

**Stewardship for the
Future of all Children**

Where do we see responsibility for
future learners, equity, or sustainability?

**Bridging
Policy & Practice**

Where was intent translated
into lived practice?

**Growing Capacity
of Self and Others**

Where did learning, trust or shared
leadership show up?

**Leadership
Story**

**Contextual Literacy
& Agency**

How was context read
& action chosen?

**Fostering a Culture
of Curiosity & Inquiry**

What questions were asked?
What learning was protected?

Stewardship for the Future of all Children

Where do we see responsibility for future learners, equity, or sustainability?

Leadership Moves

- Considered long-term impact
- Centered student identity or voice
- Challenged inequity or harm
- Considered community/land/environment
- Centered student dignity and belonging
- Named equity considerations explicitly
- Balanced compassion with boundaries
- Protected relational trust during tension
- Prioritized long-term well-being over short-term ease
- Considered impact on marginalized learners
- Held space for emotional responses
- Preserved dignity in conflict
- Acted with cultural awareness
- Considered future consequences of the decision

Context-Specific Moves

- _____
- _____
- _____

Contextual Literacy & Agency

How was context read & action chosen?

Leadership Moves

- Interpreted policy thoughtfully
- Explained the “why”
- Held alignment during change
- Fed practice insight back to system
- Read the room / climate accurately
- Adjusted approach based on context
- Considered community history
- Navigated competing priorities
- Balanced policy with lived reality
- Considered power dynamics
- Exercised professional discretion
- Adapted communication for audience
- Worked across cultural or professional boundaries
- Identified root causes rather than symptoms

Context-Specific Moves

- _____
- _____
- _____

Fostering a Culture of Curiosity & Inquiry

What questions were asked?
What learning was protected?

Leadership Moves

- Asked “why” or “what if”
- Used evidence thoughtfully
- Surfaced assumptions
- Made learning safe
- Asked clarifying questions before deciding
- Slowed the pace to understand complexity
- Surfaced assumptions
- Checked personal bias
- Invited multiple perspectives
- Used evidence to inform judgment
- Distinguished perception from fact
- Reflected before responding
- Modeled humility (“I may not have this fully right”)
- Adjusted thinking based on new information

Context-Specific Moves

- _____
- _____
- _____

Growing Capacity of Self and Others

Where did learning, trust or shared leadership show up?

Leadership Moves

- Invited others to lead
- Sought or responded to feedback
- Modeled learning for humility
- Created space for growth
- Distributed leadership intentionally
- Co-created solutions
- Mentored or coached rather than directed
- Recognized strengths in others
- Built psychological safety
- Empowered others to act
- Built systems of support
- Followed through consistently
- Invited feedback
- Strengthened team coherence

Context-Specific Moves

- _____
- _____
- _____

Bridging Policy & Practice

What questions were asked?
What learning was protected?

Leadership Moves

- Interpreted policy thoughtfully
- Explained the “why” behind decisions
- Made trade-offs visible
- Advocated upward
- Protected staff while upholding policy
- Translated system language clearly
- Sequenced change intentionally
- Monitored implementation impact
- Anticipated unintended consequences
- Sustained dialogue between practice and policy

Context-Specific Moves

- _____
- _____
- _____
- _____
- _____
- _____
