

# Leadership Learning 2019-2020



Whether you lead a class, a department, a grade level group of teachers, a school, a district, a committee, a team of technicians or any other group of adults or students, in both formal and informal leadership roles, you have a direct impact on the culture and outcomes of your team, school, department or group by the way you lead. Our vision for leadership learning is to help you create healthy, thriving and safe cultures within your school or team so that learning flourishes and your team or group can accomplish its goals. Leadership learning in the Surrey School District is open to **anyone** in the district who has an interest in developing their own leadership. Our overarching focus for 2019-20 is "Developing Teams".

## Planning Your Leadership Learning Journey

To plan your leadership learning journey we recommend you consider the needs in your context and follow this process:

**Step One:** Consider the following questions:

1. What do you want to make happen in your department, school, committee, or team this year?
2. Why is it important (to you, to your team, to student learning, to the district)?
3. What leadership skills would you need to accomplish what you hope to achieve?

**Step Two:** Consider selecting one focus area for this year. (Please keep in mind that we are not offering workshops in every focus area. This may mean that you will need to pursue learning options outside of the district if your focus area is not offered by the district.)

**Step Three:** Review the Leadership Learning Offerings listed below or use the HUB workshop registration page to search for your focus area and register for a workshop. We highly recommend that you select one focus area and one workshop or a set of workshops.

**Step Four:** Consider joining with others - even one partner at your school to discuss your learning and to work together on trying out strategies from your workshops.

# SCHOOL AND DISTRICT LEADERSHIP COMPETENCIES



Our **LEADERSHIP COMPETENCIES** focus on the instructional leader's mindset through the following lenses:

Strong school leadership is essential to the success of our schools, and ultimately our students. School leaders make a direct impact on school culture, positively influence instructional quality and improve outcomes and long-term success rates for students.



LENS	DESCRIPTOR	KEY ELEMENTS	REFLECTIONS	
INDIVIDUAL CHARACTERISTICS	Individuals develop and refine the qualities and attributes of strong leaders.	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Resilient</li> <li>• Courageous</li> <li>• Compassionate</li> <li>• Humble</li> <li>• Patient</li> <li>• Composed</li> <li>• Self-Aware</li> <li>• Committed</li> <li>• Listens well</li> <li>• Communicator</li> </ul>	<ul style="list-style-type: none"> <li>• Acts with integrity</li> <li>• Uses sound judgement</li> <li>• Regularly seeks feedback</li> <li>• Creative thinker</li> <li>• Ethical</li> <li>• Critical thinker</li> <li>• Fair</li> <li>• Transparent</li> <li>• Responsive</li> </ul>	How do I model resiliency and self-reflection?
				How do I elicit, receive and use feedback from all community members?
				What structures and strategies do I use to regularly and effectively communicate with all members of the school community?
				How do I use all interactions to build trust within our school community?
				How do I intentionally plan the use of my time?
				How do I demonstrate a commitment to professional learning?
GROUP PROCESSES	Qualities and attributes are enhanced and broadened by discreet experiences, skills, and abilities.	<ul style="list-style-type: none"> <li>• Relational</li> <li>• Collaborative</li> <li>• Strategically develops teams</li> <li>• Engaged</li> <li>• Uses evidence to inform actions</li> </ul>	<ul style="list-style-type: none"> <li>• Visible</li> <li>• Empowers others</li> <li>• Creates positive culture</li> <li>• Sets high expectations</li> <li>• Demonstrates shared leadership</li> </ul>	In what ways do I support the 'School Planning as Inquiry' process?
				How do I make decisions in ways that respond to the diversity of students?
				To what extent do I contribute to a collaborative decision-making process?
				How do I model high expectations, commitment and optimism for all students?
				How do I model shared leadership?
				To what extent do I integrate reciprocal and mentoring learning opportunities?
SYSTEM CAPACITY	Through their relationships and skills, leaders broaden and extend the influence and impact of their leadership.	<ul style="list-style-type: none"> <li>• Maintains child-centred approach</li> <li>• Instructional leader</li> <li>• Leads inclusion</li> <li>• Leads quality assessment</li> <li>• Demonstrates culturally responsive leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Accountable</li> <li>• Nurtures leadership in others</li> <li>• Leads equity</li> <li>• Infuses Indigenous perspectives and knowledge</li> <li>• Leadership in connecting to community</li> <li>• Strategic</li> </ul>	How do I demonstrate a focus on priority practices of curriculum design, quality assessment, instructional strategies and social & emotional learning?
				How do I ensure that decisions are made based on what is best for learners?
				What intentional and sustained processes do I use to develop and support leadership within others?
				How do I encourage and sustain teacher professional learning in the priority practices?
				What do I do to keep the focus on learner success and engagement?
				In what ways do I support the school's culture and day-to-day interactions amongst students, staff and families?

**LEADERSHIP MINDSET:** The leadership mindset creates opportunities for the individual to access prior experiences to form future decision-making. Linda Kaser and Judy Halbert (Leadership Mindsets, 2009) argue that "there are six distinct mindsets that characterize the way successful, learning-oriented leaders operate and make sense of their professional world. These leaders are: motivated by moral purpose, knowledgeable about current models of learning, consistently inquiry-oriented, able to build trusting relationships, evidence-informed, and able to move to wise action."

