

SUPPORTING LEARNERS

An intensive schedule and rich rewards: an October weekend gathering brings together members to learn, to train, to collaborate and to share

Elizabeth (Liz) Bell is a Director in the BCPVPA's Professional Learning & Development department, and supports members in building their capacity and leadership.

As BCPVPA Directors of Professional Learning and Development, we approached the first weekend of October with both anticipation and enthusiasm as those days would be filled with a variety of provincial Professional Learning and Development activities.

Over the course of a Saturday, Sunday and Monday, three separate Connecting Leaders planning meetings were held; one Growth Plans on BetterEducate workshop/design meeting was convened; one PLD Advisors pre-Rep meeting was held; a New Representative Orientation meeting welcomed twenty new Reps; and a learning and planning event for eighty PLD Chapter Representatives spanning a day-and-a-half was assembled. It was busy. And it was great!

As presented in recent research undertaken by Dianne Turner (2019), Simon Breakspear and others have said that leadership is most effectively exercised through the work of teams. That is most certainly evident in the work of our PLD team. Here are the members we depend upon:



BCPVPA PLD Advisory Committee

L to R: Susan Clough SD36, Jessica Antosz (BCPVPA), Read Jorgensen SD61, Chris Horton SD73, Peter Johnston SD36, Sid Jawanda SD57, Liz Bell (BCPVPA)
Front: Renee Hislop SD62, Tammy Renyard SD61

The PLD Advisory Committee is a group of seven Principals and Vice-Principals from across the province, and two BCPVPA Board Members. The Committee gathers in person twice a year in conjunction with the PLD Rep meeting, and meet via video conference calls throughout the year. The terms of reference for this Committee include advising the Board of the work of the PLD Department, monitoring and reviewing services provided; and communication with and support of the sixty PLD Chapter Representatives. Essentially, the Advisors are a critical sounding board for programs as they are designed and delivered to support school leaders throughout their different career stages.

The Professional Learning and Development Representatives are another important team that supports school leadership in BC. These eighty Principals and Vice-Principals represent all sixty chapters in the province. As made evident by the statements of some Reps, they participate in PLD because they are committed to life-long learning and see themselves increasingly as a lead-learner, and because they believe in a collaborative culture of leadership in order to support student learning. Turner indicates in her recent research that leaders developing other leaders become the natural way to build capacity in the system. It is courageous of the PLD Reps to accept the responsibility of sharing the knowledge and experience gained from the PLD meetings with colleagues in their districts. Their active sharing is building capacity in the system.

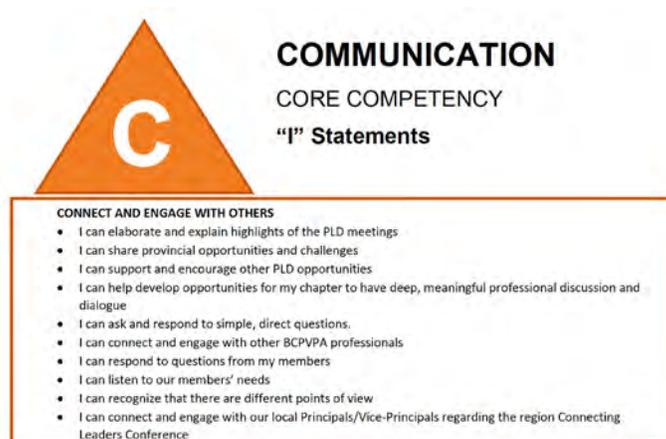
At a previous PLD Rep meeting, we spent time considering the role of a Rep in terms of the Core Competencies. We examined the Core Competency framework, and collaboratively created a series of “I Can” statements for each component.

How do you as a PLD Rep Communicate, Think Creatively and Critically?

How do you attend to Positive and Personal Cultural

Identity, Personal Awareness and Responsibility, and Social Responsibility?

The exercise was very helpful and we continually refer to the Core Competencies of a PLD Rep in order to guide our thinking and practice. We understand that some Reps have successfully used a similar process with their staffs. *Here some examples:*

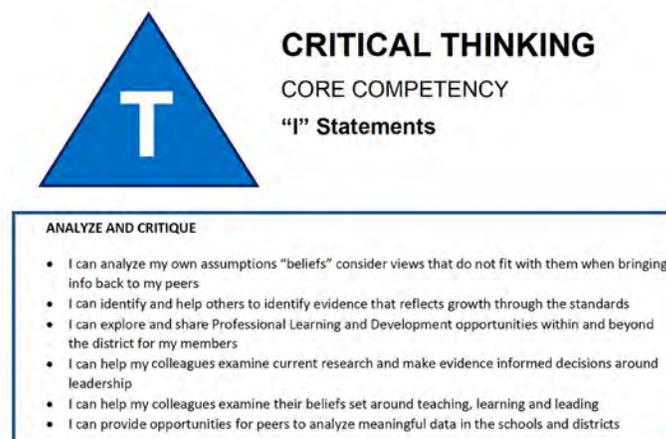


C

COMMUNICATION
CORE COMPETENCY
“I” Statements

CONNECT AND ENGAGE WITH OTHERS

- I can elaborate and explain highlights of the PLD meetings
- I can share provincial opportunities and challenges
- I can support and encourage other PLD opportunities
- I can help develop opportunities for my chapter to have deep, meaningful professional discussion and dialogue
- I can ask and respond to simple, direct questions.
- I can connect and engage with other BCPVPA professionals
- I can respond to questions from my members
- I can listen to our members’ needs
- I can recognize that there are different points of view
- I can connect and engage with our local Principals/Vice-Principals regarding the region Connecting Leaders Conference

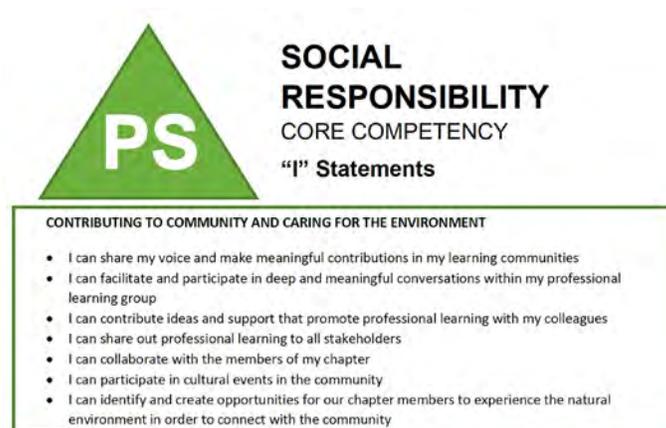


T

CRITICAL THINKING
CORE COMPETENCY
“I” Statements

ANALYZE AND CRITIQUE

- I can analyze my own assumptions “beliefs” consider views that do not fit with them when bringing info back to my peers
- I can identify and help others to identify evidence that reflects growth through the standards
- I can explore and share Professional Learning and Development opportunities within and beyond the district for my members
- I can help my colleagues examine current research and make evidence informed decisions around leadership
- I can help my colleagues examine their beliefs set around teaching, learning and leading
- I can provide opportunities for peers to analyze meaningful data in the schools and districts



PS

SOCIAL RESPONSIBILITY
CORE COMPETENCY
“I” Statements

CONTRIBUTING TO COMMUNITY AND CARING FOR THE ENVIRONMENT

- I can share my voice and make meaningful contributions in my learning communities
- I can facilitate and participate in deep and meaningful conversations within my professional learning group
- I can contribute ideas and support that promote professional learning with my colleagues
- I can share out professional learning to all stakeholders
- I can collaborate with the members of my chapter
- I can participate in cultural events in the community
- I can identify and create opportunities for our chapter members to experience the natural environment in order to connect with the community

Another group of members in full swing that weekend was the BetterEducate Support Team. With the release of the revised Leadership Standards, and the embedding of the Standards within BetterEducate.com's Growth Plan section, we wondered how to best communicate this news to Principals and Vice Principals across the province.

We landed on a Train-the-Trainer approach, and guided our PLD Reps through an hour-long workshop on the Leadership Standards that they will each be able to deliver in their own Chapter. We had a volunteer group of Principals and Vice-Principals who are very familiar with BetterEducate present their workshop on Growth Plans Using BetterEducate. As Chapters confirm their interest for this session, the PLD Rep will pair with a member of the BetterEducate Support Team to deliver the workshop to the local members. This approach of leaders leading leaders is powerful, and will always be supported by the BCPVPA staff team.

The weekend was not just a series of meetings. An essential component of the time together is to network and share experiences. No two school districts are the same, with a myriad of ways to approach any one challenge and many success stories to share. It is often through sharing experiences, ideas and resources that clarity emerges and celebration follows. The purpose of the Representative meeting is to provide support for members by encouraging professional collegial discourse, and by providing a learning venue related to current issues.

BCPVPA's Professional Learning and Development team supports learners. Leaders are learners, and the expertise of leading learning is best enriched in a collaborative learning environment. Thank you to the Advisors, the Representatives and the BetterEducate Support Team for joining the PLD Directors as we all strive to support student success in BC.



BECOME A SCHOOL ASSOCIATE

**MENTOR STUDENT TEACHERS.
ADVANCE YOUR PROFESSION.**

SFU is currently seeking School Associates to join the Professional Development Program (PDP) as teacher educators. Visit our website for more information.

www.sfu.ca/education/sa-recruitment