



MANITOBA SCHOOL LEADERSHIP FRAMEWORK

FEBRUARY 2024

"Principals **really** matter. Indeed, given not just the magnitude, but the scope of the principal effects, which are felt across a potentially large student body and faculty in a school, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership." (Grissom, Egalite & Lindsay, 2021, p. 43)

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Disponible en français.

Available in alternate formats upon request.

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Acknowledgements

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With gratitude, Manitoba Education and Early Childhood Learning (the department) acknowledges the contributions of the members of the Provincial School Leadership Advisory Team and Provincial School Leadership Working Team, who ensured the **Framework** is grounded on current research, reflects exemplar frameworks, and is representative of the views of those invested in effective school leadership in Manitoba. The teams included a balance of representation from across Manitoba's urban, rural, and northern regions.

| | |
|----------------------------|--|
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Principal Learning Networks also informed the development of the *Framework*, providing a structured forum for current principals and vice-principals to engage in the identification of promising school leadership practices. The networks included over 100 French- and English-speaking school leaders in Manitoba from all four school programs.

Leadership support from across Canada was also instrumental in the *Framework's* development. With appreciation, the department acknowledges the following leaders who contributed to this work:

- Dr. Steven Katz, professor in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education and the Director of Aporia Consulting Ltd.
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Treaty and Land Acknowledgement

We recognize that Manitoba is on Treaties 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of the Anishinaabe, Anishininewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit. We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit, and Métis people in the spirit of truth, reconciliation, and collaboration.



Student Success

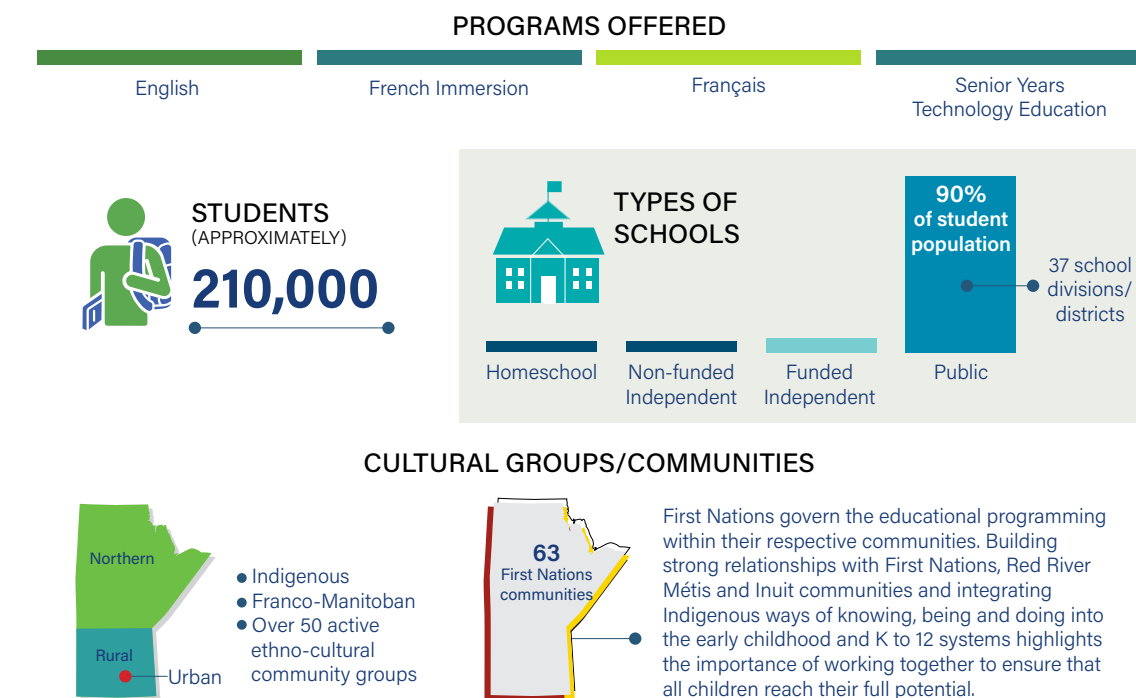
"Student success will look different for every child, and it always means they are prepared to reach their full potential and to live **The Good Life**/[*Mino-pimatisiwin* (Ininew/Cree)/*Mino bimaadiziwin* (Anishinabemowin)/*Honso aynai* (Dene)/*Tokatakiya wichoni washte* (Dakota)/*Minopimatitheewin* (Anisininimowin)/ ᐃᓇᑦᑐᓯᓪᓴᑲᓯᐱᓂᓄᔭ (Inuktitut)/and *Miyo-pimatishiwin* (Michif)], in which they:

- have hope, belonging, well-being and purpose
- have a voice
- feel safe and supported
- are prepared for their individual path beyond graduation
- have capacity to play an active role in shaping their future and be active citizens
- live in relationships with others and the natural world
- honour and respect Indigenous ways of knowing, being and doing with a commitment to and understanding of Truth and Reconciliation" (Manitoba Education and Early Childhood Learning, April 2022, p. 8)

Context – Leading Schools in Manitoba

In Manitoba, Kindergarten to Grade 12 education is governed primarily by The Public Schools Act and The Education Administration Act, as well as regulations made under both Acts. Manitoba Education and Early Childhood Learning provides leadership to the system through its mandate to set the overall strategic and operational policy direction, establish standards and allocate funding for the early childcare and Kindergarten to Grade 12 education system, and to ensure accountability for outcomes.

Manitoba's K to 12 Education System



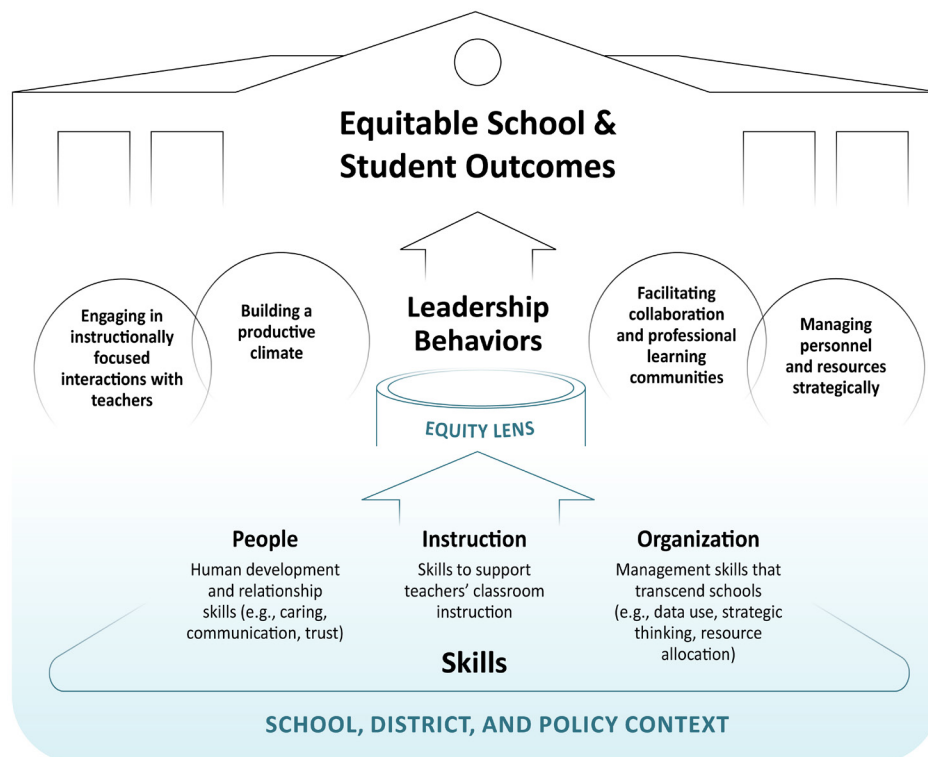
A Certificate in School Leadership, created by a committee including education partners and post-secondary institutions, is offered in Manitoba. The [Certificate in School Leadership Guidelines](#) identifies five domains of knowledge and skills. The guidelines of the Certificate in School Leadership were a valuable resource in informing the development of the *Framework*.

What Does the Research Say?

There is a growing body of research that continues to demonstrate the strong linkages between effective school leadership and improved student achievement and well-being. A recent report, commissioned by the Wallace Foundation, *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* (2021), summarizes what researchers have learned about school leadership and student achievement since the year 2000.

This meta-analysis concludes that effective school leaders have a greater impact on student achievement than previously reported, and influence other important outcomes, such as teacher retention and satisfaction, student attendance, and reductions in exclusionary discipline practices. Also highlighted is the importance of a school leader adopting an equity lens to remove barriers and create opportunities for all students.

Principal Leadership for Equitable Outcomes



Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research*. New York: The Wallace Foundation, 2021. p. 75. Available at <https://wallacefoundation.org/report/how-principals-affect-students-and-schools-systematic-synthesis-two-decades-research>.

The Wallace Foundation Report was a seminal piece of research that grounded the work of the Provincial School Leadership Advisory Team and the Provincial School Leadership Working Team in identifying the skills, knowledge, and behaviours of effective school leadership.

Indigenous Conceptions of Leadership: Many of the broad skills and behaviours of school leadership identified within the *Framework* exist within Indigenous conceptions of leadership. Indigenous and non-Indigenous scholars have long recognized that Indigenous understandings of leadership are also distinct. Rather than the conception of leadership along hierarchical lines, which ultimately converge upon the interests and ‘energies’ of one individual (Barsh, 1986, p. 191), Indigenous conceptions focus upon a web of interdependent relations. Leadership is not conceived as one person’s quest for power, rather as a non-coercive idea of collective responsibility, focused on honouring a person’s gifts and relationships within a particular context (Ladner, 2003). This concept is further reiterated within Manitoba’s Indigenous policy framework, *Mamàhtawisiwin: The Wonder We Are Born With* (2022), which notes that “[f]rom an Indigenous perspective, it is foundational that the human, natural, and spiritual systems are interrelated; they are not separate systems. The Indigenous world view is one of relationality. Experiential, land-based learning provides opportunities for students to make these connections” (MEECL, 2022).

“School leadership has a significant effect on features of the school organization, which positively influences the quality of teaching and learning. While moderate in size, this leadership effect is vital to the success of most school improvement efforts.” (Leithwood et al., 2019, p. 2)

Indigenous conceptions of leadership stress the importance of balanced relationships, where leaders respect, recognize, and incorporate the gifts and abilities of others within the community (Ladner, 2003, pp. 146-7; Alfred, 1999, p. 91).

Inclusive and Culturally Safe
Learning Environment

Understanding
World Views, Values,
Identities, Traditions, and
Contemporary Lifestyles



Authentic
Involvement

Putting Students at the Centre

Niji Mahkwa Circle of Nations. Painting by Fred Beardy. Teaching and colours provided by Fred Beardy and Elder Myra Laramée. Used with permission.

Purpose of the Framework

The purpose of the *Manitoba School Leadership Framework* is to support the development of school leaders while building system cohesion through a common framework, and to promote shared understandings of evidence-based knowledge, skills and behaviours of effective school leadership. It is a valuable tool to aid self-reflection, to guide professional development, and to promote learning.

The *Framework* is designed to identify and support the development of professional learning opportunities for existing and aspiring school leaders. It supports the development of school leaders' professional growth plans, as they focus and reflect upon the priorities and needs of their schools and school divisions to guide their own professional learning. This creates alignment between the learning plans of school leaders and the direction of the school and school division.

The Framework is not a checklist, nor is it intended to be used for evaluation. School leaders should use the Framework to identify areas of focus for their learning. It is anticipated that school leaders in Manitoba will have an ongoing plan for their professional learning that is updated annually.

The *Framework* describes school leadership broadly and is intended to capture the important features of leadership, taking into consideration the diversity found within schools and communities. The role of a school leader is influenced by the context of their local school community, including languages, cultures, and identities of that community. Similarly, the unique elements and principles of each school program offered provide a unique context in which school leadership unfolds.

School divisions that have locally developed school leadership frameworks are encouraged to examine this *Framework*, in relation to their own leadership framework, and explore how alignment might be achieved.

This *Framework* provides the map for any school leader's professional journey. The school leader's intentions and local context provide the destination.

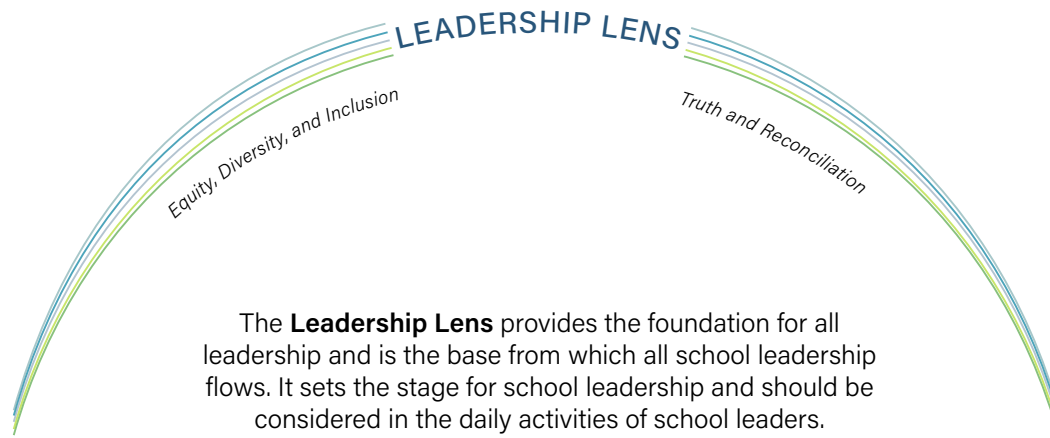
Reading the Framework

The **Manitoba School Leadership Framework** is purposeful in its design. It is to be considered as a whole, beginning with the **Leadership Lens** used to influence the leader's work. Next, the **Framework** articulates the **Leadership Dispositions** that leaders bring to their work and then moves to the **Leadership Focus Areas** that organize the **Leadership Practices and Behaviours**. Finally, the **Framework** includes the **Actions** that bring this work to life. This **Framework** provides the map for any school leader's professional journey. The school leader's intentions and local context provide the destination.

Manitoba School Leadership Framework – Graphic Overview



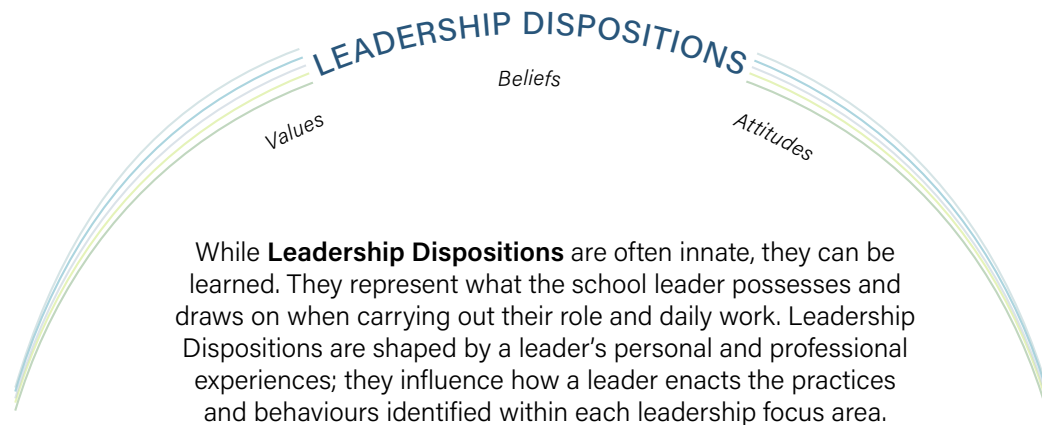
Leadership Lens



School leaders lead through a **Leadership Lens** of **Equity, Diversity, and Inclusion, and of Truth and Reconciliation**. This informs the skills, knowledge, and behaviours of principals and vice-principals as they lead their schools and commit to the success and well-being of all students.

| Equity, Diversity, and Inclusion | Truth and Reconciliation |
|--|---|
| <p>Manitoba school leaders are committed to equity, diversity, and inclusion. Equity, diversity, and inclusion are related, and distinct concepts. Equity, diversity, and inclusionary mindsets and practices are necessary to achieve high-quality education for all students from every background and part of Manitoba.</p> <p>Principals and vice-principals have a responsibility to pursue an equitable approach to education that involves identifying and eliminating barriers to positive learning experiences for all students.</p> <p>Advancing inclusive, anti-racist, and anti-oppressive mindsets and practices creates safer and more caring and supportive learning environments for all students.</p> | <p>Manitoba school leaders take action to advance the Truth and Reconciliation Commission's Calls to Action, specifically Actions 55 (ii, iii) and 62 to 64.</p> <p>They have a responsibility to ensure an Indigenous-inclusive education system is present in their schools, as articulated in the strategies of Mamàhtawisiwin: The Wonder We are Born With (2022):</p> <ul style="list-style-type: none"> ■ authentic involvement ■ putting students at the centre ■ understanding world views, values, identities, traditions, and contemporary lifestyles ■ inclusive and culturally safe learning environment <p>Manitoba school leaders respect the spirit and intent of the United Nations Declaration on the Rights of Indigenous Peoples, and are mindful of the National Inquiry Into Missing and Murdered Indigenous Women and Girls' Calls for Justice.</p> |

Leadership Dispositions



For the purposes of this *Framework*, **leadership dispositions are the values, beliefs, and attitudes demonstrated through the behaviours (verbal and non-verbal) of school leaders, as they interact with students, staff, families, colleagues, and the community** (Wilson et al., 2020; Melton et al., 2010).

Leadership Dispositions

- Leaders believe all students can learn and reach their full potential.
- Leaders value a commitment to ethical principles, which are based on the core values of equity, inclusiveness, social justice, respect, honesty, and compassion.
- Leaders model optimism, confidence, humility, care, courage, adaptability, curiosity, self-awareness, self-regulation, and a commitment to life-long learning.

Leadership Focus Areas



Leadership Focus Areas are the broad categories of skills, knowledge, and behaviours of leadership. Each area has an accompanying description to support its interpretation and leadership goal. These focus area descriptions are important as they keep the big picture in mind and limit the tendency to treat any one area as a checklist of activities.

There are five key **Leadership Focus Areas** that categorize effective school leadership skills, knowledge, and behaviours within the **Framework**. **Leadership Focus Areas** are not listed in any specific order. School leadership is a holistic and integrated practice, where the Focus Areas are woven together into a seamless practice of supportive and empowering leadership.

Each **Leadership Focus Area** is further broken down into **Leadership Practices and Behaviours**, which are located along the left-hand side of the **Framework**. The **Actions** that accompany the **Leadership Practices and Behaviours** provide the fine detail of the **Framework**.

The **Actions** are presented along a continuum under the headings of “Developing Self”, “Nurturing Teams”, and “Leading Schools”. This model presents a holistic approach to practice, as leadership begins with self-awareness and self-understanding and the role of a school leader is realized through nurturing strong, collaborative relationships with students, staff, families, and the greater school community. This interrelated work ultimately shapes and leads schools. The continuum format does not point to simply starting on the left and moving to the right. The objective is to capture the initial placement of **Actions**, recognizing that every context and every leader is unique.

The Manitoba School Leadership Framework

LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation

LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

LEADERSHIP FOCUS AREA

Leading a Vision for Continuous Improvement

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 Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|---|--|---|---|
| | Developing Self | Nurturing Teams | Leading Schools |
| Co-create and share a vision for learning | <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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. |
| Lead strategic planning at the school level | <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ Ensure the diversity of students is reflected in the annual school improvement plan. ■ Include student voice in school planning and decision-making. |

LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation
LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

LEADERSHIP FOCUS AREA
Building Relationships

The school leader cultivates and supports trusting and meaningful relationships in the school, with the community and with colleagues. They demonstrate effective interpersonal skills, build and strengthen relationships in the school, and pursue meaningful engagement with families, Elders, Knowledge Keepers and Grandparents, newcomer communities, diverse cultural groups, and the community.

| Leadership Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|---|--|---|---|
| | Developing Self | Nurturing Teams | Leading Schools |
| Demonstrate effective interpersonal skills | <ul style="list-style-type: none"> ■ Demonstrate care and respect for all. ■ Model active listening from a compassionate stance. ■ Establish trust through transparency and openness. | <ul style="list-style-type: none"> ■ Demonstrate the ability to hold courageous and respectful conversations when establishing cultures of care and support for all staff and students. | <ul style="list-style-type: none"> ■ Model relationships that reflect the core values of the school, division, and province. ■ Develop a culture based on openness, trust, and transparency. |
| Build and strengthen relationships with individuals and teams within the school | <ul style="list-style-type: none"> ■ Acknowledge all staff and create a culture that is inclusive of a range of voices. ■ Demonstrate to all staff that their work and opinions are valued in decision-making processes. | <ul style="list-style-type: none"> ■ Model open and collaborative dialogue while engaging in collegial relationships. ■ Create opportunities for collaboration. ■ Recognize the contributions of staff. | <ul style="list-style-type: none"> ■ Promote respectful and caring interactions in the school community. ■ Invite and engage with parents/caregivers, families, Elders, and Knowledge Keepers in school events and celebrations. |
| Pursue meaningful engagements with families and the community | <ul style="list-style-type: none"> ■ Strive to provide communication in the spoken language of the family and community. ■ Become aware of issues that may stigmatize students, staff, families, and community members, and take action to eliminate anything that stigmatizes and marginalizes people. ■ Develop cultural awareness including an understanding of different cultures and traditions. | <ul style="list-style-type: none"> ■ Create mutually supportive relationships with families/caregivers. ■ Continuously work to ensure that the school represents the values and diversity of the community. ■ Create opportunities for families/caregivers to take an active role in their children's education. | <ul style="list-style-type: none"> ■ Form authentic and respectful partnerships with families, First Nations, Red River Métis, Inuit, newcomers, cultural groups, educational partners, and the community. ■ Communicate with families and community in a way that builds a culture of trust, respect, and inclusivity. |

LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation

LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

LEADERSHIP FOCUS AREA

Leading a Safe, Caring, and Inclusive School Community

The school leader creates a school community that is welcoming, safe, and caring for all students, staff, and community. Effective leaders care for the mental health and well-being of students, staff, and themselves. They create culturally safe and responsive schools, ensuring a safe learning and working environment.

| Leadership Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|---|---|--|--|
| | Developing Self | Nurturing Teams | Leading Schools |
| Promote the mental health and well-being of students, staff, and self | <ul style="list-style-type: none"> Promote a welcoming, supportive, respectful, and caring learning environment. Seek to understand the role of privilege in our society. Model self-care and well-being by making positive choices that enhance personal and physical health. | <ul style="list-style-type: none"> Create supports for students and families at points of transition in their continuum of learning. Support and create spaces that develop positive understandings of staff, families, and students. Demonstrate sensitivity to people's needs. | <ul style="list-style-type: none"> Promote an educational climate that is committed to the well-being of all students and staff, and is inclusive of families and community members. Develop partnerships that draw on community and inter-sectoral resources. |
| Create culturally safe and responsive schools | <ul style="list-style-type: none"> Model being open and welcoming to all students and staff. Acknowledge and respect the cultural backgrounds and practices of all learners, along with their unique and diverse communities. | <ul style="list-style-type: none"> Ensure a safe and caring school culture, communicate expectations that all staff and students speak and act respectfully. Model and nurture relationships that reduce anxiety and demonstrate a culture of care and inclusion. Take responsibility to support staff as they develop their understanding and affirmation of diversity in the culture of the school. | <ul style="list-style-type: none"> Promote culturally responsive practices and understandings of all cultures. Promote First Nation, Red River Métis and Inuit cultures in the school. Promote Francophone culture and French language in the school. |

| Leadership Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|---|---|--|---|
| | Developing Self | Nurturing Teams | Leading Schools |
| Model and lead practices of inclusive education | <ul style="list-style-type: none"> ■ Demonstrate a strong personal commitment to the success and well-being of all students. ■ Treat all students equitably and with respect, recognizing individual strengths and needs. | <ul style="list-style-type: none"> ■ Plan for the success and well-being of all students. ■ Monitor the success and well-being of all students, particularly for students who have education plans and those whose race and social identities impact how society views their abilities. ■ Promote the practices and beliefs needed to ensure more equitable opportunities and outcomes for students, who are marginalized and vulnerable. | <ul style="list-style-type: none"> ■ Identify and remove systemic barriers, which limit the educational opportunities for all students and those that limit opportunities for families and community members to participate in the school and its culture. ■ Address systemic barriers using evidence-based data. |
| Ensure a safe learning and working environment | <ul style="list-style-type: none"> ■ Promote positive social and emotional behaviours for all students and staff. ■ Model and monitor instruction and assessment practices that reflect and affirm student identities. | <ul style="list-style-type: none"> ■ Work with staff to create a whole-school approach to safety and belonging that addresses harmful behaviours. ■ Engage in conversations regarding the intersection of student identities and student success and well-being. | <ul style="list-style-type: none"> ■ Lead school safety and implement risk management protocols. ■ Ensure staff feel valued and supported in their capacity to create safe, engaging, and inclusive learning environments. |

LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation

LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

LEADERSHIP FOCUS AREA

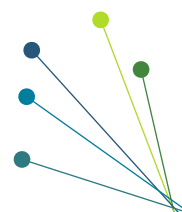
Leading Learning

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 Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|--|---|--|---|
| | Developing Self | Nurturing Teams | Leading Schools |
| Develop a learner-focused school climate | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
| Engage in instructionally-focused interactions and inquiry with teachers | <ul style="list-style-type: none"> Demonstrate the knowledge and understanding of curriculum, student learning and well-being, pedagogy, and assessment, which is grounded in evidence and educational research. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |



| Leadership Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|-------------------------------------|---|--|--|
| | Developing Self | Nurturing Teams | Leading Schools |
| Build capacity of staff and self | <ul style="list-style-type: none">■ 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. | <ul style="list-style-type: none">■ 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. | <ul style="list-style-type: none">■ Facilitate collaboration and professional learning communities.■ Build and sustain a coaching and mentoring culture focused on student learning and well-being. |



LEADERSHIP LENS – Equity, Diversity and Inclusion, and Truth and Reconciliation
LEADERSHIP DISPOSITIONS – Values, Beliefs, and Attitudes

LEADERSHIP FOCUS AREA
Leading the Organization

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 Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|--|---|---|---|
| | Developing Self | Nurturing Teams | Leading Schools |
| Ensure resources are allocated based on need | <ul style="list-style-type: none"> ■ 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). ■ Continually critique own biases. | <ul style="list-style-type: none"> ■ Work with teams within the school to ensure the most effective and efficient use of time, space, and material resources. ■ Continually work to identify structures that are symbolic of cultural bias or systemic racism. | <ul style="list-style-type: none"> ■ Strategically allocate resources so instructional practices and student learning and well-being continue to improve. ■ Manage school policies, programs, and routines that optimize student learning and well-being. ■ Lead the removal of processes or structures that create bias or systemic racism. ■ Ensure resources are allocated based on the unique characteristics of each program, school, and community. |
| Guide the strategic management of personnel | <ul style="list-style-type: none"> ■ Consider social identities and diverse leadership styles as an asset when assigning school-based leadership responsibilities and opportunities. ■ Understand and adhere to collective agreements. | <ul style="list-style-type: none"> ■ Implement effective strategies for hiring, retaining, supporting, supervising, and evaluating teachers and staff. ■ Model and communicate the importance of collective agreements and policy in the creation of supportive and fair decision-making processes. | <ul style="list-style-type: none"> ■ Optimize the allocation of personnel to support student learning and well-being. |

| Leadership Practices and Behaviours | Actions to Support Leadership Practices and Behaviours | | |
|--|--|--|---|
| | Developing Self | Nurturing Teams | Leading Schools |
| Lead within the political, legal, socio-economic, and societal contexts of education in Manitoba | <ul style="list-style-type: none"> ■ Demonstrate an understanding of local, provincial, national, Indigenous, and international educational issues and trends. ■ Learn about and honour Indigenous protocols to competently create, attend, and participate in school/community events and ceremonies. ■ Learn about and honour the Treaties, and the Treaty relationship and responsibilities. | <ul style="list-style-type: none"> ■ Establish structures and practices that share the unique context of the school and division. ■ Work with staff to demonstrate alignment between the vision for learning within the school and the division, and with the broader provincial vision. | <ul style="list-style-type: none"> ■ Support the school community in understanding the legal requirements, policies, and procedures that guide educational programming in Manitoba. ■ Apply relevant codes, legislation, and policies to address discrimination, harassment, and inequitable treatment of students and staff. |



Glossary of Terms

Attitudes

Set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. They are a learned tendency to evaluate things in a certain way (Cherry, 2023).

Beliefs

The convictions that are generally accepted to be true, originating from life experiences, spiritual learnings, and culture. Beliefs influence personal values (Stokeld, 2015).

Co-create

To create in partnership with others.

Continuous Improvement

The act of integrating quality improvement into the daily work of individuals in the system. It is a set of three characteristics of an organization that is both designed and managed to improve over time concerning desired outcomes in light of a specific system aim, 1) frequency of quality improvement work, 2) the depth and extent of its integration at different levels of the organization; and 3) the extent of contextualizing within a system of work process. Source: Carnegie Foundation (Park et al., 2013).

Culture

The totality of ideas, beliefs, values, knowledge, habits, and the way of life of a group of individuals who share certain historical experiences (Law Insider, 2013).

Equitable

In education, refers to the extent to which access and opportunities for students is just and fair ensuring that students' personal and social circumstances are not obstacles to achieving their full potential (University of Delaware, 2023).

Equity, Diversity, and Inclusion

A condition or state of fair, inclusive, and respectful treatment of all people while considering individual differences. Diversity refers to the variety of characteristics that all persons possess, that distinguish them as individual, and identifying them as belonging to a group or groups. Inclusion refers to the mindset and practice of including and accommodating individuals who have historically been excluded, due to race, gender, sexuality, or ability (Ontario Trillium Foundation, 2023).

Framework

Refers to an essential supporting structure that organizes information and identifies the necessary information on a specific topic.

Harmful Behaviours (safety)

Refers to maladaptive behaviours used to communicate (i.e. acts of violence, threats, intimidation, and harassment).

Indigenous Rights Holders

First Nations, Red River Métis and Inuit communities and organizations.

Inquiry

Establishing a culture of inquiry, exploration and innovation where

- staff embrace opportunities to experiment and innovate in their practice;
- the school supports and recognizes staff for taking initiative and risks;
- staff engage in forms of inquiry to investigate and extend their practice;
- inquiry is used to establish and maintain a rhythm of learning, change and innovation;
- staff have open minds towards doing things differently;
- problems and mistakes are seen as opportunities for learning;
- students are actively engaged in inquiry (Kools & Stoll, 2016).

Leadership

The process of influencing the activities of an organized group towards achieving common goals. Leadership in a school involves working with school staff, students and community to advance the school's vision (Silva, 2016).

Métis

"In the past, mixed ancestry was used to describe Métis people. Today, Métis means a person who self-identifies as Métis, is of historic Métis Nation ancestry, is distinct from other Aboriginal Peoples, and is accepted by the Métis Nation" (*Mamàhtawisiwin: The Wonder We are Born With*). In the context of Manitoba, Red River Métis refer to descendants of the historic Métis community whose origins are located in the Red River Valley.

Parent/Caregiver

Parents, guardians, and caregivers who are the significant adult in the student's life.

Personal Privilege

Socially-granted, unearned advantages accorded to some people and not others. Privilege and student privilege may manifest in the classroom and can impact the climate for students and instructors who lack privilege. Source: University of Michigan instructors guide (University of Michigan, n.d.).

Principal

A broad term that denotes the person responsible for the school. It is used interchangeably with "school leader" and "vice-principal".

School Climate

The quality and character of school life. It is based on patterns of students', parents'/caregivers' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (NSCC, 2021).

School Community

The school leader, teachers and staff members who work in the school, the students who attend the school and their parents/caregivers and families, and residents and organizations that have a vested interest in the success of the school.

School Culture

The guiding beliefs and values evident in the way a school operates.

School Leaders

Refers to both the principals and vice-principals of a school and are responsible for the welfare and operations of the school.



Student Success

Refers to a desirable student outcome and student success will look different for every child. It always means that students are prepared to reach their full potential and to live *The Good Life*/[*Mino-pimatisiwin* (*Ininew/Cree*)/*Mino bimaadiziwin* (*Anishinabemowin*)/*Honso aynai* (*Dene*)/*Tokatakiya wichoni washte* (*Dakota*)/*Minopimatitheewin* (*Anisininimowin*)/ $\Delta^{\text{a}}\text{ᑭᑭᑦᑲᑦᑲᑦ}$ (*Inuktitut*)/and *Miyo-pimatishiwin* (*Michif*)], in which they:

- have hope, belonging, well-being and purpose
- have a voice
- feel safe and supported
- are prepared for their individual path beyond graduation
- have capacity to play an active role in shaping their future and be active citizens
- live in relationships with others and the natural world
- honour and respect Indigenous ways of knowing, being and doing with a commitment to and understanding of Truth and Reconciliation

Student Transitions

The transitions that students experience as they enter, throughout and beyond Kindergarten to Grade 12 education including: grade to grade, school to school, and their journey into the world of work, training or post-secondary education.

Student Voice

Students “having a voice” in the decision-making process of matters affecting one’s life as a student (Falkenberg, 2018).

Values

Deeply held views of what is important, which motivate our actions and inform decisions (Koehler, 2023).

Vision

The picture of the future state of an organization; clearly defining goals of what the organization is striving to accomplish in the future (Edwards, 2014).

Well-being

The experience of health, happiness, and prosperity including having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress (Davis, 2019).

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