

**MC2 Leadership Framework**

*What are the leadership principles needed to support mathematics teaching for student learning every day?*

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|  | **Culture of**  **Collaboration & Learning** | **Clarity of Purpose** | **Structures and Systems for Professional Learning** | **Reflection**  **(what’s working not working, data)** | **Clear Communication** |
| **WHAT IT IS** | School leaders creating a school culture that is attentive to the patterns of beliefs, attitudes, values, behaviors, norms, relationships, and even written and unwritten rules. Culture influences what things get done, how they get done, and even who will get them done. Relationships develop through interactions, communication, collaborations, and common activities. | School leaders working collaboratively to establish vision and goals that includes the *what* you will achieve, *how* you will achieve it, and *why* it is imperative. This provides clarity of focus, which leaders use as a means for unifying teachers, students, parents, and other stakeholders around a common purpose. Together focus and purpose guide decisions and actions. | School leaders establishing processes for ongoing professional learning to support vision & intended goals. Processes (steps, actions, means of operating) are needed to achieve a different state of being, such as decision-making & communication. Structures include how school, teams, jobs are organized & coordinated; who has authority, control, & governance & for what; & supports in place for progress towards aims. Ex: PLCs & Peer Teaching. | School leaders engaging in “reflection- in-action” and “reflection-on-action.” Inquiry and reflection requires consciously and critically examining practices, values and beliefs, actions and interactions, and experiences while learning from our examination. Using evidence from experience, research, and practice to inform decisions and actions | School leaders use communication as a tool to share, get, or exchange information and ideas between and among individuals and groups. It may occur in verbal, nonverbal, and written forms. Leaders attend to the openness, fluidity, frequency, and nature of communications to increase shared understandings of tasks, expectations, action steps, and decisions. |
| **WHY IT MATTERS for Student Learning** | Relationships & culture support student/adult interactions & learning by consciously creating shared meaning. Positive school culture & relationships enhance clarity, coherence, commitment, & trust. They increase empowerment & individual & collective efficacy. A supportive environment fosters innovation, creativity, continuous improvement & learning. | A clear focus and unifying purpose motivates, empowers, provides direction, and informs strategies to achieve goals. A clear focus and unifying purpose keeps individuals and organizations attentive to the vision and mission. It can eliminate distractions that deter efforts to achieve goals and provides guidance for specific, concrete actions. | Attending to process and structure supports groups or individuals manage expectations and emotions associated with change. They also provide feedback earlier for mid-term corrections, improve communication and clarity of actions, and enhance engagement and the quality of implementation. | A leader who prioritizes inquiry and reflection promotes a learning culture that uses evidence to guide organizational improvement and change. An inquiry and reflection-driven stance leads to higher personal investment in both the process and outcomes. | Effective communication improves engagement and productivity, increases problem solving, work satisfaction and quality, and interpersonal relationships. It also builds team identity, reduces misunderstanding, provides pathways to collaboration, and solution finding. It builds a non-threatening climate of learning and trust. |
|  | **Culture of**  **Collaboration & Learning** | **Clarity of Purpose** | **Structures and Systems for Professional Learning** | **Reflection**  **(what’s working not working, data)** | **Clear Communication** |
| **EXAMPLES** | Valuing others strengths  Being open to diverse perspectives  Honoring where people are and starting from there  Having the belief that everyone can learn and grow | Having a sense of urgency  Willingness to take risks  Being clear about values and purpose  Recognizing that equity and excellence can go hand-in-hand  Demonstrating perseverance and passion for long-term goals  Strategically planning | Thinking systemically  Taking a holistic approach  Seeing how parts fit together  Seeing how all the parts are interdependent | Being cognitively engaged  Being flexible and adaptable  Being evidence-based  Examining a broad range of data  Having a positive attitude toward innovation  Seeing opportunities to learn and grow | Willing to be transparent  Being open to giving and taking feedback in a timely manner  Valuing shared understanding |
| **NON-EXAMPLES** | Not taking into account others perspectives, feelings, or needs  Writing people off (students, teachers, etc.) as not having the ability to change or grow | Trying to address too many things that are not aligned  Starting new programs or projects without a clear rationale for how it | Staying caught in the details without planning for how the desired changes will be accomplished  Doing the same things because it has “always been done this way.” | Not questioning assumptions or practices  Being ok with the status quo  Not wanting to rock the boat  Focusing solely on test results and not considering other types of data (e.g., student engagement observations, stakeholder surveys) | Telling others what to do one time and expecting things to happen  Sending multiple messages with different language to mean the same thing  Not following up in a timely manner |