


Figure 3.3. Leadership Roles With the Empower Guiding Principle

Roles	Imperatives		
	<p><i>Commitment to Self:</i> Ensure assumptions, beliefs, expectations and habits are examined in order to shape the schools or department's culture around teaching and learning mathematics.</p>	<p><i>Commitment to colleagues:</i> Ensure a culture of reflection, refinement, and action focused on continuous improvement in mathematics learning.</p>	<p><i>Commitment to others:</i> Ensure students, teachers, and community partnerships are built upon meaningful engagement.</p>
Teacher Leader	<p>Do I believe that all students can learn? Do I understand actions that support developing a collaborative professional culture?</p>	<p>Do we have a collaborative culture on our teacher team? How do we use data to inform our instruction?</p>	<p>What structures do we have on my campus that invite community members and families to engage with us in meaningful ways?</p>
Coach	<p>Do I believe that all teachers can learn? What assumptions do I carry with me as I work with teachers and leaders?</p>	<p>Do the coaching strategies I use encourage teachers/leaders to reflect, refine, and take action based on data?</p>	<p>In what ways do we include families and community members in our work?</p>
Site Leader	<p>Do I believe that all students and adults can learn? Do I understand actions that support developing a collaborative professional culture?</p>	<p>Do our professional learning and other organizational structures encourage collaboration?</p>	<p>In what ways do we include families, businesses, and community members in our work?</p>
District Leader	<p>Do I believe that all students and adults can learn? Do I understand actions that support developing a collaborative professional culture?</p>	<p>Do our professional learning and other organizational structures encourage collaboration?</p>	<p>In what ways do we include families, businesses, and community members in our work?</p>
State/Provincial Leader	<p>Do I believe that all students and adults can learn? What assumptions are present in my current work with districts and teachers?</p>	<p>Do our provincial or state structures for district improvement include reflection, refinement, and action based on data?</p>	<p>How do we partner with other provincial or state agencies, business organizations, and community organizations?</p>

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