



The BCPVPA aims to support and advocate for our members by promoting their professional growth, employment equity, well-being, and workplace excellence. In doing so, we affirm our responsibility to foster reconciliation, equity, diversity, inclusion, and human rights in all aspects of our work. We believe that Principals and Vice-Principals play a vital role in shaping environments where students, staff, families, and communities can flourish with dignity and belonging.

For us, reconciliation, equity, diversity, and inclusion (REDI) are ongoing practices that create a culture that acknowledges and embraces differences, fosters authentic belonging, and promotes fair and equitable opportunities for all. REDI requires us to challenge our systemic beliefs, policies, practices, or traditions that create or maintain discrimination or inequity. This commitment is central to our mandate of providing professional services to Principals and Vice-Principals across BC through representation, advocacy, and leadership development.

Grounded in the values of humility, collective empowerment, and collaboration, we acknowledge the colonial histories that continue to shape the educational landscape. We value relationships with Indigenous communities and members and affirm our responsibility to advance reconciliation through actions aligned with the *Truth and Reconciliation Commission's Calls*

*to Action* and the principles of the *United Nations Declaration on the Rights of Indigenous Peoples (2021)*. We commit to promoting and supporting Indigenous perspectives, histories, and ways of knowing in all facets of leadership learning.

We reject all forms of discrimination and any other forms of oppression that compromise human rights. We affirm the inherent dignity and equal worth of every individual.

The Board's commitment to REDI is ongoing. The Board commits to listening, reflecting, adapting, and communicating openly and will seek opportunities for feedback from members, partners, communities, and staff, to ensure REDI actions and supports remain aligned with their needs. The Board will continue to evolve, deepen our understanding, and take action to support members in creating equitable and inclusive learning communities.