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	**Leading Learning**		
Description	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 Practice and Behaviour	**Develop a Learner-Focused School Climate**		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	▪ Promote high expectations in learning. ▪ Respect and employ each student's strengths, diversity, and culture in the teaching and learning environment. ▪ Promote collective responsibility for the learning and well-being of all students.	▪ What do you and your staff do to promote and communicate high expectations for the achievement of all students? ▪ How have you built a climate where learning is the focus? ▪ How are students' strengths, diversity, and culture evident in the teaching and learning environment? ▪ How do you maximize uninterrupted, quality instructional time and protect teachers from distractions? ▪ How do you work with teachers to create shared responsibility for student learning? ▪ How do you and your staff use data to inform the teaching and learning cycle? ▪ How do you create a climate where individuals engage in and co-create practices that promote and support effective teaching and learning? ▪ How are you and your staff engaging in learning networks beyond the school to strengthen and deepen practices?	
Nurturing Teams	▪ Work with teachers to create a shared responsibility for student learning. ▪ Systematically collaborate with staff and individual teachers on the collection and analysis of evidence of student learning and well-being.		
Leading Schools	▪ Create, support, and foster a climate where individuals engage in and co-create practices that promote and support effective teaching and learning. ▪ Use resources and networks beyond the school to strengthen and deepen practices.		

Leadership Practice and Behaviour	**Engage in Instructionally-Focused Interactions and Inquiry with Teachers**		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	▪ Demonstrate the knowledge and understanding of curriculum, student learning and well-being, pedagogy, and assessment, which is grounded in evidence and educational research.	▪ How do you demonstrate the knowledge and understanding of curriculum, student learning and well-being, pedagogy, and assessment which is grounded in evidence and research? ▪ How do you support inquiry in action? ▪ How do you provide leadership in curriculum implementation, instruction, and assessment? ▪ How do you promote the inclusion of Indigenous perspectives and languages? ▪ How do you provide growth-oriented, concrete feedback to all staff on an ongoing basis? ▪ How do you develop questions of inquiry that begin with evidence of what is known about learners? ▪ How do you and your staff monitor and review effective instructional and assessment practices?	
Nurturing Teams	▪ Demonstrate and facilitate processes that are focused on inquiry in action. ▪ Provide leadership in the implementation of curriculum, instruction, and assessment practices. ▪ Promote the inclusion of Indigenous perspectives and languages. ▪ Coach teachers in the use of on-going, actionable feedback to support their improvement.		
Leading Schools	▪ 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. ▪ Develop questions of inquiry that begin with evidence of what is known about learners. ▪ Identify strategies intended to improve the learning and well-being of all students. ▪ Reflect on how strategies are achieving desired results and adjust plans accordingly.		

Manitoba

Leadership Practice and Behaviour	Build Capacity of Staff and Self		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	■ Support the leadership potential of others. ■ Develop a deep understanding of the inquiry process, including relevant research. ■ Model inquiry in personal learning through the development of an annual inquiry-based professional learning plan.	■ How do you support distributed leadership and promote leadership development within the school? ■ What powerful learning opportunities have you and your staff engaged in? ■ What opportunities do staff have in creating authentic learning tasks that are reflective of student identities? ■ How do you engage your school community in trauma sensitive practice? ■ How do you support staff in learning about appropriate instructional and assessment practices? ■ How do you support professional learning that promotes world views, values, and traditions of Indigenous peoples? ■ How do you build collaborative teams of varying roles, structures, and processes that are responsive to the needs at your school and support student success?	
Nurturing Teams	■ Build staff capacity to create inquiry-based learning tasks that reflect student identities. ■ Support professional learning related to the impact of inter-generational trauma on families and children. ■ Support professional learning that promotes world views, values, and traditions of Indigenous peoples. ■ Select and participate alongside staff in professional development experiences that generate powerful learning opportunities.		
Leading Schools	■ Facilitate collaboration and professional learning communities. ■ Build and sustain a coaching and mentoring culture focused on 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: