



LEADERSHIP SELF-REFLECTION TOOL

Setting Directions			
School leaders build a shared vision, identity specific & short term goals, create high expectations and communicate the vision and goals			
Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Building a Shared Vision	- establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed - build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction - encourage the development of organizational norms that support openness to change in the direction of the school's vision - help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities	Self-Awareness Application Integration & Action Transformation & Innovation	
Identifying specific, shared short-term goals	- facilitate stakeholder engagement in processes for identifying specific school goals - build consensus among students, staff, and diverse stakeholders about the school's goals - ensure the goals are clearly communicated to all stakeholders - regularly encourage staff to evaluate their progress toward achieving the school's goals - encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals - refer frequently to the school's goals when engaged in decision making about school programs and directions	Self-Awareness Application Integration & Action Transformation & Innovation	
Creating high expectations	- have high expectations for teachers, students and themselves - devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school - encourage staff to be innovative in helping students meet those expectations - encourage staff to assume responsibility for achieving the school's vision and goals for all students - make their expectations known through words and actions	Self-Awareness Application Integration & Action Transformation & Innovation	
Communicating the vision and goals	- use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school - demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making - regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals	Self-Awareness Application Integration & Action Transformation & Innovation	

Sovereignty Affirming and Equity	- proactively works to prevent and address harm based on Ontario Human Rights Code protected grounds - supports the creation of school or system goals that address the achievement and well-being gaps for underserved students - collaborates with and seeks input from diverse internal and external stakeholders, particularly those who have been underserved - looks for patterns of success and/or failure based on identity characteristics and uses this to inform direction setting for the School Learning and Improvement Plan	Self-Awareness Application Integration & Action Transformation & Innovation	
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Building Relationships and Developing People

School leaders provide support and demonstrate consideration for individual staff member, stimulate growth in the professional capacities of staff, model the school's values and practices, build trusting relationships with and among staff, students and parents, and establish productive working relationships with teacher federation representatives

Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Providing support and demonstrating consideration for individual staff members	- recognize the accomplishments of individual staff members - consider staff members' opinions when initiating actions that affect their work - build upon and respond to individual staff members' unique needs and expertise - treat individuals and groups among staff equitably	Self-Awareness Application Integration & Action Transformation & Innovation	
Stimulating growth in the professional capacities of staff	- encourage staff to reflect on what they are trying to achieve with students and how they are doing it - lead discussions about the relative merits of current and alternative practices - challenge staff to continually re-examine the extent to which their practices support the learning of all their students - facilitate opportunities for staff to learn from each other - suggest new ideas for staff learning - encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities - encourage staff to try new practices that are consistent with both their interests and school goals	Self-Awareness Application Integration & Action Transformation & Innovation	
Modeling the school's values and practices	- are highly visible in their schools - are easily accessible to staff, parents and students - have frequent, meaningful interactions with teachers, students and parents in order to further the school goals - demonstrate the importance of continuous learning through visible engagement in their own professional learning - exemplify, through their actions, the school's core values and its desired practices	Self-Awareness Application Integration & Action Transformation & Innovation	
Building trusting relationships with and among staff, students and parents	- model responsibility, integrity and thoroughness in carrying out tasks - act in ways that consistently reflect the school's core values and priorities in order to establish trust - demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value - encourage staff, students and parents to listen to one another's ideas and genuinely consider their value - establish norms in the school that demonstrate appreciation for constructive debate about best practices - demonstrate respect, care and personal regard for students, staff and parents - encourage staff, students and parents to demonstrate respect, care and personal regard for one another	Self-Awareness Application Integration & Action Transformation & Innovation	
Establishing productive working relationships with teacher federation representatives	- include federation representatives in processes for establishing goals for school improvement - encourage federation representatives to keep their members well informed about their work with school leaders - encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work	Self-Awareness Application Integration & Action Transformation & Innovation	

Sovereignty Affirming and Equity	• recognizes, understands, and commits to ongoing learning about intersectionality in service of initiating, building and sustaining relationships with all stakeholders • understands that being in relationship with others includes naming harm so that students and staff can learn and do better • uses multiple methods to engage caregivers and community stakeholders as partners to meet the needs of underserved students • fosters a learning and working culture where staff are able to be vulnerable and accountable	Self-Awareness Application Integration & Action Transformation & Innovation	
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Developing the Organization to support Desired Practices			
School leaders build collaborative cultures and distribute leadership, structure the organization to facilitate collaboration, build productive relationships with families and the community, connect the school to the wider environment, maintain a safe and healthy environment, and allocate resources in support of the schools vision and goals			
Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Building collaborative cultures and distributing leadership	• model collaboration in their own work • foster mutual respect and trust among those involved in collaboration • encourage the collaborative development of group processes and outcomes • help develop clarity about goals and roles related to collaborative work • encourage a willingness to compromise among collaborators • foster open and fluent communication toward building and sustaining professional learning communities • provide adequate and consistently available resources to support collaborative work • involve staff in the design and implementation of important school decisions and policies • provide staff with leadership opportunities and support them as they take on these opportunities	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Structuring the organization to facilitate collaboration	• create timetables for teaching that maximize time on task for students • provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work • establish a structure of teams and groups that work together on problem solving • distribute leadership on selected tasks • engage teachers in making decisions that affect their instructional work	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Building productive relationships with families and the community	• create a school environment in which parents are welcomed, respected and valued as partners in their children’s learning • demonstrate the type of leadership that parents can trust – confident, systematic and attentive • help develop staff commitment to engaging parents in the school • work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school • encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included • encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved • help connect families to the wider network of social services as needed	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Connecting the school to the wider environment	• develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Maintaining a safe and healthy environment	• take measures to secure the school’s physical facilities against intruders • ensure that the physical facility is maintained in a safe, healthy and attractive condition • communicate standards for non-violent behaviour and uphold those standards in an equitable manner • empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour • implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school • develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively • provide opportunities for staff and students to learn about effective conflict resolution strategies	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	

Allocating resources in support of the school's vision and goals	• manage efficient budgetary processes • distribute resources in ways that are closely aligned with the school's improvement priorities • ensure that sustained funding is directed to the school's improvement priorities • secure resources as needed to support the instructional work of the school • revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change • ensure effective oversight and accountability of resources to support priorities	Self-Awareness Application Integration & Action Transformation & Innovation	
Sovereignty Affirming and Equity	• leads the organizational transformation necessary to uphold and foster a culture anchored in Human Rights • engages staff in creating equity-focused structures that support all students and reflect commitments outlined in the WRDSB Multi-Year Strategic Plan and the Board Improvement and Equity Plan • considers social identities and views diverse leadership styles as an asset when distributing school based responsibilities and leadership opportunities	Self-Awareness Application Integration & Action Transformation & Innovation	

Improving the Instructional Program			
School leaders staff the instructional program, provide instructional support, monitor progress in student learning and school improvement, and buffer staff from distractions to their work			
Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Staffing the instructional program	- recruit and select teachers who have the interest and capacity to further the school's vision and goals - retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Providing instructional support	- actively oversee the instructional program - coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals - observe classroom instruction and provide constructive feedback to teachers - provide adequate preparation time for teachers - provide advice to teachers about how to solve classroom problems - provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools - participate with staff in their instructional improvement work	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Monitoring progress in student learning and school improvement	- assist staff in understanding the importance of student assessment for, of, and as learning - collaborate with staff during the process of data interpretation - use multiple sources of evidence when analysing student progress - give priority to identifying those students most in need of additional support - incorporate the explicit use of data when making decisions that relate to student learning and school improvement - examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning - collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts - provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Buffering staff from distractions to their work	- create and enforce consistent, school-wide discipline policies - minimize daily disruptions to classroom instructional time - implement a systematic procedure for deciding how best to respond to initiatives from outside the school - develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities - regularly assess the contribution of all out-of-classroom activities to the learning priorities of students	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Sovereignty Affirming and Equity	- creates opportunities for professional learning conversations for staff that centre intersecting forms of oppression as ways of improving instructional practice - supports the implementation of Anti-Oppressive, Anti-Racist, Decolonizing, and Culturally Relevant and Responsive pedagogies across curricular and co-curricular activities - ensures that the diversity of students and community is reflected in classrooms, resources, the school environment and the School Learning and Improvement Plan	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	

Securing Accountability			
School leaders build staff members' sense of internal accountability and meet the demands for external accountability			
Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Building staff members' sense of internal accountability	- regularly engage staff in analyzing data on the learning progress of all students - insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation - promote collective responsibility and accountability for student achievement and well-being - help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts - assess their own contributions to school achievements and take into account feedback from others on their performance - participate actively in their own performance appraisal and make adjustments to better meet expectations and goals	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Meeting the demans for external accountability	- clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated - measure and monitor teacher and leader effectiveness using data about changes in student achievement - align school targets with board and provincial targets - provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community) - create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
Sovereignty Affirming and Equity	- develops a network of critical supports (friends, colleagues, mentors) to invite accountability and help unpack issues as they arise - seeks to understand, critically question, and effectively use demographic data in building a culture of continuous learning and improvement - takes responsibility for results, especially for those students with identities that have achievement and well-being gap	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	

Affirming Sovereignty

Sovereignty refers to the exercise of the inherent and constitutionally protected rights of Indigenous Nations. When we engage in sovereignty-affirming leadership, we express respect for and understanding of these rights through our obligation to engage in relationships with Indigenous peoples as partners. We understand the learning environments we support must respect and build understanding of the laws, language, cultures, and governance models of Indigenous communities.

Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Generally	- recognizes that Indigenous communities and practices are diverse and do not exist as a monolith - affirms an understanding of sovereignty through interactions with students, families, and community - affirms the interconnectedness of home, school, community and the land for Indigenous learners and staff - possesses knowledge and understanding of the issues, cultures, histories and realities faced by Indigenous peoples in education systems - intentionally creates space to bring Indigenous-led traditional teachings and ways of knowing into all learning and work environments - responds to the call for Reconciliation with purposeful actions that have meaning for all staff and students - acknowledges and affirms Treaty rights and obligations and embeds these into school and work culture - demonstrates a commitment to consult and collaborate with Indigenous peoples - participates in decolonizing and Indigenizing professional learning and provides opportunities for staff and student learning around the impact of colonization on Indigenous Peoples - affirms Indigenous identities by purposefully selecting resources that work to address Indigenous erasure - recognizes, understands and accepts decolonization as a guiding principle in helping education systems transform - centres and affirms Indigenous tenets of respect, reciprocity, responsibility and relationship in all interactions - moves beyond Indigenous histories, challenges, and barriers to focus on Indigenous brilliance, resilience, resurgence and current realities - enacts the Truth and Reconciliation Commission of Canada Calls to Action 62-63 - creates positive and culturally safe working and learning environments for Indigenous students and staff, using trauma-informed and culturally relevant practices - follows principles and guidelines for respectful protocols when engaged with Indigenous ways of knowing, Elders and Knowledge-keepers - reviews and follows policies and procedures to ensure sovereignty is reflected and affirmed for Indigenous students, families and staff - is sensitive to data sovereignty and aware of Ownership, Control, Access, Possession (OCAP) principles. - understands the distinction between equity and sovereignty in working towards creating Indigenous affirming spaces	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
School Focused	Builds staff capacity to deliver Indigenous-focused curriculum to all students including opportunities that connect students to the land and water	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	

Anti-Oppressive & Trauma Informed Practice

These practices relate to leading in ways that acknowledge the power imbalances that exist within systems and schools, and in ways that demonstrate an understanding of how trauma experienced from oppressive practices and systems negatively impacts individuals.

Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Generally	• leads with humility, vulnerability and critical self-reflection that invites increased accountability • understands the basis of colonial structures and the disproportionate impacts on underserved groups of people • understands the impact that identities, abilities and lived experiences can have on the creation of inclusive spaces or barriers to full inclusion • works to consistently ensure diversity is reflected and dismantles barriers to full inclusion • addresses fear, ignorance, oppressive behaviours and conflict avoidance, to promote an understanding that healthy discomfort is necessary for transformative change • understands the impact of social location (including race) and white supremacy in creating barriers for students and staff • Guides school and workplace learning about the impact of identity, marginalization, and psychological safety to remove barriersg • leads compassionately through brave and supportive conversations to develop healthy, productive learning and working environments for all students and staff • responds to harm and conflict through a trauma-informed and restorative approach • solicits and acts upon the expertise of staff, particularly those with lived experience as well as those who challenge whiteness and white supremacy • acknowledges that social hierarchies and historically discriminatory practices exist	Self-Awareness Application Integration & Action Transformation & Innovation	
School Focused	• Understands the connection between intergenerational trauma, systemic oppression and student behaviour and learning	Self-Awareness Application Integration & Action Transformation & Innovation	

Achieving Equity

Achieving Equity embodies continual critical reflection on identity and social location and the demonstration of skills related to the ability to lead and engage others in their work through equitable and sustainable approaches.

Domain	Indicators	Stage	Evidence of leadership, lived experiences and impact on students & community that best highlight assets & strengths that you would bring to the role
Generally	- actively works to dismantle racist and oppressive school and system practices and structures so that social location and identity do not predict outcomes - engages in ongoing assessment of equity practices in creating and leading a team of diverse and intersecting identities - creates and supports equity goals that are driven by student and staff learning needs and outcomes - with humility, critically self reflects, probes, and asks questions seeking diverse perspectives and opinions - effectively works to create, monitor and transparently communicate evidence-based equity goals that serve the needs of students, staff and communities - recognizes positionality in relation to colonial structures, systems of oppression, and the harmful practices existing within those structures - acts to establish protective factors that mitigate the impacts of identity representation for some staff and/or students - ensures equity leadership practices are evident throughout all aspects of their leadership - through constant self-reflection, identifies and addresses their own emotional responses and guides others to do the same - intentionally names, challenges and addresses white supremacy, race and oppression, biases and systemic barriers - aligns budget and resources with a focus on addressing marginalization and underserved students and communities - demonstrates commitment to culturally responsive leadership in support of students, staff and families - engages in an ongoing reflective process of learning and responding to the needs of diverse social identities	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	
School Focused	- views culture and identity as an asset to support engagement and success for all students - engages families as partners in shaping and informing school priorities and instructional practices - provides supports that are culturally and linguistically responsive to students and their families - provides equitable access and opportunities to academic support using appropriate communication channels that meet family and community needs	☐ Self-Awareness ☐ Application ☐ Integration & Action ☐ Transformation & Innovation	