



# LEADERSHIP IN OUR SCHOOLS:

## The Menzies School Leader Fellowship Program

PROMOTING THE  
**NEXT GENERATION**  
OF AUSTRALIAN LEADERS

## THE MENZIES SCHOOL LEADER FELLOWSHIP PROGRAM

The aim of the Menzies School Leader Fellowship Program is to incubate, test and learn about the leadership question, and through the process, contribute to building the pipeline of school leaders.

The Menzies School Leader Fellowship Program is a two-year, leadership development program that seeks to harness cross-sector expertise to understand how to build a pipeline of talented school leaders, equipping them with the knowledge and skills to successfully adapt to and take on the challenges and complexities of the role. Unlike typical leadership development programs, there is an explicit focus on increasing the skills and capability of leaders to build collective efficacy. The Menzies School Leader Fellowship Program follows the principles of design, test, learn and adapt. The Incubator model gives Fellows the opportunity to move from a traditional to an adaptive leadership approach, trialing strategies and interventions that are focused on enhancing collective efficacy within their own teaching teams.

Funding, skills building, advice, and research to create and learn from these interventions is provided by the Fellowship.

The current program focuses on building the Fellows' core, adaptive, clarity and VUCA skills and observable leadership skills to generate behaviours and actions that produce collective efficacy at the school and network level. Our assumption is that interventions at the individual level with support at the school and network level, will result in impact as assessed against the Collective Efficacy Tracking Tool at the school level and within the wider network.

THE MENZIES SCHOOL LEADER  
FELLOWSHIP PROGRAM STRUCTURE



FELLOWSHIP INDUCTION



DIAGNOSTICS, DEBRIEF AND PLANNING



ACTION LEARNING SUPPORT



APPLIED LEARNING WORKSHOPS



INDIVIDUAL LEADERSHIP COACHING



PEER TO PEER MEETINGS



FELLOWSHIP (LEARNING) SHOWCASE

# Fellowship Induction

A series of activities, including a workshop at the commencement of the program, to set the scene of the Fellowship and plan your journey across the two-year program.

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## Diagnostics, Debrief and Planning

Administration of diagnostics and individual online debriefs to leverage feedback from a set of individual and school level diagnostics to support the development of your individual development plans and school-based collective efficacy plans. This planning will include how you might use your Menzies funds to support your leadership development and the implementation of your collective efficacy strategy. Diagnostics will also be administered towards the end of the program to support reflection and next steps beyond the program.

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# Action Learning Support

Action learning support over the course of the implementation of your collective efficacy strategy to support design, testing and learn and contribute to the evidence base for leadership practices. Funding from the Menzies Foundation will be provided to support your collective efficacy plans and can be utilised throughout the phases of diagnosis, interventions, implementation, monitoring and evaluation.

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# Applied Learning Workshops

Face to face applied learning workshops over the duration of the two-year program to support you to develop your collective efficacy capabilities that are applicable to your collective efficacy strategy. These workshops build iterative capability in the stated objectives of the Fellowship.

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## Individual Leadership Coaching

Individual coaching sessions using the Immunity to Change and Lectica methodologies, these coaching sessions enable you to unlock your leadership potential to maximise your performance in building collective efficacy in your school and beyond. Funding support from the Menzies Foundation will be provided to support your leadership development relevant to your school based collective efficacy strategy.

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ACTION LEARNING SUPPORT FOR  
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**PEER TO PEER MEETINGS**



FELLOWSHIP (LEARNING) SHOWCASE

# Peer to Peer Meetings

Facilitated reflective processes between Fellows to support your adaptive work as individual leaders, using the action-learning set methodology.

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PEER TO PEER MEETINGS



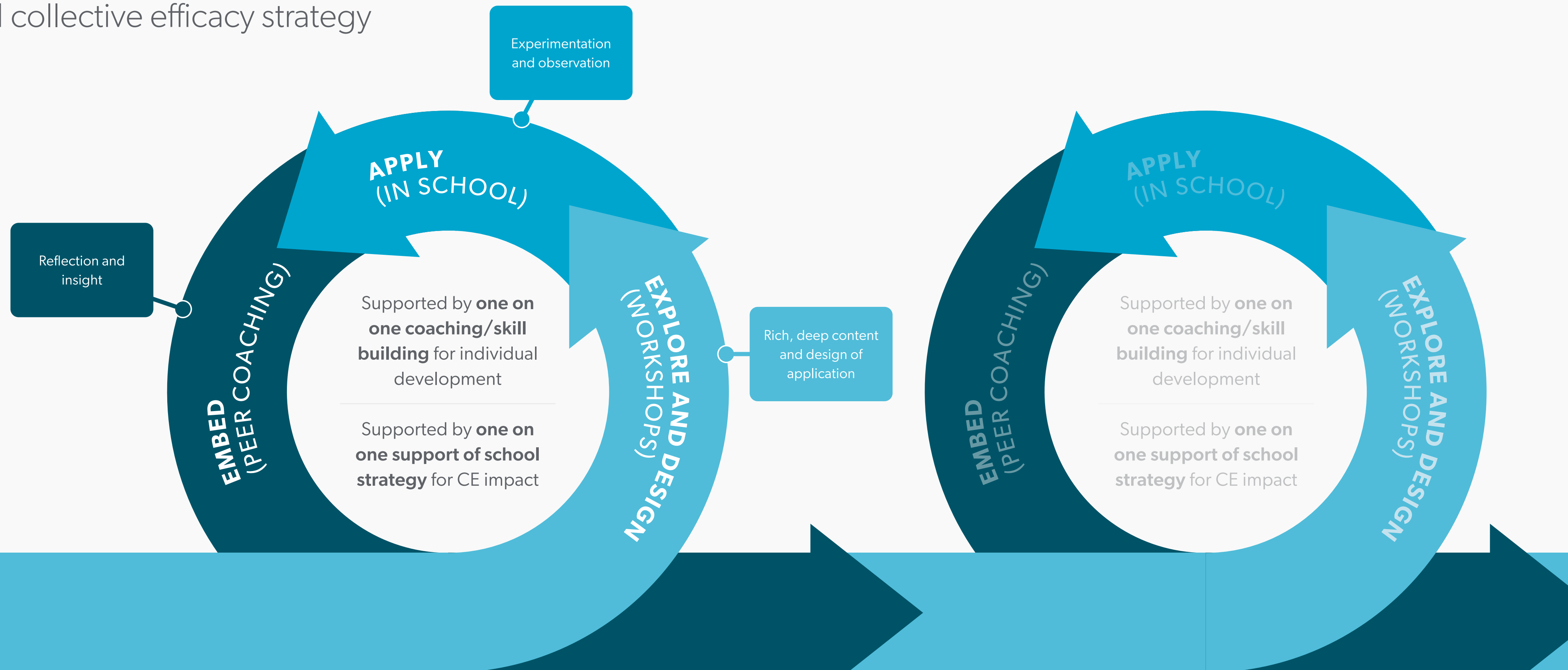
**FELLOWSHIP (LEARNING) SHOWCASE**

# Fellowship (Learning) Showcase

A workshop at the conclusion of the program. This will include a showcase sharing your collective efficacy strategy and a facilitated group debrief into the systemic factors affecting leading collective efficacy in increasing complexity.

## THE MENZIES SCHOOL LEADER FELLOWSHIP PROGRAM

An integrated Fellowship experience models learning cycles of explore and design, apply, and embed. As shown, each cycle is supported by one-on-one leadership coaching and school based school based collective efficacy strategy support.



## FELLOWSHIP INQUIRY ELEMENTS

The central premise of the Fellowship inquiry is to identify and develop the leadership characteristics that impact collective efficacy.

This involves understanding and strategically building the characteristics of individual school leaders and providing support for them to design, test and learn from school leadership of collective efficacy strategies in their schools; and with opportunity to collaborate as a network of leaders across the system, as is required to address complex issues relating to the pipeline of school leadership.

As such, we hypothesise that school leaders with the necessary characteristics, practices, networks and environment will grow collective efficacy in and beyond their schools, improving student outcomes. As a result, school leaders will create effective conditions and develop more leaders and build collective efficacy. Ultimately, school leaders will be equipped to grow the pipeline of school leaders able to lead collective efficacy in their own school. They will contribute to the growth of others

through networks and contributing to the spread and scale of innovations in building the pipeline of school leaders through networks and partnerships.

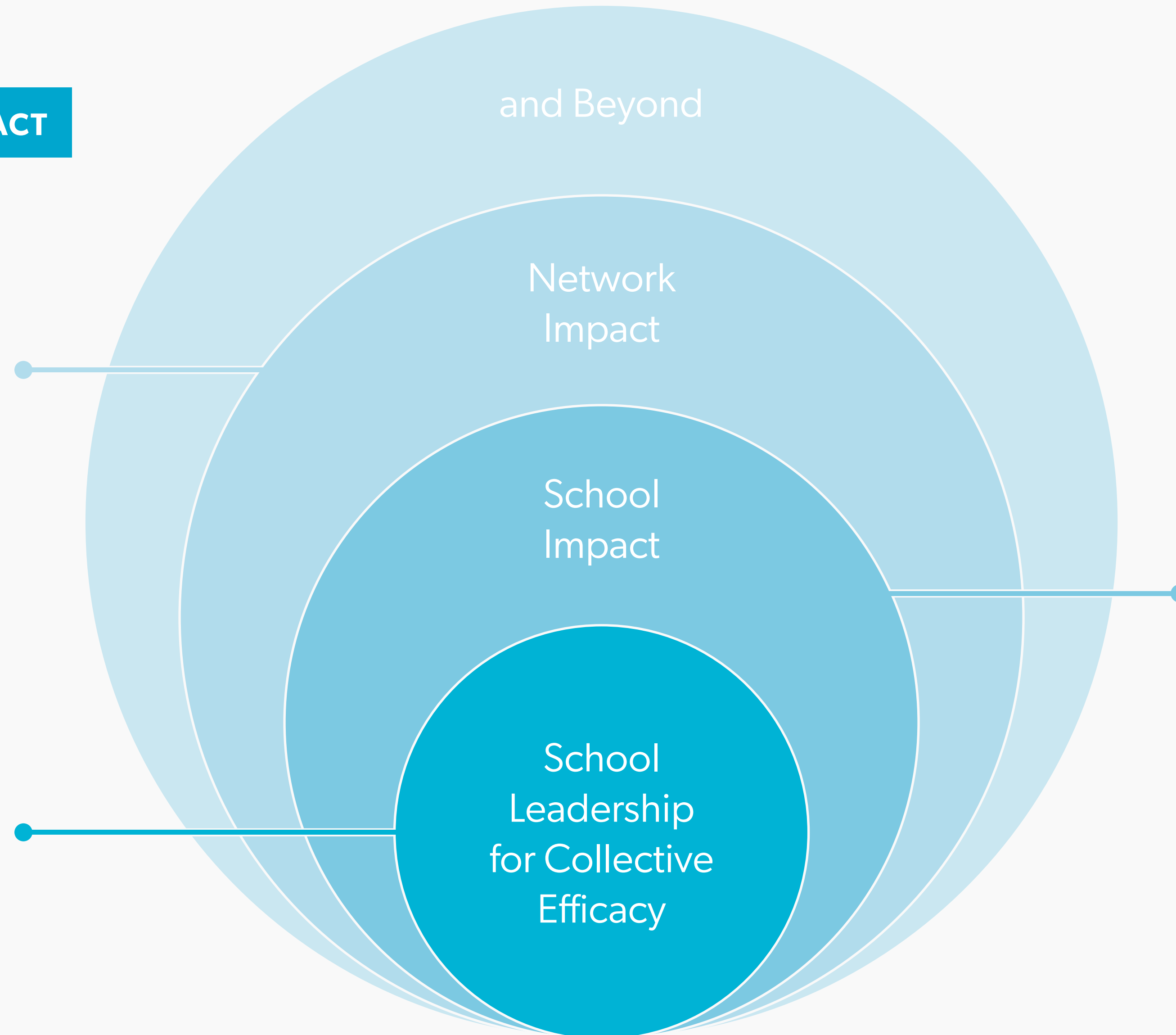
Our hypothesis is that the growth of leaders comes from an integrated approach to development and change at the levels of individual, school and network.



## DEVELOPING LEADERSHIP CHARACTERISTICS THAT IMPACT COLLECTIVE EFFICACY

Leaders promote collective efficacy in networks and beyond through scaling interventions, application and outcomes (TBA)

Leadership behaviours impact leadership for collective efficacy (see leadership model for determinants of behaviours)



Leaders apply their learning to school strategy to impact collective efficacy (see tracking tool)

PROGRAM INQUIRY ELEMENTS

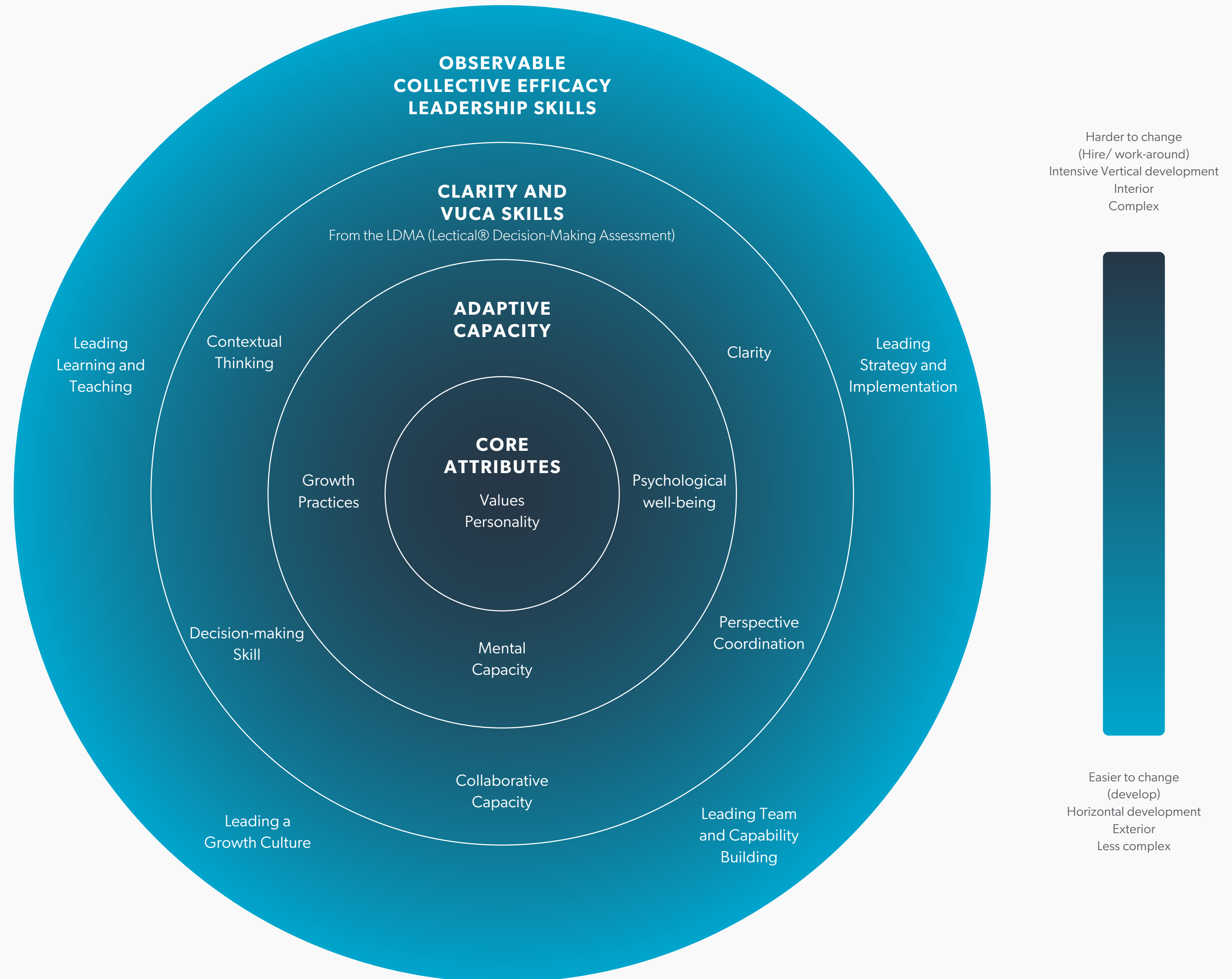
The Fellowship is testing a key assumption that in complexity, a school leader’s ability to impact collective efficacy in their school and beyond is an adaptive challenge, and is determined by their leadership behaviours that are, in turn, determined by their individual leadership characteristics:

WHO THEY ARE	HOW THEY SEE THINGS AND ARE ABLE TO GROW IN COMPLEXITY	HOW THEY DO THINGS IN COMPLEXITY	WHAT THEY DO
Their core attributes	Their adaptive capacity	Their clarity and VUCA skills	Their ‘observable’ collective efficacy leadership practices

These characteristics are articulated in the Menzies School Leadership Model on the next page.

## THE MENZIES SCHOOL LEADERSHIP MODEL: CHARACTERISTICS THAT DETERMINE LEADERSHIP BEHAVIOURS

It is through understanding and developing these leadership behaviours and the characteristics that underlie them, that we anticipate leaders will have a measurable positive impact on collective efficacy in their school, and in networks beyond their school, leading to improved student outcomes.



## OBJECTIVES OF THE INQUIRY

The three high level objectives we are seeking to meet through the Incubator's inquiry include:

01

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Deep impact in targeted school leaders, Fellows, and their schools.

02

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Generating evidence-based innovations and practice-based evidence of what helps and what hinders growing the pipeline of school leaders to lead collective efficacy in increasingly complex and challenging contexts.

03

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Spreading and scaling interventions through partnerships and collaborations with others across the education system.

## KEY INQUIRY QUESTIONS

### PROGRAM LEVEL

How and to what extent does the Fellowship develop school leadership to lead collective efficacy at the individual, school, network and system levels?

What are the characteristics, practices and implementation strategies of school leaders who effectively lead collective efficacy?

### SYSTEM LEVEL

How does learning generated through the Fellowship influence system change?

### INCUBATOR LEVEL

How does the Incubator model facilitate the building and dissemination of insights to impact change?