Leadership Excellence in Action:

Applying the Academy Leadership Excellence Framework

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Acknowledgment of Country

We acknowledge the Traditional Owners of Country throughout Australia and pay our respects to the ongoing living cultures of First Nations People.

Traditional Owners are the first educators of their children and have a long and unbroken history of teaching and learning, through sharing connections to land, waterways, skies, language and culture.

Through education, we walk towards the creation of an equitable and inclusive community for all learners, and we express our commitment to nurturing the continued growth of educational leaders.

We feel optimistic about our future, and solemn about the lessons of our past.
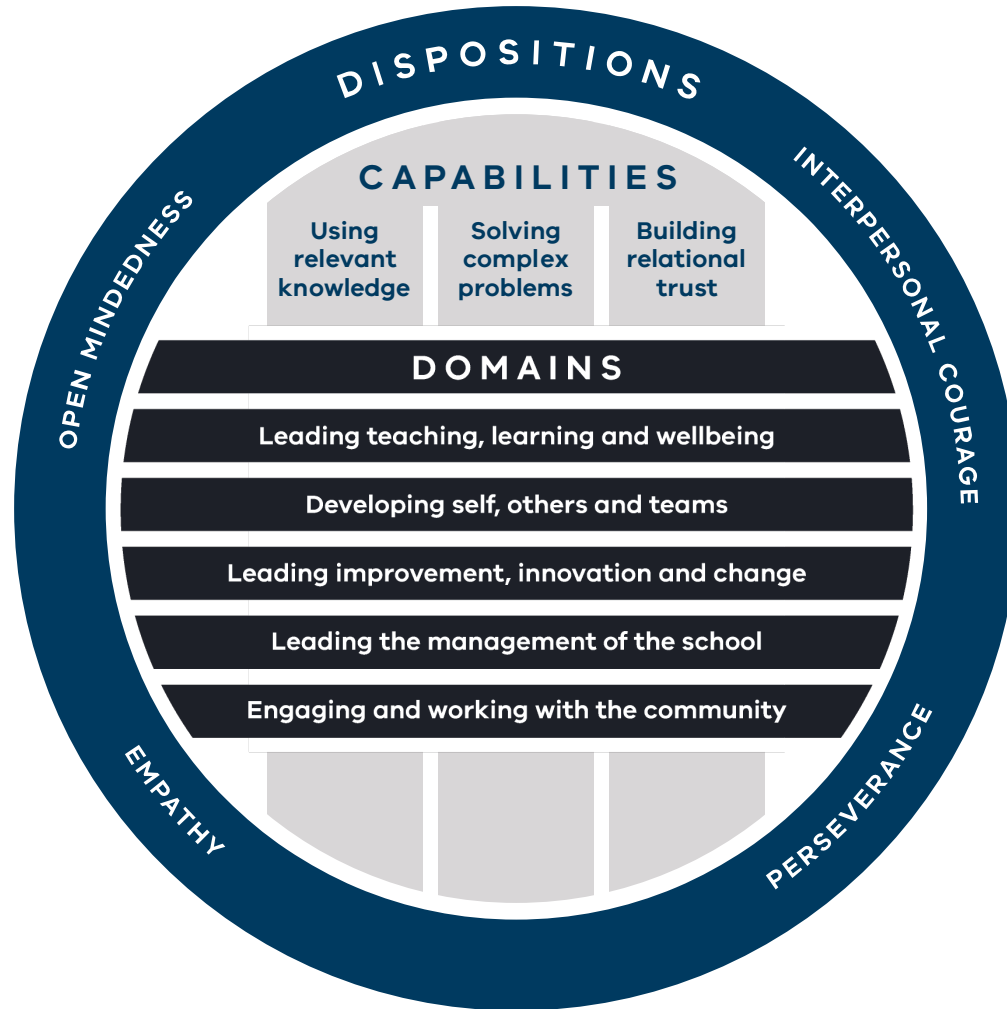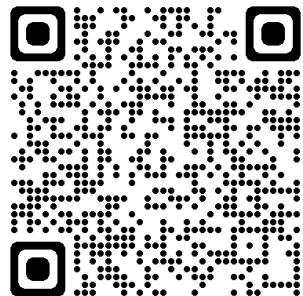
Today's Session

1. Elevate leadership practices through understanding the capabilities and dispositions of excellent leaders

2. Foster leadership growth by creating an environment of trust
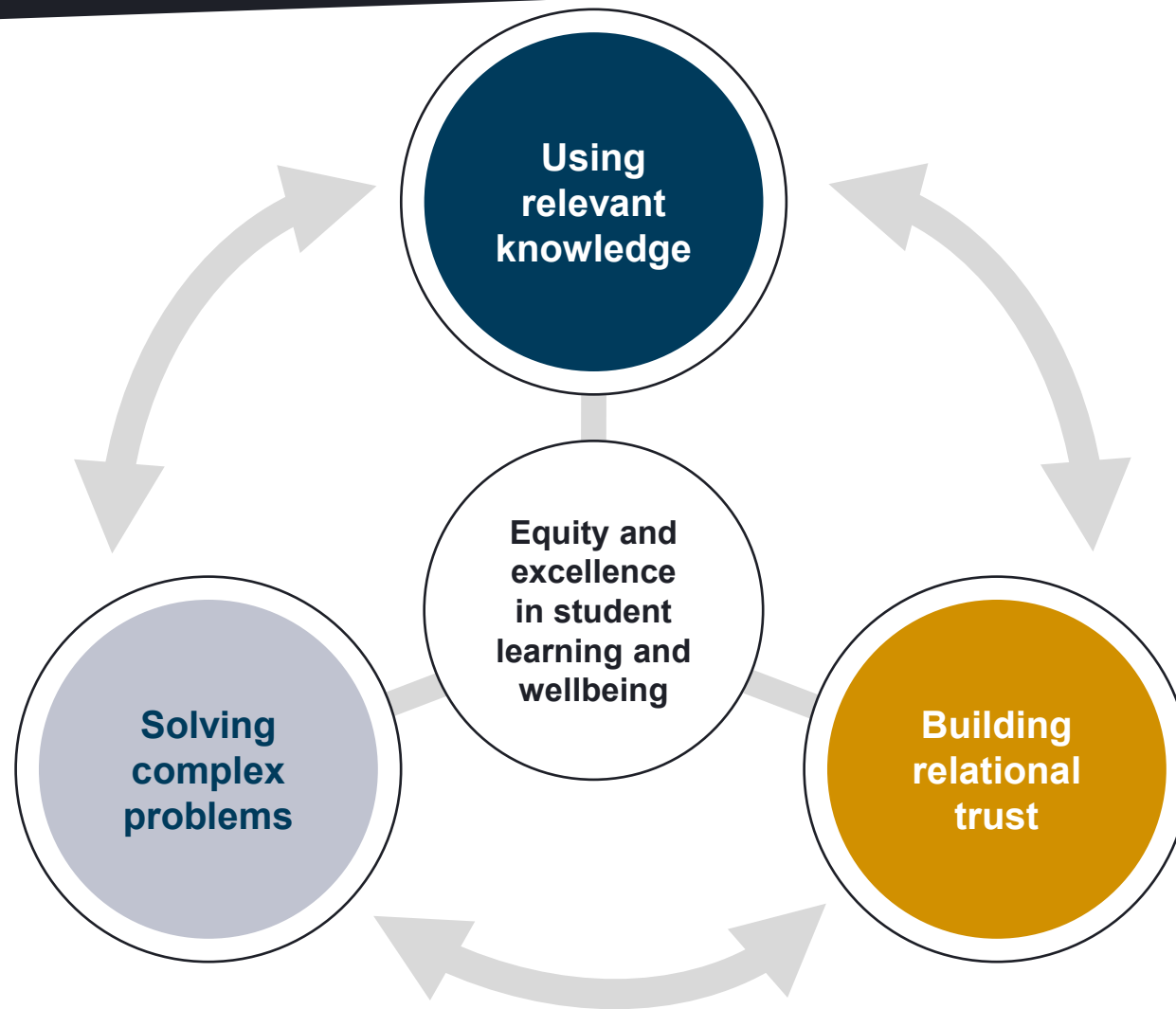
Academy Leadership Excellence Framework

Three capabilities for leading improvement

Using relevant knowledge

Knowledge relevant to the domains

Sufficient detailed knowledge of the science of learning and teaching

Knowledge and the status of the profession

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Solving complex problems
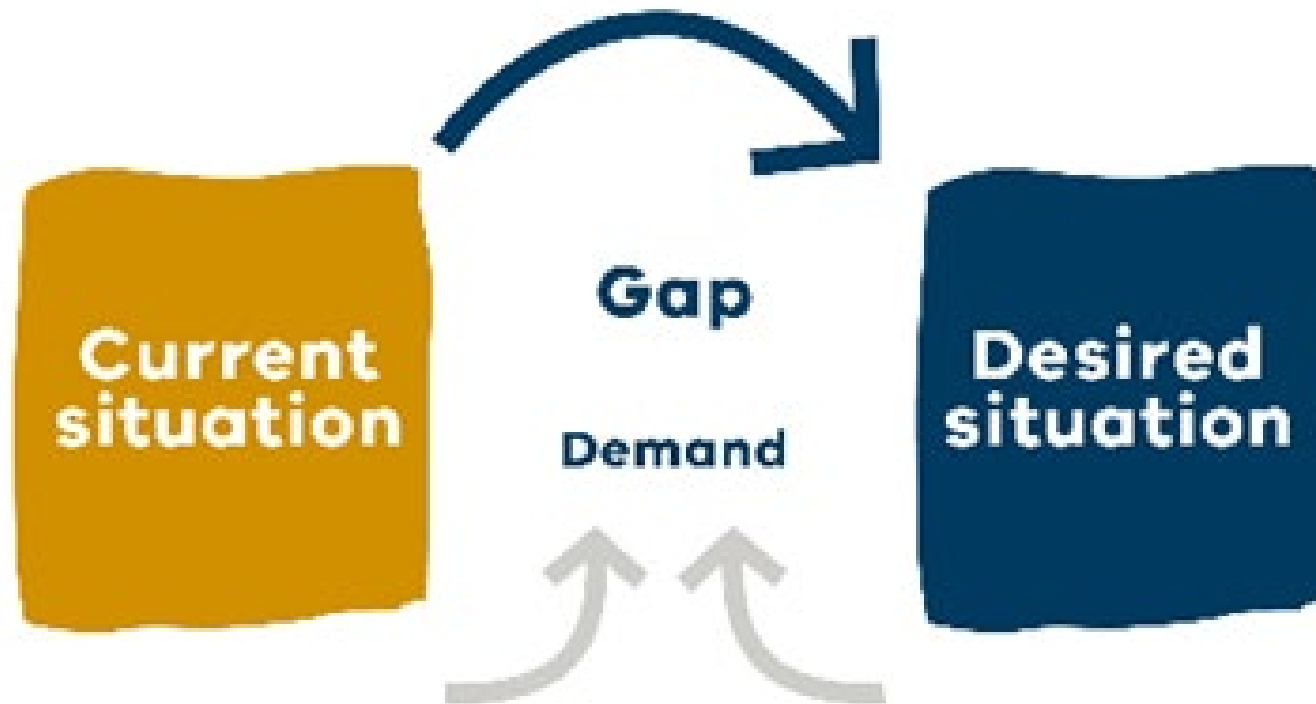
Not business as usual

Not dealing with crises and surprises

Pursuing priority goals

This is slow and deliberate problem solving

What is a problem

What is a problem?

Current situation — Gap / Demand — Desired situation

Collaborative Complex Problem Solving

Stage		Outcome of stage
1	Problem identification	The leader gains agreement that a specific practice or student outcome is problematic
2	Problem causes	The leader surfaces, tests and gains agreement on the likely school-based causes of the problem
3	Solution requirements	The leader gains agreement on the requirements for an effective solution
4	Solution strategies	The leader gains agreement on solution strategies that, as far as possible, meet the set of solution requirements
5	Problem outcomes	The leader gains agreement on how to monitor the implementation and impact of the solution strategies

Reflection 1

Think about a problem that you are solving at your school.

> How did you identify that it was a problem?

> Have you gained agreement on the causes of the problem?

Building relational trust

This capability is about the relational work of leadership

It is applicable to every interaction

Trust is built while doing the work together

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What does it take to build a trusting environment?

DETERMINANTS OF TRUST

Respect

Disclosing thinking
Listening to others
Inviting doubts and disagreement
Embracing rather than avoiding conflict

Personal regard

Treating others as people – not roles
Inquiring into the well being and aspirations of others
Taking account of personal issues without compromising the whole

Competence

Timely decision making
Holding people accountable for their actions/ inactions
Encouraging and learning from feedback or mistakes
Effective problem solving

Personal integrity

Leading with ethical/moral purpose
Living espoused values - consistent modelling of high standards
Treating your word as your promise
Transparency – sharing self

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Reflection 2

Consider the determinants of trust.

> Do the determinants resonate with you?

> What are some deliberate acts of trust that you have displayed in the last week?

Dispositions of excellent educational leaders

What is a disposition?

A disposition is an enduring character trait that is learned throughout life.

Together, dispositions shape perceptions and motivate behaviour.

Dispositions

Open mindedness

Interpersonal courage

Empathy

Perseverance

Disposition: Open-mindedness

- Willingness to examine and revise beliefs, listen to differing points of view and routinely use evidence to check their beliefs

- Open-mindedness does not require everything to be negotiable at any given time.

- Listen to criticism of decisions and accept the possibility that revision may be needed in future.
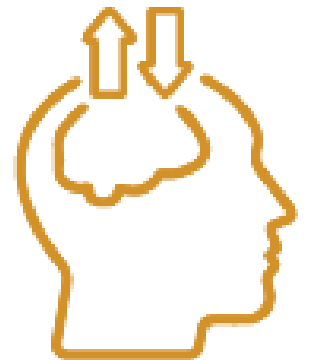
Disposition: Perseverance

- The "…voluntary continuation of a goal-directed action in spite of obstacles, difficulties or discouragement". setting aside any pre-judgments about others' feelings and actions
- Sustain the difficult work of consistent, high-quality implementation
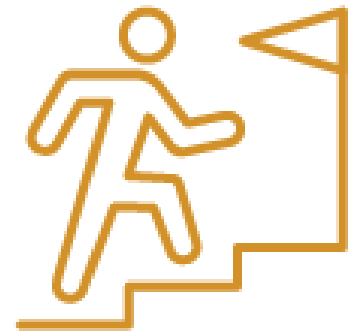
Disposition: Interpersonal courage

- Motivated to take risks and overcome fears to achieve educational goals

- Committed to their students and willing to challenge school and team norms, cultures and practices

- Puts student learning before adult relationships

Disposition: Empathy

Four components to empathy:

- taking another's perspective;

- setting aside any pre-judgments about others' feelings and actions;

- recognising others expressed and unexpressed emotions;

- and communicating the emotion the leader has recognised in order to check the accuracy of his or her perception.

What's your strength?
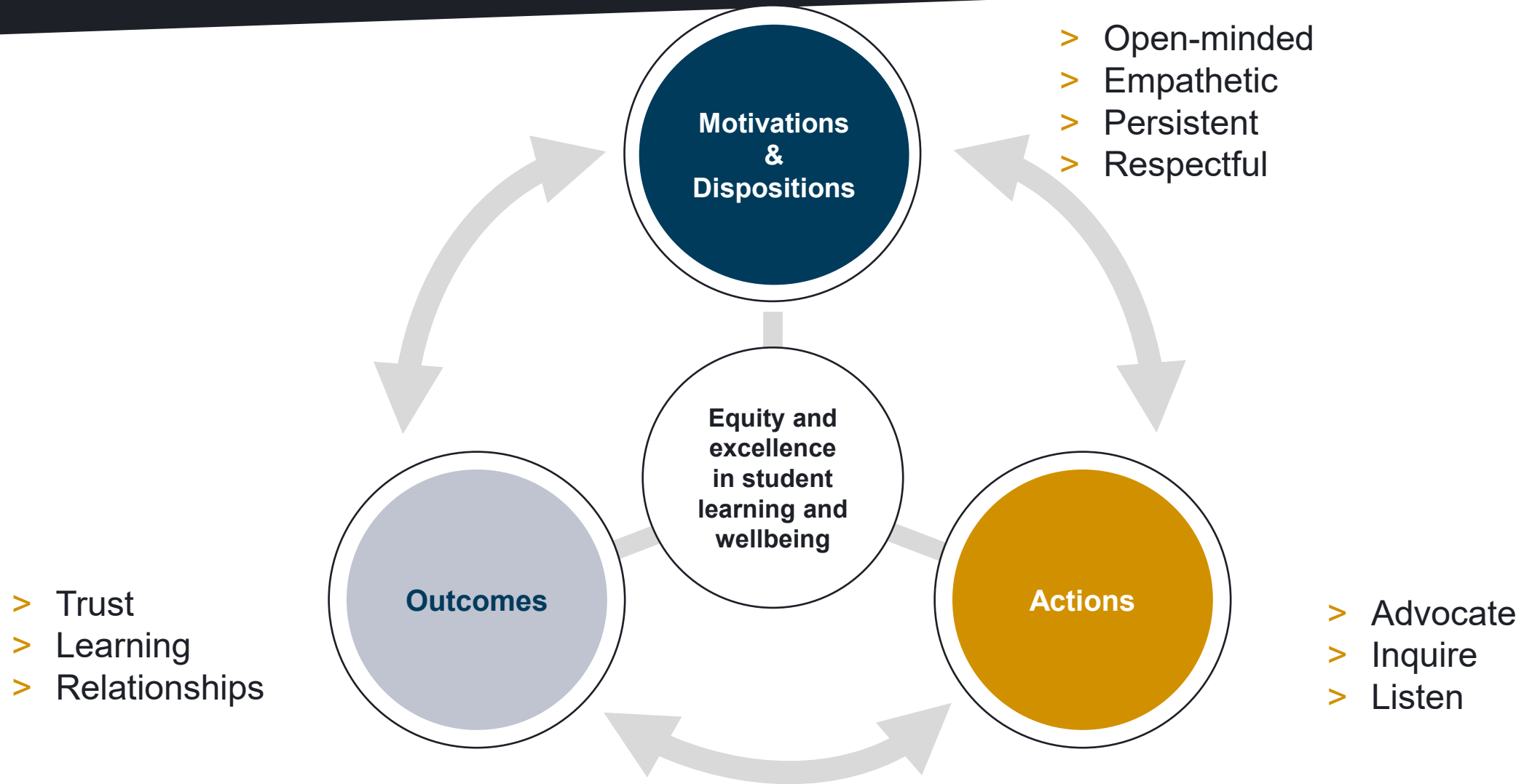
Open mindedness

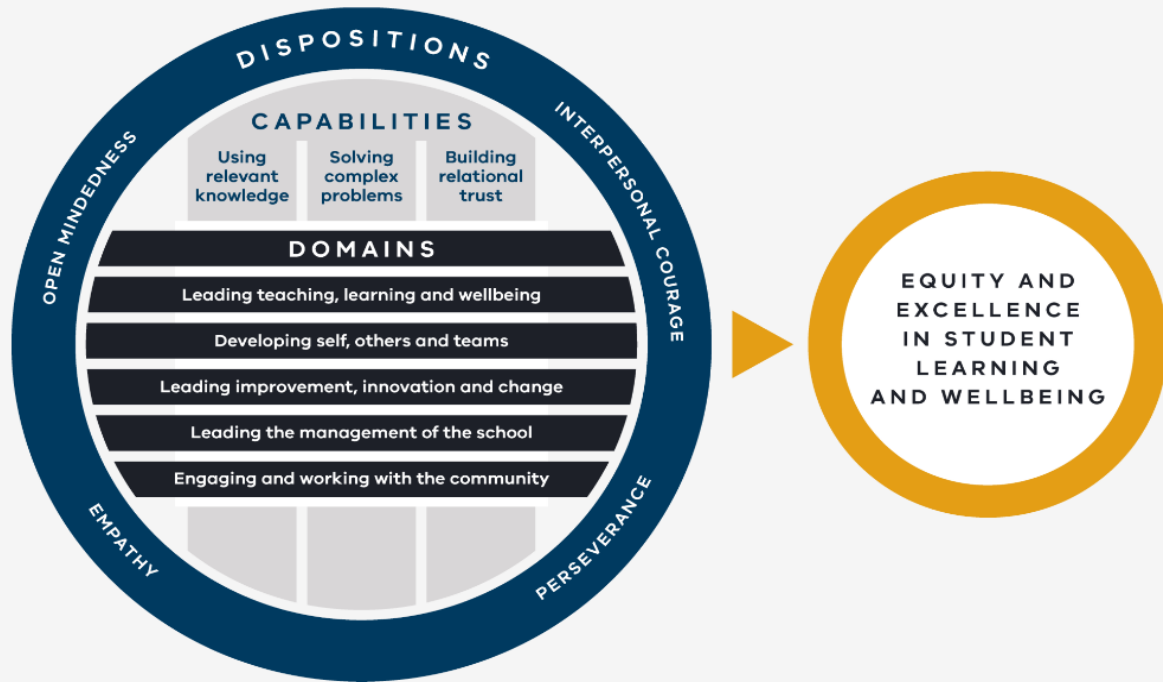**Interpersonal courage**

Empathy

Perseverance

1. What behaviours do you notice in yourself that reflect this disposition?

2. How do you support others to learn, practice and enact these dispositions?

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Quality Conversations

> Open-minded
> Empathetic
> Persistent
> Respectful

Motivations & Dispositions

Equity and excellence in student learning and wellbeing

Outcomes

Actions

> Trust
> Learning
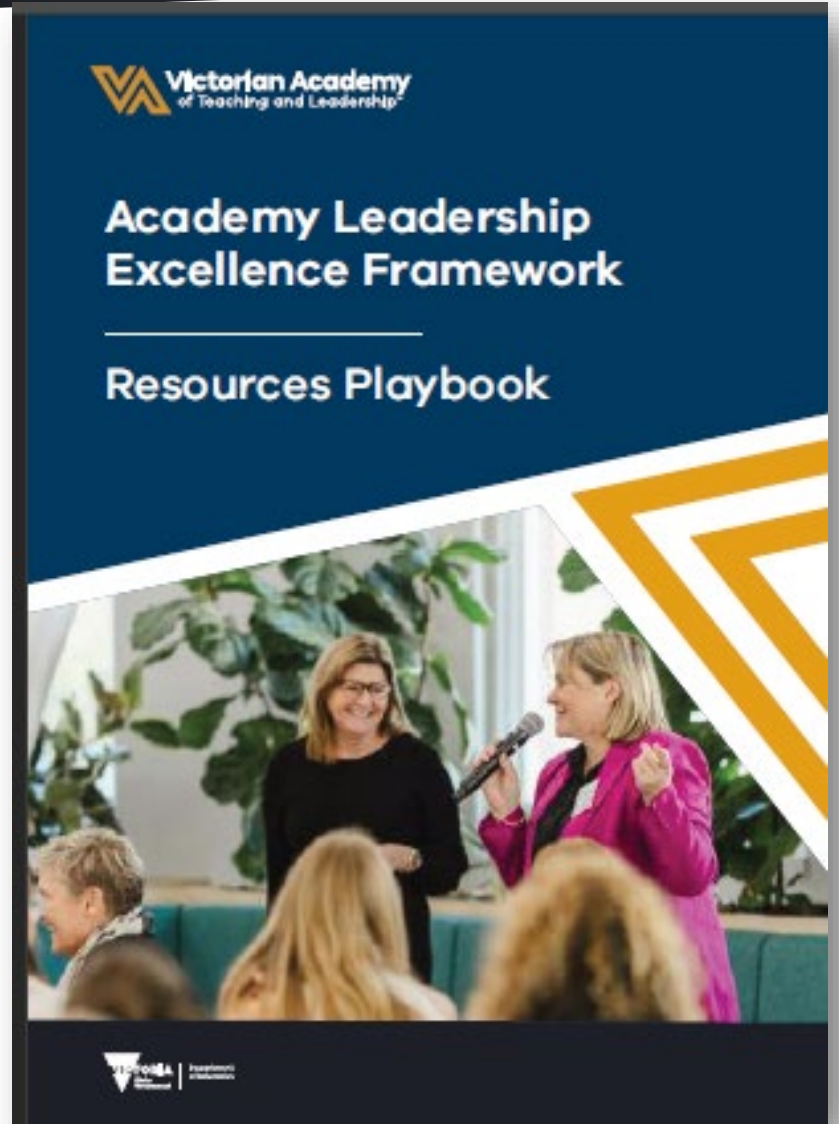> Relationships

> Advocate
> Inquire
> Listen

Academy resources

Find more at:
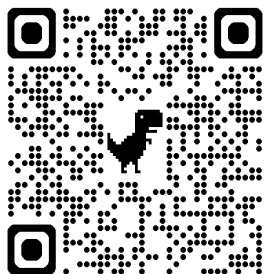**www.academy.vic.gov.au/resources**

Academy professional learning

Leading School Improvement

Leading School Improvement will develop your understanding of how to lead strategic change to enhance student outcomes within your own unique context.
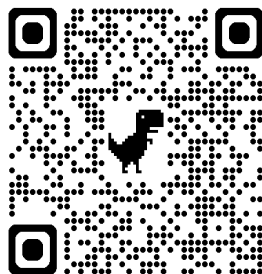
Expression of interest   Share

Leading Quality Conversations

Leading Quality Conversations is designed to develop the high-level communication skillset required by educational leaders that will enhance their interpersonal effectiveness, collaboration and problem solving capabilities, while building trust with peers.

View dates and apply   Share

Collaborative Complex Problem Solving

Gain the skills to solve complex problems of leading, teaching and learning.

Expression of interest   Share

Questions…

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