

The Spirit of Leadership



Rain Pierre (stáməx^w), Katzie First Nation
Artist & Motivational Speaker (he/him)
www.rainawakens.com

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Introduction

In the fall of 2020, the BCSSA Board of Directors approved a process to update the BCSSA Leadership Competencies entitled Dimensions of Practice and approved a process for that revision.

Our history of competencies began in the late 1990s when the BCSSA wrote a series of leadership statements titled Dimensions of Practice. Based on the Professional Standards for the Superintendency from the American Association of School Administrators, the Dimensions have been a guiding document for the practice of system leaders in BC. In the fall of 2020, the BCSSA Board of Directors approved a process to update Dimensions of Practice. This update intends to honour that past work, and to provide a series of guiding statements about leadership at the system level.

The First People's Principles of Learning state that learning is embedded in memory, history, and story and that learning involves generational roles and responsibilities. These competencies are intended to tell the story of leadership at the system level. Leadership is not only about skills and attributes, but also about the relationships and personal characteristics that comprise care and compassion. This document captures our commitment to Truth and Reconciliation, our leadership values, and provides a foundation for individuals to find their own Spirit of Leadership.

The Need for Leadership Competencies

It is well known that teachers are role models and hold a position of privilege in our society. They care for our children and as an extension, they educate society. All educators in BC have descriptions of standards for their work published by the BC Teachers' Council. As an extension of that work, it is necessary to also describe our aspirations for leadership beyond the school to include those who work at the district level.

The competencies document the work of leaders and, most importantly, provide a template for the development of professional learning. Every leader should be engaged in ongoing intentional personal professional learning and the competencies can be used as a supportive framework to design such opportunities.

The competencies are not a recipe for leadership, nor are they a checklist targeted for completion. These are aspirational statements designed to capture the work of leaders who work to support the development and growth of leaders across schools and districts in BC. There is a need for common ground and a documentation of shared values. There are things that all leaders should have in common. These competencies affirm our shared commitment to Truth and Reconciliation and to eliminating the barriers as we work to create equitable and engaging learning opportunities for all children.

Our Leadership Story – Students at the Heart

Our leadership story begins with students at the heart of our work. All those who lead at the district level do so with the best interests of students in mind. The leadership competencies are designed to support, challenge, and extend the work of creating engaging learning environments for all children. There are essential learnings as students progress in their learning journey and the BC curriculum speaks to what students are intended to Know, Do, and Understand. At the heart of the curriculum are the Core Competencies which describe the social and emotional capabilities that students need to thrive in life and learning. These Competencies include critical and creative thinking, communications, and Personal and Social Identity and Responsibility. We want confident and courageous children who have a strong sense of personal identity, who are inquiry minded, skilled communicators, and who care for self, others, and the world beyond.

To nurture, grow and sustain schools as places of belonging where all children can thrive requires strong and effective leadership. Our leadership story has evolved over decades, beginning with the Dimensions of Leadership which was the first set of leadership competencies for BCSSA members. The Spirit of Leadership is a refresh and update of Dimensions of Practice and is designed to reflect the needs of our current challenges and to provide a path toward a promising future. Our intent of these competencies is that they provide a guide for our own learning and growth as we all pursue both our own and our collective professional learning plans and journeys.

The Importance of Co-Creation

The development of the competencies has been supported by four specific structures. The Leadership Competencies Advisory Committee and the BC Indigenous Leaders' Group have provided invaluable guidance. In addition to these committees, a small group of international critical friends have provided advice and perspectives from research and practice around the globe. Finally, there have been several presentations and opportunities for input from chapters across BC. The competencies have been broadly shared, collaboratively constructed, and internationally informed.

Guiding Principles for Creation

The creation of the competencies was designed to be collaborative and consultative. Led by two committees, the Leadership Competency Advisory Committee, and the BC Indigenous Leaders' Group several opportunities were built in for chapters to provide feedback, guidance, and suggestions during the writing. The initial stages of the creation began with a literature review examining trends and promising practices from around the world.

The competencies were also enhanced by a small team of internationally respected critical friends. On regular intervals, these friends brought both research and practice from numerous prominent jurisdictions to BC's leadership framework.

Finally, through regular updates, members and chapters were given repeated opportunities to provide input through resources such as videos where chapters could respond to questions about the development of the competencies.

How to Use the Competencies

System leaders should seek out professional learning opportunities that both enhance and challenge personal knowledge, skills, and abilities. This is one statement in the competency devoted to building the capacity of self and others. The Spirit of Leadership is one supportive tool that can enable leaders to find opportunities to continually enhance their own learning.

During the development of the competencies, members continually referred to a desire to have tools that support lived practice, that enable personal and professional growth and that act as a guide for the development of professional learning. Leaders are also looking for a framework to facilitate the sharing of stories of practice where members can come to appreciate our work in action in our diverse and unique contexts.

Acting as a guide, these competencies provide a supportive framework enabling leaders to model their own professional learning journey.

Reading our Competencies

These leadership competencies are not intended to be presented in a linear fashion. The committees felt strongly that Stewardship for the Future of all Children should be the entry point in that it defines our moral purpose in education. The competencies are intended to be connected, and to have reciprocal relationships that are mutually supportive.

While the competencies themselves are not intended to be presented in a sequence, the continuum of leadership is provided beginning with self, moving to teams and then to organizations. This progression, aligned with the First Peoples Principles of Learning, which embed self, family, community, and land shows the belief that leadership begins with knowledge of your own capabilities. Through a knowledge of self, you begin to influence others and systems as you become connected in new and expanding ways.

Leadership is a lifelong journey, and the end destination is not leadership of systems. We believe that leadership should be both reflexive and reflective where people turn back toward themselves as leaders and reflect on their own practice in context. While the continuum is presented from self, to teams, to organizations, we also strongly feel that one domain should not be viewed as a higher status than the others. Each domain is simply leadership in a new way with a different impact. The “Spirit” that we intend to support and nurture is self-aware, empowered, capable, and reflective system leaders who are supported and who continually demonstrate their care for others and our future.

Indigenous Perspectives and Considerations

In each of the competencies, readers will see a list of **Indigenous Perspectives and Considerations**. These Perspectives and Considerations are provided by the BCSSA Indigenous Leaders' Group and are designed with the intention to support and extend the competencies. The Perspectives and Considerations reflect the 5Rs of Indigenous Leadership, an approach originally based on the work of Kirkness and Barnhardt (1991). The five Rs include: respect, relevance, reciprocity, responsibility, and relationships. The Perspectives and Considerations provide entry points for leaders to further their learning and deepen their understanding of the Indigenous learners, parents, and communities they serve. Indigenous learners need to see themselves reflected in the education and childcare system, and these Indigenous perspectives provide a path for this to occur.

In addition to the Perspectives, throughout the shortened preambles below, readers will find words highlighting the teaching of the seven grandfathers, teachings that originated from Anishinaabe people. These words speak to how we all should relate and behave with each other and to our world. They provide wisdom and a path for us all and in the preamble, readers will see the words connected to highlight the path.

Spirit is in all things; it is the energy that connects. It is holistic, reflexive, reflective, experiential, and relational.



Modelling the BC Curriculum

Knowing that our focus will always be supporting the creation of engaging learning environments for children, the Big Ideas and Core Competencies model the framework of the BC Curriculum. These are the things that we want leaders to Know, Do and Understand to support learning not only of students, but of the adults in the system as well. In this leadership work, the competencies are the big ideas, and the preambles in each section represent the core competencies.

With Stewardship for the Future of all Children and at the heart, all other competencies act in support. Each section's preamble tells the leadership story.

Stewardship for the Future of All Children



Leaders focus on all children and continually strive to create and sustain places of belonging and care not only for self and others, but for the land and environment. Our eternal purpose is to embrace the challenges ahead and to have the **courage** to create a future that is inclusive, just, and sustainable.

Fostering a Culture of Curiosity and Inquiry



Inquiry is curiosity in action and is a lived daily practice and mindset. The ongoing development of collaborative processes that focus on designing engaging learning environments and participating in reflective practice are at the heart of our work. Inquiry is about demonstrating **honesty** in reflection and unearthing **truth** about what we know.

Growing the Capacity of Self and Others



Leaders demonstrate **integrity** and **humility** as they continually work to act selflessly in service of others. These qualities include an ongoing examination of one's own leadership style and practices and an intentional commitment to lifelong learning and the support of the learning of others around you.

Contextual Literacy



We are shaped by, and we in turn shape the systems and relationships that surround us. Leaders **respect** and acknowledge the power of culture and context and **balance** the needs and knowledge presented by internal and external systems and partners. Leaders "read the land" of the organization within and nurture healthy, transparent, and inclusive cultures.

Aligning Structures with Vision for Learning



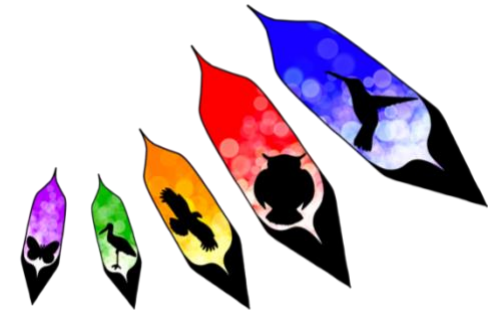
Systems and structures have inherent knowledge, practice, and capabilities. Leaders have the **wisdom** to identify, connect, and alter systems and structures to focus efforts and resources where it is most needed. Keen observers, careful communicators, leaders are points of connection and active constructors of systems that align and support.

The Competencies – Leadership in Action



Stewardship for the Future of All Children

System leaders have a responsibility for a quality education for all children and for the future that education empowers. A quality education, and educational systems that nurture powerful learning, must foster a future in which children feel confident and secure not only in their identity, but in their relationships with others and with the environment. The district should, in other words, both teach about and help enact a more just and sustainable society.

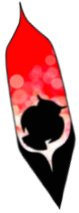


Indigenous Perspectives and Considerations

- Respect for all things; teachings come from the interconnectedness of self, land, sea, and sky.
- Be intentional with your actions, words, and thoughts; heart and spirit energy effects all things.
- Reach back to connect to the teachings of the ancestors and embody them and to share them with those who are still to come.
- Care for self and others by lifting each other up.

Stewardship for the Future of all Children	Leading Self	Leading Teams	Leading Organizations
<p>Ensure that each child is supported in their journey to a more secure sense of themselves their learning, and their well-being.</p>	<p>Demonstrate strong critical awareness of personal identity.</p> <p>Practice humility in acknowledging the limitations of personal experience.</p> <p>Model self-care and self-respect.</p>	<p>Engage with colleagues in ways that empower them in the expression of their own identity as they see fit.</p> <p>Model sincere appreciation for the value of diverse identities.</p> <p>Draw upon the systems of meaning practiced by others.</p>	<p>Build and maintain systems that foster universal design for learning.</p> <p>Sustain healthy communities in which diverse personal identities are respected and cherished.</p> <p>Expand the diversity of representation in educational resources.</p> <p>Increase the diversity of the district workforce.</p> <p>Ensure that each child is supported in their self-exploration.</p>

<p>Ensure that each child values diverse peoples and seek justice in their communities and beyond.</p>	<p>Model ethical conduct Model concern for others and commitment to the betterment of their lives.</p> <p>Identify key and emerging contexts of justice in the local community and broader society.</p>	<p>Draw attention to ethical commitments and ethically salient components of issues faced by teams.</p> <p>Lead, empower and follow leaders in equity, diversity, and inclusion initiatives.</p> <p>Lead, empower and follow leaders in decolonization and Indigenization initiatives.</p> <p>Practice cultural safety, especially (but not exclusively) in the context of relations with Indigenous people.</p>	<p>Build and maintain systems that make the district a leader in social justice in the community, both in its lessons and its practices.</p> <p>Ensure each child is, by the time of their graduation, provided with tools to seek and sustain a more just society both for themselves and for others.</p>
<p>Ensure that each child is a steward of the natural environment, and that the district's own impact on that environment reflects this commitment.</p>	<p>Recognize opportunities to reduce environmental impact.</p> <p>Practice sustainability in daily work.</p> <p>Articulate environmental impact data and information.</p>	<p>Contextualize decisions within considerations of environmental impact and sustainability.</p> <p>Draw attention to the direct and indirect environmental consequences of practices and decisions.</p> <p>Identify opportunities for teams to increase the sustainability of their practices.</p> <p>Empower teams to enact new, sustainable practices.</p>	<p>Increase overall district sustainability.</p> <p>Empower students and staff to propose and enact sustainable practices within their schools and across the district.</p> <p>Ensure each child is, by the time of their graduation, provided with the tools to seek and enact sustainable practices in their lives, their community, and the wider world.</p>



Fostering a Culture of Curiosity and Inquiry

A culture of inquiry is curious, transparent, and active. It encourages all members of a community to ask questions, develop plans, and to link inquiry with better life chances for the students we serve. A culture of curiosity and inquiry is lived both through the daily practices of individual persons and through the systems that support shared and collaborative systemic inquiry. Healthy cultures are leadership in action.

Indigenous Perspectives and Considerations

- Engage in ongoing learning to challenge your values, beliefs, blind spots and privileges.
- Value Indigenous voice in shared systemic decision making.
- Honour diverse stories, learning experiences, and narratives of Indigenous peoples.
- Value and nurture Indigenous knowledge(s) and worldviews that honour diverse ways of knowing

Foster a Culture of Curiosity and Inquiry	Leading Self	Leading Teams	Leading Systems
Create and maintain a culture of trust, innovation, and curiosity.	<p>Approach and demonstrate daily leadership practices with humility and curiosity.</p> <p>Model supportive, thoughtful risk-taking.</p> <p>Pose new and challenging questions about personal practices and assumptions.</p>	<p>Stimulate and support the curiosity and risk-taking of colleagues.</p> <p>Support and facilitate processes that engage colleagues in articulating, assessing, and attempting new practices.</p> <p>Recognize and celebrate innovative projects and routinely evaluate their success.</p>	<p>Embed opportunities for innovation across the organization which demonstrate and foster trust and transparency.</p> <p>Foster a sense of broadly shared success for all children.</p> <p>Encourage and celebrate creative practices in all aspects of the organization.</p>

<p>Model and encourage evidence-informed decision making.</p>	<p>Seek and value diverse views and voices, and the diverse forms of evidence and values they articulate.</p> <p>Engage effectively with qualitative and quantitative data and methods. Collect, select, and critically employ high quality assessments and evidence for a given context.</p> <p>Cite appropriate evidence in support of conclusions and make claims aligned with the evidence.</p> <p>Reconsider decisions in the face of new evidence and new interpretations of existing evidence.</p> <p>Draw upon internal and external expertise within and beyond the organization.</p>	<p>Ensure active involvement of partners and community in selection, collection, and analysis of evidence.</p> <p>Encourage and empower teams to maintain ongoing links between evidence, decision making, reflection, and adjustments to plans.</p> <p>Provide opportunities for qualitative and quantitative literacy development.</p> <p>Lead groups in iterative, evidence-informed discussion of past decisions.</p> <p>Provide access to needed resources and expertise.</p>	<p>Link evidence-informed decisions with strategic planning.</p> <p>Embed opportunities for the collection, selection, and analysis of evidence in all areas of the organization.</p> <p>Provide and articulate transparent evidence to all stakeholders for decisions that impact the organization.</p> <p>Foster a culture of iterative decision making.</p> <p>Champion, exchange, and share internal expertise.</p>
<p>Use inquiry to transform life opportunities for all learners.</p>	<p>Model inquiry practices that champion the interests and perspectives of diverse learners.</p> <p>Translate inquiry into action that benefits all learners with a specific focus on equity.</p>	<p>Convene groups that, represent a diversity of perspectives and experiences for a particular issue.</p> <p>Demonstrate curiosity by fostering a culture of inquiry in which members of the group continually question how decisions may differentially impact students.</p> <p>Empower actions that benefit all learners.</p>	<p>Stimulate a sense of urgency in collecting and assessing, on an ongoing basis, complex ideas about the diverse range of student experiences in the organization.</p> <p>Lead and nurture system-wide inquiries.</p> <p>Sustain collective attention on issues impacting vulnerable students with equity at the heart of dialogue and analysis.</p>

<p>Effectively share evidence.</p>	<p>Form arguments and plans that are clear in their use and citation of evidence.</p> <p>Model transparency in the use of evidence to make decisions.</p>	<p>Support groups in articulating their evidence to audiences of diverse points of view.</p> <p>Lead and facilitate discussions that balance confidentiality and transparency while building trust and confidence.</p>	<p>Provide all members of the organization with evidence that informs strategic planning and impacts the organization.</p> <p>Integrate evidence from across the organization.</p> <p>Embed data sharing platforms in everyday organisational practice.</p> <p>Contextualize evidence provided to the organization and community.</p> <p>Integrate data vertically and laterally (within and between schools, between the district and schools, and with other districts).</p>
<p>Foster ongoing inquiry on the links between strategic priorities, actions, and outcomes.</p>	<p>Demonstrate strategic priorities in personal inquiry practices.</p> <p>Articulate, explore, evaluate, and refine different theories of change.</p>	<p>Convene and empower groups that monitor, assess, reflect upon, and adjust actions leading toward strategic priorities.</p> <p>Challenge groups to articulate the ways in which their priorities will be enacted.</p>	<p>Articulate a shared understanding and vocabulary of organizational change.</p> <p>Maintain collective focus on shared priorities (within and beyond the district), collective action and observable outcomes which are publicly shared.</p>



Growing the Capacity of Self and Others

A system is only as strong as the people within. Across the organization, people need to be supported and nurtured not only as individuals but as leaders who influence, affirm and nurture those around them. Processes must exist to strengthen and sustain schools and their supporting networks and structures as learning organizations. In these organizations, the collaborative and action-oriented processes of inquiry are part of an intentional professional learning plan that builds on the existing strengths of all and, in addition, provides ongoing job embedded professional learning to nurture and sustain their own growth and leadership journey whether in the classroom, or at the system level.

Indigenous Perspectives and Considerations

- Create space for reciprocal relationships with Indigenous Peoples.
- Instill collective responsibility for Indigenous Education across the system. Practice Cultural Humility.
- Create and sustain reciprocal relationships.
- Foster high expectations.

Growing the Capacity of Self and Others	Leading Self	Leading Teams	Leading Organizations
Support and empower persons and groups.	<p>Convene groups comprised of diverse perspectives and abilities.</p> <p>Participate as a member of groups and coalitions without assuming primary leadership</p>	<p>Empower colleagues to share in district leadership with genuine agency.</p> <p>Identify potential leaders and groups that do not yet exercise influence and agency that can be empowered.</p>	<p>Catalyze the formation of groups to address organizational problems and opportunities.</p> <p>Identify existing groups that exercise influence and agency and empower them towards the attainment of district goals.</p> <p>Support and respect the agency of all stakeholder groups and employee groups.</p>
Model and inform change leadership and change management.	<p>Articulate plans of action that employ compelling theories of change.</p> <p>Assess and overcome barriers to successful change processes.</p>	<p>Lead conversations about theories of change and institutional barriers to it.</p> <p>Articulate shared language and theories of change.</p>	<p>Deploy district resources in ways that increase the probability of successful change taking place.</p> <p>Support the diffusion of shared language and the development of theories of change.</p>

<p>Model and support professional learning.</p>	<p>Seek out professional learning opportunities that both enhance and challenge personal knowledge, skills, and abilities.</p> <p>Model lifelong and humble professional learning.</p>	<p>Support colleagues in engaging in strong initial and ongoing professional learning.</p> <p>Ensure professional learning is available to colleagues both inside and outside of their usual contexts of work.</p>	<p>Support the creation and employment of internal expertise and the judicious and timely use of external expertise.</p> <p>Create and sustain systems to empower employees to identify professional learning challenges and opportunities.</p>
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Contextual Literacy

System leaders must develop high levels of contextual literacy with respect both to external and internal systems. Internally, leaders need to be effective in their work with employee groups, the school board, the many overlapping service areas and departments, and the schools themselves. Externally, leaders need to be effective in their work with employee unions, provincial government, local government, other districts and educational organizations locally, nationally, and globally. In both cases, leaders need to speak the language of the systems with which they interact, understand how those systems work and change, and ensure the district's priorities are supported through these complex interactions.

Indigenous Perspectives and Considerations

- Honour the local Indigenous language, protocols and understandings in relation to a systems approach.
- Reflect and respect local community, place, and history in communications. Communicate in ways that build relationships and understandings.
- Use language that reflects Indigenous worldviews to de-colonize thinking, actions, and processes.

Contextual Literacy	Leading Self	Leading Teams	Leading Organizations
Engage effectively with internal systems.	<p>Consume and structure new information and language intrinsic to different district systems (such as human resources, board governance, or IT infrastructure).</p> <p>Identify the functional connections between internal systems.</p> <p>Articulate ideas using the appropriately contextual language, schemata, and standards of systems within the district.</p> <p>Nurture strong personal relationships with colleagues in the many overlapping systems that comprise the district.</p>	<p>Advise teams on the ways in which their work can impact, or be impacted by, other teams and systems in the district.</p> <p>Help to translate the work and ideas of teams into the language and practice of other teams working in different systems within the district.</p>	<p>Support a connected community of systems across the district that maximizes collaborative, mutually supportive interaction.</p> <p>Identify points of system function and dysfunction and enact changes to systems in response.</p> <p>Articulate district priorities that reflect the complex interaction of district systems and that are comprehensible to those working in those disparate systems.</p>

	<p>Identify and apply theories of change appropriate to the systems implicated or impacted by an issue.</p>		<p>Enact district-level change that reflects deep understanding of district systems and mechanisms for change.</p>
<p>Engage effectively with external systems</p>	<p>Build relationships with leaders in externally connected systems.</p> <p>Build relationships with leaders in systems not yet strongly connected to the district.</p> <p>Explain the complex interrelation of political, economic, and social systems that surround the district and impact its work (from local communities to provincial education politics or general economic changes).</p> <p>Articulate ideas using the appropriately contextual language, schemata, and standards of systems outside of the district.</p> <p>Join external groups for professional learning and mutual support.</p> <p>Forecast changes in external systems and plan for the possible futures those changes may create.</p> <p>Identify theories of change appropriate to the systems implicated or impacted by an issue.</p>	<p>Form and lead groups to connect internal and external systems.</p> <p>Lead staff in deepening their understanding of external systems, including their impacts and interrelations.</p> <p>Lead staff in refining their ability to communicate effectively with external systems, including employing appropriately contextual language, schemata, and standards.</p> <p>Create and sustain functional groups to monitor and plan for external change.</p>	<p>Advocate for, and negotiate on behalf of, the district in a wide range of forums.</p> <p>Foster understanding within the district of external systems and their impact on district priorities.</p> <p>Seek and sustain external alliances that advance the priorities of the district</p> <p>Ensure the district is planning for probable and possible political, economic, and social changes.</p> <p>Ensure the district is positively impacting political, economic, and social change.</p>



Aligning Structures with Vision for Learning

Cultures of curiosity and inquiry need to be supported with intentional organizational alignment. Strong leaders are able not only to articulate and facilitate bold visions for learning, but also to align systems such that all the interlocking communities that make up a district support those visions. Guided by an inspiring vision of learning for all children to explicit strategies that intentionally address the needs as identified through a robust reflection on evidence of learning, alignment across and through the system is critical for success. From strong governance from Boards of Education through to the financial and human resources to support the direction of the district, systems must continually work to avoid fragmentation so that our always finite time, resources, and energy can focus on those things that are most important and that is learning for all children.

Indigenous Perspectives and Considerations

- Connect learning systems based on Indigenous ways of being and social justice, free from bias and privilege with Indigenous partners.
- Activate collective voice across the system with specific attention to Indigenous voice.
- Practice reflective and reflexive approaches.
- Respect cultural practices and protocols.

Aligning systems and structures for learning	Leading Self	Leading Teams (In addition to encouraging teams to embody the actions in the previous column)	Leading Organizations (In addition to encouraging the entire organization to embody the actions in the previous columns)
Harness collective input to build shared strategic visions.	Identify opportunities to invite others into key strategic decisions. Articulate calls to action based on strategic vision. Model strategic thinking and planning.	Foster shared understanding of key strategic language and concepts. Integrate diverse perspectives into strategic planning, assessment, and action. Empower marginalized voices in strategic planning.	Inspire district-wide action in support of the strategic vision. Build district-wide consultation processes. Interact effectively with Board and Governmental partners in strategic planning and reporting. Articulate the shared values and priorities of the district.

<p>Model the values of the learning agenda.</p>	<p>Act in accordance with the values of the district’s learning agenda.</p> <p>Model the approach to learning the district fosters in its students.</p>	<p>Align team efforts with the learning agenda.</p> <p>Connect the concrete problems teams face to the learning agenda.</p> <p>Inspire others to manifest the values of the learning agenda.</p> <p>Identify and celebrate the example of others in their support for learning.</p>	<p>Build and nurture a culture of learning across the district.</p> <p>Imbue district structures and systems with the values of the learning agenda.</p>
<p>Effectively align systems and structures.</p>	<p>Articulate broad systemic visions for strategic alignment.</p> <p>Review and assess strategic alignment of district resources and structures.</p> <p>Diagnose causes of misalignment.</p>	<p>Empower leaders to formulate ways in which their resources and structures can better be aligned with district strategy.</p> <p>Support colleagues in articulating alternative forms of strategic alignment.</p> <p>Lead difficult conversations about the use of scarce resources.</p>	<p>Review and assess district-wide data on strategic alignment.</p> <p>Foster a culture of strategic self-assessment.</p> <p>Challenge leaders at all levels to continually reassess their area’s strategic alignment.</p>
<p>Effectively lead and encourage future oriented consideration of strategic priorities.</p>	<p>Imagine and articulate the many possible, plausible, probable, and preferred futures the district may experience¹</p> <p>Discern strategic opportunities and challenges in the district’s future.</p>	<p>Stimulate imaginative discussion of the district’s future.</p> <p>Provide shared language for future oriented consideration of strategic priorities.</p>	<p>Structure and support planning for district futures.</p>

¹ Hannon, V. & Mackay, A. (2021). The future of educational leadership: Five signposts. CSE Leading Education Series.

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Through the completion of these competencies, we have all bore witness to the central role that schools have played in the health of society. Never more has strong and inclusive leadership been more important. The BCSSA represents an enormous variety of leadership roles. From those who are just entering leadership at the district level to those who hold the position of superintendent the BCSSA seeks to develop, support, and inspire leadership at all levels. We hope that the Spirit of Leadership provides a path to your own leadership journey, and we also look forward to the next iteration of our ongoing leadership work.