



For generations, Coast Salish weavers have transformed the splendor of the land into powerful and beautiful woven pieces. Weaving is one way to connect our learning to the land and territories upon which we work and learn in Surrey. Leadership is action, but it is also reflection, collaboration and learning. The leadership competencies on this page are intended to create and promote a shared vision, clarity of understanding and a common language around effective and high-impact school leadership. In weaving, the warp is the longitudinal yarn that provides the stationary tension through which the transversal weaving (the weft) rests. The warp in our competencies are the three orientations in the column headings that describe Surrey leaders who are motivated by moral purpose and vision, are curious and bring an inquiry mindset, and are committed to diversity, equity and inclusion. Through these orientations, leaders take ownership of and lead the five competency areas, which are the rows (weft) in the chart below. The intersection of the competencies and the orientations (the bulleted points in the grid) describe the fabric of leadership in action in Surrey Schools.

LEADERSHIP ORIENTATIONS

Moral Purpose and Vision

Curiosity and Inquiry

Diversity, Equity and Inclusion

LEADERSHIP COMPETENCIES

Leads, Promotes and Develops Learning by Design

- Develops, communicates and acts upon a clear vision centred on learning
- Models a passionate commitment to making a difference in the lives of all learners
- Embraces, promotes and leads an evidence-enriched and expansive view of learning and teaching

- Understands learning as inquiry
- Engages in inquiries side-by-side with other educators
- Models, promotes and leads learning through an inquiry mindset

- Infuses and embeds Indigenous practices, First Peoples' Principles of Learning, and culturally responsive practices
- Collaboratively creates a culture of both challenge and support for every learner
- Promotes and develops inclusive structures, processes and school policies

Leads, Promotes and Develops Community Connections, Collaboration and Networks

- Cultivates trust within the school and the wider community
- Collaborates with transparency in co-creating a vision for the school
- Connects with and contributes to the larger learning ecosystem
- Creates and sustains opportunities for dialogue to exchange learning

- Models community inclusion in school-based inquiries
- Enables a coaching culture for collaborative practices
- Actively seeks feedback from within and outside the school

- Models inclusive and collaborative leadership
- Actively engages student voice, agency and choice
- Fosters understanding and reconciliation and embeds equity and inclusion in team learning
- Takes responsibility to nurture mutually trusting relationships with local and urban First Peoples

Leads, Promotes and Develops Innovation, Transformation and Continuous Improvement

- Ensures the vision for transformation and continuous improvement is focussed on core values
- Thinks and acts creatively, adaptively, courageously and strategically
- Creates structures and processes for sharing knowledge and innovation
- Develops and inspires confidence as a learner and leader

- Explores, establishes, and nurtures conditions for transformation and improvement
- Encourages risk-taking for professional learning
- Develops and checks theories of change to guide collective action
- Embeds use of external, classroom and experiential evidence and research to inform decisions and evaluate impact

- Seeks leadership potential in diverse leaders and diverse voices
- Draws on strengths and interests of others
- Nurtures a safe and trusting environment

Attends to Own and Others' Learning, Growth and Well-Being

- Brings to life a school vision of a learning and compassionate culture where the growth and well-being of all, including self, are valued and ensured
- Infuses evidence-informed SEL practices
- Intentionally fosters and grows leadership in others

- Develops and nurtures a culture of coaching and mentoring
- Embraces evidence-enriched practices that promote well-being, learning and growth
- Models resiliency and self-reflection in sustaining professional learning and positive relationships

- Embraces and models continuous learning about others' ways of knowing and evidence-informed inclusive practices
- Takes responsibility for developing a culture of inclusion
- Attends to and embeds structures that build trust and develop a sense of belonging

Leads the Management of the School

- Acts with accountability, responsibility and transparency in the use of public funds
- Aligns management of resources with the vision and values of the school and district
- Communicates resource management vision with school community and seeks input from parents, students, staff and district

- Regularly examines processes, structures, and use of resources
- Understands and works through ambiguity
- Employs inquiry to review alignment between resource use and the vision, values, and experiences of learners

- Attends to the unique needs of Indigenous families
- Ensures a safe and caring school environment for all
- Looks for ways to create and embed systems and processes that equitably distribute resources
- Attends to supervision, class organization and other management duties with a lens of equity and inclusion