

PROMOTING THE  
**NEXT GENERATION**  
OF AUSTRALIAN LEADERS



## Menzies School Leadership Incubator



Impact and Evaluation Report | 2019

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## Acronyms

ACER	Australian Council for Educational Research
MSLFP	Menzies School Leaders' Fellowship Program
CTE	Collective Teacher Efficacy
CT	Collaboration Team
PSG	Peer Support Groups
LDMA	Lectica Decision-Making Assessment
ITC	Immunity to Change (a coaching methodology based on Bob Kegan and Lisa Lahey's work in Adult Development).
EY	Ernst & Young
VUCA	Volatility, Uncertainty, Complexity and Ambiguity

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## Executive Summary

*“Growing a pipeline of school leaders equipped to lead in the complexity that is today.”*

The Menzies School Leadership Incubator (the Incubator) designs, tests and generates evidence-based insights to answer the question: “How might we build a pipeline of school leaders who can lead collective efficacy in complex school environments?” This report documents progress and insights from the Incubator’s first year of work (2019).

Education in Australia is falling behind other OECD countries and is failing to adequately prepare our young people. School leadership is critical to improving learning outcomes of students. In Australia, and internationally, there is a significant shortage of school leaders equipped to lead within the complex environments of schools. The pipeline of educators to become effective school leaders is the central focus of the Incubator.

The model of change is based on the premise that by incubating innovations to identify, accelerate and track the development of school leaders through a targeted Fellowship Program, these evidence-based innovations can be spread and scaled across the education system more widely, beyond the activities of the Menzies School Leadership Incubator. The central assumption that underpins the inquiry of the Menzies School Leadership Incubator is:

*That student learning outcomes will be improved if more school leaders are equipped to lead effectively in complex environments. Building collective efficacy is the most effective way for growing leadership of school teams to work in the complex school environment. There is a gap between theory and implementation of collective efficacy which can be addressed through a rigorous action-research initiative.*

In 2019, the Menzies School Leadership Incubator, initiated the first Menzies School Leaders Fellowship Program (MSLFP). The MSLFP is a two-year program through which selected school leaders develop their capabilities and skills to lead and build collective efficacy in their school. In 2019, five school leaders from Victorian government, Catholic and independent schools commenced their Fellowship.

This report covers the first six months of the MSLFP with the purpose of documenting and sharing evidenced insights from the Incubator. The primary audience for the report is the Menzies School Leaders Program Advisory Group and Menzies Foundation Board.

Three key insights are presented in the report with implications for the inquiry in next phase of the initiative:

- Bridging skills and capacity for complexity of thought with complexity of the role is critical for leadership of collective efficacy.
- Developmental coaching significantly accelerates Fellows’ growth in leadership capacity – and is unique for school leaders.
- There is a significant gap in the skills and capabilities required for strategic interventions that build collective efficacy in schools.

# 1 About the Menzies School Leadership Incubator

## 1.1 Purpose, role and outcomes

The overall **purpose** of the Menzies School Leadership Incubator (the Incubator) is to contribute to the systemic changes required to build a pipeline of school leaders who are equipped to lead well in complex school environments. Ultimately, a pipeline that will result in improved learning outcomes of Australian school students.

The **role** of the Incubator is to design, test and generate evidence-based insights to the question:

*How might we build a pipeline of school leaders equipped to lead collective efficacy in the complex school environment?*

The intended **outcomes** of the Incubator are to:

- Build the capability and skills of selected school leaders (Fellows) to lead well in their complex school environment through building collective efficacy, ultimately contributing to improved student outcomes.
- Build the conditions and leadership within the Fellows' schools to improve collective efficacy
- Generate evidence-based innovations and insights for identification of talented school leaders; acceleration of growth in school leaders; and the leadership practices required for complexity in schools, including collective efficacy; and
- Influence the policies, practices, resources and mindsets across the wider education system to progress the growth of the pipeline of school leaders equipped to lead well in complex school environments.

## 1.2 Context

The work of school leaders is becoming more complex. Principals today face a range of challenges, including: an increasingly diverse student body; how best to prepare students for future employment and lifelong learning in a rapidly changing world; multiple compliance and workload demands; growing concerns over student wellbeing; and, increased public scrutiny of student performance.

We know from research that effective school leaders can drive improvements in teaching and learning, but they cannot do it alone. Collective efficacy is a key element of school improvement – studies show it has a powerful influence on student achievement. Although school leaders can take action to nurture and improve collective efficacy among their teachers, it is not a simple task. The accompanying review of the [literature](#) suggests that while many school leadership programs exist, they are not equipping participants with the skills they need. Furthermore, very few target the leaders of tomorrow.

### **Building a pipeline of talented school leaders**

In Australia, the current profile of school leadership is aging. A high proportion of principals are in the over 50 age bracket, and fewer educators are aspiring to the role. It is clear that there is a blockage in the talent pipeline and an impending shortage of school leaders. Our findings suggest a more collective approach to leading the work of schools is required, and a more systematic effort to support and develop current and potential school leaders.

## **A block in the leadership pipeline**

There is a lot of research on effective school leadership. However, there are many challenges facing school leaders, and there is, therefore, a need to understand better the types of leadership that might be required to meet these challenges. Creating a diverse and extensive pool of people interested in all levels of school leadership is integral to growing leadership capacity across a jurisdiction or school. It involves moving away from focusing on individuals as 'hero' leaders, towards fostering collective and collaborative leadership capacity. This approach strengthens leadership and ensures those with aspirations to lead in the future are supported to set targeted development goals and supported to develop professionally from early in their careers.

## **Issues related to workload and personal wellbeing**

The last decade has seen increasing demands on schools, amid continual policy reforms and curriculum mandates. The need for continual learning and to be resilient in the face of increased scrutiny has placed extra demands on educators which have no doubt impacted on their wellbeing. Globally there are concerns about teacher and school leader supply for a stable and productive workforce (McCallum et al., 2017). Stress and emotional exhaustion levels in classrooms are at a high, as educators grapple with growing workloads and challenging behaviour from students and parents (Gillard, 2019).

These challenges in the last decade have had significant consequences on the broader education system, with wellbeing found to be impacting on resilience and self-efficacy, social-emotional competence/emotional intelligence and personal responses to educators' work: burnout, fatigue, exhaustion and stress (McCallum et al., 2017). These studies have cited educators are struggling with unmanageable workloads, feeling less confident that they could handle the workload and with increasing levels of burnout. Burnout named an occupation phenomenon by the World Health Organization (WHO, 2019) has significant implications for the wellbeing of the broader workforce, with a recent WHO study suggesting that depression and anxiety were costing the global economy US \$1 trillion each year in lost productivity.

## **A systematic approach to leadership development is required**

Despite urgent needs for a systematic approach to leadership development, researchers have identified a longstanding gap in leaders' preparation and knowledge about how to support authentic adult learning and development (Elmore, 2007; Kegan & Lahey, 2016; Shoho, Barnett, & Tooms, 2010). Over the past ten years there has been significant investment in building leadership capability through a range of initiatives. For example, school leadership frameworks such as the Australian Professional Standard for Principals (AITSL, 2011) have been developed outlining what an effective principal or school leader should know, understand and do. However, a potential problem is that standards themselves can be limited to becoming a series of boxes to be ticked and may lack the identification of critical factors, including personality traits and leadership capabilities, required from school leaders. (ref?)

Although there are many educational leadership programs offered in Australia, those focused solely on developing and preparing aspiring leaders for the principalship are less common. Each of the government, Catholic and independent systems and sectors has its approach to principal preparation. While few offer a program or activity designed explicitly for preparing principals, many have strategies that target leadership development as part of more generalised leadership programs.

An environmental scan conducted by AITSL in 2015 identified a total of ten dedicated principal preparation programs in Australia. According to the scan, these programs had only a small reach, many were ad hoc, and they did not represent a coordinated nor strategic approach to the ongoing, systematic and effective preparation of school leaders for our nation (AITSL, 2015). The following recommendations for improving principal preparation in Australia were noted:

- Take a systematic, standards-based and coherent approach.
- Identify and nurture talent.
- Match learning to an individual’s capabilities, career stage and context.
- Use evidence-based adult learning techniques.
- Evaluate programs for impact (AITSL, 2015).

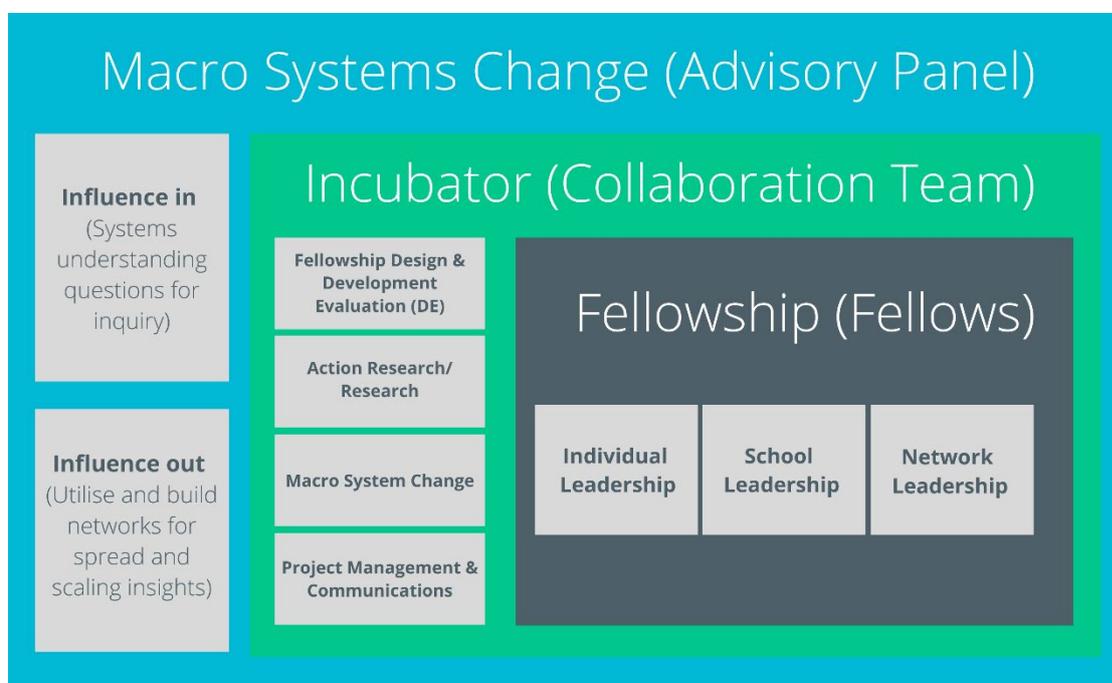
Furthermore, Gonski 2.0 (DET, 2018) reported that Australian school systems and schools need to adopt a more proactive approach to leadership talent development and offer a distinct and structured pathway to becoming a principal. Gonski 2.0 (DET, 2018) acknowledged that this should include identifying and cultivating potential principal candidates, supporting new principals to succeed and ongoing professional leadership development for principals. A more systematic process of preparation would have agreed ways to identify existing capabilities of candidates and their potential to develop further skills needed to meet the demands of the role.

### 1.3 The Incubator Model

The Menzies School Leadership **Incubator** (the Incubator) is a model for generating evidence-based innovation through systems design and collaboration.

The Incubator is comprised of multi-sectoral experts<sup>1</sup> including from educational research, corporate leadership development, design and evaluation, philanthropy and educational leadership. Through a collective efficacy model itself, the Incubator designs, tests and learns from its work in the ‘sandpit’ of the **Menzies School Leader Fellowship Program (MSLFP)**. The design, test and learn process is underpinned by the Inquiry Framework (see section 4).

The **Advisory Group** informs the strategic direction of the Incubator and leverages networks and expertise to contribute to system wide changes.



**Figure 1: Roles and components of the Menzies School Leadership Incubator Model**

<sup>1</sup> Liz Gillies and Sarah Jenkins, Menzies Foundation; Katherine Henderson, University of Melbourne; Kerry Elliot, ACER; Anna Powell, Clear Horizon; Angela Mina, Angela Mina Coaching.

## The Menzies School Leader Fellowship Program

The Fellowship is a two-year leadership development program for selected school leaders. In May 2019 the first cohort of five Fellows commenced with the second cohort starting in late 2020. The first cohort of Fellows, 2019 Fellows, were selected from Victorian schools with the initiative scaling out to a national level cohort in 2020. Current 2019 Fellows work in senior leadership roles in government, Catholic and independent schools, both primary and secondary.

The leadership development model design is based on the premise that the complexity of school leadership requires a pipeline of effective leaders who move beyond the traditional-style individualized managerial approach and towards an adaptive leadership approach. At a macro level, the Fellowship is an integrated approach to self, school and system. The Incubator designs, incubates and tests interventions to understand that if school leaders are better equipped with technical and adaptive skills and capacities (self), and *if* they strengthen collective efficacy across their schools (school), and *if* they have greater understanding and agency to lead within and influence their system (system), *then* this will lead to a pipeline of school leaders equipped to lead in the complexity of their school environment.

Drawing on the approach of self, school and system, the Fellowship is structured around three inter-related components:

- **Individual Leadership (self):** individual development strategies to support leaders to work on themselves as adaptive leaders, specifically building their mental complexity and VUCA<sup>2</sup> skills. This also draws on psychological theory about the required levels of wellbeing and resilience needed to do this work. It is based on the premise that growth and development necessary is limited if the leader does not have sufficient wellbeing and resilience as a starting point.

The 2019 Fellowship is specifically testing the sufficiency and necessity of mental complexity, VUCA skills and well-being as three interdependent factors in individual development of school leaders.

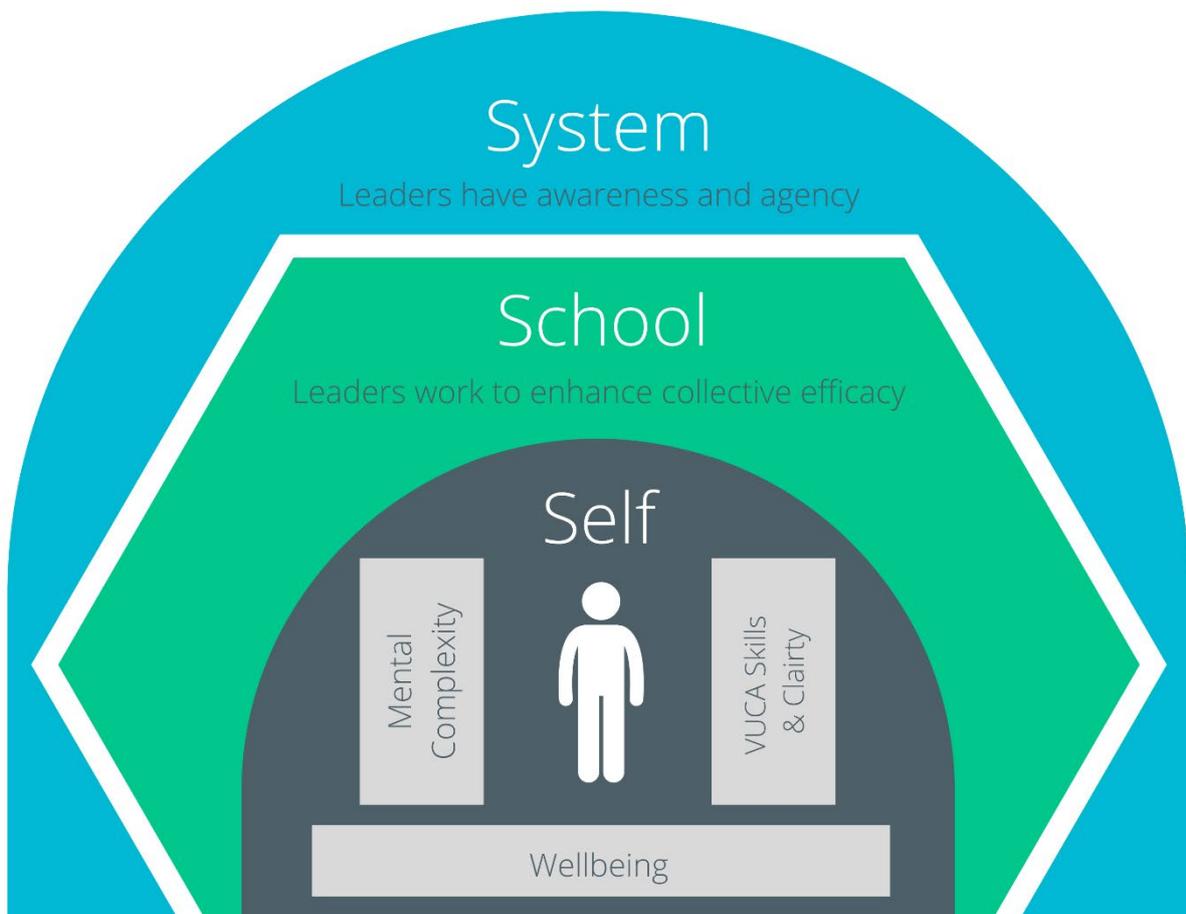
- **School Leadership (school):** scaffolded support to Fellows to increase collective efficacy in their schools. Building on the individual development of Fellows, the school leadership support is focused on instructional leadership and practices to enable greater collective (teacher) efficacy (CTE). The instructional leadership support occurs through the participation in the University of Melbourne Network of Schools (UMNOS) program and MSLFP seminars. The practices to enable CTE are drawn from systems thinking and social innovation, including systems design, measurement and evaluation.
- **Network Leadership (system):** the network of Fellows provides learning and leadership opportunities to accelerate their awareness and agency to influence their school and insights of the wider system. The peer to peer learning between the Fellows will centre on a systems view of the work. The Fellows are supported to reflect on their individual and shared leadership of collective efficacy through the lens of the context(s) they are working in, specifically to understand the conditions - both shared and unique - that hold challenges in place and understand leverage points for leading change.

The integration between individual, school and network leadership occurs through a person and context-centred model of delivery. Broadening and deepening the learning process through the needs of the leader and their context acknowledges the focus on both societal and personal transformation are not separate (Scharmer, 2019). The Fellowship supports this process in ways that are more intentional, systemic, personal and practical through needs-based coaching and tailored resources and tools for strategic interventions. This support includes seminars to support the development of the collective of Fellows (technical and adaptive

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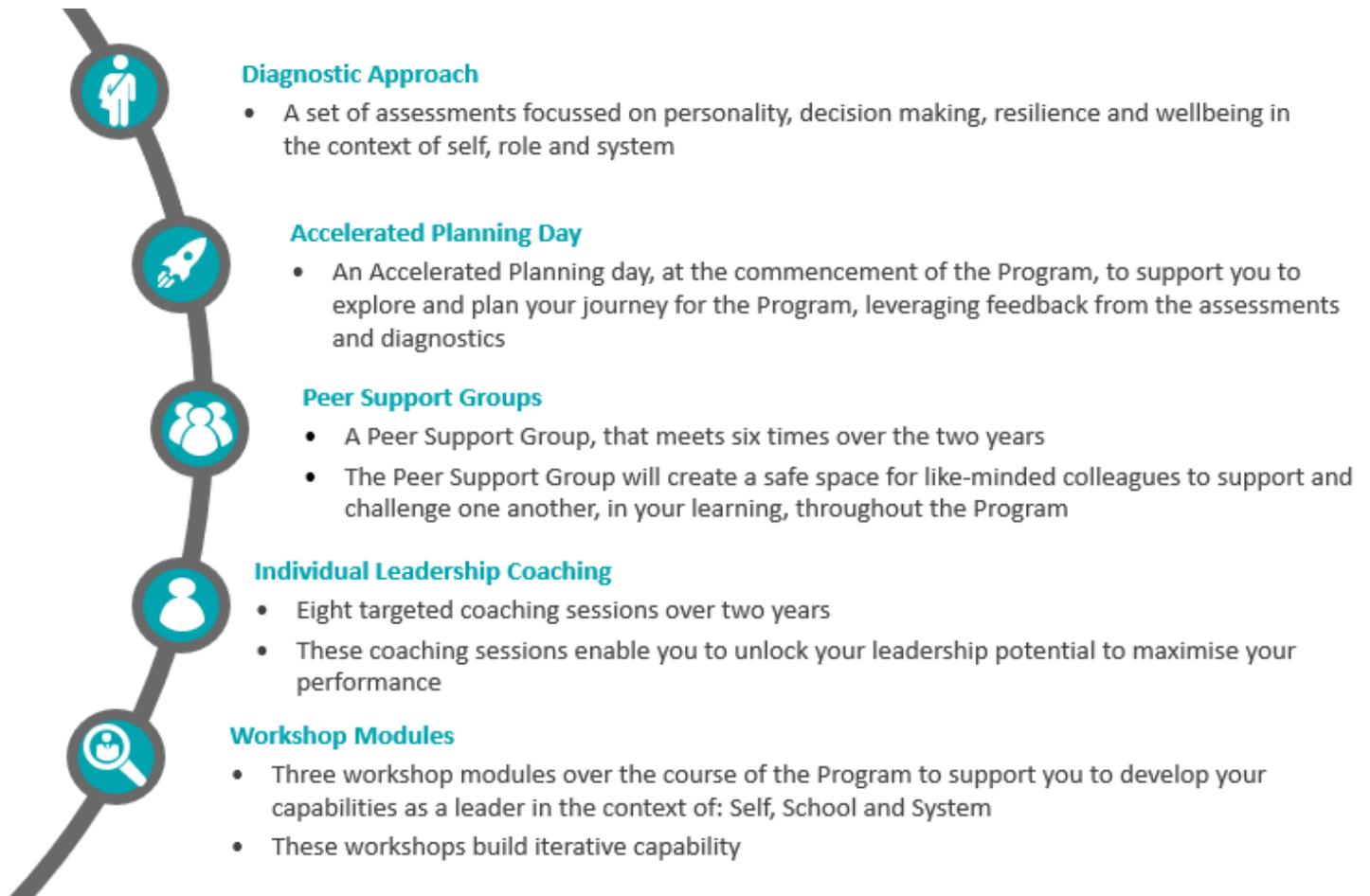
<sup>2</sup> VUCA skills are skills for working in volatile, uncertain, complex and ambiguous (VUCA) environments

skills); tailored funding to support the development of each Fellow based on their diagnostics and for their school collective efficacy strategy; and individual action-research plans to generate unique and shared insights across the Fellows' schools.



**Figure 2: Levels of focus: self, school and system**

The activities of the 2019 Fellowship consists of five key components, outlined in Figure 1. These components include a diagnostic approach, an Accelerated Planning Day, peer support groups, individual leadership coaching and workshop modules.



## 1.4 Hypotheses for testing

The Incubator is testing the overarching and granular hypotheses through the Menzies Foundation School Leader Fellowship (MSLFP) in 2019. This report focuses on early insights from the hypotheses the Incubator focused on testing in the first six (6) months of the MSLFP (see Tested Hypotheses).

Overarching Hypotheses	Tested Hypotheses (2019)
<p>1. That student learning outcomes will be improved if more school leaders are equipped to lead effectively in complex environments. Building collective efficacy is the most effective way for growing leadership of school teams to work in the complex school environment. There is a gap between theory and implementation of collective efficacy which can be addressed through a rigorous action-research initiative.</p>	<ul style="list-style-type: none"> <li>• Individual coaching for school leaders, specifically the Immunity to Change (ITC) coaching methodology, contributes to building well-being, resilience and the skills and capacity for working in complexity.</li> <li>• Immunity to Change coaching will be more effective if it follows in-depth individual diagnosis of school leaders to address capability gaps identified through diagnostics.</li> <li>• Embedding a Coach in the Incubator Design Team will leverage the insights from the coaching process to inform the other components of the Fellowship Program. This integrated approach to work on self, school and system level is more effective than isolated, project based interventions.</li> <li>• The complexity thinking gap affects the capability of school leaders to build collective efficacy and improve student learning.</li> <li>• The Lectica, <i>Lectical Decision-Making Assessment (LDMA) diagnostic tool</i>, is a way of diagnosing the relationship between the role of school leaders and their skills and capacity to build collective efficacy by understanding their capacity for decision making in complexity.</li> <li>• Individual school leaders, if provided with individual development, access to research and design expertise, will</li> </ul>
<p>2. To build a pipeline of school leaders equipped to grow collective efficacy, we need new ways to identify, grow and support emerging and current school leaders, so there are more people equipped to lead in the increasingly complex school environments.</p>	
<p>3. That to build and support the pipeline of school leaders, a whole of system approach is required. This means growth and adaptation of the individual leader, the team of teachers, and the wider networks and changes in the conditions of the educational system in which they work.</p>	
<p>4. An integrated approach to accelerating development of school leaders is required. An approach that includes developmental learning for mental complexity (self), applied experimentation and learning in collaboration with school teams (school) and a networked and systems thinking approach to these change processes (system).</p>	

<p>5. As a result of growth and adaptation of school leaders and those they directly influence, there will be changes in the conditions<sup>3</sup> that give rise to collective efficacy. The increased capability and improved conditions for collective efficacy are mutually dependent.</p>	<p>build collective teacher efficacy in their schools through a defined, time-bound project.</p> <ul style="list-style-type: none"> <li>School leaders generally have a strong capacity to understand and articulate the research in collective efficacy; yet have a gap in the translation of this understanding into practice.</li> </ul>
<p>6. This will ultimately result in greater capacity of school communities to address complex challenges that are affecting student learning outcomes.</p>	

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<sup>3</sup> FSG The Water of Systems Change conditions



## 2 2019 insights from hypotheses tested

The first six months of the Incubator tested both the content for leadership development, and the way the content is delivered. The hypotheses tested in the first six months have generated the following three (3) key insights and related questions for further testing and inquiry.

### 2.1 Bridging skills and capacity for complexity of thought with complexity of the role is critical for leadership of collective efficacy

#### Hypotheses tested

- The complexity thinking gap affects the capability of school leaders to build collective efficacy and improve student learning.
- The Lectica, *Lectical Decision-Making Assessment (LDMA) diagnostic tool*, is a way of diagnosing the relationship between the role of school leaders and their skills and capacity to build collective efficacy by understanding their capacity for decision making in complexity.
- Lectica, in combination with Hogan Personality Assessment and the well-being and resilience diagnostic provide a comprehensive diagnosis of individual school leaders' capacity for decision making in complexity to inform which skills require support in order to build collective efficacy.

#### Approach

The diagnostic tools are a set of assessments of Fellows' that together provide a useful picture of their current strengths and point to the next areas of growth across personality; decision-making; resilience and well-being.

At the commencement of the 2019 Fellowship, the five Fellows undertook three diagnostic assessments conducted by EY:

- Hogan Personality Assessment
- LDMA
- Well-being and resilience

The diagnostic tools and Accelerated Planning Day were designed to enable:

- Fellows to have a greater insight into their strengths and areas for growth in building their leadership for collective efficacy.
- The Incubator to design and deliver tailored support to Fellows, informed by their strengths and identified growth areas
- Understanding about what assessment tools are most useful for gaining insight and tracking capabilities for leadership of collective efficacy in schools

- Understanding what characteristics are most useful predictors of effective leadership of collective efficacy in schools
- What capabilities are most impacted through Fellows' participation in the Fellowship

## Insights

- *There is value for the Fellows in individual diagnostics to deepen their understanding of self. A missing piece in the 2019 Fellowship was combining this with a diagnosis of the context and system they are working in.*

There was consistently positive feedback from Fellows about the value of the individual diagnostic process and culminating with the Accelerated Planning Day.

*“the reports were really useful and it was really good to get some insights into me because I think that that’s, for a lot of leaders within schools, that’s not a missing part, but it’s not something that we get access to. Having that to think about is really, I think, productive.”*

However, the diagnosis was limited to understanding of self and did not include a diagnosis of the school or wider systems that help and hinder their leadership. A more rigorous diagnostic process, beyond the implicit knowledge gained by Fellows of their context, would enable a more strategic set of interventions and learning for the Fellows.

There is, therefore, an opportunity in the second cohort, to further accelerate the Fellows' learning by grounding the leadership development program in a deeper understanding of the school leader context from a systems perspective. To do this, the leadership development goals used in coaching need to be better grounded in a diagnosis of the school and systems context, such that the Fellowship program moves in a system-school-self approach, rather than a self-school-system approach that was undertaken by the first cohort.

Specifically, there is an opportunity to change the sequence of interventions and strengthen the connection between: 1) the diagnostics, accelerated planning day and the individual leadership coaching sessions and 2) the development of each Fellow's respective collective efficacy strategy and pilot project as well as the work of the peer-to-peer network.

- *The LDMA diagnostic and the accompanying suite of VCOL skill development has promise for identifying and addressing the gap in complexity of mind and role*

There is a growing recognition that leadership development programs should include a focus on both informational and transformational learning. The case for transformational learning is evident in the cohort findings from the Lectica diagnostic, indicating a significant gap in complexity of mind with complexity of role (whilst noting that the gap is not unique to Australian school leaders). Dr. Theo Dawson, developed the LDMA diagnostic tool based on the Lectica scale, has also developed and tested the VCOL skill development program to address complexity of mind through an embodied learning program.

The Lectica diagnostic tool provides a numeric rating against a developmental scale for complexity thinking. This can be applied across very different contexts and allows for comparison across a range of leadership roles in a broad range of industries. With a large enough cohort, the LDMA can assess evidence of growth in complexity thinking skills and movement of a participant from one developmental scale to a higher one on the Lectica scale. The MSLFP incubator does not have enough participants to allow for such a numeric measure of growth against the Lectica scales. But in the context of the in-depth coaching, it can prompt

questions to be explored carefully in the qualitative research, which may inform recommendations for scaling at the system level.

Therefore is a strong case to explore the potential of both the LDMA diagnostic and VCOL skills for the Fellowship design and delivery, including to inform and complement the coaching component. The research potential is also of interest to the Incubator, noting the validity of research needs to be further explored (see Appendix 1).

*“Having that deeper dive into my personality, my values, my mindset, things that I - [unclear] the level of complex thinking that I’m capable of, or potentially capable of. All those things I find really interesting in terms of identifying a transformational leadership goal, something that is going to be messier work and harder work, but will actually have a bigger positive impact on my growth as a leader.” (2019 Fellow)*

*“It really highlighted areas that I knew were in deficit but really hadn't got around to doing anything about, because I always hid behind my strengths. ... It probably didn't shock me per se, but then having to work on that and be conscious about that has been really good.” (2019 Fellow)*

### Questions to inform the 2020 inquiry framework

- How might we develop an integrated suite of diagnostic tools to identify talent and track growth in school leaders and grow their capabilities and skills?
- What is the value in a systems diagnosis, including self, school and wider system, for informing the Fellowship design and the leadership priorities of the Fellows?
- What is the contribution of the LDMA diagnostic tool and the VUCA skills program for understanding and addressing the gap between complexity of mind and complexity of role in school leaders?

## 2.2 Developmental coaching significantly accelerates Fellows' growth in leadership capacity – and is unique for school leaders.

### Hypotheses tested

- Individual coaching for school leaders, specifically the Immunity to Change (ITC) coaching methodology, contributes to building well-being, resilience and the skills and capacity for working in complexity.
- Immunity to Change coaching will be more effective if it follows in-depth individual diagnosis of school leaders to address capability gaps identified through diagnostics.
- Embedding a Coach in the Incubator Design Team will leverage the insights from the coaching process to inform the other components of the Fellowship Program. This integrated approach to work on self, school and system level is more effective than isolated, project based interventions.

### Approach

All five 2019 Fellows have access to six individual coaching sessions with the Fellowship Program Coach over a 12 month period. The sessions are approximately every two months and commenced after the individual diagnostics were conducted (Accelerated Planning Day). Immunity to Change is the coaching methodology being tested through the Fellowship Program.

The Immunity to Change (ITC) coaching is based on the premise that leaders' assumptions and beliefs prevent them from making desired changes in their leadership – and this requires deep exploration. More typically, coaching used in education settings tends to be focused on tactical or situation-specific advice. ITC coaching is widely practiced in corporate leadership development and is not yet widely used in Australian education settings.

ITC targets the deep inner work of change and growth, identifying the assumptions, beliefs and mindsets that hold current unhelpful behaviours in place. It provides a supported approach to building the Fellow's capacity to see what holds them back in new ways, observe and reflect, and ultimately construct iterative cycles of testing to shift behaviour. The intended result of the coaching work is both sustained change, an expanded view of self and their world, and practices for ongoing growth.

For more information on Immunity to Change and developmental coaching, please refer to Appendix 2.

### Insights

- *Developmental coaching is likely to add greater value to school leaders than other forms of coaching they have received.*

Coaching used in education settings tends to be focused on tactical or situation specific advice, or mentoring from experienced school leaders. While these add value, there are promising signs that a developmental coaching methodology, Immunity to Change (ITC), can provide a new, deeper kind of learning than has previously been experienced.

Six months into the coaching, Fellows describe how they have gained new perspectives and signs of growth in their leadership capability.

*"I would say with the coaching it's intensely personal. Within (my sector) there is no other experience of that intensity or calibre. I've had a principal coach, and I would say this is a completely different perspective. It's more granular in the steps you need to be taking as a leader, and it is more granular in ways of tracking that back into why you do certain things, and how they're done." (2019 Fellow)*

*"It's challenging me in areas that I don't think the department ever has... you change for a short period of time. Then you get busy and then you revert back. It's a passing thought two years later. ... Here we're on it and on it and on it and on it. I can see that it's actually fundamentally changing what I'm doing, so that's been important. That's not something that I've ever experienced before. (2019 Fellow)*

- *Lectical Decision-Making Assessment (LDMA) diagnostic tool and Immunity to Change both focus on the skills and capacity to bridge the gap in complexity of mind with complexity of role. This is a promising combination of methodologies that has not yet been tested in Australia or internationally.*

There are interesting similarities and differences between the theoretical underpinning of the LDMA diagnosis and the ITC methodology. In particular the LDMA stresses the importance of building VUCA (Volatility, Uncertainty, Complexity and Ambiguity) skills, which potentially complements the ITC methodology. There is an opportunity to further integrate VUCA skills into the coaching process.

Refer to Appendix 1 for more details on LDMA and underpinning research.

- *Psycho-social safety is a component of well-being and resilience and growth which is a necessary foundation for building mental complexity and VUCA skills. The individual coaching relationship provides this psycho-social safety and some school leaders do not otherwise have this safe space to share significant challenges in a trusted way.*

Fellows view the coaching relationship as a place of psychological safety that supports their well-being and resilience. While Fellows have other support structures within the school, the take up of other support offered within the system is varied and limited and sometimes perceived as being not as "safe".

This finding suggests that the psychological safety may be less dependant on the methodology of coaching than on the nature of the coach themselves and the coach-coachee relationship. This insight requires further testing to understand the factors that contribute to effective coaching of school leaders.

*"I have a lot of trust in [Coach] and she's a warm, kind, kind of personality. I feel like having a coach I think is like having a good teacher, it's really the relationship first, so that's been really good" (2019 Fellow)*

- *The coaching component of the Fellowship Program is an integral data collection point to in the inquiry process of the Incubator.*

Having the coach as part of the Incubator means the wider design of the MSLFP is informed by in-depth understanding of the strengths and needs of the Fellows. The coaching has become not just a delivery mechanism, but a way for gaining insights to inform the design and testing of other innovations.

## Questions to inform the 2020 inquiry framework

- Is Immunity to Change coaching the most effective coaching methodology for bridging the gap between complexity of mind and role?
- What profile of school leaders benefit most from coaching, specifically Immunity to Change coaching?
- What other factors help or hinder the effectiveness of coaching for school leaders, and how these insights might be leveraged in a systemic context for the school leader population more generally?
- How might coaching be embedded within a more comprehensive approach to individual leadership development, including skill building for working in complexity? What value might the Lectica suite of Virtuous Cycles of Learning (VCoL) skills offer alongside Immunity to Change to grow individual leadership?
- How might we scale the coaching relationship in a cost-effective and sustainable way that maintains confidentiality and also gain insights to inform the design?

## 2.3 There is a significant gap in the skills and capabilities required for strategic interventions that build collective efficacy in schools

### Hypotheses tested

- Individual school leaders, if provided with individual development, access to research and design expertise, will build collective teacher efficacy in their schools through a defined, time-bound project.
- School leaders generally have a strong capacity to understand and articulate the research in collective efficacy; yet have a gap in the translation of this understanding into practice.

### Approach

The Fellowship includes support for Fellows to develop their leadership capability through the development and implementation of a 'collective efficacy' strategy for their school. This learning 'sandpit' ensures the Fellows have a context in which to practice their developing leadership skills within the collective efficacy strategy they develop with their school teams.

The Collective Efficacy Strategies were initially designed as Collective Efficacy Projects – a core component of the MSLFP Fellowship. Following the 2019 Cohort Accelerated Planning Day and subsequent individual coaching sessions, the MSLFP Collaboration Team held a workshop with Fellows to scope and design the parameters and approach to the Projects.

The following insights from the workshop resulted in a pivotal change in the design of the 'sandpit' from being a Collective Efficacy Project to a Collective Efficacy Strategy:

- School leaders are most comfortable with and rewarded for their technical capabilities and leadership;
- However, collective efficacy requires not just technical capabilities in education but also adaptive leadership capabilities;

- We assume that MSLFP Fellows are building their technical capabilities through their participation in the University of Melbourne Network of Schools (UNMOS); and
- There is a gap in how Fellows are supported to develop their adaptive leadership capabilities.

The pivot from a Collective Efficacy Project to Collective Efficacy Strategy is intended to result in:

- Fellows leading a more strategic and systemic set of interventions rather than an isolated, time-bound project;
- Both adaptive and technical solutions to be designed, tested and evaluated, rather than a sole focus on technical solutions.
- A systems approach to building collective efficacy in the school, which means the strategy is designed collaboratively; comprises of a series of tests or experiments; informed by continuous evaluation and learning; is iterative.

The Collective Efficacy Strategies for 2019 Fellows now have the following scope and approach:

- The strategies will be developed, tested and evaluated from February 2020 until the end of the 2019 Fellowship at the end June 2021.
- They are a school-wide strategy for building Collective Efficacy, aligned with School Improvement Plans and other priorities of the school.
- Strategies will be informed by a strong evidence base. It will include the use of the MSLFP Collective Efficacy Progress Mapping Tool (see Appendix 2) to identify the current state of Collective Efficacy; the desired state by June 2021; and outline a strategy for achieving this change.
- Fellows will lead a collaborative design process with their School Leadership Team and other key stakeholders in the school. Stakeholders may also include students and other key stakeholders depending on the context of the school.
- The Fellows are supported with training and advice on Collective Efficacy, leadership, collaborative design and evaluation in addition to the \$30,000 of financial support; masterclass workshops; peer to peer networking; and coaching.

## Insights

- *The skills and capabilities required for building collective efficacy are both technical and adaptive,*

Heifetz and Linsky's (2002; 2004) concept of adaptive leadership distinguishes between adaptive and technical challenges. Technical challenges are the issues where it can clearly be understood what the problem is and how to apply a best-practice solution to fix it. Adaptive challenges are the more complex ones where there are more "wicked" and entangled problems for which there is no recipe for fixing.

In the early stages of designing their Collective Efficacy Strategies (December 2019), all Fellows noted the importance of both the technical skills and solutions and the adaptive leadership required to build collective efficacy. This was a significant shift from the first iteration of Collective Efficacy Projects (October 2019) which were primarily technical solutions to the complex challenges of collective efficacy in schools.

This shift to recognizing the adaptive work required of school leaders, and other people in the school system, is the result of seeing CTE as a complex problem. For some school leaders, this work has been an

adaptive challenge, challenging values, mindset, and ways of working in and amongst their school teams. This work required examining the causes not just the symptoms of developing CTE which for some was addressing the deeper work of challenging mindsets and mental models.

Capacity to understand and diagnose the context, including power dynamics, in a school is also emerging as a contributing factor to effective leadership of collective efficacy. The literature of adaptive leadership stresses the importance of starting “from the outside in” (Heifetz, 2018) – that is, it is key to start addressing challenges by considering the broader context before zooming into levels of self. At the same time, research into collective efficacy argues that environment and context have a significant influence on collective teacher efficacy. Both bodies of literature point to the need to orientate the work on self through interactions with, and broader understanding of, the context. This has provided an insight into the most effective *sequencing* for the Fellowship, with the opportunity to bring the work on school and system earlier in the flow of activities.

*“Ultimately, as school leaders, we’re leading teams and we’re leading teams through their adaptive change...You can’t enforce on people a technical solution...You have to work with teams to better understand and adapt what they do and adapt their thinking around what it means to be a teacher.” (2019 Fellow)*

*“one of my challenges in leadership is trusting myself but also knowing that my job is no longer to be the expert in the room, my job is to bring the expertise out of the other people in the room and really this fits within the whole idea of collective efficacy but not my answer anymore. My big challenge, and I’ve kind of stuffed up along the way in this, is learning how to negotiate that.” (2019 Fellow)*

*“I feel as though adaptive change for leaders is: how do you create the space within an organisation for the real work to happen? It’s a different way of operating for teachers.” (2019 Fellow)*

- *School leaders need improved strategic capabilities to bridge the gap from understanding of collective efficacy theory to strategy design and implementation fit for working in complexity*

School leaders in the Fellowship Program demonstrate strong understanding of the value and end-result of collective efficacy. However, there is a significant gap in how this translates into their process for building collective efficacy within the school environment. There are both individual skill and capability factors and challenges in the wider school system that inhibit the design, implementation and learning of collective efficacy initiatives undertaken by these school leaders.

Whilst there are numerous tools and programs that support school leaders in their design thinking, planning and evaluation, Fellows report that these are generic and technical in nature. They do not sufficiently integrate the adaptive change that are also required for leadership of collective efficacy through these processes. There is a strong case to be made for the Incubator supporting Fellows to build their systems-design capabilities – that is, their development of a collective efficacy strategy which is collaboratively designed, comprising of a series of tests or experiments, iterative, and informed by continuous evaluation and learning. This could result in innovations in tools and practices that support the technical and adaptive processes required in strategic change interventions.

- *A diagnostic tool for collective efficacy that focuses on collaborative diagnosis at the task level is beneficial for school leaders to have a shared view of the leverage points for change.*

The Incubator designed the MSLFP Collective Efficacy Progress Mapping Tool to mobilise teams to consider and value multiple perspectives and types of evidence that would support a holistic CTE (collective teacher efficacy) diagnosis. It was to support school teams so that they could identify areas of strength, areas where more information needed to be collected and areas for development.

This tool was developed to include the different aspects of CTE, the personal (i.e. values and beliefs), the environmental (i.e. physical and social) and the behavioural (i.e. responses and actions). The mapping tool is made up of four pillars; within each pillar are four phases of development and accompanying indicators. The Progress Mapping tool has been used by Fellows and their schools using data already available through other tools. For example, Victorian Government schools had access to the Goddard survey through the Staff Opinion Survey. This is conducted annually and provides a measure of CTE in the school. To accompany this questionnaire, the Menzies Collective Efficacy Progress Mapping Tool was developed.

Since educators with a high sense of CTE firmly believe that they can foster the learning of all students, we sought to include multiple perspectives in the progress mapping tool. While confidence in school teams was an important aspect of CTE and made up one of the four pillars within the mapping tool, we also included a pillar on the confidence of students and confidence in leaders. To collect a holistic picture of CTE in the school, we felt it was important to examine CTE through a student lens, i.e. did students see their teachers believed they could learn? And a leadership lens, i.e. did teachers perceive the school leaders believed they (as a collective) could improve?

- *Building collective efficacy in schools requires a more systemic intervention than project based interventions.*

A shift to focusing on a CTE strategy helped the Fellows develop a more strategic and systemic set of interventions to collaboratively design and test in schools, rather than discrete, time-bound projects as initially established in 2019.

This also enables the Fellows to focus on design, testing and evaluation of both adaptive and technical solutions to improving collective efficacy in their schools, rather than solely pushing for technical solutions.

The pivot to strategy has enabled the Fellows to have a stronger appreciation for the importance of paying attention to the pre-conditions for collective teacher efficacy in a school, as opposed to focusing on programmatic direction interventions.

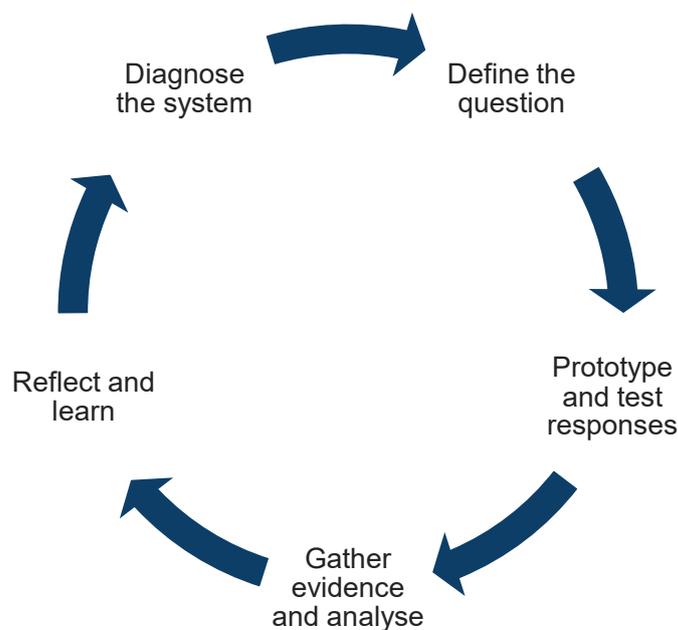
## Questions to inform the 2020 inquiry framework

- How might systems design practices address the gap between understanding of collective efficacy and implementation?
- To what extent is the Collective Efficacy Progress Mapping tool a valuable diagnostic tool that can be applied across all school contexts?
- What is the most effective way to sequence and integrate the individual, school leadership and system leadership components of the Fellowship Program?

### 3 2020 Inquiry Framework

The inquiry model underpins the work of the Incubator and also translates into the methodologies used within the Fellowship itself. The process outlined in Figure x, is based on the cyclical research process developed by Wadsworth (1998) and design thinking models. The Inquiry Framework outlined in this section defines the scope for selecting leverage points to design, prototype and test innovations through the Fellowship.

Through developmental evaluation and research tracking alongside all activities of the Incubator, evidence is gathered and analysed by the multi-disciplinary team on a 6 weekly basis. The process of reflection and learning from this data, by the Incubator and Advisory Group, informs the continued diagnosis, definition and design of the Fellowship and ultimately, the insights to spread and scale beyond the Fellowship. Quarterly learning reports will be produced by the Incubator to document the tests and learning conducted in that period. The quarterly learning reports will contribute to the Advisory Group meetings and also culminate in an annual learning report. In addition to learning reports, the Incubator will produce artefacts from the initiative to facilitate the quick sharing and knowledge generation at the activity level.



**Figure 3: Menzies School Leader Incubator Inquiry Model**

The Inquiry Questions guide what we seek to understand through our action-research of the MSLFP Fellowship. They are informed by:

- Learning from 2019 Fellowship to date with reference to the questions in section 3
- Literature review into school leadership and collective efficacy
- Understanding of the wider system surrounding school leadership

## Menzies School Leader Incubator: Inquiry Framework

Components		Questions	Sub-questions	Process
<b>Background research</b>		<p>What do we know about school leadership and the challenges and drivers of effective school leaders in Australia today?</p> <p>What do we know about the practices and conditions of effective school leadership and collective efficacy to drive improved student learning outcomes?</p>	<p>Given supply and demand issues, how can the <i>collective be utilised to</i> accelerate the development of 'effective leaders'?</p> <p>What is regarded as effective school leadership as it relates to the current context?</p> <p>Given the complex context, how might current and potential leaders be identified and supported?</p> <p>What do we know about collective efficacy and its relevance as a leadership focus?</p>	Research
<b>The Fellowship / School Leadership</b>	Individual leadership	<p>What do we know about these school leaders and the skills and capabilities that they acquire to lead the improvement of collective efficacy in their schools?</p> <p>How did personal leadership development contribute to the Fellows ability to lead teams for greater collective efficacy?</p>	<p>What impact does targeted developmental coaching and/or skill development (clarity and VUCA skills) have on shifting the mental complexity of Fellows?</p> <p>What is the starting point for the five fellows in terms of their leadership skills?</p> <p>How did the five fellows improve their leadership skills against the diagnostics?</p>	Developmental Evaluation & Research supported by Individual Development leads (for diagnostic reports)

	School leadership	<p>What conditions are needed to improve the leadership of collective efficacy in schools? What practices and interventions enable these conditions to improve?</p> <p>How did the collective efficacy conditions change as a result of the pilot?</p> <p>What were the starting conditions for collective efficacy the in 5 pilot schools?</p> <p>How did the pilot contribute to improvements in teaching practice and student outcomes in the pilot schools? What else helped or hindered?</p> <p>How did nominated school teams change their (mindsets) and practices as a result of the program?</p>	<p>The following questions are from the 2019 Fellows' initial inquiry questions:</p> <ol style="list-style-type: none"> <li>1. Complex problems require complex thinking, thus how will we support each Professional Learning Community to stay engaged at the intersection between content, reasoning, understanding &amp; problem solving?</li> <li>2. How do we empower middle leaders to take responsibility for building a school culture of improvement for staff and student (community)?</li> <li>3. How do we best mentor (as the Principal Class Team) novice mid-level leaders (at our school) to lead collective teacher efficacy for Genuine Differentiated Pedagogy in their teams?</li> <li>4. How do we leverage student data that supports teachers to personalise student learning and accelerate their growth?</li> </ol>	Research
	Network leadership	<p>How might school leaders influence the conditions that are holding the challenges of the pipeline of school leadership for greater collective efficacy in place?</p>	<p>What are the challenges and drivers of effective school leadership in Australia today?</p>	Research and Developmental Evaluation



			<p>What do we know about the practices and conditions of school leadership and collective efficacy to drive improved student learning outcomes?</p> <p>What do we know about the role and process for school leaders working in a networked approach for building a pipeline of school leaders equipped for the complexity of the role?</p>	
<b>The Fellowship</b>	Inquiry Process	<p>What were the most effective approaches, or combination of approaches, for enhancing:</p> <ul style="list-style-type: none"> <li>• Individual leadership of Fellows</li> <li>• Fellows' school-based leadership</li> <li>• Fellows' Network leadership</li> </ul>	<p>Does a focus on wellbeing and increasing the mental complexity of school leaders (via developmental coaching and increased VUCA and clarity skills) improve their ability to lead for greater Teacher Collective Efficacy?</p> <p>What are we learning about the best approaches for enhancing fellows' leadership skills and why? What did we learn about each aspect of the program?</p>	Developmental Evaluation
		<p>How might we foster collective efficacy throughout the conceptualization, design, delivery, and assessment of change initiatives in schools?</p> <p>What leadership styles and practices foster collective beliefs that leveraged measurable impacts on student learning outcomes?</p>	<p>What are the key elements of leadership that led to improved collective efficacy?</p>	Research and Developmental Evaluation

<b>The Incubator</b>          <b>Macro systems change</b>	Influence in	<p>What was learned in terms of how to work together to design for systems change?</p> <p>What have we learned about the wider system affecting the pipeline of school leadership in Australia for developing collective efficacy?</p>	<p>What have we learned about the process for collaborative design, testing and research through the work of the multi-disciplinary Collaboration Team?</p>	Developmental Evaluation
	Influence out          (scaling insights)	<p>What do we know about current school leaders and the capabilities that are required to build collective efficacy leadership within their schools? Based on the skill required, how might we better identify, support and accelerate the development of future school leaders?</p> <p>What have been the ripples of change in the pipeline of school leaders in Australia for developing collective efficacy as a result of contribution of the MSLFP?</p> <p>What MSLFP innovations are showing promise beyond the Incubator?</p>	<p>What constitutes an effective and viable school leadership program that promotes greater collective efficacy in schools? How could these insights be scaled to other schools? What are the next steps to explore scaling?</p>	Developmental Evaluation



## Appendix 1: Lectica and the Lectica Decision Making Assessment Tool

A promising diagnostic is the Lectical Decision-Making Assessment (LDMA) developed by Dr. Theo Dawson. It appears to be able to provide an assessment of the current complexity of thinking of an individual as well as a nuanced diagnosis of the specific skills that each leader should focus on to best develop their complexity of thinking further, and lead in complex roles.

For the 2019 cohort of Fellows, the LDMA was used as one of a suite of diagnostic tools for each of the Fellows to determine what they needed to work on in relation to self: to be better able to manage the complexities of their role; to be better able to build collective efficacy in their school; and to be more effective in influencing the broader education system.

Below is a summary of the what Lectica measures and how it might be used in leadership development, drawn in the main from the publications of Lectica.<sup>4</sup>

### 3.1 The Lectica metrics

Lectica aims to measure complexity thinking, clarity and VUCA skills. Lectica has developed tools to do this – the Lectica scales and the Lectica Decision Making Assessment (LDMA) tool:

- The Lectica Scale: Lectica offers a developmental progression or scale of levels which identify the stages of adult development in terms of complexity thinking and decision-making capabilities, against which to place people according to their skill level.
- The LDMA: the LDMA is the Lectica diagnostic tool to assess a person's score on the *Lectical Scale*. According to Dr Theo Dawson,  
A Lectical Score is a score on the *Lectical Scale*, which is a refinement of Dr. Kurt Fischer's Skill Scale, a developmental scale that goes from birth to the highest levels of development we know how to measure. It is a scale of increasing complexity, so a score on the scale represents the complexity level of a particular performance.<sup>5</sup>

(Note: Lectica provides a comparison to the Lectica scale' showing how the levels of different developmental systems (relying on the Piagetian tradition<sup>6</sup>) are aligned', and lists references relied on in developing the Lectica tools.<sup>7</sup>)

- The LDMA can also be applied to assess a Lectical Score for a leadership role or position. This assesses the level of complexity thinking required to undertake that particular leadership role effectively.

On this basis, the LDMA can then indicate if there is a gap between the complexity thinking required for the role and the capability of the individual applying for, or in, such a role.

<sup>4</sup> <https://lecticalive.org/about/scoring-comparison>

<sup>5</sup> <https://lecticalive.org/about/skill-levels>

<sup>6</sup> <https://lecticalive.org/about/scoring-comparison>

<sup>7</sup> *ibid*

## 3.2 The Lectica score provides a breakdown of the following capabilities or skills in complexity thinking

**Clarity** -Clarity involves the degree to which an individual's arguments are coherent and persuasive, how well their arguments are framed, and how well their ideas are connected. Individuals who think more clearly make better decisions and grow more rapidly than individuals who think less clearly.

**VUCA skills** -These are skills for perspective coordination, decision-making under complexity, contextual thinking, and collaboration. *VUCA skills* are (1) required for making good decisions in volatile, uncertain, complex, or ambiguous contexts.<sup>8</sup>

The VUCA skills clearly have relevance for leaders aiming to build collective efficacy, particularly perspective coordination and collaboration.

### Virtuous cycles of learning (VCoL)

When a gap is identified between the complexity thinking skills of a person and the requirements of their role, Lectica offers a suite of learning tasks (VCoL or Virtuous cycles of learning) aimed at supporting the individual to bridge this gap. These are tailored specifically to meet the individual's complexity thinking learning needs and goals.

VCoL is described<sup>9</sup> as

a cycle of goal setting, information seeking, application, and reflection. Its +7 skills include *reflectivity, awareness, seeking and evaluating information, making connections, applying knowledge, seeking and working with feedback, and recognizing and overcoming built-in biases.*

Lectica has recommended that the 2019 Fellowship cohort and their coaches participate in VCoL in 2020.

(Note: Detail about VCoL is provided at <https://lecticalive.org/about/vcol>)

## 3.3 Measuring growth in learning on the Lectica scale

The MSLFP offers Fellows rich in-depth coaching, supported by a suite of diagnostic tools. Of these Lectica focuses on skills in complexity of thinking. Lectica offers a numeric rating against a developmental scale for complexity thinking. This can be applied across very different contexts and allows for comparison across a range of leadership roles in a broad range of industries. With a large enough cohort, the LMDA can assess evidence of growth in complexity thinking skills and movement of a participant from one developmental scale to a higher one on the Lectica scale. The MSLFP incubator does not have enough participants to allow for such a numeric measure of growth against the Lectica scales. But in the context of the in-depth coaching, it can

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<sup>8</sup> Ibid

<sup>9</sup> <https://lecticalive.org/about/vcol>

prompt questions to be explored carefully in the qualitative research, which may inform recommendations for scaling at the system level.

## Appendix 2: Developmental Coaching and Immunity to Change Coaching Methodology

### Adult Development Theory

Adult development theories seek to explain the changes that occur in a person between the end of adolescence and end of life. By development, it generally refers to increasingly higher, more integrated levels of functioning in individuals. Each stage is novel, and builds on the stage before.

Some theories describe development in one domain or aspect of human experience (e.g. moral development, spiritual development or cognitive development). Kegan's Constructive-Developmental theory, upon which Immunity to Change Coaching is built, incorporates these various domains into a larger framework that describes the holistic development of the ego, personality or self.

*Constructive* refers to the idea that individuals are meaning makers, actively making sense of what is going on around them. Our beliefs amount to an interpretative lens through which we make meaning. This lens filters the way we take in, organise and analyse our experiences.

*Developmental* refers to the idea that the way we make meaning can evolve over time. That, over time, our 'lens' gives way to another one that enables us to see more, with greater depth and perspective. Each stage incorporates the capacities of the prior one.

Understanding what a person can reflect on, talk about, call into question and make choices about (what they can be objective about) versus what they unquestioningly assume to be true (what is 'subjective') is one of the ways mental complexity can be understood. This distinction between what a person is 'subject' to and what they can hold as an 'object' becomes important not only in assessing mental complexity, but in increasing it using methodologies like Immunity to Change (ITC).

### Why it is important mental complexity important?

In his book *In Over Our Heads*, Kegan (1994) analysed the modern expectations adults face in the major domains of their lives (working, leading, learning, relationships as well as being citizens in an increasingly diverse world). He argues that the complexity of these roles require us to develop increasingly complex capacities if we are able to function effectively. Problems are generated whenever a gap exists between an adult's current capacities, or mental complexity, and the demands of their context.

Our hypothesis is that school leadership roles and the adaptive challenge of leading improvements in collective efficacy and student outcomes are complex and that a gap exists between the requirements of the role and the capacity of leaders.

### What and Why of Immunity to Change Coaching

The Immunity to Change coaching approach is considered to be a form of developmental coaching - coaching which more specifically targets shifts in adult development for 'transformation' or adaptive change in addition to the 'technical' changes a leader can make, which is the domain of most commonly used coaching approaches. ITC Coaching was designed by Kegan to help expand an adult's view of self and their world in order to make transformative change in an area critical to their objectives. As such, it is a methodology designed to accelerate significant development in adults.

It does this by identifying hidden assumption or beliefs that the coachee is 'subject to' which act as a kind of 'immunity' to change. When supported by a coach trained in the methodology, these can be held out as 'object', and they can 'overturn the immunity' by gently examining those assumptions, when and why they lead to fear-based 'automatic' behaviours that undermine our commitments to change. In time, these assumptions can be 'replaced' with a less constrained, binary view of themselves and their world – one that allows them to interrupt the 'automaticity' of actions that work against their growth goals. The coachee is able to take responsibility for their beliefs because they and their impact on the changes they want to make are made visible – often for the first time – and they are coached to become more adept at observing themselves and their 'hooks' and 'releases' in action. The heart of the work between the coach and coachee are guided low risk 'test' cycles to safely embed change at a cognitive, affective and behavioural level over 6-8 sessions.

### **Is there a diagnostic associated with Kegan's Theory of Adult Development?**

Yes, although it has not been used with Menzies Fellows. The subject object interview (SOI) was designed to measure shifts in adult development. It is a high touch, face to face interview conducted by a trained practitioner, when the adult assessed responds to open-ended cues designed to determine the way they see themselves and the world. As a result of detailed analysis of their language using a transcript, a adult developmental level is determined as their 'centre of gravity'.

## Appendix 3: Collective Efficacy and the MSLFP Collective Efficacy Progress Mapping Tool

The Incubator’s working theory of change at the school level is that: *if* adequately “equipped” leaders co-design and implement a collective efficacy strategy in their schools, *then* mindsets, relationships and capabilities needed for collective efficacy will improve across the school teaching team, *which means* the teaching team will be more confident, collaborative and effective, *which in turn* will lead to improved student outcomes (see Figure 1.).



**Figure 1. The Incubator’s Working Theory of Change**

This work combines the “adaptive” learning required for building collective efficacy in a school with the “technical” work of a school. In practice, this means strategies could focus on the ways of working, mindsets, relationships, leadership, and/or capabilities needed to improve collective efficacy.

Customised needs-based school projects support the development of collective efficacy in the MSLFP. Fellows have access to funds to support their school-based implementation and to develop insights. The MSLFP works to support Fellows to become more aware of their own behaviour and its impact on the collective, and to connect in a more conscious and intentional way to develop new patterns of collaboration and strengthen collective efficacy in their schools. The ‘working outside-in’ approach (Heifetz & Dorffer, 2018) asks leaders to examine: challenges being faced in developing collective efficacy; particular personal difficulties in practicing leadership; specific behaviours required to lead collective efficacy in their context; and, what can be done to mobilise greater adaptive success.

### Evaluating Collective Efficacy

Collective teacher efficacy is commonly measured through self-report Likert scale surveys such as those created by Goddard et al. (2000) and Tschannen-Moran and Barr (2004). Both have been validated as reliable instruments and require participants to indicate their strength in perception against items which refer to the capacity and capability of faculty members, students and the school. Namely, they try to measure the confidence towards the probability, feasibility or likelihood of executing a given behaviour. Others (e.g. Donohoo), have developed reliable questionnaires for examining enabling conditions for collective efficacy.

Victorian Government schools have access to a version of Goddard’s (2002) collective efficacy tool through the Staff Opinion Survey. The staff opinion survey is conducted annually, it provides a measurement of collective efficacy in the school, and will form the base of evaluating collective efficacy in the MSLFP. Alongside this, other instruments for evaluating collective efficacy will be used.

Although there are several collective efficacy scales available, Abedini, Bagheri and Sadighi (2018) suggest that new methods for evaluating collective efficacy are required, for “most have tried to measure the construct in a decontextualized way. In fact, they do not succeed in capturing the contextual specificity of the construct, which is highly recommended” (Tschannen– Moran et al., 1998, p. 202). To accompany the collective teacher efficacy survey (Goddard, 2002), a Menzies Collective Efficacy Progress Mapping Tool has been developed, and will form the basis of evaluating collective efficacy and developing insights within the MSLFP.

## The Collective Efficacy Progress Mapping Tool

The Menzies Collective Efficacy Progress Mapping Tool (MCEPMT) is a diagnostic tool for school leaders and their teams to support the diagnosis, intervention, implementation and evaluation of collective efficacy in their school. This tool was developed to mobilise teams to consider and value multiple perspectives and types of evidence that would support a holistic collective efficacy diagnosis. The MCEPMT is used by a school leadership team to assess, track and improve collective efficacy across the school. It enables leaders and teachers to come to a shared, high-level view of their progress in leading a whole-of-school change process. Specifically, the tool allows school leaders and teachers to map what progress they have already made, what they are working on now, and what they will work on next.

The MCEPMT facilitates an assessment of a school's collective efficacy within four areas and across four phases of maturity. The four key areas are:

- School. The extent to which there is a shared commitment to achieving positive learning outcomes for students.
- Leaders. The extent of confidence that teachers have in school leaders that the school will achieve its goals.
- Teachers. The extent of confidence that teachers have in their ability to collectively achieve these goals.
- Students. The extent to which students believe that educators in the school believe students can achieve their goals.

Each phase of maturity includes indicators to support schools in making their diagnosis. During the process of diagnosis, the school team draw on evidence to support their decision making against each indicator within the phases of development:

- Phase 1: Recognising the possibility for change.
- Phase 2: Building foundations for strong collective efficacy.
- Phase 3: Collective efficacy is strengthening.
- Phase 4: A high sense of collective efficacy with demonstrable impact on achieving positive learning outcomes.

The development of the tool was informed by the research literature, and the tool will be further developed and refined during the Menzies Incubator process. As part of the MSLFP research and evaluation, resources will be developed to accompany the MCEPMT to support diagnosis, interventions, implementation and evaluation. This will include, surveys and assessments to support diagnosis, aligned to each area, and links to practical resources generated by the Incubator, aligned to each phase.

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