COMPANION GUIDE for the SELF-REFLECTION TOOLS

What Is the Purpose of the Toolkit?

The self-reflection toolkit is intended to support the professional development of school leaders and aspiring school leaders. It is to be used in conjunction with the *Manitoba School Leadership Framework*, which was created to support the development of school leaders and aspiring school leaders, while building system cohesion through a common framework, and to promote shared understandings of evidence-based knowledge, skills, and behaviours of effective school leadership.

Self-reflection is an essential ingredient in leadership development. It can be described as an act of courageous curiosity*, as it requires courage, thoughtfulness, and intentionality. School leadership self-reflection involves reflecting on one's impact on student learning and well-being, learning about self as a leader, adapting where needed, and growing as a leader**. The self-reflection tools are designed to provide a structure for leaders to reflect upon their leadership practices and behaviours; assess the impact of these leadership actions; and identify successes and areas for growth.

What Is Included in the Toolkit?

The toolkit is comprised of this companion guide as well as a self-reflection tool for each of the five leadership focus areas: leading a vision for continuous improvement, building relationships, leading a safe, caring and inclusive school community, leading learning, and leading the organization. The self-reflection tools connect thought-provoking reflective questions to the actions that support leadership practices and behaviours articulated in the *Manitoba School Leadership Framework*. The reflective questions are designed to engage the leader in reflecting on their actions, decisions, and behaviours within each leadership focus area, while considering their local context. At the end of each reflective tool, there is a self-reflection summary where school leaders and aspiring school leaders are invited to think about their learning process related to what they have applied from each leadership focus area and what the possible next steps might be for continued growth.

These support documents can be found at: https://www.edu.gov.mb.ca/k12/mslf/index.html.

Why Use the Self-reflection Tools?

The self-reflection tools provide an opportunity for school leaders and aspiring school leaders to reflect on the leadership practices and behaviours related to the five leadership focus areas in the *Manitoba School Leadership Framework*. The tools provide a structure for leaders to gain insights into their leadership practices and behaviours, enhance self-awareness, and ultimately improve their leadership practices and behaviours. Through the use of the self-reflection tools, school leaders and aspiring school leaders will be able to identify what they have learned from their leadership actions, celebrate successes, acknowledge the impact they have had, identify obstacles or challenges and areas needing improvement, and identify what possible next steps could be taken to build upon strengths and overcome challenges.

---

* Lyssa deHart. (2020). *How Self Reflection Makes You a Better Leader*, Retrieved from www.forbes.com.

** The Ontario Institute for Education Leadership. *Know Thy Impact: Teaching, Learning and Leading: An Interview with John Hattie*, Spring 2013, Volume IV, Issue 2 ISSN 1922-2394.

Manitoba

How Can the Information from the Self-reflection Tools Be Used?

Once the self-reflection tools are completed, the following questions may support further discussions, inform professional learning, and foster school leadership development within local context.

1. Based on a leader's self-reflection of the five leadership focus areas, what should be prioritized to foster student success?
2. How might the possible next steps identified in the self-reflection summaries be actioned?
3. How might this tool be shared with the school leaders and aspiring school leaders taking into consideration local context to support their growth and development?

For each of the five leadership focus area self-reflection tools:

1. Read the leadership **Focus Area** title and **Description**.

3. For each *Leadership Practice and Behaviour*, read the related **Actions to Support the Leadership Practice and Behaviour**, organized by *Developing Self*, *Nurturing Teams*, and *Leading Schools*.

4. For each *Leadership Practice and Behaviour*, read the **Reflective Questions**.

2. Read each **Leadership Practice and Behaviour**.

5. For each *Leadership Practice and Behaviour*, reflecting on your local context and actions as a leader, respond to the **Reflective Questions** in the **Space for Reflection** provided.

6. Reflecting on your responses to the *Reflective Questions*, complete the **Self-Reflection Summary**.

SCHOOL LEADER SELF-REFLECTION TOOL

Self-reflection in leadership is a process where leaders examine their leadership experiences for the purpose of learning, continuous improvement, and growth. This tool is designed to provide a structure for leaders to reflect upon their leadership practices and behaviours; assess the impact of these leadership actions; and identify successes and areas for growth.

Focus Area	Building Relationships		
Description	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 Practice and Behaviour	Demonstrate Effective Interpersonal Skills		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	▪ Demonstrate care and respect for all. ▪ Model active listening from a compassionate stance. ▪ Establish trust through transparency and openness.	▪ What are your assumptions and personal biases that might influence your ability to build relationships with all members of the school community? ▪ How do you acknowledge the inherent power of your position, and use it in a way that is empowering, when relating with members of the school community?	
Nurturing Teams	▪ Demonstrate the ability to hold courageous and respectful conversations when establishing cultures of care and support for all staff and students.	▪ How do you demonstrate care and respect for all members of the school community? ▪ How do you model relationships that reflect the core values of your school division/school? ▪ How do you form open, trusting, and transparent partnerships with the various members of your school community?	
Leading Schools	▪ Model relationships that reflect the core values of the school, division, and province. ▪ Develop a culture based on openness, trust, and transparency.	▪ What community partnerships are in place that enhance student learning and well-being?	

Self-Reflection Summary	
What have I tried in this focus area?	What have I learned from the things I have tried?
What are my strengths?	What are my opportunities for growth?
Possible next steps:	