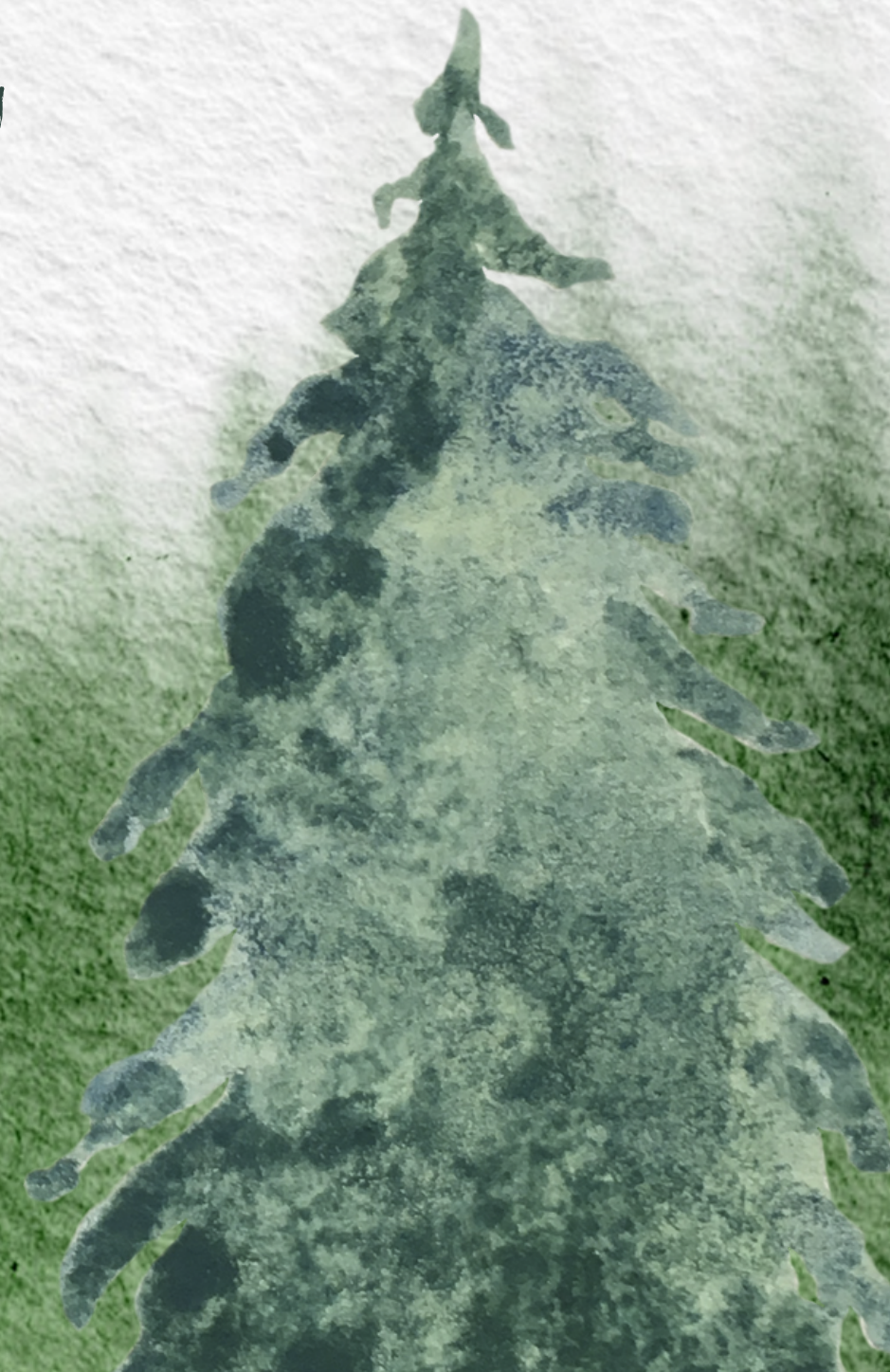


FOSTERING A LEARNING CULTURE THROUGH  
**MINDFUL LEADERSHIP**





# **MINDFULNESS AS A FOCUS FOR DECISION-MAKING**





The background features a soft-focus image of green foliage, possibly trees or bushes, with a semi-transparent white rectangular area in the center. The text is centered within this white area.

mindfulness (n)


**‘PAYING ATTENTION  
PURPOSEFULLY’**





# **THE INFLUENCE OF MINDFUL LEADERSHIP**

when principals intentionally focus on their decision making, they also increase teacher effectiveness and student achievement (Kearney et al, 2013)





# DEFINING PRINCIPAL MINDFULNESS

the extent to which principals engage in the following:

- regularly look for problems
- prevent problems from becoming crises
- avoid oversimplifying events
- focus on teaching and learning
- show resilience
- defer to experts when they don't know the answer





## **HOW DO I BECOME MORE MINDFUL?**

Practice awareness and reflection, especially your own strengths and weaknesses.







# HOW DO I BECOME MORE MINDFUL?

Use questioning to build your team's mindfulness:

- What are we doing?
  - Why are we doing it that way?
- 



# PROMPTS FOR REGULARLY LOOKING FOR PROBLEMS

- **What are the signs that indicate a potential problem?**
- **Am I viewing the situation from multiple perspectives?**
- **What might I be missing in my understanding of the situation?**
- **How would someone else interpret these signs or events?**






## PROMPTS FOR AVOIDING OVERSIMPLIFYING

What am I noticing?


What am I unintentionally ignoring?

How can I make this as easy as possible?






# PROMPTS FOR FOCUSING ON TEACHING AND LEARNING

- How am I intentionally focusing on teaching and learning?
  - What (data) am I using to inform my decisions? Why?
  - Is there anything I am not considering?
- 






# PROMPTS FOR CELEBRATING RESILIENCE

- What obstacles and challenges did I overcome today?
  - How did I do this?
- 





# PROMPTS FOR DEFERRING TO EXPERTS

- Who did I collaborate with today?
  - Who knows more about this than I do?  
How can they help?
  - Whose voice am I not listening to?  
Why not?
- 



# This Week

Monday	Tuesday	Wednesday	Thursday	Friday
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Big Rocks	IT/Data Services Libraries/Admin Assists	First Nations Metis IERF
		ISSI Partnerships
Early Years	Curriculum + Instruction	Admin Council
Home-Based Learning	Assessment + Digital Documentation	

Reynolds	TMSS	Maude Burke
<del>Bjorkdale</del>	Naicam	Central Park
Miner Creek		





# THREE GOOD THINGS

The story of your life is formed by what you notice each day.

Spend 10 minutes at the end of each day writing down three things that went well.


At the end of the week, review your list, celebrate and share in some way.





# HOW DO I BECOME MORE MINDFUL?

Use Questioning to build others' mindfulness.

- What are we doing?
  - Why are we doing it that way?
- 





# **SPREAD POSITIVE INFLUENCE**

Prioritize time for your own reflection and growth, or you will continually be in a reactive mode, less able to make good decisions and intentionally support a positive school culture for your school.



# SPREAD POSITIVE INFLUENCE

Being a mindful leader enhances decision-making and fosters teachers' sense of belonging, which increases principals' effectiveness and helps teachers feel part of something meaningful. The influence principals have on the psychological and emotional state of teachers is significant. It's crucial for principals, especially new ones, to approach each day mindfully to support high levels of teaching and learning





# TELL EMPOWERING STORIES

## THURSDAY CHEERS

'How you interpret and make sense of events is a juncture point where emotional resilience increases or depletes. You make the choice about what story to tell. When you tell empowering stories your optimism may expand and optimism is a key trait of resilient people. *Elena Aguilar*



# REFLECT + DISCUSS



Consider the mindful practices shared this morning.

Which of these do you do regularly? Which do you need to do more of? What do you need to let go of?





