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 a Vision for Continuous Improvement		
Description	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 Practice and Behaviour	Co-Create and Share a Vision for Learning		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	■ Develop a personal vision and mindset for continuous improvement. ■ Understand personal privilege and how that may influence decision-making. ■ Develop knowledge and understanding of strategies that have the greatest impact on student learning.	■ How do you develop a shared vision of success for all students while ensuring all voices are represented and amplified? ■ How is the vision reflected in the daily life of the school? ■ What collaborative processes do you use in establishing the shared vision and student-centered goals that advance student learning and well-being for all students? ■ How do you examine barriers to student success in your vision setting and in turn remove these barriers? ■ How do you embed a culture of continuous improvement, innovation, and creativity, where all staff and students are encouraged to take risks?	
Nurturing Teams	■ Create and support processes to communicate and nurture a shared vision of success and well-being for all students. ■ Ensure the vision for learning is collaboratively developed. ■ Align the vision for learning with divisional and provincial policies, while reflecting the needs of the school.		
Leading Schools	■ Engage with partners and Indigenous Rights Holders to ensure that the vision for learning reflects the values of the community. ■ Broadly communicate a vision for learning within and beyond the school community. ■ Embed a culture of continuous improvement, innovation, and creativity, where staff and students are encouraged to take risks.		

Leadership Practice and Behaviour	Lead Strategic Planning at the School Level		
	Actions to Support the Leadership Practice and Behaviour	**Reflective Questions**	**Space for Reflection**
Developing Self	■ Model a personal commitment to continuous improvement. ■ Develop a deep commitment that all students can learn and reach their full potential. ■ Model being data informed, data intelligent, and an ethical data steward.	■ How do you model a personal commitment to continuous improvement? ■ What data do you use to inform school planning, implementation, monitoring, and reporting? ■ How do you gather and analyze data to ensure that outcomes for specific groups are identified? ■ What processes do you use to develop, implement, monitor, and evaluate the school improvement plan? ■ How do you ensure the diversity of students is reflected in the school improvement plan? ■ 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 strategically and meaningfully elicit student voice in school planning and decision-making?	
Nurturing Teams	■ Collaboratively establish student-centred goals that promote learning, well-being, and belonging for all students. ■ Apply the analysis of data and a range of evidence to inform school planning, monitoring, and reporting. ■ Promote innovation and positive change that support student learning and well-being.		
Leading Schools	■ Ensure the diversity of students is reflected in the annual school improvement plan. ■ Include student voice in school planning and decision-making.		

Manitoba

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: