

Large, multi-campus school uses a distributed leadership model to identify leaders at all levels

Glenvale Heights, in Melbourne's western growth corridor, has close to 1,400 students spread over its primary and secondary campuses. While the school has existing professional development processes in place, principal Kate Green was concerned that she was missing pockets of potential within her 100+ staff. She wanted to adopt a more formal process and decided to try the Academy's Talent Management Framework (TMF) approach.

Conscious that she didn't know all of her staff well enough to assess their performance and potential herself, Kate decided to expand the identification activities to a broader group of people. Several leaders across all levels were asked to support the process and each person completed the identification questions for the level below them.

“ It was valuable to have a number of voices in the identification stage - we were able to fill in the gaps for each other. ”

Several nomination review meetings were set up to discuss different leadership levels; Kate only attended one and was provided with the outcomes from the others. Overall, Glenvale identified nine high potential leaders across all leadership levels, including several newer staff at the emerging leadership level.

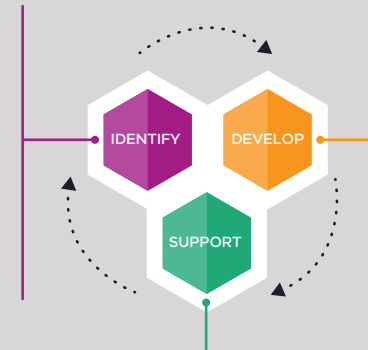
“ We found the process really useful. It made us consciously consider who has early signs of leadership potential which we might have otherwise missed. ”

The emerging high potential leaders were paired with a lead mentor who was a team leader rather than one of the Assistant Principals, so that they could learn from someone with recent and relevant experience. The lead mentors meet with Kate on a semi-regular basis to provide updates on the high potential leaders' development, so that she remains across the progress of the TMF and the strength of the talent pipeline in the school.



ADAPTING THE TMF APPROACH

The confirmation discussion focusses on 'readiness' and on the high potential leader's capacity for development at the moment, noting that their next leadership step may be three to four years away.



The high potential leader decides to focus on one development opportunity at a time to fit their constrained schedule.

The high potential leader is allocated a lead mentor who has a leadership role in the school, but has experienced similar challenges balancing family and work.