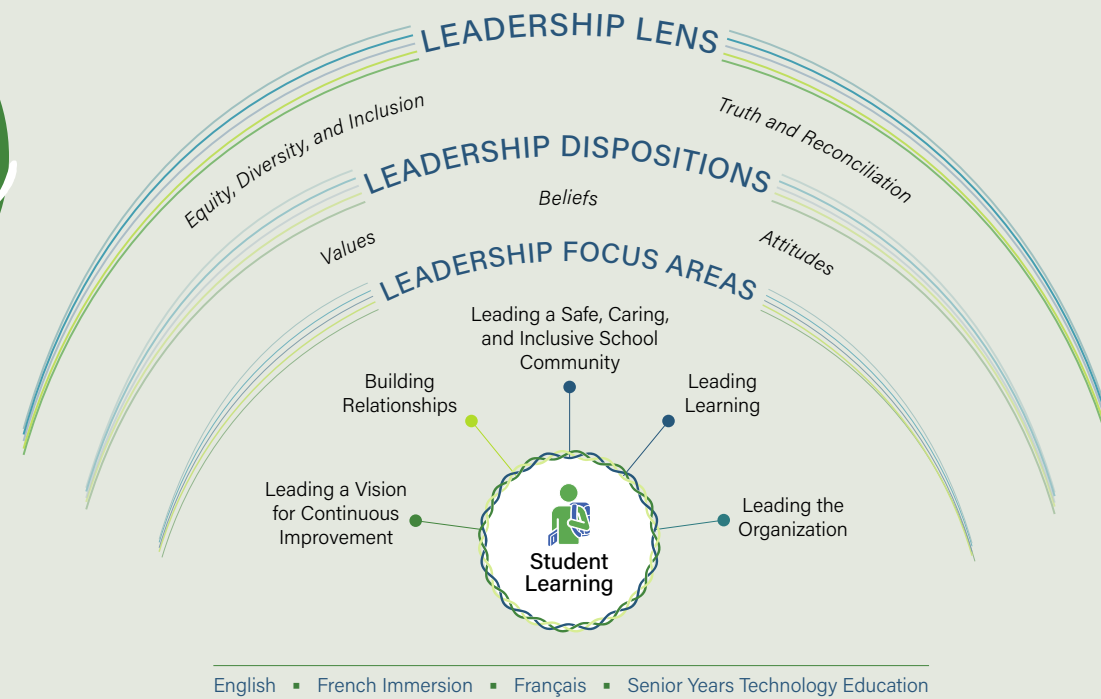


# MANITOBA SCHOOL LEADERSHIP FRAMEWORK



## LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

### LEADERSHIP FOCUS AREA Leading Learning

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.

Leadership Practices and Behaviours	Actions to Support Leadership Practices and Behaviours		
	Developing Self	Nurturing Teams	Leading Schools
Develop a learner-focused school climate	<ul style="list-style-type: none"> <li>Promote high expectations in learning.</li> <li>Respect and employ each student's strengths, diversity, and culture in the teaching and learning environment.</li> <li>Promote collective responsibility for the learning and well-being of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Work with teachers to create a shared responsibility for student learning.</li> <li>Systematically collaborate with staff and individual teachers on the collection and analysis of evidence of student learning and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Create, support, and foster a climate where individuals engage in and co-create practices that promote and support effective teaching and learning.</li> <li>Use resources and networks beyond the school to strengthen and deepen practices.</li> </ul>
Engage in instructionally-focused interactions and inquiry with teachers	<ul style="list-style-type: none"> <li>Demonstrate the knowledge and understanding of curriculum, student learning and well-being, pedagogy, and assessment, which is grounded in evidence and educational research.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and facilitate processes that are focused on inquiry in action.</li> <li>Provide leadership in the implementation of curriculum, instruction, and assessment practices.</li> <li>Promote the inclusion of Indigenous perspectives and languages.</li> <li>Coach teachers in the use of on-going, actionable feedback to support their improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that instructional programming aligns with provincial curricula and policies and the use of effective pedagogy, and that it considers the needs and well-being of each student.</li> <li>Develop questions of inquiry that begin with evidence of what is known about learners.</li> <li>Identify strategies intended to improve the learning and well-being of all students.</li> <li>Reflect on how strategies are achieving desired results and adjust plans accordingly.</li> </ul>
Build capacity of staff and self	<ul style="list-style-type: none"> <li>Support the leadership potential of others.</li> <li>Develop a deep understanding of the inquiry process, including relevant research.</li> <li>Model inquiry in personal learning through the development of an annual inquiry-based professional learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>Build staff capacity to create inquiry-based learning tasks that reflect student identities.</li> <li>Support professional learning related to the impact of inter-generational trauma on families and children.</li> <li>Support professional learning that promotes world views, values, and traditions of Indigenous peoples.</li> <li>Select and participate alongside staff in professional development experiences that generate powerful learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate collaboration and professional learning communities.</li> <li>Build and sustain a coaching and mentoring culture focused on student learning and well-being.</li> </ul>

### LEADERSHIP FOCUS AREA Leading the Organization

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.

Leadership Practices and Behaviours	Actions to Support Leadership Practices and Behaviours		
	Developing Self	Nurturing Teams	Leading Schools
Ensure resources are allocated based on need	<ul style="list-style-type: none"> <li>Demonstrate an understanding of how power and privilege influence organizational processes (e.g., establishing appropriate instructional programming choices, student discipline, and staff recruitment and retention practices).</li> <li>Continually critique own biases.</li> </ul>	<ul style="list-style-type: none"> <li>Work with teams within the school to ensure the most effective and efficient use of time, space, and material resources.</li> <li>Continually work to identify structures that are symbolic of cultural bias or systemic racism.</li> </ul>	<ul style="list-style-type: none"> <li>Strategically allocate resources so instructional practices and student learning and well-being continue to improve.</li> <li>Manage school policies, programs, and routines that optimize student learning and well-being.</li> <li>Lead the removal of processes or structures that create bias or systemic racism.</li> <li>Ensure resources are allocated based on the unique characteristics of each program, school, and community.</li> </ul>
Guide the strategic management of personnel	<ul style="list-style-type: none"> <li>Consider social identities and diverse leadership styles as an asset when assigning school-based leadership responsibilities and opportunities.</li> <li>Understand and adhere to collective agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Implement effective strategies for hiring, retaining, supporting, supervising, and evaluating teachers and staff.</li> <li>Model and communicate the importance of collective agreements and policy in the creation of supportive and fair decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>Optimize the allocation of personnel to support student learning and well-being.</li> </ul>
Lead within the political, legal, socio-economic, and societal contexts of education in Manitoba	<ul style="list-style-type: none"> <li>Demonstrate an understanding of local, provincial, national, Indigenous, and international educational issues and trends.</li> <li>Learn about and honour Indigenous protocols to competently create, attend, and participate in school/community events and ceremonies.</li> <li>Learn about and honour the Treaties, and the Treaty relationship and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Establish structures and practices that share the unique context of the school and division.</li> <li>Work with staff to demonstrate alignment between the vision for learning within the school and the division, and with the broader provincial vision.</li> </ul>	<ul style="list-style-type: none"> <li>Support the school community in understanding the legal requirements, policies, and procedures that guide educational programming in Manitoba.</li> <li>Apply relevant codes, legislation, and policies to address discrimination, harassment, and inequitable treatment of students and staff.</li> </ul>

# MANITOBA SCHOOL LEADERSHIP FRAMEWORK

## LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

LEADERSHIP FOCUS AREA Leading a Vision for Continuous Improvement			
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.			
Leadership Practices and Behaviours	Actions to Support Leadership Practices and Behaviours		
	Developing Self	Nurturing Teams	Leading Schools
Co-create and share a vision for learning	<ul style="list-style-type: none"> <li>Develop a personal vision and mindset for continuous improvement.</li> <li>Understand personal privilege and how that may influence decision-making.</li> <li>Develop knowledge and understanding of strategies that have the greatest impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Create and support processes to communicate and nurture a shared vision of success and well-being for all students.</li> <li>Ensure the vision for learning is collaboratively developed.</li> <li>Align the vision for learning with divisional and provincial policies, while reflecting the needs of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with partners and Indigenous Rights Holders to ensure that the vision for learning reflects the values of the community.</li> <li>Broadly communicate a vision for learning within and beyond the school community.</li> <li>Embed a culture of continuous improvement, innovation, and creativity, where staff and students are encouraged to take risks.</li> </ul>
Lead strategic planning at the school level	<ul style="list-style-type: none"> <li>Model a personal commitment to continuous improvement.</li> <li>Develop a deep commitment that all students can learn and reach their full potential.</li> <li>Model being data informed, data intelligent, and an ethical data steward.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively establish student-centred goals that promote learning, well-being and belonging for all students.</li> <li>Apply the analysis of data and a range of evidence to inform school planning, monitoring, and reporting.</li> <li>Promote innovation and positive change that support student learning and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the diversity of students is reflected in the annual school improvement plan.</li> <li>Include student voice in school planning and decision-making.</li> </ul>

LEADERSHIP FOCUS AREA Building Relationships			
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.			
Leadership Practices and Behaviours	Actions to Support Leadership Practices and Behaviours		
	Developing Self	Nurturing Teams	Leading Schools
Demonstrate effective interpersonal skills	<ul style="list-style-type: none"> <li>Demonstrate care and respect for all.</li> <li>Model active listening from a compassionate stance.</li> <li>Establish trust through transparency and openness.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to hold courageous and respectful conversations when establishing cultures of care and support for all staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Model relationships that reflect the core values of the school, division, and province.</li> <li>Develop a culture based on openness, trust, and transparency.</li> </ul>
Build and strengthen relationships with individuals and teams within the school	<ul style="list-style-type: none"> <li>Acknowledge all staff and create a culture that is inclusive of a range of voices.</li> <li>Demonstrate to all staff that their work and opinions are valued in decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>Model open and collaborative dialogue while engaging in collegial relationships.</li> <li>Create opportunities for collaboration.</li> <li>Recognize the contributions of staff.</li> </ul>	<ul style="list-style-type: none"> <li>Promote respectful and caring interactions in the school community.</li> <li>Invite and engage with parents/caregivers, families, Elders, and Knowledge Keepers in school events and celebrations.</li> </ul>
Pursue meaningful engagements with families and the community	<ul style="list-style-type: none"> <li>Strive to provide communication in the spoken language of the family and community.</li> <li>Become aware of issues that may stigmatize students, staff, families, and community members, and take action to eliminate anything that stigmatizes and marginalizes people.</li> <li>Develop cultural awareness including an understanding of different cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Create mutually supportive relationships with families/caregivers.</li> <li>Continuously work to ensure that the school represents the values and diversity of the community.</li> <li>Create opportunities for families/caregivers to take an active role in their children's education.</li> </ul>	<ul style="list-style-type: none"> <li>Form authentic and respectful partnerships with families, First Nations, Red River Métis, Inuit, newcomers, cultural groups, educational partners, and the community.</li> <li>Communicate with families and community in a way that builds a culture of trust, respect, and inclusivity.</li> </ul>

LEADERSHIP FOCUS AREA Leading a Safe, Caring, and Inclusive School Community			
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.			
Leadership Practices and Behaviours	Actions to Support Leadership Practices and Behaviours		
	Developing Self	Nurturing Teams	Leading Schools
Promote the mental health and well-being of students, staff, and self	<ul style="list-style-type: none"> <li>Promote a welcoming, supportive, respectful, and caring learning environment.</li> <li>Seek to understand the role of privilege in our society.</li> <li>Model self-care and well-being by making positive choices that enhance personal and physical health.</li> </ul>	<ul style="list-style-type: none"> <li>Create supports for students and families at points of transition in their continuum of learning.</li> <li>Support and create spaces that develop positive understandings of staff, families, and students.</li> <li>Demonstrate sensitivity to people's needs.</li> </ul>	<ul style="list-style-type: none"> <li>Promote an educational climate that is committed to the well-being of all students and staff, and is inclusive of families and community members.</li> <li>Develop partnerships that draw on community and inter-sectoral resources.</li> </ul>
Create culturally safe and responsive schools	<ul style="list-style-type: none"> <li>Model being open and welcoming to all students and staff.</li> <li>Acknowledge and respect the cultural backgrounds and practices of all learners, along with their unique and diverse communities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a safe and caring school culture, communicate expectations that all staff and students speak and act respectfully.</li> <li>Model and nurture relationships that reduce anxiety and demonstrate a culture of care and inclusion.</li> <li>Take responsibility to support staff as they develop their understanding and affirmation of diversity in the culture of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Promote culturally responsive practices and understandings of all cultures.</li> <li>Promote First Nation, Red River Métis and Inuit cultures in the school.</li> <li>Promote Francophone culture and French language in the school.</li> </ul>
Model and lead practices of inclusive education	<ul style="list-style-type: none"> <li>Demonstrate a strong personal commitment to the success and well-being of all students.</li> <li>Treat all students equitably and with respect, recognizing individual strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for the success and well-being of all students.</li> <li>Monitor the success and well-being of all students, particularly for students who have education plans and those whose race and social identities impact how society views their abilities.</li> <li>Promote the practices and beliefs needed to ensure more equitable opportunities and outcomes for students, who are marginalized and vulnerable.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and remove systemic barriers, which limit the educational opportunities for all students and those that limit opportunities for families and community members to participate in the school and its culture.</li> <li>Address systemic barriers using evidence-based data.</li> </ul>
Ensure a safe learning and working environment	<ul style="list-style-type: none"> <li>Promote positive social and emotional behaviours for all students and staff.</li> <li>Model and monitor instruction and assessment practices that reflect and affirm student identities.</li> </ul>	<ul style="list-style-type: none"> <li>Work with staff to create a whole-school approach to safety and belonging that addresses harmful behaviours.</li> <li>Engage in conversations regarding the intersection of student identities and student success and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Lead school safety and implement risk management protocols.</li> <li>Ensure staff feel valued and supported in their capacity to create safe, engaging, and inclusive learning environments.</li> </ul>