bcpvpa

Leadership Standards

for Principals and Vice-Principals
in British Columbia **2020**

Developed by the BCPVPA Leadership
Standards Review Committee | June 2020

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INTRODUCTION TO THE BCPVPA LEADERSHIP STANDARDS FOR PRINCIPALS & VICE-PRINCIPALS IN B.C.

The ***Leadership Standards* for Principals and Vice-Principals in British Columbia** were first established in 2007. The document was and is designed to hold student and adult development, engagement, and learning central to all leadership practices. The format and content of the *Leadership Standards* has earned the respect of B.C. educational leaders and partners, including the B.C. Ministry of Education. The *Leadership Standards* have received international recognition as a comprehensive and practical guide to educational leadership in British Columbia. Since conception, continual research and review has led to periodic revision of the *Leadership Standards* so as to remain current and relevant. Each revision is undertaken by a committee of practicing Principals and Vice-Principals, and we thank all who have been involved at each stage of development.

Students, educators and school communities thrive through skilled educational leadership (B.C. Ministry of Education, 2017, p.15). This reference from the document Leadership Development in the B.C. Education Sector echoes Michael Fullan who, over a decade ago, concluded "for teacher development to have a largescale and lasting impact on student learning as a whole, the research is unequivocal – you cannot do it without quality, active leadership" (2006, p.1 Quality leadership = Quality learning: Proof Beyond Reasonable Doubt).

> Successful leadership can play a significant role in improving student learning. Evidence about the effects of successful leadership of student learning justifies the important claim: *Leadership is second to classroom instruction among all school related factors that contribute to what students learn at school.*
>
> **K. Leithwood et al., 2004**

As the complexity of tasks for today's leaders continues to grow in breadth and depth, the B.C. Principals' & Vice-Principals' Association (BCPVPA) *Leadership Standards* will act as a learning guide for aspiring leaders, and for Principals and Vice-Principals at all stages of their careers. The *Leadership Standards* will also continue to provide direction for the design of school, district and provincial leadership development programs.

The purpose of the *Leadership Standards* is to foster continuous professional learning and development in working towards effective leadership. The *Leadership Standards*, as they are written, are generic, context dependent and aspirational. As such, this document may be used to help frame individual professional growth plans that support sustainability and best practice; it is not intended as an instrument for evaluation or judgment of the individual performance of Principals and Vice-Principals.

About The BCPVPA

The B.C. Principals' and Vice-Principals' Association (BCPVPA) is a voluntary professional association representing school leaders employed as Principals and Vice-Principals in B.C.'s public education system. The BCPVPA is proud to have more than 2600 members in the province's 60 school districts, and all school districts in the province have a local Principal and Vice-Principal association recognized as a Chapter of the BCPVPA. BCPVPA membership is open to any Principal, Vice-Principal or Director of Instruction at the school or district level.

The BCPVPA has developed and presented programs to meet the professional needs of B.C.'s educational leaders and has been an effective advocate for public education, working with both government and sector partners to nurture and enhance student success. The BCPVPA offers programs designed to increase the leadership capacity of our members and to ensure the high performance of our system, and provides support and guidance to members who require assistance related to employment relations.

Using the *Leadership Standards*

The *Leadership Standards* are intended to provide a framework for continuous professional learning and development, and leadership succession, specifically through:

- **Professional preparation and development of aspiring Principals and Vice-Principals**

  The structure of the *Leadership Standards* can be used in the planning and delivery of programs for teachers who are aspiring to be Principals and Vice-Principals.

- **Induction of new Principals and Vice-Principals through mentoring and coaching and/or cohort support programs**

  New Principals and Vice-Principals can use the *Leadership Standards* to reflect on and strengthen their practice.

- **Personal professional growth planning of Principals and Vice-Principals**

  Experienced Principals and Vice-Principals can use the *Leadership Standards*, the action statements and possible reflective questions for self-reflection and self-assessment, as the basis for professional growth planning.

- **Coherence among existing and new leadership programs**

  The *Leadership Standards* can be used as a foundation for professional programs, to bring coherence to the work that is currently underway and to future initiatives by education partners.

Leadership and Management

Effective Principals and Vice-Principals learn to both lead the learning and manage the organization simultaneously. Leadership and management can often be perceived as competing forces, but as Bruce Beairsto (2006) states, "leadership and management are the yin and yang of organizations as they are co-existent, mutually infused, and interdependent".

Within the *Leadership Standards*, leadership and management are not viewed as mutually exclusive; rather, their integration is recognized as critical to supporting effective leadership. Effective and efficient management practices must underpin quality leadership. Given that some management functions are locally determined, individuals and districts are encouraged to elaborate and pursue professional learning and development on the specific management practices that support this work in their district context.

Flexible Differentiation of *Leadership Standards* to Local Contexts

The *Leadership Standards* acknowledge that the political and organizational contexts in which leaders work significantly influence the nature of leadership actions. The Domains, Standards, and Action Statements are designed to present essential understandings of what Principals and Vice-Principals need to know and be able to do. The generic nature of the *Leadership Standards* recognizes that Principals and Vice-Principals practice in diverse contexts – rural, remote or urban settings, small and large facilities, elementary, middle and secondary or district setting, and in a range of ethnic and socio-economic school communities. The format enables Principals and Vice-Principals to adhere to the *Leadership Standards* in a variety of ways through application of professional judgment relative to their local context.

Leadership Standards Format

The *Leadership Standards* is organized into four Domains, nine Standards, and numerous Action Statements. This structure is intended to reflect the format of the B.C. Curriculum.

Domains = Big Ideas

Standards = Core Competencies

Action Statements = Leadership (Curricular Competencies)

The First Peoples Principles of Learning enrich the understanding of quality leadership and have been integrated throughout the document.

Domains – Big Ideas

The four domains reflect current thinking and represent the most important dimensions of the role of the Principal and Vice-Principal.

Each Domain contains a descriptor and core Belief Statement.

- Ethical Leadership
- Instructional Leadership
- Relational Leadership
- Organizational Leadership

Standards – Core Competencies

Each Standard contains a specific descriptive statement and a particular focused principle(s) from the First Peoples Principles of Learning.

Action Statements – Leadership (Curricular) Competencies

Specific Action Statements and corresponding possible reflective questions guide and support the expectations for quality leadership practice within each Standard within the context of the B.C. curriculum.

Self-Assessment Tool

Professional growth is both a personal responsibility of Principals and Vice-Principals and a system responsibility. Principals and Vice-Principals know the value of professional growth models that are based upon personal reflection and self-assessment as constructive methods to support their professional learning and development. Many connect with their colleagues, 'critical friends', mentors or coaches for assistance with their professional growth plans.

To support professional learning and development and as an adjunct to the *Leadership Standards*, self-assessment tools are available in two formats:

- **BetterEducate Platform** – bettereducate.com/BCPVPA "My Growth Plan". This step-by-step process guides Principals and Vice-Principals through the creation of an online, portfolio style growth plan based on the self-assessment of each Action Statement for all Standards.

- **Self-Assessment Workbook** – bcpvpa.bc.ca/leadership-standards is available through the BCPVPA website as well as on BetterEducate. This printable version of the *Leadership Standards* allows for the inclusion of Examples of Practice for each Action Statement and contains a hard copy of the Self-Assessment tool.

Glossary of Educational Terms

A glossary of educational terms is included in the document to create common understandings and to ensure that the language is accessible to members of the profession and the public.

References

A reference section outlines the array of research and professional literature that was accessed and reviewed by the committee in the development of the *Leadership Standards*. The references also can serve as a resource to inform professional learning and development for Principals and Vice-Principals.

Acronyms

A section of acronyms specific to the B.C. context is included for reference. While the list is extensive, we acknowledge that not all agencies pertinent to education in the local context are included. Where possible, a direct website link is provided in the online version of the *Leadership Standards*.

LEADERSHIP STANDARDS AT A GLANCE

Domain 1: Ethical Leadership

Descriptor: The Ethical Leadership domain focuses on the Principals' and Vice-Principals' role in setting and sustaining a sense of moral purpose with a vision based in values and in making good decisions within schools.

Belief Statement of the Domain: Principals and Vice-Principals foster and demonstrate clear and consistent alignment between the ethical and moral purpose of education.

Standard 1:
Leading a Community of Caring and Learning

Principals and Vice-Principals guide the development and implementation of shared values, vision, mission, and goals to support engagement, learning, and success for all learners.

Standard 2:
Decision-making

Principals and Vice-Principals articulate a process of decision-making using an ethical framework based on the moral purpose and direction of the school.

Domain 2: Instructional Leadership

Descriptor: The Instructional Leadership domain emphasizes the Principals' and Vice-Principals' role in improving the quality of teaching and learning for students and adults.

Belief Statement of the Domain: Principals and Vice-Principals have an integral role in modeling, creating, and sustaining a community that supports all learners.

Standard 3:
Leading a Culture of Learning

Standard Subsections: Leading the Learning, Collaborative Practice, Learners at the Centre, Innovation and Inquiry. Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.

Standard 4:
Curriculum, Instruction and Assessment

Principals and Vice-Principals have a deep pedagogical knowledge and a skill set to promote learning.

Domain 3: Relational Leadership

Descriptor: The Relational Leadership domain references the importance of emotional intelligence and how the Principals' and Vice-Principals' metacognitive ability, interpersonal skills and cultural competency influence relationships that support student and adult learning and achievement and community building.

Belief Statement of the Domain: Principals and Vice-Principals are responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.

Standard 5:
Metacognitive Capacity

Principals and Vice-Principals demonstrate self-awareness and personal qualities that support positive relationships and build cultures of integrity.

Standard 6:
Interpersonal Capacity

Principals and Vice-Principals build and support positive, effective working relationships within the school and community.

Standard 7:
Cultural Leadership

Principals and Vice-Principals develop and sustain a culture and climate that supports student and adult learning.

Standard 8:
Community Building

Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.

Domain 4: Organizational Leadership

Descriptor: The Organizational Leadership domain focuses on the Principals' and Vice-Principals' role in managing an organizational learning environment through a collaborative process.

Belief Statement of the Domain: Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.

Standard 9:
Management and Administration

Principals and Vice-Principals intentionally and strategically plan to strengthen the school's capacity to support student learning and development.

THE FIRST PEOPLES PRINCIPLES OF LEARNING

With the **Truth and Reconciliation Commission of Canada Calls to Action** and the redesigned B.C. Curriculum, Principals and Vice-Principals have been tasked with being the advocate and champion of Indigenous Education in buildings, curriculum planning, teaching practices and learning environments.

The BCPVPA is dedicated to ensuring that the First Peoples Principles of Learning are authentically reflected within the revised *Leadership Standards*. The Ministry of Education and First Nations Education Steering Committee (FNESC) resource was chosen as a foundational guide as it is a document with which most B.C. Principals and Vice-Principals are familiar.

Not every Principal and Vice-Principal is at the same place in the journey when it comes to Indigenous Education; some are 'Sticking a Toe in the Water' while others are 'Paddling in the Deep Waters'. As such, embedding the First Peoples Principles of Learning within the current *Leadership Standards* is an important step in igniting and maintaining conversations about Indigenous Education in classrooms, schools and districts.

> The inclusion of Indigenous Education is based on the understanding that Indigenous perspectives and knowledge are a part of the historical and contemporary foundation of B.C. and Canada. An important goal in integrating Indigenous perspectives into curricula is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others.
>
> **B.C. Curriculum - Indigenous Education**

The First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors
- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning recognizes the role of Indigenous knowledge
- Learning is embedded in memory, history and story
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

ETHICAL LEADERSHIP

The Ethical Leadership domain focuses on the Principals' and Vice-Principals' role in setting and sustaining a sense of moral purpose and in making ethical decisions within schools.

Belief Statement of the Domain

Principals and Vice-Principals foster and demonstrate clear and consistent alignment between the ethical and moral purpose of education.

Standard 1: Leading a Community of Caring and Learning

Principals and Vice-Principals guide the development and implementation of shared values, vision, mission, and goals to support engagement, learning, and success for all learners.

Standard 2: Decision-making

Principals and Vice-Principals articulate a process of decision-making using an ethical framework based on the moral purpose and direction of the school.

STANDARD 1:
LEADING A COMMUNITY OF CARING AND LEARNING

Principals and Vice-Principals guide the development and implementation of shared values, vision, mission, and goals to support engagement, learning, and success for all learners.

First Peoples Principles of Learning: Learning is embedded in memory, history and story.

Action Statement	Possible Reflective Questions
• Foster a safe and inclusive environment focused on student learning.	• What are the key values, vision and goals of your learning community? • How does the school environment reflect the values of your diverse and local Indigenous community members? • How do you foster a shared vision with your community and partner groups?

Action Statement	Possible Reflective Questions
• Maintain an inclusive process for sustaining the focus of the school and district.	• How do your interactions with adults and students exemplify respect and inclusion? • How do you shape your school story to reflect its purpose and that of the district?

Action Statement	Possible Reflective Questions
• Reflect on the changing world and the impact it has on upholding the values, vision, and mission of the school and district.	• What changes in the world do you see that challenge the vision, values, and mission of the school? • How do you respond to these changes?

Action Statement	Possible Reflective Questions
• Model moral courage.	• How do you model moral courage to uphold the values, vision, and mission of the school?

STANDARD 2: DECISION-MAKING

Principals and Vice-Principals articulate a process of decision-making using an ethical framework based on the moral purpose and direction of the school.

First Peoples Principles of Learning: Learning involves recognizing the consequences of one's actions.

Learning recognizes the role of Indigenous knowledge.

Action Statement	Possible Reflective Questions
• Model ethical practice and decision-making based on shared core values and beliefs.	• What are your core values and beliefs and how are they visible to others? • How do you help others understand and embrace Indigenous values and beliefs?

Action Statement	Possible Reflective Questions
• Develop and implement protocols and processes based on a strong ethical framework.	• What framework and evidence do you use to make decisions? • How do you incorporate your community traditions and values?

Action Statement	Possible Reflective Questions
• Understand the difference between a problem ('right versus wrong') and a dilemma ('right versus right').	• How do you determine the difference between a problem and a dilemma? • How does the distinction between problem and dilemma impact your decision-making? • How do Indigenous principles impact your decision-making?

Action Statement	Possible Reflective Questions
• Model an open and honest way of exploring challenges and finding resolutions.	• How is your staff aware that your decision-making is guided by your core values? • How do you incorporate restorative practices to resolve conflict?

Action Statement	Possible Reflective Questions
• Promote and foster appropriate communication.	• How do your values guide all forms of communication? • How do you incorporate Indigenous tradition in your communication?

Action Statement	Possible Reflective Questions
• Understand the requirements of the BCPVPA Code of Ethics, Code of Professional Practice, School Act and TRB Standards.	• How do these codes guide or impact your practice?

INSTRUCTIONAL LEADERSHIP

The Instructional Leadership domain emphasizes the Principals' and Vice-Principals' role in improving the quality of teaching and learning for students and adults.

Belief Statement of the Domain

Principals and Vice-Principals have an integral role in modeling, creating, and sustaining a community that supports all learners.

Standard 3: Leading a Culture of Learning

Standard Subsections:
Leading the Learning, Collaborative Practice, Learners at the Centre, Innovation and Inquiry

Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.

Standard 4: Curriculum, Instruction and Assessment

Principals and Vice-Principals have a deep pedagogical knowledge and a skill set to promote learning.

STANDARD 3: LEADING A CULTURE OF LEARNING
LEADING THE LEARNING

Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.

First Peoples Principles of Learning: Learning involves patience and time.

Action Statement	Possible Reflective Questions
• Establish a continuum of learning.	• How is your school community engaged in professional growth? • How is continuous learning demonstrated in your school?

Action Statement	Possible Reflective Questions
• Engage in ongoing and targeted conversations regarding the progression of learning.	• What are the conditions you have establish to promote inquiry and dialogue? • What is your role in supporting continuous learning?

Action Statement	Possible Reflective Questions
• Focus professional learning and development on addressing the needs of the population through challenging and stretching the status quo.	• How do you support and encourage changes in professional practice? • How do you work with your staff to support school goals and vision alignment? • How might you assist staff with overcoming their fears/biases to implement Indigenous content into the curriculum and classrooms?

STANDARD 3: LEADING A CULTURE OF LEARNING
COLLABORATIVE PRACTICE

Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.

First Peoples Principles of Learning: Learning involves patience and time.

Action Statement	Possible Reflective Questions
• Promote and foster communication based on core values.	• How do you communicate your core values? • How do you foster a climate of mutual respect and shared values?

Action Statement	Possible Reflective Questions
• Create opportunities to build professional relationships that inspire trust and demonstrate respect.	• How do you acknowledge the expertise and talent of staff? • How do you inspire trust and demonstrate respect?

Action Statement	Possible Reflective Questions
• Demonstrate reflective dialogue about teaching and learning.	• How do you encourage 'open to learning' conversations?

Action Statement	Possible Reflective Questions
• Foster collective efficacy through the development and maintenance of collaborative partnerships and networks.	• What is your notion of 'team'? • How do you ensure all voices are heard? • How do you gather and incorporate ideas from outside the field of education? • How do you develop a network of learners?

Action Statement	Possible Reflective Questions
• Develop a mutually supportive and trusting relationship with the community.	• What needs to be considered when developing a collaborative community? • How do you create a collaborative community?

Action Statement	Possible Reflective Questions
• Establish processes to gather feedback from the community.	• How do you use feedback to review school practices and inform decision-making? • How do you encourage community voice? • How do you empower Indigenous families to be an active part of the school community?

STANDARD 3: LEADING A CULTURE OF LEARNING
LEARNERS AT THE CENTRE

Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.

First Peoples Principles of Learning: Learning involves patience and time.

Action Statement	Possible Reflective Questions
• Create a learning environment that recognizes the learners as core participants.	• How do you create a culture of learning? • How do you create a culture that focuses on developing the whole child? • How do you address the unique needs of students?

Action Statement	Possible Reflective Questions
• Engage in purposeful and on-going dialogue about student growth.	• How do you deepen conversations in your school around assessment literacy, instructional planning, social-emotional learning, and communicating student learning?

Action Statement	Possible Reflective Questions
• Promote and support staff in their understanding of local community.	• How do you honour cultural diversity? • How do you engage teachers in dialogue about connecting Indigenous students' learning to their history and culture?

Action Statement	Possible Reflective Questions
• Explore alternative ways to measure student success.	• How do you promote dialogue around measuring student success?

STANDARD 3: LEADING A CULTURE OF LEARNING INNOVATION AND INQUIRY

Principals and Vice-Principals facilitate an environment that promotes collaboration, engagement, and inspired learning.

First Peoples Principles of Learning: Learning involves patience and time.

Action Statement	Possible Reflective Questions
• Promote reflection and dialogue about teaching and learning.	• How do you create and provide opportunities for collaboration? • How do you create opportunities to learn about Indigenous pedagogy?

Action Statement	Possible Reflective Questions
• Inspire and support innovation.	• How do you build trust to support innovation and risk-taking? • How do you challenge the structures that are perceived barriers? • Where do you see evidence of innovation and inquiry? • How do you encourage and support innovative learning environments? • How do you provide opportunities for creative and critical thinking?

Action Statement	Possible Reflective Questions
• Embed a culture of continuous improvement.	• How do you ensure research, innovation, and inquiry are at the core of all learning? • How do you establish and maintain high and achievable expectations for all learners?

STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

Principals and Vice-Principals have a deep pedagogical knowledge and a skill set to promote learning.

First Peoples Principles of Learning: Learning is embedded in memory, history and story.

Action Statement	Possible Reflective Questions
• Communicate, encourage, and support the use of current educational research.	• How do you keep practice current? • How do you create opportunities for dialogue around current educational practice?

Action Statement	Possible Reflective Questions
• Ensure and monitor the use of a variety of effective assessment practices.	• How do you support student voice, self-assessment, and assessment literacy? • How are assessment and evaluation practices aligned with learning goals? • How do you ensure assessment methods are differentiated to accommodate learning styles? • How does your staff communicate student achievement over time?

Action Statement	Possible Reflective Questions
• Deepen the understanding and integration of the current curriculum.	• How are you supporting your staff with curricular implementation? • How are you working and learning together to enhance the understanding of the competencies? • How do you support the incorporation of Indigenous world views and perspectives in a meaningful and authentic manner?

Action Statement	Possible Reflective Questions
• Continually and collaboratively plan, monitor, and review the effectiveness of instruction.	• How do you ensure instructional decisions support student learning? • How do you provide reflective feedback?

Action Statement	Possible Reflective Questions
• Involve teachers in data collection, analysis, and dialogue about student learning.	• How do you ensure teachers use data to guide their practice and set achievable goals for their students? • How do you use data to inform decision-making and instructional improvement? • How do you measure the impact on student learning?

Action Statement	Possible Reflective Questions
• Promote the continual development of teaching and learning.	• What structures and processes are in place to support inquiry, professional learning and development, and the advancement of education? • How are you ensuring Indigenous ways of being, knowing, and doing are integrated into curriculum and instruction?

RELATIONAL LEADERSHIP

The Relational Leadership domain references the importance of emotional intelligence and how Principals' and Vice-Principals' metacognitive ability, interpersonal skills and cultural competency influence relationships that support student and adult learning, achievement and community building.

Belief Statement of the Domain

Principals and Vice-Principals are responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.

Standard 5: Metacognitive Capacity

Principals and Vice-Principals demonstrate self-awareness and personal qualities that support positive relationships and build cultures of integrity.

Standard 6: Interpersonal Capacity

Principals and Vice-Principals build and support positive, effective working relationships within the school and community.

Standard 7: Cultural Leadership

Principals and Vice-Principals develop and sustain a culture and climate that supports student and adult learning.

Standard 8: Community Building

Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.

STANDARD 5: METACOGNITIVE CAPACITY

Principals and Vice-Principals demonstrate self-awareness and personal qualities that support positive relationships and build cultures of integrity.

First Peoples Principles of Learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Action Statement	Possible Reflective Questions
• Examine the values, knowledge, and skills that impact your effectiveness as an educational leader.	• What is your process for reflection? • How do you identify your strengths and areas of growth? • How do you demonstrate your commitment to leadership?

Action Statement	Possible Reflective Questions
• Understand and reflect upon self-management and self-awareness.	• What are your assumptions and personal biases that influence your leadership?

Action Statement	Possible Reflective Questions
• Understand the importance of engaging in actions, activities, and communication that develop relationships.	• How do you develop positive relationships with others? • How do you prepare for, engage in, and reflect upon challenging conversations?

Action Statement	Possible Reflective Questions
• Understand the importance of maintaining high visibility and accessibility.	• How do you demonstrate high visibility and accessibility with students, parents and staff? • How do you overcome the daily challenges of your schedule to maintain visibility?

Action Statement	Possible Reflective Questions
• Manage time, set priorities, and meet deadlines.	• How do you effectively balance the competing demands of your role with your well-being?

Action Statement	Possible Reflective Questions
• Remain current regarding research, best practice, and trends in education.	• How do you identify, plan for, and measure your success in achieving your personal and professional goals? • How do you keep current regarding research, best practice, and trends in education?

STANDARD 6: INTERPERSONAL CAPACITY

Principals and Vice-Principals build and support positive, effective working relationships within the school and community.

First Peoples Principles of Learning: Learning involves generational roles and responsibilities.

Learning is embedded in memory, history, and story.

Action Statement	Possible Reflective Questions
• Model a positive attitude and commitment towards the school's learning culture.	• How do you create a positive school learning culture? • How do you honour the beliefs values, cultures, and traditions of the learning community?

Action Statement	Possible Reflective Questions
• Create an inclusive school that recognizes and values diversity.	• How do you provide for and celebrate the diversity within the learning community? • How do you foster an environment where all members feel safe, valued, and respected?

Action Statement	Possible Reflective Questions
• Foster leadership capacity in others.	• How do you create opportunities to develop people's leadership capacity? • How do you engage staff in activities that will build their leadership capacity in Indigenous education?

Action Statement	Possible Reflective Questions
• Facilitate team development and collaboration.	• How do you create opportunities for collaboration, cooperation, and connectedness within the learning community?

Action Statement	Possible Reflective Questions
• Establish and model effective communication.	• How do you foster purposeful and meaningful communication? • How do you determine the effectiveness of your communication? • How do you establish and maintain the boundaries of professional communication?

STANDARD 7: CULTURAL LEADERSHIP

Principals and Vice-Principals develop and sustain a culture and climate that supports student and adult learning.

First Peoples Principles of Learning: Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Action Statement	Possible Reflective Questions
• Create a safe, orderly, caring, and healthy school environment.	• What types of prevention and intervention practices are in place to support positive student, staff, and parent interaction? • How do you support the well-being of your staff?

Action Statement	Possible Reflective Questions
• Develop an inclusive and collaborative culture.	• What types of activities recognize individual differences and cultural diversity within the learning community? • What types of activities recognize and honour the value of Indigenous language and culture within the learning community? • How do you create a culture where individuals are treated fairly with dignity and respect?

Action Statement	Possible Reflective Questions
• Model and encourage a climate of trust, risk-taking, and optimism.	• How do you develop a culture that supports change and risk-taking? • What strategies do you use to promote risk-taking?

Action Statement	Possible Reflective Questions
• Provide opportunities for dialogue.	• How do you develop an inclusive learning culture that focuses on improving student and adult learning? • How do you create interest in educational initiative and research?

Action Statement	Possible Reflective Questions
• Develop and maintain an open system of communication amongst the school staff, parents, and community.	• What processes are in place to support open communication? • What forms of communication do you utilize to stay connected with and to inform all members of the learning community?

Action Statement	Possible Reflective Questions
• Encourage and support positive parental involvement and advocacy for their child's learning.	• What structures or activities have you established to provide parents the opportunity to be involved in their child's education?

Action Statement	Possible Reflective Questions
• Foster a culture of high expectations for self, students, staff, family, and community.	• How do you develop high expectations for all within your learning community? • How do you continue to challenge the level of expectations within your learning community?

Action Statement	Possible Reflective Questions
• Facilitate, implement, and manage educational change.	• How might you challenge the status quo to affect change?

STANDARD 8: COMMUNITY BUILDING

Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.

First Peoples Principles of Learning: Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors.

Action Statement	Possible Reflective Questions
• Develop an inclusive and collaborative culture.	• What structures and opportunities are in place to authentically engage parent and community members?

Action Statement	Possible Reflective Questions
• Develop networks to enhance student learning within and between schools and the community.	• What are you doing to facilitate successful grade transitions for students?

Action Statement	Possible Reflective Questions
• Foster and maintain collaborative relationships with outside agencies to protect and support children.	• How do you establish relationships with outside agencies? • How do you enhance relationships with outside agencies? • What is the process for reviewing the effectiveness of your relationships with outside agencies?

Action Statement	Possible Reflective Questions
• Create a safe, orderly, caring, and healthy school environment.	• How does your code of conduct support a community of care? • What types of prevention and intervention practices do you have in place to support positive student, staff, and parent interactions? • How do you measure the effectiveness of the community of care? • What is your process of reflection and response?

Action Statement	Possible Reflective Questions
• Liaise with community agencies and organizations to strengthen learning opportunities.	• How do you access all potential community resources in support of all student success? • How might you effectively advocate for school, school district, and public education? • What strategies does your learning community use to promote and effectively engage early learners and their families? • How might you promote opportunities for youth to engage in career education?

ORGANIZATIONAL LEADERSHIP

The Organizational Leadership domain focuses on the Principals' and Vice-Principals' role in managing an organizational learning environment through a collaborative process.

Belief Statement of the Domain

Principals and Vice-Principals play an integral role in creating and managing effective school communities to support all learners.

Standard 9: Management and Administration

Principals and Vice-Principals intentionally and strategically plan to strengthen the school's capacity to support student learning and development.

STANDARD 9: MANAGEMENT AND ADMINISTRATION

Principals and Vice-Principals intentionally and strategically plan to strengthen the school's capacity to support student learning and development.

First Peoples Principles of Learning: Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Action Statement	Possible Reflective Questions
• Ensure that acts, laws, regulations, policies, collective agreements, and enhancement agreements govern your decisions and actions.	• How do the acts, laws, regulations, policies, collective agreements, and enhancement agreements inform your decisions and actions? • What theoretical framework do you use to promote and guide organizational change?

Action Statement	Possible Reflective Questions
• Develop and maintain structures and processes to support health and safety, school operations, and facilities management.	• How do you ensure the physical facility and well-being of the school community is maintained? • How do your organizational structures facilitate student and staff well-being?

Action Statement	Possible Reflective Questions
• Align financial, personnel and curricular resources with district strategic plans, enhancement agreements, and school priorities.	• What structures and processes do you have in place to ensure financial resources are effectively managed? • How are resources allocated to support diverse learners in an equitable manner? • How do you organize your school to optimize learning for all? • How do you assign staff to maximize their capacity to support the diversity of learners? • How might you determine if existing learning resources are authentic and culturally appropriate?

Action Statement	Possible Reflective Questions
• Facilitate an effective school growth planning process.	• How do you build collaborative teams, structures, and processes that support student learning? • How are you using school based and external evidence to inform planning, monitor progress and manage change? • How are you remaining connected to current learning and research? • How are you using current Indigenous learning and research to build capacity within the learning community?

Action Statement	Possible Reflective Questions
• Develop and implement a communication protocol for your school community.	• What processes are in place to determine your communication is effective and meeting the needs of the learning community? • How do you ensure school communication protocols align with district protocols? • How do you challenge pre-existing assumptions and biases?

Action Statement	Possible Reflective Questions
• Understand and ensure appropriate processes are followed for staff evaluation, investigation, and discipline.	• What are the processes for assessment and evaluation of staff? • What are the processes that lead you to determine the next steps in your supervisory role of a staff member?

SELF-ASSESSMENT TOOLS

Two platforms of a self-directed assessment tool are offered to assist Principals and Vice-Principals in identifying leadership areas they wish to further develop. The tool is designed to identify areas of focus within a Domain or Standard that becomes the foundation for a professional growth plan that supports effective leadership.

- **BetterEducate Platform** – bettereducate.com/BCPVPA is a platform for resource sharing and Growth Plan development. "My Growth Plan Folder" provides a step-by-step process guiding Principals and Vice-Principals through the creation of an online, portfolio style growth plan based on self-assessment and reflection.

  Principals and Vice-Principals must have a BetterEducate Login to access My Growth Plan Folder. Contact the BCPVPA office to obtain a Promo Code for free registration.

  - The steps begin with the articulation of your purpose and vision.
  - Initial Self-Assessment contains the complete *Leadership Standards* – **Domains and Standards.**
  - Each Standard within a Domain contains the series of **Action Statements and Possible Reflective Questions.**
  - **Examples of Practice** for each Action Statement can be electronically entered in the form of files, links or notes. These Examples of Practice become the basis of a professional portfolio.
  - **A Self-Assessment** rank of 1 to 4 can be entered for each Action Statement. Totals are automatic and compiled for each Standard and Domain.
  - **Professional Growth Plan goals** are developed incorporating reflection of the self-assessment. Multiple annual growth plans can be saved.
  - Growth Plans in BetterEducate may be **electronically shared** with colleagues as predetermined by the individual Principal or Vice-Principal. This collaboration supports professional learning and development across the province.

- **Self-Assessment Workbook** – bcpvpa.bc.ca/leadership-standards/ PDF copies are available through the BCPVPA website as well as on BetterEducate.
  - The Workbook is a document of the complete *Leadership Standards* in the format of previous versions.
  - Each Standard within a Domain contains the series of **Action Statements and Possible Reflective Questions**.
  - **Examples of Practice** for each Action Statement can be added as you choose directly on the Workbook page.
  - **Self-Assessment tool** at the back of the Workbook contains the Action Statements for each Domain where a rank of 1 to 4 is entered, totalled and Professional Growth Plan goals can be articulated.

GLOSSARY OF EDUCATIONAL TERMS

Accountability

Accountability is the regular monitoring and assessment of students, curriculum, schools, and the education system to identify what is working in the system and what is not and to provide an informed basis for change.

In the context of institutional accountability, assessments are undertaken to determine the effectiveness of schools and their personnel. In the context of school improvement, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

Assessment Literacy

Assessment literacy is the possession of knowledge about the basic principles of sound assessment practice, including its terminology, the development and use of assessment methodologies and techniques, and familiarity with standards of quality in assessment.

Source: Assessment Literacy - TKI

Change Process

Change involves a shift in beliefs, behaviours, or resources. The change process is the systematic approach and application of knowledge, tools, and resources to deal with change. It requires defining and adopting effective strategies, structures, procedures, and technologies.

Code of Conduct

Code of Conduct describes the rights, responsibilities, and procedures for managing the behaviour of all persons on school and district premises.

Collaboration

Collaboration is a process that occurs among individuals which enables participants to address issues and accomplish goals more successfully than they could have independently, by bringing their collective skills, knowledge, and perspectives to the situation.

Collaborative Tension

The dissonance and tensions between the teacher educator's pedagogical aspirations, expectations and assumptions about participants and participants' own perspectives of themselves and others.

The dissonance and tensions allow for the creation of new knowledge and capabilities so that participants individually get better as a result of the collaboration.

Source: *Tensions and struggles in fostering collaborative teacher autonomy online* by Alex Ding (Journal in Language Learning and Teaching)

Defining Common Collaboration Tensions by John Hagel III, John Seely Brown and Lang Davison

Six Tensions of Collective Impact by Chris Thompson

Collective Efficacy

Through collective actions educators can influence student learning. When a team of individuals share the belief that through their unified efforts, they can overcome challenges and produce intended results, groups are more effective. Through collective actions educators can powerfully influence student learning.

Source: *The Power of Collective Efficacy* by Jenni Donohoo, John Hattie and Rachel Eells

Continuum of Learning

Also referred to as 'lifelong learning', continuous learning takes place across all curricular areas both formally and informally, and includes all ongoing learning activities undertaken, with the aim of continuously improving knowledge, skills, and competencies.

Culture

Culture operates at four levels: artifacts, traditions, language, and values and beliefs. Culture is how we think about our environment. Others define culture as a pattern of basic assumptions by a given group or the way we do things 'around here'. School cultures are complex webs of traditions and norms.

An inclusive culture embraces the uniqueness and dignity of all individuals and fosters shared beliefs and values. An inclusive culture is characterized by broad community engagement and cooperation.

Data Informed Decision-making

A process of making decisions about curriculum and instruction based on the analysis of school, classroom, and standardized assessment data. The process involves organizing and interpreting the data and creating action plans based on the data to plan for improvement.

Distributed Leadership

Distributed Leadership concentrates on engaging expertise wherever it exists within the organization. The distributed perspective focuses on how leadership practice is distributed among formal and informal leaders as they pool their expertise.

In this sense, distributed leadership is a form of collective agency incorporating the activities of many individuals in a school who work at mobilizing and guiding others.

Diversity

In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences.

Enhancement Agreement

An Enhancement Agreement (EA) is a working agreement between a school district, all local Indigenous communities, and the Ministry of Education designed to enhance the educational achievement of Indigenous students. The EA establishes a collaborative partnership between Indigenous communities and school districts to promote shared decision-making and specific goal setting to meet the educational needs of Indigenous students.

This tool is well established as a way to include Indigenous people in decision-making and focus on measurable student outcomes.

Source: Ministry of Education - Indigenous Education

Equity

Educational equity, also referred to as equity in education, is the situation where everyone is treated fairly and equally.

Ethical Dilemmas

Ethical dilemmas are the tough decisions that demand one's choice between one right value and another right value.

Ethical Practice

Ethical practice is behaviour that demonstrates a commitment to moral principles that are based on

core or universal values of fairness, justice, respect, responsibility, honesty, compassion, inclusion, and tolerance.

Evaluation

A formal process used to assess an employee's strengths and areas of challenges by providing constructive feedback for growth.

First Peoples Principles of Learning

The province of British Columbia expects educators to embed Indigenous perspectives into all parts of the curriculum in a meaningful and authentic manner.

Sources:
Ministry of Education - Indigenous Education K-12 Teaching Tools

firstpeoplesprinciplesoflearning.wordpress.com

First Nation Education Steering Committee (FNESC) First Peoples Principles of Learning

FNESC First Learning Peoples - Classroom Resources

Inclusion

Inclusion is the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Inclusive Environment

Inclusion is the way in which we structure our schools, our classrooms and our lessons so that all our students learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners by building a more responsive learning environment. An inclusive school or classroom can only be successful when all students feel they are truly part of that community. It is an environment where everyone feels valued.

Source: Cambridge University Press

Indigenous

Indigenous is now commonly used to replace Aboriginal. Indigenous includes First Nations, Inuit and Métis peoples in Canada.

Inquiry Based Learning

Inquiry-based learning is an approach to teaching and learning that places learners' questions, ideas, and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable — moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002). Underlying this approach is the idea that both educators and students share responsibility for learning, solving problems, making discoveries and rigorously testing the discoveries.

Source: C21 Canada - Spiral Playbook

Interagency/External Agencies and Organizations

Education in our schools require political and public support so that the necessary resources are available to carry out critical functions of meeting the needs of all students. Examples of agencies and organizations are the Ministry of Children and Family Development, B.C. Teachers' Federation, Provincial and District Parent Advisory Councils, Neighbourhood Houses, Community Centers and Community Youth Programs, Health Authorities, WorkSafe BC, and Non-Profit Organizations.

Interpersonal Capacity

Interpersonal capacity is the ability to understand other people, what motivates them, how they work, and how to work cooperatively with them.

Leadership

Leadership is the process of influencing the activities of an organized group toward goal setting and goal achievement based more on personal credibility than authority.

Leadership can be defined as an act of influence involving reciprocal relationships through which members of an organization or community construct common meanings, build capacity, and enhance their ability to achieve shared goals. One of the responsibilities of leadership is to give a sense of direction, and to establish an overarching purpose.

Learning Community

Learning Community is the term given to schools in which staff members provide meaningful and sustained assistance to one another to improve teaching and learning. Learning communities are characterized by a shared mission, vision, and values, collective inquiry, collaborative teams, an orientation toward action and a willingness to experiment, commitment to continuous improvement, and a focus on achievement.

Learning Environments

A learning environment is the combined social, physical, psychological, relational, and pedagogical contexts within which learning takes place. The learning environment refers to routines and rituals that reflect values of community, inclusivity, diversity, and accountability for learning.

Legal and Contractual Obligations

Legal and contractual obligations are the responsibilities that the leader has for administering school acts and regulation, district policies (dictate what to do) and procedures (detail how to do it), external legal requirements, and the contractual agreements between school board employers and employees.

Management

Management is the bureaucratic aspect of administration which relies primarily on rational analysis to design methods, or internal and external processes with role descriptions to implement strategic plans. Management includes the technical and legal duties related to the hierarchical structure of the school system and involves compliance with legislation, policies or role descriptions as well as the stewardship of resources.

Metacognition

Metacognition refers to the processes used to plan, monitor, and assess one's understanding and performance.

Moral Courage

Moral courage is a commitment to moral principles, an awareness of the challenges involved in supporting those principles, and a willing endurance through those challenges. A leader needs courage over time, the willingness to take risks again and again, and the ability to function well under prolonged stress to keep pursuing the values and vision of the school.

Moral Purpose

Moral purpose expresses the organization's reason for existence. It requires is a strong commitment to making a difference and modeling for and engaging with others to build a community committed to that purpose.

Personalized Learning

Personalized learning occurs when teachers, students, and parents work together to make sure every student's needs are met, passions are explored, and goals are achieved. This means student-centered learning is focused on the needs, strengths, and aspirations of each student.

School Operations

School operations include responsibility for the maintenance and operations of the facilities, safety, fiscal and budgetary procedures, personnel practices, and resource acquisition within a framework of ministry, district, and school policy and procedures.

Systems Thinking

Systems thinking is a way of thinking about, and a language for describing and understanding, the forces and inter-relationships that shape the behaviour of the systems. This discipline helps us see how we can change systems more effectively.

Values

Values are deeply held views of what is found worthwhile. They have intrinsic worth and describe how we intend to operate as we pursue our vision.

Vision

Vision is a picture or image of the future you seek to create. It shows where the organization wants to go and what it will be like when it gets there. A vision gives shape and direction to an organization's future.

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ACRONYMS

ABCDE	The Association of B.C. Deans of Education
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AFL	Assessment for Learning
ASCD	Association for Supervision and Curriculum Development
BAA	Board Authority/Approved
BCAAN	BC Autism Assessment Network
BCASBO	BC Association of School Business Officials
BC CASE	BC Council of Administrators of Special Education
BCCPAC	BC Confederation of Parent Advisory Councils
BCPSEA	BC Public School Employers' Association
BCPVPA	BC Principals' & Vice-Principals' Association
BCSSA	BC School Superintendents' Association
BCSTA	British Columbia School Trustees Association
BCTF	British Columbia Teachers' Federation
CSF	Conseil scolaire francophone de la Colombie-Britannique
CUPE	Canadian Union of Public Employees
DPAC	District Parent Advisory Council
ERAC	Education Resource Acquisition Consortium
ELL	English Language Learners
FBA	Functional Behaviour Assessment
FISA	Federation of Independent School Associations of BC
FNESC	First Nations Education Steering Committee
FOIPOP	Freedom of Information and Protection of Privacy Act
FSA	Foundation Skills Assessment
IEP	Individual Education Program
ICM	Inter-ministerial Case Meeting
MCFD	Ministry for Children and Family Development
MOE	Ministry of Education
NASSP	National Association of Secondary School Principals
OECD	Organization for Economic Cooperation and Development
PAC	Parent Advisory Council
PHSA	Provincial Health Services Authority
PISA	Programme for International Student Assessment
POPARD	Provincial Outreach Program for Autism Related Disorders
QSA	Queer Straight Alliances
RTI	Response to Intervention
SETBC	Special Education Technology British Columbia
TTOC	Teachers Teaching on Call
TQS	Teacher Qualification Service
TRB	Teacher Regulation Branch

BCPVPA LEADERSHIP STANDARDS REVIEW COMMITTEE

The B.C. Principals' & Vice-Principals' Association would like to thank the committee of practicing Principals and BCPVPA staff for their work on revising the *Leadership Standards* for Principals and Vice-Principals in British Columbia.

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Leadership Standards for Principals and Vice-Principals in British Columbia
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