



bcp  vpa
**Leadership
Standards
Workbook**

for Principals and Vice-Principals
in British Columbia 2019

Developed by the BCPVPA Leadership
Standards Review Committee | July 2019

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

Students, educators, and school communities thrive through skilled educational leadership (BC 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 large scale and lasting impact on student learning as a whole, the research is unequivocal – you cannot do it without quality, active learnership” (2006, p.1 Quality leadership = Quality learning: Proof Beyond Reasonable Doubt).

As the complexity of tasks of today’s leaders continues to grow in breadth and depth, the **B.C. Principals’ & Vice-Principals’ Association (BCPVPA) 2019 Leadership Standards** will assist in providing 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 Standard 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 personal professional growth plans that support sustainability and best practice, it is not intended as an instrument for evaluation or the 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 2500 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.

The Workbook Format

The purpose of this Workbook is to offer a hardcopy version of the Leadership Standards. The format of the Workbook is similar to previous versions, and contains a column for Examples of Practice where one can make notes. The content of the Domains, Standards, Action Statements and Possible Reflective Questions are consistent with the Leadership Standards. This Workbook includes a print version of the Self-Assessment Tool consistent with that feature on the BetterEducate platform. A full introduction to the Leadership Standards, glossary, references and acronyms can be found in the Leadership Standards document, on the BCPVPA website and on BetterEducate.

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 Bearsto (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.

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.

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.

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 environment.

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 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

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-Aboriginal Education

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: Ethical 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 I: 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Foster a safe and inclusive environment focused on student learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Maintain an inclusive process for sustaining the focus of the school and district. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Reflect on the changing world and the impact it has on upholding values, vision, and mission of the school and district. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Model moral courage. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Model ethical practice and decision making based on shared core values and beliefs. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Develop and implement protocols and processes based on a strong ethical framework. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What framework and evidence do you use to make decisions? • How do you incorporate your community traditions and values? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Understand the difference between a problem 'right versus wrong' and a dilemma 'right versus right'. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you determine the difference between a problem and a dilemma? • How does the distinction and dilemma impact your decision making? • How do Indigenous principles impact your decision making? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Model an open and honest way of exploring challenges and finding resolutions. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How is your staff aware that your decision making is guided by your core values? • How do you incorporate restorative practices to resolve conflict? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Promote and foster appropriate communication. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do your values guide all forms of communication? • How do you incorporate Indigenous tradition in your communication? 	

<p>Action Statement</p> <ul style="list-style-type: none">• Understand the requirements of the BCPVPA Code of Ethics, Code of Professional Practice, School Act and TRB Standards.	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none">• 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Establish a continuum of learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How is your school community engaged in professional growth? • How is continuous learning demonstrated in your school? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Engage in ongoing and targeted conversations regarding the progression of learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What are the conditions you have establish to promote inquiry and dialogue? • What is your role in supporting continuous learning? 	

Action Statement

- Focus professional learning and development on addressing the needs of the population through challenging and stretching the status quo.

Possible Reflective Questions

- 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?

Your Examples of Practice

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.

<p>Action Statement</p> <ul style="list-style-type: none"> Promote and foster communication based on core values. 	Your Examples of Practice
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> How do you communicate your core values? How do you foster a climate of mutual respect and shared values? 	
<p>Action Statement</p> <ul style="list-style-type: none"> Create opportunities to build professional relationships that inspire trust and demonstrate respect. 	Your Examples of Practice
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> How do you acknowledge the expertise and talent of staff? How do you inspire trust and demonstrate respect? 	
<p>Action Statement</p> <ul style="list-style-type: none"> Demonstrate reflective dialogue about teaching and learning. 	Your Examples of Practice
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> How do you encourage 'open to learning' conversations? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Foster collective efficacy through the development and maintenance of collaborative partnerships and networks. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Develop a mutually supportive and trusting relationship with the community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What needs to be considered when developing a collaborative community? • How do you create a collaborative community? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Establish processes to gather feedback from the community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Create a learning environment that recognizes the learners as core participants. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Engage in purposeful and on-going dialogue about student growth. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you deepen conversations in your school around assessment literacy, instructional planning, social-emotional learning, and communicating student learning? 	

<p>Action Statement</p> <ul style="list-style-type: none"> Promote and support staff in their understanding of local community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> How do you honour cultural diversity? How do you engage teachers in dialogue about Indigenous students connecting their learning to their history and culture? 	
<p>Action Statement</p> <ul style="list-style-type: none"> Explore alternative ways to measure student success. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> 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.

<p>Action Statement</p> <ul style="list-style-type: none"> Promote reflection and dialogue about teaching and learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> How do you create and provide opportunities for collaboration? How do you create opportunities to learn about Indigenous pedagogy? 	

<p>Action Statement</p> <ul style="list-style-type: none">• Inspire and support innovation.	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none">• Describe how 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?	
<p>Action Statement</p> <ul style="list-style-type: none">• Embed a culture of continuous improvement.	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none">• 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Communicate, encourage, and support the use of current educational research. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you keep practice current? • How do you create opportunities for dialogue around current educational practice? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Ensure and monitor the use of a variety of effective assessment practices. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Deepen the understanding and integration of the current curriculum. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Continually and collaboratively plan, monitor, and review the effectiveness of instruction. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you ensure instructional decisions support student learning? • How do you provide reflective feedback? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Involve teachers in data collection, analysis, and dialogue about student learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Promote the continual development of teaching and learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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 the 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.

<p>Action Statement</p> <ul style="list-style-type: none"> Examine the values, knowledge, and skills that impact your effectiveness as an educational leader. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> What is your process for reflection? How do you identify your strengths and areas of growth? How do you demonstrate your commitment to leadership? 	
<p>Action Statement</p> <ul style="list-style-type: none"> Understand and reflect upon self- management and self-awareness. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> What are your assumptions and personal biases that influence your leadership? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Understand the importance of engaging in actions, activities, and communication that develop relationships. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you develop positive relationships with others? • How do you prepare for, engage in, and reflect upon challenging conversations? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Understand the importance of maintaining high visibility and accessibility. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Manage time, set priorities, and meet deadlines. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you effectively balance the competing demands of your role with your well-being? 	

<p>Action Statement</p> <ul style="list-style-type: none">• Remain current regarding research, best practice, and trends in education.	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none">• 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Model a positive attitude and commitment towards the school's learning culture. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you create a positive school learning culture? • How do you honour the beliefs values, cultures, and traditions of the learning community? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Create an inclusive school that recognizes and values diversity. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Foster leadership capacity in others. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Facilitate team development and collaboration. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you create opportunities for collaboration, cooperation, and connectedness within the learning community? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Establish and model effective communication. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Create a safe, orderly, caring, and healthy school environment. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Develop an inclusive and collaborative culture. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Model and encourage a climate of trust, risk-taking, and optimism. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you develop a culture that supports change and risk-taking? • What strategies do you use to promote risk-taking? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Provide opportunities for dialogue. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Develop and maintain an open system of communication amongst the school staff, parents, and community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Encourage and support positive parental involvement and advocacy for their child's learning. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What structures or activities have you established to provide parents the opportunity to be involved in their child's education? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Foster a culture of high expectations for self, students, staff, family, and community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Facilitate, implement, and manage educational change. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How might you challenge the status quo to effect 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Develop an inclusive and collaborative culture. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What structures and opportunities are in place to authentically engage parent and community members? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Develop networks to enhance student learning within and between schools and the community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What are you doing to facilitate successful grade transitions for students? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Foster and maintain collaborative relationships with outside agencies to protect and support children. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Create a safe, orderly, caring, and healthy school environment. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Liaise with community agencies and organizations to strengthen learning opportunities. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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.

<p>Action Statement</p> <ul style="list-style-type: none"> • Ensure that acts, laws, regulations, policies, collective agreements, and enhancement agreements govern your decisions and actions. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Develop and maintain structures and processes to support health and safety, school operations, and facilities management. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • How do you ensure the physical facility and well-being of the school community is maintained? • How do your organizational structures to facilitate student and staff well-being? 	

<p>Action Statement</p> <ul style="list-style-type: none"> Align financial, personnel and curricular resources with district strategic plans, enhancement agreements, and school priorities. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> Facilitate an effective school growth planning process. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> 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? 	

<p>Action Statement</p> <ul style="list-style-type: none"> • Develop and implement a communication protocol for your school community. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • What processes are in place to determine your communication is effective and meeting 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? 	
<p>Action Statement</p> <ul style="list-style-type: none"> • Understand and ensure appropriate processes are followed for staff evaluation, investigation, and discipline. 	<p>Your Examples of Practice</p>
<p>Possible Reflective Questions</p> <ul style="list-style-type: none"> • 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 Tool

A self-directed assessment tool is offered to assist Principals and Vice-Principals in identifying leadership areas they need 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.

Instructions

On the following pages you will find snapshots of each Domain, Standard and Action Statements.

- Give yourself a score out of 4 for each action. (1 = Emerging 2 = Developing 3 = Proficient 4 = Extending)
- Total your score within the specific Standard and divide by the number of Action Statements (i.e. a total of 21 divided by 6 actions will give a score of 3.5)
- Do this for each Standard

BetterEducate Platform – <https://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.

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.

Standard 1: Values, Vision, and Mission

Foster a safe and inclusive environment focused on student learning.	1	2	3	4
Maintain an inclusive process for sustaining the focus of the school and district.	1	2	3	4
Reflect on the changing world and the impact it has on upholding values, vision, and mission of the school and district.	1	2	3	4
Model moral courage.	1	2	3	4

Total out of 16: ____ divided by 4 = ____ score out of 4

Standard 2: Decision Making

Model ethical practice and decision making based on shared core values and beliefs.	1	2	3	4
Develop and implement protocols and processes based on a strong ethical framework.	1	2	3	4
Understand the difference between a problem "right versus wrong" and a dilemma "right versus right".	1	2	3	4
Model an open and honest way of exploring challenges and finding resolutions.	1	2	3	4
Promote and foster appropriate communication.	1	2	3	4
Understand the requirements of the BCPVPA Code of Ethics, Code of Professional Practice, School Act, and TRB Standards.	1	2	3	4

Total out of 24: ____ divided by 6 = ____ score out of 4

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.

Standard 3: Leading a Culture of Learning – Leading the Learning

Establish a continuum of learning.	1	2	3	4
Engage in ongoing and targeted conversations regarding the progression of learning.	1	2	3	4
Focus professional learning and development on addressing the needs of the population through challenging and stretching the status quo.	1	2	3	4

Total out of 12: ____ divided by 3 = ____ score out of 4

Standard 3: Leading a Culture of Learning – Collaborative Practice

Promote and foster communication based on core values.	1	2	3	4
Create opportunities to build professional relationships that inspire trust and demonstrate respect.	1	2	3	4
Demonstrate reflective dialogue about teaching and learning.	1	2	3	4
Foster collective efficacy through the development and maintenance of collaborative partnerships and networks.	1	2	3	4
Develop a mutually supportive and trusting relationship with the community.	1	2	3	4
Establish processes to gather feedback from the community.	1	2	3	4

Total out of 24: ____ divided by 6 = ____ score out of 4

Standard 3: Leading a Culture of Learning – Learners at the Centre

Create a learning environment that recognizes the learners as core participants.	1	2	3	4
Engage in purposeful and on-going dialogue about student growth.	1	2	3	4
Promote and support staff in their understanding of local community.	1	2	3	4
Explore alternative ways to measure student success.	1	2	3	4

Total out of 16: ____ divided by 4 = ____ score out of 4

Standard 3: Leading a Culture of Learning – Innovation and Inquiry

Promote reflection and dialogue about teaching and learning.	1	2	3	4
Inspire and support innovation.	1	2	3	4
Embed a culture of continuous improvement.	1	2	3	4

Total out of 12: ____ divided by 3 = ____ score out of 4

Standard 4: Curriculum, Instruction, and Assessment

Communicate, encourage, and support the use of current educational research.	1	2	3	4
Ensure and monitor the use of a variety of effective assessment practices.	1	2	3	4
Deepen the understanding and integration of the current curriculum.	1	2	3	4
Continually and collaboratively plan, monitor, and review the effectiveness of instruction.	1	2	3	4
Involve teachers in data collection, analysis, and dialogue about student learning.	1	2	3	4
Promote the continual development of teaching and learning.	1	2	3	4

Total out of 24: ____ divided by 6 = ____ score out of 4

RELATIONAL LEADERSHIP

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, achievement, and community building.

Standard 5: Metacognitive Capacity

Examine the values, knowledge, and skills that impact your effectiveness as an educational leader.	1	2	3	4
Understand and reflect upon self-management and self-awareness.	1	2	3	4
Understand the importance of engaging in actions, activities, and communication that develop relationships.	1	2	3	4
Understand the importance of maintaining high visibility and accessibility.	1	2	3	4
Manage time, set priorities, and meet deadlines.	1	2	3	4
Remain current regarding research, best practice, and trends in education.	1	2	3	4

Total out of 24: ____ divided by 6 = ____ score out of 4

Standard 6: Interpersonal Capacity

Model a positive attitude and commitment towards the school's learning culture.	1	2	3	4
Create an inclusive school that recognizes and values diversity.	1	2	3	4
Foster leadership capacity in others.	1	2	3	4
Facilitate team development and collaboration.	1	2	3	4
Establish and model effective communication.	1	2	3	4

Total out of 24: ____ divided by 6 = ____ score out of 4

Standard 7: Cultural Leadership

Create a safe, orderly, caring, and healthy school environment.	1	2	3	4
Develop an inclusive and collaborative culture.	1	2	3	4
Model and encourage a climate of trust, risk-taking, and optimism.	1	2	3	4
Provide opportunities for dialogue.	1	2	3	4
Develop and maintain an open system of communication amongst the school staff, parents, and community.	1	2	3	4
Encourage and support positive parental involvement and advocacy for their child's learning.	1	2	3	4
Foster a culture of high expectations for self, students, staff, family, and community.	1	2	3	4
Facilitate, implement, and manage educational change.	1	2	3	4

Total out of 32: ____ divided by 8 = ____ score out of 4

Standard 8: Community Building

Develop an inclusive and collaborative culture.	1	2	3	4
Develop networks to enhance student learning within and between schools and the community.	1	2	3	4
Foster and maintain collaborative relationships with outside agencies to protect and support children.	1	2	3	4
Create a safe, orderly, caring, and healthy school environment.	1	2	3	4
Liaise with community agencies and organizations to strengthen learning opportunities.	1	2	3	4

Total out of 12: ____ divided by 3 = ____ score out of 4

ORGANIZATIONAL LEADERSHIP

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

Standard 9: Management and Administration

Ensure that acts, laws, regulations, policies, collective agreements, and enhancement agreements govern your decisions and actions.	1	2	3	4
Develop and maintain structures and processes to support health and safety, school operations, and facilities management.	1	2	3	4
Align financial, personnel and curricular resources with district strategic plans, enhancement agreements and school priorities.	1	2	3	4
Facilitate an effective school growth planning process.	1	2	3	4
Develop and implement a communication protocol for your school community.	1	2	3	4
Understand and ensure appropriate processes are followed for staff evaluation, investigation, and discipline.	1	2	3	4

Total out of 24: ____ divided by 6 = ____ score out of 4

SELF-DIRECTED ASSESSMENT SCORES

Enter the scores (out of five) that you have for each of the Standards from the previous section. The Standard(s) that has the lowest score should provide you with a basis for your personal professional goals for the year. Please enter your raw scale score beside the Standard.

Scores				
Standard 1:	Standard 2:	Standard 3:	Standard 4:	Standard 5:
Standard 6:	Standard 7:	Standard 8:	Standard 9:	

Professional Growth Plan Focus

Standards: _____

Action Statements

Professional Growth Goal(s)

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 Workbook for Principals and Vice-Principals in British Columbia 2019

Developed by the BCPVPA Leadership Standards Review Committee | July 2019

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