

Hopes

Community/Culture:

- I can alleviate the stress of colleagues; help them feel like we've made progress together
- We recalibrate as a community-centred school
- We take time to know one another so that we can have honest conversations
- Teaching staff embrace a culture of collective efficacy
- More effective communication
- Better community culture
- Positive school culture
- I can be supportive to my colleagues

Middle (both Community and Culture plus Communication):

- Coherent vision and steps forward for department
- Practiced steps/actions in "toolbox"
- Clarity on how to work as a team (how to engage them to participate fully)

Communication:

- Better communication between leadership and teachers
- Less top-down decision-making in our school
- More effective communication will increase morale and build relationship

Personal Growth:

- I can be brave enough to follow my values
- Establish myself in Winnipeg, immerse myself in the school culture, and be accepted into a Master's program
- More self-awareness and embracing/valuing different perspectives and abilities
- I am approachable and easy to talk to
- I learn more about myself as a leader and about the faculty

Time:

- The schedule reflects the value of this time
 - Example: Time to meet esp to be present
- More collaboration across schools
- Will have time to share experience across divisions
- It is enjoyable
- The stress/time is not too much

Fears

Colleague Buy-in:

- Meeting times with teachers are viewed as an annoyance
- No buy-in (authentic)
- "coaches" don't feel that peer coaching sessions are helpful and/or a valuable use of their time
- Continued disagreements regarding vision for department
- I will have to deal with serious conflict

Nothing Will Change:

- We slide into old habits
- Good intentions without practical applications
- Increased leadership role moves away from coaching towards org holes (ex: interim principal is a hole)
- Nothing happens
- I give and don't "see" progress
- I don't "lean in" enough or in an ineffective direction -> status quo or worse
- With so many "new" roles, I become complacent or revert to "lazy" ways

Top-Down Leadership At SJR:

- Fear that it continues to be top-down and not a collaborative environment in our leadership team
- Make a mistake and don't have the support to help me through it and:
 - it impacts me long-term
 - judgement is made
- Our voices, at the grassroots level, will not be heard and valued
- Expectations unclear

Personal Fears:

- I will look like I don't know what I am doing
- I'll feel like an imposter
- The worst parts of my temperament comes through
- Risk avoidance will kill our creativity and programming
- Over-analyzing people and tasks

Not Achieving Results:

- Not achieving and completing the results I wanted to
- Cohesion falls short of our expectations
- Not making deadlines
- No tangible benefit resulting from the hours of work and PD

Success

Value Process:

- The work is valued
- Teachers “buy in” and see value in new leadership model
- Positive attitudes
- Productive/meaningful meetings for all
- Happier team
- Becoming more confident in my role
- Teammates feeling that there is value in the “new” GTL role

Growth in Skill Sets:

- We have engaged all stakeholders in a coaching environment and people feel like they've grown
- More trust among team
- We know each (most) student is moving forward and they know it
- Teachers experiment more
- Adjustment in style to new department head

Empowerment:

- A distributed leadership model that creates autonomy, creativity and empowerment
- Everyone on team grows

Cohesive Communication:

- Common language
- Clear communication between teachers/departments and administration
- Open conversations focused on teaching and learning
- More honest, safe conversations between SLT -> SAT
- People with differing communication styles feel comfortable to contribute at meetings

Increased Collaboration:

- Opportunities to learn from other coaches in other contexts
- Learning is a 2-way street
- A cohesive team that can collaborate
- Solid partnerships with who I work with and for
- Achieve congruency and establish a success plan for the athletics program
- Staff collaborating
- With senior leadership team on a regular basis
- Feel connected to HODs and that my work with them is received well and making an impact