

TEACH TO LEAD

Leadership Competency Framework



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GUIDING PRINCIPLES FOR OUR PROGRAM

Teach To Lead's guiding principles articulate the beliefs and mindsets we hold as central to the program. That is, they drive the selection of our candidates, the design of our curriculum, the mindsets we aim to develop and the pathways to success both within the program and more broadly, in one's leadership role.

Focus

- Targeting disadvantaged schools and the potential of leadership to scale results
- Concentrating on one's internal locus of control to effect change
- Choosing a small number of areas to work on at any one time: Recognising that impact is greatest when we do fewer things well rather than more things less well

Relationships

- Valuing relationships among the cohort and recognize opportunities for collaboration
- Intentionally developing relationships with team members to strengthen collective efforts; respecting others' perspectives
- Leveraging relationships to support, celebrate and challenge others

Growth

- Demonstrating a growth mindset towards oneself and one's team
- Willing to learn and use data to inform and improve practice
- Understanding one's areas for growth accurately, without judgment or defensiveness

Results

- Committing to improving student outcomes in disadvantaged schools as the driver of one's work
- Holding self and others accountable for results
- Monitoring and celebrating progress toward outcomes, increasing one's own and others' sense of efficacy

OUR LEADERSHIP COMPETENCY FRAMEWORK

The Framework used to guide the learning objectives in the Teach To Lead program identifies four focus areas for developing beliefs and behaviours that enable leaders to facilitate improved outcomes for all students:

- **Leading Self:** Leaders build a strong understanding of themselves to optimise professional relationships, sustain wellbeing, harness emotional energy, and grow in one's practice
- **Leading Others:** Leaders develop others through coaching, delivering feedback and holding teams accountable for achieving goals; Understand, facilitate and support high-performance team work
- **Leading Learning:** Leaders develop and implement approaches with teams to improve teaching and learning, making effective use of data and evidence to inform actions
- **Leading Change:** Leaders engage their team to work towards a shared vision and to plan, implement and embed changes that generate improvement in outcomes for all students

These focus areas for developing leadership capability work in partnership and 'from the inside out'. That is, it is assumed that an individual must understand their own mindsets and behaviours, if serving in a position that effectively influences the journey of others and impacts organization-wide change.

Specific competencies that identify the actions leaders perform, in relation to each of these focus areas, are provided in the Framework. Participants can use these competencies to establish a baseline from which they can set goals, orientate feedback about their leadership practice and monitor their leadership development. The Framework is designed to encourage reflection on where one's practice lies in terms of frequency of the behaviour, recognizing that our candidates are in the process of developing these skills as consistent aspects of their leadership. Upon reading the competencies, each behaviour can be rated on a scale from *rarely* to *always*.

The following diagram summarizes the dimensions of the Teach To Lead Leadership Framework.

LEADERSHIP COMPETENCY FRAMEWORK



Leading Self

Build a strong understanding of oneself to optimise professional relationships, sustain wellbeing, harness emotional energy, and grow in one's practice

Competencies	Behaviors
LS1—Developing Self-Awareness	<ul style="list-style-type: none"> • Makes decisions based on understanding of own strengths and limitations, as well as knowledge of one's values • Strikes a balance between confidence in their own ability and humility to continuously learn • Reflects on the way actions impact colleagues to improve self-knowledge and effectiveness
LS2—Managing Emotions	<ul style="list-style-type: none"> • Accurately senses and seeks to understand one's own and others' thoughts, concerns, and emotions • Effectively uses emotional information to guide thinking and behaviour • Reflects on why situations arouse strong emotions in themselves and manages this appropriately
LS3—Building Resilience	<ul style="list-style-type: none"> • Stays optimistic in the face of setbacks • Learns from experience and feedback, and persists to achieve goals • Maintains one's own wellbeing to ensure sustainability in leadership roles
LS4—Growing as a Professional	<ul style="list-style-type: none"> • Identifies professional goals and creates explicit plan for professional growth • Seeks out and acts on constructive criticism and learns from feedback in order to improve performance • Takes on challenges and risks to further one's development and progress toward systemic change

Leading Others

Develop others through coaching, delivering feedback and holding teams accountable for achieving goals; understand, facilitate and support high-performance team work

Competencies	Behaviors
L01—Cultivating Relationships	<ul style="list-style-type: none"> Builds trust and openness with colleagues by seeking to understand team members as individuals and educators, as well as sharing about oneself
	<ul style="list-style-type: none"> Valuing and utilizing diverse backgrounds, personalities and perspectives
	<ul style="list-style-type: none"> Asks for feedback and routinely checks in on the health of working relationships
L02—Developing Others	<ul style="list-style-type: none"> Demonstrates a strong understanding of individuals' strengths and development needs
	<ul style="list-style-type: none"> Gives clear and balanced feedback to encourage ongoing development and to achieve coachee's goals
	<ul style="list-style-type: none"> Determine appropriate strategies to effectively coach colleagues to achieve goals and helps colleagues improve instructional practice
L03—Maximising Team Performance	<ul style="list-style-type: none"> Runs meetings that are prioritized, efficient and lead to specific outcomes
	<ul style="list-style-type: none"> Chairs meetings confidently and team members frequently have the opportunity to lead items on the agenda of meetings
	<ul style="list-style-type: none"> Creates safe environment for constructive debate and challenge to occur without escalating negative emotions or conflict
L04—Monitoring & Reinforcing Accountability	<ul style="list-style-type: none"> Agrees and clearly communicates expectations and standards for performance
	<ul style="list-style-type: none"> Regularly monitors progress of others against goals using data, provides necessary supports and clearly outlines the consequences of underperformance
	<ul style="list-style-type: none"> Celebrates successes on path to ambitious goals, creating sense of efficacy

Leading Learning

Develop and implement approaches with teams to improve teaching and learning, making effective use of data and evidence to inform actions

Competencies	Behaviors
LL1—Using Research and Evidence	<ul style="list-style-type: none"> • Uses current research and evidence of impact to guide reflection and inform actions • Ensures that learning from research and school-based trials is systematically shared within the team
LL2—Analyzing and Responding to Student Data	<ul style="list-style-type: none"> • Analyses performance of students by teaching group and discusses outcomes openly with colleagues • Actively enables the team to analyse data effectively in order to monitor progress for themselves and identify next steps • Ensures the team uses data to assess effectiveness of intervention and makes changes to curriculum/teaching
LL3—Delivering Professional Development	<ul style="list-style-type: none"> • Creates high quality materials for meetings and professional development that are clear, engaging and drive participant learning • Designs time for reflection to step back from the task, identify sources of confusion, and articulate new understandings • Designs opportunities for practice and application for participants to build mastery and receive feedback
LL4—Observing & Giving Feedback	<ul style="list-style-type: none"> • Structures conversation with genuine praise and opportunity to analyse evidence of practice • Identifies a clear goal for coaching session that is connected to short and long term goals and current needs • Helps coachee to brainstorm, plan for and practice high leverage action steps that are achievable for the coachee

Leading Change

Engage their team to work towards a shared vision; Plan, implement and embed changes that generate improvement in student outcomes

Competencies	Behaviors
LC1—Creating a Shared Vision	<ul style="list-style-type: none"> • Uses the vision to help motivate team activity • Regularly reviews team priorities to ensure alignment with the vision • Creates a compelling vision that inspires team commitment
LC2—Planning Strategically	<ul style="list-style-type: none"> • Analyses context to identify the highest-need long and short-term priorities • Establishes clearly defined, measurable, and ambitious goals for students and staff • Adopts or develops clear metrics and tools to monitor progress towards end of year goals
LC3—Managing Change	<ul style="list-style-type: none"> • Ensures rationale for change is communicated to relevant stakeholders in the process of planning and implementing change • Achieves buy-in and a sense of ownership of changes by the team and others involved • Overcomes resistance to implement necessary changes
LC4—Engaging Stakeholders	<ul style="list-style-type: none"> • Invites key stakeholders (considering students, families, community members, school leaders, and colleagues) to provide input on and participate in school improvement efforts • Updates key stakeholders (students, families, community members, school leaders, and colleagues) on the progress of initiatives • Considers audience, and appropriately adapts approach and level of involvement