



CASSA 2022

Reimagining Leadership for Learning

Jordan Tinney

jordantinney@shaw.ca

Territorial Acknowledgement

We wish to acknowledge the traditional unceded territory of the Wolastoqiyik, Mi'kmaq and Peskotomuhkati peoples. This territory is covered by the "Treaties of Peace and Friendship" which these nations first signed with the British Crown in 1726.

The treaties did not deal with the surrender of lands and resources, but in fact recognized Mi'kmaq, Peskotomuhkati and Wolastoqiyik title and established the rules for what was to be an ongoing relationship between nations.

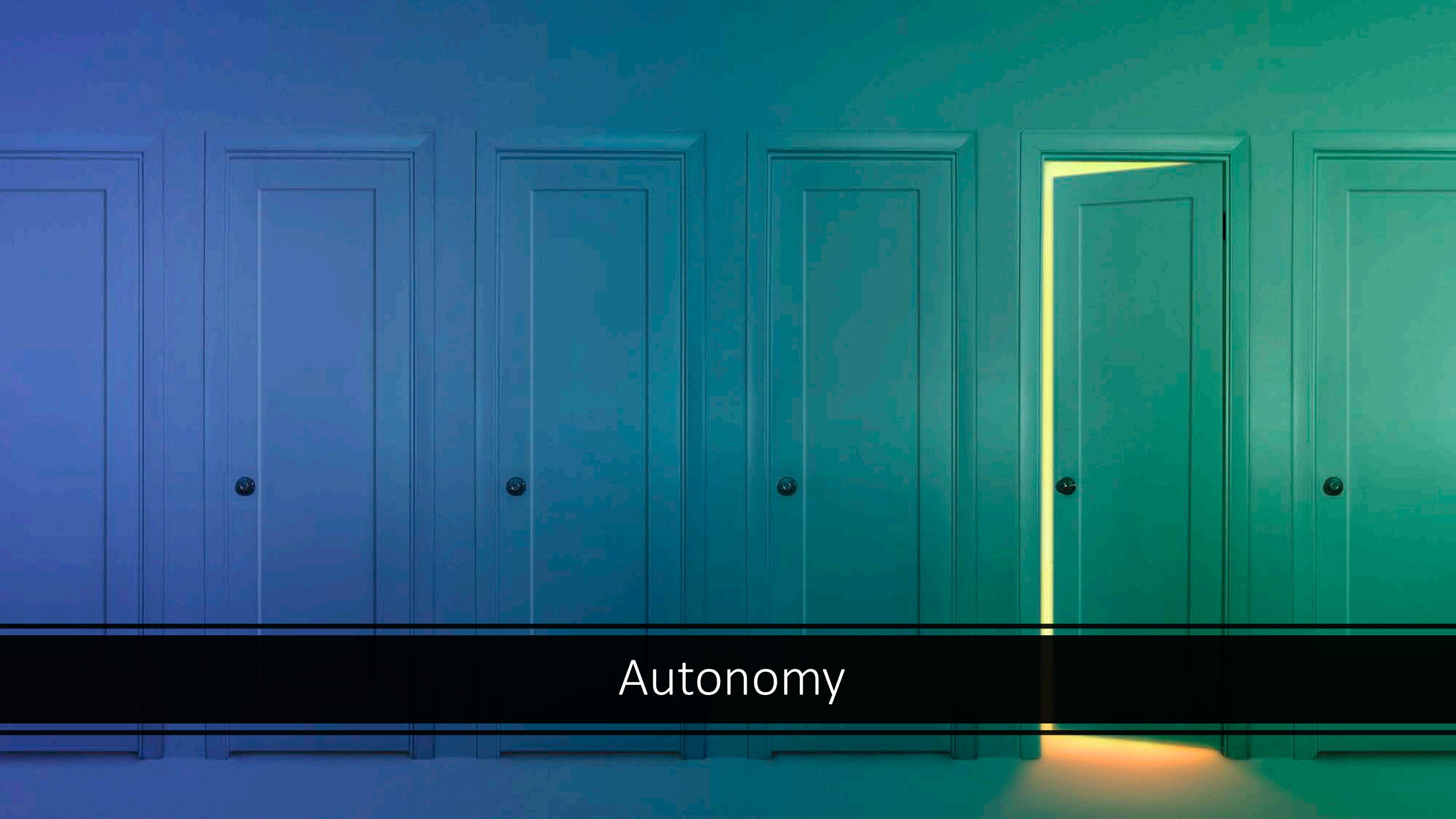
We pay respect to the elders, past and present, and descendants of this land. We honour the knowledge keepers and seek their guidance as we strive to develop closer relationships with the Indigenous people and the land in New Brunswick.



Our time together



What
motivates us
in our
leadership
journey?



Autonomy



Mastery



Purpose

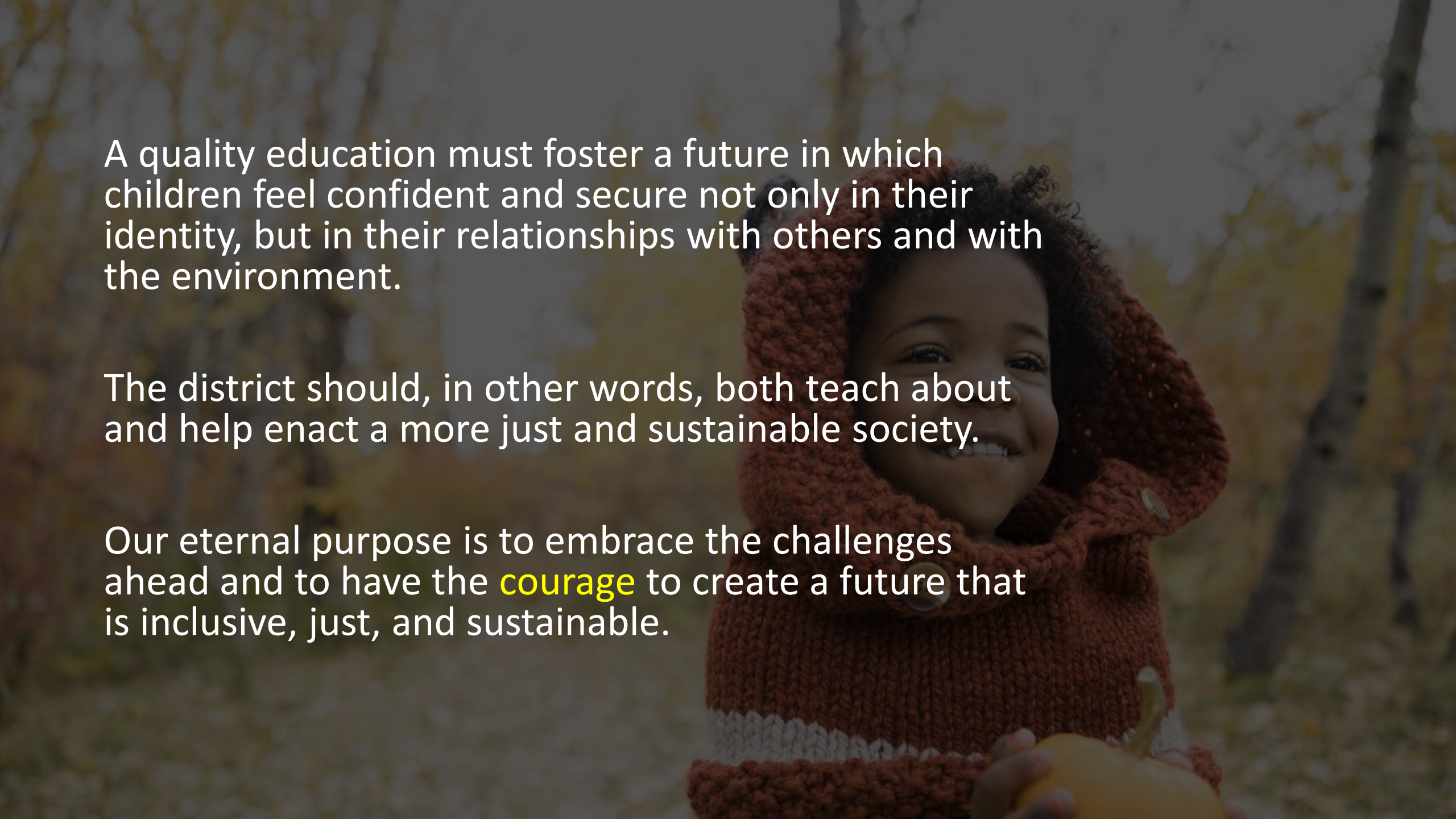


Reimagining leadership



Stewards for the future





A quality education 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.

Our eternal purpose is to embrace the challenges ahead and to have the **courage** to create a future that is inclusive, just, and sustainable.



Foster cultures of curiosity and inquiry



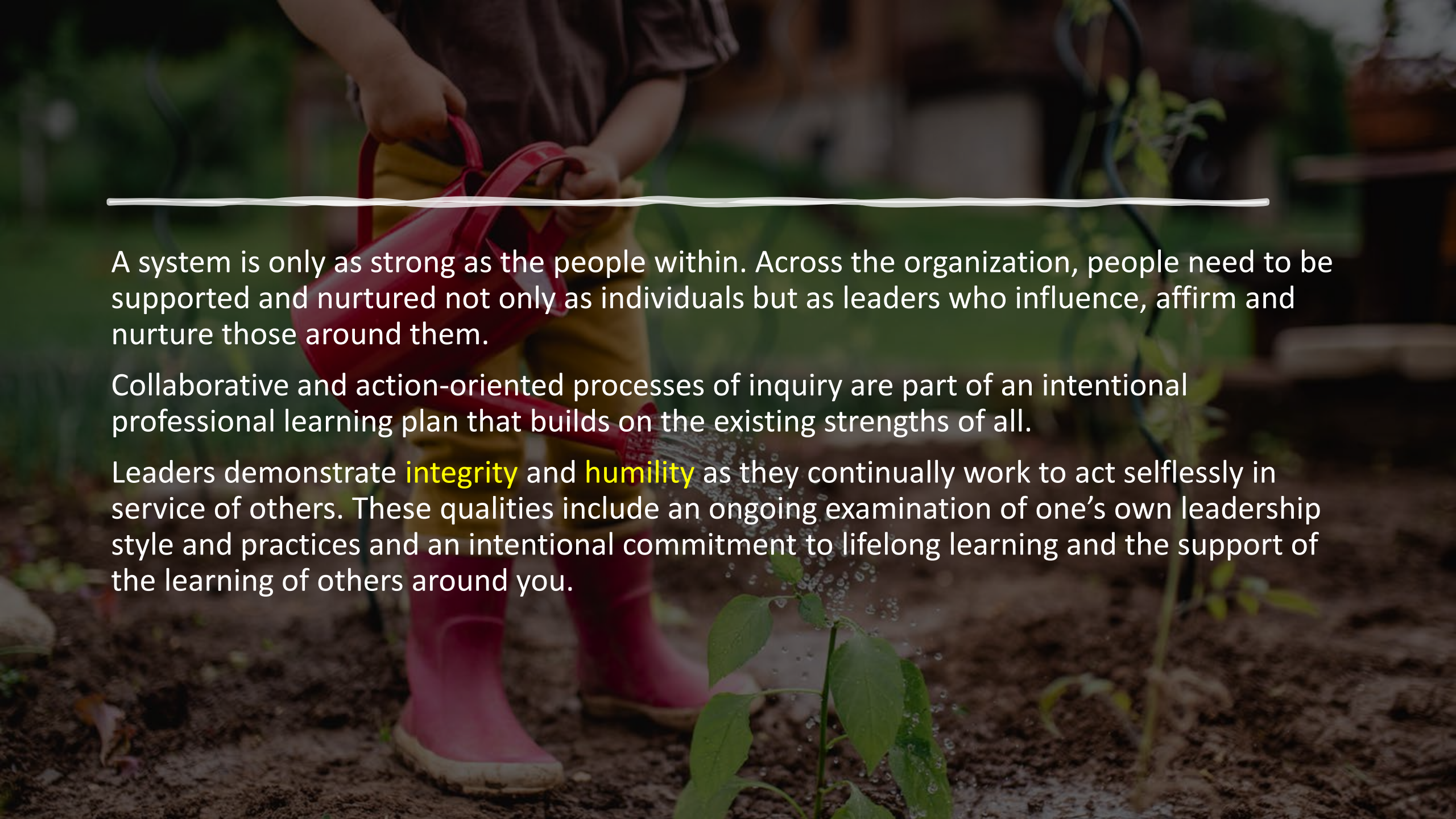
Inquiry is curiosity in action and is a lived daily practice and mindset.

The ongoing development of collaborative processes and participating in reflective practice are at the heart of our work.

Inquiry is about demonstrating **honesty** in reflection and unearthing truth about what we know and the steps we should be taking together.



Growing the capacity of self and others

A child wearing a brown shirt, yellow pants, and pink rain boots is watering a small green plant in a garden. The child is holding a red watering can. The background is a blurred garden scene with other plants and a wooden fence.

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.

Collaborative and action-oriented processes of inquiry are part of an intentional professional learning plan that builds on the existing strengths of all.

Leaders demonstrate **integrity** and **humility** as they continually work to act selflessly in service of others. These qualities include an ongoing examination of one's own leadership style and practices and an intentional commitment to lifelong learning and the support of the learning of others around you.

A close-up photograph of a woman with her eyes closed and a joyful smile. Her face is covered in vibrant, multi-colored paint splatters in shades of red, yellow, blue, and green. She is wearing a purple garment with intricate floral embroidery. The background is softly blurred, showing other people also covered in paint, suggesting a festive or cultural celebration. The overall lighting is warm and slightly dim, creating an intimate and celebratory atmosphere.


Contextual Literacy

A woman is shown from the chest up, her face and clothing covered in a thick layer of multi-colored powder (red, yellow, blue, green). She has her eyes closed and a joyful smile, suggesting she is participating in a cultural or religious festival. The background is dark and out of focus.

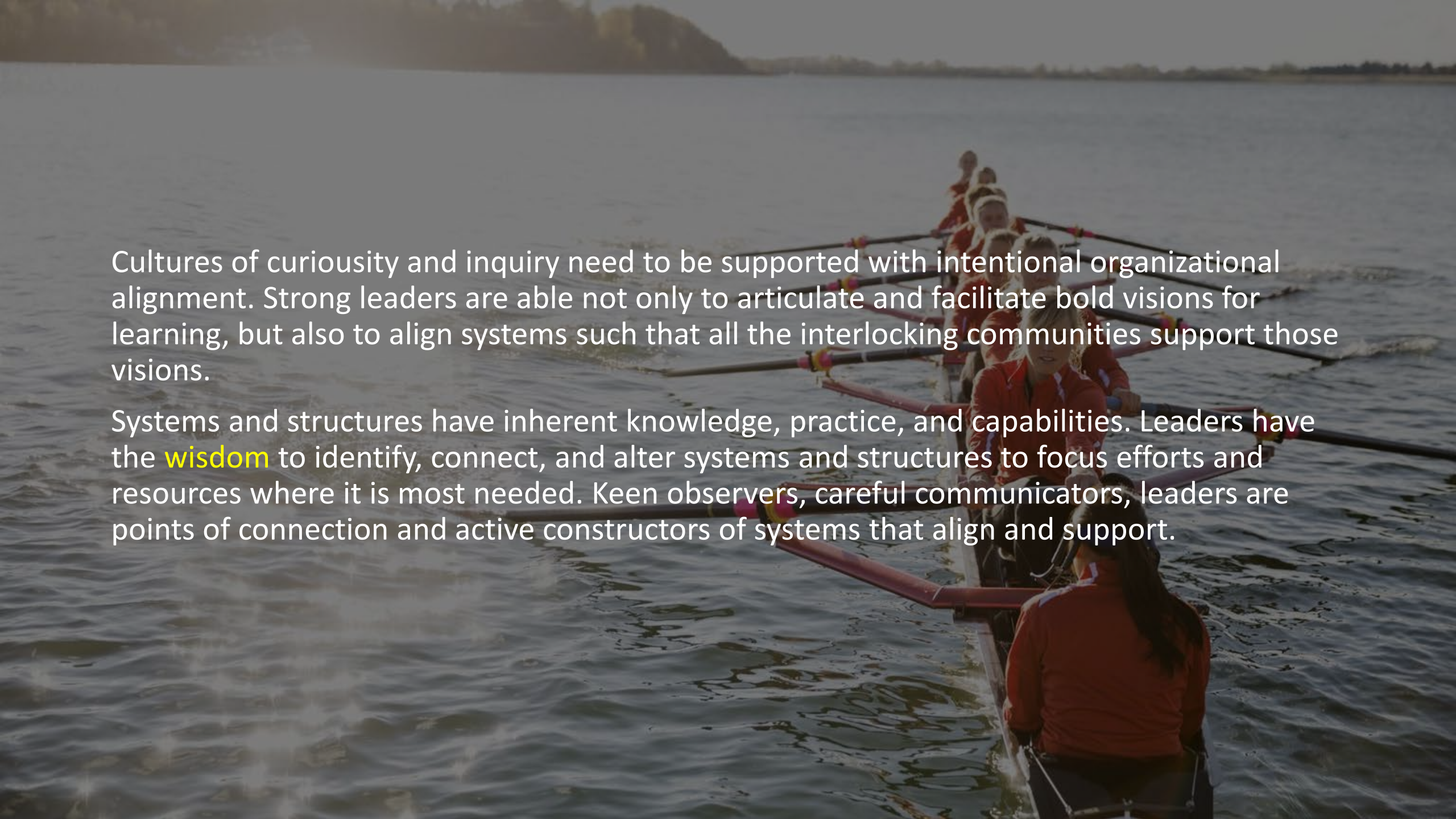
System leaders must develop high levels of contextual literacy with respect both to external and internal systems.

Leaders need to speak the language of the systems with which they interact, understand how those systems work and change, and ensure that priorities are supported through these complex interactions.

We are shaped by, and we in turn shape the systems and relationships that surround us. Leaders **respect** and acknowledge the power of culture and context and **balance** the needs and knowledge presented by internal and external systems and partners. Leaders “read the land” of the organization within and nurture healthy, transparent, and inclusive cultures.

A rowing team of several women in orange jackets is shown from a rear perspective, rowing a long boat on a large body of water. The water is dark and shows some splashing from the oars. The background is a hazy, overcast sky and a distant shoreline with trees. The text "Aligning Structures with the Vision for Learning" is overlaid in white, centered on the image.

Aligning Structures with the Vision for Learning

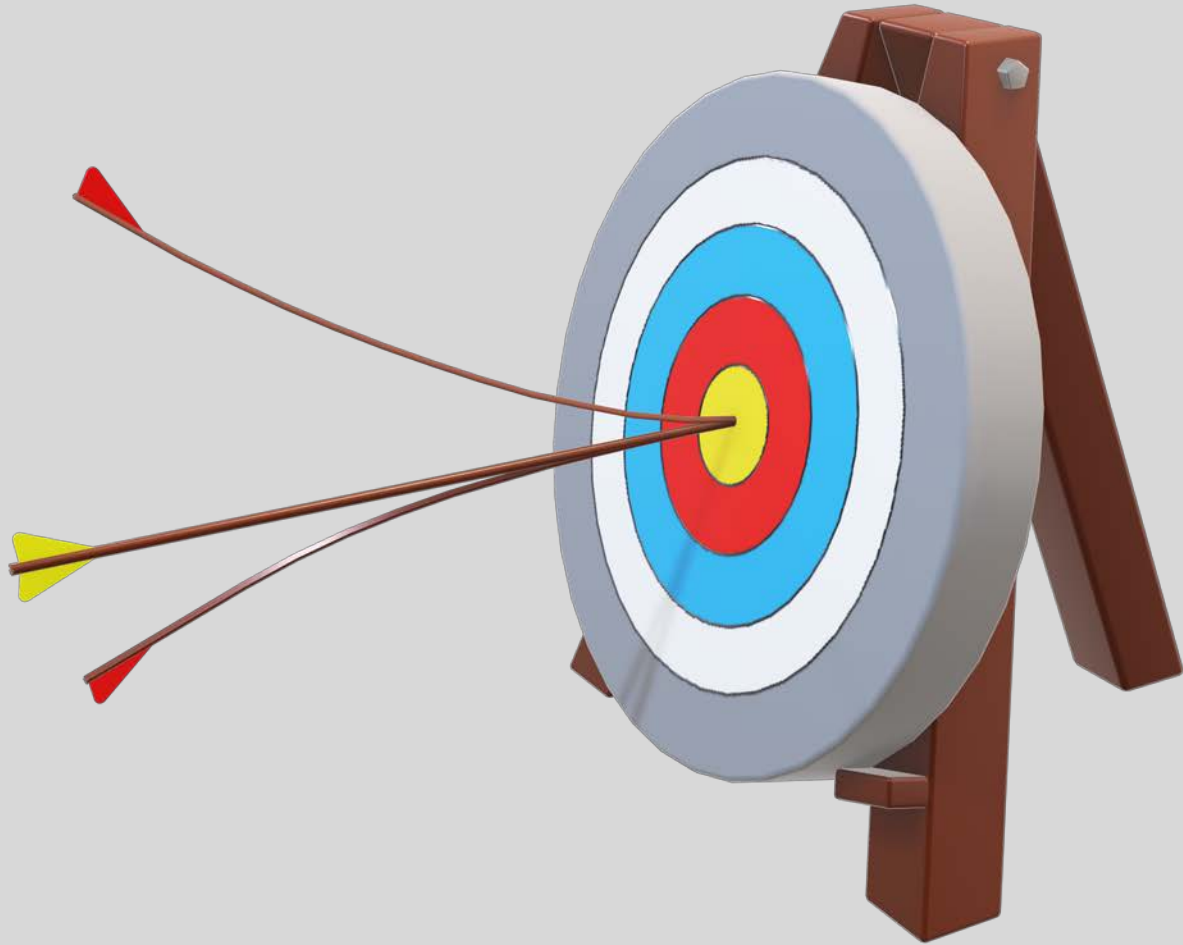
A rowing team in a boat on a lake. The rowers are wearing red jackets and are captured in a synchronized rowing motion. The water is dark and rippled, and the background shows a hazy shoreline with trees and a hill under a soft, overcast sky.

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 support those visions.

Systems and structures have inherent knowledge, practice, and capabilities. Leaders have the **wisdom** to identify, connect, and alter systems and structures to focus efforts and resources where it is most needed. Keen observers, careful communicators, leaders are points of connection and active constructors of systems that align and support.

In the end...

- We empower children to be the stewards of their learning and the future
- We foster curiosity, inquiry, and innovation
- We support and grow ourselves and those around us
- We lead in ways that support our context
- We align all our structures and efforts to our vision



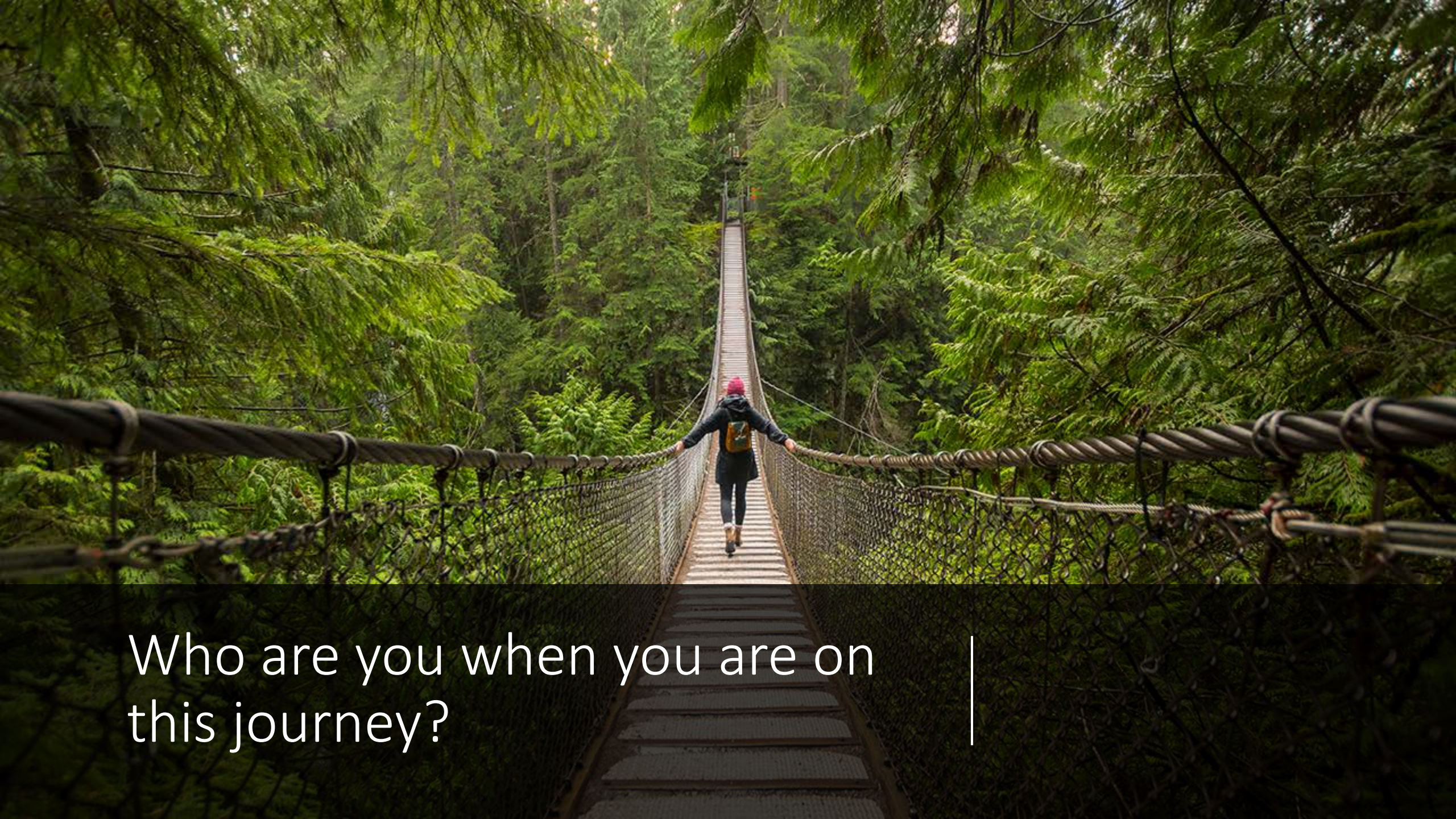
What people
want in
leadership



The things you do...



The cultures of collaboration, in context




Who are you when you are on
this journey? |

A photograph of a diverse group of people at a public gathering. In the foreground, a Black woman with a shaved head and a white woman with reddish hair are holding hands, their arms raised. They are surrounded by other people, some wearing face masks, in a blurred background. The overall mood is one of solidarity and collective action.

You can't lead if people won't follow

- It isn't about power, it's about influence
- Influence flows from personal qualities
- Courage, wisdom, honesty, integrity, humility, respect, balance
- These mirror the Anishinaabe seven grandfather teachings (wisdom, love, respect, bravery, honesty, humility, truth)

A group of young girls are seen from the side of a school bus, leaning out of the windows and waving their hands. They are all smiling and appear to be in a joyful mood. The bus is white with yellow trim. The text is overlaid in the center of the image.

People don't follow because of what you do,
they follow because of who you are

What we've tried to present to you

- It's about context
 - It's about adaptation
 - It's about compassion
 - All in service of equity
-
- We've tried to grow your leadership and connections



A woman with long, dark, curly hair is shown in profile, looking towards a baby. The baby is wearing a brown sweater and is looking back at the woman. The background is a soft, warm sunset over a landscape with hills. The text is overlaid on the image in white, sans-serif font.

Now it's over to you

From Awareness

To Engagement

To Responsibility

It's our responsibility to tell and shape the narrative we want

