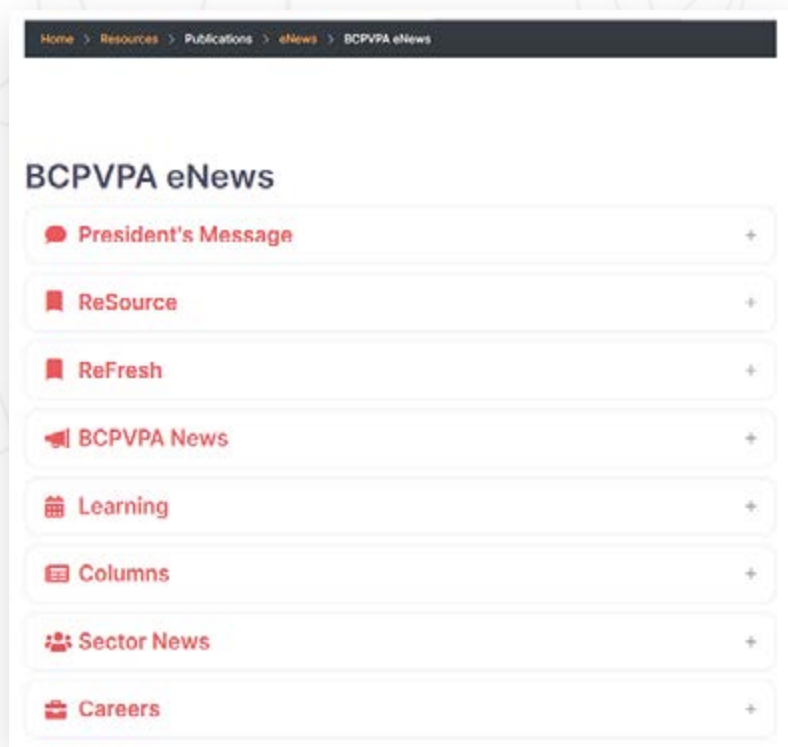
Mentorship



Forms



My Profile



BCPVPA eNews

Delivered every Friday to your Inbox, eNews keeps members in touch with the activities of the President, offers all the latest news from the Association, gives you the first look at registrations and learning opportunities, and brings you information from BC's public education sector along with career opportunities.

It's all there in eNews!

eNews is archived as part of Member News in My BCPVPA, so it's easy to stay up to date.



BCPVPA Member Updates

When there are time-sensitive and important news during the week, we issue a Member Update. Member Updates give members the information and links they need, right when they need them!



BCPVPA Member Update

Get Social!

Why yes - we are social!

We're posting resources and letting you know about events and programs both big and small. You'll find us on location at many of our member sessions and meetings, putting the work of BC's Principals and Vice-Principals in the spotlight!



Principl(ed): Be Part of the Story

Our stories come from all over the province, and include the voices of our members, staff, and sector friends. Whether it's a page from your leadership journey, a dive into the deep work and rewards of your work, commentary on contemporary issues in education, or the introduction of new tools and tips for your practice, *Principl(ed)* magazine has it all and is delivered to you twice a year. Be part of the story by contributing content, or reviewing that book you feel that everyone needs to read!

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!

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 embarked on a journey over the past year to develop our Association's Equity Theory of Change, and we still have much work ahead in continuing our learning and inviting engagement.

Thank you for being with us on this important exploration.



Support

BCPVPA Member Support Services: What to Expect When You Reach Out

by Carmen Eberle, Magdalena Kassis,
and Scott Robinson

The **Member Support Services (MSS)** team is available to BCPVPA members for many services and supports. One of the most common and formal supports offered is representation of members when they are facing extremely challenging – and often unexpected – situations. When members are faced with serious allegations, the MSS Directors support them and act as their ‘representative’ through the formal process.

This can include situations such as:

- Harassment and bullying complaints
- Complaints filed at the Teacher Regulation Branch (TRB)
- Discipline or misconduct investigations
- Terminations of contract
- Challenging meetings/conversations with senior management
- Facilitation of requests for mediation

The MSS team is made up of three Directors of Member Support Services, the Director of Member Health and Well-Being, and the MSS Assistant. It is a member's choice to be represented by the BCPVPA and, in most cases, members do choose this representation. When an MSS Director represents a member through an investigation or other serious situation, the goal is to ensure that the member is as prepared as possible for the process, that there is fairness of process,

"... when an MSS Director represents a member through an investigation or other serious situation, the goal is to ensure that the member is as prepared as possible for the process, that there is fairness of process, and that contractual rights are being followed."

and that contractual rights are being followed. MSS can also liaise and communicate with the member's senior management or investigator(s) on their behalf, and advocate for the member as best as possible.

The MSS team has a wealth of experience in school and district-based administration – as well as training in negotiation, investigations, and educational law – and the team collaborates closely. The Directors are not lawyers, and provide professional guidance only. When warranted, the BCPVPA has full authority to access legal counsel for advice and guidance, to ensure that members are as supported as they can be.

When members are faced with allegations or situations that require representation, it can be an extremely difficult and emotional time, both personally and professionally. MSS will ensure that the member is made aware of the counselling support available through humanworks and the Early Intervention Program (EIP).

It is important for members to understand that in the rare situation where a member chooses to seek their own legal advice or counsel for a situation that requires representation, BCPVPA cannot participate in representation of the member as it would be

considered a conflict of interest.

In a broad sense, having representation means the member has someone speaking or acting on their behalf. When members engage the services of the MSS team, they will be working with someone who will support them through their challenging situation. MSS Directors maintain confidentiality in their work with members, and they will not act on a member's behalf without their consent.

MSS Directors do not represent members in situations involving criminal investigations. However, MSS may resume representation when the criminal proceeding is resolved, and when the situation returns to the jurisdiction of the school district with a focus on the employment relationship.

□ Representation

The most formal representation occurs when members face serious situations with their employer, including investigations of harassment or professional misconduct. It is recommended that members reach out to the MSS Directors for their involvement as soon as there is notification of an investigation. In these situations, the MSS Directors ask members to formally advise their districts in writing that one of the Directors, on behalf of the BCPVPA, is representing the member in the investigative process. This enables the Director to directly engage with senior managers or other employees at the district level in order to:

- Arrange logistics, including calls or meeting times / places for the investigation
- Engage with investigators directly, before or during the process to clarify timelines / procedures
- Seek clarification and/or particulars related to allegations against the member

- Request specific materials members might need to prepare for their investigation
- Address procedural questions, and ensure that fair, equitable, and reasonable processes are sustained throughout
- Obtain confidentiality agreements and access to investigation reports
- Attend all interviews and post-investigation meetings with senior staff
- Advocate for a particular course of action or outcome after an investigation

Representation as part of a Teacher Regulation Branch (TRB) process is very formal. Once the intake office or investigator is informed that a member has representation from the BCPVPA, they will only communicate with the representative; this effectively

"The most formal representation occurs when members face serious situations with their employer, including investigations of harassment or professional misconduct. "

streamlines communication. Some school districts also operate this way, but many do not. The process of a TRB investigation is also different in that most information is shared with the investigator through written submission, whereas in school district-initiated investigations, information is gathered through interviews. MSS Directors are actively involved in preparing and supporting the timely submission of written responses to the TRB, and following up with investigators throughout the process.



"In all situations of representation, the goal of the MSS Director is to achieve the best possible outcome for the member through proactive engagement, allowing the member to focus on the situation or process they face."

In addition to investigations, members can access MSS representation when meeting with superintendents, other district management, or HR personnel. If a member is asked to attend a meeting with a superintendent or other senior manager, the MSS Director will attend with the member, whether in person or virtually. They will represent the member's interests, and will ask questions and advocate for the member.

□ Mediations

There are situations in which parties agree to engage in a mediation process instead of a formal investigation. This is particularly helpful when the parties work together in the school or district setting, as mediation can help members reach a common understanding and work toward positive working relationships. MSS Directors support members going through mediation, at times representing them in conversations with facilitators and district staff.

□ Terminations

Members engage MSS to represent them when they are facing termination from their district. These are very challenging circumstances for members. MSS Directors attend meetings where terminations are

discussed, and represent members' interests in ensuring that districts are following fair and reasonable process as outlined in members' employment agreements. They respond to settlement offers by the districts. MSS consults with the BCPVPA's legal team to ensure the best possible outcome for members who have been terminated.

□ Human Rights Tribunals & WorkSafe

MSS Directors also represent members in other investigations, including Human Rights Tribunals and WorkSafe BC investigations.

In addition to formal investigations, members often seek representation when dealing with other matters in their districts or with outside agencies. This may include liaising with senior management regarding contract concerns, such as salary levels, retirement gratuities, and benefits; communicating with HR personnel regarding leaves of absence or Graduated Return to Work plans; or responding to case managers at WorkSafe BC or Desjardins (Long Term Disability).

In all situations of representation, the goal of the MSS Director is to achieve the best possible outcome for the member through proactive engagement, allowing the member to focus on the situation or process they face.

Representation in challenging situations is one of the many services that are offered to BCPVPA members. Members are encouraged to reach out for general professional guidance, or with questions around contracts, retirement, health leaves, performance evaluations, mentorship, or any other topic. The BCPVPA will provide members with the information or will offer direction to the appropriate contact or resource.

□ Other Services

In addition to representation, the MSS team also provides professional guidance on a wide variety of topics associated with complex workplace situations through virtual and in-person workshops/presentations that include:

- Pension/Retirement
- Fiduciary Responsibilities
- Leadership: A Regulatory Lens
- Avoiding Pitfalls
- Issue Based Discussions
- Teacher Evaluation
- Elements of the Personal Services Contract
- What Guides and Directs Your Practice?
(for new school leaders)

We are happy to discuss other topics that may be of interest.

□ Contact the Team

If you need professional guidance or formal representation, please reach out to Member Support Services. Members are invited to email mssinfo@bcpvpa.ca: when you do so, the first available team member and/or the Director with expertise in the area of concern will contact you as soon as possible.

You can also directly contact anyone on the MSS team by phone or by email, and we will ensure you receive a timely response.

Carmen Eberle 604.877.5393
Director, Member Support Services

Magdalena Kassis 604.877.5383
Director, Member Support Services

David Nelson - *joins MSS team September 26, 2023*
Director, Member Support Services

Rochelle Morandini 604-877-5392
Director, Member Health & Well-being

Emily Taylor 604-689-3399
Assistant, Member Support Services

Meet the Member Support Services Staff in the *Teams* section



A high-angle, top-down photograph of a large, diverse group of people of various ages and ethnicities. They are all smiling and cheering, with many having their hands raised in the air, some clapping. The people are dressed in casual to semi-formal attire. The overall mood is one of joy, celebration, and community support.

"Once I was connected...
I never felt alone on
this journey of health
recovery."

2023 BCPVPA Member

BCPVPA Member Support Services: Supporting Member Health & Well-being

by Rochelle Morandini

One of the pillars of the BCPVPA's Strategic Plan is to:

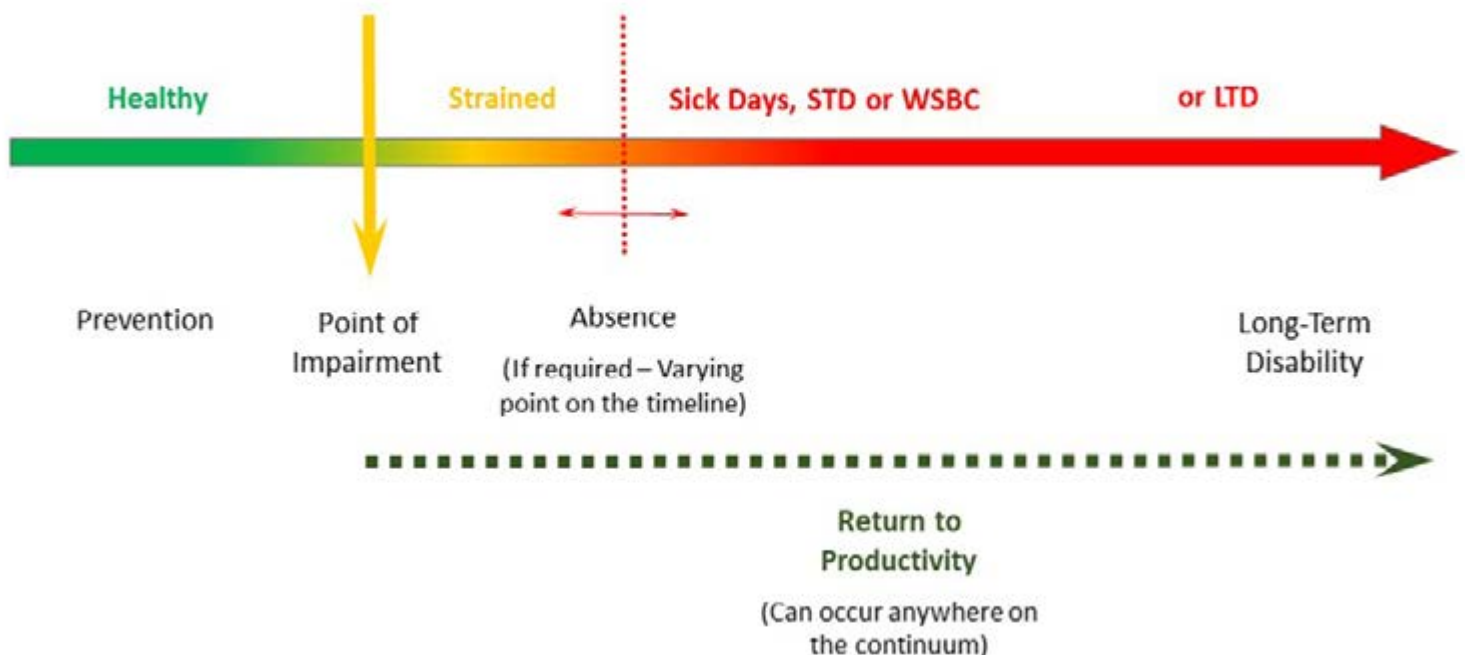
“Provide supports to maintain and improve the well-being of Principals and Vice-Principals”

There are many ways that the BCPVPA provides health and well-being support to our members:

- Administration of the long-term disability plan
- Access to coaching and counselling support through the humanworks Early Intervention Program (EIP)
- Access to support through the BCPVPA's Director of Member Health and Well-Being (the Director).

The Director offers support and resources to members across the health and recovery continuum.

Health and Recovery Continuum



There are five stages across the continuum where the Director provides one-on-one support for members:



Healthy

This is the stage where members are doing well, and thriving. The available support is intended to help maintain or improve health, and prevent illness or injury.



Strained

This is the stage where members may be struggling with their health, and/or finding that health issues are impacting their ability to be their best at work. When the member first identifies these health concerns, we refer to this as the Point of Impairment. The member may go off work at their point of impairment (for example, the day of a car accident) or remain at work, and find their well-being is strained over time (for example, in cases of exposure to trauma).



Absent

Sick Days, Short Term Disability, WorkSafeBC

This is the stage where a member needs to take a medical leave from work, as their condition restricts them from performing the essential duties of their job. This leave could be due to personal injury or illness, or due to a physical or mental workplace injury.

Return to Productivity



The return to productivity stage may happen at any time across the health and recovery continuum, either when a member is still at work or is returning to work from a medical leave. A temporary, transitional, or gradual return to work from either type of medical leave may occur at any time along the continuum; this could take place during the short-term disability phase, or in long-term disability time period. Support for a return to productivity includes temporary workplace accommodation(s) during the strained period, to keep a member at work with modifications. Support is also provided when a member needs permanent accommodation to remain or return to a suitable job position.

Long-Term Disability



Regardless of whether a member went on medical leave as the result of a personal or workplace related disability, once the member has been off for either 120 sick days (or 117 calendar days, if they did not have enough sick days), they need to apply for long-term disability. Long-term disability provides income replacement – or WorkSafeBC top up – for members who qualify under the policy until they are capable of either returning to work, returning to alternative employment after two years, or until they reach the earliest marker of 35 years of pensionable service, or the age of 65.

What guidance can members expect from the Director during each stage of the Health and Recovery Continuum?

Healthy

Members who are healthy and productive have access to health and well-being content as they seek to remain healthy, improve their health, and prevent injury, illness, or disease. These resources include:

- **ReFresh**: weekly articles on a wide variety of well-being subjects
- **ReCharge**: Self-directed articles and exercises related to your nervous system, regulation, and rumination
- **The Learning Brain**: a series on mental health



BCPVPA has partnered with WelTel to offer a weekly text connection that simply asks,

“How are you?”

Members can respond in their own time, based on their self-reflection, and at their desired level of interaction.

The Director responds to all texts, provides information, and – where requested – directs members to other necessary resources, including other supports within the BCPVPA.

We are welcoming new participants to the program. The first 50 interested members who email Rochelle@bcpvpa.bc.ca will be added to the program for September 2023!

- WelTel: A weekly text connection that simply asks, “How are you?”

The Director can answer questions about members’ extended health and disability health plans. Members looking for specific health resources can contact the Director for links, articles, or a reference to community services that will best meet the members’ needs.

Strained

The best time to reach out to the Director is when members start to feel strained at work, and/or where their health may impact their ability to do their job well. The Director is available to provide or refer members to information and support to mitigate their health condition, and the impact at work. Once contacted, the Director can:

- Refer members to the Early Intervention Program, the BCPVPA-funded coaching/counselling support provided by humanworks
- Help members access other situation-specific support or resources
- Facilitate temporary accommodation with the district to help members stay at work during recovery
- Take steps to identify and communicate concerns about physical and psychological safety in the workplace
- Represent members when the district requests a Duty to Inquire meeting, signalling that health issues may be impacting performance
- Answer member questions about taking a medical leave or filing a WorkSafeBC claim

Sick Leave/ Short Term Disability

Members who can no longer stay at work due to an injury or illness can receive support. Once contacted, the Director can:

- Answer questions about the sick leave process and calculate the long-term disability qualifying period
- Coach the member about what is required to complete the medical certificate that a district may require during a members’ leave
- Provide or direct members to resources or information, including referrals to humanworks
- Coordinate with the Member Support Service team in circumstances where a member is part of an investigation, but concurrently experiencing health concerns

- Discuss funding concerns when a member is short on sick days, and does not have access to short-term disability
- Advise on the process to apply for short-term disability
- Coordinate short-term disability appeals, should a claim be denied
- Advocate for members, troubleshoot issues, and offer professional guidance

Long-Term Disability (LTD)

Once contacted, the Director can:

- Provide an approximate start date of disability, as well as the approximate benefit amount
- Offer support for navigation of the LTD claim process, including:
 - Claim application
 - Resource request and advocacy for resources available through LTD
 - The rehabilitation protocol
 - Travel while on claim
 - Return to work planning
 - Preparation of information for the change of definition after two years on LTD
- Offer a regular touch base and direction to resources for members who want to stay in contact
- Coordinate between LTD and WorkSafeBC where applicable
- Troubleshoot issues, including:
 - Perform appeals
 - Investigate and negotiate overpayments
 - Identify and advise regarding pre-existing conditions
- Offer advocacy and professional guidance

WorkSafeBC

- Provide incident reporting guidance
- Offer support for navigation of the WSBC process including:
 - Injury reporting and claim application
 - Preparation for WorkSafeBC intake interview
 - Resource request and advocacy for resources available through LTD
 - Vocational rehabilitation
 - Return to work planning
 - Permanent Functional Impairment assessments
- Troubleshoot issues, including:
 - Perform appeals
 - Investigate and negotiate overpayments
- Offer a regular touch base and direction to resources for members who want to stay in contact
- Coordinate with LTD provider where applicable
- Offer advocacy and professional guidance

Return to Productivity

As indicated in the Health and Recovery Continuum diagram, support for a member's return to productivity can occur either:

- When the member is still at work and requires temporary – or even permanent – accommodation in order to remain in their role or an alternative role
- When the member is returning to work from a medical leave and needs either a temporary, transitional return to work and/or a permanent accommodation

The Director will work with both the member and the team facilitating the member's accommodation which could include:

- The member's medical/health team
- District representatives
- STD/LTD insurance company representatives
- WorkSafeBC

Members may be assisted by the Director through advocacy and support during:

- The process of gathering necessary functional information for return to work or accommodation determination
- Gradual return to work planning
- The coordination of return to work payments and benefit payments
- The identification of compensation concerns upon return to work
- The duty to accommodate process
- Permanent accommodation agreements

Reach Out Anytime

Other situations that may involve the Director's support include:

- Navigation of the independent medical examination process
- Identification of human rights concerns, particularly as they relate to actual or perceived health issues
- Reassignments due to health concerns

The scope and number of questions related to member health and recovery is broad, and this is an overview of the support available to members across the continuum.

Ideally, members are practicing self-care and engaging in healthy behaviours. However, members who are struggling can be assured that they are not alone. ***Principals and Vice-Principals have very demanding jobs***, and there will be ups and downs. Reach out the moment you recognize that you are struggling: it may be the critical call that helps you get back on a healthy track!

Rochelle Morandini 604-877-5392
Director, Member Health & Well-being



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 feature a proactive professional tip or reminder from the Member Support Services (MSS) team.

We want to help ensure that Principals and Vice-Principals find success in their roles, and have the tools they need to be aware of the regulatory side of leadership.

The ReSource content will benefit both newer and experienced members.

If there is a topic that you are interested in learning about,
please contact

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

humanworks: Happy New (School) Year

by Darby Barnes

For anyone connected to the education sector in BC, early September feels more like the 'new year' than January 1st does. We may be on the other side of the COVID-19 pandemic, but our public education system, like other public systems, continues to be both *disrupted* and *disruptive* in the shifting times we are collectively experiencing. We are learning to understand the impact of the pandemic, as well as other cultural challenges. Healthcare, housing, mental health, poverty, and climate crises have become the reality that we all face alongside the children and families we serve.

In times of great challenge, the leaders in our systems are the guiding lights: it's essential that you start with yourselves by ensuring that you have what you need to remain strong, well, resilient, and buoyant during the upcoming year.

Teams that Play Together Stay Together

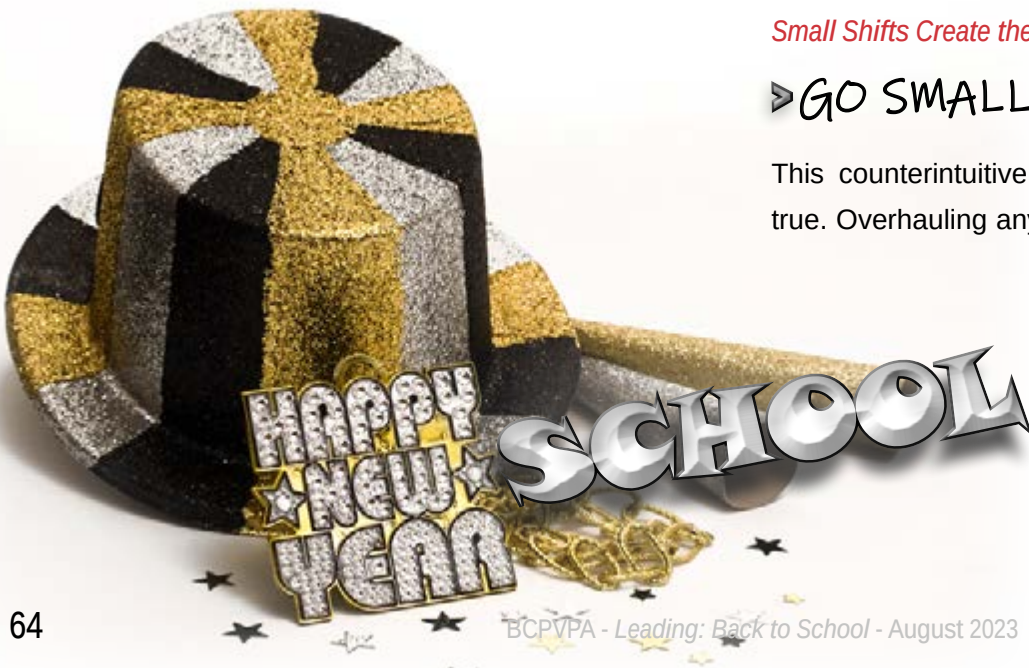
►CONNECT

Too often, I hear from educational leaders about how alone and isolated they feel. It can be easy for us to put our heads down within our schools and 'power through' the days, weeks, months, and school year. We know that sharing our lived experiences, and making community connections is a source of resilience. When we can share experiences, wisdom, successes, and challenges, we can create a constellation of support. This process helps to reduce anxiety, and ensures that we are on the same page with each other while also lifting one another up through challenging times. You may be in separate buildings or communities from your PVP peers, but when you create a consistent check-in process and relational practice with one another, you will be stronger.

Small Shifts Create the Greatest Impact

►GO SMALL, CONSISTENTLY

This counterintuitive idea continues to prove itself true. Overhauling anything – our school plans or our



wellness plans – can often lead to more distress, and a sense of failure when, inevitably, all that change is not sustainable. Choosing small shifts that move you toward your larger goals over a greater period usually leads to greater results. Change one or two things at a time. Approach those small changes consistently over time. If you are feeling overwhelmed by the changes you're making, scale back to a smaller, more bite-sized option. Find ways to make that change work for your real life. Once you've picked one or two changes to focus on, make a plan. Establishing a range for achievement can help you to manage expectations, and be flexible with the changing demands week to week. Pick a change you are certain you can manage 100% of the time without much effort. This is your 'non-negotiable'. Then pick your 'ideal state' which is how much of your new habit you'd like to achieve in the 'ideal' world. Aim for your 'ideal state', but any time you meet your 'non-negotiable', that counts as a win! Focus only on one or two of these changes for a minimum of three months. You will know when the change feels like a part of your life that has been adopted as a habit, and no longer requires a lot of effort – it's now your way of being. Then, move on to a new change. It will take time and energy; small consistent changes over time will help you win the race toward wellness.

Good Enough is Good Enough

► REFRAME SUCCESS

Maintaining our wellness while maintaining our professional practice sometimes requires us to reevaluate our expectations of ourselves. Is our idea of 'success' unrealistic for the realities in which we live and work? Can we reframe our sense of wellness, resilience, capacity, and contributions to embrace who we are in the here and now? Can we practice self-love and acceptance for doing and being

"You will know when the change feels like a part of your life that has been adopted as a habit, and no longer requires a lot of effort – it's now your way of being. Then, move on to a new change."

our best within our circumstances? Part of a robust and resilient wellness plan can include reaching out to our network of support to help protect us from wellness and professional safety risks, and to help us set realistic and clear plans. Determining our personal 'dashboard warning signals' – those signs your wellness vehicle needs some maintenance and fuel – before they start flashing can help us get clear on our strategy for if they turn on. If we are starting the year with a clear sense of wellness as part of our success plan, what else might we need to reframe, adjust, or surrender so that wellness is an integral part of what we understand as 'success?' Work toward an integrated and congruent sense of self in your leadership and your life, so that you can 'walk the talk' of wellbeing, and recognize that it's not a trade-off for success, but a path *toward* your success. If you need some help navigating, reaching out to a BCPVPA representative or accessing the BCPVPA EIP Program can be a great place to start.

When in doubt, reach out.

Wishing you a pathway to wellness and success this school year!

With admiration,

Darby Barnes

Rehabilitation Consultant, [humanworks](#)



Learning

BCPVPA Professional Learning and Development

Your Learning - Your Choice

by Peter Johnston &
Dr. Andrea McComb

In the complex world of education, school leadership is critical to influencing the future course of our schools' learning communities. The BCPVPA's Professional Learning and Development (PLD) team strives to equip school leaders across the province with the essential leadership skills necessary to prepare their students for the modern world. Our aspiration is to inspire and facilitate continuous professional development, while building robust leadership capacity in Principals and Vice-Principals, and cultivating progressive educational environments.

Leadership: A Journey of Continuous Growth and Reflection

At its core, leadership is a deliberate choice, a commitment to guide, inspire, and nurture others. This lifelong journey demands consistency, dedication, introspection, humility, and resilience. It is a privilege that carries an immense responsibility: the commitment to raise a new generation of leaders. Our guiding principle at BCPVPA PLD is that "Leaders grow leaders". Recognizing that leadership skills can be developed and refined over time, our programs are designed to promote a deep learning culture that fosters continuous growth.

Flexibility in Focus: Customizing Your Learning Journey

As we champion the choice that underpins leadership, we commit ourselves to empowering each individual on their unique leadership journey. A key pillar of this approach is flexibility, enabling individuals to shape



"A key pillar of this approach is flexibility, enabling individuals to shape their learning pathway according to their specific needs. This personal approach entails choosing what, how, when, where, and with whom one wants to learn."

their learning pathway according to their specific needs. This personal approach entails choosing what, how, when, where, and with whom one wants to learn.

Learning Objectives: The Heart of Personalized Learning

BCPVPA PLD offers a diverse range of learning opportunities catering to the leadership needs of both individual members and local Chapters. From nurturing emergent school leaders, to establishing trust within teams and mastering effective coaching techniques, our learning spectrum is broad and varied. Ultimately, the direction of the journey is determined by the learner, with BCPVPA PLD on hand to facilitate, assist, and guide.

Leadership Frameworks: From Theory to Practice

Our programs incorporate respected and influential leadership theories to offer a well-rounded and practical approach to leadership development. Examples of the models we use include the FranklinCovey leadership framework, Jocko Willink's *Extreme Ownership* principles, the Cognitive Coaching® framework, and the Adaptive Schools® framework.

Stephen Covey's framework emphasizes the value of principle-centered leadership. The seven habits outlined in Covey's model are crucial tools that can aid school leaders in becoming more effective and holistic in their leadership approach.

Jocko Willink's *Extreme Ownership* imparts the critical principle of accountability in leadership roles. It promotes the idea that leaders should own their mistakes and setbacks as well as their successes. Incorporating this philosophy allows school leaders to cultivate a strong sense of responsibility, and improves their problem-solving skills.

The Cognitive Coaching® framework focuses on the idea of transforming school leaders into supportive cognitive coaches. This approach emphasizes understanding and guiding teachers' thought processes to improve instructional effectiveness, thereby enhancing the overall learning environment.

The Adaptive Schools® program is a comprehensive K-12 leadership initiative designed to foster adaptability and collaboration within school communities. With a focus on leadership skills, problem-solving strategies, and capacity building, this program empowers educators to navigate the ever-changing educational landscape effectively. Its goal is to create a proactive, resilient, and cohesive learning environment that meets evolving student needs and educational trends.

Adaptable Methods: How You Want to Learn

With today's diverse learning environments, BCPVPA PLD prioritizes learner comfort and convenience. Our blended learning approach encompasses in-person sessions and webinars, ensuring an enriching and insightful experience regardless of the format. Every session is complemented by a workbook or an implementation guide, fostering a culture of continuous learning and reflection.

Flexibility in Space and Time: When and Where You Want to Learn

Adaptation to individual schedules and environments is a crucial aspect of our learner-centered approach. Whether you prefer a local session or a retreat-style program networking in a resort setting, BCPVPA PLD accommodates these preferences to make learning accessible, immersive, and enjoyable.

Cultivating a Learning Community: Learn with Whom You Choose

Shared experiences, collective wisdom, and mutual support enhance the richness of learning. We encourage learners to network and choose

Peter Johnston 604-877-5384
Director, Professional Learning and Development

their learning companions, creating a dynamic learning environment where ideas are shared, experiences are compared, and growth is mutually celebrated.

The BCPVPA views professional learning as a deeply personal journey, one shaped by each individual's unique aspirations and needs. We aim to build a stronger future for all school leaders in British Columbia by fostering a culture of continuous self-reflection, humility, and growth.

Members can visit bcpvpa.org, select My BCPVPA, and access the Professional Learning tile to register for their learning, or use the Request for Service tile to book a custom learning session for a Chapter or group of colleagues.

By choosing to grow, learn, and lead, learners contribute not only to their personal development, but also to shaping the future of education in BC.

Your Learning - Your Choice.

Dr. Andrea McComb 604-877-5386
Director, Professional Learning and Development

Your Learning Your Choice



BCPVPA Professional Learning and Development 2023 - 2024 Highlights

Your Learning - Your Choice

You choose **HOW** you want to learn

You choose **WHAT** you want to learn

You choose **WHEN & WHERE** you want to learn

You choose **WITH WHOM** you want to learn

HOW: In person or through a webinar

WHAT: Your leadership needs, coaching needs

WHEN & WHERE: Book your preferred time and location with us

WITH WHOM: Network with your colleagues, your friends, within or beyond your district

pldinfo@bcpvpa.bc.ca



À La Carte Workshops

Unconscious Bias® - 1 day

The rapid pace of educational change means that leaders are faced with making countless decisions that have an impact on the educational outcomes within a district. And, they do so while serving an increasingly diverse student population. When acting quickly, school leaders and staff can be primed to rely on biased thinking, because unconscious biases are how our brains compensate for overload. This workshop helps leaders to identify bias, cultivate connection, and choose courage.

Inclusive Leadership® - 1 day

Build an organizational culture in your school that celebrates diverse experiences and perspectives. Develop an environment where all staff feel welcome and thrive professionally. Inclusive leaders work to address their own biases, identify bias in others, seek out new perspectives, and model curiosity and empathy for their colleagues.

Multipliers® - 1 day

There's far more intelligence and energy inside organizations than we realize. Leaders are key to unlocking these capabilities. Multipliers are leaders who access the untapped capabilities of their school staffs, rekindle energy and enthusiasm as staffs achieve a greater impact, encourage new and bold thinking, and reach new levels of engagement by amplifying people's intelligence.

4 Essential Roles of Leadership® - 2 days

How can educational leaders stay ahead of the curve and thrive alongside their teams when so much is changing so quickly? Even in the most turbulent times, there are four roles educational leaders play that are highly predictive of success: inspire trust, create vision, execute strategy, and coach potential.

The 6 Critical Practices for Leading a Team™ - 1 day

From new and emerging leaders to those more seasoned in educational leadership, the role of a school leader is tough. People skills drive a great deal of success in the role, yet many Vice-Principals and Principals are promoted into leadership because of their technical capabilities, without mastering the skills of managing and motivating others. Become familiar with the mindsets, skillsets, and toolsets needed to excel in your role of leading others effectively.

The 5 Choices to Extraordinary Productivity® - 2 days

It's not about getting everything done in your school: it's about getting the right things done without burning out. This workshop combines timeless principles with current neuroscience research to help better manage decisions, attention, and energy. Participants learn to make more selective, high-impact choices about where to invest their valuable time, attention, and energy.

\$299.00/person (+GST) includes: Workshop, workbook & All Access Pass

Featured Destination Programming

Amplification for Experienced School Leaders - 3 days

Osoyoos, BC

Amplify your leadership, and reconnect with why you became a school leader. This is a destination learning experience where participants explore school-based Leadership Theory, and are exposed to innovative practices for collaborative growth. Develop a renewed appreciation for effective teamwork and leadership, examine assumptions, and manage change.

Leading a Culture of Learning/ 7 Habits of Highly Effective People® - 3 days

Sparkling Hills Resort

This destination learning experience supports leaders in building collaborative cultures that focus on learning. Participants explore, develop, and apply strategies, tactics and the conversational skills to lead the learning. The session also encompasses the 7 Habits, helping participants to learn to effectively lead themselves, influence, engage and collaborate with others and continuously improve and renew their capabilities.

\$499.00/person (+GST) includes: Workshop, workshop materials, light refreshments
Travel & accommodations not included

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**



[Listen to the latest episode on the BCPVPA website](#)



Celebrate
**National
Principals'
Month**



**October
2023**