

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 Safe, Caring, and Inclusive School Community		
Description	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 Practice and Behaviour	Promote the Mental Health and Well-Being of Students, Staff, and Self		
	Actions to Support the Leadership Practice and Behaviour	Reflective Questions	Space for Reflection
Developing 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"> How have you created and nurtured an educational climate that is committed to the mental health and well-being of all students and staff? How have you intentionally identified and eliminated systemic barriers for staff and students to support mental health and well-being? What supports do you have in place for students and families at points of transition in their continuum of learning? How have you developed partnerships that draw on community and inter-sectoral resources that support mental health and well-being of all students and staff? 	
Nurturing Teams	<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. 		
Leading Schools	<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. 		

Leadership Practice and Behaviour	Create Culturally Safe and Responsive Schools		
	Actions to Support the Leadership Practice and Behaviour	Reflective Questions	Space for Reflection
Developing Self	<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"> How do you model being open and welcoming to all students and staff? How do you ensure that your school practices are culturally safe and responsive? How do you ensure understanding of cultures is evident in the school community? What strategies do you have in place to help you and your staff understand how diverse groups experience the education system? How have you promoted First Nation, Red River Métis, and Inuit cultures in the school? How do you promote Francophone cultures and French language in the school? 	
Nurturing Teams	<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. 		
Leading Schools	<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 Practice and Behaviour				Model and Lead Practices of Inclusive Education		
		Actions to Support the Leadership Practice and Behaviour	Reflective Questions	Space for Reflection		
Developing Self		<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"> ■ What structures and practices do you have in place to plan for the success of all students and for monitoring their progress? ■ How do you ensure students' diverse strengths and needs are recognized? ■ What practices and beliefs do you have in place to ensure more equitable opportunities and outcomes for students who are marginalized and vulnerable? ■ How have you used data to address systemic barriers to student learning? 			
Nurturing Teams		<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. 				
Leading Schools		<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. 				

Leadership Practice and Behaviour				Ensure a Safe Learning and Working Environment		
		Actions to Support the Leadership Practice and Behaviour	Reflective Questions	Space for Reflection		
Developing Self		<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"> ■ What practices and/or strategies do you have in place that promote positive social and emotional behaviours for all students and staff? ■ What whole school approaches to safety and belonging that address harmful behaviours including bullying, violence, threat, intimidation, and harassment do you have in place? ■ How do you engage in conversations about the intersection of student identities and student success and well-being? ■ What risk management protocols/plans (such as, emergency response plans, WHS, critical response plans) are in place and how often are they reviewed and updated? ■ How do you ensure staff feel valued and supported in their capacity to create safe, engaging, and inclusive learning environments? 			
Nurturing Teams		<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. 				
Leading Schools		<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. 				

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: