

## The Voices of BC: Leadership Modules

### Module 3: Growing the Capacity of Self and Others: Indigenous Perspectives

- 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 is about how leaders bring integrity and humility to their work. Strong leaders recognize that the work is not solely about your own leadership, but it is about how many leaders are shaped by your work and the legacy of leadership that is left behind. As leaders intentionally commit to their own learning, they also continually work to support the leadership of those at all levels.

As District leaders work to grow the capacity of not only themselves to serve as a leader, they also work to support and extend the abilities of those around them. In this video, Indigenous leaders and others discuss how they lead with humility and reciprocity.

 **YouTube** [Indigenous Perspectives on Humility: Growing the Capacity of Self and Others](#)

In the discussions, several themes emerged and are presented below. Following up on those themes, and while listening to the video, please consider the suggested questions to explore. Not all questions need to be considered, choose the questions that best fit the context in which the leadership work unfolds in your district, schools and communities.

#### **Humility as a Foundational Leadership Quality**

Humility is crucial in leadership, particularly in acknowledging that leaders do not have all the answers. This humility is reflected in the practice of listening deeply to others, especially to all voices in the community, before making decisions. The importance of not assuming knowledge but instead approaching leadership with a mindset of continuous learning is underscored.

- How do you demonstrate humility in your daily leadership practices?

- In what ways do you ensure that all voices in your community are heard before making decisions?
- How do you model the practice of acknowledging where your knowledge and ideas come from?

### **Respect for Cultural Context and Place**

A strong theme in this module is the importance of understanding and respecting the traditional culture, protocols, and the land on which leaders are working. Leaders are encouraged to be mindful of the place and people, recognizing that Indigenous ways of knowing and being offer valuable insights that can inform leadership practices.

- How well do you understand the cultural protocols and traditions of the land and people you serve?
- What steps have you taken to incorporate Indigenous ways of knowing into your leadership practices?
- How do you create a safe and inclusive space for dialogue about cultural diversity and the challenges of colonialism?

### **Building Relationships Through Presence and Engagement**

In the video, the leaders discuss the importance of building meaningful relationships by being present, engaging in the community, and showing respect through actions. This includes small acts of being visible in the community and genuinely connecting with people, which fosters trust and creates safe spaces for dialogue and growth.

- How do you build and maintain meaningful relationships with your community?
- In what ways do you show respect and commitment to the people you lead and serve?

### **Acknowledgment and Reciprocity**

There is a significant focus on acknowledging where knowledge and teachings come from, whether cultural or otherwise. This acknowledgment is seen as an act of respect and humility, ensuring that Indigenous knowledge is not appropriated but rather shared and passed on with respect to its origins.

- How do you ensure that the knowledge and teachings you share are properly acknowledged in your leadership practice?
- In what ways do you practice reciprocity in your leadership relationships?

- How do you acknowledge the contributions of others in your leadership decisions and actions?
- How do you integrate the concept of reciprocity into your decision-making processes?
- What steps do you take to avoid the appropriation of Indigenous knowledge in your work?
- How do you ensure that the Indigenous knowledge you incorporate into your leadership is passed on with the proper context and respect?
- In your leadership role, how do you foster an environment where acknowledgment and reciprocity are practiced by all?

### **Creating Safe Spaces for Leadership Development**

The leaders highlight the importance of creating environments where emerging leaders feel supported and safe to make mistakes and learn. This includes facilitating opportunities for others to lead, fostering a collaborative and supportive culture where everyone has the chance to grow.

- How do you create safe spaces for emerging leaders to grow and develop?
- What strategies do you use to ensure that your leadership team feels supported and valued?
- How do you balance leadership and management in your role?

### **Challenging Colonial Systems with Alternative Worldviews**

The discussion includes a critique of the existing colonial systems and structures that often do not serve Indigenous students well. The leaders suggest that embracing Indigenous worldviews and ways of being, which prioritize community, relationality, and holistic well-being, is an ultimate act of humility and necessary for creating more inclusive and effective educational environments.

- How do you acknowledge and address the limitations of colonial systems in your leadership?
- In what ways have you embraced Indigenous worldviews in your leadership practices?
- How do you challenge and change existing systems that do not serve the needs of all students, particularly Indigenous students?

These themes and the subsequent questions are intended to engage participants in a meaningful discussion about these leadership topics all under the umbrella of Growing the Capacity of Self and Others. The intention is to use the materials as a means of reflecting on how to apply these insights to improve leadership practices in districts.

There are many possible uses for the BCSSA Modules. Suggested uses include:

- Personally, for development of your own professional learning;
- Locally in district with either district/senior teams or principals and vice-principals;
- In Chapter meetings to facilitate table conversations and introductions to professional learning;
- In District to reflect upon the structures, strategies and practices that leadership teams should be considering; and
- Both in Chapters and locally to consider how you are structuring your district leadership opportunities to create both alignment and coherence.

We hope that you enjoy these materials, and we also welcome your feedback for other leadership modules to be considered, or for additional uses and explorations. For more information, please contact us through the BCSSA where our Leadership Competency Advisory Group will continue to refine and create additional learning opportunities and materials.