

Leadership (school) capability matrix



NZ Education council

Purpose	Audience	Expected outcomes	Tikanga/protocols
To utilise this framework as a self review tool to improve on own leadership capability	You and your...critical friend? Mentor? Leadership team?	There is a clear line of sight re progress being made. A high performing leader is evident	Take a COPY of this and rename it for you Use your emoji's (or your choice) to identify your current status and how well you believe you are operating in these areas

Dimension	Leading organisations				Thoughts/goals/work on																									
1. Building and sustaining high trust relationships																														
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success					
2.5 Ensures that staff develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi, which is actively used in shaping strengths-based curriculum and pedagogy, in work with whānau and iwi, and inquiry into effectiveness for learners					
2.6 Ensures parents, whānau, hapū, iwi and community, are active contributors to the life of the organisation					
2.7 Ensures that te reo Māori is valued and increasingly used across the organisation and part of the curriculum for each learner.					
3. Building and sustaining collective leadership and professional community					
Key: 1 = Low to 4 = High	1	2	3	4	
Uses their deep educational expertise to develop leadership and knowledge within the organisation through:					
3.1 drawing on individual and collective strengths					
3.2 considering opportunities and support given to staff to grow their capabilities in leadership					
3.3 ensuring that knowledge to improve learning is built and shared					
3.4 ensuring that staff have the time and capability to identify and resolve problems impeding learning and wellbeing, and are able to take grounded risks that foster innovation					
4. Strategically thinking and planning					
Key: 1 = Low to 4 = High	1	2	3	4	
4.1 Takes responsibility for ensuring that the organisation's vision, goals, and expectations are focused on continual improvement, and are developed in inclusive ways that build the understanding and commitment by all who contribute to the life of the organisation, within and beyond					
4.2 Regularly brings the organisation's vision to the fore and ensures it informs decision making					
4.3 Regularly reviews and reports on progress in relation to the vision and goals, in ways that foster candid discussion that identifies well-founded priorities, and actions for the future					
5. Evaluating practices in relation to outcomes					
Key: 1 = Low to 4 = High	1	2	3	4	

5.1 Ensures that the organisation produces useful, consistent and robust information about: <ul style="list-style-type: none"> ○ all learners' achievement across the whole curriculum, patterns of progress over time, their engagement in learning, and their wellbeing ○ organisational practices ○ staff wellbeing enabling analysis over time to see what needs to be strengthened				
5.2 Analyses the learner and practice data in relationship with each other, asking what they indicate about progress towards the organisation's vision and goals				
5.3 Identifies any 'puzzles' and finds out about what is happening in the organisation, and what is known about the causes of the puzzle and effective responses to it by drawing on relevant research and working with trusted advisors beyond the organisation, either by themselves, or in collaboration with relevant staff member/s				
5.4 Uses this analysis and enlarging of their knowledge in the discussion they have with positional leaders and organisational stakeholders to identify actions to improve, and the best way to allocate resources across the organisation				

6. Adept management of resources to achieve vision and goals

Key: 1 = Low to 4 = High	1	2	3	4
6.1 Understands what good information about their organisation's finances, staffing, and property looks like, ensures that they have this information, and uses this to check decisions about the use of resources or whether there is a need to seek additional resources				
6.2 Understands the legal and national frameworks within which they operate, and ensures that the ECE service, kura or school's practices, actions and planning are consistent with these				
6.3 Maintains a positive relationship with the key stakeholders in the work of the organisation				
6.4 Ensures that the organisation is not trying to make too many different changes at once – is not involved in too many externally funded initiatives in order to gain more resources – so that staff have the time they need to make meaningful change and see gains from their effort				
6.5 Recruits staff who can add to the vision, goals, and values of the organisation				
6.6 Ensures that staff feel valued and are supported to grow their capability to perform well				
6.7 Ensures that staff performance reviews are carried out for improvement, not just compliance.				
6.8 Ensures that there are processes in place to manage staff who consistently find it difficult to meet the organisation's expectations				
6.9 Seeks and uses expert advice related to resources and their efficient management so that the organisation maximises their best use for its vision and goals				
6.10 Uses networks beyond the organisation to extend the resources available to it, in line with vision, goals, and values				

7. Attending to their own learning as leaders and their own wellbeing

Key: 1 = Low to 4 = High

	1	2	3	4
7.1 Keeps abreast of new evidence and research-based knowledge that could challenge their thinking				
7.2 Uses critical friends to discuss leadership practice and extend their knowledge and capabilities				
7.3 Seeks and uses feedback for continued personal growth. Reflects on their own leadership practice				
7.4 Sets aside some time each week for activities and rest that nurture their body and soul				
7.5 Ensures that their own performance review is carried out for improvement and challenge, not just compliance				
7.6 Maintains the personal and professional relationships that nurture and stretch them				
7.7 Plays an active role in leader networks within the spirit of ako				

8. Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience

Key: 1 = Low to 4 = High

	1	2	3	4
8.1 Shows by their behaviour and how they treat others the values expected by the organisational vision and goals, and the moral purpose at the heart of this work				
8.2 Shows courage, determination and hope in the face of difficulties				
8.3 Shows what it means to learn from set-backs and things that do not turn out as expected				
8.4 Thinks of new actions and supports staff who want to try new things that would advance the organisation's vision and goals				

9. Contributing to the development and wellbeing of education beyond their organisation

Key: 1 = Low to 4 = High

	1	2	3	4
9.1 Takes an active part in local and regional education and community networks to add to the quality and equity of local and regional provision				

9.2 Contributes to the building of national knowledge about how to lead complex organisations in ways that improve teaching and learning, and equity of educational outcomes

9.3 Contributes to the building of new knowledge for the teaching profession

Reference Principal/DP/Emerging Leaders

Dimension	Leading ORGANISATIONS	
Dimension 1: Building and sustaining high trust relationships		
Key: 1 = Low to 4 = High	1 2 3 4	
1.1 High trust relationships are built and sustained with those within the organisation		
1.2 These relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness		
1.3 High trust relationships are also built and sustained with stakeholders beyond the organisation, so that it can draw on wider knowledge and support, and challenge and contribute its own learning to other organisations and wider stakeholders, both within education and beyond		
Dimension 2: Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation		
Key: 1 = Low to 4 = High	1 2 3 4	
2.1 Ensures the curriculum supports all their learners to understand their cultural heritage		
2.2 Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why		
2.3 Uses this understanding in the development process for the organisational vision, and to evaluate the quality of teaching and learning and learner sense of belonging and engagement in learning, to ensure that it is consistent for all learners, responsive to their identity		
2.4 Responsive practice based on Te Tiriti o Waitangi which is actively used in shaping strengths-based curriculum and pedagogy, in work with whānau and iwi, and inquiry into effectiveness for learners		
2.5 Ensures parents, whānau, hapū, iwi and community, are active contributors to the life of the		

<p>organisation</p> <p>2.6 Ensures that te reo Māori is valued and increasingly used across the organisation and part of the curriculum for each learner</p> <p>2.7 Works closely with parents, whānau, hapū and iwi, and others to develop goals about Māori educational success</p> <p>2.8 Ensures that staff develop and sustain a shared understanding of culturally</p>		
Dimension 3: Building and sustaining collective leadership and professional community		
<p>Key: 1 = Low to 4 = High</p> <p>3.1 Uses their deep educational expertise to develop leadership and knowledge within the organisation through...</p> <ul style="list-style-type: none"> ○ drawing on individual and collective strengths ○ considering opportunities and support given to staff to grow their capabilities in leadership ○ ensuring that knowledge to improve learning is built and shared ○ ensuring that staff have the time and capability to identify and resolve problems impeding learning and wellbeing, and are able to take grounded risks that foster innovation 	<p>1 2 3 4</p>	
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Dimension 6: Adept management of resources to achieve vision and goals				
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Dimension 7: Attending to their own learning as leaders and their own wellbeing

Key: 1 = Low to 4 = High	1	2	3	4
7.1 Keeps abreast of new evidence and research-based knowledge that could challenge their thinking				
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Dimension 8: Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience

Key: 1 = Low to 4 = High	1	2	3	4
8.1 Shows by their behaviour and how they treat others the values expected by the organisational vision and goals, and the moral purpose at the heart of this work				
8.2 Shows courage, determination and hope in the face of difficulties				
8.3 Shows what it means to learn from set-backs and things that do not turn out as expected				
8.4 Thinks of new actions and supports staff who want to try new things that would advance the organisation's vision and goals				

Dimension 9: Contributing to the development and wellbeing of education beyond their organisation

Key: 1 = Low to 4 = High	1	2	3	4
9.1 Takes an active part in local and regional education and community networks to add to the quality and equity of local and regional provision				

9.2 Contributes to the building of national knowledge about how to lead complex organisations in ways that improve teaching and learning, and equity of educational outcomes						
9.3 Contributes to the building of new knowledge for the teaching profession						