



School Leaders

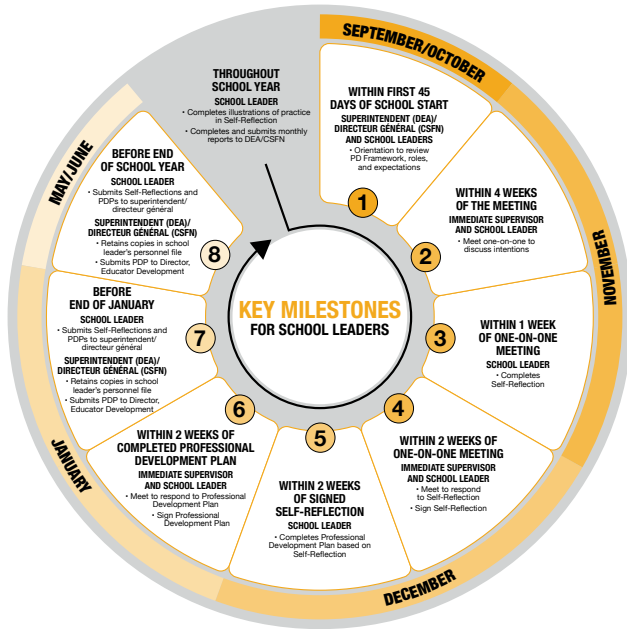
SELF-REFLECTION

SCHOOL LEADER SELF-REFLECTION

This Self-Reflection must be signed by both the school leader and their immediate supervisor (i.e, principal for vice-principal; superintendent or directeur général for principal) three (3) times during the school year. See the Key Milestones graphic below for the steps at which the Self-Reflection must be signed. For further information, consult the *Professional Development Framework Handbook for School Leaders*.

SCHOOL LEADER NAME: _____ ROLE: _____ SCHOOL YEAR: _____

IMMEDIATE SUPERVISOR NAME: _____ SCHOOL: _____



STEP 4

SCHOOL LEADER SIGNATURE: _____

IMMEDIATE SUPERVISOR SIGNATURE: _____

DATE: _____

STEP 7

SCHOOL LEADER SIGNATURE: _____

IMMEDIATE SUPERVISOR SIGNATURE: _____

DATE: _____

STEP 8

SCHOOL LEADER SIGNATURE: _____

IMMEDIATE SUPERVISOR SIGNATURE: _____

DATE: _____

SCHOOL LEADER SELF-REFLECTION

How do I use the School Leader Self-Reflection and what does it measure?

The School Leader Self-Reflection tool measures your own assessment of how well you demonstrate specific leadership actions drawn from the Nunavut Professional Standards for School Leaders. The School Leader Self-Reflection identifies your leadership practice along the developmental pathway. To complete the assessment, please respond to the 92 questions found in the five Standards on the following pages using the scoring guides found at the top of each question set. Your assessment of your leadership behaviour through your responses to each of the questions indicates your point of current practice and future focus on each of the Professional Standards. Once you have completed all of the questions you will be able to view your current level of proficiency in each of the five Professional Standards.

STANDARD	SCORE	CAREER STAGE	INTERPRETATION
PROFESSIONAL KNOWLEDGE			
Standard 1: Know how to lead the management of the school			Refer to the descriptor at each career stage.
PROFESSIONAL PRACTICE			
Standard 2: Leading teaching and learning			
Standard 3: Developing self and school staff professional learning			
Standard 4: Leading improvement, innovation, and change			
PROFESSIONAL ENGAGEMENT			
Standard 5: Leading and working with the community			

CAREER STAGE	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
Transitional	1-26	1-18	1-29	1-18	1-21
Confident	27-52	19-37	30-59	19-37	22-42
Proficient	53-74	38-56	60-89	38-56	43-63
Lead	75-105	57-75	90-120	57-75	64-85

SCHOOL LEADER SELF-REFLECTION

PROFESSIONAL KNOWLEDGE

STANDARD 1

Know how to lead the management of the school

School leaders use a range of data management methods and technologies to ensure that school resources and staff are efficiently organized and managed to provide an effective and safe learning environment that conforms with government mandates and adheres to generally acceptable financial practices. This includes meeting professional ethics and responsibilities, appropriate delegation of tasks to members of the staff, and the monitoring of accountabilities. School leaders ensure these accountabilities are met. They seek to build a successful school through effective collaboration with superintendents or directeur général, district education authorities (DEAs)/Commission scolaire francophone du Nunavut (CSFN), Department of Education divisional staff, parents/guardians, and others. They use technologies effectively and efficiently to meet the best interests of all students.

Choose the option that best reflects you:	5 Very true	4 True	3 Somewhat true	2 Somewhat untrue	1 Untrue	0 Not applicable	Option (5-0)
1	When others are showing signs of stress, I take time to understand their issues and provide support						
2	I have set management goals that are clear, challenging and attainable						
3	I have allocated key staff to be responsible and accountable for the outcomes of their teams						
4	When circumstances change, I am able to adapt easily to changes in school plans and priorities						
5	I regularly use data as the basis for targeted quality feedback						
6	I have processes in place that ensure all staff understand and carry out their roles, contributing to the smooth running of the school						
7	In the past three months, I have reviewed student progress data and made plans to address issues that the data raises						
8	I have a clear process for initiating and implementing change at my school						
9	This school year I have supported improvements at our school driven by new research						
10	I am able to attract and retain good staff						
11	This school year I have adapted a set plan of action in direct response to local, social or political circumstance						
12	I have a long-term strategic management plan that takes into account trends and challenges I have identified						
13	In the last month, I have used multiple metrics and data points to support my management decisions						

PROFESSIONAL KNOWLEDGE

STANDARD 1

Know how to lead the management of the school

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Choose the option that best reflects you: **5** Very true **4** True **3** Somewhat true **2** Somewhat untrue **1** Untrue **0** Not applicable

Option
(5-0)

14 I review our inclusive practices annually through school community surveys, and draw on my knowledge to act on the results

15 This school year I have updated one or more management processes to better align with our school's values

16 To help guide school decisions, I have innovative processes in place to gather feedback from the school community

17 This school year I have actively consulted with the DEA/CSFN on relevant school plans

18 When making decisions regarding resource allocation I consider the impact on students

19 I like to delegate decisions to others rather than doing everything myself

20 I have an annual review process for evaluating and adapting resource allocation to match school priorities

21 I am very familiar with my legal obligations as a supervisor

STANDARD 1 SCORE (OUT OF 105)

AREAS OF STRENGTH

AREAS FOR DEVELOPMENT

SCHOOL LEADER COMMENTS

IMMEDIATE SUPERVISOR COMMENTS

PROFESSIONAL PRACTICE

STANDARD 2 Leading teaching and learning

School leaders create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. School leaders have a key responsibility for promoting bilingualism in the learning environment; developing a culture of effective teaching; leading, designing, and managing the quality of teaching and learning; and students' achievement in all aspects of their development, including students learning in their second language. School leaders are responsible for ensuring that the school follows the requirements set out in Nunavut's inclusive education regulations and that the principles of Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV) are actively respected, embedded in teaching materials, and utilized in the delivery of the curriculum. They set high expectations for the whole school through careful collaborative planning, monitoring, and reviewing the effectiveness of learning. School leaders set high standards of student behaviour and attendance, encouraging active engagement and a strong student voice.

Choose the option that best reflects you:	5 Very true	4 True	3 Somewhat true	2 Somewhat untrue	1 Untrue	0 Not applicable	Option (5-0)
22. If students are not meeting learning goals, I feel responsible for ensuring changes are made that will help them							
23. I set clear expectations that all activities in my school contribute toward improving learning outcomes							
24. I regularly review how all the learning and development activities impact on student outcomes							
25. In the last school year I have implemented an improvement project in my school to help better meet the needs of a specific group of students							
26. I have a rigorous annual review process in place to ensure the curriculum delivers the best learning environment in my school							
27. Staff members are keen to discuss ideas with me about improving student learning							
28. Staff members regularly approach me for advice on how to improve their pedagogical knowledge, understanding, or skills							
29. I have developed regular and effective processes to collect the information I need to make strategic decisions about improving teaching and learning at my school							
30. Staff members often come to me for guidance on improving their practice							
31. I recognize high-quality teaching outcomes and share good new stories with staff, students, and the wider school community							
32. When there is no improvement in a student's achievement, I ensure individualized learning plans are established and monitored							
33. In order to enrich the student learning experience, I have sought expertise from at least two external organizations this school year							

PROFESSIONAL PRACTICE

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Choose the option that best reflects you: **5** Very true **4** True **3** Somewhat true **2** Somewhat untrue **1** Untrue **0** Not applicable

Option
(5-0)

34. When making decisions my first thought is around the impact on our students' learning

35. I have led the development of challenging learning goals for this school year, ones which students, parents/guardians, and teachers support

36. When making decisions on how to better impact on student learning, I always start by reviewing the data

STANDARD 2 SCORE (OUT OF 75)

AREAS OF STRENGTH

AREAS FOR DEVELOPMENT

SCHOOL LEADER COMMENTS

IMMEDIATE SUPERVISOR COMMENTS

PROFESSIONAL PRACTICE

STANDARD 3

Developing self and school staff professional learning

School leaders work with school staff to build a professional learning community that is focused on inclusion, due process, and continuous improvement of teaching and learning. Through managing performance, effective continuation of professional learning, and feedback, they work with all staff to prioritize their professional learning needs and to set high professional standards and practice sound professional ethics in accordance with the Nunavut Teachers' Association Code of Ethics and the Nunavut Public Service Code of Values and Ethics. They model effective leadership and are committed to their own ongoing professional development and personal health and wellbeing, and seek support from others where necessary.

Choose the option that best reflects you:	5 Very true	4 True	3 Somewhat true	2 Somewhat untrue	1 Untrue	0 Not applicable	Option (5-0)
37. This school year I have had individual discussions with at least three staff on how their daily work supports the school vision							
38. I have a clear understanding of the current gaps and learning needs of the staff at my school							
39. I regularly talk to staff about their professional learning plans and how they connect to the goals of the school							
40. This school year I have contributed to professional learning at a territorial, national, or global level							
41. All staff in my school are involved in a process of observation and feedback							
42. In my school there is a process for sharing the professional learning that staff undertake							
43. I actively seek out opportunities for talented staff to develop their leadership potential							
44. I have a personal professional growth plan that I use to help me better meet my school goals							
45. I evaluate the impact on student outcomes of my own and the staff's professional learning							
46. I ensure regular opportunities are provided for staff to discuss how they reflect on and use structured feedback to improve their practice							
47. I encourage all teachers to be actively involved in broader networks							
48. I have at least one school leader that I currently support as a mentor							
49. I manage my stress levels by prioritizing time to be involved in activities other than work							
50. I have procedures in place to address underperformance in the teaching practice, and use them when required							
51. In my school, teachers regularly observe each other's teaching and provide feedback							

PROFESSIONAL PRACTICE

STANDARD 3

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Choose the option that best reflects you: **5** Very true **4** True **3** Somewhat true **2** Somewhat untrue **1** Untrue **0** Not applicable

Option
(5-0)

52. In the last six months, I have sought formal feedback and made changes to my leadership behaviour based on this

53. In the past week, I have praised a staff member for improving their practice

54. Through a deliberate conversation, I have recently challenged a good performer to get even better

55. I love it when my team challenges me

56. At least annually, I adjust roles and responsibilities within my school so that talented staff have the opportunity to develop

57. I invest significant amounts of time coaching staff and expect other staff members to do the same

58. My staff would say that I model and maintain high levels of professional behaviour and ethical standards

59. The people I work with know what values are important to me

60. I have frequent conversations with staff about what high-quality teaching looks like

STANDARD 3 SCORE (OUT OF 120)

AREAS OF STRENGTH

AREAS FOR DEVELOPMENT

SCHOOL LEADER COMMENTS

IMMEDIATE SUPERVISOR COMMENTS

PROFESSIONAL PRACTICE

STANDARD 4

Leading improvement, innovation, and change

School leaders work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities. They recognize that a crucial part of the role is to lead and manage innovation and change to ensure the vision, expressed through government mandates, and the School Improvement Plan, is put into action across the school and that its current and future goals and intentions are realized.

Choose the option that best reflects you:	5 Very true	4 True	3 Somewhat true	2 Somewhat untrue	1 Untrue	0 Not applicable	Option (5-0)
61. At least twice in the past school year, I have shared management practices with other school leaders in my network							
62. I encourage staff to use innovative approaches to improvement							
63. During times of change, I spend significant time supporting staff							
64. I love the challenge of convincing others about the need for change							
65. My staff would say that at our school, we are willing to try new things, accepting that some may not work							
66. At my school in the last year, innovations have been implemented that have resulted in improved student learning							
67. I think technology makes my work easier							
68. I regularly read up on what other organizations have done to inform my management decisions							
69. I am currently involved in one or more professional networks which contribute to system-wide innovation and improvement							
70. I find it easy to name three recent pedagogical developments							
71. At the end of any change process I always take the time to evaluate the effectiveness of the change through feedback from others							
72. I am always an early adopter of technology at my school							
73. I constantly encourage staff to try out new technologies in the classroom							

PROFESSIONAL PRACTICE

STANDARD 4

Leading improvement, innovation, and change

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Choose the option that best reflects you: **5** Very true **4** True **3** Somewhat true **2** Somewhat untrue **1** Untrue **0** Not applicable

Option
(5-0)

74. I recently led a discussion with other leaders which explored new ideas that could help improve the system

75. Others would say I am a change leader, someone who is always trying to challenge the system to achieve excellence

STANDARD 4 SCORE (OUT OF 75)

AREAS OF STRENGTH

AREAS FOR DEVELOPMENT

SCHOOL LEADER COMMENTS

IMMEDIATE SUPERVISOR COMMENTS

PROFESSIONAL ENGAGEMENT

STANDARD 5

Leading and working with the community

School leaders embrace inclusion and help build a culture of high expectations that takes into account the richness and diversity of the local community, wider school community, and the education system. They develop and maintain positive partnerships with students, parents/guardians, and all those associated with the wider school community. They create an environment of respect, taking into account the cultural, social, physical, and mental health and well-being of students and parents/guardians. In light of current legislation, they promote sound lifelong learning; respect for Inuit culture; diversity of the Nunavut population; and recognize and engage the school in the rich and diverse linguistic and cultural resources in the school and community.

Choose the option that best reflects you:	5 Very true	4 True	3 Somewhat true	2 Somewhat untrue	1 Untrue	0 Not applicable	Option (5-0)
76. When implementing changes, I work hard to develop staff and community champions to support me							
77. In the last three months I have taken action on at least four occasions to connect with hard-to-reach parents/guardians							
78. I give staff and the school community the time they need to provide feedback and adjust to any changes							
79. I have several very strong partnerships across the local community and with external stakeholders							
80. My local community knows that our school facilities are available for use							
81. I have reviewed our school values to ensure they support the inclusion of all members of the school community							
82. I use multiple communication approaches, including technology, to involve parents/guardians in their child's learning							
83. I have strategies in place to encourage all families to participate in the life of the school							
84. I make sure my school policies promote the understanding of, and respect for, Inuit Societal Values, Inuit Qaujimajatuqangit, and other culturally and linguistically diverse communities							
85. I am familiar with other school(s) in my community and am closely involved with them							
86. Every three months, I share our school results and how we achieved them with the school community							
87. I can clearly explain the strengths and needs of my community to others							
88. In the last three months, I have had at least three conversations with parents/guardians about their important role in student achievement							
89. I have developed active partnerships with at least one local community group							

PROFESSIONAL ENGAGEMENT

STANDARD 5

Leading and working with the community

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Choose the option that best reflects you: **5** Very true **4** True **3** Somewhat true **2** Somewhat untrue **1** Untrue **0** Not applicable

Option
(5-0)

90. I am proactive in partnering with other agencies on student well-being issues

91. I canvass relevant stakeholders before setting any strategies for learning at my school

92. Other schools and agencies see me as a valued partner, committed to driving excellence across the education system

STANDARD 5 SCORE (OUT OF 85)

AREAS OF STRENGTH

AREAS FOR DEVELOPMENT

SCHOOL LEADER COMMENTS

IMMEDIATE SUPERVISOR COMMENTS

ILLUSTRATIONS OF PRACTICE

Standard 1: Know how to lead the management of the school

Standard 2: Leading teaching and learning

Standard 3: Developing self and school staff professional learning

Standard 4: Leading improvement, innovation, and change

Standard 5: Leading and working with the community

SCHOOL LEADER SELF-REFLECTION

ILLUSTRATIONS OF PRACTICE

Standard 1: Know how to lead the management of the school

Tasked an experienced learning coach to be responsible and accountable for the School Literacy Team, and student literacy scores have increased by 5% overall since then (see Question 8 of the DEA/CSFN School Leader Monthly Report for October); reviewed November student data and found an increase in students arriving late to school (8% to 10% increase), and took steps to address this issue including discussing lateness with parents and students and they agreed to try to be at school on time (see Question 9 of the DEA/CSFN School Leader Monthly Report for November); successfully recruited a new full-time teacher for this school year who specializes in English as a Second Language education; held a meeting between teachers, parents and community leaders to make recommendations and gather feedback about improvements that could be made to the school (see Question 6 of the DEA/CSFN School Leader Monthly Report for November)

Standard 2: Leading teaching and learning

Met with several Grade 3 students who were not meeting their learning goals in math and literacy, I spoke with the student support teacher who is now working with them and all Grade 3 students now have passing grades in math and literacy; a teacher was struggling with behaviour issues with two students in her class, I met with her several times to share strategies and advice for addressing the issues, she applied these strategies and those students are no longer disrupting the classroom; a teacher approached me about putting on a school play that would demonstrate Inuit Societal Values in students' lives, and we organized the event together, staff and students learned a lot from it and parents enjoyed it (see Question 4 of the DEA/CSFN School Leader Monthly Report for February)

Standard 3: Developing self and school staff professional learning

Held an initial meeting and follow-up meetings each term with every teacher, language specialist, learning coach and student support teacher to review their progress on their Professional Development Plans and discuss what supports I could provide to help them reach their goals; instituted an informal buddy system for teachers and language specialists to observe each others' teaching once a month and provide constructive feedback; students of one of the teachers had relatively low math scores compared to other classes (10% lower), so I arranged for the teacher to be given extra support from a Learning Coach who specializes in math and now his students' math scores have increased by 22%

Standard 4: Leading improvement, innovation, and change

Had several phone calls with my DEA throughout the year to discuss new ideas to engage students and improve learning, such as field trips with conservation officers (see Question 3 of the DEA/CSFN School Leader Monthly Report); met with my superintendent and other RSO staff to discuss the benefits of starting a nutritious breakfast program for students, and we will be piloting the program at my school next year with support from local businesses (see Question 5 of the DEA/CSFN School Leader Monthly Report for April); met with teachers, language specialists and student support teachers to evaluate the use of tablets in the classroom which had been introduced at the beginning of the school year, and discuss what was working/not working and how they could be better utilized going forward

Standard 5: Leading and working with the community

Attended community council meetings to inform the local community that school facilities could be made available for community events; invited Elders, other community residents, and departmental staff to attend the school play that students put on about Inuit Societal Values (see Question 4 of the DEA/CSFN School Leader Monthly Report for February); sent letters and emails, and posted Facebook messages throughout the school year to let parents know about school events and how they can get involved with their children's learning (see Question 2 of the DEA/CSFN School Leader Monthly Report); twice this year arranged for nurses from the Department of Health to talk with students and educate them about health issues such as proper diet, exercise, and brushing their teeth everyday