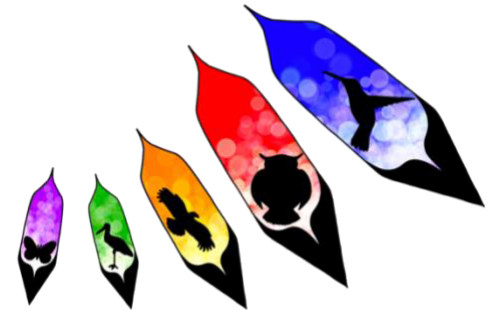# The Spirit of Leadership:
Professional Growth Plan Template

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

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

Reflection in practice:	
Areas of Strength:	**Areas to Develop:**
Supervisors Comment	
Date	Supervisors Signature

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.	Approach and demonstrate daily leadership practices with humility and curiosity. Model supportive, thoughtful risk-taking. Pose new and challenging questions about personal practices and assumptions.	Stimulate and support the curiosity and risk-taking of colleagues. Support and facilitate processes that engage colleagues in articulating, assessing, and attempting new practices. Recognize and celebrate innovative projects and routinely evaluate their success	Embed opportunities for innovation across the organization which demonstrate and foster trust and transparency. Foster a sense of broadly shared success for all children. Encourage and celebrate creative practices in all aspects of the organization.
Model and encourage evidence-informed decision making.	Seek and value diverse views and voices, and the diverse forms of evidence and values they articulate. Engage effectively with qualitative and quantitative data and methods. Collect, select, and critically employ high quality assessments and evidence for a given	Ensure active involvement of partners and community in selection, collection, and analysis of evidence. Encourage and empower teams to maintain ongoing links between evidence, decision making, reflection, and adjustments to plans.	Link evidence-informed decisions with strategic planning. Embed opportunities for the collection, selection, and analysis of evidence in all areas of the organization. Provide and articulate transparent

	context. Cite appropriate evidence in support of conclusions and make claims aligned with the evidence. Reconsider decisions in the face of new evidence and new interpretations of existing evidence. Draw upon internal and external expertise within and beyond the organization.	Provide opportunities for qualitative and quantitative literacy development. Lead groups in iterative, evidence-informed discussion of past decisions. Provide access to needed resources and expertise.	evidence to all stakeholders for decisions that impact the organization. Foster a culture of iterative decision making. Champion, exchange, and share internal expertise.
Use inquiry to transform life opportunities for all learners.	Model inquiry practices that champion the interests and perspectives of diverse learners. Translate inquiry into action that benefits all learners with a specific focus on equity.	Convene groups that, represent a diversity of perspectives and experiences for a particular issue. Demonstrate curiosity by fostering a culture of inquiry in which members of the group continually question how decisions may differentially impact students. Empower actions that benefit all learners.	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. Lead and nurture system-wide inquiries. Sustain collective attention on issues impacting vulnerable students with equity at the heart of dialogue and analysis.
Effectively share evidence.	Form arguments and plans that are clear in their use and citation of evidence. Model transparency in the use of evidence to make decisions.	Support groups in articulating their evidence to audiences of diverse points of view. Lead and facilitate discussions that balance confidentiality and transparency while building trust and confidence.	Provide all members of the organization with evidence that informs strategic planning and impacts the organization. Integrate evidence from across the organization. Embed data sharing platforms in everyday organisational practice. Contextualize evidence provided to the organization and community.

			Integrate data vertically and laterally (within and between schools, between the district and schools, and with other districts).
Foster ongoing inquiry on the links between strategic priorities, actions, and outcomes.	Demonstrate strategic priorities in personal inquiry practices. Articulate, explore, evaluate, and refine different theories of change.	Convene and empower groups that monitor, assess, reflect upon, and adjust actions leading toward strategic priorities. Challenge groups to articulate the ways in which their priorities will be enacted.	Articulate a shared understanding and vocabulary of organizational change. Maintain collective focus on shared priorities (within and beyond the district), collective action and observable outcomes which are publicly shared.

Reflection in practice:

Areas of Strength:	Areas to Develop:

Supervisors Comment	
Date:	Supervisors Signature

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

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Growing the capacity of self and others	Leading self	Leading teams	Leading organizations
	successful change processes.	theories of change.	language and the development of theories of change.
Model and support professional learning.	Seek out professional learning opportunities that both enhance and challenge personal knowledge, skills, and abilities. Model lifelong and humble professional learning.	Support colleagues in engaging in strong initial and ongoing professional learning. Ensure professional learning is available to colleagues both inside and outside of their usual contexts of work.	Support the creation and employment of internal expertise and the judicious and timely use of external expertise. Create and sustain systems to empower employees to identify professional learning challenges and opportunities.

Reflection in practice:

Areas of Strength:	Areas to Develop:

Supervisors' Comments:	
Date	Supervisors Signature

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, andthe 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 prioritiesare 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 andunderstandings.
- Use language that reflects Indigenous worldviews to de-colonize thinking, actions, and processes.

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

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

Reflection in practice:	
Areas of Strength:	**Areas to Develop:**
Supervisors Comment	
Date	Supervisors Signature

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 ofthe district, systems must continually work to avoid fragmentation so that our always finite time, resources, and energy can focus onthose 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	Leading Organizations
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.
Model the values of the learning agenda.	Act in accordance with the values of the district's learning agenda.	Align team efforts with the learning agenda. Connect the concrete problems teams face	Build and nurture a culture of learning across the district.

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

Reflection in practice:

Areas of Strength:	Areas to Develop:
Supervisors' Comments:	
Date	Supervisors Signature

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