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 contribute to best practice within the organisation.

1.2 Thinks beyond the immediate situation and implements new and, in particular, enhanced strategies, linked to whole school improvement.

1.3 Anticipates future possibilities and contributes to the vision of the school; thinking is not constrained by the current agenda.

1.4 Sees challenges and the need for change 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.

Tool
3.1b

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.

Tool
3.1b

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.

**Tool
3.1b**

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.

Behaviours – the leader:

3.1 Builds partnerships based on a mutual and collective responsibility with diverse stakeholders, to create a high-quality learning environment for all.

3.2 Proactively seeks opportunities to think and act 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.

Tool

3.1b

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.

Behaviours – the leader:

4.1 Demonstrates emotional self-awareness and reflects on the impact of their behaviour on those around them.

4.2 Shows the ability and confidence to interact effectively with people in a range of contexts; actively seeks to understand the potential audience and the purpose of developing different relationships.

4.3 Influences, motivates and seeks to develop others; secures their contributions to the eventual outcome.

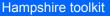**4.4** Empowers others and creates leadership opportunities throughout their own teams in the organisation.

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 an individual vision within the school context that furthers the overall action plan.

5.2 Contributes to the realisation of the overall vision by leading through example and maintaining credibility through hard work and determination.

5.3 Has the ability to generate commitment through classroom practice and leadership; communicates and exemplifies the overall vision with enthusiasm, conviction, optimism and practical action.

5.4 Demonstrates an understanding of the processes and levers of change; maintains and manages change by effectively balancing the operational and strategic.

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 recognises the value of a team approach for success and is prepared to ask for help; shares professional expertise and good practice.

6.2 Demonstrates a commitment to a range of professional development opportunities for themselves and others which have a positive impact on pupils and staff.

6.3 Promotes and facilitates the profile of learning amongst the wider community, particularly parents and carers, and encourages 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; contributes to a culture of well-being and enjoyment.

Tool
3.1b

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 whole school in the community.

Tool
3.1b

Leading with challenge, accountability and courage

Behaviours – the leader:

7.1 Expects self and others to improve and sustain performance; holds self and others to account for their responsibilities and performance.

7.2 Takes into account views of all stakeholders to build effective relationships.

7.3 Gives credible feedback which is challenging and supportive and leads to strategies for improving performance.

7.4 Demonstrates confidence and courage in challenging situations; has emotional resilience.