



**2020 TO 2024**  
**STRATEGIC PLAN**

***Inspire | Develop | Support***

## 2020 – 2024 BCSSA Strategic Plan

The British Columbia School Superintendents Association (BCSSA) has identified four main themes and accompanying goals, key actions, and indicators for progress for the 2020-2024 years that will guide our collective work as visionary leaders of public education: (1) *Leadership*, (2) *Voice*, (3) *Equity*, and (4) *Support*.

This plan has been crafted by the BCSSA Strategic Plan Working Group. This working group includes representation from all regions, accounting for the diverse voices of the membership. This strategic plan incorporates input from regional chapters, the Board of Directors, BCSSA committees and a Thought Exchange event that was open to all members. Our thanks to:

<i>Patrick Bocking (SD46)</i>	<i>Cindy Heitman (SD57)</i>	<i>Pius Ryan (SD44)</i>
<i>Ryan Brennan (SD83)</i>	<i>Susan Hooper</i>	<i>Kathy Sawchuk</i>
<i>Paul Carriere (SD6)</i>	<i>Todd Manuel (SD67)</i>	<i>Perry Smith (SD34)</i>
<i>Mal Gill (SD35)</i>	<i>Janet Meyer (SD82)</i>	<i>Scott Stinson (SD62)</i>
<i>Robyn Gray (SD79)</i>	<i>Jon Rever (SD23)</i>	<i>Jane Thomson</i>

The Strategic Plan Working group acknowledges that the plan should be a living document that is regularly reviewed and updated based on progress toward our objectives and evolving priorities. Some of the goals and key actions may already exist and should continue or expand. The plan aims to positively impact education, foster collaboration, be research informed and evidence-based, celebrate diversity and be driven by moral purpose.

BCSSA members are the senior educational system leaders in British Columbia. We take a student-centered approach to guide our work as we **inspire, develop, and support**. The following five priorities are foundational to guiding our work:

- Students – at the center of everything
- Learning – for all of our lives
- Ethics – guiding our decisions and actions
- Caring – building effective relationships
- Collaboration – working with our partners and the community

## **Moving Forward**

The 2020-2024 Strategic Plan is a dynamic, guiding document that will be reviewed to ensure and assess relevance progress. The Strategic Plan Working Group will develop a communication plan for sharing and discussion with the membership and determine a timeline to address the priorities.

## **Provincial Acknowledgement of Territory:**

In the spirit of respect and truth, we honour and acknowledge that the lands on which we work and live are the traditional territories of the First Nations Peoples of British Columbia. We have a shared responsibility as the British Columbia School Superintendents Association to uphold Truth and Reconciliation by connecting and building relationships with First Nations, Metis and Inuit peoples. The British Columbia School Superintendents Association is committed to earning the respect of the Indigenous peoples of British Columbia through our individual and collective work.

## **President's Message:**

Dear Colleagues:

Your work, and that of the BCSSA, is critical to the ongoing evolution of education in British Columbia. The landscape can often be complex, with divergent groups and interests looking for influence or footholds from which to insert specific agendas. However, through your leadership and voice, we continue to enhance student learning and leadership development across BC. Indeed, your work helps to keep clarity and ensure that public education remains the key pillar in moving forward in and towards a more just and equitable society.

Thank you for supporting students, leadership, and each other as we continue to move public education forward in British Columbia.

Chris van der Mark  
President, British Columbia School Superintendents Association

# STRATEGIC



# PLAN |

2020  
TO  
2024

## LEADERSHIP



- Provide and act upon a **compelling** and **collective** vision for public education in British Columbia
- **Lead** the province in enhancing **student learning**
- Enhance **system leadership** through **professional learning**
- Embed **culturally aware and responsive, local Indigenous practices** in leadership

- Be the **collective** and **unified public voice** of educational leadership in British Columbia
- **Strengthen the voice of BCSSA** with the **Ministry of Education** and other governing bodies.
- **Honour and hold space** for **Indigenous voice** within BCSSA
- Identify and value the **diversity** and **unique voices** of **regional representation** within BCSSA



## VOICE

## EQUITY



- Focus on the **Calls to Action** for **Truth and Reconciliation**
- Apply and embrace an **inclusive lens** to all aspects of **BCSSA practice**
- Apply a **student-centered** approach to policy development and decision making
- Ensure an equitable approach to **policy development** and **resource allocation** within the BCSSA

- Create and facilitate high quality **professional learning** opportunities that support and enhance new and existing members
- Create **brave** spaces to **explore** and **embrace** Indigenous practice to become more **culturally aware** and **responsive**
- Develop a **professional community** of **support** among our **diverse membership**
- Provide **human resources** support to members



## SUPPORT

INSPIRE | DEVELOP | SUPPORT

# LEADERSHIP

<b>Goals</b>	<b>Key Actions</b>	<b>Indicators of Progress</b>
<p>Provide and act upon a <b>compelling</b> and <b>collective vision</b> for public education in British Columbia</p>	<ul style="list-style-type: none"> <li>• Develop and articulate a clear vision for senior leadership in public education in BC</li> <li>• Create systems and structures that enhance the conditions to support a culture of innovation and change</li> <li>• Update the BCSSA “<i>Dimensions of Practice</i>” to align with the articulated vision and current direction in public education in BC</li> <li>• Align all BCSSA communication with the vision, mission and core values</li> <li>• Develop a compassionate systems leadership approach to educational change</li> </ul>	<ul style="list-style-type: none"> <li>• A co-created vision is crafted and shared by the end of year one</li> <li>• The vision is included as part of BCSSA work at every formal BCSSA meeting</li> <li>• The vision is reflected in written and electronic communications (letterhead, branding, etc.)</li> <li>• The vision is central to onboarding and new member orientation</li> <li>• Systems and structures within BCSSA have been reviewed to align with and model a culture of innovation and change</li> </ul>
<p><b>Lead</b> the province in enhancing <b>student learning</b></p>	<ul style="list-style-type: none"> <li>• Build systems and structures that encourage risk-taking and innovative practice to enhance student learning</li> <li>• Capitalize on the collective and diverse expertise of the BCSSA membership to enhance student learning</li> <li>• Collaborate with educational partners to lead and enhance student success</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence of BCSSA members sharing practice through online and other professional learning opportunities</li> <li>• BCSSA has collaborated with educational partners in joint professional learning endeavors</li> <li>• Members have demonstrated and shared innovative projects/initiatives at BCSSA events</li> </ul>

<p>Enhance <b>system leadership</b> through <b>professional learning</b></p>	<ul style="list-style-type: none"> <li>• Implement “check-in’s” during BCSSA activities</li> <li>• Provide robust leadership development opportunities in all 60 districts</li> <li>• Strengthen the capacity to lead for inclusion, equity and high-quality instruction</li> <li>• Build leadership capacity through regional networking</li> <li>• Promote evidence-based/research-informed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Compassionate leadership practice is modelled and incorporated through implementation of check-in’s in all BCSSA activities</li> <li>• More members have accessed BCSSA leadership development opportunities</li> <li>• Professional learning activities have explicitly targeted inclusive practice and equity</li> <li>• Regional meetings have included leadership development</li> <li>• All BCSSA regional chapters have been represented through the sharing of innovative projects and initiatives</li> </ul>
<p>Embed <b>culturally aware and responsive, local Indigenous practice</b> in leadership</p>	<ul style="list-style-type: none"> <li>• Develop capacity to incorporate and embrace Indigenous practice and worldviews</li> <li>• Partner with Indigenous leaders to incorporate local practices in every district</li> <li>• Promote and encourage Indigenous leaders to enter formal leadership positions</li> <li>• Support district strategies to recruit and retain strong Indigenous leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Local Indigenous protocols have been incorporated into BCSSA leadership events</li> <li>• BCSSA members have availed themselves of local Indigenous knowledge</li> <li>• Increased interest and participation in the BCSSA Indigenous Leader’s Program</li> <li>• Culturally appropriate protocols have been established and employed with the respect of local Indigenous leaders, Elders and Knowledge Keepers</li> </ul>

# VOICE

<b>Goals</b>	<b>Key Actions</b>	<b>Indicators of Progress</b>
<p>Be the <b>collective</b> and <b>unified public voice</b> of educational leadership in British Columbia</p>	<ul style="list-style-type: none"> <li>• Continue and expand collaborative relationships with educational partners (<i>BCSTA, BCASBO, BCPVPA, FNESC, BCPSEA, BCTF, CUPE, FISA, etc.</i>)</li> <li>• Expand the BCSSA sphere of influence by creating new educational partnerships</li> <li>• Capitalize on opportunities to advocate for public education</li> <li>• Increase advertising for education advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Members have informed BCSSA perspectives on current issues facing BC educators</li> <li>• Members have increased awareness and understanding of the collective BCSSA stance on current issues</li> <li>• Increased communication from the BCSSA Board of Directors (Presidents' messages, weekly bulletins, etc.)</li> <li>• The BCSSA website highlights advocacy for public education</li> </ul>
<p><b>Strengthen the voice of BCSSA</b> with the <b>Ministry of Education</b> and other governing bodies</p>	<ul style="list-style-type: none"> <li>• Engage with the Ministry of Education to determine more opportunities for BCSSA influence in provincial policy and decision making</li> <li>• Create structures and processes that include senior Ministry representatives</li> <li>• Invite Ministry representatives to participate in all major BCSSA events and committees where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry representation where appropriate, has been included in BCSSA meetings and events (Board of Directors, Pro-D, conferences, etc.)</li> <li>• BCSSA/Ministry partner relation meetings have occurred on a regular basis</li> <li>• The Executive Director has liaised regularly with Ministry staff and Executive</li> </ul>

<p><b>Honour and hold space</b> for <b>Indigenous voice</b> within the BCSSA</p>	<ul style="list-style-type: none"> <li>• Expand the BCSSA Indigenous Leadership program</li> <li>• Include Indigenous representation on the BCSSA Board of Directors</li> <li>• Include Indigenous learning through speakers and workshops at BCSSA events</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous people(s) have confidence to share their understandings and perspectives at BCSSA events, and feel comfortable to do so</li> <li>• BCSSA seeks input and collaborates with Indigenous people(s) on current educational issues and initiatives</li> </ul>
<p>Identify and value the <b>diversity</b> and <b>unique voices</b> of <b>regional representation</b> within BCSSA</p>	<ul style="list-style-type: none"> <li>• Include regional voice, variation and needs in BCSSA planning, decision making, committee structures, and activities</li> <li>• Prioritize the reporting out of regional activities at BCSSA Board of Director meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Regional input has informed planning and decision making</li> <li>• Diverse opinions are valued to strengthen the Association</li> <li>• Members see their local region reflected in BCSSA communications and voice</li> </ul>



# EQUITY

<b>Goals</b>	<b>Key Actions</b>	<b>Indicators of Progress</b>
Focus on the <b>Calls to Action</b> for <b>Truth and Reconciliation</b>	<ul style="list-style-type: none"> <li>• Seek advice from Elders, Knowledge Keepers and Indigenous leaders to deepen our collective understanding of equity and enact the Calls to Action</li> <li>• Consult with the BCSSA Indigenous Leaders to address bias and barriers inhibiting equity</li> <li>• Include an explicit focus at every BCSSA function on at least one of the Calls to Action</li> </ul>	<ul style="list-style-type: none"> <li>• Each BCSSA activity has included a focus on one specific Call to Action</li> <li>• Collaboration and input from the BCSSA Indigenous Leaders group has been incorporated into equity initiatives</li> <li>• Indigenous protocols are observed, respected, and valued</li> </ul>
Apply and embrace an <b>inclusive lens</b> to all aspects of <b>BCSSA practice</b>	<ul style="list-style-type: none"> <li>• Create a safe, welcoming and inclusive space for all BCSSA members</li> <li>• Be explicit regarding inclusive practice in all communications and actions</li> <li>• Promote the principles of social justice, diversity and inclusive practices through purposeful representation</li> </ul>	<ul style="list-style-type: none"> <li>• BCSSA communications promote equity and use inclusive language</li> <li>• Members have accessed BCSSA materials and visuals in multiple ways to accommodate for diverse needs and disabilities</li> <li>• BCSSA incorporates the constructs of universal design throughout BCSSA initiatives</li> <li>• BCSSA activities and events has included student voice</li> </ul>
Apply a <b>student-centered approach</b> to policy development and decision making	<ul style="list-style-type: none"> <li>• Include opportunities for student voice and input within BCSSA policies, communications, activities and events</li> <li>• Continue to implement</li> </ul>	<ul style="list-style-type: none"> <li>• BCSSA has established a formal mechanism for student voice to be heard</li> <li>• BCSSA scholarship funding reflects the</li> </ul>

	<p>'student-first' approaches in all decision making, advocating for students' interests and needs</p>	<p>principles of equity</p> <ul style="list-style-type: none"> <li>• BCSSA grants have been equitably distributed through a transparent process</li> </ul>
<p>Ensure an equitable approach to <b>policy development</b> and <b>resource allocation</b> within the BCSSA</p>	<ul style="list-style-type: none"> <li>• Consciously review Association policies and practices through a defined set of equity principles</li> <li>• Allocate resources to provide for equity</li> <li>• Adapt actions and increase flexibility to address the diverse needs of districts</li> <li>• Provide compensation for the financial challenges of northern, remote and/or rural districts, accounting for regional disparities and challenges of connection</li> </ul>	<ul style="list-style-type: none"> <li>• The BCSSA annual budget has considered unique regional needs</li> <li>• BCSSA funds have been allocated to reflect equity</li> <li>• Principles of social justice guide BCSSA planning and decision making</li> </ul>

# SUPPORT

<b>Goals</b>	<b>Key Actions</b>	<b>Indicators of Progress</b>
<p>Create and facilitate high quality <b>professional learning</b> opportunities that support and enhance new and existing members</p>	<ul style="list-style-type: none"> <li>• Provide one-on-one mentorship for new members, and those new to role and/or district</li> <li>• Provide cohort sessions for new BCSSA members</li> <li>• Explore and expand online professional learning and networking opportunities</li> <li>• Capitalize on shared professional learning opportunities and resources from educational partners</li> <li>• Identify and address the unique regional needs of districts</li> </ul>	<ul style="list-style-type: none"> <li>• Members have participated in ongoing online cohort professional learning opportunities</li> <li>• Professional learning opportunities have been targeted to specific job alike or topic areas of interest</li> <li>• Increased participation in new member programs</li> <li>• Members have actively participated in and provided regular feedback regarding professional learning opportunities</li> </ul>
<p>Create <b>brave spaces</b> to <b>explore</b> and <b>embrace</b> Indigenous practice to become more <b>culturally aware</b> and <b>responsive</b></p>	<ul style="list-style-type: none"> <li>• Embed opportunities for learning and risk-taking to acquire and act upon Indigenous knowledge and practice</li> <li>• Actively seek counsel from Indigenous Knowledge Keepers to support Truth and Reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>• Members actively engage with Indigenous teachings and learnings at every BCSSA activity</li> <li>• Increased participation in ongoing professional learning networks, specific to Indigenous education</li> </ul>
<p>Develop a <b>professional community</b> of <b>support</b> among our <b>diverse membership</b></p>	<ul style="list-style-type: none"> <li>• Create an orientation package as part of new member support services</li> <li>• Strengthen our inter-district relationships through collaborative professional learning and networking</li> <li>• Create opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>• BCSSA members have participated in multi-district presentations/ breakout sessions, regional meetings and professional learning opportunities</li> <li>• Online communities exist for specialty</li> </ul>

	<p>“District Buddy Pairing” to foster collaboration between smaller and larger districts</p> <ul style="list-style-type: none"> <li>• Pursue opportunities for retired BCSSA members to continue to network and contribute to the Association</li> </ul>	<p>areas, such as HR Directors and International Education</p> <ul style="list-style-type: none"> <li>• Increased numbers of BCSSA Associate members</li> </ul>
<p>Provide <b>human resources</b> support to members</p>	<ul style="list-style-type: none"> <li>• Educate BCSSA members about the array of human resources support available</li> <li>• Provide BCSSA members with contract assistance, confidential advising and other human resources support</li> <li>• Provide, if and when necessary, confidential legal support and assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources support available to BCSSA members has been reviewed at new member orientation and regional chapter meetings</li> <li>• Membership Committee representatives and chapter directors have liaised with members needing support</li> <li>• Membership Committee representatives have checked-in on a regular basis with new members</li> <li>• BCSSA Mentors have provided confidential assistance for problem solving</li> <li>• Members have accessed BCSSA contract support through the Association</li> <li>• BCSSA members have accessed confidential legal support when necessary through the Executive Director</li> </ul>