Emerging LCA 2025
Name:
Kura:
Kaiārahi:

NATIONAL LEADERSHIP PROGRAMME

EMERGING LEADERSHIP CAPABILITIES ASSESSMENT

Reflective questions for your leadership development:

As I consider my next leadership sphere, which of these capabilities need further development?

- What are the incidents, conversations, decisions, or desired change that I am working towards that has challenged me?
- Which of these capabilities do I need to develop/strengthen?
- Where do I see my strengths and how I can leverage these?
- Who or what could help me develop my skills and knowledge in this capability, or has knowledge that could help me identify good sources of professional learning, reading, discussion, or opportunities to try things out?

For each of the leadership capabilities below, highlight a number between 1 (needs development) and 10 (excellent) to show your current level of capability. Fill out the comments section with your reflections, e.g. strengths, next steps etc.

1. BUILDING AND SUSTAINING HIGH TRUST RELATIONSHIPS

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

This is the heart of effective leadership.
High trust relationships exist when leaders are respected for their deep educational knowledge, their actions and values, and the way they engage respectfully with others with empathy and humility, fostering openness in discussions. Leaders have good emotional intelligence and self-awareness.

The Guardian
Leaders protect and nurture a caring environment where people and ideas are valued, health, safety and well-being are enhanced, and relationships are strong.

The Networker
Leaders network, broker and facilitate relationships that contribute towards achieving organisational goals.

Comments/Reflections:

For me, building and sustaining high-trust relationships is at the core of my leadership practice. I know that trust isn't something that happens automatically—it's something I earn through my actions, my integrity, and the way I engage with others. It requires consistency, respect, and a deep commitment to fostering an environment where people feel valued, heard, and safe to contribute.

I see it as my responsibility to create a space where well-being, safety, and strong relationships are prioritized. I want those I work with to feel supported, knowing that their voices matter and their ideas are respected. This means being intentional about the way I listen, the way I communicate, and the way I lead by example.

I recognize that trust extends beyond my immediate interactions. I work to build and facilitate connections between people, ideas, and opportunities that help us move forward collectively. I enjoy working through collaboration and know that working in teams strengthens us in so many ways!

Next steps- I will take time to evaluate how my actions impact trust within my team and make adjustments where needed.

2. EMBODYING THE SCHOOL'S VALUES AND SHOWING MORAL PURPOSE, OPTIMISM, AGENCY AND RESILIENCE

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Leaders embody their organisation's values, carrying out "even the most routine and seemingly trivial tasks in such a way as to nudge their organisations towards their purposes." (Leithwood, 2012). They approach the challenges of leadership with moral purpose, optimism, a sense of agency, and resilience. They are able to take thoughtful risks.

The Worker

Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.

Comments/Reflections:

3. ATTENDING TO YOUR OWN LEARNING AND WELL-BEING AS A TEACHER AND A LEADER

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Leaders ensure that they challenge their own thinking and keep growing their knowledge. They actively search for new information and knowledge and ideas. They also actively attend to their own wellbeing.

The Teacher and Learner

Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.

Comments/Reflections:

4. CONFLICT AND CRISIS

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Strong leadership is paramount during any crisis. It facilitates decisive action, as well as open and consistent communication.

The Teacher and Learner

Leaders have the confidence to address conflict as it arises, have courageous conversations and use strategies to improve interpersonal relationships. They understand their own responses to crises and ways to respond calmly when a crisis is encountered.

Courageous conversations require leaders to create two-way conversations that facilitate acceptance and agreement. They are open, authentic and truthful, fostering an environment of trust and respect. These traits are key to leadership for improvement.

Comments/Reflections:

5. EVALUATING PRACTICES IN RELATION TO OUTCOMES

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Leaders are skilled at evaluating the organisation's collective and individual staff practices in relation to learning outcomes and wellbeing. They use high levels of quantitative and qualitative data literacy. They are curious about patterns and practices. They can describe and identify problems or challenges in ways that open up real discussion and identification of needs, and solutions.

The Manager

Adept management of resources to achieve vision and goals.

The Teacher and Learner

Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.

Comments/Reflections:

6. BUILDING AND SUSTAINING COLLECTIVE LEADERSHIP AND PROFESSIONAL COMMUNITY

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Effective learning happens when the teachers responsible for it work together to share their knowledge and inquire into their practice. Leadership attends to the conditions and practices that are needed for this to occur, enhancing a strong sense of an engaging, active, and achieving community that sees itself involved in ongoing learning, innovation and improvement for the benefit of each and all of its learners.

The Worker

Leaders 'lead by doing': upholding collegial practices that build capability in others in pursuit of the goals of the organisation.

The Teacher and Learner

Leaders understand that reciprocal learning and exemplary modelling of innovation leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.

Comments/Reflections:

7. LEADING CHANGE

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Change management is one of the most complex tasks undertaken by a school leader. It is necessary to have an in-depth understanding of the change process in order to instigate and/or contribute to change improvement efforts effectively.

Comments/Reflections:

8. STRATEGICALLY THINKING AND PLANNING

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Leaders ensure that the organisational vision, goals and expectations of staff, learners and families are shaped in ways that engage the organisational community (staff, learners, families, community stakeholders) in a meaningful way. This will mean that what is constructed is shared, will motivate, and will keep the organisation improving in line with a strong moral purpose, desiring the success of each and every one of their learners.

They keep abreast of both emerging ideas and new evidence, and changes in policies and legislation that have a bearing on what the organisation can do, and bring that knowledge into their strategic thinking. They provide insightful reports of progress and identification of any problems that enable candid discussion to inform changes in practices or resources as needed.

As a middle leader, this could include:

• general and strategic school administration, such as planning, resourcing, staff appointments, budgeting, timetabling, and running school events;

• academic tracking of students through assessment, evidence collecting, and data analysis;

• pastoral care of students and support for staff.

The Visionary

Leaders are innovative and visionary to equip learners with the knowledge, skills and values to succeed in the 21st century as citizens of the world.

Comments/Reflections:

9. CONTRIBUTING TO THE DEVELOPMENT AND WELLBEING OF EDUCATION BEYOND THEIR ORGANISATION

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Leaders bring their knowledge and experience of making improvements to local and national professional networks, as well as exploring opportunities to work with other educational organisations, local communities, government agencies and others to develop and improve educational provision and policy.

They use such opportunities to learn from others, and to develop things that are collectively more than the sum of contributing parts, which others can draw from and use to improve educational practice.

The Networker
Leaders network, broker and facilitate relationships that contribute towards achieving the community's goals.
The Advocate
Leaders promote the development and implementation of strategies, plans and policies to realise learners' potential and their educational success.

Comments/Reflections:

10. CONSENSUS BUILDING

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Consensus building is a process involving a good-faith effort to meet the interests of all stakeholders and seek a unanimous agreement.
A consensus building approach allows groups to reach an overwhelming agreement among relevant stakeholders and maximise possible gains to everyone.
The Teacher and Learner
School leaders have a key role in contributing to the school's organisational culture and values. A collective support of the school's vision allows for far greater and more impactful school improvement efforts when consensus building is required.

Comments/Reflections:

11. ENSURING CULTURALLY RESPONSIVE PRACTICE

Highlight a number: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation. Valuing what each learner brings with them. A strengths-based inclusive approach ensuring that learners feel they belong in the early childhood education service, kura or school.
Leaders take responsibility for growing their own and others' confidence in culturally responsive practice, and for genuinely involving Māori whānau in the identification of the organisation's vision and goals, both anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi.
They also take responsibility for ensuring that all learners know and can honour our country's cultural heritage.

The Advocate
Leaders promote the development and implementation of strategies, plans, and policies to realise all learners' potential and their educational success.

Comments/Reflections: