

Relational Leadership

Instructional Leadership

Organizational Leadership

Moral
Stewardship

**Leadership Standards for
Principals and Vice-Principals
in British Columbia**

Developed by the BCPVPA Standards Committee – 2013

TABLE OF CONTENTS

Acknowledgements	2
Committee Members	3
Introduction	4
Standards at a Glance	8
Standards in Detail	9
Glossary of Educational Terms	31
References	36
Appendix 1 – Self-Assessment Tool	38

ACKNOWLEDGEMENTS

The British Columbia Principals' & Vice-Principals' Association would like to thank the committee of practicing principals and vice-principals who contributed hours of their time to the research, review and development of the *Leadership Standards for Principals and Vice-Principals in British Columbia*. The group referenced research, the standards documents already in existence, and input from educational leaders, to ensure the document is reflective of current thinking and the articulated needs of practicing principals and vice-principals. The document was designed to make student and adult development, engagement, and learning central to all leadership practices. The document will assist individuals to identify and develop the competencies that will enable them to be successful principals and vice-principals.

The *Leadership Standards* document is a useful tool for personal growth plans as principals and vice-principals assess their current strengths and areas for development. A Self-Assessment Tool is included in Appendix 1. For districts, the *Leadership Standards* can serve as curriculum organizers in the design of leadership development programs.

We would like to thank the committee and Gaila Erickson, BCPVPA, Manager of Professional Learning and Jessica Antosz, Chair, Leadership Standards Committee 2013.

We thank the Ministry of Education for financial support and our educational partners and members of the profession for their thoughtful feedback which helped shaped the document.

LEADERSHIP STANDARDS COMMITTEE

<p>Jessica Antosz S.D. #69 – Qualicum jantosz@sd69.bc.ca</p>	<p>Elizabeth (Liz) Bell S.D. #44 – North Vancouver lbell@nv44.bc.ca</p>	<p>Daniel Blais S.D. #93 - Conseil Scolaire Francophone daniel_blais@csf.bc.ca</p>	<p>Don Boyd S.D. #69 – Qualicum dboyd@sd69.bc.ca</p>
<p>Edward (Woody) Bradford S.D. #34 – Abbotsford edward_bradford@sd34.bc.ca</p>	<p>Tim Davie S.D. #68 – Nanaimo-Ladysmith tdavie@sd68.bc.ca</p>	<p>Gaila Erickson BCPVPA Manager, Professional Learning gaila@bcpvpa.bc.ca</p>	<p>Carol-Ann Leidloff S.D. #8 – Kootenay Lake cleidloff@sd8.bc.ca</p>
<p>Caroline Picard S.D. #93 – Conseil Scolaire Francophone caroline_picard@csf.bc.ca</p>	<p>Anne Smith S.D. #57 – Prince George asmith@sd57.bc.ca</p>		

INTRODUCTION

Rationale

Successful leadership can play a significant role in improving student learning. Evidence about the effects of successful leadership of student learning justifies two important claims:

- *Leadership is second to classroom instruction among all school related factors that contribute to what students learn at school*
- *Leadership effects are usually large where and when they are needed most.*

K. Leithwood, et al., 2004

An increasing body of research suggests that the quality of the principal's leadership is a significant factor in student achievement.

It is intended that the *Leadership Standards* document will provide direction for the design of district and provincial leadership development programs. The document will assist in providing a learning framework for aspiring administrators, administrators in transition and administrators seeking continual renewal. This document may be used to help frame personal growth plans that support sustainability and best practice.

The literature states that the principal is the lead learner in schools, and is responsible and accountable for quality teaching and learning. Depending on where principals and vice-principals are in their career paths, it is recognized that not all of them will be skilled in all areas of the *Leadership Standards*. The *Leadership Standards* are aspirations for which a principal or vice-principal may strive. It is unreasonable to expect that all school leaders will have the same expertise in all aspects of the *Leadership Standards* or that their effectiveness is directly transferable to new situations without reference to the changed context. Depending on role definition, vice-principals may not address all aspects of the standards.

This document is not intended to be prescriptive in nature, but rather to be used to support the individual principal or vice-principal in reflecting on his or her learning needs. Its applicability is best determined by the individual. Ideally the process may include discussions or consultation with colleagues and district staff in a dialogue supportive of professional growth. It is hoped that the document may enable the development of leadership capacity in a district setting.

The purpose of this document is to foster continuous professional learning in working towards effective leadership; therefore, it is not intended as an instrument for evaluation or the judgment of the individual performance of principals and vice-principals by districts. The *Leadership Standards* as they are written do not lend themselves to evaluation procedures as they are generic, context dependent and aspirational. In 2013 a self-assessment tool has been included to support professional growth and planning. (Dukowski / Green 2013)

Standards Development

In the fall of 2012 the BCPVPA hosted a symposium in which educational leaders from the BCCPAC, BCSSA, BCSTA, FNESEC, Ministry of Education, SFU, TRB, and UBC were invited to discuss:

1. Student development, engagement, and learning in a global society.
2. Leadership skills, attitudes, and competencies needed by education leaders for the future.

There was strong support for review and revision of the *Leadership Standards for Principals and Vice-Principals in British Columbia*.

Purpose of the Standards

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

- *Professional preparation and development of aspiring principals and vice-principals*

The structure of the *Leadership Standards* and actions can be used as curriculum organizers in the planning and delivery of programs for teachers who are aspiring to be vice-principals and vice-principals working towards a principalship.

- *Induction of new principals and vice-principals through mentoring and coaching and/or cohort support programs*

Learning partners of practice can use the *Leadership Standards* to reflect on their daily work.

- *Personal professional self-reflection and growth planning of principals and vice-principals*

New and experienced principals and vice-principals can use the *Leadership Standards*, the observable action statements, and reflective questions for self-assessment, self-reflection and as the basis for professional growth planning to strengthen their core leadership performance.

- *Coherence among existing and new leadership program*

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

The *Leadership Standards* engender public trust in the profession. They offer the public assurance that members of the profession are discharging their duties as defined in a way that builds confidence.

Leadership Standards Framework

The *Leadership Standards* framework is organized around four leadership domains:

- Moral Stewardship
- Instructional Leadership
- Relational Leadership
- Organizational Leadership

The domains reflect current thinking and represent the most important dimensions of the role of the principal and vice-principal.

Standards Format

The format for each domain articulates standards of leadership. Each leadership standard has a corresponding belief statement, action statement, and reflective questions that describe and support the expectations for quality leadership practice. The committee was deliberate in developing generic leadership standards and succinct action statements and reflective questions without including an extensive list of competencies that reflect the myriad responsibilities of school principals and vice-principals. The committee worked to create a format that was user friendly and accommodated adaptation to local contexts.

Leadership and Management

The tension between leadership and management has long been recognized within the role of the principal and vice-principal. Leadership and management can often be perceived as competing forces, even

though principals and vice-principals must be both effective leaders of learning and managers. 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 this document 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. Effective principals and vice-principals learn to lead and manage simultaneously. Given that some management functions are locally determined, individuals and districts are encouraged to elaborate and pursue professional learning on the specific management practices that support this work in their district context.

Flexible Differentiation of Standards to Local Contexts

The standards framework acknowledges that the political and organizational contexts in which leaders work significantly influence the nature of leadership actions. The domains, standards and actions 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 or secondary levels, and in a range of ethnic and socio-economic school communities. Sufficient flexibility has been built into the leadership standards to encourage and accommodate adaptation to the unique features of local schools and districts. 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.

Seven Year Cycle of Renewal

The *Leadership Standards for Principals and Vice-Principals in British Columbia* is a living document that can remain dynamic through its interactive use by members of the profession and the public. It will be reviewed and updated in a seven year cycle. This renewal process

is to ensure that the standards accurately reflect the changing role of principals and vice-principals, current research and theory, and the changing contextual requirements within the global education context.

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 development for school principals and vice-principals.

Self-Assessment Tool

Professional growth is both a personal responsibility of principals and vice-principals and a system responsibility. If the leadership standards are going to serve as a guide for the preparation and ongoing learning of aspiring, new and experienced principals, then there is a need for substantive, ongoing professional support. Principals and vice-principals are seeing the value of professional growth models that look to personal reflection and self assessment as constructive methods to support their professional learning. To support professional development a self-assessment tool is included in the document. Colleagues, “critical friends”, mentors or coaches may be asked to support and assist with personal professional growth plans. Adequate investment in professional development infrastructure and processes is vital if the leadership standards are to guide the lifelong career development of principals and vice-principals, inform the curriculum of professional education programs, and ultimately build capacity for effective and successful school leadership.



LEADERSHIP STANDARDS AT A GLANCE

LEADERSHIP STANDARDS AT A GLANCE

The following is a summary of the *Leadership Standards for Principals and Vice-Principals in British Columbia* with the four **domains** and **standards** within each domain. Please refer to the *Leadership Standards* document for the **actions** for each standard.

Domain 1: Moral Stewardship

Standard 1: Values, Vision, and Mission

Principals and vice-principals guide the development and implementation of shared values, vision, mission, and goals to support learning and achievement for all students.

Standard 2: Ethical Decision Making

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

Domain 2: Instructional Leadership

Standard 3: Supervision for Learning

Principals and vice-principals engage in effective supervision that focuses on instructional and assessment practices that maximize student development, engagement, and learning.

Standard 4: Curriculum, Instruction and Assessment

Principals and vice-principals are knowledgeable and provide guidance regarding curricula, instructional and assessment practices, and their impact on student development, engagement, and learning.

Domain 3: Relational Leadership

Standard 5: Intrapersonal Capacity

Principals and vice-principals demonstrate self-knowledge 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 for all.

Standard 7: Cultural Leadership

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

Domain 4: Organizational Leadership

Standard 8: Management and Administration

Principals and vice-principals strategically plan and manage to strengthen the school's capacity to support student development, engagement, and learning.

Standard 9: Community Building

Principals and vice-principals build positive and effective interdependencies among schools, families and the community.

MORAL STEWARDSHIP

The Moral Stewardship domain focuses on the principal's and vice-principal's role in setting and sustaining a sense of moral purpose and in making ethical decisions within schools.

Belief Statement

The leader fosters and cares for a demonstrated, clear, and consistent alignment between ethical authenticity and the moral purpose of education.

Standard 1: Values, Vision, and Mission

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 the process of decision making using an ethical framework based on the moral purpose and direction of the school.

MORAL STEWARDSHIP

Belief Statement

The leader fosters and cares for a demonstrated, clear, and consistent alignment between ethical authenticity and the moral purpose of education.

Standard 1: Values, Vision, and Mission

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.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Facilitate a collaborative process within the extended learning community to develop or foster shared values, vision, and mission for the school. 	<ul style="list-style-type: none"> What are the key values of your school? How do you foster a shared vision with your identified partner groups? How is the vision reflected in daily school life? 	
<ul style="list-style-type: none"> Maintain an inclusive process for sustaining the living nature of school values, vision, and mission. 	<ul style="list-style-type: none"> How does your school improvement plan reflect the values, vision, and mission of the school? How do you articulate, manage, monitor, evaluate, revise, and sustain the values, vision, and mission? 	
<ul style="list-style-type: none"> Reflect on the realities of a changing world and the impact or the response in the process of upholding the values, vision, and mission of the school. 	<ul style="list-style-type: none"> What changes in the world do you see that challenge the vision, values, and mission of the school? 	
<ul style="list-style-type: none"> Model the moral courage to uphold and foster the values, vision, and mission of the school. 	<ul style="list-style-type: none"> What are examples of how you have modeled moral courage to uphold the values, vision, and mission of the school? 	

MORAL STEWARDSHIP

Belief Statement

The leader fosters and cares for a demonstrated, clear, and consistent alignment between ethical authenticity and the moral purpose of education.

Standard 2: Ethical Decision Making

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

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Model ethical practice and decision making based on core values and beliefs. 	<ul style="list-style-type: none"> What are your core values and beliefs? How do your core values and beliefs apply to your role as a professional leader? 	
<ul style="list-style-type: none"> Develop and foster protocols and processes based on a strong ethical framework. 	<ul style="list-style-type: none"> What are your considerations in terms of the evidence, confirmation of facts and consultation in a presenting decision? How do you determine a timeline of action based on the distinction between reaction and response? 	
<ul style="list-style-type: none"> Discern the distinction between a problem and dilemma. 	<ul style="list-style-type: none"> How do you determine the difference between a problem and a dilemma? How does that distinction impact your decision making? 	
<ul style="list-style-type: none"> Model an open and honest ethical way of encountering challenges and finding resolution through inquiry and curious dialogue. 	<ul style="list-style-type: none"> What are some examples that would indicate that the staff is aware that you are guided by core values in your decision-making? 	

Standard 2: Ethical Decision Making... cont'd

- Promote and foster responsible communication based on core values and ethical character development.

- What are the values that guide communicating within your school, including personal interactions, print communication, and the use of technology, etc.?
- How are those values fostered in all aspects and how do you know if they are respected?

INSTRUCTIONAL LEADERSHIP

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

Belief Statement

The leader plays an integral role in creating and maintaining an environment that supports the intellectual, human and social, and career development of all students.

Standard 3: Supervision for Learning

Principals and vice-principals engage in effective supervision that focuses on instructional and assessment practices that maximize student development, engagement, and learning.

Standard 4: Curriculum, Instruction, and Assessment

Principals and vice-principals are knowledgeable and provide guidance regarding curricula, instructional and assessment practices, and their impact on student development, engagement, and learning.

INSTRUCTIONAL LEADERSHIP

Belief Statement

The leader plays an integral role in creating and maintaining an environment that supports the intellectual, human and social, and career development of all students.

Standard 3: Supervision for Learning

Principals and vice-principals engage in effective supervision that focuses on instructional and assessment practices that maximize student development, engagement, and learning.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none">Promote and support the use of appropriate curriculum, learning resources, and effective instructional strategies.	<ul style="list-style-type: none">How do you engage teachers in conversations around teaching and learning, sharing both challenges and examples of best practice?	
<ul style="list-style-type: none">Ensure supervision for learning occurs on a regular and ongoing basis.When evaluation is required, ensure implementation of district process and procedures.	<ul style="list-style-type: none">What type of feedback do you give a teacher after an informal visit?How and when do you implement an evaluation cycle?	
<ul style="list-style-type: none">Know current teaching and learning practices in every classroom through on-going supervision.	<ul style="list-style-type: none">How do you determine the difference between a problem and a dilemma?How does that distinction impact your decision making?	
<ul style="list-style-type: none">Model an open and honest ethical way of encountering challenges and finding resolution through inquiry and curious dialogue.	<ul style="list-style-type: none">How might you structure your schedule to ensure regular visits to all classrooms?	

INSTRUCTIONAL LEADERSHIP

Standard 3: Supervision for Learning - Professional Relationships

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none">Promote and foster responsible communication based on core values and ethical character development.	<ul style="list-style-type: none">How do you use your knowledge of change theory to support a culture and climate that fosters student and adult learning?	
<ul style="list-style-type: none">Create opportunities to build professional relationships that inspire trust and demonstrate respect.	<ul style="list-style-type: none">How do you acknowledge the expertise and talents of staff?	
<ul style="list-style-type: none">Demonstrate curiosity when engaging in reflective dialogue about teaching and student learning.	<ul style="list-style-type: none">How might you engage in an 'open to learning' conversation?	

INSTRUCTIONAL LEADERSHIP

Standard 3: Supervision for Learning - Clarifying Purpose

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Set and maintain high and achievable expectations for all learners. 	<ul style="list-style-type: none"> How do you move from a sense of complacency to a sense of excitement and urgency around growth and change? 	
<ul style="list-style-type: none"> Ensure each classroom environment has a positive impact on student learning. 	<ul style="list-style-type: none"> How do you actively involve teachers in creating a positive learning environment? 	
<ul style="list-style-type: none"> Engage teachers in dialogue about effective use of instructional time. 	<ul style="list-style-type: none"> How do you engage teachers in dialogue about learning intentions? 	
<ul style="list-style-type: none"> Involve teachers in data collection, analysis, and dialogue about student learning and instruction. 	<ul style="list-style-type: none"> How do you ensure teachers use data to guide their practice and set achievable goals for their students? 	
<ul style="list-style-type: none"> Ensure equity of access and outcomes for all learners by supporting personalized learning. 	<ul style="list-style-type: none"> How do you challenge the status quo (where necessary)? 	

INSTRUCTIONAL LEADERSHIP

Standard 3: Supervision for Learning - Structures and Support

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Encourage collaborative staff teams to engage in an inquiry model based on data / evidence that promotes student engagement and learning. 	<ul style="list-style-type: none"> How do you build collaborative teams, structures, and processes that support student learning? 	
<ul style="list-style-type: none"> Promote reflection and dialogue about effective teaching practices. 	<ul style="list-style-type: none"> How do you create opportunities for staff conversations about the importance of collaboration and making time to plan, act, and implement effective learning practices? 	
<ul style="list-style-type: none"> Actively work with staff to create opportunities to improve targeted areas of development. 	<ul style="list-style-type: none"> In what collaborative learning activities are you currently engaged? 	
<ul style="list-style-type: none"> Inspire and support innovation to enhance personalized learning, student engagement, and success. 	<ul style="list-style-type: none"> Describe how you build trust to support innovation and risk-taking? 	
<ul style="list-style-type: none"> Challenge structures that create barriers to equity and inclusion. 	<ul style="list-style-type: none"> How do you build structures that ensure inclusionary attitudes and practices? 	
<ul style="list-style-type: none"> Ensure that systems are in place to access and analyze data. 	<ul style="list-style-type: none"> How do you use data to inform decision-making and instructional improvement? How might you build ownership of the data within your staff? 	

INSTRUCTIONAL LEADERSHIP

Standard 3: Supervision for Learning - Learner-Focused Dialogue

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> • Create a culture of understanding that focuses on the child as a “learner”. 	<ul style="list-style-type: none"> • How do you build a mindset with your staff that emphasizes the learning needs of each child? 	
<ul style="list-style-type: none"> • Engage in purposeful and on-going learner-focused dialogue. 	<ul style="list-style-type: none"> • What opportunities can you provide in your planning for learner-focused dialogue? • What challenges are important to consider as you plan for learner-focused dialogue? 	
<ul style="list-style-type: none"> • Ensure students’ educational needs are central to all decision making. 	<ul style="list-style-type: none"> • How do you advocate for your vulnerable students? 	
<ul style="list-style-type: none"> • Promote and support the staff in their understanding of The Principles of Learning* in order to meet diverse student needs. 	<ul style="list-style-type: none"> • How do you facilitate dialogue around the Principles of Learning? 	

* In Glossary

INSTRUCTIONAL LEADERSHIP

Belief Statement

The leader plays an integral role in creating and maintaining an environment that supports the intellectual, human and social, and career development of all students.

Standard 4: Curriculum, Instruction, and Assessment

Principals and vice-principals are knowledgeable and provide guidance regarding curricula, instructional and assessment practices, and their impact on student development, engagement, and learning.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none">• Communicate, encourage and support the use of current educational research and effective practices for teaching and learning.	<ul style="list-style-type: none">• How are you remaining current with educational research?	
<ul style="list-style-type: none">• Ensure the use of a variety of effective assessment practices.	<ul style="list-style-type: none">• How do you encourage and support the use of assessment<ul style="list-style-type: none">– as learning (student self-assessment)?– for learning (to guide instruction)?– of learning (evaluation)?• How do you foster the implementation of effective teaching and assessment practices?	
<ul style="list-style-type: none">• Promote and support understanding and integration of cross-curricular competencies.	<ul style="list-style-type: none">• What are the cross-curricular competencies (thinking, personal and social, communication) your staff is most confident in developing in their students?• How are you working and learning together to understand cross-curricular competencies with your community?• How do you support development in these areas?	

Standard 4: Curriculum, Instruction, and Assessment... cont'd

<ul style="list-style-type: none">• Promote and support understanding and integration of personalized learning to enhance student engagement and success.	<ul style="list-style-type: none">• How might you facilitate understanding and integration of personalized learning to support student engagement and success?	
<ul style="list-style-type: none">• Support the understanding and implementation of current curriculum.	<ul style="list-style-type: none">• How do you engage teachers in ongoing professional dialogue to develop an understanding of curricular change?	

RELATIONAL LEADERSHIP

The Relational domain describes the importance of emotional intelligence and how the principal's and vice-principal's intrapersonal, interpersonal, and cultural competencies influence relationships to support student and adult learning and achievement.

Belief Statement

The leader is responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.

Standard 5: Intrapersonal Capacity

Principals and vice-principals demonstrate self-knowledge 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 for all.

Standard 7: Cultural Leadership

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

RELATIONAL LEADERSHIP

Belief Statement

The leader is responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.

Standard 5: Intrapersonal Capacity

Principals and vice-principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> • Display characteristics of leadership. 	<ul style="list-style-type: none"> • How might you demonstrate your commitment to leadership? 	
<ul style="list-style-type: none"> • Understand and demonstrate self-management and self-awareness. 	<ul style="list-style-type: none"> • What are your priorities, assumptions, and personal biases that influence your leadership? 	
<ul style="list-style-type: none"> • Recognize and understand personal strengths and challenges. 	<ul style="list-style-type: none"> • How do you check your perceptions about your identified strengths and areas for growth? 	
<ul style="list-style-type: none"> • Understand the importance of engaging in actions, activities, and communication that develop relationships. 	<ul style="list-style-type: none"> • How do you develop positive relationships with others? 	
<ul style="list-style-type: none"> • Personally understand the importance of maintaining high visibility and accessibility. 	<ul style="list-style-type: none"> • How do you demonstrate high visibility and accessibility with students, parents and staff? 	
<ul style="list-style-type: none"> • Effectively manage time, set priorities, and meet deadlines. 	<ul style="list-style-type: none"> • How do you effectively balance the competing demands of your role with your personal life? 	
<ul style="list-style-type: none"> • Create a professional growth plan that engages in new learning, is inquiry-based, action oriented, reflective, and sets goals and actions for improved performance. 	<ul style="list-style-type: none"> • How do you identify, plan for, and measure your success in achieving your personal and professional goals? • What do you do to keep current regarding research, best practice, and trends in education? 	

RELATIONAL LEADERSHIP

Belief Statement

The leader is responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.

Standard 6: Interpersonal Capacity

Principals and vice-principals build and support positive, effective working relationships within the school and community for all.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Model a positive attitude and commitment towards the school's learning culture. 	<ul style="list-style-type: none"> How do you model and create a positive school learning culture? 	
<ul style="list-style-type: none"> Foster leadership capacity in others. 	<ul style="list-style-type: none"> What opportunities are available to engage all stakeholders in activities that will develop their leadership capacity? 	
<ul style="list-style-type: none"> Facilitate team development and collaboration. 	<ul style="list-style-type: none"> How do you create opportunities for collaboration and cooperation in your school? 	
<ul style="list-style-type: none"> Establish and model effective communication. 	<ul style="list-style-type: none"> How do you foster purposeful and meaningful communication for all? 	
<ul style="list-style-type: none"> Create an inclusive school that recognizes and values diversity. 	<ul style="list-style-type: none"> How can you provide for and celebrate the cultural diversity within your school? 	
<ul style="list-style-type: none"> Create an environment of creative thinking, innovative practice, and problem solving processes. 	<ul style="list-style-type: none"> What structures do you have in place to recognize, support, and encourage reflective, creative, and innovative practice? 	

Standard 6: Interpersonal Capacity... cont'd

<ul style="list-style-type: none"> • Encourage reflections and the challenging of assumptions. 	<ul style="list-style-type: none"> • How can you develop a safe, reflective, and innovative learning environment? 	
<ul style="list-style-type: none"> • Protect the rights and confidentiality of students, staff, and parents. 	<ul style="list-style-type: none"> • How do you share relevant information without violating the confidentiality of students, staff, and parents? 	
<ul style="list-style-type: none"> • Establish and maintain the boundaries of professional relationships. 	<ul style="list-style-type: none"> • How do you encourage, in others, attitudes and skills that are necessary to build professional relationships in your school? 	
<ul style="list-style-type: none"> • Recognize and celebrate individual and collective accomplishments that support the values, vision, and mission of the school. 	<ul style="list-style-type: none"> • What steps do you take to acknowledge and celebrate the accomplishments of your students, staff, and parents? 	

RELATIONAL LEADERSHIP

Belief Statement

The leader is responsible for effectively influencing culture and relationships to support student and adult development, engagement, and learning.

Standard 7: Cultural Leadership

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

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> • Create a safe, orderly, caring, and healthy school environment. 	<ul style="list-style-type: none"> • What types of prevention and intervention practices do you have in place to support positive student, staff, and parent interaction? 	
<ul style="list-style-type: none"> • Model and encourage a climate of trust, risk-taking, and optimism. 	<ul style="list-style-type: none"> • What are some challenges and solutions that you have encountered in developing a collaborative leadership model? 	
<ul style="list-style-type: none"> • Develop an inclusive and collaborative culture where individuals are treated fairly, equitably, with dignity, and respect. 	<ul style="list-style-type: none"> • What type of activities do you have that recognize individual differences and cultural diversity within your school? 	
<ul style="list-style-type: none"> • Provide opportunities and participates in dialogue on transformational change, educational initiatives, and research. 	<ul style="list-style-type: none"> • How do you develop an inclusive learning culture that focuses on improving student and adult learning? 	
<ul style="list-style-type: none"> • Develop and maintain an effective system of communication amongst the school staff, parents, community, and media. 	<ul style="list-style-type: none"> • What forms of communication do you utilize to stay connected with and to inform all members of your learning community? 	
<ul style="list-style-type: none"> • Encourage and support positive parental involvement and advocacy for their child's learning. 	<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? 	

Standard 7: Cultural Leadership... cont'd

<ul style="list-style-type: none">• Foster a culture of high expectations for self, students, staff, family, and community.	<ul style="list-style-type: none">• How do you develop high expectations for all within your school community?	
<ul style="list-style-type: none">• Facilitate, implement, and manage educational change.	<ul style="list-style-type: none">• How might you challenge the status quo to bring about positive change in your school?	
<ul style="list-style-type: none">• Foster and maintain positive relationships with all agencies and community groups that support students and families.	<ul style="list-style-type: none">• What outside agencies and support groups have you established a positive working partnership with?	
<ul style="list-style-type: none">• Contribute to the development of teaching and learning.	<ul style="list-style-type: none">• What structures and processes are in place to support inquiry, professional learning, and the advancement of education?	

ORGANIZATIONAL LEADERSHIP

The Organizational Leadership domain focuses on the principal's and vice-principal's role in strengthening culture, building organizational learning, and collaborative processes.

Belief Statement

The leader plays an integral role in creating and managing effective school communities to support student and adult development, engagement, and learning.

Standard 8: Management and Administration

Principals and vice-principals strategically plan and manage to strengthen the school's capacity to support student development, engagement, and learning.

Standard 9: Community Building

Principals and vice-principals build positive and effective interdependencies among schools, families and the community.

ORGANIZATIONAL LEADERSHIP

Belief Statement

The leader plays an integral role in creating and managing effective school communities to support student and adult development, engagement, and learning.

Standard 8: Management and Administration

Principals and vice-principals strategically plan and manage to strengthen the school's capacity to support student development, engagement, and learning.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Ensure that acts, regulations, policies, and contracts govern your decisions and actions. 	<ul style="list-style-type: none"> What acts, laws, regulations, policies, and contracts govern your decisions and actions? 	
<ul style="list-style-type: none"> Develop and maintain structures and processes to support school operations, facilities management, and safety. 	<ul style="list-style-type: none"> How might you organize your school (personnel, resources, students) to maximize the learning opportunities for students? What are the implications of how you structure your school schedules / timetables? 	
<ul style="list-style-type: none"> Align financial, personnel and curricular resources with school goals and priorities. 	<ul style="list-style-type: none"> How might you organize your school to optimize learning? What structures and processes do you have in place to ensure school financial resources are effectively managed? How might you assign staff to maximize their capacity to support student learning / needs? To what extent do the school and district technology plans guide your thinking and planning? How might you determine if existing learning resources (digital devices, computers, software programs, textbooks, specialized learning programs, etc.) are being used effectively? How are resources allocated to support learners with special needs? 	

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Facilitate an effective school improvement process by building collaborative teams, structures and processes that support student learning. 	<ul style="list-style-type: none"> How do you lead with a systems thinking perspective? How do you remain connected to current learning and research? 	
<ul style="list-style-type: none"> Understand theoretical frameworks that promote and guide organizational change. 	<ul style="list-style-type: none"> What theoretical frameworks do you use to promote and guide organizational change? 	
<ul style="list-style-type: none"> Proactively plan for complex issues within the school and district. 	<ul style="list-style-type: none"> By what means do you communicate with stakeholders? Is it effective and meeting needs? How do you effectively manage conflict in your school? What strategies do you use to prepare for challenging conversations? 	
<ul style="list-style-type: none"> Understand and ensure appropriate processes are followed for evaluation, investigation, and discipline. 	<ul style="list-style-type: none"> What are the processes that lead you to determine whether to evaluate, investigate or discipline a staff member? What is your district's evaluation process? What is your districts investigation process? What is your district's disciplinary process? 	

ORGANIZATIONAL LEADERSHIP

Belief Statement

The leader plays an integral role in creating and managing effective school communities to support student and adult development, engagement, and learning.

Standard 9: Community Building

Principals and vice-principals build positive and effective interdependencies among schools, families and the community.

Action Statements	Reflective Questions	Your Examples of Practice
<ul style="list-style-type: none"> Involve parents and families as partners in school planning and community development. 	<ul style="list-style-type: none"> What structures and opportunities are in place to encourage parent and community input? 	
<ul style="list-style-type: none"> Develop networks to enhance student learning within and between schools and the community. 	<ul style="list-style-type: none"> How do you increase communication with and involvement of unique communities? (Aboriginal, French Immersion, multicultural, etc.). 	
<ul style="list-style-type: none"> Liaise with external agencies and organizations to protect and support children. 	<ul style="list-style-type: none"> How do you organize interagency involvement to support children and their families? 	
<ul style="list-style-type: none"> Liaise with community agencies and organizations to strengthen learning opportunities. 	<ul style="list-style-type: none"> How might you facilitate smooth transitions throughout the educational experience for all learners? How do you access all potential community resources in support of student success? How might you effectively advocate for school, school district and public education? What strategies does your school use to promote and effectively engage early learners and families? How might you promote opportunities for youth to engage in work experience and career development? 	

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 school personnel. In the context of school improvement, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

Assessment

Assessment is the process of collecting, synthesizing and interpreting information to aid in decision making.

In an educational context, assessment is the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. Different types of assessment instruments include achievement tests, observation instruments, performance tasks, and authentic assessments.

The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose.

Assessment for Learning

Assessment for learning is explicitly designed to promote learning and shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning. Assessment for learning happens in the middle of learning, often more than once, rather than at the end to identify particular learning needs.

Assessment of Learning

Assessment of learning is the predominant type of assessment in schools. Its purpose is summative, intended to certify learning and report to parents and students about students' progress in school, usually signaling students' relative position compared to other students. Assessment of learning results are expressed symbolically, generally as marks or letter grades and summarized across several content areas in reports to parents.

Assessment as Learning

Assessment as learning reinforces and extends the role of formative assessment for learning by emphasizing the role of the student, not only as a contributor to the assessment and learning process, but also as the crucial connector between them. Assessment as learning occurs when students participate in monitoring what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. Assessment as learning is the ultimate goal where students are their own best assessors.

Assumptions

Assumptions are ideas or beliefs we hold to be true about a subject. They exert a powerful force on our behavior and professional practice.

Change Process

Change involves changes in beliefs, behaviors 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 to support the change.

Code of Conduct

Code of conduct describes the rights, responsibilities, and procedures for managing the behavior of all persons on school premises.

Collaboration

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

Community Development

Community refers to factors such as size of the population, ethnicity, culture, age, and socio-economics that affect interactions with the school. Community development is dependent upon the principal getting to know and understand the community by learning what the issues are, who is most responsible for them, and developing a collaborative process in which to improve relationships.

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.

Data Driven 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.

Discipline

A formal measure that arises out of an investigation process.

Distributed Leadership

Distributed Leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role. The distributed perspective focuses on how leadership practice is distributed among formal and informal leaders. Distributed leadership is an emergent property of a group or network of individuals in which group members 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.

Ethical Dilemmas

Ethical dilemmas are the tough choices when one has to choose between one right value and another right value.

Ethical Practice

Ethical practice is behavior that demonstrates a commitment to moral principles that are based on core or universal moral values of fairness or 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.

Inclusive Culture

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.

Instructional Leadership

Instructional leadership emphasizes improving the quality of teaching and learning processes for students and adults in schools through regular dialogue about learning and how to improve it based on understanding of the body of research on learning and teaching and evidence of student learning outcomes.

Interagency/External Agencies and Organizations

Education in our schools requires 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, BCTF, Provincial and District Parent Advisory Councils, Neighborhood Houses, Community Centers and Community Youth Programs, Health Authorities, WorkSafe BC, and Non-Profit Organizations.

Intrapersonal Capacity

Intrapersonal intelligence is turned inward and is the capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life. Intrapersonal intelligence is the key to self-knowledge. It includes access to one's own feelings and the ability to discriminate among them and draw upon them to guide behavior. Intrapersonal competencies include self-awareness (knowing one's internal state, preferences, resources and intuitions) and self-regulation/management (managing one's internal states, impulses and resources).

Interpersonal Capacity

Interpersonal intelligence is turned outward and is the capacity to understand other people, what motivates them, how they work, and how to work cooperatively with them. It includes the capacities to discern and respond appropriately to the moods, temperaments, motivations and desires of other people, (emotional tendencies that guide or facilitate reaching goals), empathy (awareness of others' feelings and needs), and social skills (adeptness at inducing desirable responses from others).

Investigation

A formal fact finding process used to develop greater understanding of an issue or area of concern.

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 Climate

The "feel" or tone of a classroom or school, indicated by the total environment, including the way individuals in classrooms and schools relate to one another.

Learning Community

Learning communities or communities of practice are the terms often given to schools in which staff members provide meaningful and sustained assistance to one another to improve teaching and student 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 results. A learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

Learning Culture

A culture that is characterized by a deep focus on learning and engagement in the pursuit of 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.

Mission

Mission is the purpose or the fundamental reason for an organization's existence.

Moral Courage

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

Moral Purpose of Education

Moral purpose of education is about the deep purpose that expresses the organization's reason for existence. Moral purpose is a strong commitment to making a difference and modeling for and engaging with others to build a community committed to moral purpose.

Moral Stewardship

Stewardship is the willingness to be accountable for the well-being of the larger organization by operating in service, rather than in control, of those around us. Stewardship involves placing oneself in service to ideas and ideals and to others who are committed to their fulfillment. Moral Stewardship is based on a deep commitment to values that makes a critical difference in the lives of students and their families. Moral Stewardship involves not quitting when it gets tough.

Organizational Learning

Organizational learning or collective teacher efficacy involves three stages: a trusting and collaborative climate; shared and monitored mission; and support for taking initiatives and risks, all supported by ongoing, relevant professional development.

Personalized Learning

Teachers, students, and parents working together to make sure every student's needs are met, passions are explored and goals are achieved. This means student-centered learning that 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.

Shared Vision

Shared vision is building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there.

Situational Awareness

Situational awareness is the ability to understand, identify and read the environmental context, specifically the cultural, human resource, structural, symbolic and political perspectives or frames that exist within an organization.

Social Awareness

Social awareness involves empathy (skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns), organizational awareness (the ability to read the currents of organizational life, build decision networks, and navigate politics), and service orientation (the ability to recognize and meet customer's needs).

Standards

Standards are agreed upon values used to measure the quality of individual performance.

Strategic Planning

Strategic planning is a systematic and regular process in which leaders review mission, vision, core values, use an environmental scan and review previous results to plan and move forward.

Systems Thinking

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

Values

A value is a deeply held view of what is found worthwhile. A value is worthy of esteem for its own sake and has intrinsic worth. Values describe how we intend to operate as we pursue our vision.

Vision

Vision is a picture or images 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.

REFERENCES

- Australian Council for Educational Research (ACER). (2005). The National Institute for Quality Teaching and School Leadership (NIQTSL) Standards for School Leadership Project, National Institute for Quality Teaching and School Leadership.
- Australian Council for Educational Research (ACER). (2005). Australian Principals Centre Leadership Framework, Australian Principals Centre.
- Beairsto, B. (2006). A Broad View of Leadership Development. BC Educational Leadership Council.
- Beairsto, B. (2006). Learning to Lead. Vancouver: School Leadership Centre – *BC Educational Leadership Research Ejournal* Issue 4.
- Beairsto, B. (2006). A Broad View of Leadership Development. Vancouver: BCELC Symposium.
- BCPVPA. (2005). BC Principals and Vice-Principals Code of Professional Practice.
- Begley, P. (2005). School Leadership: A Profile Document, OISE UT.
- Canadian Association of Principals. (2005). A CAP Statement on Educational Leadership - The Essential Tasks of School-Based Leadership A Framework for the Development of School Based Principals. Ottawa: Canadian Association of Principals. www.cdnprincipals.org.
- Davis S., L. Darling-Hammond, M. LaPointe, and D. Meyerson. (2005) Review of Research - School Leadership Study - Developing Successful Principals, Stanford Educational Leadership Institute and Wallace Foundation.
- Department of Education, State of Victoria, Australia. (2005) Blueprint for Government Schools - Guidelines for Principal Class Performance and Development, Department of Education and Training, Victoria, Australia.
- Dukowski, Les. (2007). *Leadership Standards: A Benchmark for Self Reflection*, BCPVPA Adminfo, April 2007, pp 2 – 4.
- Earley, P. and D. Weindling. (2004). Developing Leaders and Leadership Capacity. Understanding School Leadership, Paul Chapman Publishing, London.
- e-LEAD Leadership for Student Success. (2006). Standards for School Leadership Practice: What a Leader Needs to Know and Be Able to Do. www.iel.org.
- e-LEAD. (2005). e-LEAD: Leadership for Student Learning. www.iel.org/programs/lead.html.
- Fry, B., G. Bottom, K. O'Neill and A. Jacobson (2004). SREB Progress Being Made in Getting a Quality Leader in Every School, SREB.
- Fullan, Michael. (2001). Leading in a Culture of Change. San Francisco: Jossey-Bass.
- Fullan, Michael. (2003). The Moral Imperative of School Leadership. Thousand Oaks: Corwin Press.
- Fullan, Michael. (2004). Leadership and Sustainability: Systems Thinkers in Action. Thousand Oaks: Corwin Press.
- Fullan, M., P. Hill and C. Crevola. (2006). Breakthrough Leadership. Thousand Oaks: Corwin Press.
- Furman, G. (2003). Moral Leadership and the Ethic of Community. *Values and Ethics in Educational Administration* 2 (1): 1 – 8.
- Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. New York: Bantam Books.
- Goleman, D. (1998). What Makes a Great Leader. *Harvard Business Review* Nov/Dec.
- Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review* March/April.

- Greenfield, W. (2004). Moral Leadership in Schools. *Journal of Educational Administration* 42 (2): 174 – 196.
- Hargreaves, A. and D. Fink. (2006). *Sustainable Leadership*. San Francisco: Jossey-Bass.
- Harris, A. (2004). Distributed Leadership and School Improvement – Leading or Misleading? *Educational Management and Administration and Leadership*, 32 (1), 11 – 24.
- Hill, L. (2009). *Managing Change*. Boston: Harvard Business Press.
- Kaser, L. and J. Halbert. (2006). “School Leadership Important Work.” School Leadership Centre – *BC Educational Leadership Research Ejournal* Issue 4.
- Kidder, R. (1995). *How Good People Make Tough Choices*. New York: Harper Collins.
- Kidder, R. (2005). *Moral Courage*. New York: Harper Collins.
- Leithwood, K. & Seashore, L. et al. (2004). Review of Research - How Leadership Influences Student Learning, Learning from Leadership Project, CAREI - Centre for Applied Research and Educational Improvement, OISE UT and Wallace Foundation.
- Lick, D., Clauset, K., Murphy, C. (2013). *Schools Can Change*. California: Corwin Press.
- Marks, W. (2005). Effective Leadership, Mentoring and Collegial Support. *International Confederation of Principals Online*, 2005, from www.icponline.org/feature_articles.
- Marzano, R. J., T. Waters, and B. McNulty. (2003). *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement*. Colorado: McREL.
- Mulford, B. (2006). Leadership for School and Student Learning – What Do We Know? School Leadership Centre – *BC Educational Leadership Research Ejournal* Issue 4.
- National College for School Leadership. (2004). *New Visions Programme for Early Headship - Learning Processes and Protocol*. www.ncsl.org.uk/index.
- National College for School Leadership. (2004, January 16, 2004). *Leadership Development Framework Implications*. www.ncsl.org.uk/index.
- National College for School Leadership. (2004, October 2004). *National Standards for Headteachers Staff Management*. www.ncsl.org.uk/index.
- National College for School Leadership. (2004). *National College for School Leadership Headteacher Induction Program (HIP) Handbook and Guidelines*, NCSL. www.ncee.org/nisl/index.jsp
- Ontario Principals’ Council. (2005). *Ontario Principal’s Council Exemplary Leadership in Public Education 2005-2006 Resources, Supports and Training Opportunities for Principals, Vice-Principals and Senior Administrators in Education*.
- Pounder, D., U. Reitzug and M. Young. (2002). Preparing School Leaders for School Improvement, Social Justice, and Community. *The Educational Leadership Challenge: Redefining Leadership For the 21st Century One Hundred-first Yearbook of the National Society for the Study of Education (NSSE) Part 1*.
- Royal Roads University Masters in Leadership and Training. (2004). *LDR – Leadership Development for Renewal Competency Framework Leadership and Learning Foundations for EMALT*. <http://www.royalroads.ca/oll/exec/cust/LDRmain.htm>.
- Senge, P. et al. (1994). *The Fifth discipline Fieldbook Strategies and Tools for Building a Learning Organization*. New York: Doubleday.
- von Frank, Valerie. (2008). *Creating a Culture of Professional Learning*. Ohio: National Staff Development Council.

Leadership Standards for Principals and Vice-Principals in BC Self-Assessment Tool

In order to assist principals and vice-principals in identifying which leadership area(s) they need to further develop we have created a self-directed assessment tool. This tool is designed to clearly indicate the domain, standard and action(s) that they need to concentrate on to improve their leadership effectiveness.

Instructions

On the following pages you will find a snapshot of each domain, standard and the actions within each area. You are to give yourself a score out of 5 for each of the actions. (1 = Developing, 2 is in between, 3 = Proficient, 4 is in between, and 5 = Accomplished.) After completing all of the actions within a specific standard, total your score and divide by the number of actions. This will provide a score out of 5. (i.e. – a total of 21 divided by the 6 actions will give a score of 3.5.) Do this for each of the standards. The Standard with the lowest score is the Standard you should attend to in order to improve your leadership effectiveness. The action(s) that score the lowest within an identified standard are the ones that you should develop further.

MORAL STEWARDSHIP

The Moral Stewardship domain focuses on the principal's and vice-principal's role in setting and sustaining a sense of moral purpose and in making ethical decisions within schools and adult learning.

Standard 1: Values, Vision, and Mission – Action Statements

Facilitate a collaborative process within the extended learning community to develop or foster shared values, vision, and mission for the school.	1	2	3	4	5
Maintain an inclusive process for sustaining the living nature of school values, vision, and mission.	1	2	3	4	5
Reflect on the realities of a changing world and the impact or the response in the process of upholding the values, vision, and mission of the school.	1	2	3	4	5
Model the moral courage to uphold and foster the values, vision, and mission of the school.	1	2	3	4	5

Total out of ___ / 20 / Divided by 4 / Score out of ___ / 5

Standard 2: Ethical Decision Making – Action Statements

Model ethical practice and decision making based on core values and beliefs.	1	2	3	4	5
Develop and foster protocols and processes based on a strong ethical framework.	1	2	3	4	5
Discern the distinction between a problem and dilemma.	1	2	3	4	5
Model an open and honest ethical way of encountering challenges and finding resolution through inquiry and curious dialogue.	1	2	3	4	5
Promote and foster responsible communication based on core values and ethical character development.	1	2	3	4	5

Total out of ___ / 25 / Divided by 5 / Score out of ___ / 5

INSTRUCTIONAL LEADERSHIP

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

Standard 3: Supervision for Learning – Action Statements

Promote and support the use of appropriate curriculum, learning resources, and effective instructional strategies.	1	2	3	4	5
Ensure supervision for learning occurs on a regular and ongoing basis.	1	2	3	4	5
When evaluation is required, ensure implementation of district process and procedures.	1	2	3	4	5
Know current teaching and learning practices in every classroom through ongoing supervision.	1	2	3	4	5

Total out of ___ / 20 / Divided by 4 / Score out of ___ / 5

Standard 3: Professional Relationships – Action Statements

Understand, model and use change processes to maximize staff and student learning.	1	2	3	4	5
Create opportunities to build professional relationships that inspire trust and demonstrate respect.	1	2	3	4	5
Demonstrate curiosity when engaging in reflective dialogue about teaching and student learning.	1	2	3	4	5

Total out of ___ / 15 / Divided by 3 / Score out of ___ / 5

Standard 3: Clarifying Purpose – Action Statements

Set and maintain high and achievable expectations for all learners.	1	2	3	4	5
Ensure each classroom environment has a positive impact on student learning.	1	2	3	4	5
Engage teachers in dialogues about effective use of instructional time.	1	2	3	4	5
Involve teachers in data collection, analysis, and dialogue about student learning and instruction.	1	2	3	4	5
Ensure equity of access and outcomes for all learners by supporting personalized learning.	1	2	3	4	5

Total out of ___ / 25 / Divided by 5 / Score out of ___ / 5

Standard 3: Structures and Support – Action Statements

Encourage collaborative staff teams to engage in an inquiry model based on data/evidence that promotes student engagement and learning.	1	2	3	4	5
Promote reflection and dialogue about effective teaching practices.	1	2	3	4	5
Actively work with staff to create opportunities to improve targeted areas of development.	1	2	3	4	5
Inspire and support innovation to enhance personalized learning, student engagement and success.	1	2	3	4	5
Challenge structures that create barriers to equity and inclusion.	1	2	3	4	5
Ensure that systems are in place to access and analyze data.	1	2	3	4	5

Total out of ___ / 30 / Divided by 6 / Score out of ___ / 5

Standard 3: Learner-Focused Dialogue – Action Statements

Create a culture of understanding that focuses on the child as a 'learner'.	1	2	3	4	5
Engage in purposeful and ongoing learner-focused dialogue.	1	2	3	4	5
Ensure students' educational needs are central to all decision making.	1	2	3	4	5
Promote and support the staff in their understanding of The Principles of Learning* in order to meet diverse student needs.	1	2	3	4	5

Total out of ___ / 20 / Divided by 4 / Score out of ___ / 5

Standard 4: Curriculum, Instruction, and Assessment – Action Statements

Communicate, encourage and support the use of current educational research and effective practices for teaching and learning.	1	2	3	4	5
Ensure the use of a variety of effective assessment practices.	1	2	3	4	5
Promote and support understanding and integration of cross-curricular competencies.	1	2	3	4	5
Promote and support understanding and integration of personalized learning to enhance student engagement and success.	1	2	3	4	5
Support the understanding and implementation of current curriculum.	1	2	3	4	5

Total out of ___ / 25 / Divided by 5 / Score out of ___ / 5

RELATIONAL LEADERSHIP

The Relational Leadership domain describes the importance of emotional intelligence and how the principal's and vice-principal's intrapersonal, interpersonal, and cultural competencies influence relationships to support student and adult learning and achievement.

Standard 5: Intrapersonal Capacity – Action Statements

Display characteristics of leadership.	1	2	3	4	5
Understand and demonstrate self-management and self-awareness.	1	2	3	4	5
Recognize and understand personal strengths and challenges.	1	2	3	4	5
Understand the importance of engaging in actions, activities, and communication that develop relationships.	1	2	3	4	5
Personally understand the importance of maintaining high visibility and accessibility.	1	2	3	4	5
Effectively manage time, set priorities, and meet deadlines.	1	2	3	4	5
Create a professional growth plan that engages in new learning, is inquiry-based, action oriented, reflective, and sets goals and actions for improved performance.	1	2	3	4	5

Total out of ___ / 35 / Divided by 7 / Score out of ___ / 5

Standard 6: Interpersonal Capacity – Action Statements

Model a positive attitude and commitment towards the school’s learning culture.	1	2	3	4	5
Foster leadership capacity in others.	1	2	3	4	5
Facilitate team development and collaboration.	1	2	3	4	5
Establish and model effective communication.	1	2	3	4	5
Create an inclusive school that recognizes and values diversity.	1	2	3	4	5
Create an environment of creative thinking, innovative practice, and problem solving processes.	1	2	3	4	5
Encourage reflections and the challenging of assumptions.	1	2	3	4	5
Protect the rights and confidentiality of students, staff, and parents.	1	2	3	4	5
Establish and maintain the boundaries of professional relationships.	1	2	3	4	5
Recognize and celebrate individual and collective accomplishments that support the values, vision, and mission of the school.	1	2	3	4	5

Total out of ___ / 50 / Divided by 10 / Score out of ___ / 5

Standard 7: Cultural Leadership – Action Statements

Create a safe, orderly, caring, and healthy school environment.	1	2	3	4	5
Model and encourage a climate of trust, risk-taking, and optimism.	1	2	3	4	5
Develop an inclusive and collaborative culture where individuals are treated fairly, equitably, with dignity and respect.	1	2	3	4	5
Provide opportunities and participates in dialogue on transformational change, educational initiatives, and research.	1	2	3	4	5
Develop and maintain an effective system of communication amongst the school staff, parents, community, and media.	1	2	3	4	5
Encourage and support positive parental involvement and advocacy for their child's learning.	1	2	3	4	5
Foster a culture of high expectations for self, students, staff, family, and community.	1	2	3	4	5
Facilitate, implement, and manage educational change.	1	2	3	4	5
Foster and maintain positive relationships with all agencies and community groups that support students and families.	1	2	3	4	5
Contribute to the development of teaching and learning.	1	2	3	4	5

Total out of ___ / 50 / Divided by 10 / Score out of ___ / 5

ORGANIZATIONAL LEADERSHIP

The Organizational Leadership domain focuses on the principal's and vice-principal's role in strengthening culture, building organizational learning, and collaborative processes.

Standard 8: Management and Administration – Action Statements

Ensure that acts, regulations, policies and contracts govern your decisions and actions.	1	2	3	4	5
Develop and maintain structures and processes to support school operations, facilities management, and safety.	1	2	3	4	5
Align financial, personnel and curricular resources with school goals and priorities.	1	2	3	4	5
Facilitate an effective school improvement process by building collaborative teams, structures and processes that support student learning.	1	2	3	4	5
Understand theoretical frameworks that promote and guide organizational change.	1	2	3	4	5
Proactively plan for complex issues within the school and district.	1	2	3	4	5
Develop and maintain an effective system of communication.	1	2	3	4	5
Understand and ensure appropriate processes are followed for evaluation, investigation, and discipline.	1	2	3	4	5

Total out of ___ / 40 / Divided by 8 / Score out of ___ / 5

Standard 9: Community Building – Action Statements

Involve parents and families as partners in school planning and community development.	1	2	3	4	5
Develop networks to enhance student learning within and between schools and the community.	1	2	3	4	5
Liaise with external agencies and organizations to protect and support children.	1	2	3	4	5
Liaise with community agencies and organizations to strengthen learning opportunities.	1	2	3	4	5

Total out of ___ / 20 / Divided by 4 / Score out of ___ / 5

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.

STANDARD #1 _____	STANDARD #2 _____	STANDARD #3 _____	STANDARD #4 _____	STANDARD #5 _____
STANDARD #6 _____	STANDARD #7 _____	STANDARD #8 _____	STANDARD #9 _____	
HIGHEST RANKING STANDARDS _____			LOWEST RANKING STANDARDS _____	
PERSONAL PROFESSIONAL GOAL				

