Provincial School Leadership Framework Surveys

July 2023

Manitoba

Overview

Manitoba's Kindergarten to Grade 12 Education Action Plan: A Roadmap in Response to the Recommendations of the Commission on K to 12 Education commits to developing a Provincial School Leadership Framework. The Action Plan responds to *Our Children's Success: Manitoba's Future, Report of the Commission on K to 12 Education*'s recommendation to reinforce the important role of principals as instructional leaders in improving student learning and achievement.

The goals of the *Provincial School Leadership Framework* are to:

- Articulate the skills, knowledge, and behaviours of effective school leadership.
- Strengthen shared understandings of school leadership, rooted in evidenced-based research and existing frameworks from across Manitoba, nationally and internationally.

For principals and vice-principals, the Framework will be a valuable tool for self-reflection, professional growth, and learning. It will also support the development of aspiring school leaders. The Framework is intended to capture the complexity of the work of school leaders and articulate how schools are deeply connected to their local contexts and communities.

To support the development of the Framework, Manitoba Education and Early Childhood Learning established three engagement groups: an Advisory Team, a Working Team, and Principal Learning Networks. These engagement groups represent school and division/district leaders and education partner organizations from across Manitoba. The Advisory Team and Working Team identified a set of draft skills, knowledge, and behaviours of effective school leadership based on current research and sample frameworks. Principal Learning Networks are a structured forum for principals and vice-principals to identify promising school leadership practices to support the implementation of the Framework.

In the spring of 2023, three online surveys—for parent advisory councils, the Student Advisory Council, and the education sector (school and school division leaders, teachers, education partner organizations, and Rights-holders)—were created, seeking feedback on the set of draft skills, knowledge, and behaviours of effective school leadership. The surveys were active from May 1, 2023, until June 7, 2023.

The following individuals and organizations were invited to respond to the online surveys:

- Student Advisory Council
- Parent councils
- School division/district senior administration
- Principals, vice-principals and teachers
- Principals of funded independent schools
- Partner organizations:
  - Association des directeurs/directrices d'écoles franco manitobaines
  - Association manitobaine des directrices et directeurs des écoles d'immersion française
  - Council of School Leaders
  - Certificate in School Leadership Review Committee
  - Council of Deans of Education in Manitoba
  - Faculties of Education
  - First Nation Education Directors
  - Inuit Association of Manitoba
  - Manitoba Association of School Superintendents
  - Manitoba Federation of Independent Schools
  - Manitoba First Nations Education Resource Centre
  - Manitoba Métis Federation
  - Manitoba Rural Learning Consortium
  - Manitoba School Boards Association
  - Student Services Administrators' Association of Manitoba
  - The Manitoba Teachers' Society
  - The Manitoba Teachers' Society Elders Council
  - The Manitoba Teachers' Society Indigenous Voice and Action Standing Committee

Survey Participation

The tables below summarize participation in the surveys. Among the 570 participants, the majority (57%) were either teachers or principals/vice-principals. Participants were invited to respond to the survey questions either individually or as a group. Most survey responses were submitted individually (71%), while 29% were group responses. The majority of participants live in urban areas (48%), 34% live in rural Manitoba, 5% live in the north, and 13% of respondents indicated province-wide.

Table 1.0 Number of Survey Participants and Responses

	Individual responses	Group responses	TOTAL
Teachers	176	15 participants (2 responses)*	191
Principals or Vice Principals	113	22 participants (3 responses)	135
Partner Organizations	2	80 participants (5 responses)	82
Division/District Staff	28	5 participants (1 response)	33
Parent Councils	62	46 participants (11 responses)	108
Student Advisory Council	11	—	11
Other Educators	10	—	10
TOTAL	**402 participants**	**168 participants (22 responses)**	**570 participants**

Table 1.1 Geographical Representation of Survey Participants

	Urban	Rural	Northern	Province-Wide
Teachers	102	75	14	—
Principals or Vice Principals	72	59	4	—
Partner Organizations	—	6	—	76
Division/District Staff	14	15	4	—
Parent Councils	77	27	4	
Student Advisory Council	6	4	1	
Other Educators	2	7	1	—
TOTAL	**273 participants (48%)**	**193 participants (34%)**	**28 participants (5%)**	**76 participants (13%)**

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* Survey participants had the option to answer the survey as an individual or as a group. When indicated, the number of responses denotes the number of group surveys submitted, whereas the number of participants denotes the number of individuals who contributed to the group survey submissions.

Survey Feedback

Part A: Overarching Principles

Participants were invited to provide feedback on the two proposed overarching principles – *Equity, Diversity and Inclusion* and *Leading Education for Truth and Reconciliation*. Overarching principles influence all practices and behaviours of principals and vice-principals, making schools more inclusive, equitable, and culturally safe and responsive for all students.

- **Equity, Diversity and Inclusion:** Manitoba Education and Early Childhood Learning is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. Principals and vice-principals have a responsibility to pursue an equitable approach to education that involves identifying and eliminating any barriers to positive learning experiences and outcomes for all students. Leadership for equity goes together with efforts to advance inclusive mindsets and practices, as well as anti-racism, thereby advancing student achievement and well-being for all students in a safe, caring, and supportive learning environment.

- **Leading Education for Truth and Reconciliation:** Manitoba Education and Early Childhood learning is committed to advancing the Truth and Reconciliation Commission's Calls to Action. Specifically, to develop and implement age-appropriate curriculum about residential schools, treaties, and Indigenous peoples' historical and contemporary contributions to Canada. Principals and vice-principals have a responsibility to ensure an Indigenous inclusive education system is present in their schools, as outlined in the department's Indigenous Education policy directive: *Mamàhtawisiwin: The Wonder We are Born With*.

The following survey question was asked of participants,

> "Based on current research and your understanding of the role(s) of effective principals/vice-principals in enhancing student achievement and well-being, do you have any recommended changes and/or additions to the proposed overarching principles?"

Seventy per cent of all participants had no recommended changes and/or additions to the proposed overarching principles. Thirty percent of participants responded with comments to the question above. It is important to note, due to the limited number of responses, no themes emerged.

Equity, Diversity and Inclusion

Examples of participant survey comments related to the overarching principle of **Equity, Diversity and Inclusion** included the following:

- The importance of school leaders' awareness of issues affecting marginalized students and strategies in current research.
- A participant expressed the importance of school leaders viewing their work, as well as disciplinary matters, through a reconciliatory lens of equity, diversity, and inclusion.
- There is a need to integrate both the foundational belief of these principles, as well as the supports needed to make change.
- It was suggested that respect, compassion, and dignity underpin the overarching principles.
- There is a need for the consultation of Indigenous and 2SLGBTQIA+ leaders in communities to support classroom learning and reconciliation.
- The recommendation of including mental wellness, 21st century learning, and an instructional leadership principle was put forward.

Leading Education for Truth and Reconciliation

Examples of participant survey comments related to the overarching principle of **Leading Education for Truth and Reconciliation** included the following:

- The importance of understanding Truth and Reconciliation.
- The importance of supporting teachers in teaching about Truth and Reconciliation and Indigenous histories in culturally appropriate ways.
- Consider including Métis, Inuit, and the importance of land in the description of the principle.
- Consider strengthening the Truth and Reconciliation principle by reviewing the Yukon framework.
- The department was invited to reflect on the colonial (and hierarchical) nature of the draft Framework.
- A participant recommended an addendum to the domains with the intention of better representing the overarching principle of Truth and Reconciliation.
- Suggestions were made to include anti-oppression and anti-racism as a central tenet of the work. Positionality, intersectionality, and social location also need to be considered.
- Consider weaving Truth and Reconciliation throughout the domains and professional practices, while integrating the Circle of Courage as a model within the principles/domains as way to support reconciliatory practices and ideas.

Part B: Domains and Professional Practices and Behaviours

Participants were invited to provide feedback on five domains and related professional practices and behaviours. **Sixty-six per cent of all participants had no recommended changes and/or additions to the proposed domains and professional practices and behaviours.** Thirty-four per cent of participants provided feedback. It is important to note, due to the limited number of responses, no themes emerged.

The table below includes the five proposed domains and their corresponding professional practices and behaviours, along with examples of participant responses.

Domains and Professional Practices and Behaviours	Examples of Participant Survey Comments
Setting Direction: The school leader ensures there is a shared vision and shared goals focused on high-quality education, achievement, and well-being for all students. ■ **Create a shared school vision** ■ **Lead strategic planning**	■ A suggestion that this domain be changed to 'Setting Vision' to articulate the need for a more collective direction-setting model ■ There seems to be overlap between Setting Direction and Leading the Organization ■ Change the professional practice, Lead Strategic Planning, to 'Lead School Planning'
Building Relationships: The school leader cultivates and supports high trust relationships within the school and beyond the school. ■ **Demonstrate effective interpersonal relationship skills** ■ **Build and strengthen relationships within the school** ■ **Pursue meaningful engagements with families and the community**	■ A suggestion that each domain have a list of indicators to support principals and vice-principals in building cohesive and collective understanding of implementation ■ The importance of accountability for building relationships and considering recommendations from families, students, and staff ■ 'Service to Others, Service to the Community, and Service to the Common Good' was recommended as a domain ■ The importance of engaging in 'tough,' but necessary conversations ■ The importance of recognizing staff accomplishments

Domains and Professional Practices and Behaviours	Examples of Participant Survey Comments
Leading a Safe, Caring and Inclusive School Community: The school leader leads a school community that is welcoming, safe, and caring for all students, staff, families, and community. ■ **Promote health and well-being of students, staff, and self** ■ **Create culturally-responsive schools** ■ **Commit to inclusive education** ■ **Ensure a safe learning and working environment**	■ The importance of school divisions ensuring schools are safe, caring, and inclusive spaces for all ■ The importance of promoting the health and well-being of all students and staff, including for oneself ■ Cultural safety needs to be considered
Leading Learning: The school leader plays an important role in creating and sustaining a learning environment that focuses on the achievement of all students. ■ **Develop a learner-focused school climate** ■ **Engage in instructionally-focused interactions and inquiry with teachers** ■ **Build capacity of staff and self**	■ This domain could be considered an overarching principle, or incorporated into one of the other two overarching principles ■ 'Curriculum, Instruction, and Assessment' was suggested as a new domain ■ The importance of the supervision of teaching and learning ■ Analysis and usage of high-quality data to inform instructional practices and student achievement was a suggested addition ■ The importance of providing supports and guidance for new teachers
Leading the Organization: The school leader effectively manages school operations and resources to support positive school and student outcomes. ■ **Ensure the equitable allocation of resources** ■ **Guide the strategic management of personnel** ■ **Lead within the political, legal, and societal contexts of education in Manitoba**	■ A participant expressed concern about the professional behaviour that references 'leading with a political context'. They shared this terminology may be confusing and needs to be clarified ■ There is a need for more emphasis on the managerial aspects of the job, such as workplace safety and health, building maintenance, safety planning, and crisis management ■ The importance of ensuring the equitable and appropriate allocation of resources

Domains and Professional Practices and Behaviours	Examples of Participant Survey Comments
General Comments	■ A participant suggested changing the names of the domains to the principal learning network areas ■ The importance of the Framework not being used as an evaluation or assessment tool ■ The importance of consistent and clear language throughout the document, as well as consideration of the meaning behind terms used ■ The importance of using reflection to improve practice

Part C: Framework Implementation

The education sector survey included a section seeking input on framework implementation, to inform departmental planning. The survey posed the following question,

> "Considering your role in the education system, how might you or your organization support the implementation of the Provincial School Leadership Framework?"

Sixty-two per cent, or 279 out of 450 education sector participants, responded to this question.

Examples of implementation ideas provided by the respondents are outlined below:

■ Pilot or create a multi-year implementation plan.

■ Provide training on the Framework to build a shared understanding with schools, divisions, and across the province through regional sessions, larger professional development sessions, and by utilizing existing meetings and committees.

■ Empower education training organizations to provide ongoing training on the Framework.

■ Share with universities to inform their Post-Baccalaureate Diploma in Education/ Master's programs.

■ Provide an easy to read Framework guide and best practice examples.

- Demonstrate how the Framework fits with existing policies and departmental work (e.g. supporting inclusion, anti-racism, *Mamàhtawisiwin*, Student Presence and Engagement, provincial assessments, etc.).
- Provide details on how the Framework and implementation plan intersect with the work school divisions are currently doing.
- Allow time for collaboration with other leaders to utilize the Framework and build leadership capacity.
- Develop structures to support this work, such as a formal mentorship program.
- Incorporate the Framework into professional growth plans.
- Ensure education organizations are included in the communication/implementation process.
- Incorporate the Framework in the school planning process.
- Create a school leadership team that could assist in the implementation.
- Align hiring practices to reflect the domains and professional practices and behaviours.
- Allow for autonomy and flexibility in operationalizing the Framework.

Conclusion

The majority of respondents expressed support for the proposed overarching principles, domains, and professional behaviours. Comments for consideration focused on strengthening the integration of truth and reconciliation, promoting inclusive and safe school communities, and addressing key areas such as instructional leadership, health and safety, and well-being. Furthermore, stakeholders emphasized the importance of effective implementation through sufficient support, collaboration, and flexibility.

Manitoba Education and Early Childhood Learning would like to thank the members of the Advisory and Working Teams for their time and commitment in crafting the draft skills, knowledge, and behaviours of effective school leadership. We would also like to thank the many individuals and organizations who took the time to respond to the survey. The feedback received will be taken into consideration in refining the draft skills, knowledge, and behaviours of effective school leadership and in developing a successful implementation plan.