



**Vancouver Elementary Principals' and Vice Principals' Association**  
A Chapter of the British Columbia Principals' and Vice Principal's Association

**Budget Submission February 2023**

For your consideration during the 2023/2024 budget consultation:

Total Administrator Time in Schools (Admin Envelope)

Schools are becoming increasingly complex places, requiring the time and attention of the school leader – the Principal or Vice Principal. Principals and Vice Principals are assigned to schools based on:

- School population – both size and composition of students and staff
- Complexity of the school site – whether there is a District program(s), language or specialty program, early learning program or on-site daycare

More recently, there are additional factors that impact principals' and vice principals' ability to be an educational leader while managing a school site:

- Coverage for shortages in employees on call; managing employee leaves & associated protocol; taking on unfilled roles & responsibilities (clerical, case managers, supervision aides, counselors, extra custodial staff, etc.)
- Managing student needs – social emotional support including trauma related anxiety, anxiety in general; behaviour support; poverty related issues including food security, housing & basic necessities
- Coordinating services to aid families in navigating different systems – medical, governmental, social recreational
- Addressing increased volume of parental concerns and issues
- Promoting positive school culture for staff, including overall well-being

What was manageable in the past with a single administrator or a teaching administrator is no longer sustainable. As our population emerges on the other side of the global pandemic, administrators are noticing the increased demands on their time to serve their students, their parents and to support the staff. We have not returned to “business as usual” - we are working in a world of “business is different”. More time is required if administrators are expected to be educational leaders, working towards the goals outlined in the Education Plan in addition to managing their school.

**From the lens of equity and excellence, the admin envelope needs to be reviewed across the District and for possible additional administrator time in schools. An allocation of additional**

time for Vice Principals would be welcome to allow more time to focus on educational leadership and school administration.

We would also like to advocate that consideration be given for staffing that directly supports the social/emotional health of our students (additional resource teachers, area counselors, IEWs, SSSWs, YFWs, etc.). We recognize that there are complex needs, particularly around trauma, children living in challenging circumstances and continuing effects of the pandemic that need additional supports.

#### Mentorship and Leadership Development for School Leaders

A priority for VEPVPA members is to create a sustainable structure of support for school leaders in meeting the many dynamic challenges that we face today. School leaders are the anchor to the work that needs doing to actualize the Education Plan and Framework for Enhancing Student Learning in support of student learning. The turnover in administrators in recent years is very high. Our members are entering the profession earlier with less educational leadership experience. We believe that through mentoring and professional development tailored to meet individual needs, school context needs and district needs, better enables us to create the culture, structures, and instructional conditions necessary to build leadership capacity and better support learners (both adults and students in our buildings).

An investment in Principals' and Vice-Principals' learning and growth is crucial to ensure our members have the necessary skills and knowledge to manage their sites and to have the confidence and understanding necessary to be strong educational leaders.

We have developed a Mentorship and Leadership framework and had initial conversations with representatives from both associations and DMT. We look forward to further conversation and work to operationalize the framework to support VSB educational leaders.

For 2023/2024, we request once again, a consideration for:

#### Commitment of Time:

A commitment of time requires no additional funds, just the recognition of the value in providing school leaders with dedicated and scheduled time to engage in leadership and learning with colleagues. Wednesday mornings is a time for VEPVPA to support each other through our complex work.

#### Commitment of Funding of \$150 000:

These funds will go towards supporting administrators through a mentorship lens. We are asking for retired P/VPs to work alongside current PVPs when it is needed or requested. Funds would also go towards speakers, coaches, trainers and other associated costs for ongoing educational leadership development.

Recruitment and retention of administrators, like all employee groups in Vancouver, is very important to the success of the School District. We respectfully request the addition of a mentorship program especially for those interested in entering leadership positions. This would better prepare candidates who apply for leadership positions and enable them to receive pre-employment training so they are familiar with what the job entails and what is expected of them and the level of responsibility.

Thank you for considering this request. We are so excited about the opportunity to grow in our leadership capacity to be better able to support the work of the School District.

Respectfully submitted,  
Ankie Carswell, President  
On behalf of VEPVPA