

Academy Leadership Excellence Framework

Self-reflection activity



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Instructions

A self-reflection against the Leadership Excellence Framework: Capabilities and Dispositions

Instructions

1. For each of the statements related to the ALEF capabilities and dispositions in the following tables, reflect on how true/untrue it is for you right now and then consider where you would like it to be.
2. Take 15 minutes to review your responses. Consider the following prompts.
 - a. What do you notice?
 - b. What are you wondering?
 - c. What might be your next steps?
3. Share your thoughts about your self-reflection with a colleague.
4. Consider where you would like to develop your leadership practices and make a commitment to further learning and development. You can use the table below to support your thinking.

Area for development	Action	Timeline

Here are some ideas to consider:

- > download the relevant Fact sheet from the ALEF website and work through the activities.
- > undertake some professional reading/listening/watching of relevant material to your area for development [Resources | Academy](#)
- > investigate and enroll in a leadership program at the [Victorian Academy of Teaching and Leadership](#)
- > contact the Academy Principal in Residence email for course advice: principals.in.residence@education.vic.gov.au

Capabilities

Using relevant knowledge	
Where I am right now	Where I want to be
I access current research that is relevant to the school improvement priorities.	
Untrue Very True 	Untrue Very True
I believe I have a professional obligation to keep up to date with relevant research about teaching and learning.	
Untrue Very True 	Untrue Very True
I ensure that we don't adopt a new approach without first researching the evidence about how it works and its likely impact on students' progress.	
Untrue Very True 	Untrue Very True
My professional reading is focused on learning more about how to achieve our priority improvement goals.	
Untrue Very True 	Untrue Very True
I encourage and enable staff to access current research to build knowledge to lead teaching and learning.	
Untrue Very True 	Untrue Very True
I can clearly explain to the community the educational reasons for our choice of instructional strategies.	
Untrue Very True 	Untrue Very True
I know enough to tell whether my leaders of learning areas need support in developing their knowledge of subject content or in pedagogy.	
Untrue Very True 	Untrue Very True

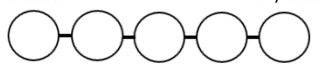
Solving complex problems

Where I am right now

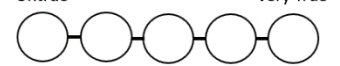
Where I want to be

A systematic and rigorous approach to solving improvement problems is a strength of my leadership

Untrue Very True

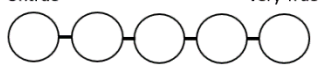


Untrue Very True



Before looking for solutions, I collaboratively develop a set of criteria to ensure possible solutions are plausible.

Untrue Very True

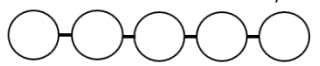


Untrue Very True

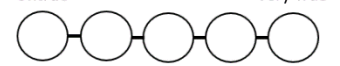


When previous problem-solving attempts have been unsuccessful, I ensure rigorous inquiry into why before trying again.

Untrue Very True



Untrue Very True



When previous problem-solving attempts have been unsuccessful, I ensure rigorous inquiry into why before trying again.

Untrue Very True



Untrue Very True



I ensure we all agree about who is going to do what and when as part of our action planning.

Untrue Very True



Untrue Very True



I do not adopt new approaches without first asking "What is the problem that this approach is designed to solve?"

Untrue Very True

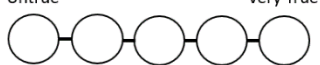


Untrue Very True



I learn from evidence about teaching practice and student outcomes is central to my leadership of improvement.















Untrue Very True



Untrue Very True






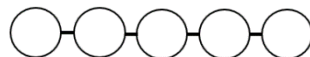

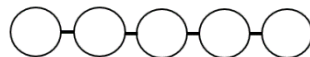

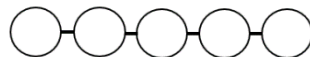

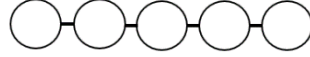




Building relational trust

Where I am right now	Where I want to be
For me, "knowing my staff" means understanding the beliefs that drive their practice.	
Untrue  Very True	Untrue  Very True
My team trust that I will deal with perceived incompetence in ways that are timely, fair, and respectful.	
Untrue  Very True	Untrue  Very True
I have a reputation for making decisions that are in the best interest of students, even though they might be unpopular with some teachers or parents.	
Untrue  Very True	Untrue  Very True
My staff give me frank face-to-face feedback about aspects of my leadership.	
Untrue  Very True	Untrue  Very True
I challenge and productive conflict by leading meetings in which diverse views are expressed and integrated.	
Untrue  Very True	Untrue  Very True
I build a culture of trust by helping staff resolve their interpersonal difficulties rather than doing it for them.	
Untrue  Very True	Untrue  Very True
When staff experience difficult personal circumstances, we make a plan about how we can meet their needs while taking care of their professional responsibilities.	
Untrue  Very True	Untrue  Very True

Dispositions

Open mindedness	
Where I am right now	Where I want to be
I work hard to encourage respectful critique of the beliefs that shape our decisions	
Untrue Very True 	Untrue Very True
Critical examination of diverse views is a key part of my decision-making style	
Untrue Very True 	Untrue Very True
I deliberately seek information and examples that could disconfirm rather than confirm my own point of view.	
Untrue Very True 	Untrue Very True
When people disagree with me, they usually tell me that they felt heard.	
Untrue Very True 	Untrue Very True
Before making important decisions, I model examination of arguments for and against preferred courses of action.	
Untrue Very True 	Untrue Very True
While recognising the need for a decision, I am comfortable with the uncertainty and complexity that is often involved in the decision-making process.	
Untrue Very True 	Untrue Very True
Debating the validity of my own and others' assumptions about how and what to teach is a key feature of my leadership	
Untrue Very True 	Untrue Very True

Interpersonal courage

Where I am right now	Where I want to be
<p>Even though difficult to hear at times, I invite respectful public feedback about aspects of my leadership practice</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 
<p>My concern for students motivates me to have timely conversations with staff about aspects of their behaviour or performance that concerns me.</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 
<p>When it comes to challenging conversations, I have learned to walk towards rather than run away from what I fear.</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 
<p>My sense of responsibility leads me to publicly acknowledge that if an unsatisfactory situation has persisted under my leadership, then I am part of the problem.</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 
<p>I can overcome my pride and seek help when I don't know how to solve an important problem.</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 
<p>When staff are treated in unacceptable ways, I give respectful feedback about the impact and acceptability of the behaviour to the staff member / parent / student involved.</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 
<p>Respectful challenge of dysfunctional aspects of school culture such as gossip, or low expectations, is a feature of my leadership.</p>	
<p>Untrue Very True</p> 	<p>Untrue Very True</p> 

Empathy

Where I am right now

Where I want to be

I value feedback about whether others feel I have understood them.

Untrue Very True

Untrue Very True

In emotional situations, I encourage others to share any negative feelings.

Untrue Very True

Untrue Very True

I check with the other person rather than assume I have correctly understood how they feel.

Untrue Very True

Untrue Very True

I postpone any judgments about others until I have first understood their experience.

Untrue Very True

Untrue Very True

I am comfortable describing my own feelings as part of a discussion about the impact we are having on each other.

Untrue Very True

Untrue Very True

My empathy for teachers' difficulties does not mean I am controlled by their feelings.

Untrue Very True

Untrue Very True

When things go wrong, I get curious rather than furious.

Untrue Very True

Untrue Very True

Perseverance

Where I am right now

Where I want to be

When the going gets tough, I am able to overcome a natural tendency to postpone or quit.

Untrue Very True

Untrue Very True

My concern for students means that if previous teaching interventions have not succeeded, I learn from the failure and try again.

Untrue Very True

Untrue Very True

When I observe teachers have given up on a group of students, I work hard to provide them with more effective support.

Untrue Very True

Untrue Very True

I expect staff to use evidence of student progress to decide whether to persist with a teaching strategy.

Untrue Very True

Untrue Very True

I have a reputation for determination and grit, motivated by my passion for doing better for our students.

Untrue Very True

Untrue Very True

Since teaching is tough work, I cultivate and reward persistent effort and perseverance in my team.

Untrue Very True

Untrue Very True

When I experience failure and knockbacks I reflect and recover in a few days.

Untrue Very True

Untrue Very True

I persist with challenging improvement goals because I have a strong sense of professional responsibility for the lives and learning of my students

Untrue Very True

Untrue Very True