

WHO WE ARE

THE BCPVPA MEMBER CENSUS



The BCPVPA's fourth Member Census was open from October 12 – December 5, 2022, and was conducted by Directions Evidence and Policy Research Group (Directions).

Every three years, the BCPVPA conducts a comprehensive Member Census. The data we collect helps us to target support and professional development opportunities, and gives us a closer look at what our members are experiencing in their roles. In the past three Census reports, our members delivered a high rate of response, up to 53% in 2019. The 2022 Census was a clear demonstration of one challenge that our members consistently face: time. Even so, 40% of our 2,700 members answered the call, and shared their details, stories, and aspirations.

The majority of respondents are school-based Principals (57.7%) and Vice-Principals (32.3%), with 5.5% responding as District Principals, and 2.8% responding as District Vice-Principals.

The census reinforced that leadership matters, and that BC's K-12 Principals and Vice-Principals working in public education have continued to provide excellent leadership in support of their students, staffs, and school communities.

Our members communicated clearly in the Census that they like the people they work with, and that they feel a sense of pride in doing their jobs. In 2022, 85.4% of respondents felt confident talking to colleagues about the challenges they faced in their work, and more than 90% identified networking with colleagues as being important.

For the first time, the Census asked respondents to identify their racialized/cultural group. The majority of respondents (84%) identified as White, with 4% South Asian (East Indian, Pakistani, Sri Lankan), 3%

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First Nations, 3% Métis, 2% Chinese, 1% Black, and 1% Japanese. We recognize that the lack of diversity in school leadership roles needs to be addressed on a systemic level, and the BCPVPA will be supporting the development and implementation of recruitment and retention strategies as part of our 2023-2026 Strategic Plan.

More than 80% of respondents felt they were very (14.2%) or somewhat (67.6%) prepared to address issues of inequity and racism in their district. The majority of participants suggested that more training, in the form of professional development, workshops, forums, and conferences, could support their learning.

Respondents also emphasized that there was a need to continue developing a shared understanding of racial equity and initiating more discussions and conversations, the provision of more case studies and examples, and collaborations with school and community leaders, and other districts.

Across all survey years, respondents believed that school should be a safe and inclusive place for students. Three statements that earned agreement from more than 80% of respondents in 2022 focused on activities to improve the teaching and learning process:

1. An important part of my job is to create an orderly atmosphere in the school (92.9%)
2. In this school, we work on goals and/or a school improvement plan (90.9%)
3. I believe that supervision for learning positively influences student learning and teacher performance (83.4%)

The 2022 Census also found that 75% - 100% of respondents selected three factors which they identified as a potential hindrance to the schools' capacity to support students:

1. A lack of certified teachers on call (84.5%)

2. A lack of special education assistants (84.4%)
3. Insufficient administrative time to provide effective educational leadership (78.4%)

The 2022 Census reveals that 44% of Principals, and nearly 70% of Vice-Principals, are within the first five years of their leadership roles. 61% of respondents have taken on their leadership roles with between six and 15 years of teaching experience. A clear theme in the Census relates to our members' sense of preparedness for the roles they are undertaking, and the need for long-term investment in the professional development of the educators leading in BC's public system.

67.3% of responding Principals, and 63.1% of responding Vice-Principals, had completed a Principal training program or course before and/or after entering their positions. However, 32.7% of Principals and 36.9% of Vice-Principals have never taken a Principal training program or course, compared respectively to 24.7% and 33.9% in 2013. The BCPVPA is collaborating with the Ministry of Education and Child Care, the BC School Superintendents Association and a broad consortium of our education partners to

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launch a pilot program with learning modules to help Principals and Vice-Principals hone their skills in a number of key management areas. We are excited about this project, and how meaningful this learning will be for our members.

Respondents to the Census identified that the workload for Principals and Vice-Principals has increased and intensified in recent years. Four key statements were selected by 75% - 100% of

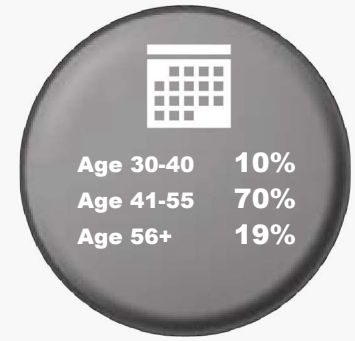


Vice-Principals

35% of Female Members
28% of Male Members

Principals

55% of Female Members
62% of Male Members

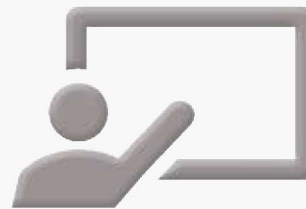


District Vice-Principals

3% of Female Members
2% of Male Members

District Principals

6% of Female Members
4% of Male Members



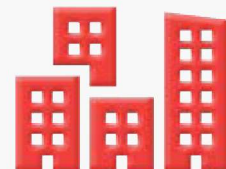
Experience: Vice-Principals

Up to 5 years 69%
6 - 10 years 25%
11 years+ 6%

Experience: Principals

Up to 5 years 44%
6 - 10 years 30%
11 years+ 25%

Schools	
Elementary	50%
Secondary	22%
Middle	6%
Primary	2%
K-12 schools	2%



Rural 24%
Remote 3%

Settings
Urban 39%
Suburban 33%



respondents when asked about the difficulties that Principals and Vice-Principals might face:

1. I find that I must sacrifice time devoted to educational leadership in order to deal with management tasks in my school (90.5%)
2. I find it difficult to remove tasks from my plate when new responsibilities are assigned to me (83.6%)
3. I have too much to do at work (81.2%)
4. My role as a school administrator makes it difficult to achieve work-life balance (79.4%)

Work intensification was identified by most respondents as detracting from job satisfaction (81.7%), followed by day-to-day stress (81.7%), and working hours (71.9%).

In identifying the top three factors perceived by respondents to produce stress, work intensification was reiterated as the primary factor, up significantly to 76.8% from 62% in 2019. This was followed by balancing work and personal life, up to 74% from 64% in 2019; and overtime or long work hours, up to 68.2% from 59.8% in 2019. The fourth factor, with the most substantial increase in concern, is not having enough staff/teachers to do the work, which is up to 67% from 36.4% in 2019.

The reported time spent on administrative tasks, such as reports, budgets, timetables, and human resource or personnel issues is 24.8%, up from 20.9% in 2019. The shortage of TTOCs (Teachers Teaching on Call), as part of the labour shortages that have arisen in many sectors through the pandemic, has had a tremendous impact on the work of Principals and Vice-Principals. Of those who reported covering the classes of absent teachers, approximately 55% do so up to one full day per month over the course of the school year. Principals and Vice-Principals are then frequently completing administrative responsibilities outside of working hours. The BCPVPA, along with our sector partners, has been part of working groups established by the Ministry of Education and Child

Care to seek solutions to the recruitment and retention challenges experienced by many districts

Our responding members reported much joy in their work, and the relationships they forge in the workplace. In 2022, 93.3% of respondents identified working relationships as contributing to their job satisfaction. Other frequently identified factors were perceived value of work (66.4%) and compensation (69%). Other named factors included the relationship with students, reduced teaching time, and the ability to influence students' lives.

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The BCPVPA's 2022 Member Census will be a critical resource in the months ahead as we continue to examine how our Association can best support our members, and identify the supports that BC school-based and district Principals and Vice-Principals need from government and the education sector in order to be successful in their roles. We look forward to the continued collaboration with our members as they have generously given their time to tell us about their work. Their deep passion for leadership, learning, and finding pathways for the success of students and school teams is an inspiration to us in our work.

For more information about the 2022 BCPVPA Member Census, please contact:

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