



Welcome to



BC Principals' & Vice-Principals' Association

ESSENTIALS

For New School Leaders

Day 1

Please Download KAHOOT App to your Phone while we wait to begin the session.

Please be sure to have your name as follows:

Group Number, Your Name, Your SD # and Name ex: 2 Liz Bell SD 44 North Van

Follow Us!
And share your experience

  **@bcpvpa**
#ENSL2021

Welcome

Jessica Antosz – BCPVPA

Elizabeth Bell – BCPVPA

Mark Edwards – UBC

Acknowledgment of Territory

Carolyn Roberts

Simon Fraser University



Course Overview

Jessica, Liz

Directors of Professional Development and Learning

WHY ESSENTIALS?

This is a virtual welcome to you in your role as a
Vice-Principal or Principal

Can you learn everything in 4 days?

No... But we hope this will provide key learnings to start or
enhance your journey.

LCL is just around the corner!



BC Principals' & Vice-Principals' Association
ESSENTIALS
For New School Leaders

Becoming a
New
Vice-Principal?

Transitioning from Teacher to
Principal?

What do you need for your
New Role?

BCPVPA
Essentials for New School Leaders
July 6 - July 9, 2020

This special online program explores the leadership perspective and the skills needed by school leaders. Through online facilitated conversation with practicing Vice-Principals and Principals, you will have a window into what to expect as you step into your new role.

bcp
vpa

SHAPE OF THE DAY

Follow your Participant Program Guide
(in General Resources)

Three Learning Sessions:

Guest and Panel Presentations

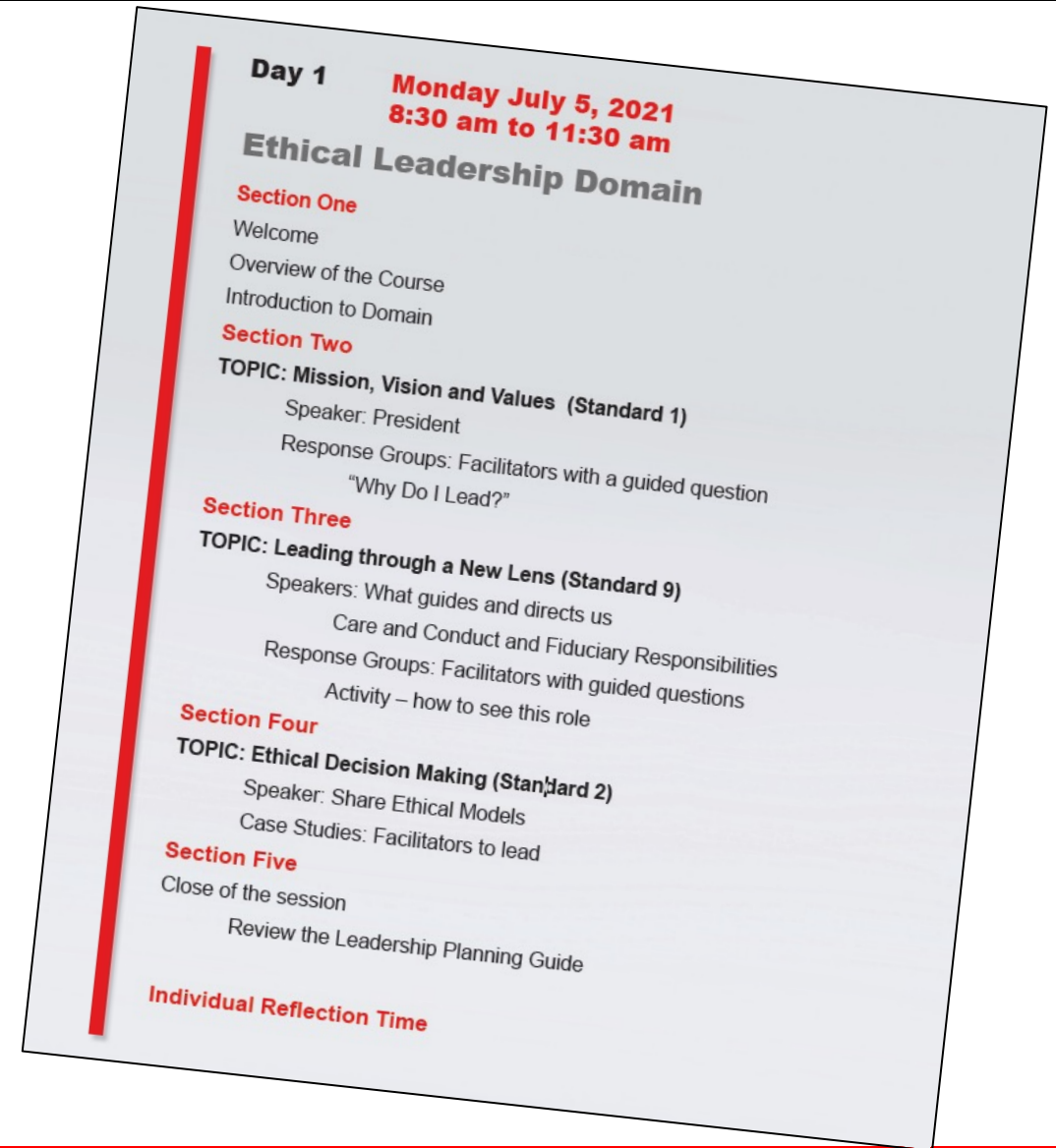
followed by Facilitator Group Conversation

OPTIONAL: Conversation Extension Post Session

Reflection and Extension Time:

On your own... or in teams

Please Log on at 8:20am



MEET YOUR FACILITATORS – Know your Group

Leanne Buteau – Coquitlam

Ian Landry – Powell River

Lori Marshall – Qualicum

Jackie Taylor – Vernon

Kirsten Wallace – Richmond

Aaron Maxwell – Gr Victoria

Kelly Johansen – PG

Renee Hislop – Sooke

Peter Scott – Boundary

Bill Rounis – Powell River

Conrad Turner - PG

Wendy Yu – Coquitlam

Christine Wozney – Mission

Jayne Latta – Kamloops

Tina Pierk – Victoria

Ranjit Bains – Vancouver

Jesse Witte – Qualicum

Dan Rudd – Nelson

Jill Read – Coquitlam

Louise Alexander – Vernon

Monica Martin – CSF

Support **well-being** of self, family, community, land, spirits and ancestors.

Holistic, reflexive, **reflective**, experiential and relational.

Involves recognizing **consequences**

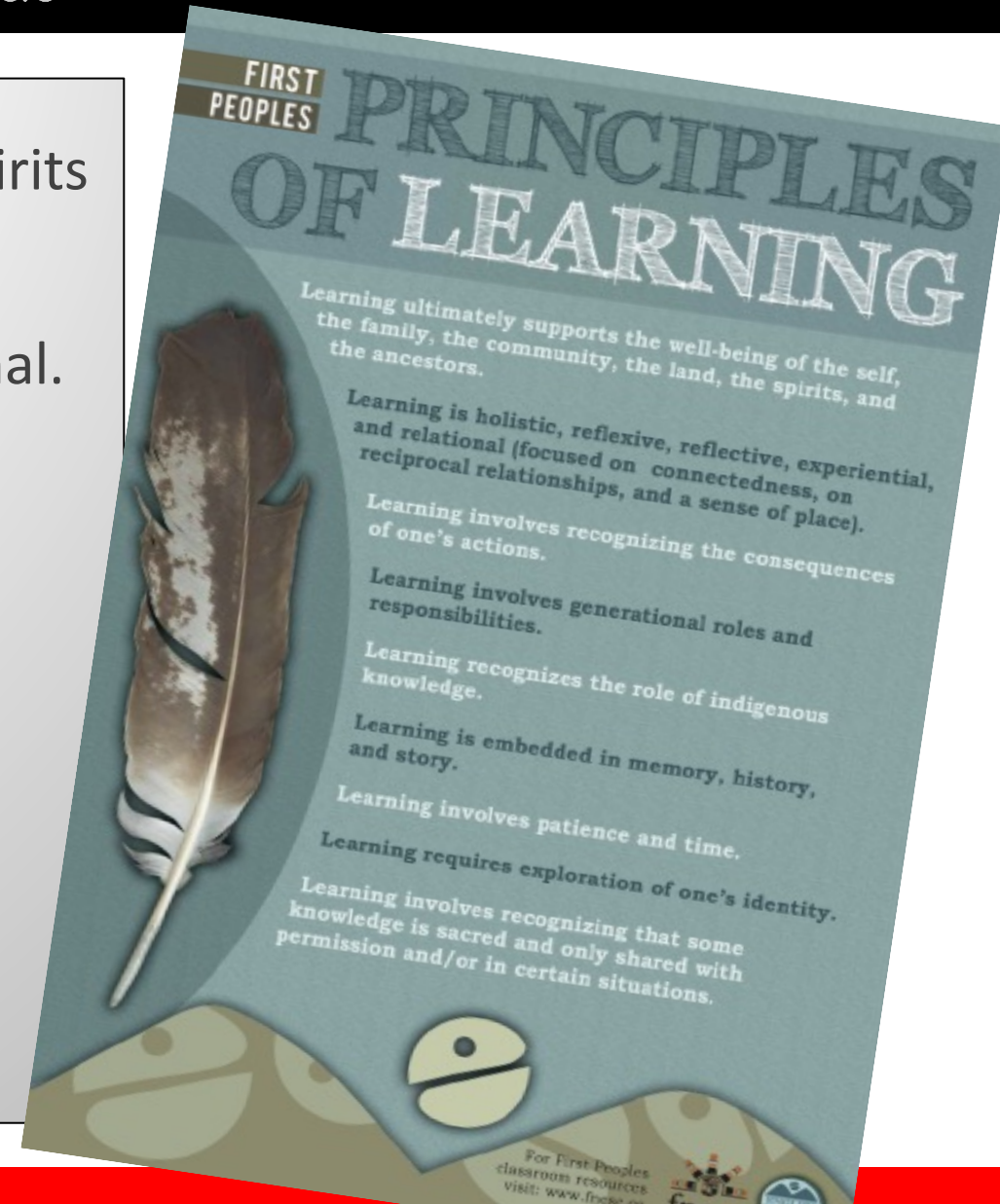
Generational roles and **responsibilities**

The **role of indigenous knowledge**

Embedded in memory, history and **story**

Involves **patience and time**

Exploration of **one's identity**



4 Days – 4 Domains

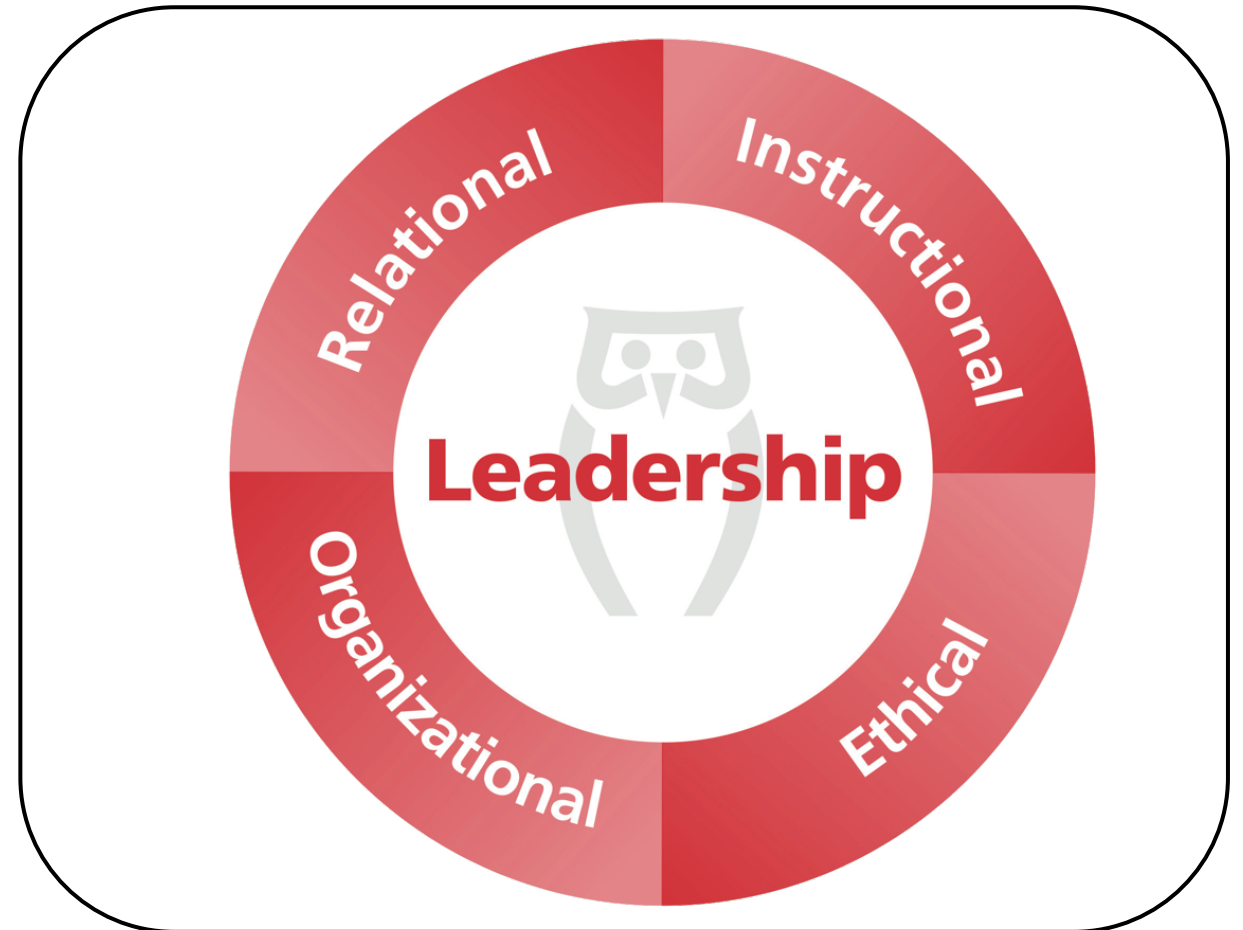
Monday – Ethical Leadership

Tuesday – Instructional Leadership

Wednesday – **Day off for Processing**

Thursday – Relational Leadership

Friday – Organizational Leadership



History and Purpose of the Leadership Standards

- First Established in 2007
- Developed by Ps and VPs
- Research Based
- Committed to Revision so as to remain current
- Intended to be a Learning Guide for Leaders at all stages of career
- Foster continuous professional learning and development
- The standards are generic in nature, context dependent and aspirational.

COMPONENTS OF THE LEADERSHIP STANDARDS DOCUMENT

Introduction

Leadership Standards at a Glance

First People Principles of Learning

Self Assessment Tool – Better Educate

Glossary

References

Acronyms

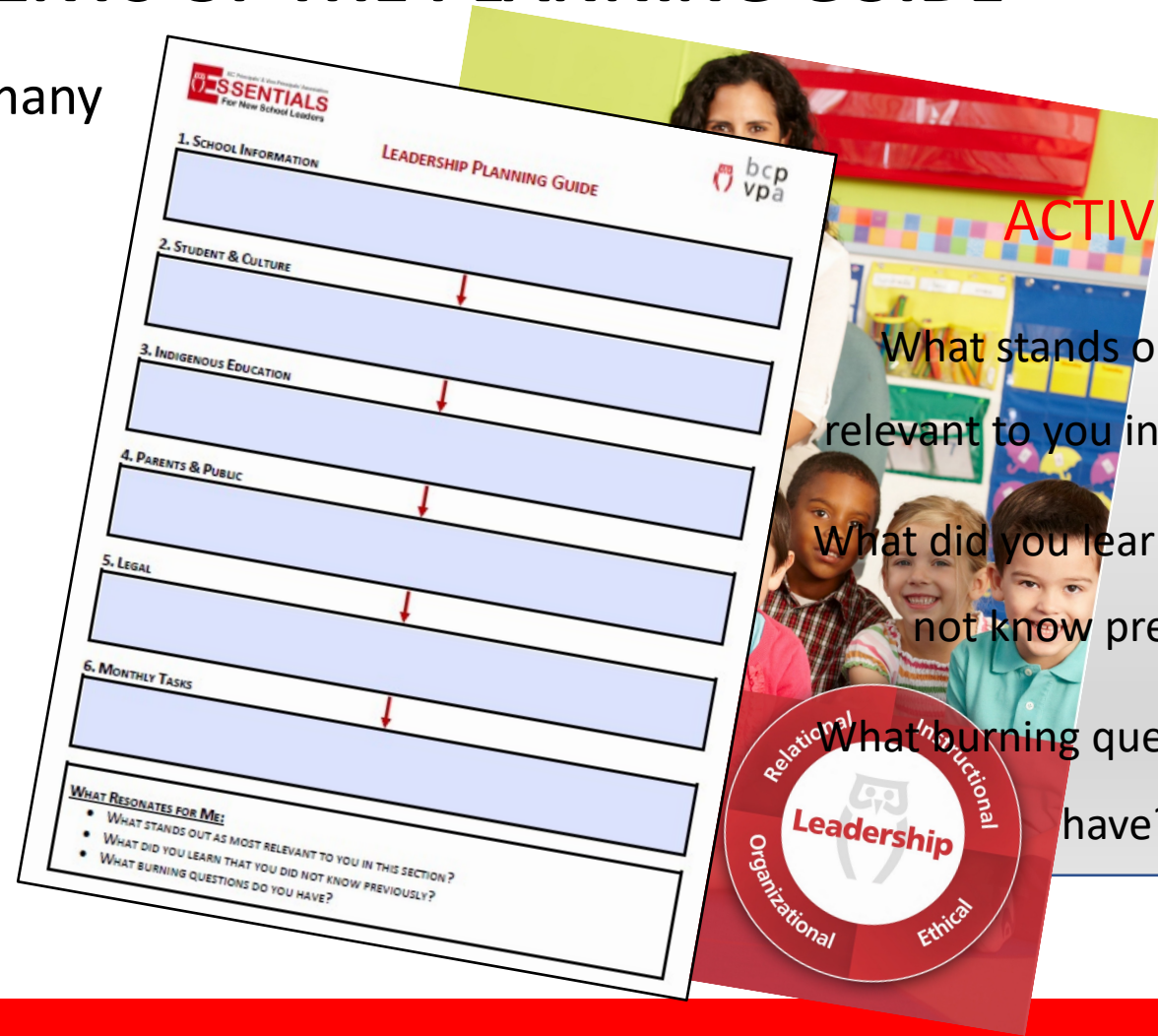
COMPONENTS OF THE PLANNING GUIDE

Intended as a compilation of the many duties of a school leader.

Not exhaustive but a start.

Includes links and resources for:

- school information
- indigenous education
- parents and the public
- legal information



ACTIVITY

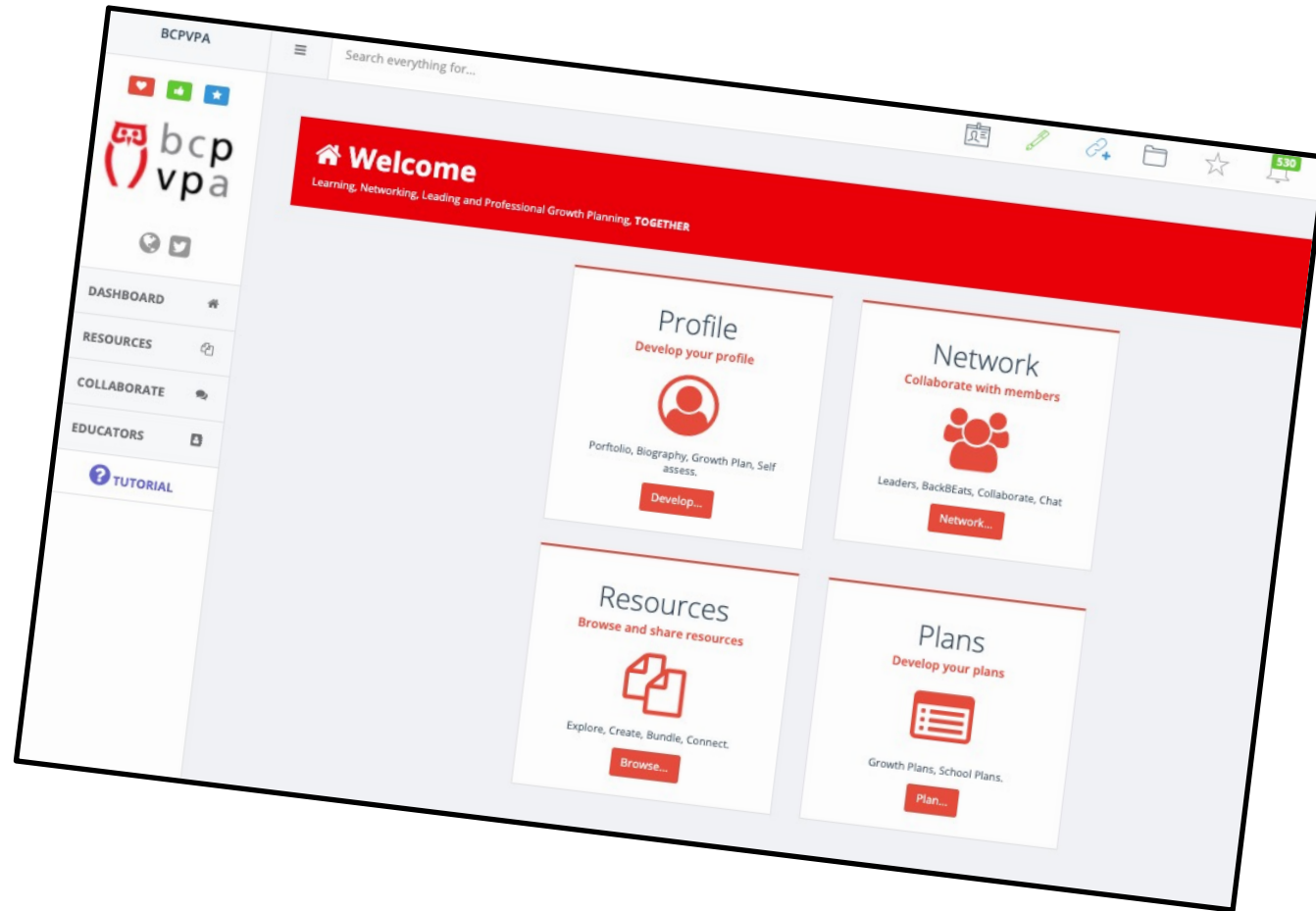
What stands out as most relevant to you in this section?

What did you learn that you did not know previously?

What burning questions do you have?

COMPONENTS OF BETTEREDUCATE

- Introduction Videos
- Portfolio Artifacts and Growth Plans
- Collaborate
- ENSL Resources are all in BetterEd



DAILY LISTENING GUIDES

- Fillable Forms
- Gather your thoughts from what you hear
- Refine your thinking for conversation
- ENSL Resources are all in BetterEd

DAY ONE – Listening Guide	
<p>Ethical Leadership</p> <p>Mission, Vision and Values Darren Danyluk</p> <p>Big Ideas</p> <p>Talk Time <i>Why do I Lead?</i></p>	<p>Notes:</p>
<p>Leading Through a New Lens...</p> <p>BCPVPA MSS Directors Ellen Roberts, Magdalena Kassis, Don Boyd</p> <p>Big Ideas What Guides and Directs Us?</p>	<p>Notes:</p>

LEARNING PARTNER



mark.edwards@ubc.ca

QUESTIONS / CONCERNS during the week ...

Thank you Amorie



Please Text during the session
[778-238-4748](tel:778-238-4748)

Please Email after the session
amorie@bcpvpa.bc.ca

Meet Your Group

in 2 minutes

Name, District

June → September School

June → September Position

What Colour are your Summer plans?



Ethical Leadership Domain

Introduction to the Domain



- Set and sustain moral purpose
- Demonstrate clear and consistent alignment between morals and ethics

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.

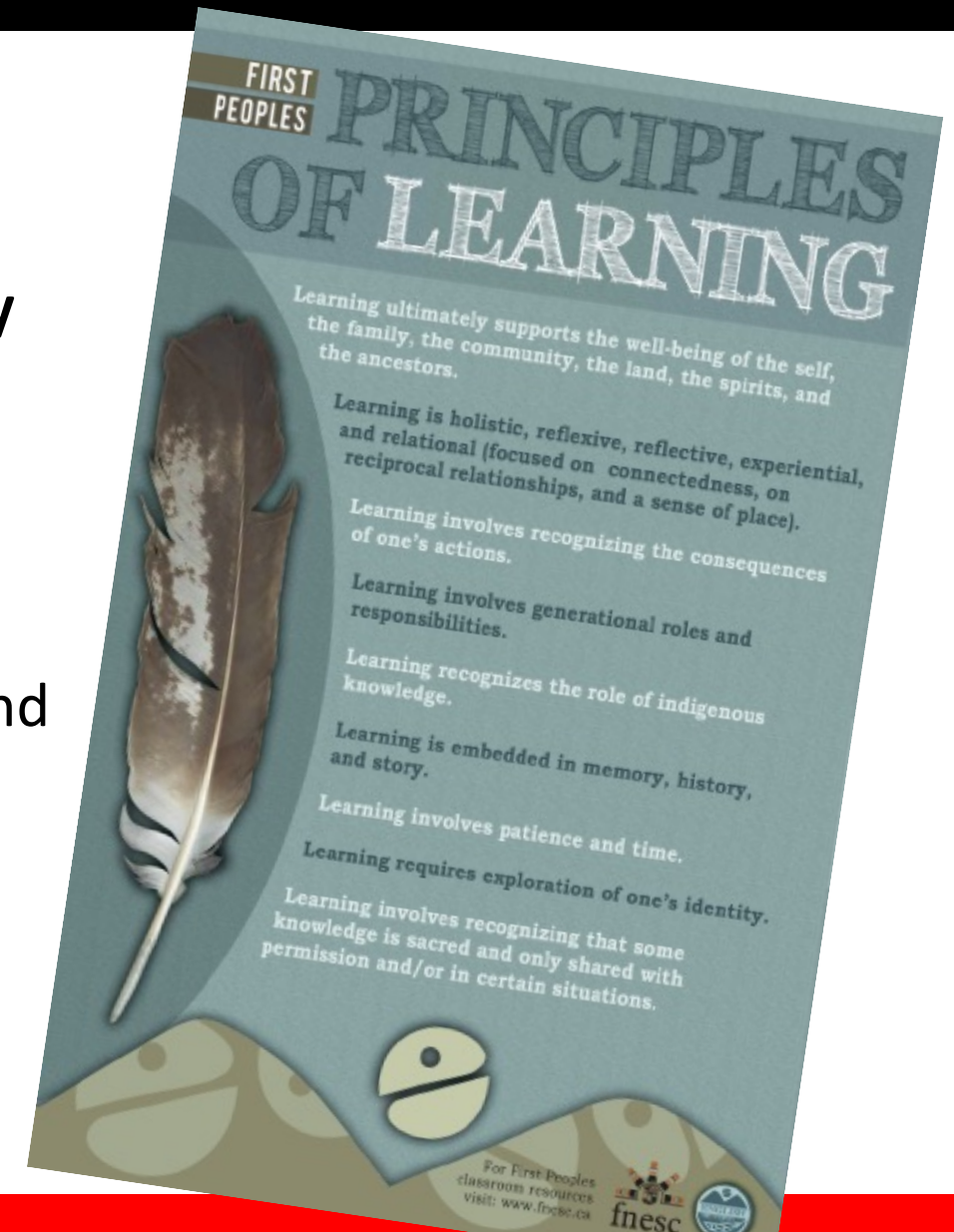
Standard 1: Leading a Community of Caring and Learning

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.

- Learning is embedded in **memory, history and story**
- Learning involves **recognizing the consequences** of one's actions
- Learning involves that some **knowledge is sacred** and only shared with permission and / or in certain situations.



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

- Foster a safe and inclusive environment focused on student learning.

Possible Reflective Questions

- 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

- Maintain an inclusive process for sustaining the focus of the school and district.

Possible Reflective Questions

- 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

- Reflect on the changing world and the impact it has on upholding the values, vision, and mission of the school and district.

Possible Reflective Questions

- 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

- Model moral courage.

Possible Reflective Questions

- How do you model moral courage to uphold the values, vision, and mission of the school?

STANDARD 1

Key Concepts

Values

Vision

Mission

Safe and Inclusive

Changing world

Moral Courage

ETHICAL LEADERSHIP

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.

STANDARD 2

Key Concepts

Process / Framework

Core Values

Codes of Ethics and Practice

Dilemmas / Problems

Communication

ETHICAL LEADERSHIP

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.

TOPIC:

Leading a Community of Caring and Learning

(Standard 1)

Values, Vision and Mission

Speaker:
BCPVPA President
Darren Danyluk

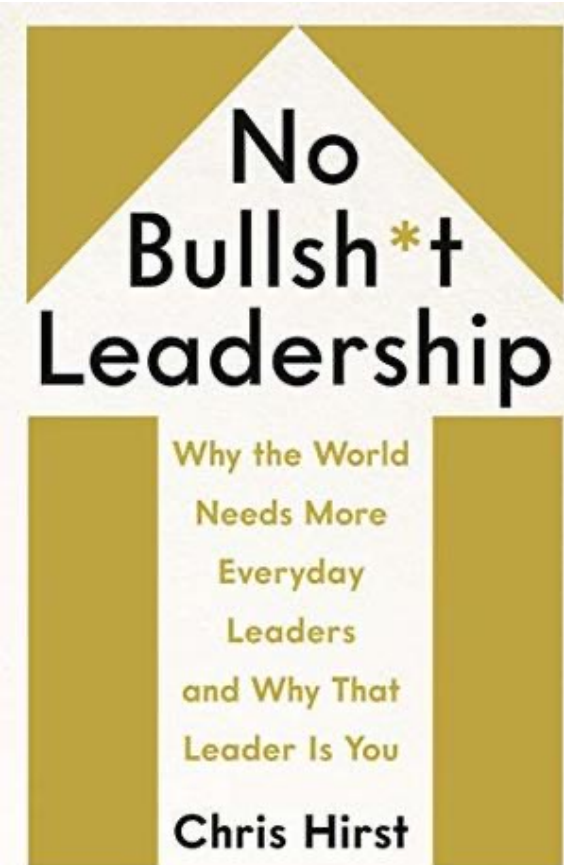
‘Why This? Why Now? Why Me?’

From one Cynic...

“This whole bullsh*t around purpose, mission, and values. **I’m not saying these things aren’t important, they are.** But they are not essential in order to be an effective leader.”

“A successful leader...creates a shield...create(s) a bubble around the team.”

Sounds like **purpose & value** to me.



...to another...

What are leadership challenges
in any field?

“It’s all the same challenge!”

“...you have an organization
filled with people, and **how do
you inspire those people to
want to come to work every
day**, feel safe while they’re
there, and return home
fulfilled...”

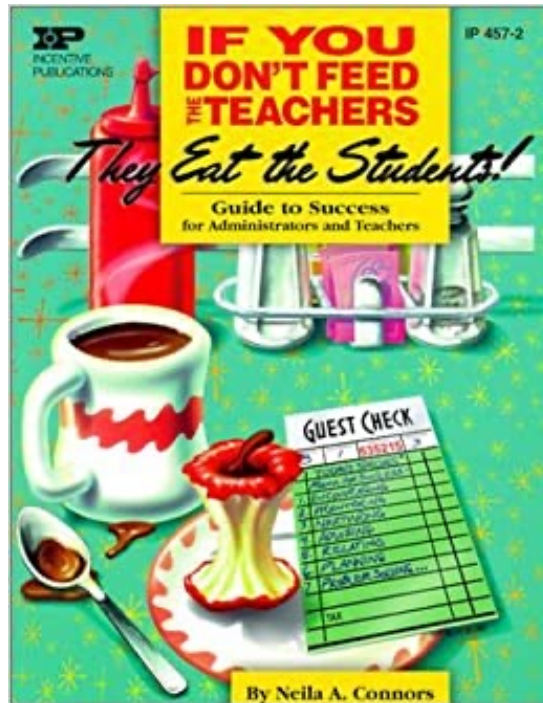


Simon Sinek ✓ @simo... · 8h ...

We should not assume that a lack of motivation is an intrinsic problem. As leaders, we should first evaluate whether or not we've created an environment that inspires our employees. In order to spark motivation, people must feel seen and valued.

Where to Begin

Foster a safe and inclusive environment focused on student learning.



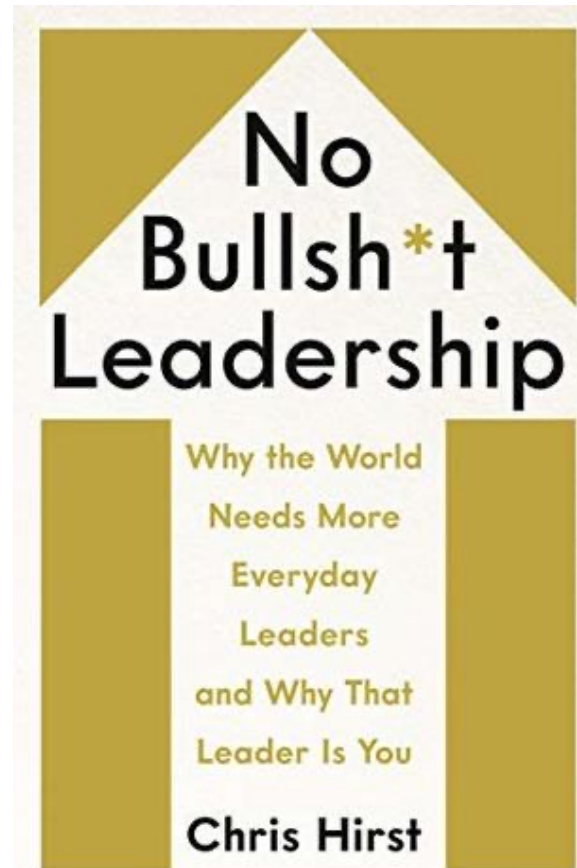
“The best administrator is the one who never forgets what it is like to be a **teacher**.”

Neila A. Connors

Everyday Ethical Leadership

“Leadership is about leading a group of people from a defined point in the present to a *different* and defined point in the future.”

Sounds like *vision* to me.



Where to Begin

“The first step to being a leader is
you have to **want** to be one, right?”



Where to Begin

“The first step to being a leader is you have to **want** to be one, right?”

“All the leaders that I know, the ones I admire, are all **students of leadership**. None of them consider themselves experts.”

Simon Sinek



Where to Begin

-- be the leader **you wish you had**. You may not be able to operate at scale...

but you can **operate**."

Every single one of us has the opportunity to *be the leader we wish we had*. Leadership is a choice, not a rank. Rank affords you authority, nothing else. Leadership comes from the willingness to see those around us rise.

Simon Sinek

Why this? Why now? Why me?

“...it’s **hard**, and sometimes, it’s thankless...sometimes it means speaking truth to power and getting in trouble. Sometimes, it means doing the right thing and not the expeditious thing...”

Simon Sinek



Why this? Why now? Why me?

“...every single one of us has the **capacity** -- it doesn't mean everybody **wants** to, or it doesn't mean everybody **should**.

But if you're up for the **challenge**, you're up for the **hard work**, then it's one of the **most rewarding things you can ever do in your life.**”

Simon Sinek



Why this? Why now? Why me?



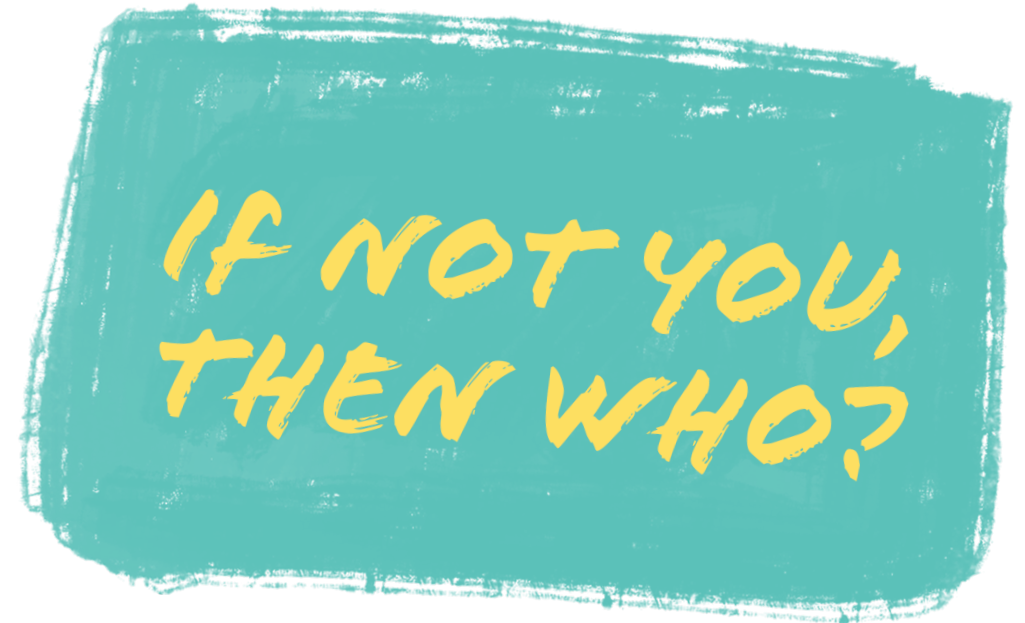
"It is not the critic who counts...credit belongs to the [one] who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again ... and who at the worst, if [they] fail, at least fails while daring greatly."

- Theodore Roosevelt

Why this? Why now? Why me?

Forgive the battle metaphor, but it seems fitting in our times. In addition to the continued recovery from our pandemic experience, our society must acknowledge the truth and do the hard work – as individuals and as a people.

If school leaders do not take up this mantle, change will not happen.



Response in Facilitator Groups:

Why this? Why now? Why me?

Why do I lead?

Q & A

Final thoughts ...

TOPIC:

Management and Administration (Standard 9)

Leading through a New Lens

Speakers:
BCPVPA Member Support
Services Directors

‘What Guides and Directs You’

Ellen Roberts, Magdalena Kassis

Exploring Your New Role

Activity Part 1:

- On your own, brainstorm the **top 5 most important** responsibilities as an administrator.

Activity Part 2:

- Review your list with your colleagues in your group. How many did you all have in common? What was your number 1?

Activity Part 3:

- Your facilitator will give the next instructions after you have completed this part. See you back in the big group in 10 minutes!



What Guides and Directs Our Practice



The Common Law: The Foundation of our Practice

Basic employment relationship expectations in common law are **trust and confidence**, especially in positions of authority.

Any conduct that undermines trust and confidence or is inconsistent with trust and confidence may be a breach of the employment relationship, and grounds for dismissal.

The Language of Fidelity – examples from contracts

The Vice-Principal shall devote such time as may be required to meet their responsibilities in a manner and to a standard acceptable to the Board. The Vice-Principal will promote the positive image of public education and the School District, and shall not engage in any activities which interfere with or detract from their duties, responsibilities or performance as Vice-Principal.

The Principal or Vice-Principal agrees to observe the District's core values of: integrity, courage, excellence and community and will commit to using these values to guide their decisions on behalf of the Board.

The Principal or Vice-Principal recognizes the full authority of the Board, as the employer, to manage and operate the District and to direct district personnel, including Principals or Vice-Principals, subject only to statutory and contractual limitations.

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** and security of employers' documents;
- **Complying with all statutory requirements** and **general legal principles** pertaining to their duties and responsibilities.

Standards for the Education Competence and Professional Conduct of Educators in BC (TRB Standards)

PROFESSIONAL STANDARDS FOR BC EDUCATORS

1 | Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2 | Educators act ethically and maintain the integrity, credibility and reputation of the profession.

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3 | Educators understand and apply knowledge of student growth and development.

STANDARD OF CARE

1. Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

Owe a duty of care to:

- protect students from reasonably foreseeable risk of harm
- appropriately supervise students

Failure to do so may give rise to civil liability for P/VP and/or the employer. Potential employment consequence for failure to supervise.

Student injured on field trip

Failing to implement IEP

STANDARD OF CONDUCT

2. Educators act ethically and maintain the integrity, credibility and reputation of the profession.

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

- Position of **trust, confidence and responsibility**
- Held to a **higher standard** of conduct than the general public
- Improper conduct, **on or off duty**, can lead to loss of trust.
- **Loss of that trust** can **erode public confidence** in leader's ability to lead, and in the public education system.

Interpersonal relationships with staff

Questionable off-duty conduct

Where would you go for advice?

Kahoot Game

Go to the Kahoot app on your mobile device

Or

Go to <https://kahoot.it> on your mobile device

Get ready to play!!

<https://play.kahoot.it/v2/lobby?quizId=178150aa-2691-48ab-ac8f-a3a46c59e51a>

***Check out the section on page 68 – 69 of the **Leadership Planning Guide** for links to the resources we have referenced today.**

Remember to reach out if we can be of help.

Questions?

Best wishes as you embark on your new leadership journey!

Ellen, Magdalena and Carmen

Q & A

Ask the MSS Team a question...



**We can't talk about building teams
without exploring who we are as leaders -
and who we want to be as leaders.**

- Elena Aguilar



**@bcpvpa
#ENSL2020**

*Enjoy your break!
We resume at 10:15 am*



TOPIC:

Decision Making (Standard 2)

Speaker:
BCPVPA Professional Learning
& Development Director

'Sharing an Ethical Model'

Elizabeth Bell

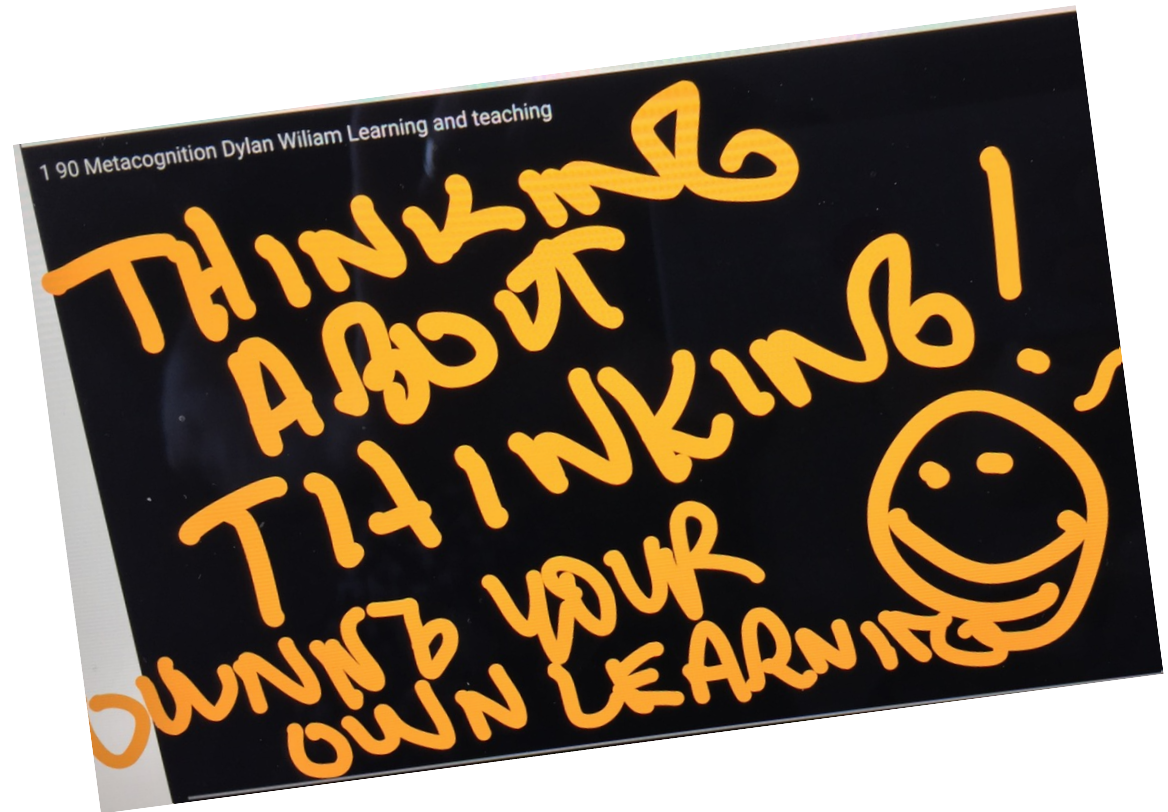
Ethical Leadership

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.



Why an Ethical Framework?

- Volume and Complexity
- Expectations
- Judgement
- Responsibility
- Consequences



HOLISTIC BALANCE



Balance Rock – Haida Gwaii

What Guides and Directs Us?



Ministry of Education
School Act
Teachers Regulation Branch
Collective Agreement
School District Policy

What also
Guides and
Directs us?

Core Values



DEFINITIONS

VALUES

- That which has intrinsic worth: a principle, standard or quality that is worthwhile or desirable.

MORALS

- Actions or relative values according to custom or code – having to do with right and wrong and the relationship among people.

ETHICS

- Pertaining to the study of standards of right and wrong behavior.
- A demonstration of character.

The Difference between a Dilemma and a Problem

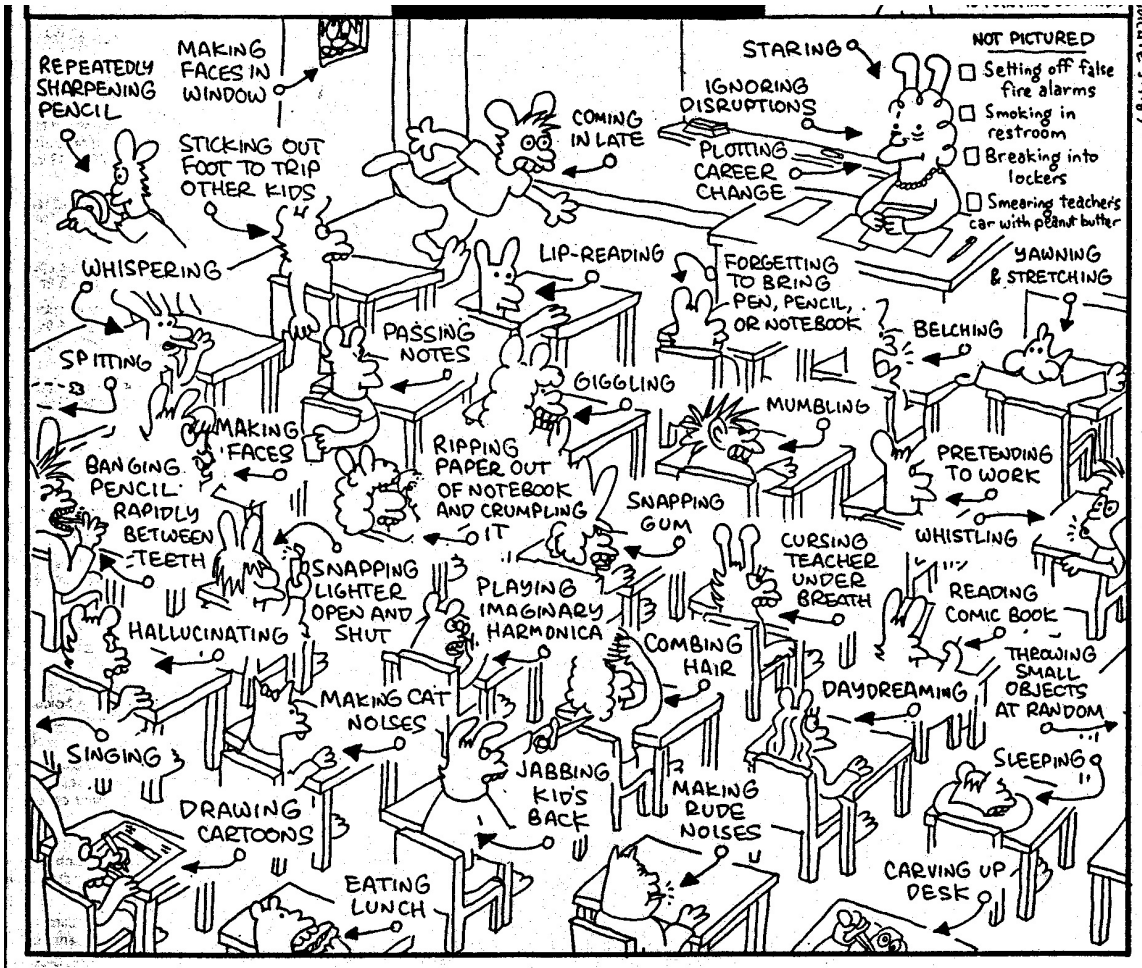
When used as nouns, **problem** means a difficulty that has to be resolved or dealt with,

whereas **dilemma** means a circumstance in which a choice must be made between two or more alternatives that seem equally undesirable or desirable

SOME DECISIONS ARE COMPLICATED

	Monday		Tuesday		Wednesday		Thursday		Friday	
PERIOD	PERIOD	Absent BLOCK	PERIOD	Absent BLOCK	PERIOD	Absent BLOCK	PERIOD	Absent BLOCK	PERIOD	Absent BLOCK
J (7:22 – 8:50)		1 (88 min)		1 (88 min)		1 (88 min)		1 (88 min)	J (7:46 – 8:50)	1 (64 min)
1 (9:00 – 10:28)	1	2 (88 min)	2	2 (88 min)	1	2 (88 min)	2	2 (88 min)	1 (9:00-10:04)	2 (64 min)
2 (10:32 – 12:00)	2	3 (88 min)	1	3 (88 min)	2	3 (88 min)	1	3 (88 min)	2 (10:08 – 11:12)	3 (64 min)
LUNCH (12:00 – 12:30)		4 (88 min)		4 (88 min)		4 (88 min)		4 (88 min)	BREAK (11:12 – 11:49)	4 (64 min)
3 (12:30 – 1:58)	3	5 (88 min)	4	5 (88 min)	3	5 (88 min)	4	5 (88 min)	3 (11:53 – 12:57)	5 (64 min)
4 (2:02 – 3:30)	4	6 (88 min)	3	6 (88 min)	4	6 (88 min)	3	6 (88 min)	4 (1:01 – 2:05)	6 (64 min)
K (3:30 – 4:58)		7 (88 min)		7 (88 min)		7 (88 min)		7 (88 min)	K (2:15 – 3:19)	7 (64 min)

SOME DECISIONS ARE COMPLEX



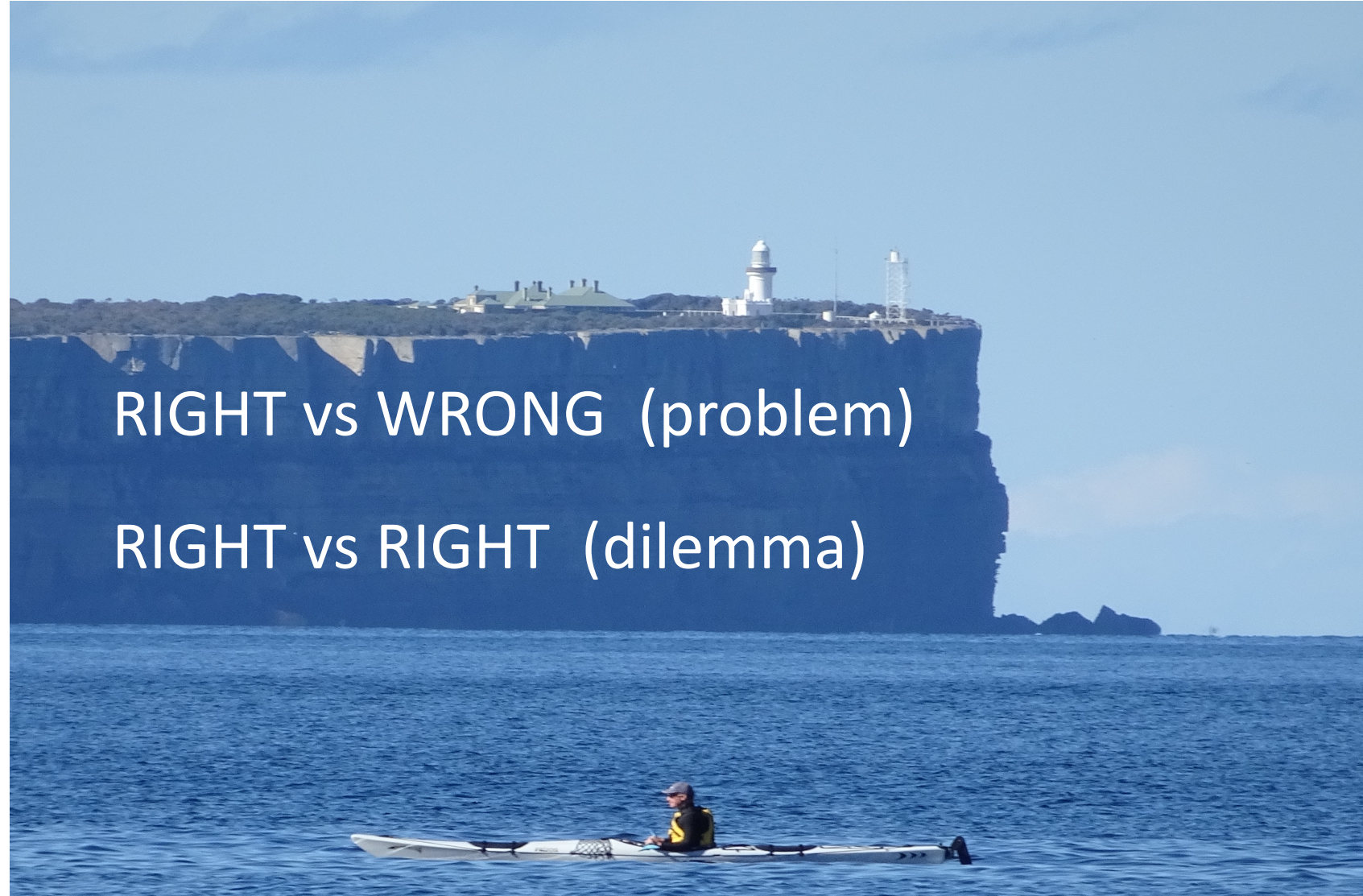
- Dependent on context
- Support shifting values, beliefs, behaviours
- Shifting environments
- HUMAN ELEMENT
- VALUES ARE KEY and sometimes in CONFLICT

IMPORTANT TO REMEMBER

- It is not about everyone liking your decisions
- It is about people trusting you have a process
- It is being able to articulate what your decision is and how you got to it.
- It is about your values that consistently underlie your decisions.
- It is about listening to others, collaborating and revisiting when necessary.

ETHICAL FITNESS

A Model Based on
Rushworth Kidder

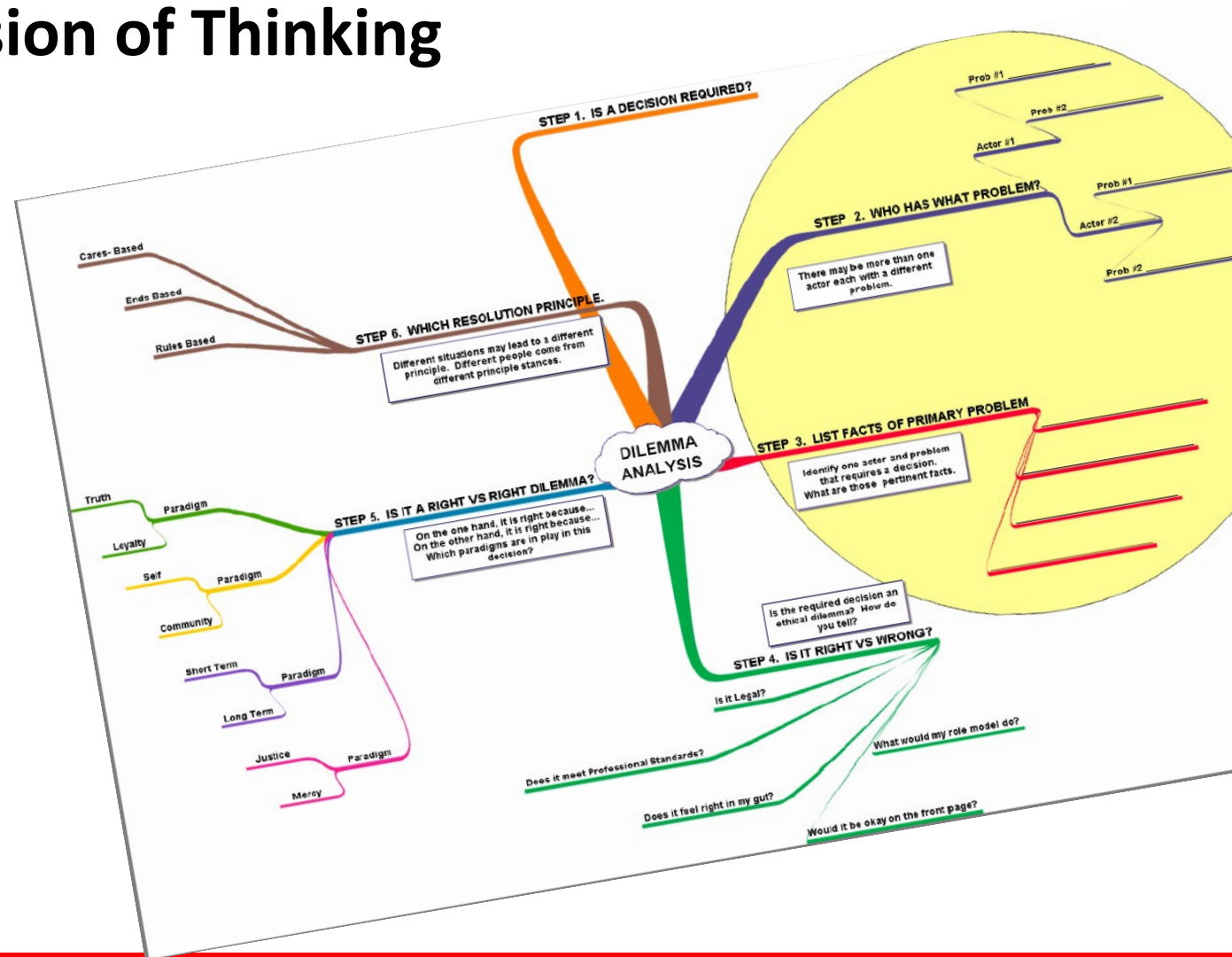


RIGHT vs WRONG (problem)

RIGHT vs RIGHT (dilemma)

Progression of Thinking

- **Step 1** Is a Decision Required
- **Step 2** Who Has the Problem / Who has the responsibility?
- **Step 3** What are the facts
- **Step 4** Is it Right vs Wrong?
- **Step 5** Is it Right vs Right?
- **Step 6** Which resolution principle?



Step 4

Testing for Right vs Wrong

The legal test

The professional standards test

The gut-feeling test

The front-page test

The role-model test

Helps us establish the situation as a problem, not a necessarily a dilemma

Step 5

Testing for Right vs Right

Values Paradigms

Truth vs Loyalty

Individual vs Community

Short Term vs Long Term

Justice vs Mercy

Helps us understand the situation as a dilemma based in values

Step 6

Resolutions Principles

ENDS BASED: Utilitarianism

“The greatest good for the greatest number” Mill

RULES BASED: Categorical Imperative

“I ought never to act except in such a way that I can also will that my maxim should become a universal law.” Kant

CARE-BASED: Golden Rule

“Do unto others as you would have them do unto you”

FIRST PEOPLES: Based in respect, relevance, reciprocity and responsibility.

LOOK FOR THE THIRD WAY OUT: To honor the truth and remain loyal.

IMPORTANT TO REMEMBER

- It is not about everyone liking your decisions
- It is about people trusting you have a process
- It is being able to articulate what your decision is and how you got to it.
- It is about your values that consistently underlie your decisions.
- It is about listening to others, collaborating and revisiting when necessary.

Ethical Leadership is...

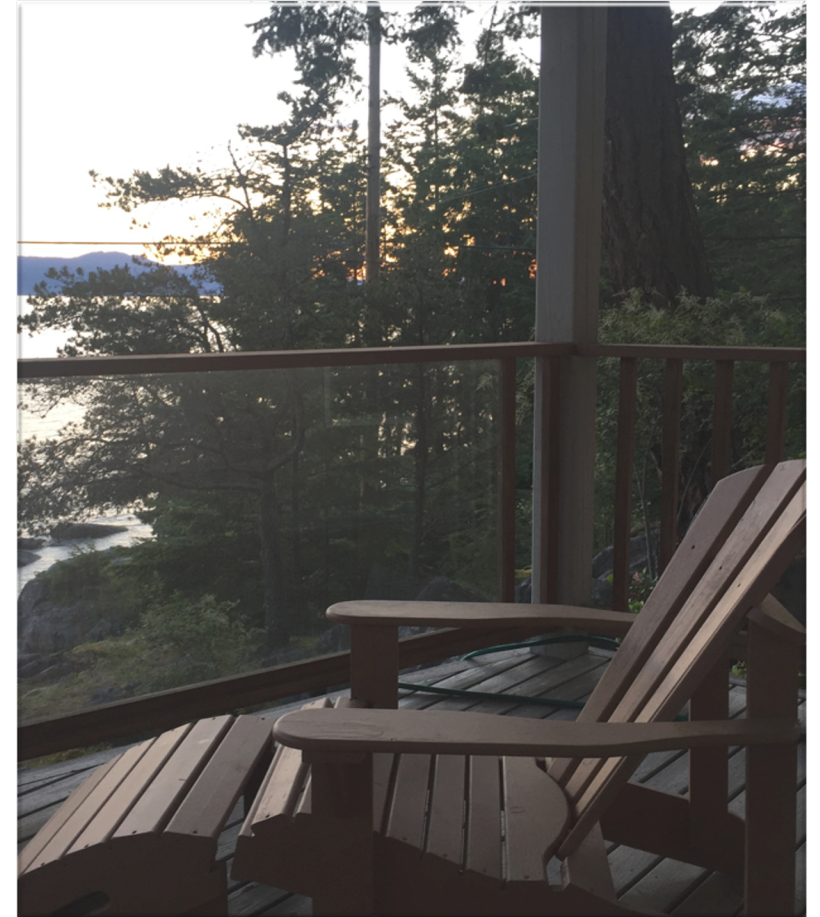
A way of looking at the world...

It is a process ...

It is not a compromise ...

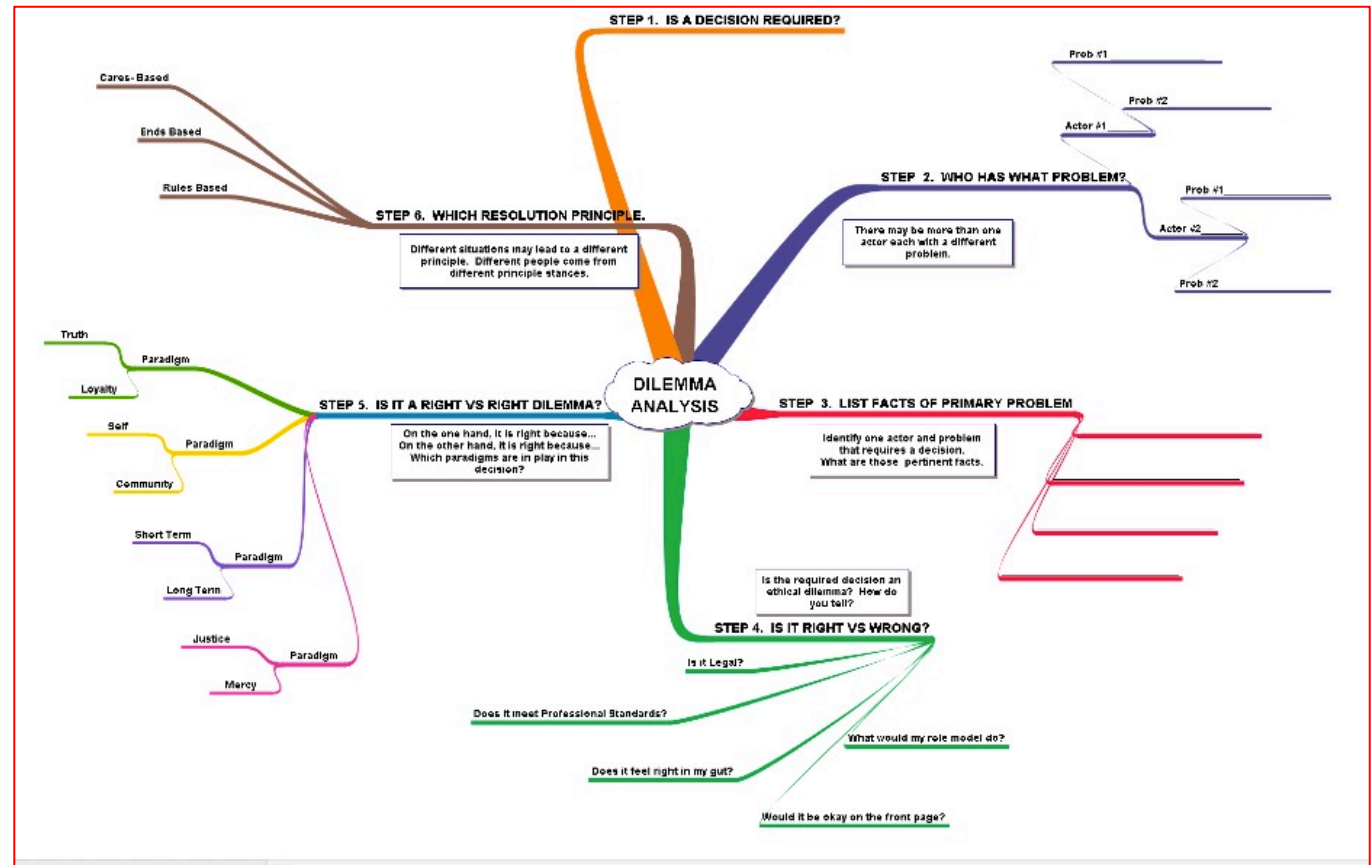
It is a lens.

Kidder 1995



Case Studies:

Facilitators to lead



Q & A

Ask Liz a question ...

Close of the session

Speaker:
Dr. Mark Edwards

'Learning Partner'

Reflection and Extension

Upload Evidence of Action Statements
Collaboration Reflection and Response
Planning Guide Review

Speakers:
BetterEducate Team

'Review of Portfolios and Collaboration'

Kirsten Rezansoff

Select a Breakout Room for Extend Conversation to 12:00noon
Day 1

Invitation for Optional Further Conversation / Q and A

Breakout Room 22	Mission, Vision and Values
Breakout Room 23	Leading through a Legal Lens
Breakout Room 24	Ethical Decision Making
Breakout Room 25	General Questions



@bcpvpa #ENSL2021



BC Principals' & Vice-Principals' Association

ESSENTIALS
For New School Leaders



Day 2
Tuesday July 6
8:30 am
(log on at 8:20am)
Instructional
Leadership

Meet in Your Group

10 minutes

How was your day?

Are you clear about Reflection and
Extension?

Participants sign off when you are ready.

Facilitators return to the Main



Select a Breakout Room for Extend Conversation to 12:00noon
Day 1

Invitation for Optional Further Conversation / Q and A

Breakout Room 22	Mission, Vision and Values
Breakout Room 23	Leading through a Legal Lens
Breakout Room 24	Ethical Decision Making
Breakout Room 25	General Questions