

DOVER COURT INTERNATIONAL SCHOOL (DCIS) LEADERSHIP STANDARDS

Adjectival descriptors (e.g. distributed, transformational, instructional etc.) have not been used for these leadership standards. We understand that the most effective leaders (whatever their title in a school) are not reduced to an adjective but seek feedback and reflect honestly and critically on their own practice, developing, honing and drawing upon a rich tapestry of approaches, whilst defining success in broader terms to the benefit of the learners in their care and the community as a whole.

Dinham's model of principal leadership for outstanding educational outcomes (Dinham, S. 2005 p. 343.) suggest leadership qualities, approaches and actions take place in the context of an "upward cycle" of success. As such they are aspirational, require continuous reflection and improvement and rely on an understanding of the importance of relationship building which will address and develop the understanding of context. These attributes, actions and qualities take years to develop so cannot be seen as quick fixes, more of a road map considered as '...both product (output) and process (input) variables contributing to future change and improvement' (Dinham 2005 p. 354).

LEADING SELF

- Consistently demonstrate and model our school mission and values demonstrated through their actions and interactions with others
- Leaders model self-awareness and critical reflection
- Leaders *cultivate* an inclusive environment *promoting* equity *and* belonging
- Leaders create an environment where students and staff understand their own identity and feel valued, seen and heard
- Leaders cultivate positive partnerships with colleagues, students and parents

CREATING A CULTURE OF COLLABORATIVE PROFESSIONALISM

- Leaders communicate clearly and openly, fostering high trust relationships and managing conflict with sensitivity
- Leaders set high expectations for themselves and others for quality learning and teaching
- Leaders create a culture of inclusion
- Leaders develop capacity in others, e.g., through coaching and by modelling and promoting professional learning
- Leaders are evidence informed and hold people accountable to our standards, by providing clear and honest professional feedback
- Leaders engage others in establishing and articulating a shared vision
- Leaders build networks, collaborate, and learn from others

LEADING AND MANAGING GROWTH AND DEVELOPMENT

- Leaders identify areas for school improvement and innovation, communicating a clear vision with purpose and influence, supporting strategic and innovative thinking
- Leaders are learning- and wellbeing-focused, using these as drivers of decision-making
- Leaders demonstrate agility and adaptability in response to different and changing circumstances
- Leaders are flexible and contextual in their approach applying agility and strategic thinking to decision making
- Leaders adopt bigger picture thinking, understanding the interconnectedness of school systems and their complexity
- Leaders manage budgets to make informed resourcing decisions based on identified priorities