

Leading

Back to School 2019



bcp
vpa

The Role of the Principal

Mastering the Climate and Context
as We Lead our Schools

What Guides & Directs our Practice

From Government Regulations
to Professional Standards

EIP: Supporting Our Members

The Early Intervention Program
Expands Province-Wide

The Principals' Office - GASP!

A West Vancouver Principal
Answers a Common Question

Matheson: Shifting the Narrative

A Surrey School Takes the Spotlight
and Changes the Conversation

BCPVPA - Our Year Ahead

Opportunities to Meet,
Learn and Lead

September 2019



UBC TRANSFORMATIVE EDUCATIONAL LEADERSHIP PROGRAM

Congratulations to the 2018-19 graduates!



Joanna Angelidis
Director, Learning
Services
Delta



Lynn Archer
Asst. Superintendent
Richmond



Rob Aviani
Vice Principal
Central Okanagan



Michael Bowden
District Principal,
Aboriginal Education
Kamloops/Thompson



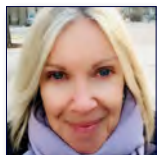
Christel Brautigam
Director of Instruction,
Curriculum & Technology
Richmond



Elaine Greenhalgh
Principal
Delta



Thomas Gruenenwald
Principal
Central Okanagan



Keri Hanlon
Principal
Delta



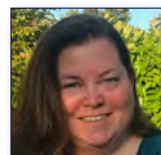
Paige Hansen
Vice Principal of
Academics & Choice
Learning
Delta



Paul Hembling
Principal
Kamloops/Thompson



Sharon Hoffinger
Vice Principal
Delta



Catherine Hussey
Principal
Sooke



Michelle Iacobucci
Principal
Southeast Kootenay



Michelle Kaupp
Principal
Central Okanagan



Rick Kienlein
Director of Instruction,
Secondary Learning
Services
Kamloops/Thompson



Richard Kirincic
Principal,
Inclusive Learning
Delta



Rob Laing
Executive Director,
Learning and Business
Technologies
Richmond



Jim Laird
Principal
Central Okanagan



Thomas Lowe
Teacher
Kamloops/Thompson



Catherine Ludwig
Principal
Richmond



Stephanie Lundrigan
Head Teacher
Burnaby



Kathy Pantaleo
Principal
Richmond



Michelle Relova
Principal
Central Okanagan



Rob Schoen
Asst. Superintendent
Kamloops/Thompson



Cliff Schwartz
Principal
Central Okanagan



Trish Smillie
Director of Instruction
Kamloops/Thompson



Angela Stott
Vice Principal
Kamloops/Thompson



Sandra Tee
Vice Principal
Delta



Paula Thompson
Director, Curriculum
and Assessment
Yukon Education

WHAT IS TELP?

The UBC Transformative Educational Leadership Program (TELP) is designed for leaders in the K-12 system and connected sectors, who are ready to engage with and transform education and significantly improve student learning.

See what this year's grads have to say about their experience:

[telp.educ.ubc.ca /telp-grads-2019](http://telp.educ.ubc.ca/telp-grads-2019)



Photo Courtesy Jakob Owens, via Unsplash

Welcome Back!

We hope that the Summer months have fuelled your joy, and that you are ready to meet the pleasures and challenges of the new school year. In this inaugural back-to-school guide, we'll share information, tips and ideas for the year ahead: we're happy to see you, and to be on this journey together!

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By now you’ve opened your schools and you’re off and running!

I hope that your start-up has been smooth and that you are enjoying the renewed connection with students and staff.

We’re excited to share this new annual digital magazine for BCPVPA members that includes information that can inform and support your practice through the year, along with some inspiration for the months ahead.

You’ll find links throughout, to sites related to the regulations and policies that guide our practice, to resources that will help you to learn and connect, and to the events and programs that nurture your ongoing inquiry.

On behalf of the BCPVPA Board and Staff, I wish you a great year ahead and I hope to meet you when I visit BC communities this year.

David DeRosa
President, BCPVPA

Meet the 2019-2020 BCPVPA Board of Directors



L to R standing: Darren Danyluk, Carmen Eberle, Bev Forster, Susan Clough, Sally Zryd, Lee Karpenko, Tom Aerts, Read Jorgensen, Brett Johnson, Brian Leonard, David DeRosa
Front: Des Sjoquist, Heidi Grant

President David DeRosa (Kootenay-Columbia)
dderosa@bcpvpa.bc.ca

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Director Des Sjoquist (Central Okanagan)
desmond.sjoquist@sd23.bc.ca

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



meeting

Board of Directors Meetings

October 4-5, 2019
November 14-16, 2019
December 6-7, 2019
February 20-22, 2020
April 17-18, 2020
May 8-9, 2020

Chapter Council Meetings

November 14-16, 2019
Presidents/Chapter Council
February 20-22, 2020
Chapter Council
May 8-9, 2020
Chapter Council



Contract Advisory Chair Meetings

October 18-19, 2019
January 23-24, 2020

Professional Learning & Development Rep Meetings

October 6-7, 2019
April 5-6, 2020

BC Student Voice Rep Meetings

October 4-5 2019
April 24-25, 2020

Leading a Culture of Learning 1
Metro Vancouver: August - April Cohort
Salmon Arm: October - April Cohort

Leading a Culture of Learning 2
August 2019 – May 2020

Leading a Culture of LEARNING | LEVEL 1

[More](#)

Leading a Culture of LEARNING | LEVEL 2

Leading the Way
Women in Leadership Luncheon
September 21, 2019



[More](#)

Connecting Leaders Conference
Cultivating a Climate of Leadership
October 24-26, 2019



[More](#)

Issues Forum
February 21, 2020



[More](#)

Short Course I
July 7-11, 2020



[More](#)

Short Course II
July 14-17, 2020



[More](#)

Partnership Awards
May 8, 2020



[More](#)



The Role of the Principal

Mastering the Climate and Context As We Lead Our Schools
by Kevin Reimer

BC's Principals and Vice-Principals operate in a time of accelerated change. Despite the countless responsibilities within our roles as school leaders, it is important that we remain flexible and adaptable. This requires that we not only understand the core dimensions of our own work as school leaders, but that we can recognize and absorb the many overlapping spheres of influence through which that work can maximize the learning conditions for students.



As we begin another Fall cycle, it's a good time to consider the context of our own work and how we can articulate the scope of the work to a variety of networks. This is a time when we may be reaching out to parents, staff and school communities to help them to better understand what we do, and how we can come together to support students and ensure a vital and dynamic school environment.

We invite you to download a new resource that you can adapt as a presentation for your own PAC meetings or other school events.



While the School Act and its regulations outline the powers, duties and responsibilities of BC's Principals and Vice-Principals, the actual school and program context in which we each lead varies greatly.

At the centre, BC's school leaders have **fundamental responsibilities**:

- Creating a shared vision of success for all learners
- Creating positive learning conditions for all learners
- Managing people, processes and data

The National Excellence in School Leadership Institute (NESLI) believes that there are **five core dimensions** at the heart of the work of school leaders:

- Reflective ethical leadership based on service and purpose
- Leading people
- Leading learning
- Leading change
- Leading the business

The Principal is generally responsible for:

- the organization of the school
- the development of the instructional program
- the assignment of duties to and the supervision of staff members
- the general operation of the school or program the Principal oversees

The Vice-Principal, in the absence of the Principal, assumes the duties and responsibilities of the Principal. The other duties of the Vice-Principal are those worked out by mutual agreement with the Principal.

Within the five core dimensions, school leaders:

Reflect ethical leadership based on service and purpose

- Promote a positive, caring climate for learning
- Lead teachers and other staff members in developing a healthy school culture aligned with the vision, mission and values of the school
- Develop and maintain a student behaviour system that results in positive student behavior
- Maintain a safe and orderly school

Lead people

- Deal sensitively and fairly with persons from diverse social and cultural backgrounds
- Communicate effectively with students and staff
- Are responsible for interviewing, selecting, and orienting new staff
- Evaluate, assess and report on the performance of staff members
- Promote the professional and academic growth of staff members
- Serve as a liason between the staff, parents and the community

Lead learning

- Participate in development and evaluation of educational programs
- Ensure that school programs and initiatives are in alignment with the Board of Education's policies
- Develop and support a high level of student morale through a comprehensive extra-curricular program

Lead change

- Develop organizational goals and objectives consistent with the vision, mission and values of the school and the district
- Participate in professional development to improve skills related to job assignment

Lead the business

- Continually endeavour to improve the operating effectiveness of the school
- Develop, maintain and use information systems for record keeping and to track progress on objectives and student success
- Supervise reporting and monitoring of student attendance
- Effectively manage the school's budget based on the direction of the district and in the best interest of students and staff members
- Are responsible for the proper registration and transfer of students in the school and for the maintenance of up-to-date student cumulative records



The BCPVPA Leadership Standards for Principals & Vice-Principals

Revised July 2019
The Standards have been revised to reflect current practices, and you can [download your copy here](#)

A companion Workbook has been produced for use in workshop settings. Find out more by contacting the [BCPVPA PLD team](#)

Read the Spring 2019 BCPVPA Adminfo Article [“Standard Evolution”](#)

The BCPVPA Leadership Planning Guide

Will be revised during the 2019-2020 school year to reference the revised Leadership Standards and reflect other current practices. The November 2018 Leadership Planning Guide is a reliable resource for school leaders, and can be [downloaded from the BCPVPA website](#)



You'd have to travel far and wide for a better deal.



"Now you can do that just for fun"

Trip Cancellation and Interruption coverage helps protect educators all year long against unforeseen circumstances that may prevent or interrupt a trip.

Coverage Highlights

- Annual Multi-Trip Plan
- Trip Cancellation* – annual maximum is \$12,000 per insured person per policy year (September 1 – August 30)
- Trip Interruption – per trip maximum is \$12,000 per insured person for each covered trip (no limit on number of trips)
- Out of Pocket Expenses – maximum of \$3,500 for lodging, meals, car rental, telephone calls and taxi costs per trip (up to \$350 per day)
- Baggage and Personal Effects – per trip maximum of \$1,500 per person per trip to a maximum \$3,000 per family (no limit on number of trips)
 - » Document Replacement – up to a maximum of \$200
 - » Baggage Delay – up to \$400



Pre-existing medical Conditions¹

Pre-existing medical conditions may affect your coverage under this plan. Pre-existing medical conditions may be covered if the condition has been stable for 90 days prior to the date of purchase of your travel arrangements.

Annual Coverage

This travel insurance has an additional feature which automatically provides for the issuance of a new policy upon the expiry date of this policy. This new policy issued for a period of 365 days commencing on the effective date (September 1) based on your previous policy year's plan. Coverage under the new policy will begin on the effective date of the new policy (immediately following expiration of the previous policy), unless you provide notice of termination to the Administrator within 60 days from the first premium deduction for that policy year.

Johnson Insurance is a trademark of Johnson Inc. ("Johnson"), a licensed insurance intermediary, and operates as Johnson Insurance Services in British Columbia and Johnson Inc. in MB. Travel insurance products are underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA"). Valid provincial or territorial health plan coverage required. The eligibility requirements, terms, conditions, limitations and exclusions which apply to the described coverage are as set out in the policy. Policy wordings prevail. Johnson and RSA share common ownership. *Coverage for Trip Cancellation begins the day of booking your trip provided your insurance is in effect. If a trip is booked prior to Trip Cancellation insurance being in effect, coverage for that trip will begin the day that the insurance premium is paid and the policy is issued. ¹Unless stable for a period of 90 days before travel purchase, coverage is excluded for trip cancellation/interruption relating to pre-existing medical conditions of the following persons: you, an immediate family member, a travel companion, a travel companion's immediate family member, a business associate, a close friend and/or your host at destination. Please refer to your insurance policy for the definition of "stable". ²All amounts shown are in Canadian currency. Rates indicated are annual (September 1, 2018 through to August 30, 2019) and exclusive of applicable provincial taxes. If coverage is purchased mid-term, rates payable will be pro-rated according to the number of months remaining before the next policy year (September 1st of each year).

Enroll Today!
Call: 1-877-989-2600

bcpvpa
JOHNSON

Maybe you're already
one of the 2,000+ BC
educators who connect on
BetterEducate

Or maybe you're on the fence about engaging via a new Platform?

BetterEducate is 2.0

and it's now even easier to collaborate and enhance your practice

Visit bettereducate.com

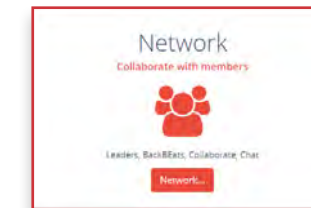
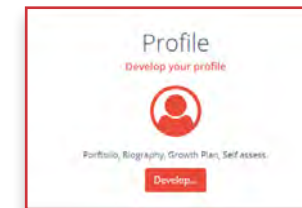
Click the icon for BCPVPA members

Has your organization provided you with a Promo Code? *Yes, we have!*

BCPVPA123

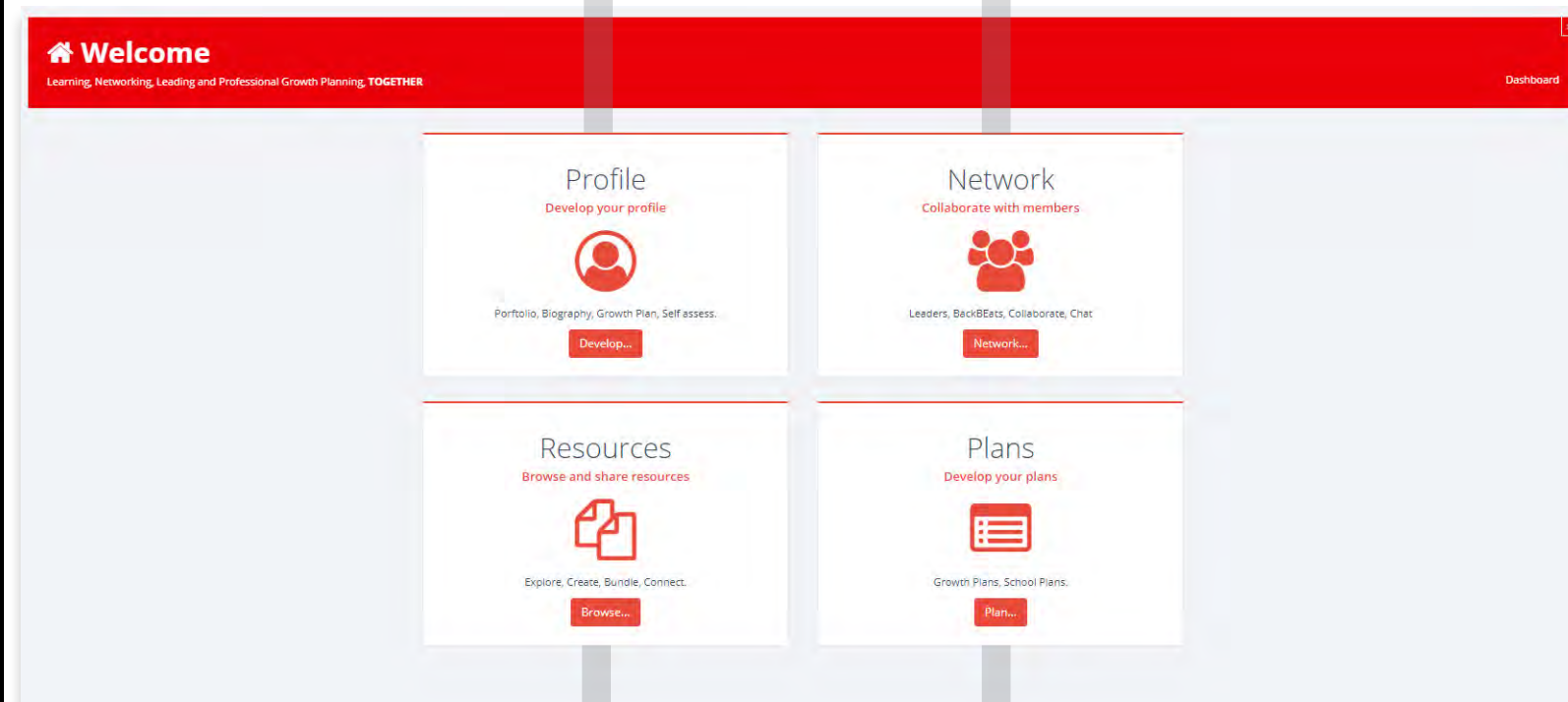
PROFILE

Develop your personal profile to include your biography, experience and photo, and create your Growth Plan Inventory when you complete the self-directed assessment tool and add evidence of practice as your portfolio.



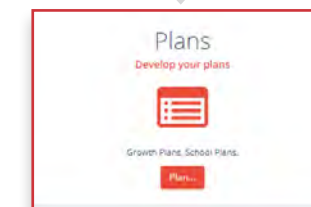
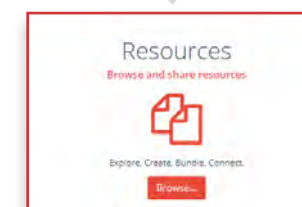
NETWORK

Search, connect and network with other learners and leaders, use the BackBEats tool to create a room and collect member and staff input, collaborate with others through the member forum and explore a chat room for discussions with specific members of your community.



RESOURCES

Create your own resources to share with the community, explore existing resources using topics and tags, create a group of resources to share with others by using bundles and share resources with specific connections in the community.



PLANS

Create and edit your
Growth Plan(s),
and add to your Portfolio,
Self Assessments and
Growth Plan Inventory,
and create and complete
your personalized
School Plan(s).



What Guides & Directs Our Practice?

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

The Fall is an ideal time to review and refresh your knowledge: follow the hyperlinked titles for more details.

BCPVPA Leadership Standards

Revised July 2019, the Leadership Standards publication is designed as 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.

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.

Codes of Conduct

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

General Standards of Conduct

Principals and Vice-Principals:

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

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



Collective Agreements

BC School District Collective Agreements

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

Employment Standards Act

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

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.

Provincial Collective Agreement (PCA)

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

Contract

Principals and Vice-Principals currently 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.

Jurisprudence

Common Law

comes from precedent and consists of legal principles developed over time

Statutory Law

is made by government

Over time common law can impact statutes: an example is the recent cannabis legislation in Canada.

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 WorkSafeBC. 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.

School Act/ Regulations

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

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.

School District Policy

Each School District develops their own policies to support the governance function of the Board. It's important to be familiar with the policies in your District.

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



BCPVPA Benefits Plan

EARLY INTERVENTION PROGRAM (EIP)

SUPPORTING OUR MEMBERS

The **BCPVPA** is pleased to announce that the **Early Intervention Program (EIP)** expands province-wide as of September 1, 2019. The EIP is a professional support service designed for school and system leaders, and provided by the BCPVPA at no cost to you. The program is completely voluntary and confidential, and supports BCPVPA Benefits Plan members experiencing health-related personal and/or professional challenges.

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 well at work.

What are the benefits of the EIP Program?

Plan members are provided with:

- A confidential place to discuss wellness-related concerns with a professional who is well experienced in the K-12 system
- A chance to deal with wellness challenges before they become unmanageable
- Resource referral and wellness planning
- The opportunity to learn how to better balance work and personal life
- Assistance with return to work planning and accommodation

When to contact the EIP Program:

How you feel is always a good way of judging when you might need assistance. If you find yourself:

- Constantly distracted by problems at work
- Chronically tired and overwhelmed
- Missing deadlines and calling in sick
- Becoming involved in conflicts
- Emotionally, physically, mentally, or cognitively unwell

Common Concerns:

- Stress and resilience
- Anxiety, depression and emotional health
- Relationship and family problems
- Grief and loss
- Conflict and harassment
- Addictions
- Work and career problems
- Life transitions / change
- Pain and/or decreased physical capabilities

Timeline & Contact Mechanisms:

- The member will be in direct contact with an EIP consultant until they feel appropriately supported and resourced (typically 3 months)
- The member will be provided with support from an EIP consultant in the manner that best suits the circumstance (telephone, email, virtual consultation)

Quick Fact: humanworks supported 100+ BCPVPA members in the last year.



Who is humanworks?

humanworks is a team of professional counsellors, consultants, and therapists who are committed, experienced and passionate about what they do. They have extensive experience and have provided support at every professional level within the K-12 system **humanworks** is committed to maintaining your confidentiality.



Questions?

If you have questions, please review the FAQ section on the **BCPVPA** or **humanworks** websites or contact:

Contact:

humanworks

Email: admin@humanworks.ca
Phone: 604-734-4130
www.humanworks.ca

Jack MacNeill

President & EIP Manager, humanworks
Email: jack@humanworks.ca
Phone: 604-880-4323
www.humanworks.ca

Kevin Reimer

Executive Director, BCPVPA
Email: kreimer@bcpvpa.bc.ca
Phone: 604-689-3399
Toll-free: 1-800-663-0432
www.bcpvpa.bc.ca

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Find Out More

WildPlay.com/Groups

1-855-401-0123

Groups@WildPlay.com



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ELEMENT PARKS

SAFETY IS #1 AT WILDPLAY



The BCPVPA is YOU!

The BCPVPA Mentorship Program recognizes the unique work and challenges encountered by new school-based Principals and Vice-Principals in British Columbia. The Program cultivates support, matching current and retired Principals as mentors to newly-appointed colleagues in Districts different to their own.

[Find out more about the Mentorship Program](#)

[Read the Adminfo Article](#)

In Their Words

"It is like a day long pro-d in a one hour conversation,"
2018-2019 mentee

"The weekly phone calls have enabled me to think out loud with my mentor as I work through a particular challenge in the workplace,"
2018-2019 mentee

"I have been able to learn on the job by using things that are happening as mini case-studies which we analyze each week,"
2018-2019 mentee

"Should be mandatory for every educational leader to be a mentor and mentee at least once in their career – and not to wait until you're retired!"
2018-2019 mentor

"The learning is reciprocal; the conversations are enriching; the relationship has enhanced my sense of well-being and professional efficacy,"
2018-2019 mentor

"A colleague (especially one that listens) is always appreciated by a single administrator,"
2018-2019 mentor



Here are Ways to Get Involved

The BCPVPA has the following Standing Committees, in addition to Ad Hoc Committees that are established for defined projects.



Budget Committee

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

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

Governance Committee

The Governance Committee is convened to support work related to the Association's bylaws and constitution

Indigenous Leadership Advisory Committee

ILAC explores ways to support members as they are introduced to Indigenous ways of learning in their schools and communities
[Read the Adminfo Article](#)

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

Workplace Intensification and Well-being Committee

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

Joining a BCPVPA Committee offers an opportunity for enhanced learning and networking with colleagues in other areas of BC.

Committee opportunities are promoted in BCPVPA's weekly eNews.



BE INSPIRED INSPIRE OTHERS

Learn more about leadership opportunities in BC schools.

makeafuture.ca/subscribe

BC schools need your leadership to transform learning, inspire staff, and shape the minds of students.

Make a Future
CAREERS IN BC EDUCATION





The Principal's Office – GASP!

by Tara Zielinski

The Principal of Ecole Pauline Johnson SD#45 frames her answer to the question:

“So ... what do you actually do?”

I had a teacher join me with a group of students one day a few years ago to plan a special activity to elicit their talents. When they all piled in for the chat, I overheard one child say, “Oh, I’ve never been in here before.” The teacher responded so naturally to her, “Well if you haven’t been that’s a good thing!” Honestly? That bugged me.

I hate to disappoint you, but I think it’s time the myths of what actually happens behind the looming door and between the degrees-bearing walls of the Principal’s Office were dispelled. Maybe what I am about to tell you (no, it is not classified) is not true for some Principals’ offices, but it certainly is for mine.

It is interesting to me that everyone ‘knows’ what a Principal is...but very few really know what a Principal does. People ask me all the time, “So, what do you actually do?” For all you other current and/or past Principals out there, I know you’re thinking, “Ok, Tara...you’re really going to write a quick blog to sum it up? Ha! Impossible!” And in truth they are 100% correct. Our role encompasses so many variables and moving pieces every year, every term, every season, every day, every minute. One of my mentors (congrats on your retirement this year, btw!) once said to me, “The longer I do this, the less I know.” While he was absolutely

right, I will take a shot below in the hopes that, as a new school year is upon us shortly, it might give you a better idea of what I do and of who I am.

I am a problem solver.

I work daily with families that have children with incredibly varying degrees of talents and challenges to address student needs and family complexities. I lovingly, yet firmly, support Kindergarten students that need the third reminder that week to use their words and not their bodies when they are frustrated. I work with teachers that experience conflict, professional journeys, and the realities of their everyday personal lives. I console, respectfully advise, and celebrate with parents. I manage Ministry mandates in a way so as to lessen the load on my staff and still obtain the best possible outcomes for our students. I direct traffic at heavy volume times and work with our local Police to support student safety. I orchestrate passionate Grade Four students, sweaty from the playground, that need support to problem solve a reoccurring social conundrum around handball. I plan assemblies, concerts and ceremonies. I support bake sales to champion students’ passions as they take authentic action for local and global initiatives. I clean cuts and I ice bruises; I admit I am pretty seasoned in Band-Aid application.

I am a planner.

I start in January to ensure that fall calendars, events and important learning opportunities are thoughtfully considered and booked for students, staff and our PAC. I meet with our School Base Team monthly to set goals and objectives for students with learning, behaviour, and social-emotional needs. I organize staff functions, faculty meetings, PAC speakers and outside community resources. I strategically allocate Federal and Provincial funding, grant monies, and PAC donations to ensure equitable and innovative purchases

are made to enhance student learning and to create a safe, caring and invigorating environment.

I am a listener.

I lend an ear to Grade Seven pre-teens that are asking for help to work through the anxieties of balancing an impending assignment deadline with the demands of high-performance extra-curricular commitments. I hash out pedagogy with my teachers as we creatively look to gather and utilize effective French resources that can often seem scare in a BC French Immersion context. I navigate perceptions, intent, and often a lot of human emotion when I am asked for guidance in composing a particularly strategic email to a stakeholder. I participate in ongoing professional learning opportunities in leadership and in instruction with my colleagues and with my teachers. I apply information gleaned from articles, social media, podcasts and TedTalks to my everyday approach as a leader, sharing new information and strategy with my team. I read to students, and listen to them as they proudly read to me.

I am a caregiver.

I flush toilets and help children wash hands. I pick up lost and found items and return them to their owners. I guard laptops and cellphones when they have been left behind. I pick up garbage in hallways and on the playground. I tie hair back and do up jackets. I wipe down dusty surfaces and deliver lunches dropped off from home after the bell. I hang pictures, unload the staffroom dishwasher, pass out spoons to children who don’t have one in their lunch box and deliver a hot cup of tea to a teacher going through a rough time. I buy snacks. I text staff members when they have an exciting or heartbreaking event in their lives. I write thank you notes and I give hugs...to many. I smile to project confidence and a sense of calm, even when it’s hard some days.



I am an advocate and a cheerleader.

I write letters to the Tooth Fairy with a First Grader who lost, but can't find, his tooth on the playground. I apply for grants for students' extra-curricular endeavours when their family cannot afford to put them in organized sport or lessons. I clap, a lot. I clap for our Choir as I hold back tears of pride. I applaud our Primary students as they proudly present at their Christmas production. I cheer for our Band as they showcase their musical growth, our Environmental Club as they present with intent and passion in our assemblies, and all of our many athletics teams. I celebrate our intermediate students that bravely compete in coding challenges, public speaking, debates, and science fairs. I wear my school T-shirt and colours with pride.



As the summer months unfold, as Principal I work a few weeks into July before taking some time to enjoy the sunshine with family and friends. However, each year when I do eventually lock up, I miss my office. It is a second home for me – a place where I have built and fostered many types of relationships. It's a space in which I have provided reassurance to, solved problems with, and learned so much from children as young as 3 years old to parents, grandparents, neighbours, school alumni, colleagues, and community partners. It is a place where tears are welcome and where laughter truly has been proven to be the best medicine.

While each year I embrace the weeks for a rejuvenating summer, I also know that coming back to my office in August to prepare for the energy and excitement of another school year brings me joy. It is something I genuinely look forward to every fall because I know that, while it is never going to get easier, there really is no better job on earth.

I hope you, too, have all enjoyed your summer. And please – come by to see me in the Principal's Office when we're back in a few weeks; I promise...you're not in trouble.

Happy New School Year!

LEADING STUDENT SUCCESS

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PART TWO: DIVERSITY EDUCATION - Shelley Moore
PART THREE: RETHINKING LITERACY - Faye Brownlie
PART FOUR: SPIRALS OF INQUIRY - Linda Kaser

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CBC journalist Jason D'Souza

Photo Courtesy CBC Vancouver | Christian Amundson/CBC

Matheson

How A Surrey School Is Shifting Their Narrative

The first time that Peter Johnston heard about the idea of having an embedded CBC reporter in his school was during a Friday afternoon call from Surrey Schools Communication Services Manager Doug Strachan. Johnston is the Principal of L.A. Matheson Secondary School and his first response went something like “Yeah. No.”

But the conversation continued. Strachan explained that the CBC had approached Surrey Schools at the District level to see if they could make something work. The public broadcaster had recently recognized that much of their coverage of Surrey and Surrey schools could be considered negative, and they wanted to open a dialogue about changing that. Strachan stressed that the focus of the series was to be on students, and student voice. That was something very close to Johnston’s heart, as the new Principal of Matheson in the Fall of 2018. “This is what we are

focused on, too, this is my commitment: students owning their learning through student voice, student choice and student agency at Matheson. When I came to the school in September, I wanted to focus on all the good work that teachers and students do. I said okay: let’s talk.”

Doug Strachan attended Matheson’s staff meeting the following Monday and presented the idea to the staff. There was much discussion surrounding student rights and confidentiality; the procedural implications of an emergency, should

one occur during that time; the concerns about what might be included and reflected in the CBC’s reports. “There was a lot of conversation about the barriers,” said Johnston. “I flipped it and said let’s talk about the benefits: can we look at this as a chance to change the narrative of Matheson, to move beyond the bad press that we’ve had and to actually give our kids an opportunity to express themselves. I suggested that we see if there might be four Grade 11 teachers who would be willing to have the embedded reporter in their classes. In the end, I had about a dozen teachers come forward.”

The next step was to meet with the reporter, Jason D’Souza, Early Edition host Stephen Quinn and their team so that an agreement could be reached as to the guidelines for the project. This was a leap for the CBC as well, and the local team had successfully sold the idea to their senior management despite the fact that a reporter would be working for an entire month but not actively filing stories.

“It was very important to me to be clear about the intent of the story-telling,” said Johnston. “If they were coming to be on the ground when ‘bad things’ happen, well, those things can happen in any school. I did not want that to be the expectation. Jason assured us that was not why they wanted to be there. Interestingly enough, Jason and I went to the same high school – although some years apart – and so we had some common experience to draw from and each recognized how assumptions can be made about certain schools. It’s like that typical ‘east-west’ divide in Vancouver, when in reality one school is certainly not all gangsters and one school is certainly not all rich.”

“I suggested that we see if there might be four Grade 11 teachers who would be willing to have the embedded reporter in their classes. In the end, I had about a dozen teachers come forward.”

Johnston recognized that the project could have gone sideways very quickly. There had been lockdowns and emergencies at Matheson in the Fall, but he was committed to accentuating the positives. “This community is changing, the demographic here is changing, and we don’t want to be held to stereotypes of the past,” he said. “I was concerned that a



Peter Johnston
Principal, L.A. Matheson
Secondary School



major event could happen, but I was not at all concerned with what staff and students might say. We have a terrific PAC, the parents all understood and embraced the idea, the President really understood the advantages of marketing.”

“We communicated with all of the parents and they received a letter outlining the project, but when it came to Jason’s first days at Matheson it seemed that many students weren’t really aware of what was going on. There was a buzz about who this guy was: is there a cop in our school? Is this 21 Jump Street? Jason got razzed about that a lot.”

While Jason was embedded, he and Johnston discussed what he was learning. “It started out simply as a radio series, but once Jason had been there for a couple of weeks they asked if



Photo Courtesy CBC Vancouver | Evan Mitsui/CBC

they could take the series to television as well,” said Johnston. “The material was so rich. And the stories were so great.”

“My inbox had dozens of comments once the stories started to air: I had colleagues across the province who were emailing me. Episode after episode, we received more momentum. A few things happened where – well, kids being kids, they were talking about issues or situations that the teachers didn’t like being represented that way.” Johnston pauses. “From a leadership perspective, I say what can we learn from that? If kids are feeling that way, it’s important to give them their voice. And that’s a huge part of what the series did, it generated discussion. We still need to unpack that further, and to re-listen to the episodes and find out what we can do better.”

“There was a buzz about who this guy was: is there a cop in our school? Is this 21 Jump Street? Jason got razzed about that a lot.”

It was an educational experience for the students as well. As a reporter who knows his craft, Jason made everyone feel comfortable but didn’t hesitate to ask the more challenging and insightful questions. Johnston laughs. “He’s a reporter: he’s reporting. It’s not an educational journal, it’s entertainment. He did a really good job of keeping it light enough and entertaining enough that people would listen, while still telling the important stories. I had students who would come to me and say, I didn’t know he was going to write about that, and I’d say yes: that’s good learning, isn’t it?”

As to what he might have done differently? “We could have done a better job of going into the classrooms Jason was going to be in and letting them know why he was there, that he was a reporter. We didn’t emphasize enough for the students that this was an opportunity for the public at large to learn how you think, how the school is being represented, how the city is being represented. And that’s part of our learning from the experience.”

Johnston recognizes that there has been impact from the exposure on a number of levels, as parents and the community are experiencing the shift in the narrative. The Matheson boys’ soccer team was at the top of the province standings for most of the year, and their robotics team is third in the world. “Those are the stories that we’re telling,” said Johnston. “We are also now getting feedback from elementary parents and students at associate schools who may have had concerns about the school’s narrative in the past and they’re now hearing that there is

change. We’ve talked to the CBC, and they may want to come back and follow-up on some of the stories. I’ve told staff that this is just the start, but that we need to endorse and build on that narrative.”

Johnston believes that there are opportunities for other schools who may choose to take on a project that has public or media exposure. “I would say to go in with a strategic plan for what you want to take away from it: what’s your ‘spin’? Go in with that plan clear in your mind and know how it aligns with your school goals and mission statement, your school plan. Make sure that you’re being strategic in connecting that opportunity with the positive things within your school.”

Johnston and the Matheson staff will be spending time unpacking the learning and talking about the issues that were highlighted in the CBC series. “We are in a collegial learning environment, we’re the lead learners, and we’re here to listen and learn. If students don’t feel safe or have a voice, that comes back to our learning.”

“I can’t say enough about the experience for our school, and the integrity of the CBC throughout the project. We went on this journey so that we could improve the public image of our school which is full of great students and great educators, and along the way we learned much more than we ever expected.”

Missed
“Matheson”
on CBC?

[Watch or listen to the episodes](#)

There is so much to read when it comes to educational literature

While diving into a book can be interesting and valuable, it can be difficult to both *read* and to *reflect* on your readings. Book Clubs are an opportunity to gather with others and not only share ideas about a specific book but get to know one another, challenge your own and others' thinking, find common ground and learn new perspectives.

Why join the BCPVPA Book Club?

- You'll be part the inaugural BCPVPA Book Club experience
- You'll engage with a piece of recent educational leadership literature
- You'll engage in online discussion with colleagues from across BC
- You don't have to leave your home or office
- You can join one or all of the four sessions



What is the 2019 BCPVPA Book Club Selection?

Nuance:
Why Some Leaders Succeed and Others Fail
Michael Fullan
"I call ... leaders *nuanced* because they learn and grasp how things work, and then help themselves and others figure out how to make them work better."
(p. ix)

Join the PLD Advisory Committee for an on-line discussion about different aspects of **Nuance**

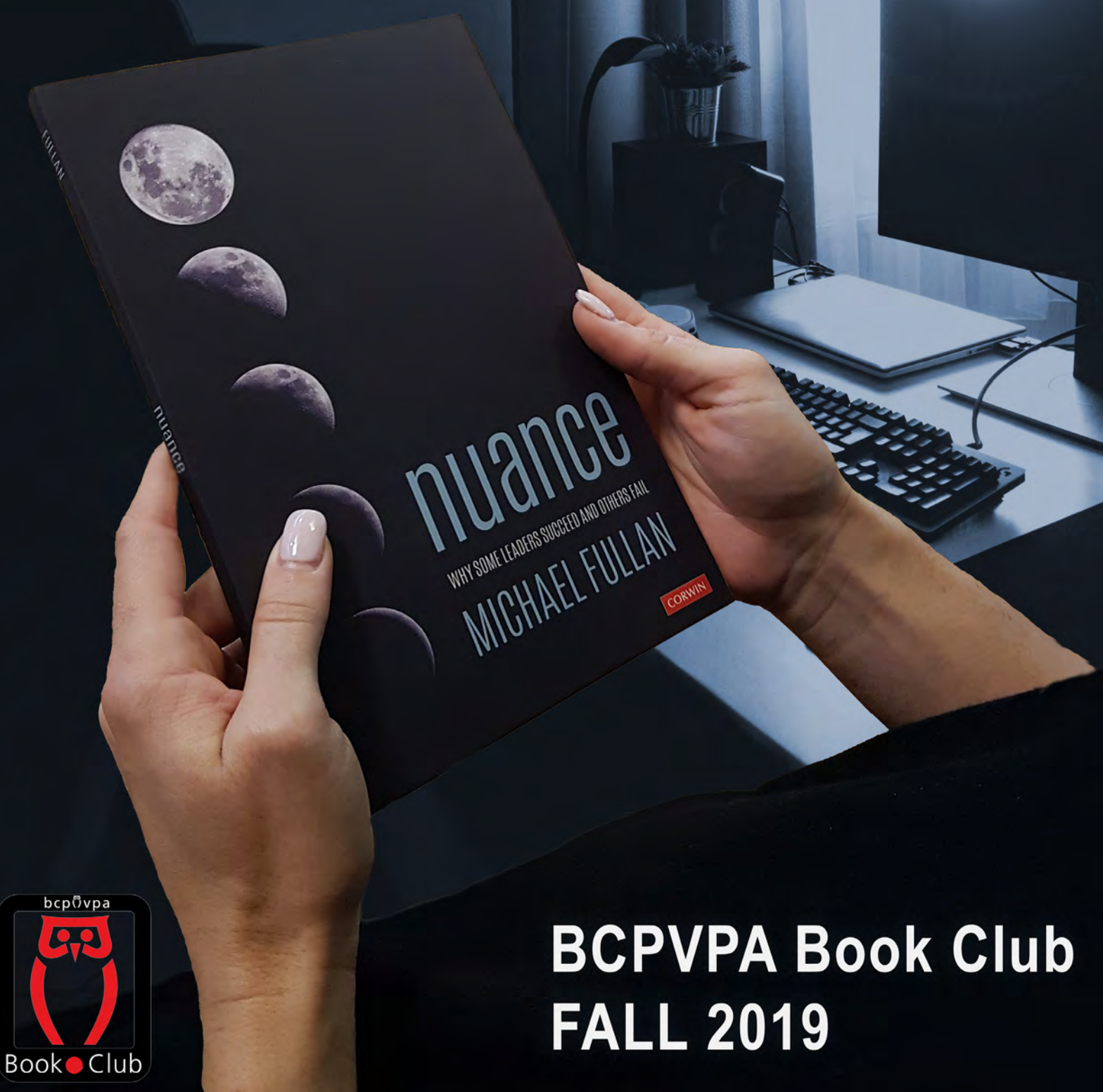
Third Wednesday of each month
7:30am – 8:30am

- Wednesday September 18**
- Wednesday October 16**
- Wednesday November 20**
- Wednesday December 18**

BCPVPA Book Club uses Zoom:
session information published in eNews preceding each date

Nuance is published by Corwin Press, and is a joint publication B.C. Principals' and Vice Principals' Association/ Ontario Principals' Council 2018

Read What You Love Love What You Read



BCPVPA Book Club FALL 2019

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REGISTRATION: bit.ly/BCPVPA_CL19

Is Your Team Registered?

Peter DeWitt

**Collaborative Leadership:
6 Influences That Matter Most**

Gabrielle Scrimshaw

**Reconciliation in Education: The
Role Educational Leadership Plays in
Transforming Canada**

John Chenoweth

**Finding Qwemqwemt: Re-storying
Education For Indigenous People**

BREAKOUT SESSIONS

- **Creating Powerful Learning Teams That Will Transform Your School**
- **Western Canadian Learning Network (WCLN) - Collaboration for Blended Learning**
- **Calm, Alert and Learning for All**
- **Indigenous Ways of Leading**
- **Ignite Sessions**
- **Competency Based IEP**
- **Better Educate: Re-Thinking School Growth Plans**
- **BCPVPA Leadership Standards for Principals and Vice-Principals**
- **Assessing Equity for Students of Aboriginal Ancestry**
- **Design School Structures to Enhance Social Emotional Learning and Trauma Informed Practice**
- **Reconciliation Hike for Wellness**
- **Empowering the Potential of Your School Through Human Centered Leadership Development**
- **Re-thinking Reporting - Our Experience with the Pilot Reporting Orders**
- **What is it and How do I do that?**
- **The Leader in Me**