




MANITOBA SCHOOL LEADERSHIP FRAMEWORK CONFERENCE

School Leaders *Really* Matter: Leadership for
Student Learning and Well-Being

Tuesday, May 28, 2024
Victoria Inn and Convention Centre
Winnipeg, Manitoba

CONFERENCE NOTEBOOK



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Manitoba Education and Early Childhood Learning
Winnipeg, Manitoba, Canada

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Available in alternate formats upon request.

Minister's Welcome to the Conference

It is with great pleasure that I welcome you to the 2024 **Manitoba School Leadership Framework Conference**. As a former educator and school leader, I have experienced and witnessed firsthand the impact school leaders have in the lives of students, their families, and the broader community.

Principals and vice-principals are vital in the development and maintenance of healthy, inclusive, and supportive school environments. These roles have a significant impact on students' learning and well-being, and the job is far from easy. There is no single list of skills, behaviours, or competencies that could adequately capture the extensive work of school leaders.



Today's conference is designed for school and system leaders to collectively explore the *Manitoba School Leadership Framework* and have important conversations about the implementation of the Framework within local contexts.

The Framework is a tool to support current and aspiring school leaders in identifying the attributes and skill sets that best promote student learning and well-being in inclusive, safe, and caring school environments where every student belongs.

Reflecting the most current thinking and best practices of effective school leadership, the Framework further builds a collective vision for school leadership in Manitoba and identifies the evidence-based knowledge, skills, and behaviours required to promote student learning, well-being, and belonging.

I would like to express my profound gratitude to all those leading within our education system. As the needs of the students and families we serve continue to evolve, school leadership requires school leaders of today, tomorrow, and the future to continue to grow in their leadership capacity to ensure the children and youth of Manitoba continue to thrive in our schools and this ever-changing world.

As you reflect on your role as a leader in Manitoba's education system, it is my hope that this day of exploration, dialogue, and networking will empower you to use the Framework to reflect on and grow in your practice as you create, lead, and foster culturally safe and engaging learning environments that support all students in reaching their full potential.

May you leave this day energized and inspired to continue this meaningful leadership work!

Nello Altomare

Minister, Education and Early Childhood Learning

Treaty and Land Acknowledgement



We recognize that Manitoba is on Treaties 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishinewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit. We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit, and Métis people in the spirit of truth, reconciliation, and collaboration.

About the Conference Notebook

The purpose of the Conference Notebook is to prompt deep thinking about the *Manitoba School Leadership Framework*. Participants are encouraged to jot initial thoughts down during the conference and revisit the Conference Notebook in the days and months following the conference itself, for continued consideration. Questions in the Conference Notebook can also be used as a discussion tool with school and system leadership teams.

Acknowledgements

The *Manitoba School Leadership Framework* was developed in collaboration with advisory and working teams, as well as extensive education partner engagements, including school and division leaders, teachers, parent councils, the Minister's Student Advisory Council, Indigenous Rights Holders and organizations, and education organizations.

With gratitude, Manitoba Education and Early Childhood Learning (the department) acknowledges the contributions of the Provincial School Leadership Advisory Team and Provincial School Leadership Working Team members, who ensured the Framework is grounded on current research, reflects exemplar frameworks, and is representative of the views of those invested in effective school leadership in Manitoba. The teams included a balance of representation from across Manitoba's urban, rural, and northern regions.

The department would also like to thank members of the Implementation Working Group whose efforts supported the implementation of the *Manitoba School Leadership Framework*, including the planning and successful delivery of this conference.

Barb Isaak	Manitoba Association of School Superintendents
Bronwen Davies	Association manitobaine des directrices et directeurs des écoles d'immersion française
Cheryl Chuckry	The Manitoba Teachers' Society/Éducatrices et éducateurs francophones du Manitoba
Christian Michalik	Manitoba Association of School Superintendents
Janis Arnold	Manitoba School Boards Association
Jonathan Toews	Manitoba Rural Learning Consortium
Paul Ilchena	Manitoba Association of School Business Officials
Rémi Lemoine	Association des directeurs des écoles françaises
Rob Fisher	Council of School Leaders

Program

Time	Session	Location
8:00 a.m.	Registration and coffee	Main Ballroom
8:45 a.m.	Opening Remarks	
9:00 a.m.	Keynote—Learning to Lead in Complex Times with Dr. Steven Katz and Evelyn Giannopoulos	
10:10 a.m.	Overview of the <i>Manitoba School Leadership Framework</i>	
10:50 a.m.	Health and Transition Break	
11:10 a.m.	Exploration of the <i>Manitoba School Leadership Framework</i> Focus Areas Workshop Session A	
	Focus Area: Leading a Vision for Continuous Improvement	Embassy F
	Focus Area: Building Relationships	Embassy E
	Focus Area: Leading a Safe, Caring, and Inclusive School Community	Embassy D
	Focus Area: Leading the Organization	Embassy C
	Focus Area: Leading Learning	Embassy B
12:10 p.m.	Lunch	Main Ballroom
1:10 p.m.	Student Video	Main Ballroom
1:40 p.m.	Transition Break	
1:45 p.m.	Exploration of the <i>Manitoba School Leadership Framework</i> Focus Areas Workshop Session B	
	Focus Area: Leading a Vision for Continuous Improvement	Embassy F
	Focus Area: Building Relationships	Embassy E
	Focus Area: Leading a Safe, Caring, and Inclusive School Community	Embassy D
	Focus Area: Leading the Organization	Embassy C
	Focus Area: Leading Learning	Embassy B
2:30 p.m.	Transition	
2:35 p.m.	Panel—Leadership Perspectives on the Framework	Main Ballroom
3:45 p.m.	Reflections and Closing Remarks	Main Ballroom

Keynote Biographies



Dr. Steven Katz is a professor in Applied Psychology and Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT). He is the recipient of the OISE/UT-wide award for teaching excellence. In addition, he is the Director of the research, evaluation, and capacity-building firm, Aporia Consulting Ltd. Steven has a Ph.D. in human development and applied psychology, with a specialization in applied cognitive science. His areas of expertise include cognition and learning, teacher education, networked learning communities, leading professional learning, evidence-informed decision-making for school improvement, and leadership for system change. He has received the Governor General's medal for excellence in his

field, and has been involved in research and evaluation, professional development, and consulting with a host of educational organizations around the world. He is an author of several best-selling books, including *Leading Schools in a Data-Rich World*; *Building and Connecting Learning Communities*; *Intentional Interruption*; *The Intelligent, Responsive Leader*; and *Quality Implementation*.



Evelyn Giannopoulos is the recently appointed Associate Director with the Upper Grand District School Board in Ontario, where she is responsible for leading a diverse portfolio. This includes a team of school superintendents, and the system's digital innovation for school improvement strategy. Prior to this, she was the Superintendent of Student Achievement and Well-Being with the Waterloo Region District School Board in Ontario. There, she was responsible for leading the development, implementation, and monitoring of the District's Kindergarten through Grade 12 School Improvement Process. In addition, Evelyn was responsible for the broader Leadership Development Strategy. This included the District's Sovereignty-affirming and Equity Leadership Competencies framework and the recruitment, selection, and

development of school and service leaders in the organization. Evelyn is a member of the Ontario Public Supervisory Officers Association (OPSOA) Board of Directors where she co-leads the professional learning strategy.

Keynote Address

Learning to Lead in Complex Times with Dr. Steven Katz and Evelyn Giannopoulos

Synopsis

Recent research, that is foundational to the *Manitoba School Leadership Framework* (MSLF), points to the unparalleled influence of school leaders on a range of valued outcomes for students. In this interactive address, we will unpack this finding with a particular focus on the current contextual landscape, which at best can be described as inherently complex and tension filled. We will explore how “context”, defined in this way, is not “noise” to be ignored, but rather an environment for learning about and leaning into a key leadership responsibility that we describe as “contextually relevant implementation”. Thereafter, we highlight the cognitive value of frameworks, like the MSLF, in supporting the development of this requisite body of knowledge and skills. Successful leadership development efforts skillfully blend well-defined and evidence-based “intelligent” leadership practices captured in frameworks—the “what”—with a focus on contextually relevant and “responsive” application efforts in schools and divisions—the “how”. We close with a concrete illustration of what this kind of intentional leadership development work can look like across a range of stages in a leadership career within a school division.



Activity

Note key messages, shared by Dr. Steven Katz and Evelyn Giannopoulos, on school leadership and implementation strategies.

Turn and Talk

Reflect and discuss, with a partner, how Dr. Steven Katz's and Evelyn Giannopoulos' comments apply to your role and responsibilities.

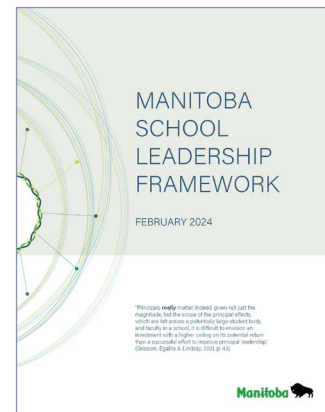
Overview of the Manitoba School Leadership Framework

The following questions are designed to guide the overview discussion of the *Manitoba School Leadership Framework* and provide you with an opportunity to reflect on the content.

Section: Context—Leading Schools in Manitoba (p. 2, Framework)

Manitoba is a very diverse province and Kindergarten to Grade 12 education is a complex endeavour.

Review the chart on page 2. How does your local context relate to the Manitoba context presented in the chart?



Section: What Does the Research Say? (p. 3, Framework)

A recent report, commissioned by the Wallace Foundation, *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* (2021), was foundational in the development of the Framework.

What effective skills and leadership behaviours identified in the figure on page 3 resonate with you?

Many of the broad skills and behaviours of school leadership identified within the Framework are found within Indigenous conceptions of leadership. What features of Indigenous leadership stand out for you?

Section: Purpose of the Framework (p. 5, Framework)

What is the purpose of the Framework? How might you use the Framework to support your professional growth or the growth of others?

Section: Reading the Framework (pp. 6 to 9, Framework)

The *Manitoba School Leadership Framework* is purposeful in its design, and it is to be considered in its entirety.

Review the Framework graphic overview, page 6, and respond to the following questions: What resonates for you? What are you curious about?

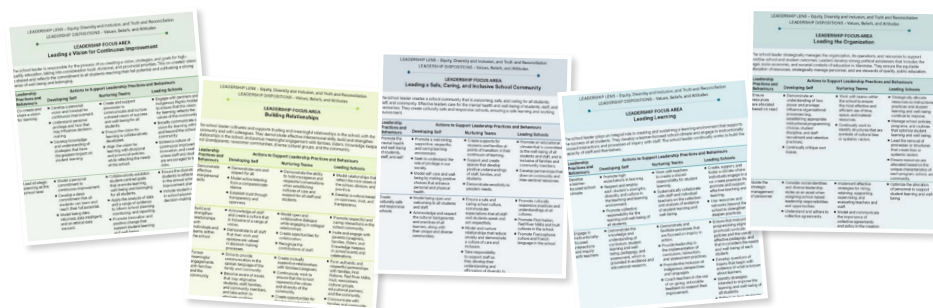


Briefly describe the three levels of the Framework—Leadership Lens, Leadership Dispositions, and Leadership Focus Areas and their interconnectedness.

Section: The Manitoba School Leadership Framework (pp. 10 to 17, Framework)

The five focus areas of the Framework are organized in a table format. Each table includes Leadership Lens, Leadership Dispositions, Focus Area description, Leadership Practices, and Behaviours and Actions to support Leadership Practice and Behaviours. The Actions are organized along a continuum under the headings of “Developing Self”, “Nurturing Teams”, and “Leading Schools”. The continuum format does not point to simply starting on the left and moving to the right. The objective is to capture the initial placement of Actions, recognizing that every context and every leader is unique.

Take a few moments to review the descriptive statements (copied on the following pages for your convenience) for each Focus Area and identify what resonates with you.



Leading a Vision for Continuous Improvement (p. 10, Framework)

The school leader is responsible for the process of co-creating a vision, strategies, and goals for high-quality education, taking into consideration local, divisional, and provincial priorities. This co-created vision is shared and reflects the commitment to all students reaching their full potential and cultivating a strong sense of well-being and belonging.

Building Relationships (p. 11, Framework)

The school leader cultivates and supports trusting and meaningful relationships in the school, with the community and with colleagues. They demonstrate effective interpersonal skills, build and strengthen relationships in the school, and pursue meaningful engagement with families, Elders, Knowledge Keepers and Grandparents, newcomer communities, diverse cultural groups, and the community.

Leading a Safe, Caring, and Inclusive School Community (p. 12, Framework)

The school leader creates a school community that is welcoming, safe, and caring for all students, staff, and community. Effective leaders care for the mental health and well-being of students, staff, and themselves. They create culturally safe and responsive schools, ensuring a safe learning and working environment.

Leading Learning (p. 14, Framework)

The school leader plays an integral role in creating and sustaining a learning environment that supports the success of all students. They develop a learner-focused school climate and engage in instructionally focused interactions and processes of inquiry with staff. The school leader continually works to build the capacity of staff and themselves.

Leading the Organization (p. 16, Framework)

The school leader strategically manages the organization, its operations, and resources to support positive school and student outcomes. Leaders develop strong political astuteness that includes the legal, socio-economic, and societal contexts of education in Manitoba. They ensure the equitable allocation of resources, strategically manage personnel, and are stewards of quality, public education.

Leading Learning: Student Reflections on School Leadership

In early 2024, a video was created of students, from across Manitoba, who were asked to share their thoughts and perspectives on school environments that support their learning and well-being. This video highlights the importance of creating welcoming, culturally safe, positive learning environments for all students, as described through the eyes of the learner. It also illustrates the significant impact school leaders have on student learning and well-being.

Activity

During the video:

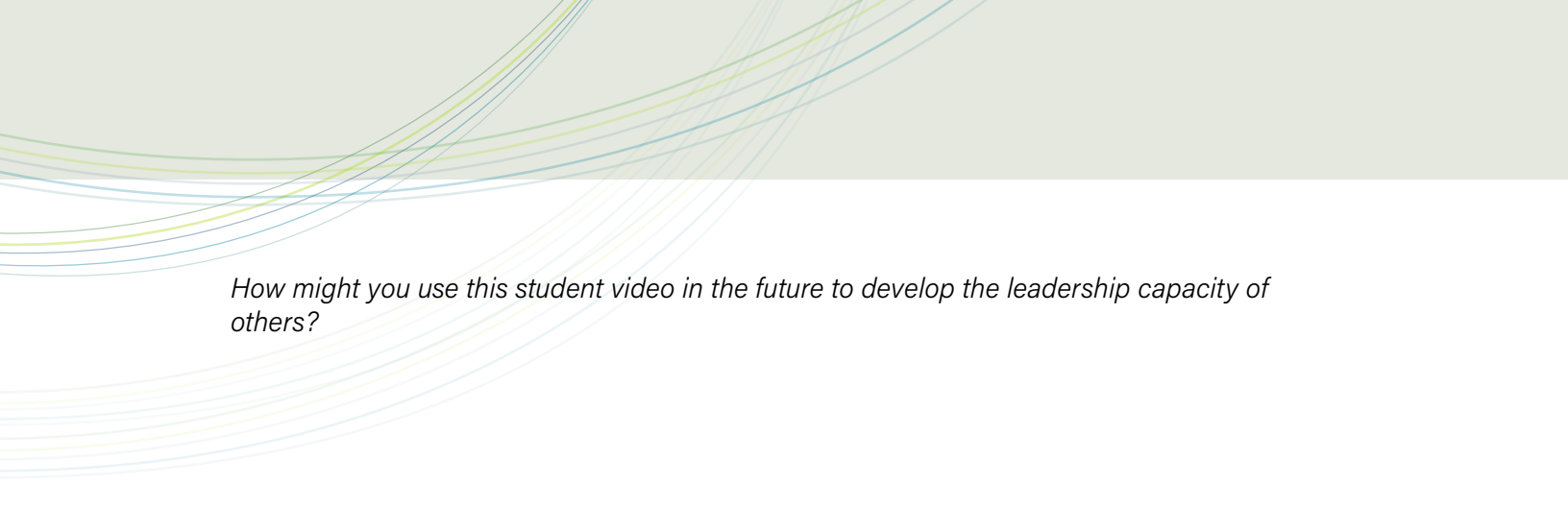
Please note some of the key messages shared by the students.



After the video:

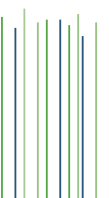
From what the students shared, what resonated most with you and why?

How might you apply what the students shared to your own leadership?



How might you use this student video in the future to develop the leadership capacity of others?

Within your own division/school, how might you amplify your students' voices?



Panel—Leadership Perspectives on the Manitoba School Leadership Framework

Superintendents and principals from across the province will share their reflections on how they have used or might use the Framework to support school leadership development, based on their unique circumstances and programs.

Panelists



Alain Laberge has worked in education for over 32 years, choosing this field due to his own personal experiences in the classroom. He went on to pursue an education degree and specialized in resource. After working for ten years as an administrator in British Columbia and Quebec, Alain is now the Superintendent of Division scolaire franco-manitobaine. As a school leader, Alain believes that all students, no matter their differences, must have access to the best education. Manitoba's students are our tomorrow, and they are the ones who will lead and guide us to a better world.



Dominique Ostermann has been an educator for 32 years in the Winnipeg School Division. For the first 21 years of her career she was a French Immersion teacher. Following that she pursued a leadership role as a vice-principal and principal in the French Immersion Program. During her time as a principal, she has engaged in many opportunities to enhance her leadership skills. Dominique was president of AMDI (Association Manitobaine des directrices et directeurs des écoles d'immersion française). She was a member of the Provincial Principal Learning Network for Inclusion and was an active participant in the Provincial Leadership Framework Advisory team. She believes in constant self-reflection and growth learning plans, as well as empowering and motivating her staff to implement their own plans to pursue professional development and goals through collaboration and networking. School leaders play a pivotal role in enhancing student achievement, providing positive learning environments, and creating a school climate that supports all learners.



Jenness Moffatt has worked as a Manitoba educator for 27 years in a variety of school and division leadership roles. Joining St. James-Assiniboia School Division senior administration in 2020, just as the uncertainty of the pandemic interrupted typical school experiences, Jenness realized that, during unpredictable times, it was leadership processes that supported collective vision, innovation, and decision-making for educational opportunities to evolve for students. Jenness' involvement with the *Manitoba School Leadership Framework* is centered on the belief that effective leadership is the cornerstone of thriving schools. Jenness champions the implementation of

this framework, which is tailored to the unique needs of Manitoba's diverse educational community. She envisions that the *Manitoba School Leadership Framework* will foster reflection, collaboration, and networking among educational leaders for years to come.



Leanne Braun has been the principal at École Parkside School in Border Land School Division for 20 years. Prior to this role, she was the Director of the Regional Alternative Education Centre. There have been key learning experiences that have shaped who she is as a leader—WEVAS, Cognitive Coaching, Adaptive Schools, and Reading Apprenticeship. She is a learner at heart—curious about how behaviour influences choices and ultimately learning. She believes that everyone can learn and continues to do so throughout their lives. As a school leader, nurturing a culture that engenders learning, curiosity, and caring is central to the growth and capacity building of self, students, staff, teams, and systems.



Tyson MacGillivray is currently the Area 3 Superintendent in Frontier School Division (FSD), a position he has held since 2018. He is also the Chief Superintendent Designate of FSD. Over his 18 year career with FSD, Tyson has also worked as a Work Education Coordinator and Assistant Superintendent of High Schools and Career Programs. During his many travels covering FSD, he has established, fostered, and advanced positive relationships and partnerships within schools, communities, and provincial and federal organizations. Prior to working within FSD, Tyson worked as a teacher and administrator with Shamattawa Education Authority for seven years. Tyson is a former Executive

Member of the Manitoba Association of School Superintendents. He is the Board Chair of the Verna J. Kirkness Education Foundation, which supports First Nation, Métis, and Inuit students at universities across Canada, pursuing a career in science and engineering.

Activating Activity: Prior to Panel Discussion

How might you use the Manitoba School Leadership Framework to guide your own professional learning and/or the professional learning of school leaders and aspiring school leaders?

Activity: During and After the Panel Discussion

Thinking about your role and context, what are some of the similarities shared by the panelists and what key messages resonate with you? What leadership strategies shared by the panelists are you inspired to try in your local context?

Group Discussion: Reflection and Next Steps

Dr. Steven Katz and Evelyn Giannopoulos

Part A

Thinking about the messages from Dr. Steven Katz, Evelyn Giannopoulos, the students, and the panelists, what should be considered or prioritized, as leaders, to ensure student learning and well-being occurs in an inclusive, safe, and caring environment?

Using the Mentimeter QR Code, post at least three key words or phrases that highlight what needs to be considered or prioritized.



Part B

How will this conference notebook, and the self-reflection tools, support you in your role as a leader in implementing the Manitoba School Leadership Framework?

Notes