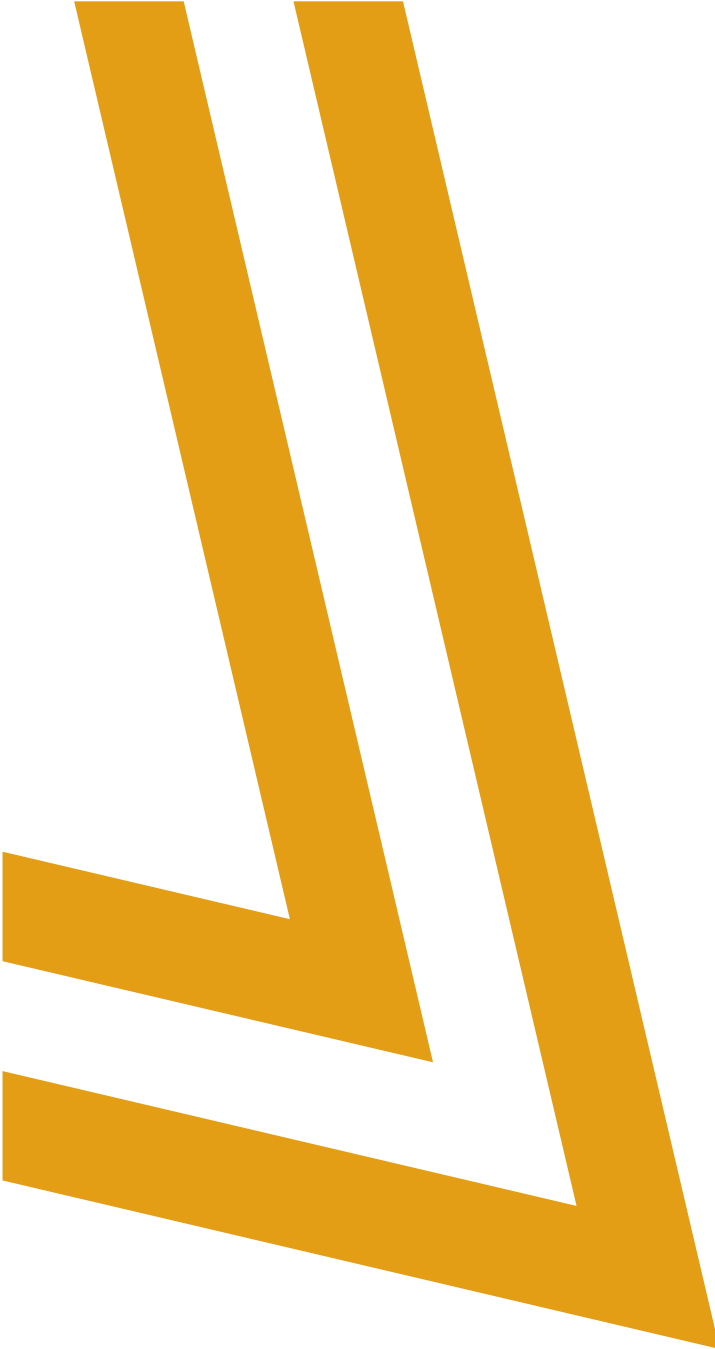


Academy Leadership Excellence Framework

Self-reflection activity



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Instructions

A self-reflection against the Leadership Excellence Framework: Capabilities and Dispositions

Instructions

- A. For each statement below, reflect on the ALEF capabilities and dispositions and how you would rate yourself against each statement.
 1. This is not true of me at all.
 2. This is somewhat true of me.
 3. This is often true of me.
 4. This is usually true of me.
 5. This is very true of me.
- B. Take 15 minutes to review your responses and record them in the “Self-reflection Comments” section. Consider the following prompts.
 - > What do you notice?
 - > What are you wondering?
 - > What might be your next steps?
- C. Share your thoughts about your self-reflection with a colleague.
- D. Consider where you would like to develop your leadership practices and make a commitment to further learning and development. You can use the table below to support your thinking.

Area for development	Action	Timeline

Here are some ideas to consider:

- > download the relevant [fact sheet](#) from the ALEF website and work through the activities.
- > undertake some professional reading/listening/watching of relevant material to your area for development [Resources | Academy](#)
- > investigate and enroll in a leadership program at the [Victorian Academy of Teaching and Leadership](#)
contact the Academy Principal in Residence email for course advice:
principals.in.residence@education.vic.gov.au

Capabilities

Using relevant knowledge

Statement	Reflection Score
I access current research that is relevant to the school improvement priorities.	1 2 3 4 5
I believe I have a professional obligation to keep up to date with relevant research about teaching and learning.	1 2 3 4 5
I ensure that we don't adopt a new approach without first researching the evidence about how it works and its likely impact on students' progress.	1 2 3 4 5
My professional reading focuses on learning more about how to achieve our priority improvement goals.	1 2 3 4 5
I encourage and enable staff to access current research to build knowledge to lead teaching and learning.	1 2 3 4 5
I can clearly explain to the community the educational reasons for our choice of instructional strategies.	1 2 3 4 5
I know enough to tell whether my leaders of learning areas need support in developing their knowledge of subject content or in pedagogy.	1 2 3 4 5

Self-reflection comments

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Solving complex problems

Statement	Reflection Score
A systematic and rigorous approach to solving improvement problems is a strength of my leadership	1 2 3 4 5
Before looking for solutions, I collaboratively develop a set of criteria to ensure possible solutions are plausible.	1 2 3 4 5
When previous problem-solving attempts have been unsuccessful, I ensure rigorous inquiry into why before trying again.	1 2 3 4 5
When previous problem-solving attempts have been unsuccessful, I ensure rigorous inquiry into why before trying again.	1 2 3 4 5
I ensure we all agree about who is going to do what and when as part of our action planning.	1 2 3 4 5
I do not adopt new approaches without first asking “What is the problem that this approach is designed to solve?”	1 2 3 4 5
Self-reflection comments	

Building relational trust

Statement	Reflection Score
For me, “knowing my staff” means understanding the beliefs that drive their practice.	1 2 3 4 5
My team trust that I will deal with perceived incompetence in ways that are timely, fair, and respectful.	1 2 3 4 5
I have a reputation for making decisions that are in the best interest of students, even though they might be unpopular with some teachers or parents.	1 2 3 4 5
My staff give me frank face-to-face feedback about aspects of my leadership.	1 2 3 4 5
I invite productive challenge by leading meetings in which diverse views are expressed and integrated.	1 2 3 4 5
I build a culture of trust by helping staff resolve their interpersonal difficulties rather than doing it for them.	1 2 3 4 5
When staff experience difficult personal circumstances, we make a plan about how we can meet their needs while taking care of their professional responsibilities.	1 2 3 4 5

Self-reflection comments

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Dispositions

Open-mindedness

Statement	Reflection Score
I work hard to encourage respectful critique of the beliefs that shape our decisions.	1 2 3 4 5
Critical examination of diverse views is a key part of my decision-making style	1 2 3 4 5
I deliberately seek information and examples that could disconfirm rather than confirm my own point of view.	1 2 3 4 5
When people disagree with me, they usually tell me that they felt heard.	1 2 3 4 5
Before making important decisions, I model examination of arguments for and against preferred courses of action.	1 2 3 4 5
While recognising the need for a decision, I am comfortable with the uncertainty and complexity that is often involved in the decision-making process.	1 2 3 4 5
Debating the validity of my own and others' assumptions about how and what to teach is a key feature of my leadership	1 2 3 4 5

Self-reflection comments

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Interpersonal courage

Statement	Reflection Score
Even though difficult to hear at times, I invite respectful public feedback about aspects of my leadership practice	1 2 3 4 5
My concern for students motivates me to have timely conversations with staff about aspects of their behaviour or performance that concerns me.	1 2 3 4 5
When it comes to challenging conversations, I have learned to walk towards rather than run away from what I fear.	1 2 3 4 5
My sense of responsibility leads me to publicly acknowledge that if an unsatisfactory situation has persisted under my leadership, then I am part of the problem.	1 2 3 4 5
I can overcome my pride and seek help when I don't know how to solve an important problem.	1 2 3 4 5
When staff are treated in unacceptable ways, I give respectful feedback about the impact and acceptability of the behaviour to the staff member / parent / student involved.	1 2 3 4 5
Respectful challenge of dysfunctional aspects of school culture such as gossip, or low expectations, is a feature of my leadership.	1 2 3 4 5

Self-reflection comments

Empathy

Statement	Reflection Score
I value feedback about whether others feel I have understood them.	1 2 3 4 5
In emotional situations, I encourage others to share any negative feelings.	1 2 3 4 5
I check with the other person rather than assume I have correctly understood how they feel.	1 2 3 4 5
I postpone any judgments about others until I have first understood their experience.	1 2 3 4 5
I am comfortable describing my own feelings as part of a discussion about the impact we are having on each other.	1 2 3 4 5
My empathy for teachers' difficulties does not mean I am controlled by their feelings.	1 2 3 4 5
When things go wrong, I get curious rather than furious.	1 2 3 4 5

Self-reflection comments

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Perseverance

Statement	Reflection Score
When the going gets tough, I am able to overcome a natural tendency to postpone or quit.	1 2 3 4 5
My concern for students means that if previous teaching interventions have not succeeded, I learn from the failure and try again.	1 2 3 4 5
When I observe teachers have given up on a group of students, I work hard to provide them with more effective support.	1 2 3 4 5
I expect staff to use evidence of student progress to decide whether to persist with a teaching strategy.	1 2 3 4 5
I have a reputation for determination and grit, motivated by my passion for doing better for our students.	1 2 3 4 5
Since teaching is tough work, I cultivate and reward persistent effort and perseverance in my team.	1 2 3 4 5
When I experience failure and knockbacks I reflect and recover in a few days.	1 2 3 4 5
I persist with challenging improvement goals because I have a strong sense of professional responsibility for the lives and learning of my students	1 2 3 4 5

Self-reflection comments
