

LEADING WITH PURPOSE

NAVIGATING COMPLEX CHALLENGES
THROUGH SHARED BELIEFS

July 4th, 2025

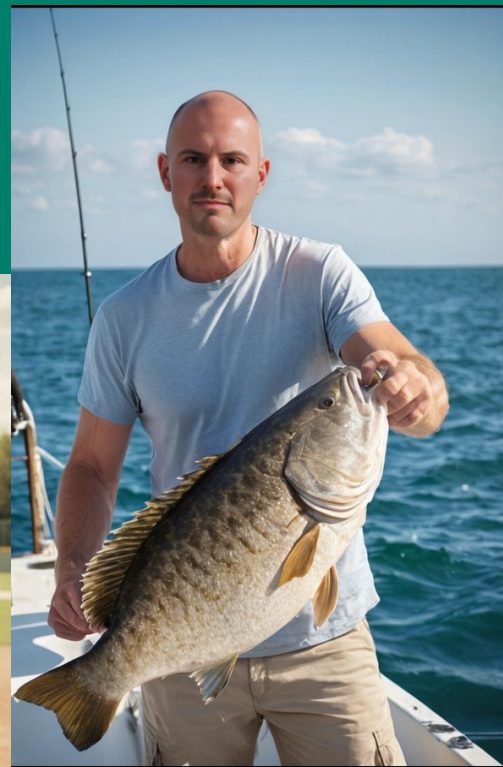
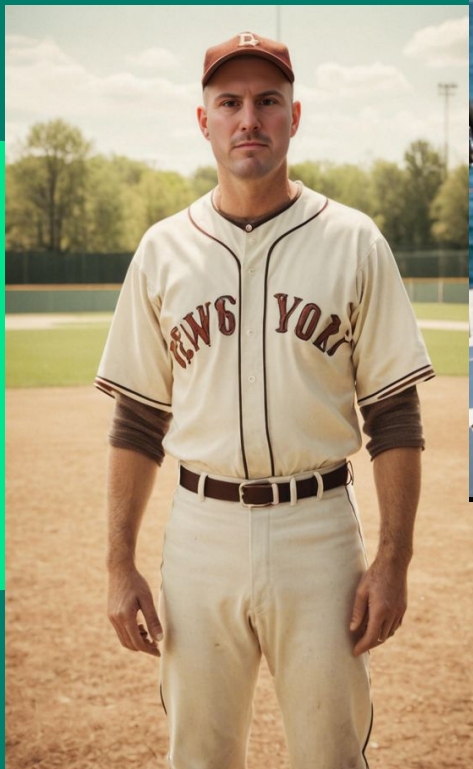
Making decisions with a plan





I'M YOUR HOST!

Eric Campbell
Lindale Elementary School
Moose Jaw, Saskatchewan



What's the plan today?

Learning Outcomes

- Building a school culture through strong relationships and a shared belief system
- Approaching challenges through your shared co-constructed belief system
- Supporting class-complexities through a shared belief system



Define “shared” and consider this possess as a whole staff event

Let's Begin

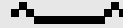
In our groups:

Interview each other

Share your leadership experience.

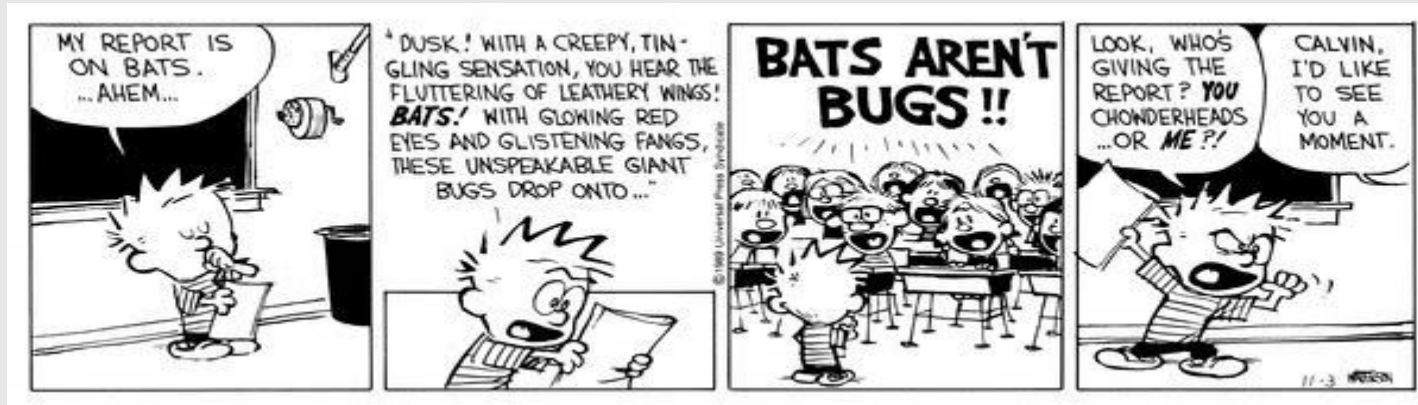
Share why you chose to step into a leadership role

Share some successes from the last month and a difficult situation or conversation.



How do you set direction with all staff?

You co-create it.

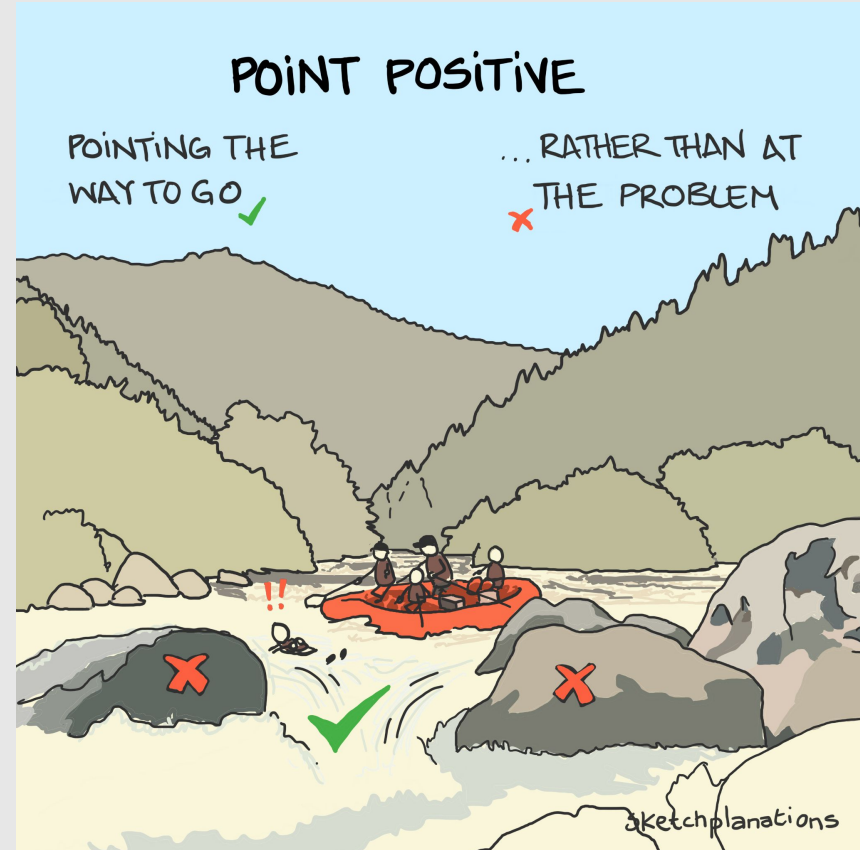


Calvin is on his own with his own beliefs

Can we agree on this?

The “One” NON-NEGOTIABLE for educators: “As educators, our job is to continuously improve all of our students’ learning.”

Brainstorm - if this is the end goal? How did we get there?



Create your own beliefs- create several

- Step 1: **On Stickies** – “As educators we believe”
- At your table, each participant **individually** writes down their guiding principles or beliefs as it relates to all students and learning
- Step 2: **Discuss and Theme**
- At your table, **share** your beliefs with your colleagues and then place them in the themes or “belief alike” groupings below.

Four Themes

School Wide
Culture

Classroom Learning Culture

Interactions

Student Behaviour

Next steps

- Step 3: Discuss and Choose
- Create an agreed upon table list of three key beliefs and **write them on sentence strips.**
- Step 4: Sharing
- Place your sentence strips, in shared themes, on your table. Be ready to share.

Staff meeting activity idea

- As a large group, put sentence strips with similar themes together and create a title for each theme of beliefs – these should emerge organically!



Apply shared beliefs

CAROUSEL BRAINSTORM: WHAT DO OUR CO-CONSTRUCTED BELIEFS LOOK LIKE IN THESE AREAS? RECORD YOUR THOUGHTS.

<p>Are your shared beliefs visible in all classrooms? Explain</p>	<p>What would you see if your shared belief was reflected in the entire school?</p>	<p>How do your beliefs support your relationships with:</p> <p>Parents Students Colleagues Admin</p>	<p>How is the shared beliefs of the school reflected in student behaviour?</p>
---	---	--	--

Apply your beliefs to your decision making

A situation arises and you have 3 options:

Listen	Speak	Respond with action
--------	-------	---------------------

Use your co-constructed belief system to guide your plan in this scenario.

Scenario



Guiding Questions

Guiding Questions for the Principal:

1. **Should I listen?**
 - Do I need to gather more data, such as classroom observations, student work, or assessment results?
 - Are these concerns isolated, or do multiple parents and staff members share them?
2. **Should I speak?**
 - Should I clarify expectations around differentiated instruction?
 - Is it important to remind staff/parents that student learning is a shared responsibility?
3. **Should I respond with action?**
 - Does staff need instructional coaching or professional development on differentiation?
 - Should I implement a school-wide initiative to support diverse learning needs?
 - Do I need to meet with staff members individually to discuss adjustments to their teaching practices?

Possible Solutions

Resolution:

Using the **non-negotiables of student learning and connection to teacher practice**, here are some options to:

Conduct a **classroom observation** to gather evidence on Mrs. Adams' instructional practices.

Provide **targeted professional development** on differentiated instruction, including strategies for ELLs and students with IEPs.

Assign an **instructional coach** to work with Mrs. Adams on integrating a variety of teaching methods.

Establish **regular check-ins** with parents to monitor student progress and ensure instructional adjustments are being made.

By addressing the concerns with a balance of support and accountability, the principal ensures that all students have access to high-quality instruction tailored to their needs.

Don't forget- that no action can be an action. Sometimes doing nothing is the right choice.

Visualize your shared beliefs



Four Corners at Lindale

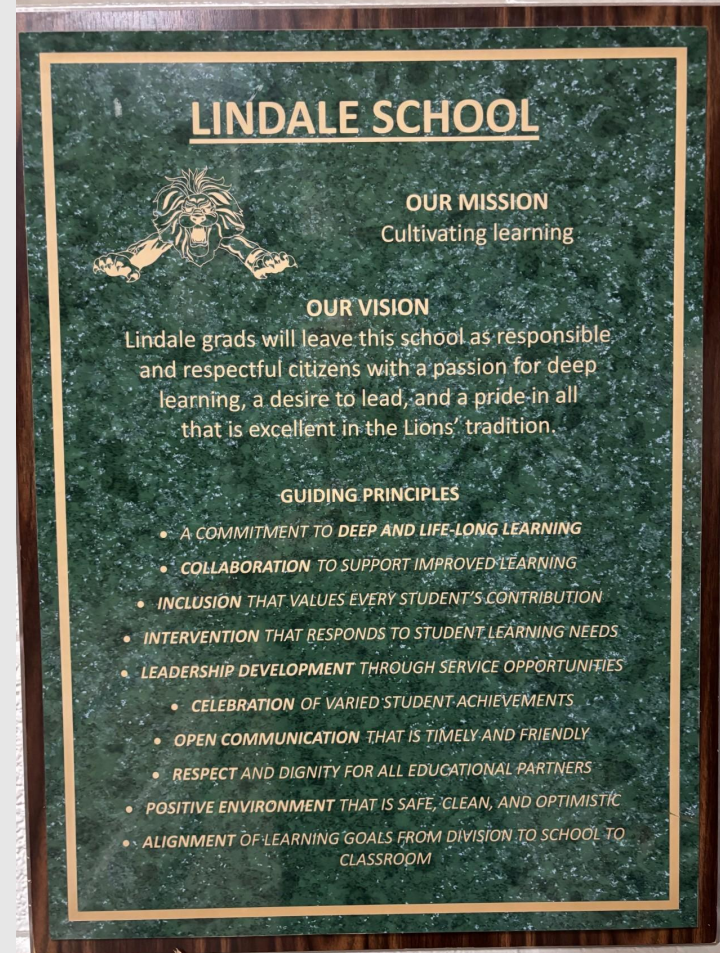
Co-constructed beliefs in real life



Example:

Remember:

Your guiding principles, your vision and your mission are all created from what you believe in.



Summary

If it's good for kids, we will do it.

Support staff to use their skills at their highest level to help students achieve their best possible learning goals, thus, creating an environment of mutual support and success.

Safety first, kids first

Key: Your decision making needs to consistently follow your beliefs. Staff appreciate consistency and knowing how a situation will be handled when they bring it to you.

THANK YOU!

Eric Campbell
Lindale School
Moose Jaw Sk

STF professional Learning in partnership with
Saskatchewan School Based Leaders (SSBL)
Full one day PD available on September 26th

[Presentation link](#)