

Leading the Way: Visionary Leadership for System-Wide Impact: Participant Reflection

Reflective Questions			
1. Vision, Alignment, and Impact - What is the shared vision for instructional leadership across the division, and how is it communicated, reinforced, and modeled at all levels? - In what ways are system structures and leader actions aligned with the division’s three-year education plan and assurance model? - How are you intentionally creating coherence between division priorities, school improvement goals, and principal growth goals? - How do your decisions and practices signal that instructional leadership is central to your role? - What impact do you want to see for students, and what must teachers and school leaders do to achieve it? 2. Leadership Role, Identity, and Capacity Building - As a system leader, who have you been, and who are you becoming? - How do those you lead experience your leadership presence and identity each day? - How do you ensure your conversations with principals are developmental and coaching-focused rather than transactional? - What intentional actions have you taken to strengthen principals as instructional leaders? - How are you differentiating your support based on a principal’s readiness, context, or growth trajectory? - What capabilities need to be built at the system and school levels to foster a stronger culture of learning and leadership? 3. Structures, Collaboration, and System Support - How do current division structures, processes, and routines reflect and reinforce a commitment to instructional leadership? - What similarities or shared practices across schools support consistent teaching and learning expectations? - How might existing processes be enhanced or reimaged to strengthen instructional leadership and collaboration? - How are professional learning goals for school leaders supported and connected to divisional priorities? - What barriers to collaboration or leadership development exist, and how might they be reduced? - As collaboration deepens, what new structures or routines might be needed to sustain engagement and improvement? 4. Evidence, Inquiry, and Continuous Improvement - What evidence and data are used to inform leadership development and instructional practices across the system? - How do you triangulate and revisit evidence (walkthroughs, coaching conversations, student learning indicators) to make growth visible? - How might you strengthen how evidence informs school and system planning, making it a tool for learning rather than compliance? - How can inquiry visits and reflection processes evolve to foster generative dialogue that drives transformation? - What might you do differently to help schools use evidence and reflection as drivers of innovation and improvement? - What are you most curious about in your leaders’ practices, and how will that shape your next steps for support?		Vision, Alignment & Impact	Leadership Role, Identity & Capacity Building
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