

SAMPLE

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOLS

by

John Searl

This file contains two samples from the resource:

Section 2: Developing Leadership - book

Section 1: Assessing Leadership - grids

Keep scrolling down to see both samples!

N.B. Section 1 of the full resource contains separate files for:

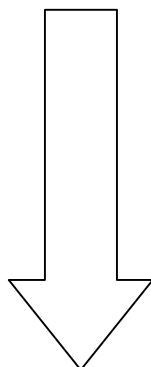
Subject Leadership

Aspect Leadership

Team Leadership

Senior Leadership

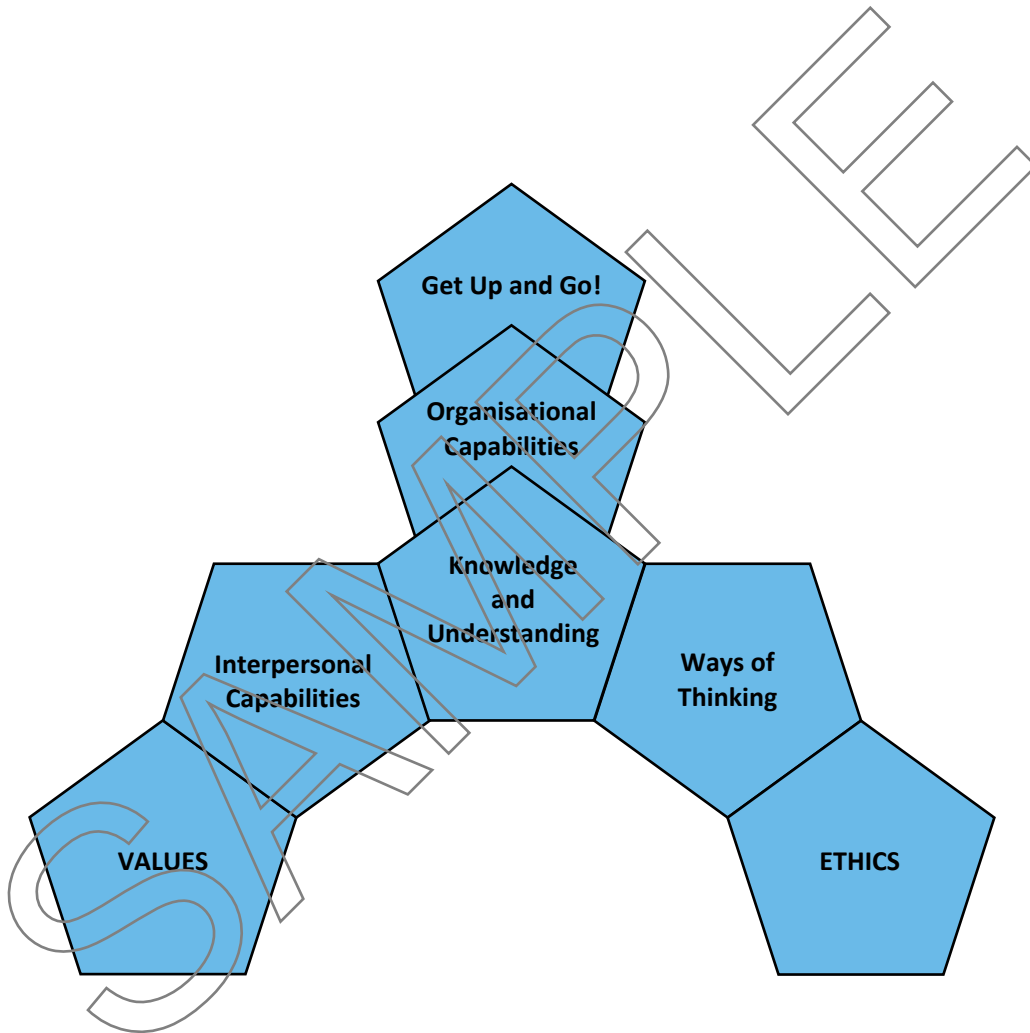
Chair of Governors



SAMPLE

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL

Section 2: Developing Leadership



By John Searl

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL

Section 2: Developing Leadership

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ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL

Section 2: Developing Leadership

INTRODUCTION

This section of the resource is designed primarily to support self-evaluation and self-improvement. The pages describe attributes associated with each of the five leadership capabilities, what these attributes might look like in school and how a leader in school can set about further developing the attributes in themselves.

The five leadership capabilities are:

- Capabilities Group A: Knowledge and Understanding
- Capabilities Group B: Ways of Thinking
- Capabilities Group C: Interpersonal Capabilities
- Capabilities Group D: Get Up and Go!
- Capabilities Group E: Organisational Capabilities

Of course, leadership capabilities must be applied in a context of personal and professional values and ethics. As in Section 1, there is a page dealing with values and ethics at the end of this section of the resource.

The files in Section 1 of the resource contain grids designed to support both self-evaluation and/or assessment by senior leaders. There is a separate file for different levels of leadership as follows:

- Subject Leadership
- Aspect Leadership
- Team Leadership
- Senior Leadership
- Chair of Governors

N.B. The only difference between each of the files is the content of the grid concerning Knowledge and Understanding; the grids covering the other leadership capabilities are identical.

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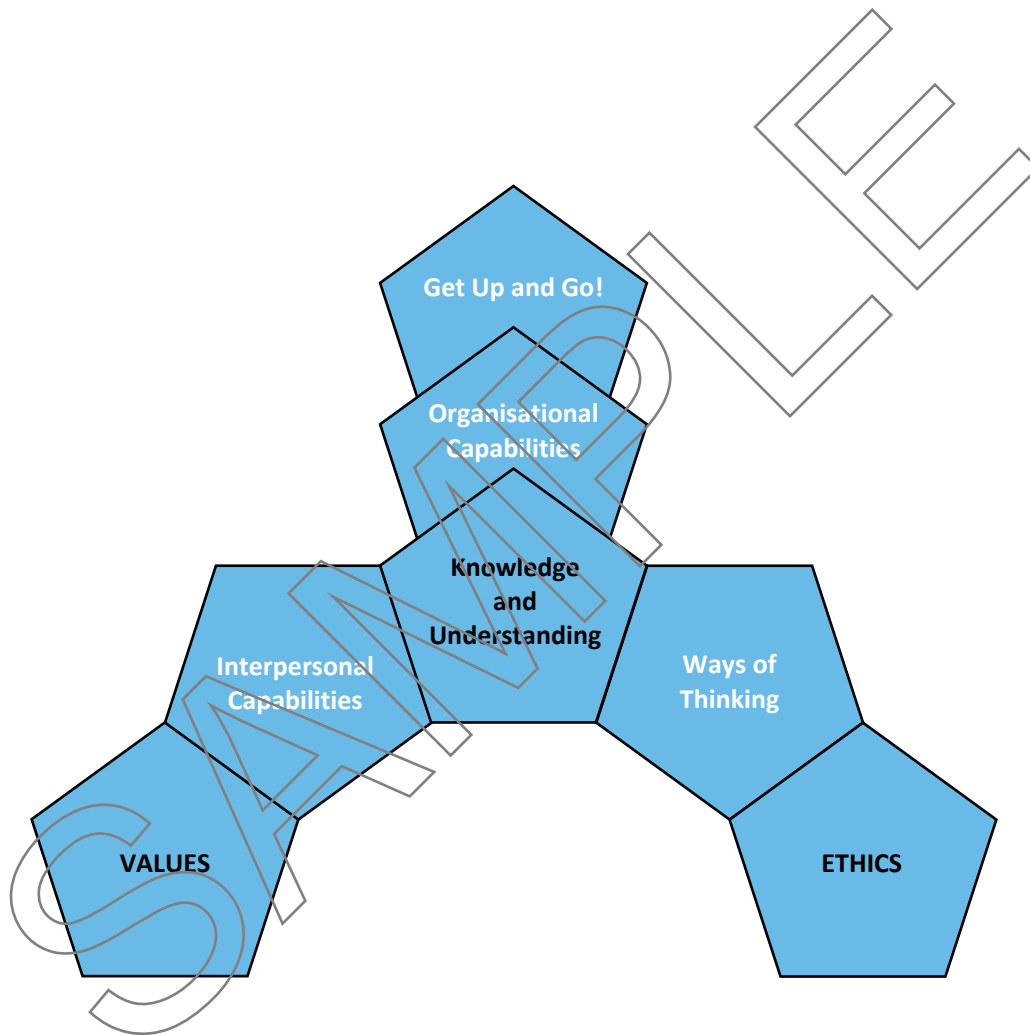
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SAMPLE

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL

Section 2: Developing Leadership



Leadership Capabilities Group A Knowledge and Understanding

LEADERSHIP CAPABILITIES GROUP A

KNOWLEDGE AND UNDERSTANDING

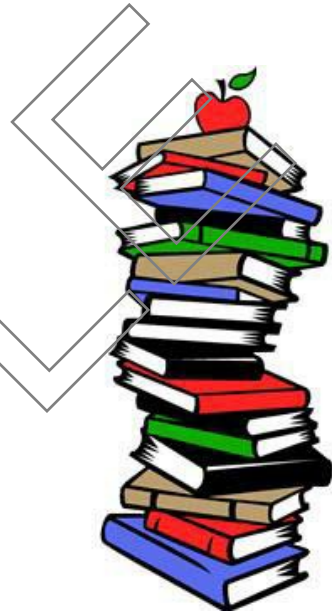
Whatever your leadership role in school, an appropriate level of knowledge and understanding is essential. All the other leadership capabilities cannot help you if you don't know what you are doing! Thankfully, the requirements grow gradually with promotion so if you are just starting on the school leadership ladder, do not be put off by the dizzy-making demands of the higher grades!

The accompanying leadership assessment grids outline assessment criteria for knowledge and understanding under the following headings:

- Leadership theory
- Wider context
- Curriculum
- Assessment
- Pedagogy
- Professional Development
- Resource Development
- Practicalities

There is a separate grid for each of the following leadership roles:

- Subject leadership
- Aspect leadership
- Team leadership
- Senior leadership
- Chair of governors



The assessment criteria are meant to be used as "best fit" guides. Use them to think about your relative strengths and weaknesses so you can plan for future learning.

The huge range of leadership roles in schools means we have to leave the details about what you need to know to you, but don't leave learning to training days and courses. Read books, search the Internet, follow professional forums and listen to your colleagues, but don't forget to think for yourself. Learn from your own experience, both in the classroom and the staff room. Treat every day in school as "action research" in progress!

"Doctor Who: You want weapons? We're in a library. Books are the best weapon in the world. This room's the greatest arsenal we could have. Arm yourself!" - Russell T. Davies (Doctor Who, Tooth and Claw)

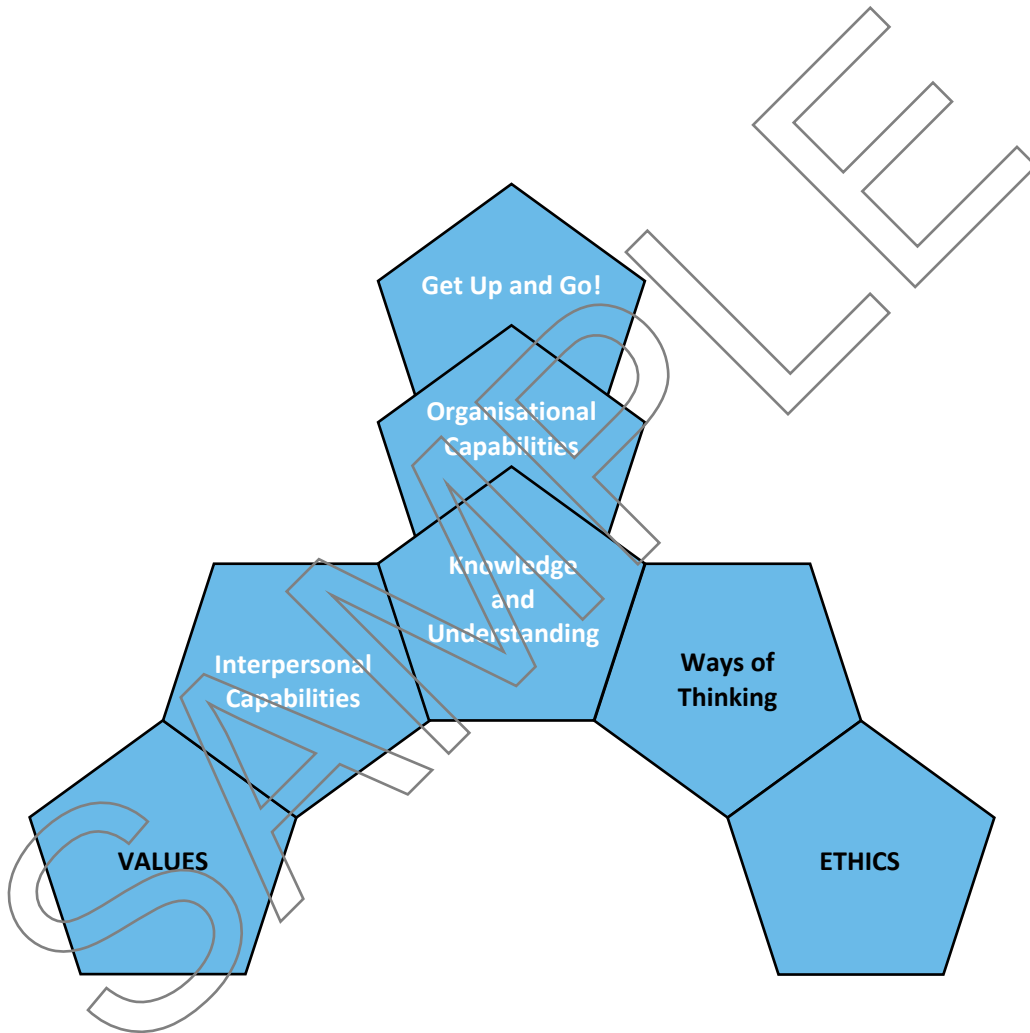
Knowledge and Understanding? Assess yourself!

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Wow!	Phew!	Um!	Doh!
Date:	Date:	Date:	Date:

SAMPLE

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL

Section 2: Developing Leadership



Leadership Capabilities Group B

Ways of Thinking

LEADERSHIP CAPABILITIES GROUP B

WAYS OF THINKING

1. Clear Thinking & Articulate

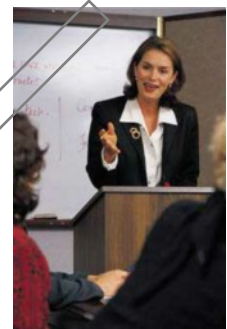
What does this look like in school?

Articulate means ‘jointed’ and articulate speakers join their words and sentences together in a logical progression. More than that, they join their words and sentences together in a pattern specifically designed for their audience. Given the range of audiences faced by school leaders, the need for clear thinking is obvious!



Thinking doesn't get clearer than this!

A clear thinking, articulate school leader can, when waiting for the covering supply teacher to arrive, send two Reception class children to the office to ask for some pencils and expect to see the children return with the pencils within a few minutes. They can explain to an eleven-year-old boy why it is not all right to follow his dad's instructions to punch anyone who trips him up during a playground football match. They can help parents make sense of the school's admissions policy and they can send teachers away from a twilight staff meeting with a clear understanding of the latest inspection schedule! This is not about persuasive speaking - eloquence is mentioned in another section. This is about clarity; clarity of thinking, which leads to clarity of speech. There is no equivalent word concerning writing, but 'articulate' school leaders apply clear, joined-up thinking to any form of communication.



How can I be more like this?

For a formal presentation, be clear about both the overall message and the key points along the way. A bullet-point list or set of cue cards can be useful, but remember the big picture. Put the main message in bold at the top of each card! Never try to memorise your lines, because nerves are a script's worst enemy! For less formal moments, take a few seconds to focus on the audience, to chose an appropriate level of language and to give yourself some mental bullet-points. Whatever means of communication you are using, similar rules apply. Whether sending a memo, e-mailing or putting content on the school website, take some time to think it through first. Check the key points are there and the overall message is clear. Like pausing to take a breath before speaking, read your message again before it's too late to change it! Even better, ask a trusted colleague to proof-read it for you.

“Put brain into gear before opening mouth or hitting the send button!”

Clear thinking - Articulate? Assess yourself!

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Is highly articulate, communicating effectively using a wide range of media.	Communicates clearly and logically using a range of media.	Uses a limited range of communication media to convey simple messages.	Poor communication skills prevent the effective transmission of even simple messages.
Date:	Date:	Date:	Date:

LEADERSHIP CAPABILITIES GROUP B

WAYS OF THINKING

2. Imaginative & Creative

What does this look like in school?

Imagination is not limited by reality, but creativity is limited by both. Great artists and inventors combine original thinking and practical skills. Leaders in school must do the same. They need imagination to foresee dangers and spot opportunities. They need both imagination and creativity to find solutions to the myriad problems and challenges that are the daily fare of life in school.



The first question at head teacher interviews is often, “What is your vision for the school and how will you set about achieving it?” The first question when taking up the post is often, “How would you like to arrange the furniture in your office?” Imaginative and creative school leaders see the pitfalls and possibilities of both. Such leaders translate the big-picture vision into matching, creative



solutions to the relatively mundane issues that arise every day. They find, for instance, a new way of approaching that child with continuing behaviour issues for whom everything has been tried before! They make the post-Christmas training day interesting! They devise a school timetable that works!

How can I be more like this?

“Thinking outside the box” is not a leap in the dark, but the act of applying knowledge and experience in new ways to meet both old and new situations. Very little in this world is completely original, so take inspiration from all available sources. Keep an open mind to change and be prepared to consider different approaches. When seeking inspiration, play the “What if...” game. A small change to an established situation might have a profound effect. “What if we make a small change here?” Alternatively, a completely new approach may be what’s required. “What if we just stop doing that?” Be prepared to consider anything. Misquoting Sherlock Holmes, “When you have eliminated the impossible, whatever remains, however improbable, may be the solution.” Sometimes inspiration will come out of the blue. At other times, it will take hours of hard graft. Whichever, the creative application of professional skills and attributes is both necessary and possible for leaders at all levels in school.

“What if we ask the children how they would like to learn today?”

Imaginative - Creative? Assess yourself!

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Finds highly creative, “lateral-thinking” solutions to complex challenges and problems.	Finds imaginative solutions and a good range of options when faced with challenges and problems.	Finds solutions to straightforward issues, but struggles with more complex challenges and problems.	Has difficulty finding solutions to straightforward challenges and problems.
Date:	Date:	Date:	Date:

LEADERSHIP CAPABILITIES GROUP B

WAYS OF THINKING

3. Observant & Intuitive

What does this look like in school?

The shaved off moustache, the different hair colour, the new LBJ. Who hasn't been guilty of failing to notice such changes? About things, this is dangerous enough. About feelings and emotions, the consequences can be more serious. Long silences, distant looks, short answers, long sighs - at home and at school, failure to notice and correctly interpret these can have lasting consequences.



As the children walk into assembly, observant and intuitive leaders in school recognise the difference between the excitement created by the day's special event and the frisson following a fight in the playground before school. The message for the day may be amended in consequence! The unusually



interactive, new display in a colleague's classroom is not only seen, but noted as a positive reaction to recent staff meeting discussions. The teacher looking at their feet throughout assembly may well be thinking about their new shoes, but observant and intuitive leaders know when a later, casual conversation is required, just to make sure. In a tumultuous sea of faces on the playground, they spot the child who needs a comforting word. Such leaders have a habit of being in the right place at the right time. They know when to speak and when to listen. They know when chocolate biscuits are not a luxury, but a necessity!

How can I be more like this?

The enemy of observation and intuition is self-absorbed rush, both mental and physical. Whatever you are doing you will not be observant when rushing and you may not interpret signals correctly. A useful warning sign is when you hear yourself telling other people how busy you are! Ideally, make calmness your habit. Set off across school with time to spare for noticing. In the staff room and in meetings, take opportunities to sit back, listen and observe. Leaders of large teams may find it useful to take a more formal approach. At the end of the week, read through the staff list and review your interactions and observations with team members. Is there anyone you haven't spoken to this week, or for whom you could not make some assessment of their mental state? If the answer is yes, you know what to do!

"No time to say hello, good-bye. I'm late! I'm late! I'm late!"

Observant - Intuitive? Assess yourself!

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Is acutely aware of both the physical environment and of the feelings and emotions of others, noticing subtle changes.	Is observant of both the physical environment and of the feelings and emotions of others, noticing small changes.	Is aware of the physical environment and of the feelings and emotions of others, but misses small changes.	Often appears unaware of the physical environment and of the feelings and emotions of others.
Date:	Date:	Date:	Date:

LEADERSHIP CAPABILITIES GROUP B

WAYS OF THINKING

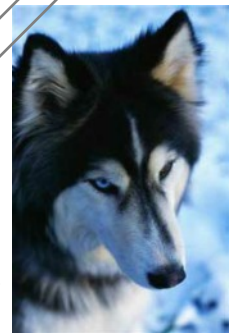
4. Self-aware & Self-controlled

What does this look like in school?

Our mental and physical states cannot be separated and awareness of our own mental and physical strengths and weaknesses helps us to negotiate a safer and more productive path through life’s challenges. The more we are aware, the more we can take steps to control. Successful leaders in school employ emotional and physical intelligence to make the most of their strengths whilst protecting their more vulnerable selves. Of course, quite how they achieve this depends on their unique, individual qualities.



Generally speaking, calm is good. Faced with an angry parent, a neurotic colleague or an obdurate child, the self-aware and self-controlled school leader remains calm and tension is reduced; a successful outcome is more likely and the school leader’s heart is very grateful. Faced with the task of inspiring a dispirited staff after a poor inspection report, something other than calm is required. Effective



school leaders put their enthusiasm, energy and determination on display. Their heart has to work hard, but the exercise is healthy. These leaders walk, not run towards an incident; they use listening time to control their emotions and ready their thoughts; they go for a walk outside when stuck for a solution; they recognise their own fears and forgive themselves their failures.

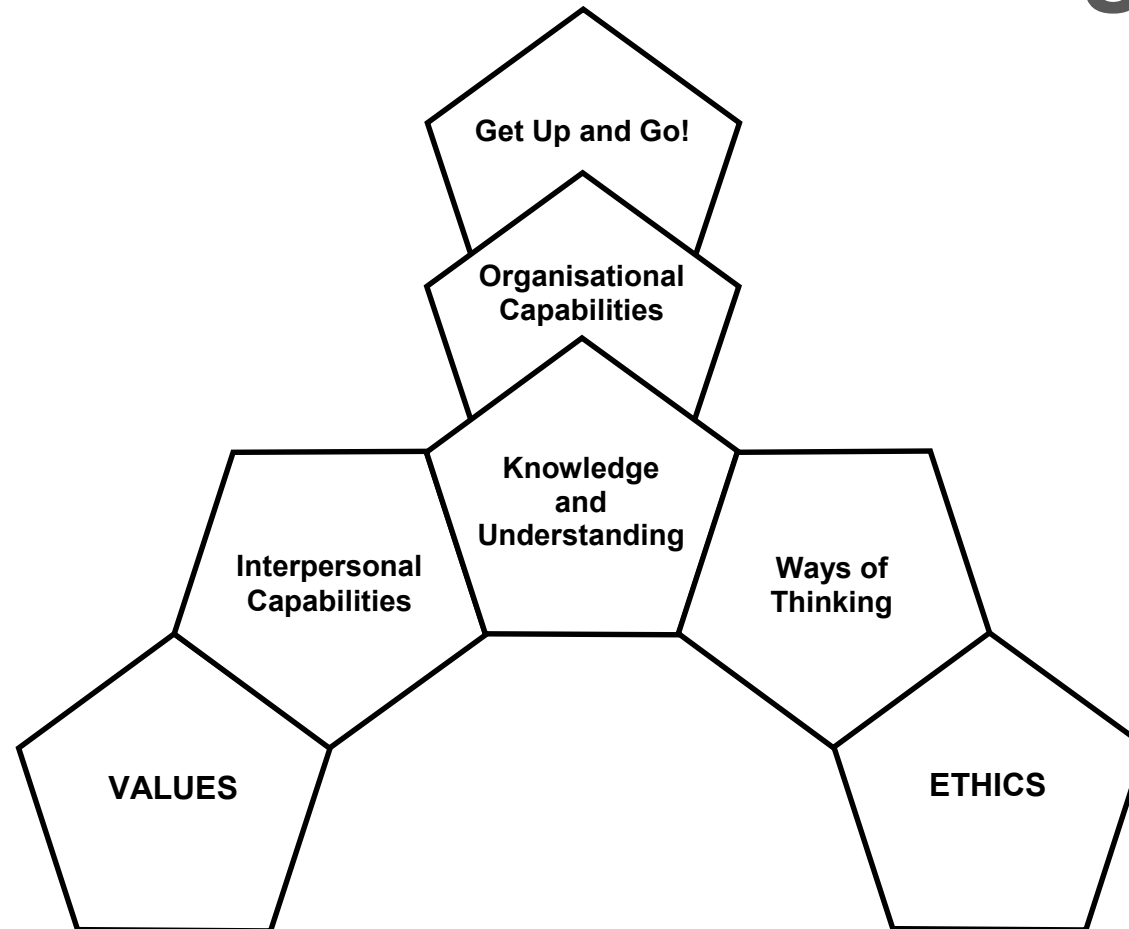
How can I be more like this?

Very often there is a need to show the world an emotion that is different to that being felt, but controlling one’s emotions takes practice and that only comes with experience. The trick is to review your experiences and decide what works best for you. Watch how others react to different situations and see if you can spot what tactics they adopt. Listen to your body. It will tell you which emotions to avoid, if possible. One of the most important lessons for the leader in school is to learn how to “sharpen the saw”. The exhausted man sawing logs with a blunt saw was asked why he didn’t take a few minutes break and sharpen the saw. “I don’t have time to sharpen the saw”, he said, “I’m too busy sawing!” This story from Stephen Covey’s “7 Habits of Highly Effective People” rings so true about so many leaders in school!

“Sharpen the saw!”

Self-aware - Self-controlled? Assess yourself!

OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Is emotionally and physically self-aware. Always in control. Knows when and how to “sharpen the saw”.	Is emotionally and physically self-aware and usually in control. Knows when and how to “sharpen the saw”.	Is generally self-aware. Control over emotional and physical well-being is inconsistent.	Fails to maintain emotional and/or physical well-being.
Date:	Date:	Date:	Date:



Assessing and Developing Leadership in Schools

Section 1a: Assessing Subject Leadership

Assessing and Developing Leadership in Schools

Section 1a: Assessing Subject Leadership

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Assessing and Developing Leadership in Schools

Section 1a: Assessing Subject Leadership

INTRODUCTION

The author recommends using this resource as a basis for self-evaluation and discussion with line managers. Section 1 of the resource contains grids designed to support both self-evaluation and/or assessment by senior leaders. There is a separate file for different levels of leadership as follows:

- Section 1a: Subject Leadership
- Section 1b: Aspect Leadership
- Section 1c: Team Leadership
- Section 1d: Senior Leadership
- Section 1e: Chair of Governors

N.B. The only difference between each of these files is the content of the grid concerning Knowledge and Understanding; the grids covering the other leadership capabilities are identical.

The five leadership capabilities identified in this resource are:

- Capabilities Group A: Knowledge and Understanding
- Capabilities Group B: Ways of Thinking
- Capabilities Group C: Interpersonal Capabilities
- Capabilities Group D: Get Up and Go!
- Capabilities Group E: Organisational Capabilities

Of course, leadership capabilities must be applied in a context of personal and professional values and ethics. As in Section 2, there is a page dealing with values and ethics at the end of this section of the resource.

Section 2 of the resource is designed primarily to support self-evaluation and self-improvement. The pages describe attributes associated with each of the five leadership capabilities, what these attributes might look like in school and how a leader in school can set about further developing the attributes in themselves. Although designed for self-evaluation, senior leaders may find this section useful when assessing others.

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL - ASSESSING SUBJECT LEADERSHIP

LEADERSHIP CAPABILITIES GROUP A: KNOWLEDGE AND UNDERSTANDING

AREA	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Leadership theory	Has expert knowledge and understanding of relevant leadership theory. Skilfully applies learning from exemplars of good practice .	Has a thorough knowledge and understanding of relevant leadership theory. Can describe exemplars of good practice.	Has some knowledge and understanding of relevant leadership theory. Has little knowledge of exemplars of good practice.	Has little, if any, knowledge and understanding of relevant leadership theory.
Wider context	Has extensive knowledge and understanding of the wider context (cross curricular issues/the subject beyond school) possibly gained through personal involvement.	Has a thorough knowledge and understanding of the wider context (cross curricular issues/the subject beyond school).	Is aware of the wider context (cross curricular issues/the subject beyond school), but has limited knowledge and understanding of it.	Has limited awareness of the wider context (cross curricular issues/the subject beyond school).
Curriculum	Has expert, up-to-date knowledge and understanding of the relevant curriculum across the age range taught in the school.	Remainder left blank in sample		
Assessment	Skilfully analyses the outcomes of appropriate assessment processes relevant to the subject.			
Pedagogy	Has expert knowledge and understanding of pedagogy relevant to the subject. Skilfully analyses their own accurate assessment of the quality of teaching and learning in order to promote improvement. Can apply this knowledge personally, achieving outstanding teaching overall.	SAMPLE		
Professional Development				
Resource Development				
Practicalities				

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL - ASSESSING SUBJECT LEADERSHIP

LEADERSHIP CAPABILITIES GROUP B: WAYS OF THINKING

ATTRIBUTE	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Clear-thinking Articulate	Is highly articulate, communicating complex messages clearly and effectively using a wide range of media.	Communicates clearly and logically using a range of media.	Uses a limited range of communication media to convey simple messages.	Poor communication skills prevent the effective transmission of even simple messages.
Imaginative Creative	Finds highly creative, “lateral-thinking” solutions to complex challenges and problems.	Finds imaginative solutions and a good range of options when faced with challenges and problems.	Finds solutions to straightforward issues, but struggles with more complex challenges and problems.	Has difficulty finding solutions to straightforward challenges and problems.
Observant Intuitive	Is acutely aware of both the physical environment and of the feelings and emotions of others, noticing subtle changes.	Remainder left blank in sample		
Self-aware Self-controlled	Is emotionally and physically self-aware. Always in control. Knows when and how to “sharpen the saw”.	SAMPLE		
Adaptable Resilient	Strong in the face of difficulties, adapting positively and quickly to changing situations.			
Interested Inquisitive				
Reflective Evaluative				
Forward-thinking Strategic				

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL - ASSESSING SUBJECT LEADERSHIP

LEADERSHIP CAPABILITIES GROUP C: INTER-PERSONAL CAPABILITIES

ATTRIBUTE	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Cheerful Sense of humour	Consistently pleasant, cheerful and positive. Uses humour appropriately and effectively in a variety of situations.	Has a consistently pleasant, cheerful and positive demeanour. Recognises and contributes to humorous situations.	Has a generally pleasant and cheerful demeanour. Can be slow to embrace humorous situations.	Is often unpleasant and/or negative. Does not embrace humorous situations, or does so in a negative way.
Calm Tactful Diplomatic	Is tactful and diplomatic, calm in response to anxiety or aggression and skilled in conflict resolution. Is adept at giving difficult messages.	Remainder left blank in sample		
Empathetic Socially aware	Apparently highly intuitive; readily and accurately empathises with others' feelings and situations.			
Respectful Polite	Is consistently respectful, polite and well-mannered.	SAMPLE		
Attentive Responsive				
Eloquent Persuasive				
Co-operative Supportive				

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL - ASSESSING SUBJECT LEADERSHIP

LEADERSHIP CAPABILITIES GROUP D: GET UP AND GO!

ATTRIBUTE	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Ambitious Determined	Is highly ambitious for themselves and for others. Sets and works assiduously towards challenging, but achievable goals.	Is ambitious for themselves and for others. Sets and works hard towards challenging, but achievable goals.	States ambitions for themselves and for others, but is vague about how to achieve them.	Has little, if any, ambition for themselves or for others.
Optimistic Positive	Is unswervingly optimistic and positive. Sees opportunities where others see barriers.	Has an optimistic outlook and seeks to respond positively to challenges.	Tries to be positive, but is often persuaded by pessimistic comments.	Is a pessimist. Responds negatively to any difficulties.
Assertive Confident	Is strong in the face of adversity. Confident and assertive in almost all situations.	Remainder left blank in sample		
Takes the initiative Assumes responsibility	When appropriate, is quick to take the initiative and assume responsibility.			
Decisive Quick-witted	Is quick-witted and decisive. Assimilates and assesses new information quickly.	SAMPLE		
Sense of urgency				
Professional Courage				
Steadfast Persistent				

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL - ASSESSING SUBJECT LEADERSHIP

LEADERSHIP CAPABILITIES GROUP E: ORGANISATIONAL CAPABILITIES

ATTRIBUTE	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Logical Prioritises	Is incisive, clear thinking and logical. Identifies discrete steps and priorities that ensure the achievement of desired aims.	Thinks clearly and logically. Identifies steps and priorities that enable the achievement of desired aims.	Sets out priorities, but these are not always arranged logically, thus impeding progress towards desired aims.	Often illogical and muddled. Is unable to set clear priorities.
Methodical Organised	Remainder left blank in sample	SAMPLE		
Reliable Consistent				
Attends to detail				

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL - ASSESSING SUBJECT LEADERSHIP

VALUES AND ETHICS

ATTRIBUTE	MEANING	QUOTATION
Altruistic	Is devoted to the welfare of others as a matter of principle. Puts the needs of others before their own and gives without expectations of reciprocity. Altruistic leaders in school put the good of the school and its stakeholders first.	“The person who works for recognition devalues the work he does, that awards are first and foremost political instruments, that altruism’s true name is always Anonymous.” - David Marusek, <i>Mind Over Ship</i>
Considerate	Shows kindly regard for the needs and feelings of others. Considerate leaders in school act, take decisions, delegate and direct with respect for their colleagues, the pupils, other stakeholders and anyone who makes contact with the school.	“Being considerate of others will take your children further in life than any college degree.” - Marian Wright Edelman
Fair	Remainder left blank in sample	
Generous		
Honest		
Loyal		
Magnanimous		
Open-minded		

SAMPLE

ASSESSING AND DEVELOPING LEADERSHIP IN SCHOOL

SELF- ASSESSMENT CHECKLIST

SAMPLE

Name: _____ Date: _____

1 = Outstanding 2 = Good 3 = Requires Improvement 4 - Inadequate

A: KNOWLEDGE, UNDERSTANDING & SKILLS Subject / Aspect / Team / Senior Leader (Ring)	1 (✓)	2 (✓)	3 (✓)	4 (✓)
Leadership theory				
Wider context				
Curriculum				
Assessment				
Pedagogy				
Professional development				
Resource development				
Practicalities				
<i>Best fit grade (A):</i>				
B: WAYS OF THINKING	1 (✓)	2 (✓)	3 (✓)	4 (✓)
Clear thinking - Articulate				
Imaginative - Creative				
Observant - Intuitive				
Self-aware - Self-confident				
Adaptable - Resilient				
Interested - Inquisitive				
Reflective - Evaluative				
Forward-thinking - Strategic				
<i>Best fit grade (B):</i>				
C: INTER-PERSONAL CAPABILITIES	1 (✓)	2 (✓)	3 (✓)	4 (✓)
Cheerful - Sense of humour				
Calm - Tactful - Diplomatic				
Empathetic - Socially aware				
Respectful - Polite				
Attentive - Responsive				
Eloquent - Persuasive				
Co-operative - Supportive				
<i>Best fit grade (C):</i>				

SAMPLE

SAMPLE

D: GET UP AND GO!	1 (✓)	2 (✓)	3 (✓)	4 (✓)
Ambitious - Determined				
Optimistic - Positive				
Assertive - Confident				
Takes the initiative - Assumes responsibility				
Decisive - Quick-witted				
Sense of urgency				
Professional courage				
Physical bearing				
<i>Best fit grade (D):</i>				
E: ORGANISATIONAL CAPABILITIES				4 (✓)
Logical - Prioritises	<h1>SAMPLE</h1>			
Methodical - Organised				
Reliable - Consistent				
Attends to detail				
<i>Best fit grade (E)</i>				

LEADERSHIP CAPABILITY OVERALL	1 (✓)	2 (✓)	3 (✓)	4 (✓)
<i>Best fit grade (A):</i>				
<i>Best fit grade (B):</i>				
<i>Best fit grade (C):</i>				
<i>Best fit grade (D):</i>				
<i>Best fit grade (E):</i>				
<i>Best fit overall grade:</i>				

VALUES AND ETHICS	YES	NO	UNSURE
Altruistic			
Considerate			
Fair			
Generous			
Honest			
Loyal			
Magnanimous			
Open-minded			