

# 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	<b>Leading the Organization</b>		
Description	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 Practice and Behaviour	<b>Ensure Resources are Allocated Based on Need</b>		
	<b>Actions to Support the Leadership Practice and Behaviour</b>	<b>Reflective Questions</b>	<b>Space for Reflection</b>
Developing Self	<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>■ How do you demonstrate an understanding of how power and privilege influence organizational processes?</li> <li>■ How do you ensure the most effective and efficient use of time, space, and material resources to support positive school and student outcomes?</li> <li>■ How do you strategically and ethically allocate resources to improve instructional practices and learning for all students?</li> <li>■ How do you strategically identify and remove bias and racism to ensure equity in systemic processes and structures?</li> </ul>	
Nurturing Teams	<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>		
Leading Schools	<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>		
Leadership Practice and Behaviour	<b>Guide the Strategic Management of Personnel</b>		
	<b>Actions to Support the Leadership Practice and Behaviour</b>	<b>Reflective Questions</b>	<b>Space for Reflection</b>
Developing Self	<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>■ How do you strategically deploy staff to maximize student learning and well-being for all students?</li> <li>■ What strategies are in place to effectively hire, retain, support, supervise, and evaluate teachers and staff?</li> <li>■ How do you model and communicate the importance of collective agreements and policy in the creation of supportive and fair decision-making processes?</li> <li>■ How do you manage school policies, programs, and routines to optimize student learning and well-being?</li> </ul>	
Nurturing Teams	<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>		
Leading Schools	<ul style="list-style-type: none"> <li>■ Optimize the allocation of personnel to support student learning and well-being.</li> </ul>		

Leadership Practice and Behaviour	Lead within the Political, Legal, Socio-Economic, and Societal Contexts of Education in Manitoba		
	Actions to Support the Leadership Practice and Behaviour	Reflective Questions	Space for Reflection
Developing Self	<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>▪ How do you demonstrate an understanding of local, provincial, national, Indigenous, and international educational issues and trends?</li> <li>▪ How do you learn about and honour Indigenous protocols and the Treaties and Treaty Relationship and responsibilities?</li> <li>▪ What structures and practices are in place to respond to and share the unique context of the school and division?</li> <li>▪ How do you demonstrate alignment between the vision for learning within the school and the division and with the broader provincial vision?</li> <li>▪ How do you support the school community in understanding the legal requirements, policies, and procedures that guide educational programming in Manitoba?</li> <li>▪ How do you ensure all related legislation, policies, and procedures are consistently applied?</li> </ul>	
Nurturing Teams	<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>		
Leading Schools	<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>		

### Self-Reflection Summary

<p>What have I tried in this focus area?</p>	<p>What have I learned from the things I have tried?</p>
<p>What are my strengths?</p>	<p>What are my opportunities for growth?</p>

Possible next steps: