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? ■ What community partnerships are in place that enhance student learning and well-being?	
Leading Schools	■ Model relationships that reflect the core values of the school, division, and province. ■ Develop a culture based on openness, trust, and transparency.		

Leadership Practice and Behaviour	**Build and Strengthen Relationships with Individuals and Teams Within the School**		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	■ Acknowledge all staff and create a culture that is inclusive of a range of voices. ■ Demonstrate to all staff that their work and opinions are valued in decision-making processes.	■ How do you engage with staff, students, family, and the community in ongoing dialogue about the principles of equity, diversity, and inclusion (e.g. anti-oppression, social justice, anti-racism, etc.)? ■ How do you model open, collaborative dialogue while engaging in collegial relationships?	
Nurturing Teams	■ Model open and collaborative dialogue while engaging in collegial relationships. ■ Create opportunities for collaboration. ■ Recognize the contributions of staff.	■ How do you provide opportunities for collaboration? ■ How do you recognize the contributions of staff and students? ■ What strategies and processes do you use to resolve conflict?	
Leading Schools	■ Promote respectful and caring interactions in the school community. ■ Invite and engage with parents/caregivers, families, Elders, and Knowledge Keepers in school events and celebrations.		

Manitoba

Leadership Practice and Behaviour	Pursue Meaningful Engagements with Families and the Community		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	■ Strive to provide communication in the spoken language of the family and community. ■ Become aware of issues that may stigmatize students, staff, families, and community members, and take action to eliminate anything that stigmatizes and marginalizes people. ■ Develop cultural awareness including an understanding of different cultures and traditions.	■ How do you enhance communication with families, the community, parent councils and parents of diverse languages and cultures? ■ How do you identify and address biases and systemic barriers, while recognizing and addressing your own emotional responses, and guiding others to do the same? ■ How do you ensure your communication strategies and materials are reflective of the members of your school community? ■ How do you create opportunities for families/caregivers to take an active, supportive role in their children's education, especially families and children who experience barriers? ■ How do you form open, trusting, transparent, and respectful partnerships with families, First Nations, Red River Métis, Inuit, newcomers, cultural groups, educational partners, and the community?	
Nurturing Teams	■ Create mutually supportive relationships with families/caregivers. ■ Continuously work to ensure that the school represents the values and diversity of the community. ■ Create opportunities for families/caregivers to take an active role in their children's education.		
Leading Schools	■ Form authentic and respectful partnerships with families, First Nations, Red River Métis, Inuit, newcomers, cultural groups, educational partners, and the community. ■ Communicate with families and community in a way that builds a culture of trust, respect, and inclusivity.		

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: