



LEADERSHIP CAPABILITY FRAMEWORK



Introduction to the:

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This leadership capability framework describes what ‘good’ leadership looks like in your school. It articulates what capabilities the school needs in order to deliver on its key priorities. Assessing against a widely understood leadership framework also provides a consistent approach for evaluating talent – for selection, promotion and development. This capability framework provides a common ‘language’ for leadership. Everyone understands what is expected of them and there is definition around the specific behaviours they should demonstrate at different levels. It also helps you build and maintain the culture you need within the school; the type of culture that supports you to achieve your strategic priorities

Leadership Dispositions

Dispositions are the personal qualities or characteristics, such as interests, values or beliefs, attitudes or modes of adjustments that are possessed by individuals (Taylor and Wasicsko, 2000).

Confidence

Determined

Vision

Driven

Inclusive

Conflict
Resolution

Embraces
Diversity

Relational

Compassionate

High
Expectations

Positive
Attitude

Effective
Communication

Integrity

Positive culture

Work ethic

Authenticity

Adaptable

Self-Aware

LEADERSHIP CAPABILITY: DEFINITIONS, BELIEFS & VALUES, AND PRACTICES

CAPABILITY	DEFINITION	BELIEFS AND VALUES	PRACTICES
Leads Learning and Teaching	<p>Leaders create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. They set high expectations for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning.</p>	<p>Leaders have high aspirations in learning and inspire the same in students, staff and parents. Leaders use evidence-based strategies including the EiM Teacher Competency Framework. Leaders have a current knowledge and understanding of research into teaching, learning and child development and how to apply such research to the needs of the students in the school.</p>	<ul style="list-style-type: none"> • establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning and share successful strategies with the school community. • encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy. • model collaborative leadership with a focus on collective teacher efficacy.
Leads with Vision and Inspiration	<p>Leaders are strong communicators, influential and able to rally support.</p>	<p>Leaders believe in and act from a clear vision, maintain a positive outlook, show a sense of curiosity and demonstrate composure through adversity.</p>	<ul style="list-style-type: none"> • demonstrate persistence when overcoming obstacles. • maintain a calm front and project confidence in self and the organization. • advocate for the team and the organization. • are strong communicators.
Leads by Building and Sustaining High Trust Relationships	<p>Leaders develop and maintain positive relationships and partnerships with students, families and all those associated with the wider school community. They recognise and support the needs of students, and families.</p>	<p>Leaders are able to define challenges clearly and seek positive solutions, often in collaboration with others. They know when decisions are required and are able to use the available evidence and information to support, inform and communicate their decisions.</p>	<ul style="list-style-type: none"> • are highly visible and authentically present, they make systematic and frequent visits to classrooms. • are accessible. • provide opportunities for and listen to student voice. • acknowledge and recognise the contribution of staff members. • build relational trust through active listening and genuine concern.
Leads Through Partnerships and Networks	<p>Leaders foster a welcoming environment for all. Leaders extend their influence by working with others and making connections well beyond the school with parents and the wider community.</p>	<p>Leaders believe that through the development of partnerships and networks, their school can benefit simultaneously with the broader family of schools and the wider community.</p>	<ul style="list-style-type: none"> • actively engage stakeholders in ways that promote dialogue and shared decision-making. • work collaboratively to establish authentic relationships within the group of schools. • develop partnerships and networks which benefit the organization and the wider community.

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<h3>Leads Ethically</h3>	<p>Leaders demonstrate strength of character and stand up for the school's values. Leaders understand that to turn possibilities into reality takes real courage.</p>	<p>Leaders believe that they should be role models for the commitment to demonstrating professional integrity and demonstrating optimism. Leaders consider ethical implications in their decision-making.</p>	<ul style="list-style-type: none"> • initiate and lead courageous conversations. • proactively confront issues as upstanders rather than bystanders. • live by personal/professional values and ethics. • display strong courage when making decisions, acting on the best interests of students and stand by decisions.
<h3>Leads System Thinking</h3>	<p>Leaders experience a sense of being part of a larger whole beyond the self. Leaders recognise the importance of the connections between different issues, different individuals and different institutions.</p>	<p>Leaders believe in the power of working collaboratively across the group and working for the benefit of the organisation as a whole.</p>	<ul style="list-style-type: none"> • demonstrate a holistic view of the learning organization. • think and act based on a consideration of a number of alternative solutions. • establish ways to evolve system changes into sustainable practices.
<h3>Leads Inclusively</h3>	<p>Inclusive leaders are individuals who are aware of their own biases and actively seek out and consider different perspectives to inform their decision-making and collaborate more effectively with others. Inclusive leaders make their team feel included and valued and use their different viewpoints to benefit the team.</p>	<p>Leaders seek to make everyone in their teams feel fully included and ensure that the diversity in their teams is utilised to the benefit of all.</p>	<ul style="list-style-type: none"> • make it safe for everyone to be their authentic self and contribute their best at work. • listen to the diverse perspectives of others, regardless of who they are. • consult individuals on the best way to accommodate their working and communication style. • make sure everyone's voice is heard.
<h3>Leads Strategic Thinking and Planning</h3>	<p>Leaders work with others to produce and implement clear, evidence-based, sustainable improvement plans and policies for the development of the school and its facilities, to ensure the Guiding Statements and strategic plan is put into action across the school and that its goals and intentions are realised.</p>	<p>Leaders embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the organisation.</p>	<ul style="list-style-type: none"> • embed effective decision-making processes and build a cohesive leadership team. • analyse what data is important and plan how it should be used in the support of student learning outcomes. • use a consultative approach with students, staff and the wider school community to develop formal strategic plans. • review and improve plans regularly so that the school's Guiding Statements can be realized.

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Leads the Learning Culture and Professional Learning Community	<p>Leaders work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through managing performance, effective continuing professional learning and feedback, they support all staff to achieve high standards and develop their leadership capacity.</p>	<p>Leaders believe in and value the importance of teamwork, collaboration and continuous improvement. Leaders value diverse views and perspectives and encourage divergent thinking.</p>	<ul style="list-style-type: none"> • support others to build capacity and treat people fairly and with respect. • model effective leadership and are committed to their own ongoing professional development and personal health and well-being in order to manage the complexity of the role and the range of learning capabilities and actions required of the role.
Leads the Management of the School	<p>Leaders use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective, sustainable and safe learning environment as well as value for money. This includes appropriate delegation of tasks to members of the staff and the monitoring of accountabilities. Leaders ensure these accountabilities are met. They use a range of technologies effectively and efficiently to sustainably manage the school.</p>	<p>Leaders are committed to a sustainable, safe, secure and healthy school environment.</p>	<ul style="list-style-type: none"> • identify trends and influences that will have an impact upon the management of the school and plan for them. • review the effectiveness of processes and use of data to improve school performance. • share best management practice and use of resources with other schools. • embed a culture of review, responsibility and shared accountability to achieve high standards for all.
Leads with Agility	<p>Leaders employ a range of leadership styles and use these appropriately in different and changing circumstances.</p>	<p>Leaders value and respect the context, culture and people in the organisation.</p>	<ul style="list-style-type: none"> • maintain their values whilst adapting flexibly and strategically to changes in the environment, in order to secure the ongoing improvement of the school.
Leads Highly Effective Teams	<p>Leaders understand that it is teamwork that remains the ultimate competitive advantage. Leaders drive towards achieving synergy in their team with regards to team goals, values and beliefs.</p>	<p>Leaders value and model honesty, open communication transparency, are goal orientated, supportive, trusting, challenging, committed and accountable.</p>	<ul style="list-style-type: none"> • value and model honesty, open communication transparency, are goal orientated, supportive, trusting, challenging, committed and accountable.

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<h4>Leads Well-being</h4>	<p>Leaders understand that wellbeing is a key leadership capability for the agile and digital age.</p>	<p>Leaders value and model well-being for themselves, their staff and the wider community.</p>	<ul style="list-style-type: none"> • are adept at taking a genuine interest in how employees are doing and are comfortable enough to dig below the surface to find the real answer. • show vulnerability and model clear work/life boundaries. • create opportunities for employees to engage with each other physically and virtually.
<h4>Leads Improvement, Innovation and Change</h4>	<p>Leaders recognise that a crucial part of the role is to lead and manage innovation and change. Leaders build strong learning cultures that are open to examination and innovation. Leaders apply the right balance of challenge and support with an awareness of the well-being of others. Leaders ensure that people do not all go into the “change dip” at the same time. Leaders understand that they need to be most visible in times of change.</p>	<p>Leaders understand and believe that continuous innovation and change is necessary for improvement and renewal.</p>	<ul style="list-style-type: none"> • look to implement the appropriate use of new technologies in all aspects of the school. • build a culture of trust and collaboration where change and innovation based on research and evidence can flourish. • embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.
<h4>Leads with Situational Awareness</h4>	<p>Situational awareness involves gathering information from multiple sources in the task environment, understanding what information means, and using it to recognise what may happen next to stay on top of the situation.</p>	<p>Leaders value different perspectives and views and examine problems from multiple perspectives. Leaders are aware of their own perspectives and biases and how these can help or hinder a particular situation, challenge or opportunity.</p>	<ul style="list-style-type: none"> • are able to pinpoint exactly what issues are emerging and attend to them before they become major issues. • listen, observe and consider the dynamics of a situation. • are internally aware and able to manage their own strengths and struggles to be an effective.

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