

Policy 3 – Code of Conduct

Introduction

Members of the BCSSA have the privilege of shaping and influencing the direction of education in the province. This influence comes in many forms as leaders work within and beyond their district in their formal role and when participating in opportunities to represent the voice of the BCSSA in committees or at meetings. There are many people who volunteer to support the work of the BCSSA including the Board of Directors, committees and working groups, and the numerous members who step forward to become involved in a range of opportunities. This document is intended to support these important collaborative efforts within and outside the Association, and to ensure that BCSSA members, both active members and associate members, are role models who serve to represent senior educational leaders. The BCSSA Code of Conduct articulates the qualities, attributes, and behaviours that we see from members every day as they serve public education in our province.

Members of the BC School Superintendents Association honour our core values of equity, compassion, stewardship, and curiosity. They conduct themselves in a manner that models how we:

Hold Positions of Privilege and Trust

- BCSSA members have a privileged position of power and trust and are responsible for the physical and emotional safety of all with whom they work and serve. District leaders respect and value the diversity in their classrooms, schools, and communities, inclusive of First Nations, Inuit and Métis, and other worldviews.

Respect Confidentiality and Privacy

- District leaders understand the importance of confidentiality and protect privacy. They demonstrate sensitivity and political astuteness including the need to carefully guard and enhance the trust given to individuals and the Association.

Act with Integrity and Professionalism

- District leaders are role models and are held to a higher standard and are accountable for their conduct as they represent not only the Association, but the profession. The provincial Professional Standards for Educators are the foundation upon which our profession begins, and system leaders should be models that extend these ethical and behavioural standards.
- BCSSA members act ethically and maintain the integrity, credibility, and reputation of the profession. In written, verbal, and non-verbal communications, they demonstrate support, trust, and respect for their colleagues and the profession. Regularly called upon to represent

a leadership voice, we also create safe and brave spaces where there is room for the voices of all.

Model and Develop Cultural Acumen

- Members continually nurture and grow their capacity for intercultural understanding, empathy, and mutual respect. In their work, they cultivate the values, beliefs, and knowledge of Canada's democratic and inclusive society.

Demonstrate Lifelong Learning and Leading

- BCSSA members engage in professional learning and reflective practice to support their professional growth. They continually develop and refine personal philosophies of leadership, education, teaching and learning and they are guided by research, and practice.
- District leaders contribute towards truth, reconciliation, and healing. In their daily work, they foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Métis.

Lead for Equity and Inclusion

- As holders of positions of power and trust, system leaders must continually critically examine their own biases, attitudes, beliefs, values and practices and they work to facilitate change and to identify and remove barriers that discriminate and marginalize.

Honour the Profession

- BCSSA members not only contribute to, but also honour the profession.
- Across the province, members contribute their expertise in a variety of ways, and contribute to a culture of collegiality and collaboration where they celebrate and champion the expertise of people across the enormous diversity of our province.