

Introducing the ACEL Draft Leadership Capability Framework and Curriculum

Creating 21st Century Leaders

2009

THE ACEL LEADERSHIP CAPABILITY FRAMEWORK

i. Educational Philosophy

It is proposed within ACEL's Leadership Capability Framework that influential leaders require more than leadership knowledge and competencies to engage in developmental, empowering and inspirational ways with colleagues in the workplace. There is considerable critique of competency-based models of leadership development in the literature. Critics, such as Kaplan & Norton (1996) and Onsmen (2003), question the possibility of fragmenting leadership into key result areas, competencies and performance indicators. They object to generic checklists that separate the performance from the context within which it occurs. They point to difficulties associated with making performance judgements and leadership development decisions based on checklists of performance indicators that encourage black-and-white judgements of performance, and that do not allow for estimating skill level on a continuum of development or progression.

In an Interprofessional Capability Framework developed by the 'Combined Universities Learning Unit' of Sheffield Hallam and Sheffield (2004, in partnership with the Department of Health in Yorkshire, UK) the authors argued similarly when they concluded that the ". . . perceived limitations of competency acquisition centre on the view that 'competence' is frequently interpreted as a fixed-point, context free, outcome-based measure." They go on to suggest that "this interpretation becomes problematic where there is a requirement for changeability and responsiveness." (p. 7)

In a research project on leadership capabilities (Spry & Duignan, 2003, p. 7) a large number of educational leaders supported these concerns. They regarded competency-based models of leadership development as being too narrow and simplistic. Some of their comments provide insights into their concerns: "there is no one formula for leadership"; and "leadership is just too dynamic, situational and unpredictable to be highly specified in this way." They also suggested that the fragmentation of their role into key result areas, competencies and performance indicators would, necessarily, have to be 'artificial'.

As far back as 1992, Stephenson had clearly pointed to a distinction between leadership capabilities and leadership competencies. In 2000, he focused on the distinction between 'competency' and 'capability' in leadership training and development when he argued that:

Competency is about delivering the present based on past performance; capability is about imaging the future and bringing it about. Competency is about control; capability is about learning and development. Competency is about fitness for (usually other people's) purpose; capability is about judging fitness of the purpose itself (p. 4).

He (1992, p.1) also argued that, "capability depends much more on our confidence that we can effectively use and develop our skills in complex and changing circumstances than on our mere possession of those skills". He claimed that capable leaders have confidence in their ability to "take effective and appropriate action within unfamiliar and changing circumstances". He defined the concept of capability as:

. . . an all round human quality, an *integration* of knowledge, skills, personal qualities and understanding *used appropriately and effectively* – not just in familiar and highly focused specialist contexts but in response to *new and changing* circumstances (Stephenson, 2000, p. 2 - Italics in original).

In a similar vein, the Australian Government's, Department of Defence (2005), in their 'People Capability Framework,' defined capability as "an underlying characteristic of a person which results in effective or superior performance on the job" and pointed out that "capabilities can encompass physical, mental and emotional abilities, knowledge, aptitudes and behaviours." (p. 9)

Capability, it would seem therefore, is not a prepackaged set of knowledge and competencies to be used by a leader to solve familiar problems in familiar contexts. Rather it denotes a dynamic capacity to respond to changing circumstances and to try to improve those circumstances. Capability involves making a difference, making people and conditions better; it involves transforming people's lives.

An important implication of the perspective presented here is that leaders need to develop their own capabilities and those of others in order to enhance the capability of their organisation to flourish in an uncertain environment. An underlying assumption of this argument is that development of personal and organisational capabilities, in an uncertain and complex organisational context, requires a leadership artistry that is unlikely to emerge from the acquisition of a generic set of competencies gained through training or apprenticeship models. Leaders, who have to deal with unfamiliar problems in unfamiliar situations, will need to develop flexible mindsets and frameworks and reach beyond the unquestioning application of predetermined procedures, practices and competencies. (Stephenson, 2000)

Stephenson (2000) developed a useful model to explain why leaders need to adopt new modes of leadership when they are confronted by 'unfamiliar problems' in 'unfamiliar contexts' (see Figure 1). He described how in the past (and for some leaders still) their responses were predominantly in Position Y in Figure 1. This is where leaders experience *familiar* problems within a *familiar* context. In Position Y, the concerns are for reliable delivery, performance standards, error elimination, technical expertise and the mastery of established procedures. The prevailing culture to support Position Y, according to Stephenson, is *training*.

Alternatively, Stephenson identifies Position Z (unfamiliar problems and unfamiliar context) as the current reality where most leaders have to be future-oriented. In Position Z, the slavish application of predetermined practices can have, he suggests, disastrous results. This position involves a much greater use of what Stephenson calls 'leadership capabilities' which include: informal networks; creative solving problem; intuition; planned risk taking; courage; imagination; reliance on beliefs and values; and highly developed self-awareness and self-knowledge. He argued that the culture to support Position Z is one of *professional development*.

ACEL believes that in 2009 Position Z leaders are what are required for schools and systems to be sustainable. It is with this in mind that the ACEL Leadership Capability Framework has been developed and places partner jurisdictions on the front foot in growing leadership capacity.

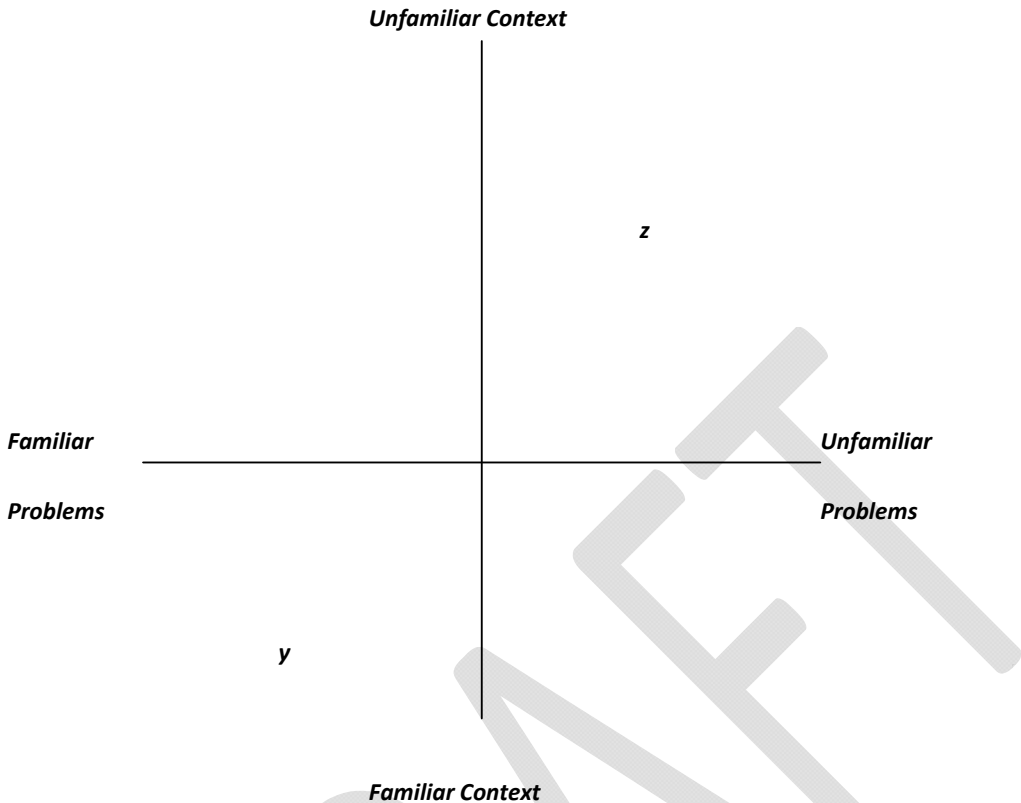


Figure 1: Stephenson (2000): A Culture of 'Training' vs A Culture of 'Professional Development'

ii. ACEL Leadership Capability Framework Design

The ACEL Leadership Capability Framework is based on the belief that leadership is an influence relationship and that leaders in educational systems and schools (including teachers and students) have their 'spheres of influence,' many of which will overlap. This is well supported in leadership research. Each individual's (and group's) sphere of influence is as important as any other, insofar as that person has the best opportunity to influence and make a difference in her/his special influence area. For example, a teacher has a special, even privileged, opportunity to influence students and make a difference in their classroom. A head of department has the opportunity to make a difference in a number of classrooms within their department. A principal has a larger, whole-school sphere of influence and this gives them the opportunity to have influence that is broader in scope than most others in a school. An expert principal or system leader has the capacity to influence a number of schools and their communities. All of these will also have extended spheres or other spheres of influence beyond the boundaries of their identified areas.

The Framework is designed to support these spheres of influence from beginning to apply leadership in a smaller setting through to those whose circle of influence is system wide through its curriculum support document. It has been nationally and internationally critiqued with over 400 hours of research and review at both the national and international level contributing to its unique formation. It is organised under the headings:

- Leading Self for Learning
- Leading Others for Learning
- Leading the Organisation for Learning

The Framework is inclusive of contemporary leadership theory around **Strategic Leadership, Transformational Leadership, Educative Leadership** and **Organisation Wide Leadership** and is derived from the belief that Australian education systems and schools need talented, well-qualified, influential educational leaders.

Underpinning the Framework is a belief that leaders need to develop their own capabilities and those of others in order to enhance the capability of their organisation to flourish in an uncertain environment; and that this development of personal and organisational capabilities in an uncertain and complex organisational context, requires a leadership artistry that is unlikely to emerge from the acquisition of a generic set of competencies gained through training or apprenticeship models.

Key principles underpinning the Leadership Capability Framework

After consultation with key educationalists, academics and educational leadership practitioners in Australia, complemented by an analysis of relevant literature, ACEL has developed a number of principles to underpin the ACEL Leadership Capability Framework. Given the dynamic, changing nature of the current and emerging context for education and educational leadership in Australia (and in many overseas countries), there is an urgent need to:

- put the **moral purpose** of education and educational leadership at the forefront of educational endeavour. Both education and educational leadership must, in the first instance, focus on the needs of students and help create the environment and conditions in schools to maximise opportunities and outcomes for all children
- promote a new **evidence based paradigm** of educational leadership and leadership learning
- place increasing value on **school-based and school-inspired leadership**
- generate **needs-based professional learning** suited to the different system and school leaders' needs and career development stages. It will also include in time self assessment and diagnostic tools for self improvement
- ground leadership development and formation in **leadership capabilities** developed in collaboration with the profession, educational employing authorities, and other appropriate stakeholders
- provide the rationale and support for **enhanced qualifications and/or accreditation** for educational leaders. It is timely to ensure that the profession is more skilled and more qualified than ever before so it is ready, willing and able to take on contemporary and emerging challenges. A case can be argued for better remuneration, conditions and professional status for educational leaders
- disseminate **key benchmarked research and development** findings through user-friendly publications, both print and online in order to impact positively on school, pedagogical and curriculum practices
- champion **professional advocacy** for high quality education, educational leadership, and professional learning

Leadership Services

ACEL offers a number of integrated modules, stand alone workshops and professional learning activities to support individual, team and whole of system cohorts. These modules can be reorganised and modified to support emerging leaders aspiring to first and second level leadership positions, aspiring principal and principal programs, and programs for experienced leaders (see Appendix 2).

A key component of our delivery is the development of an e-learning environment for educational leaders which permits access to resource centres, networking contacts and mentoring delivered in an e-learning environment (see Diagram 1). It is to provide “remote” members a means of full access to consortium services. This e-learning environment will be flexible and transferable and we recognise that this facility requires research and collaboration with individuals and entities which hold common interests in growing capacity in the Territory.

It will be designed similar to 50lessons (<http://www.50lessons.com>) and there is consideration being given to some concept similar to <http://www.kdp.org/> which supports the circles of leadership influence illustrated in the Framework’s curriculum.

It is envisaged that we will reorganise the knowledge we produce against the Frameworks’ capabilities and that resources from ACEL publications, the ACER Cunningham Library and ASCD will add significant value to this resource.

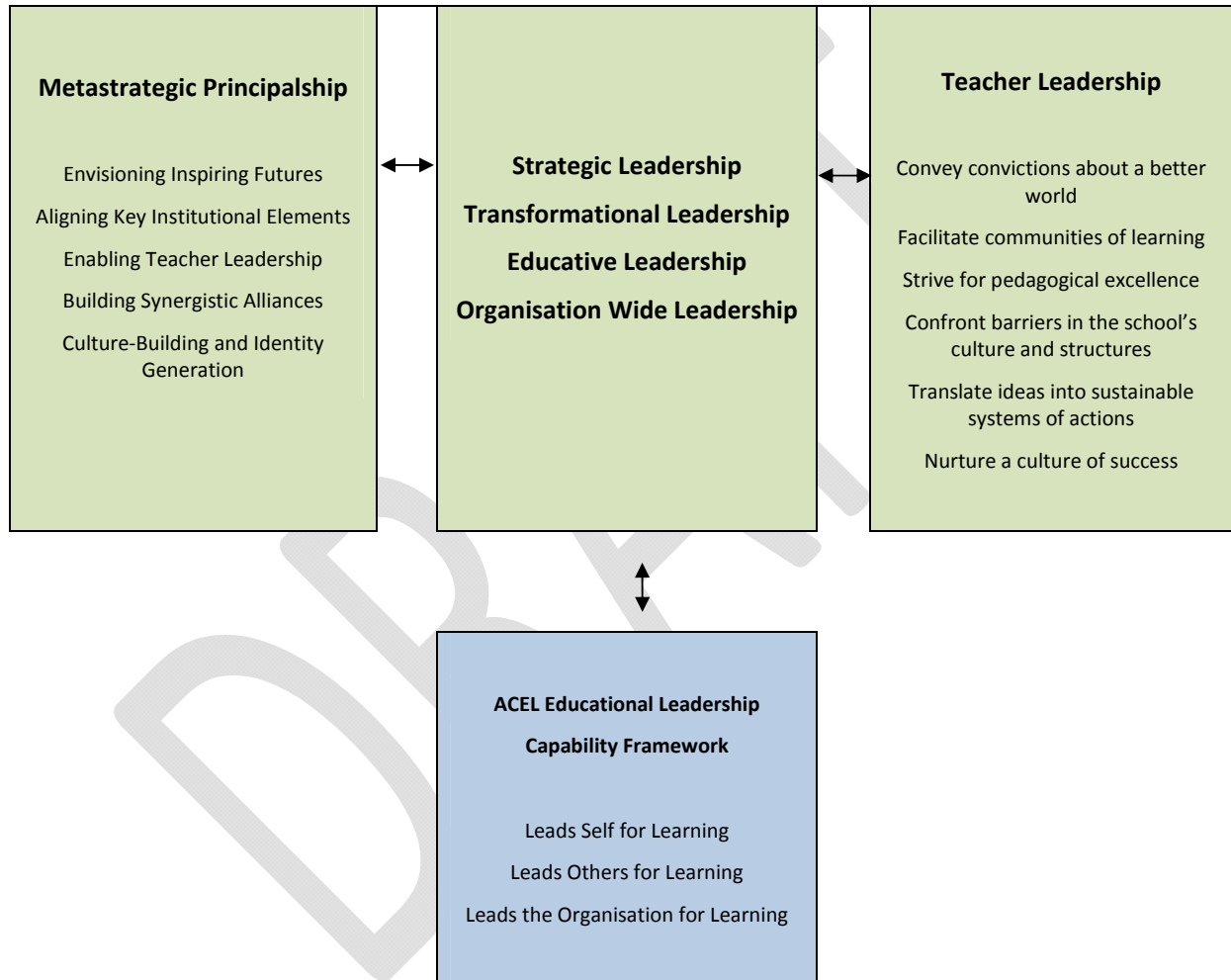
Leads Self for Learning		Read	View	Hear	Act
CREATES PERSONAL IDENTITY	<ul style="list-style-type: none"> Self Awareness and Renewal 	Articles Papers Books	Podcasts Videos DVDs	CDs Podcasts	Learning Activities
	<ul style="list-style-type: none"> Resilience 	Articles Papers Books	Podcasts Videos DVDs	CDs Podcasts	Learning Activities
	<ul style="list-style-type: none"> Personal Courage 	Articles Papers Books	Podcasts Videos DVDs	CDs Podcasts	Learning Activities

Diagram 1

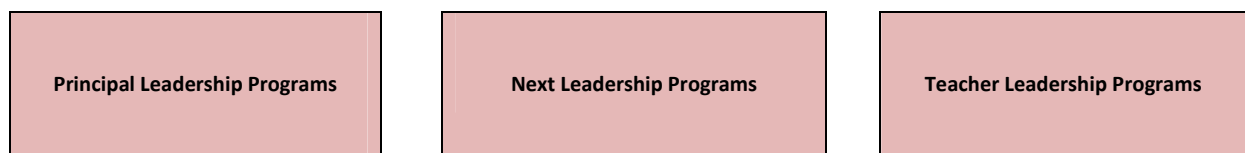
All ACEL professional learning activities will reference that ACEL Leadership Capability Framework.

ACEL Educational Leadership Capability Framework

Theory Base



Leadership Capacity Building



Leads Self for Learning

CREATES PERSONAL IDENTITY	<i>Continually works to develop and consolidate own identity</i>
Self Awareness and Renewal	<ul style="list-style-type: none"> • Understands who they are and demonstrates awareness of their own purpose and place. • Recognises own strengths and areas for development, reflects on their own behaviour and seeks to improve constantly. • Is aware of their power and influence and understands how to use them with wisdom and integrity.
Resilience	<ul style="list-style-type: none"> • Demonstrates adaptability; overcomes and bounces back from adversity. • Nurtures own spiritual, emotional, mental and physical health; consciously seeks to maintain and improve in these areas.
Personal Courage	<ul style="list-style-type: none"> • Addresses challenging issues and pro-actively confronts issues of justice. • Accepts both personal and professional responsibility for actions and outcomes.

UNDERSTANDS AND DEVELOPS SELF	<i>Grows personal attributes and skills to enhance performance</i>
Self as Leader	<ul style="list-style-type: none"> • Recognises personal role in growing an organisation that values shared leadership. • Leads with vision, clarity, empathy and a sense of moral purpose. • Personally believes and demonstrates that quality and excellence begins with them. • Ensures students are at the forefront of all decisions.
Self as Learner	<ul style="list-style-type: none"> • Actively inquires to explore the unknown through self and shared discovery. • Regularly seeks feedback to improve self and own performance as leader. • Demonstrates life-long learning by maintaining currency in pedagogy, leadership and broader educational directions, theories, research and practices. • Contributes to the development of new knowledge and actively incorporates it into daily practice.

MODELS MORAL and ETHICAL BEHAVIOURS	<i>Models ethical behaviour and practices</i>
Personal Integrity	<ul style="list-style-type: none"> • Models authentic, ethical behaviour and actions that are open, transparent and congruent in all facets of life. • Demonstrates self-respect, humility, dignity and honesty in own life and work.
Values	<ul style="list-style-type: none"> • Builds commitment to the dual concepts of democratic processes and accountability. • Demonstrates a commitment to equity, disadvantage and social justice. • Knows what they stand for and clearly articulates what they value.

Leads Others for Learning

DEVELOPS A LEARNING CULTURE	<i>Develops a learning culture in which all can successfully learn</i>
Relational Trust	<ul style="list-style-type: none"> Builds positive, learning-focused relationships grounded in trust and socio-ethical values.
Safe Learning Environment	<ul style="list-style-type: none"> Creates a safe, supportive and challenging learning environment based on understanding people and how they learn.

UNDERSTANDS AND DEVELOPS PEOPLE	<i>Builds and supports individual and team capability and performance</i>
Individuals	<ul style="list-style-type: none"> Understands staff as individuals and as a team. Fosters leadership capacity in others. Provides opportunities for individual professional learning: supports career pathways and aspirations.
Teamwork	<ul style="list-style-type: none"> Builds highly effective teams focused on the improvement of student learning.
Performance and Capacity	<ul style="list-style-type: none"> Works with people to improve individual and team performance. Empowers others and shares leadership to maximise personal and professional growth. Recognises, uses and further develops others' expertise and skills in leadership.
Cultural Capacity	<ul style="list-style-type: none"> Values individual differences and ensures that all students are equally valued. Identifies and fosters a unique, adaptive learning culture that honours student and community context, customs and traditions. Uses diversity to build capacity and enrich the learning of all. Addresses and manages conflict productively.

IMPLEMENTS POWERFUL LEARNING	<i>Makes learning the core focus</i>
Pedagogical Excellence	<ul style="list-style-type: none"> Ensures learning and teaching is based on the mindset that all students can learn. Uses evidence-informed approaches to drive improvements in teaching practice and student learning. Uses current research and learning theories to inform and improve learning and teaching practices. Leads by example: models congruence in pedagogical practices for adult and student learning.
Coherent Approaches	<ul style="list-style-type: none"> Builds common understandings and a coherent and shared philosophy of learning . Facilitates implementation of consistent pedagogical approaches across the learning environment.
Professional Learning Communities	<ul style="list-style-type: none"> Focuses the community on working collectively to improve learning and achievement for all. Engages adults in powerful and challenging professional learning that de-privatises classrooms and supports, embeds and sustains changes in practice over time.

COMMUNICATES FOR LEARNING IMPROVEMENT	<i>Uses skilful language and communication to move learning forward</i>
Skilful Communication	<ul style="list-style-type: none"> Consciously models and builds skilful ways of talking together for successful learning and collaboration. Articulates and builds a common language around values, vision and learning.
Professional Learning Conversations	<ul style="list-style-type: none"> Engages staff in professional conversations that progresses learning. Fosters reflection, self-responsibility and inquiry into practice.
Feedback	<ul style="list-style-type: none"> Uses regular and timely feedback as a powerful tool for growth. Uses feedback to focus staff on student perspectives and learning relevant to their needs. Builds staff understandings and skills in using feedback to improve own and student learning.

Leads the Organisation for Learning

GOVERNS FOR SUCCESSFUL STUDENT OUTCOMES	<i>Builds accountabilities and ownership for learning through all levels of the organisation</i>
Student Learning	<ul style="list-style-type: none"> Aligns organisational goals to support and improve student learning. Responds to student needs by supporting, embedding and sustaining necessary change over time. Demonstrates a commitment to a futures oriented learning environment, rich with different multimedia and learning technologies. Designs, establishes and nurtures flexible learning environments.
Accountability	<ul style="list-style-type: none"> Meets the compliance requirements of the wider school systems. Develops, implements and adheres to school policy and procedures that are aligned with organisational goals. Understands the relative roles and functions within the organisation. Reports on past activities and future goals based on outcomes for student learning.
Results Focus	<ul style="list-style-type: none"> Achieves results by driving a focus on improving student outcomes. Responds to results by initiating changes in practice, procedures and policy.

PROVIDES OPPORTUNITIES FOR INNOVATION	<i>Creates optimum opportunities for learning and growth</i>
Culture and Change	<ul style="list-style-type: none"> Understands the process of change and is strategic and adaptable in its implementation. Builds collective capacity for knowledge creation through shared leadership. Develops the capabilities of people to work with change.
Entrepreneurship	<ul style="list-style-type: none"> Identifies, acquires and initiates new professional, commercial and useful enterprises to strengthen the learning environment. Is innovative and creative in approach and thinking; manages complexity. Encourages innovation, responsible risk taking and creativity in people, systems and use of resources.

BUILDS PARTNERSHIPS AND NETWORKS	<i>Builds sustainable and purposeful internal and external relationships</i>
Community	<ul style="list-style-type: none"> Actively engages stakeholders in ways that promote voice, participation, collaboration and shared decision-making. Works collaboratively to establish positive, practical and ethical relationships in the wider community.
Connectivity	<ul style="list-style-type: none"> Forms and maintains contacts and networks which benefit learning and teaching, individuals, the organisation and the community. Understands the connectivity of systems and the need to care for and maintain them in a sustainable way. Connects the learning environment to the outside world through the use of technologies and e-learning.
Political	<ul style="list-style-type: none"> Is sensitive to context and anticipates how people may respond to issues. Helps others to make sense of political discourse and policy and takes a stance on behalf of students and the community they serve.
Advocacy/ Influence	<ul style="list-style-type: none"> Advocates from an evidence-informed position based on organisational beliefs and values. Advocates equal opportunities for all students, including the disenfranchised. Promotes and publicises the organisation to the wider community. Challenges and influences policy and procedures that may be ineffective or no longer useful.

ACTS STRATEGICALLY	<i>Thinks and plans strategically to achieve goals</i>
Setting Vision and Strategy	<ul style="list-style-type: none"> • Co-creates the vision and collaboratively establishes related goals. • Establishes, articulates and communicates strategic direction to achieve goals.
Systems Thinking	<ul style="list-style-type: none"> • Demonstrates and maintains a transparent view of the whole organisation. • Develops decision making processes that reflect whole school priorities. • Identifies, conceptualises and articulates opportunities, possibilities and alternative courses of action. • Establishes ways to evolve system changes into sustainable forms. • Aligns pedagogy, professional learning, curriculum, assessment and reporting, school-wide priorities and system mandates.
Problem Solving and Judgement	<ul style="list-style-type: none"> • Analyses and interprets complex information through use of data. • Assesses risks and mitigates against these; looks for the root cause of problems.
Reflection	<ul style="list-style-type: none"> • Steps back from the action and observes; notes what is happening, looks for patterns and meaning and responds appropriately. • Seeks feedback on an ongoing basis and makes organisational changes based on this feedback.

DRAFT

ACEL LEADERSHIP CAPABILITY FRAMEWORK CURRICULUM

LEADS Self FOR LEARNING

CREATES PERSONAL IDENTITY: Continually working to develop and consolidate own identity

Self Awareness and Renewal:							
Understands who they are and demonstrates awareness of their own purpose and place.							
INFLUENCING WITHIN AND GLOBALLY BEYOND SCHOOL	<p>Understands how nature and nurture have developed their values, beliefs and assumptions and the wider impact of these.</p> <p>Is conscious of self and metacognitive in approach.</p> <p>Displays a robust and resilient sense of self worth to everyone and knows exactly where they are coming from.</p>	INFLUENCING WITHIN AND BEYOND SCHOOL	<p>Understands how nature and nurture have developed their values, beliefs and assumptions.</p> <p>Is conscious of self and metacognitive in approach.</p> <p>Displays a strong sense of self worth and knows where they are coming from.</p>	INFLUENCING WITHIN AND BEYOND TEAM	<p>Aware of, and can articulate, their own values, beliefs and assumptions.</p> <p>Is conscious of self and metacognitive in approach.</p> <p>Displays an admirable sense of worth.</p>	INFLUENCING WITHIN AND BEYOND CLASSROOM	<p>Aware of their own values and beliefs.</p> <p>Is conscious of self and metacognitive in approach.</p> <p>Displays an admirable sense of worth.</p>
Recognises own strengths and areas for development, reflects on their own behaviour and seeks to improve constantly.							
INFLUENCING WITHIN AND GLOBALLY BEYOND SCHOOL	<p>Demonstrates intellectual acuity and an extremely high-level of self awareness; analyses own performance.</p> <p>Confidently identifies and communicates strengths and development needs.</p> <p>Critically analyses own performance and seeks feedback from others. Responds positively to feedback.</p> <p>Demonstrates ability to learn from mistakes; changes direction when the current way is not working.</p>	INFLUENCING WITHIN AND BEYOND SCHOOL	<p>Demonstrates intellectual acuity and a high-level of self awareness, analyses own performance.</p> <p>Identifies and communicates strengths and development needs.</p> <p>Self-evaluates performance and seeks feedback from others.</p> <p>Able to learn from mistakes; changes direction when current way is not working.</p>	INFLUENCING WITHIN AND BEYOND TEAM	<p>Demonstrates self awareness, reflects on own performance.</p> <p>Identifies strengths and development needs.</p> <p>Engages in self evaluation of performance and seeks feedback from team.</p> <p>Able to learn from mistakes; willingly seeks and accepts advice and redirection when current way is not working.</p>	INFLUENCING WITHIN AND BEYOND CLASSROOM	<p>Focuses on own development.</p> <p>Identifies strengths and development needs.</p> <p>Engages in self evaluation of performance and seeks feedback from peers and students.</p> <p>Able to learn from mistakes; willingly seeks and accepts advice and redirection when current way is not working</p>

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Is aware of their power and influence and understands how to use them with wisdom and integrity.

<p>INFLUENCING WITHIN AND GLOBALLY BEYOND SCHOOL</p>	<p>Is acutely aware of, understands and uses own positional power wisely.</p> <p>Reflects on how own behaviours, work style and thinking preferences impact on the organisation; learns from feedback and experience.</p> <p>Reflects and acts on positive and negative feedback to improve performance.</p> <p>Considers the greater good when negotiating with others.</p>	<p>INFLUENCING WITHIN AND BEYOND SCHOOL</p> <p>Is acutely aware of, understands and uses own positional power wisely.</p> <p>Reflects on how own behaviours, work style and thinking preferences impact on others and on job performance; learns from feedback and experience</p> <p>Reflects and acts on positive and negative feedback to improve performance.</p> <p>Considers the greater good when negotiating with others.</p>	<p>INFLUENCING WITHIN AND BEYOND TEAM</p> <p>Is aware of, understands and uses team leader influence wisely.</p> <p>Reflects on how own behaviours, work style and thinking preferences impact on team and team performance; learns from feedback and experience.</p> <p>Reflects and acts on positive and negative feedback to improve performance.</p> <p>Considers the greater good when negotiating with others.</p>	<p>INFLUENCING WITHIN AND BEYOND CLASSROOM</p> <p>Acts within the defined responsibilities of the role.</p> <p>Reflects on how own behaviours, work style and thinking preferences impact on others and on work tasks; learns from feedback and experience.</p> <p>Reflects and acts on positive and negative feedback to improve performance.</p> <p>Knows when to give and take when negotiating.</p>
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