

## Bohunt Education Trust Leadership Framework How we choose to lead





Ethos	BET Leaders	Which means BET Leaders (Green Chickens)	Which means BET Leaders do not (Red Chickens)
We believe as a trust, we are stronger together (One	<b>Collaborate</b> with generosity	<ul> <li>Share openly</li> <li>Actively seek opportunities to collaborate</li> </ul>	<ul><li>See school as distinct from Trust</li><li>Work in silos</li></ul>
Trust / <u>Green Chicken</u> )	Are solution-focused	<ul> <li>Offer positive, constructive approaches to challenges</li> <li>Come prepared and use initiative</li> </ul>	<ul><li>Have a fixed mindset</li><li>Lack initiative</li></ul>
	Contribute <b>visionary</b> direction	<ul> <li>Communicate the 'why' of all we do</li> <li>Actively promote and model the vision and ethos of the Trust</li> </ul>	<ul> <li>Undermine the ethos</li> <li>Have too many priorities or lack clarity</li> </ul>
We believe that children and adults should enjoy	Inspire and sustain the culture	<ul> <li>Enable others to grow and succeed</li> <li>Show up every day and work to make everyone else want to too</li> </ul>	<ul> <li>Contribute to or generate a culture of negativity</li> <li>Act as a passenger</li> </ul>
learning and life in school	Exhibit <b>curiosity</b>	<ul> <li>Are always learning</li> <li>Ask brave questions</li> </ul>	<ul> <li>Claim ignorance</li> <li>Ask questions in a way that would damage our ethos</li> </ul>
	Have <b>fierce am<mark>bition</mark> for the child</b> ren we serve	<ul> <li>Seek challenge</li> <li>Have unconditional positive expectations (every child; same chance)</li> </ul>	<ul><li>Accept mediocrity</li><li>Act with complacency</li></ul>
We believe that respect, of self and others, and doing	Act with <b>integrity</b>	<ul> <li>Are consistently driven by our moral purpose</li> <li>Authentically model our ethos</li> </ul>	<ul> <li>Act inconsistently or dishonestly</li> <li>Put self-interest above the interests of those we serve</li> </ul>
the right thing, are fundamental to schools and in bettering society	Communicate with <b>clarity</b>	<ul> <li>Listen more than we speak</li> <li>Communicate intentionally, considerate of purpose and audience</li> </ul>	<ul> <li>Cause confusion</li> <li>Undermine our brand or identity</li> </ul>
	Exemplify <b>relational practice,</b> championing inclusivity and embracing difference	<ul> <li>Value and actively seek the views of others</li> <li>Model compassion and cognitive empathy</li> </ul>	<ul> <li>Make the professional personal</li> <li>Treat others with disrespect or accept intolerance</li> </ul>
We believe every child should have the same chance to achieve; so that	Have <b>absolute</b> conviction that outcomes change children's lives	<ul> <li>Demonstrate a resolute and unrelenting focus on academic progress and attainment</li> <li>Are passionate advocates for all children and the possible</li> </ul>	<ul> <li>Make excuses for children</li> <li>Blame poor performance on context or disposition</li> </ul>
they have a life of choice and opportunity	Work innovatively and strategically	<ul><li>Plan, do and review</li><li>Seek to understand and simplify</li></ul>	<ul> <li>Prevent others from achieving shared goals and objectives</li> <li>Lead reactively and hope for the best</li> </ul>
	Welcome <b>accountability</b> and <b>candour</b>	<ul> <li>Embrace responsibility as leaders</li> <li>Accept feedback and act on it</li> </ul>	<ul> <li>Abdicate responsibility as leaders</li> <li>Avoid difficult conversations</li> </ul>