

Leading relies on reflection and innovation

The qualities defined:

Without reflection (based on review and evaluation), leadership may become reactive and lacking in judgement. Day-to-day events make sense only when leaders stop and think about what they mean, how they connect and what patterns they reveal. Reflection places events in a new and clearer perspective. As you look in, you can better see out beyond the boundaries, perceiving familiar things in unfamiliar ways and finding opportunities for innovation. As you look back and consider what worked and what did not, you see ahead to what your organisation should become.

Leading relies on reflection and innovation

Behaviours – the leader:

- 1.1 Actively reflects on what works and what does not and uses the information to influence the way ahead and to make decisions.
- 1.2 Thinks beyond the immediate situation and implements new and enhanced strategies for improvement.
- 1.3 Anticipates future possibilities; thinking is not constrained by the current agenda.
- 1.4 Sees challenges as opportunities to do something different and creative.
- 1.5 Takes an overview of situations, stands back from detail and identifies connections and patterns, both internally and externally.

Leading requires analytical and adaptive thinking and planning

The qualities defined:

Leaders analyse most effectively when they go beyond the superficial, ie just running the numbers. Instead they drill down into richer sources of information, including their own and others' underlying values and biases. What data and assumptions are they using? Breaking up complex challenges into component parts and being close to the key stakeholders helps them to see problems in new ways, committing their organisation to action and change with authenticity and integrity. They will also use intuition in making judgements.

Leading requires analytical and adaptive thinking and planning

Behaviours – the leader:

- 2.1** Seeks and assimilates different types of information, including facts, diverse opinions, conflicting views and underlying trends.
- 2.2** Thinks in new ways about complex issues and their potential impact; inspires and enables others to do the same within their team.
- 2.3** Demonstrates patience and tenacity when dealing with adaptive challenges.
- 2.4** Identifies the best way ahead and demonstrates sound judgement based on a clear set of principles and values derived from personal conviction.

Leading in context requires an outward looking culture

The qualities defined:

Leaders need to see the world through the eyes of other communities, cultures, organisations and partnerships so that they better understand the diverse contexts in which their organisation operates. This requires getting out of the office and the organisation to collaborate with others, create partnerships and manage the boundaries in order to evaluate and be responsive to the organisation in its wider context. It means demonstrating *system leadership*, ie sharing a collective responsibility for all learners in the community.

Leading in context requires an outward looking culture

Behaviours – the leader:

- 3.1 Makes useful connections beyond the individual community through a collaborative, creative approach to development.
- 3.2 Thinks and acts in a fresh and informed way about the future role of school leaders, including the community and system-wide dimensions.
- 3.3 Exhibits a natural curiosity and eagerness to take on new challenges, demonstrated by a desire to work beyond the boundaries and be responsive to feedback from a range of sources.
- 3.4 Builds community relationships based on a mutual and collective responsibility with diverse partners, to create a high-quality learning environment for all.

Leading relationships requires a collaborative culture

The qualities defined:

Leaders work most effectively when they lead not individuals but the relationships between them. They create the conditions, the structures and the climate that encourage teamwork. They lead from the inside out into the wider environment. They are emotionally intelligent leaders and participants in a culture of distributed leadership.

Leading relationships requires a collaborative culture

Behaviours – the leader:

- 4.1 Demonstrates emotional self-awareness and reflects on the impact of their behaviour on those around them.
- 4.2 Has a genuine interest in other people; actively seeks to understand and respond appropriately to them.
- 4.3 Shows the ability and confidence to interact effectively with people in a range of contexts; understands the audience and the purpose of different relationships.
- 4.4 Influences and motivates others; secures their contributions to the eventual outcome.
- 4.5 Empowers others and creates leadership opportunities throughout their own organisation and more widely.

Leading change requires action and alignment

The qualities defined:

Working effectively with the governing body, leaders shape and articulate a clear vision for the future based on an explicit set of personal and educational values. They also have a bias for action. The challenge is to align their own and others' understanding and action around what needs to change whilst sustaining what must stay the same. A culture of action is not about *whipping the horses into action*. It is about analysing the situation, identifying the needs and creating the capacity to steer the organisation towards a common goal.

Leading change requires action and alignment

Behaviours – the leader:

- 5.1** Shapes and articulates a vision with clarity, inspires others with the vision and leads the organisation to the realisation of the vision through hard work and determination.
- 5.2** Has the ability to generate commitment and create alignment to the vision through communicating with enthusiasm, conviction and optimism.
- 5.3** Understands the principles of change and demonstrates the processes of managing change effectively; maintains a successful balance between operational and strategic activities.

Leading learning depends on developing self and others

The qualities defined:

Leaders model and celebrate a natural curiosity and desire to learn. They recognise, develop and utilise fully the talents of others. They have the capacity to absorb the pressures of the job, so that the learning needs of all can remain the top priority.

Leading learning depends on developing self and others

Behaviours – the leader:

- 6.1** Has a passion for learning; recognises herself/himself as a learner who needs a team approach for success.
- 6.2** Demonstrates a commitment to a range of professional development opportunities, particularly those that are likely to have the greatest impact on pupils and staff.
- 6.3** Raises the profile of learning amongst the adult community, particularly parents and carers, and secures their support for and engagement with learning.
- 6.4** Has high expectations of herself/himself, staff and pupils to realise the full potential of the learning community.
- 6.5** Celebrates the achievements of all learners; establishes and maintains a culture of well-being and enjoyment.

Leading with challenge, accountability and courage

The qualities defined:

There must be a hard edge to leadership that challenges poor performance and holds people to account for their responsibilities. This requires a thoughtful balance between the creation of a culture of aspiration, celebration and success and the ability to be tough when the situation requires it. Leaders also need the ability to remain calm in a crisis and, through their actions, to retain the confidence of the community.

Leading with challenge, accountability and courage

Behaviours – the leader:

- 7.1 Expects herself/himself and others to improve and sustain performance.
- 7.2 Holds herself/himself and others to account for their responsibilities and performance; develops an effective working relationship with the governing body.
- 7.3 Gives credible and challenging, as well as supportive and encouraging, feedback; seeks mutual strategies for improving performance.
- 7.4 Demonstrates confidence and courage in challenging situations; has emotional resilience.