

# The Menzies School Leader Fellowship Program

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**Program design**

April 2019

Commercial in confidence



# School leadership is a critical leverage point for school system improvement

*Our hypothesis is that the education system requires a **talent pipeline of school leaders** that are better prepared for the complex role of leading the improvement required to lift student performance.*

**The complexity of school leadership requires a multi-integrated dynamic approach to transform the education system.**

**The Fellowship Program** is the centrepiece of a dynamic incubator process that develops individual school, cohort and system school leadership capability and uses these insights to develop a scalable system wide leadership intervention to build Collective Efficacy (CE) and improve student learning outcomes.

The Fellowship is led by a multi-sector collaboration comprised of school leaders, their schools and corporate, philanthropic and university partners.

**The dynamic incubator process captures individual, school, cohort and system level leadership insights to develop scalable systemic leadership interventions.**

## Desired Outcomes



Delineation of the talent pipeline required to improve student performance at a whole of system level and the leadership development platform to support this



Tools, techniques and frameworks required to support leadership development program insights across the system



Best practice in Collective Efficacy delivered in schools

**At the heart of the Program are two key frames:**

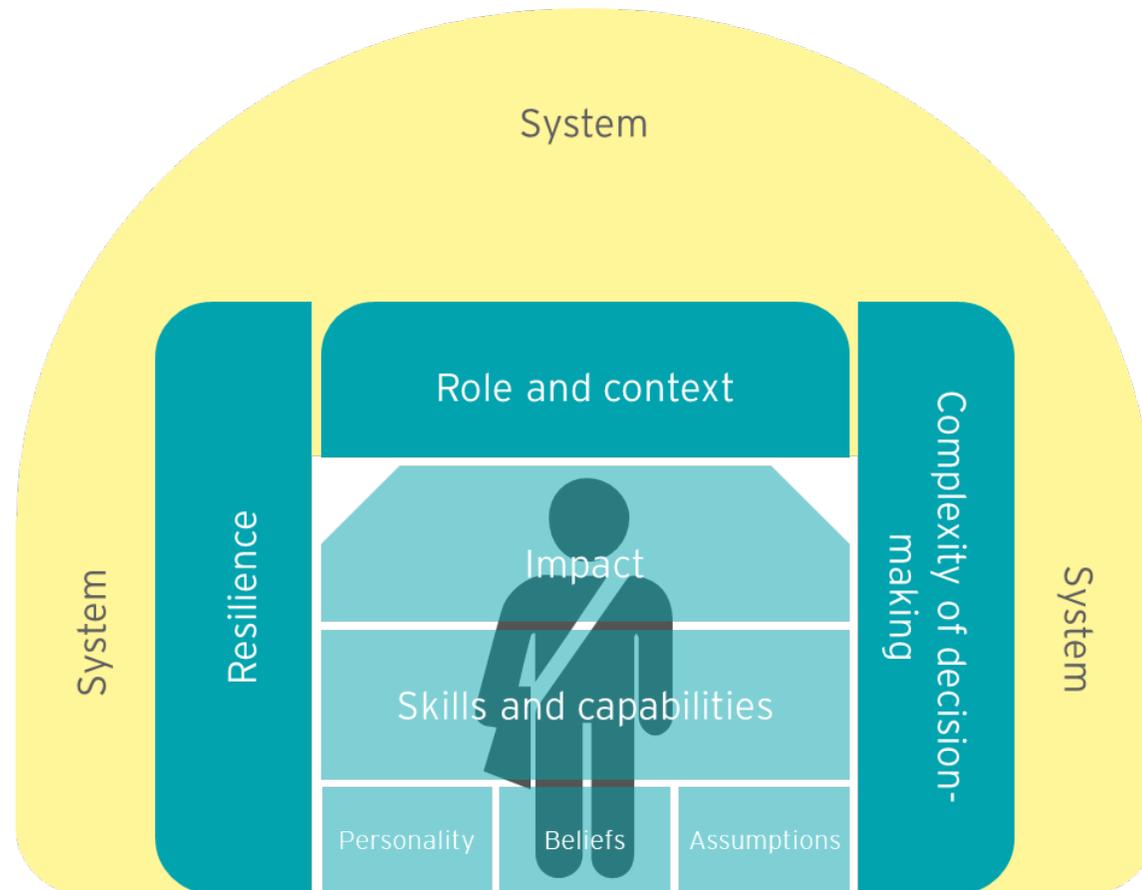
- **A System Leadership approach**
- **Developmental sequence based on transitions**

‘System Leadership’ is an expanded view of development which recognises that significant impact on self, school and system requires more than the traditional focus on building technical and skills based competence

Traditional leadership development has relied on building technical and skill based competence. Leading improvement in education outcomes in Schools in an increasingly complex world, requires a ‘System Leadership’ approach.

This is comprised of the technical and skill based competencies that have always been valued in school leaders and additionally proposes that resilience and complexity of decision making play a significant role in determining a leader’s ultimate impact, especially in the face of adaptive challenges.

**The Program will support Fellows to develop personal insight, experiment with the development of new skills and apply this learning in real time. The Collective Efficacy project provides a key learning context for leaders to reflect on their practice at the individual, school and system level.**

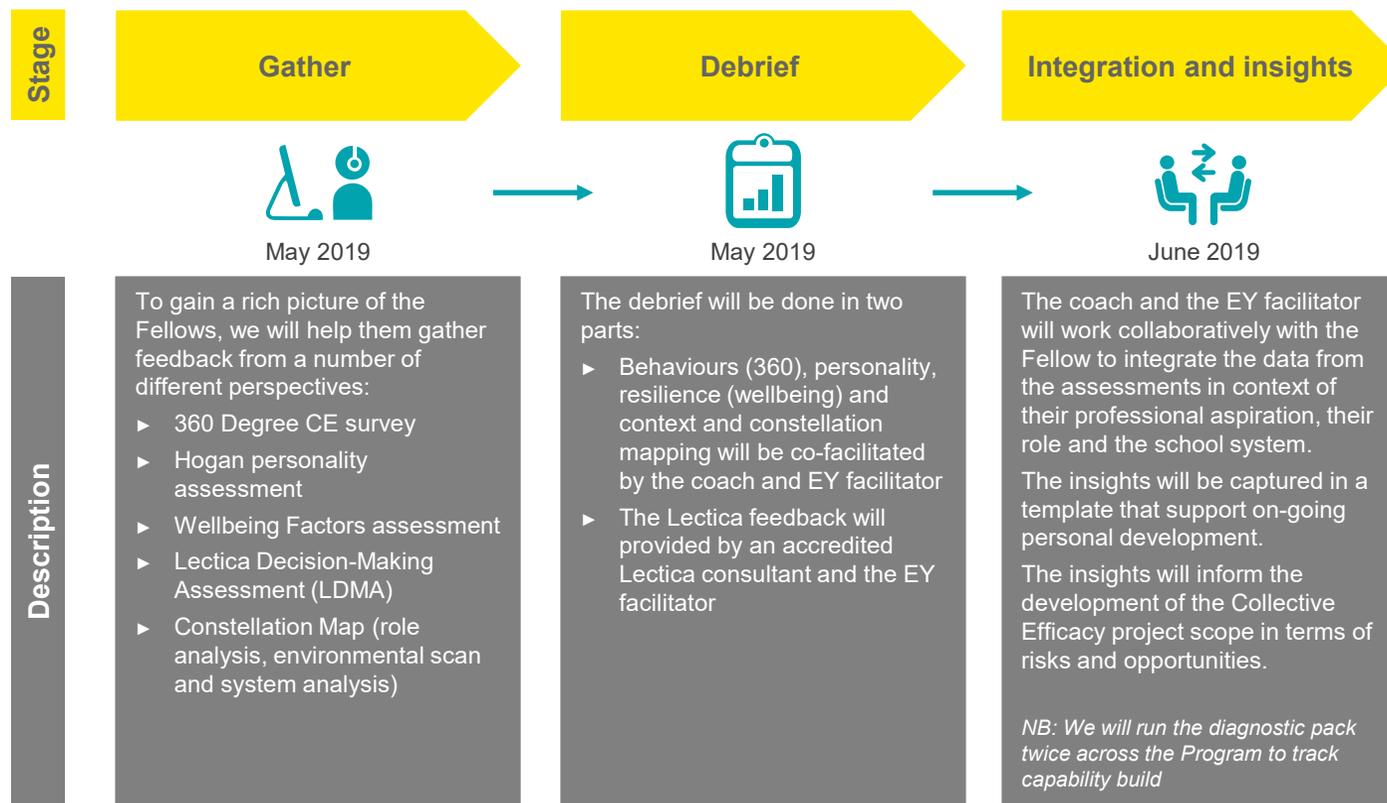


● New holistic approach    ● Traditional focus on individual

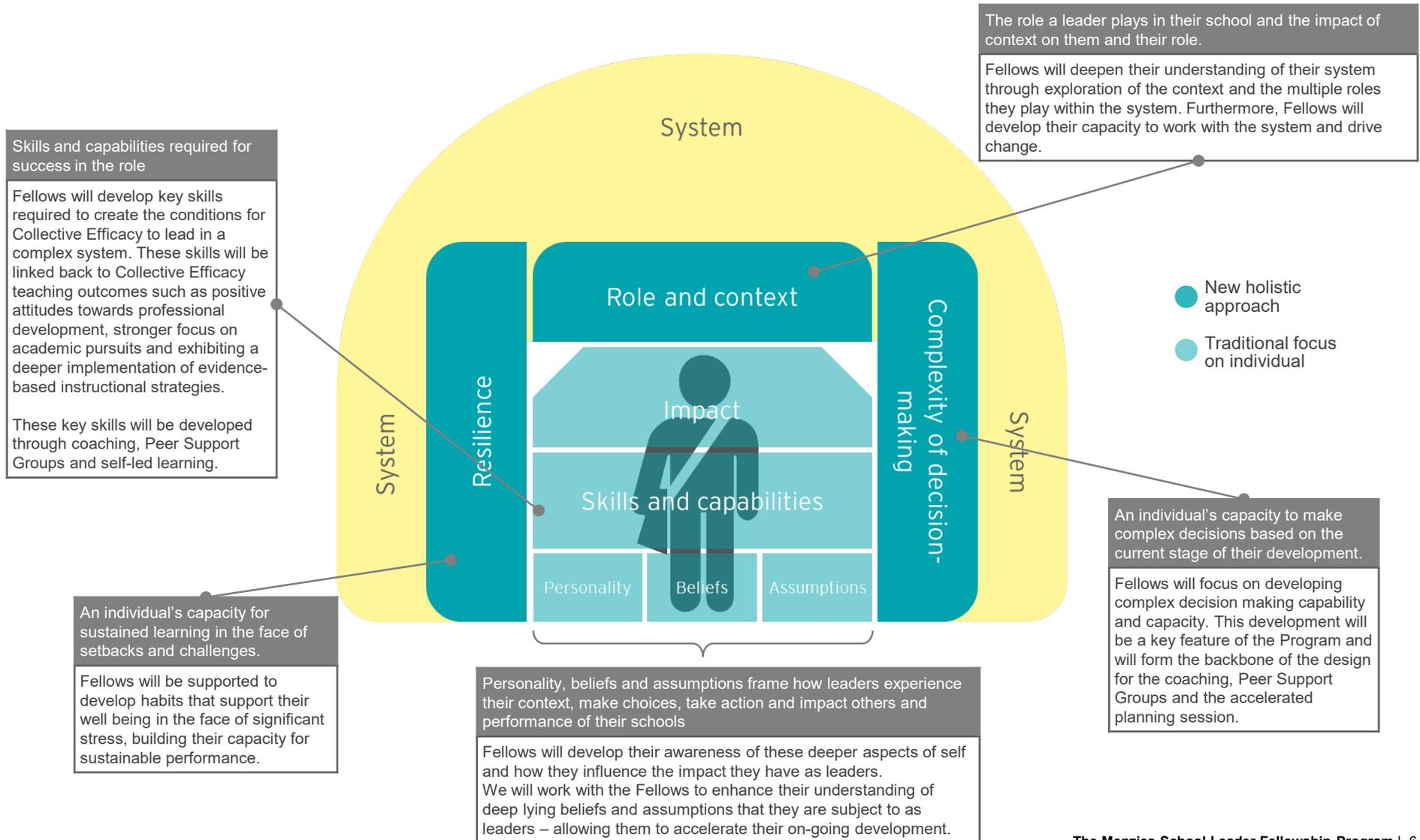
# System Leadership assessment – Where am I now? Where do I want to be?

## Developing insight to accelerate the learning

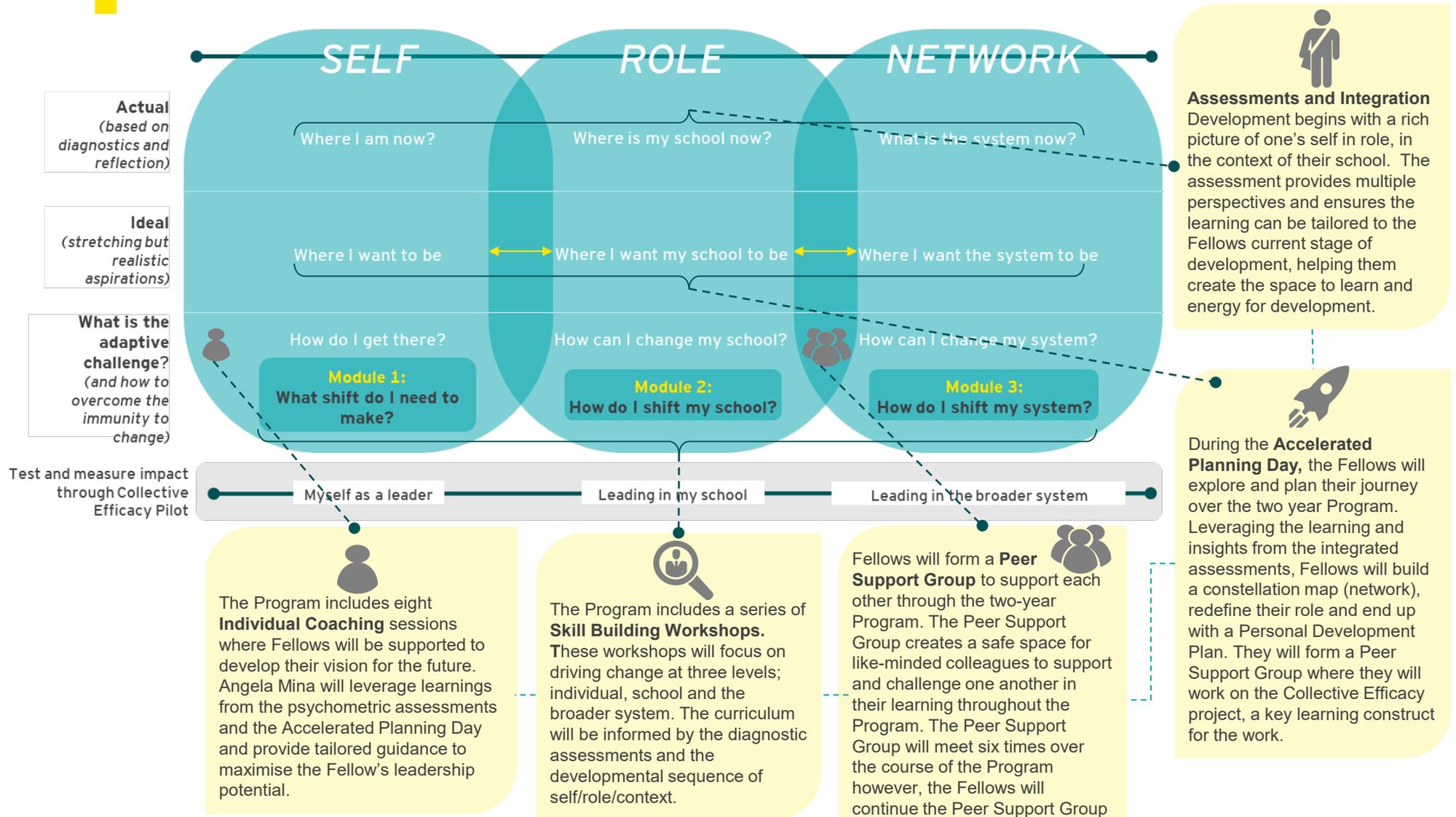
The diagnostic platform component is comprised of three consecutive stages:



# The Systems Leadership model will support and develop the Fellows to structure their development based on feedback gathered through diagnostics, workshops, individual coaching sessions, peer support groups the UoM Network of Schools and the CE Pilot



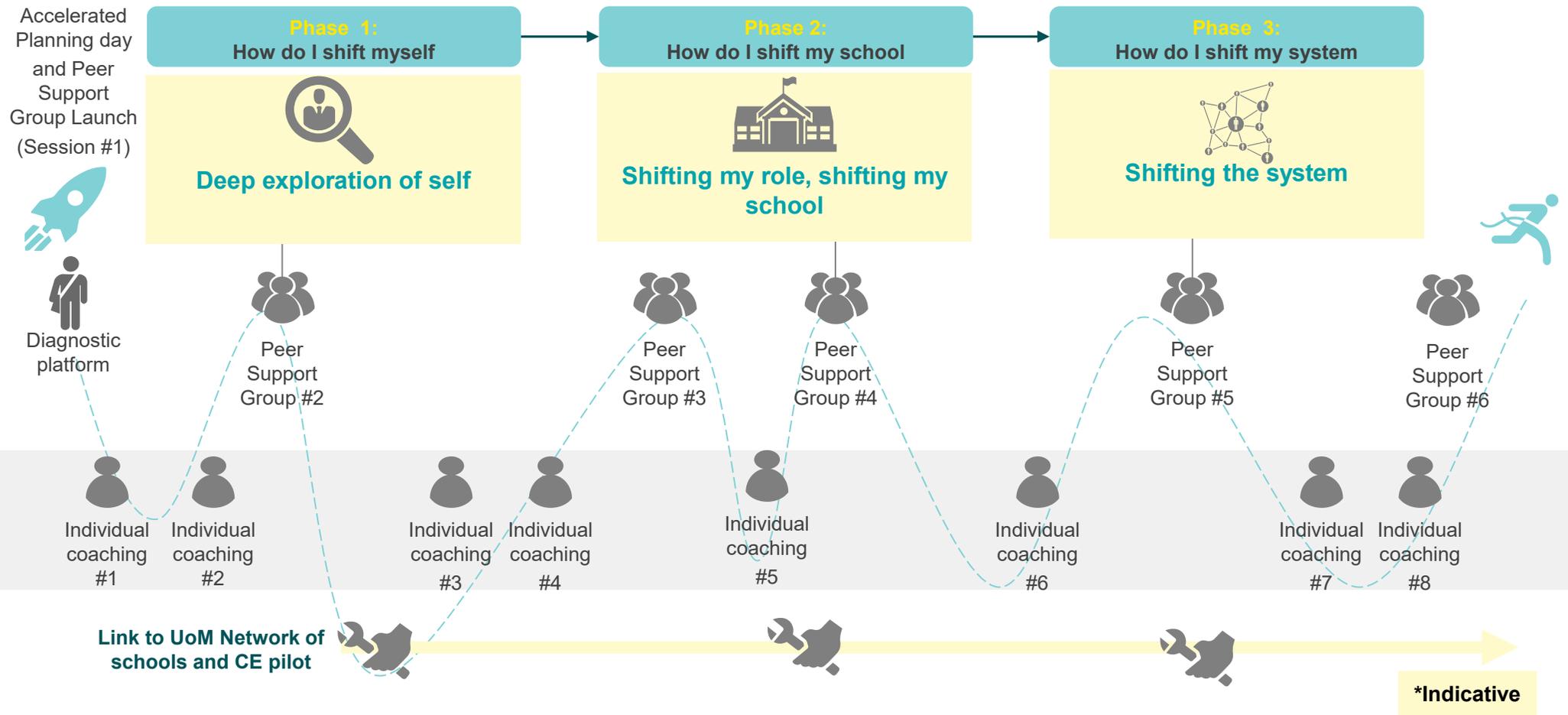
To build leadership capability, the Program is composed of various elements that explore the Fellows' world from different perspectives to provide insights about themselves, their role, their school and the education system



The Program is a blended learning  
journey over two years

The Program combines collective and individual experiences, prioritising school-based work with each of the Fellows' leadership teams about themselves, the role they play in their schools and in the education system

March 2019 – March 2021





The two year Program is comprised of the following five elements:



### Diagnostic Platform

- A set four assessments focussed on personality, decision making, resilience and wellbeing in the context of self, role and system
- These assessments include: 360 Degree CE survey, Hogan personality assessment, Wellbeing Factors assessment, Lectica Decision-Making Assessment



### Accelerated Planning Day

- An Accelerated Planning day, at the commencement of the Program, to support the Fellows to explore and plan their journey for the Program, leveraging feedback from the assessments and diagnostics



### Peer Support Groups

- A Peer Support Group, that meets six times over the two years
- The Peer Support Group will create a safe space for like-minded colleagues to support and challenge one another in their learning throughout the Program



### Individual Leadership Coaching

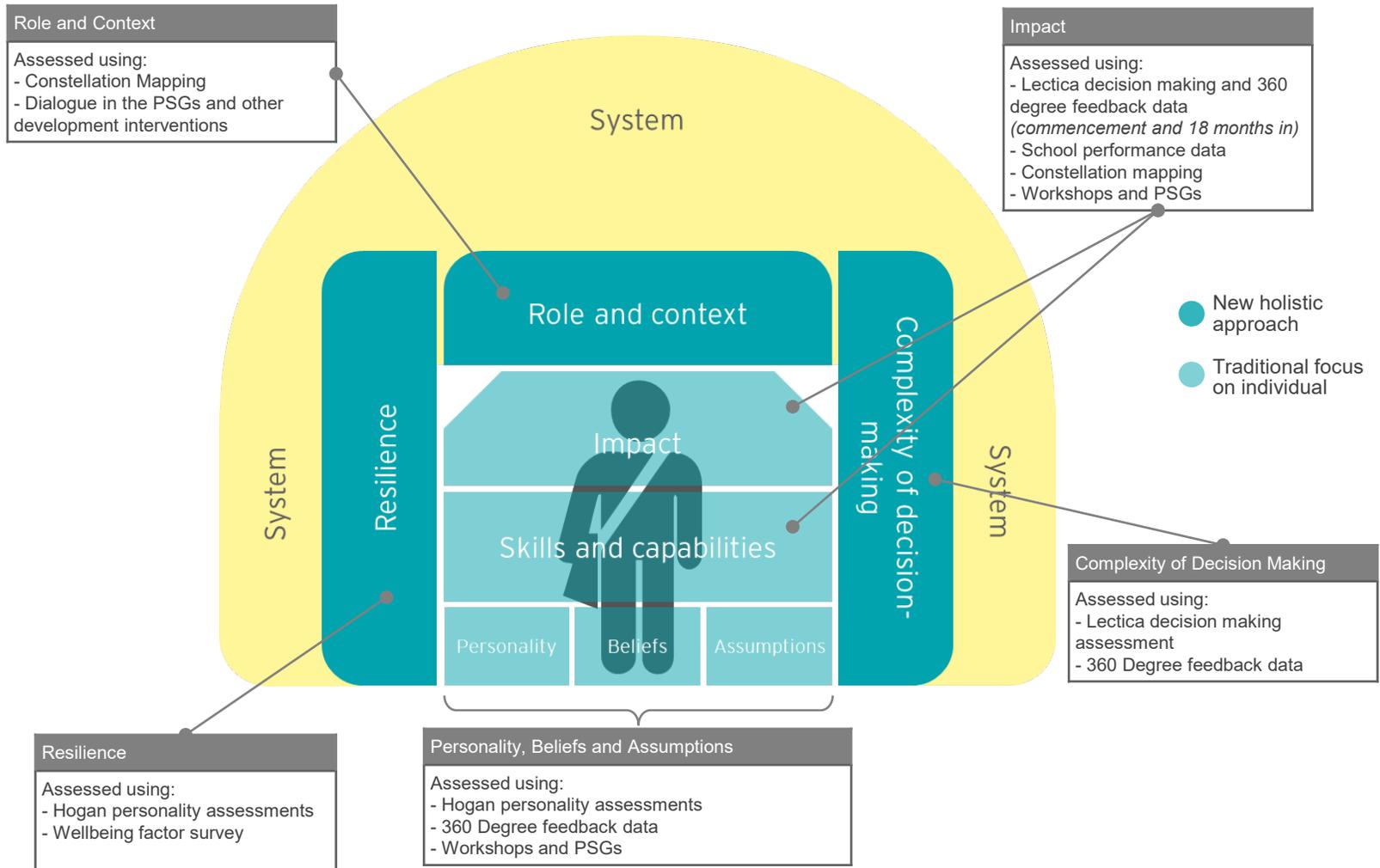
- Eight targeted coaching sessions over two years
- These coaching sessions enable the Fellows to unlock leadership potential to maximise their own performance, helping them to learn rather than teaching them



### Workshop Modules

- Three workshop modules over the course of the Program to support Fellows to develop their capabilities as a leader in the context of: Self, School and System
- These workshops build iterative capability

The diagnostic approach supports the Fellows in integrating multiple perspectives to gain insight on their personality, beliefs and assumptions. This is looked at through the lens of self, their role as school leader and in the context of the broader system.



# The Accelerated Planning day is designed to create a psychologically safe environment where Fellows will explore and plan their journey for the Program

## What is involved?



Facilitated by a Lead Consultant, Support Consultant and supported by a Coach



Immersive opportunity for Fellows to share experiences and support on another's learning



Virtuous cycles of learning (VCoL) based on feedback in the assessment integration report



Understanding individual evaluation tools

The APD is a developmental planning day for the Fellows to be held in **June 2019**.

- ▶ Fellows will work individually and collectively to finalise a plan and evaluation framework to undertake CE Pilot program in their schools.
- ▶ This day will be an immersive opportunity, leveraging the learning and feedback from the assessments and diagnostic tests. It will be an opportunity to help the Fellows make their system explicit and begin the process of developing new mental models that change the way they relate to and lead within the system.

### Desired outcomes:

1. Individual learning plans for each Fellow that reflect their current thinking complexity, wellbeing and resilience, technical competencies and their analysis of the system they are currently working in.
2. A clearly articulated Collective Efficacy project scope.
3. A Peer Support Group set up to support one another in the learning journey for the next 2 years.

Accelerate d planning day schedule	Morning				Afternoon		
	Welcome & introduction	On purpose	Personality & behaviours	Redefine role	Constellation Mapping	Plan	Next steps & actions
	<ul style="list-style-type: none"> <li>- Agenda for the day</li> <li>- Ambition for the Program</li> <li>- The role of learning in the Program</li> </ul>	<ul style="list-style-type: none"> <li>- Individual exploration of when the leader working 'on purpose' and when they are working 'off purpose'</li> </ul>	<ul style="list-style-type: none"> <li>- Hogan horseshoe and connections to the 360 data</li> <li>- Implications for individuals in their development planning</li> </ul>	<ul style="list-style-type: none"> <li>- Understand opportunities and barriers of current role</li> <li>- What is our understanding of priorities and mandate</li> <li>- What is our aspirational outcome in this role</li> </ul>	<ul style="list-style-type: none"> <li>- Who are the important stakeholders</li> <li>- What is their agenda</li> <li>- Who are they</li> <li>- What is your relationship</li> <li>- How are they orientated to your mandate</li> </ul>	<ul style="list-style-type: none"> <li>- Work on their CE project methodology and evaluation framework (collect CE data prior to workshop)</li> <li>- Working in Peer Support Group</li> <li>- What is your plan?</li> </ul>	<ul style="list-style-type: none"> <li>- PDP plan finalisation</li> <li>- Review and coach</li> <li>- Debrief with school team</li> <li>- Meet with PSG</li> </ul>

# Peer Support Group

## Peer Support Groups

### What is involved?



The Peer Support Group consists of five Fellows from the cohort and a facilitator



Groups will have the opportunity to discuss, reflect, coach and apply learnings with the group



Fellows will continue to meet as a Peer Support Group for the Program and beyond



Fellows will help shape the Program through their knowledge and experience

- ▶ The Peer Support Group will create a safe space for like-minded colleagues to support and challenge one another in their learning throughout the Program.
- ▶ Fellows will form a Peer Support Group to support one another through the two-year Program and the Collective Efficacy project.
- ▶ Facilitation will be provided to capture their insights and experience of the Program to shape the learning development platform.
- ▶ The facilitation will be provided by Angela Mina, who is a leadership consultant and coach advising organisations and individuals on talent development. Angela will act as a catalyst to help bond and strengthen the Peer Support Group from the outset.
- ▶ The Peer Support Group will be held in combination with content sessions to maximise the use of the Fellow's time.

# Coaching

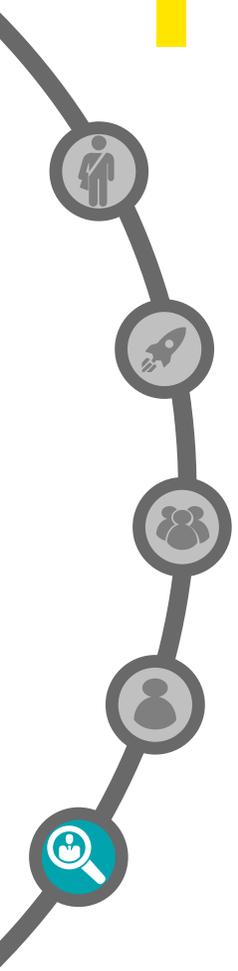
## Individual Coaching

**What is involved?**

-  4x 90 Minute one-on-one coaching sessions per year
-  Fellows will be individually coached by Angela Mina
-  A meaningful two-way dialogue will be created forming a unique professional coaching relationship for the Fellows
-  8 coaching sessions throughout the 2 year Program

- ▶ These targeted coaching sessions enable the Fellows to unlock leadership potential to maximise their own performance, helping them to learn rather than teaching them.
- ▶ Each of the Fellows be given 8 individual coaching sessions throughout the 2 year Program.
- ▶ Angela Mina, a leadership consultant and coach, will lead these coaching sessions. She works both independently and together with a network of thought-leading associates to help leaders thrive in complex roles and the Fellows will be able to leverage her expertise to fast-track their leadership potential.

The Program includes a series of workshops focused on leading change at the individual, school and system levels



Workshop

**Phase 1: How do I shift myself?**



**Deep exploration of self**

- Exploring the concept of Growth Culture and building a deliberately developmental organisation, with a focus on personal development.
- Fellows will develop a deeper understanding of the values and beliefs they hold and how these impact their ability to develop and grow (their immunity to change).
- Collective Efficacy projects will be used as a frame for gathering data and planning experiments for future development.

**Phase 2: How do I shift my school?**



**Shifting my role, shifting my school**

- Using the Constellation Mapping, Fellows will analyse each role as a system representation, including mental models, assumptions, role expectations
- Exploring systems for coherence and alignment, or the lack of.
- Fellows will develop strategies to drive system change using the Collective Efficacy project as a framework.

**Phase 3: How do I shift my system?**



**Shifting the system**

- Complex system transformation will be explored through a range of frames:
  - Double loop learning
  - Politics of hard and soft power
  - Growth Culture
  - Theory of U
- Collective Efficacy projects will be used for planning experiments for the implementing change at system level.