Leadership Competencies

Evidence of leaders as…	Associated behaviours
Story tellers	Communicates stories of improvement. Engages emotionally with people. Shares anecdotes. Links stories to place and community. Uses personal disclosure to connect beliefs and actions. Congruence between words, dance and music of leadership. Uses metaphor to communicate. Links past, present and future to tell stories of change.
Organisers	Sees the big picture and plans/leads backwards. Thinks ahead. Creates head space for thinking time. Communicates well across staff groups. Can de-clutter unnecessary thinking from decision making. Understands the roles others play in team success. Assigns roles. Knows who is best for the job. Ensures people take ownership of the desired outcome.
Following up	Is interested and involved in people's learning. Remembers. Problem solves. Says thank you. Engages in frequent interaction with staff. Notices and praises success. Considers impact of decision making and consequences of actions. Is prepared to change position and direction based on feedback. Returns to conversations. Welcomes two-way dialogue.
Listening deeply	Makes time to listen and eliminates distractions. Models curiosity. Values 1:1s. Shows compassion. Takes notes when appropriate. Models thinking processes as well as actions. Tunes in. Welcomes views of others. Mirrors body language. Summarises thinking to clarify. Demonstrates empathy. Wants to support and find a solution.
Demonstrating authenticity	Leads through personal experience and is true to self. Knows people well and remembers names. Is prepared to think differently. Will stand up for beliefs. Gives away best ideas unconditionally. Will take responsibility for actions of self and team. Gives credit to others. Will communicate difficult as well as positive messages.
Being unconditionally positive	Demonstrates generosity of spirit in words, tone and movement. Body language is open and welcoming. Is a capacity giver. Solutions focused. Is present with staff, children and wider community. Champions the vision. Smiles more. Contributes effectively during discussions. Enjoys meeting people. Notices small acts of kindness. Thanks people for discretionary effort.

Evidence of leaders as…	Associated behaviours
Valuing interaction beyond action	Makes time for people. Models learning as a social experience. Influences through relationships. Checks in with teams. Welcomes views from others in decision making. Uses working parties and focus groups as a force for good. Champions collaboration. Plans for collaboration. Celebrates the work of the group above the individual.
Over communicating messages	Models beliefs and values through behaviours. Uses multiple ways to communicate. Creates associated language with key beliefs. Repeats the vision. Makes messaging visible. Simplifies the vision so that it is memorable. Communicates across the organisation. Will use reason and argument to justify views.
Owning the vision	Whys' matter more than 'whats' and 'hows'. Models the vision through personal conduct, language and relationships with others. Links decision making to the big picture. Is protective of the vision and acts when there is misalignment between vision and behaviours. Communicates the vision through story.
Taking personal responsibility	Welcomes challenge. Encourages feedback about performance. Is open when decision making hasn't worked. Will personally follow up and invest time to resolve issues that matter most. Will lead from the front when required.
Believing in the power of network	Models networking with others - internally and externally. Values group leadership. Seeks to build inward and outward facing collaboration. Connects people through conversations. Distributes credit for successes amongst teams. Belongs to different groups and engages with all stakeholders.
Assertive	Body language and tone communicate confidence. Congruence between beliefs and actions. Asks relevant questions. States opinions. Seeks clarity in unfamiliar situations. Places self out of comfort zone. Does not defer to hierarchy. Will challenge organisational bias.
Tenacity	Puts children at the heart of conversations. Has experience of seeing projects through to the end. Sees or plans solutions at difficult times. Encourages others. Follows up. Works at pace when needed. Meets deadlines. Defends a cause. Justifies actions based on values.
Leading centred leaders	Personally attends to teaching and learning. Models learning expectations through own behaviour. Communicates the stories of school improvement. Talks about being a learner. Leads professional development. Continuously seeks to improve practice through research, school visits and enquiry.

Evidence of leaders as…	Associated behaviours
Understanding pedagogy	Can articulate a theory of learning. Models pedagogy through personal behaviour, professional development and group interactions in meetings. Is research informed. Spends time in all phases of the school without preference. Is curious about pedagogy. Will question own practice.
Being vulnerable	Asks for help. Embraces mistakes as new opportunities. Models being novice as well as being expert. Will disclose failures publicly. Has good days and bad days without this affecting the mood of school. Apologises. Seeks feedback from colleagues.