

THE CULTURALLY RESPONSIVE SCHOOL LEADERSHIP FRAMEWORK

1

SELF-REFLECT ON LEADERSHIP BEHAVIORS

- Accept indigenized, local identities
- Display a critical consciousness on practice in and out of school; displays self-reflection
- Use parent/community voices to measure cultural responsiveness in schools
- Challenge Whiteness and hegemonic epistemologies in schools
- Use equity audits to measure student inclusiveness, policies and practices
- Lead with courage
- Embrace social justice and inclusion strategies

DEVELOP CULTURALLY RESPONSIVE TEACHERS

- Develop teacher capacities for cultural responsive pedagogy
- Create culturally responsive professional development opportunities for teachers
- Use school data to see cultural gaps in achievement, discipline and remedial services
- Create a CRSL team to find new ways for teachers to be culturally responsive
- Reform the school curriculum to be more culturally responsive
- Use culturally responsive assessment tools for students

2

PROMOTE CULTURALLY RESPONSIVE/INCLUSIVE SCHOOL ENVIRONMENT

- Build relationships to reduce anxiety among students
- Promote a vision for an inclusive instructional and behavioral practices
- Challenge exclusionary policies, teachers, and behaviors
- Acknowledge, value and use the Indigenous, cultural and social capital of students
- Use school data to discover and track disparities in academic and disciplinary trends

3

ENGAGE STUDENTS, PARENTS AND INDIGENOUS CONTEXTS

- Develop meaningful, positive relationships with community
- Find overlapping spaces for school and community
- Serve as an advocate and social activist for community-based causes in school and the community
- Use the community as an informative space to develop positive understandings of students and families
- Resist deficit images of students and families
- Nurture others and share information
- Connect directly with students

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