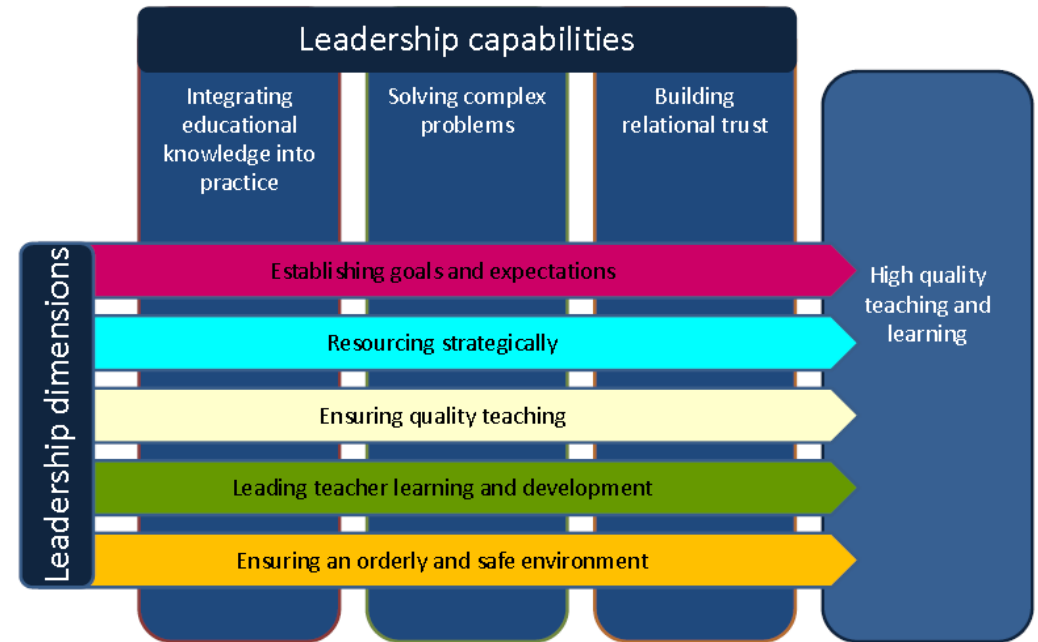


The Leadership Dimensions Matrix

The Leadership BES¹ identifies five dimensions of leadership that have been synthesized by drawing together bodies of research evidence to explain what works and why to improve valued education outcomes. From this we have constructed a matrix of four stages, progressive for each of the five dimensions that allow leaders to identify their learning needs and to measure progress over time.

The term ‘leader’ is used in the broader sense of the word. A leader may be the principal, a leader in charge of curriculum, or anyone with leadership responsibility within the school. The matrices are designed to measure the kinds of knowledge, skills and dispositions implied by the dimensions of effective leadership.



Reference: Robinson, Viviane. (August, 2011) Effective Educational Leadership. San Francisco: Jossey Bass.

Leader's Name:

School:

Date:

¹ Robinson,V., Hohepa, M., and Lloyd, C. (2009) *School Leadership and Student Outcomes: Identifying What Works and Why. Best Evidence Synthesis Iteration.* Ministry of Education.

Dimension 1: Establishing Goals and Expectations: <i>Whaia te iti kahurangi</i>				
Knowledge/skill/ disposition	Stage 1	Stage 2	Stage 3	Stage 4
How to set goals	Goals are set for strategic and annual plan but may not consider the conditions of quality goal setting. Leader struggles to remember the goals.	Leader has some understanding of goal setting theory and sets clear goals but they may not be clear to all staff. Goals may have either targets or timeframes. Goals are relevant to student outcomes but not necessarily understood by all.	Leader has good understanding of goal setting theory and sets goals that are clear and unambiguous. Goals have a target and timeframe. Goals may be understood by teachers, leaders and students and community.	Leader has excellent understanding of goal-setting theory, including why goal setting is important, the conditions under which it works, and how to overcome potential pitfalls. Goals are clear and unambiguous. They have realistic/achievable targets and timeframes. Goals are understood by, and relevant to, students, teachers and leaders and community.
What to set as a goal	Goals set are based on what the leader thinks is important at the time. Leader may not consider how challenging the goals might be and whether they will have impact on student learning outcomes.	Leader makes decision about goals based on student learning outcomes but may not consider the relative importance of these chosen outcomes. The leader envisages and expects achievement of challenging goals but may not have the knowledge of either sequencing learning outcomes or the content of the learning or how to induct students in to the learning.	Leader makes decisions about the importance of various learning outcomes and considers some of: - what is valued in NZC, - what is valued in the community and - what the students currently know. The leader has the ability to expect the achievement of challenging goals and attempts to use: - sequenced learning outcomes - content knowledge of the learning discipline.	Leader ensures good decisions are made about the relative importance of various learning outcomes (what students will learn). Decisions are made in light of: - knowledge of what is valued in the NZC and in relevant overarching philosophies (for example, the special character of integrated schools, the philosophy of kura kaupapa Māori operating in accordance with Te Aho Matua. - knowledge of what is valued by the local community. - knowledge of what the students currently know in relation to learning outcomes. The leader has the ability to envisage and expect achievement of challenging goals by: - knowledge of how to sequence learning outcomes (social and academic learning outcomes). - knowledge of the content of the learning discipline and - knowledge of how to induct students into the discipline (such as mathematics).
How to gain goal commitment (to goals that are focused on learning outcomes)	Leader makes goals available to staff and assumes they will work towards achieving them.	Leader describes challenging learning outcomes to staff and tells how the goals will be achieved. Leader ensures compliance and gains some agreement with goals.	Leader discusses challenging learning outcomes with staff and listens to barriers to attaining them. Leader attempts to strategise to overcome barriers. Leader is mostly able to gain agreement about goals. Leader supports the teacher learning that is necessary to help teachers meet goals.	Leader demonstrates clearly how challenging learning outcomes are credible and attainable. He/she listens to barriers to goal attainment and strategises in a co-constructive way how to overcome them. Leader is able to gain agreement about goals to ensure a coordinated teaching approach, and clearly communicates the agreed goals with non-defensive explanations for their prioritisation. The leader confidently and capably leads the teacher, learning that is necessary to help teacher meet the goals (relates to dimension 4). Staff know the goals and see them as important and achievable.

Dimension 2: Resourcing strategically: *Mā te huruhuru ka rere te manu*

Knowledge/skill/ disposition	Stage 1	Stage 2	Stage 3	Stage 4
Importance of alignment	Resources are allocated by the leader but may not consider the strategic pedagogical purpose.	Leader understands the importance of strategic resourcing but may not align or prioritise human, financial and material resources allocation.	Leader understands the importance of strategic resourcing and aligns human, financial and material resources but may not prioritise and rationalise their procurement and allocation.	Leader understands the importance of, and uses the principles of strategic alignment of human, financial and material resources to prioritise and rationalise procurement and allocation of resources.
Alignment of staffing resources	The leader finds it difficult to determine the type of expertise required to achieve goals. The leader struggles to recruit expertise from either inside or outside of the school and has few networks that will identify expertise.	Leader decides on the type of expertise required but it may not be what is needed for particular goals. Recruitment of expertise is carried out by the leader who sees this as transparent and fair. The leader develops relationships with the community but these do not necessarily widen networks of expertise.	Leader attempts to determine expertise needed to achieve goals. Recruitment is seen as fair and transparent. The leader develops relationships with the community and other organisations that may widen networks of strategic expertise available to the school.	Leader determines the type of expertise required to achieve particular goals. The leader can transparently and fairly recruit such expertise from within or outside the school and openly explain the choices made. The leader actively develops relationships with the community, universities, professional developers, and other schools that will widen the networks of strategic expertise available to the school.
Can evaluate tools (A 'smart' tool is as one that assists the users to achieve the intended purpose)	Leader has limited knowledge of tools that may be used for teaching and learning.	Leader selects tools to use for teaching and learning and has some understanding of the theory of the tool (what underpins the tool's purpose). Leader may check that the tool is well designed and useful for the purpose for which it is intended.	Leader is able to identify the theory underpinning a tool. Leader has some understanding of the need to evaluate the theory underpinning a tool and rejects those that do not serve their intended purpose. Leader understands that tool design and use is important and commits school resources to developing and using smart tools.	The leader is able to identify the theory that is implicit or explicit in a tool. The leader seeks critical evaluation of the theory underpinning a tool and rejects those with low validity. Leader understands that tool design and use is a powerful source of leadership influence. Leader considers it important to commit school resources to the development of smart tools, and seeks the commitment of state agencies to do so also.

Dimension 3: Ensuring Quality Teaching

Knowledge/skill/ disposition	Stage 1	Stage 2	Stage 3	Stage 4
Self management	Leader rarely finds time to discuss teaching and learning with teachers.	Leader intends to discuss teaching and learning with teachers regularly but this can be sporadic.	Leader manages his/her time in order to focus regularly on and oversee teaching and learning.	Leader consistently and confidently prioritises own time to ensure oversight of teaching and learning.
Knowledge of how students learn	Leader has some understanding of how students learn, mainly based on own teaching experience.	Leader has read about and has a basic understanding of how students learn.	Leader has read widely and has some research-based understanding of how students learn.	Leader has read widely and has a thorough research-based understanding of how students learn.
Knowledge of effective teaching	Leader has an understanding of effective teaching and learning but may not have considered the difference between what is taught and what is learnt. Leader sometimes considers the impact of decisions on students and their learning.	Leader has an understanding of effective teaching and learning and considers the difference between what is taught and what is learnt. Leader usually considers the impact of decisions on students and their learning.	Leader has a sound understanding of effective teaching and learning and some understanding of the difference between what is taught and what is learnt. The leader tries to use the impact on student learning as a basis for making most decisions.	Leader has a sound understanding of effective teaching and learning and understands the difference between what is taught and what is learnt. The leader consistently uses impact on student learning as a basis for decision making e.g teacher appraisal, professional development choices, student grouping, homework policy and reporting to parents.
Knowledge of how to evaluate teaching effectiveness	Leader collects student data and attempts to use it to set goals for teaching.	Leader has some understanding of how to use student data to set future goals. He/she may use the data to diagnose or resolve teaching problems.	Leader understands how to use student data to set future goals. Leader attempts to use data to discuss teaching problems with staff and may be able to diagnose and resolve teaching problems collaboratively.	Leader understands how to use student data (not only achievement data) and information on teacher practice (e.g. observation) to collaboratively diagnose and resolve teaching problems and set future goals.
Knowledge of how to improve teaching effectiveness	Leader has some pedagogical knowledge but rarely uses it to assist staff to improve their teaching. Leader expects staff to use evidence to review students' progress. Leader occasionally visits classrooms.	Leader has pedagogical knowledge and attempts to assist staff to improve their teaching. Leader sets up procedures to encourage teachers to use evidence to review students' progress. Leader visits classrooms regularly.	Leader has pedagogical knowledge and/or asks others to assist staff to improve their teaching. Leader ensures there are procedures so that teachers use evidence to review students' progress. Leader regularly visits classrooms and has informal discussions with staff about the observations. Leader endeavours to talk with students about their learning	Leader uses pedagogical knowledge, or oversees others to assist staff to improve their teaching. Leader ensures there are procedures so that teachers regularly use evidence to review students' progress. Leader is confident in observing classroom practice and initiates informal discussion with staff about teaching and learning. Leader understands the importance of gathering student voice to effect change in teacher practice.

Dimension 4: Leading teacher learning and development

Knowledge/skill/disposition	Stage 1	Stage 2	Stage 3	Stage 4
Use of data	Student data is collected and stored by teachers and may be used for reporting. There may be no systems for collating the data.	Data is collected by teachers and there is a system for storing data, such as a student management system. Leader attempts to collect school wide data and to use it for reporting purposes. Consideration is given to reliability of data and some moderation checks may take place.	Data relating to student outcomes is collected, collated and used by teachers. Leader ensures that there are systems for collecting school wide data and that it is used for reporting purposes. Moderation processes to ensure the reliability of data are in place and there is an attempt to use the data for monitoring and improving student outcomes.	Leader ensures that systems are in place for ongoing monitoring, reporting and improving student outcomes. Leader promotes moderation processes to ensure reliability of judgments of progress and achievement. He/she ensures that teachers develop the skills they need to interpret and use data effectively.
Acts as Instructional leader	Leader has limited knowledge of teaching and learning and delegates others to support staff to solve problems with teaching.	Leader has some knowledge of teaching and learning and attempts to help staff with teaching problems.	Leader has good knowledge of teaching and learning. He/she discusses teaching problems with staff and attempts to help them solve these problems.	Leader has excellent knowledge of teaching and learning and uses this knowledge to help staff to solve teaching problems. Staff report feedback from leader as useful. The leader positions his/herself as a public learner with staff in areas where he/she has gaps in knowledge and skill.
Knowledge of effective professional development (research based)	Leader is unsure of how to plan for teacher development. He/she looks for PD opportunities that are offered and chooses some.	Leader chooses professional development opportunities based on perceived school needs and what he/she has heard is useful.	Leader understands effective teacher development and attempts to plan for and evaluate the professional development opportunities, but still may not be sure of its effectiveness.	Leader uses evidence about effective teacher development to plan for and evaluate the value of professional development opportunities.
Understands collective responsibility and accountability and how to foster it	Leader rarely talks with staff about learning or how teacher practice impacts on student achievement and well being	Leader talks with staff about teacher practice and its impact on student achievement and well being. Leader attempts to problem solve teaching problems but may not be able to access the relevant experience that will solve the problem.	Leader provides opportunities for staff to participate in discussion about the teaching-achievement relationship. Leader has some experience that enables her/him to discuss the teaching – achieving relationship. Leader attempts to use a problem solving cycle to address teaching problems. The leader finds relevant experience to increase probability of solving teaching problems. He/she encourages teachers to be accountable.	Leader provides regular opportunities for collective discussion focused on the teaching-achievement relationship. He/she models and monitors the types of discussion that foster teacher learning and focuses on student achievement and well-being. The leader uses a problem solving cycle of analysis, action, and evaluation to address teaching problems. The leader ensures relevant experience is available to increase probability of solving teaching problems. The leader expects teachers to be mutually accountable.

Dimension 5: Ensuring an orderly and supportive environment: *Ka tika a mua*

Knowledge/skill/disposition	Stage 1	Stage 2	Stage 3	Stage 4
Is alert to issues that may impact on students well-being and acts on them promptly	Leader struggles to identify issues of competency. Leader avoids situations which may involve conflict. Leader does not gather feedback from students on their engagement with learning.	Leader identifies issues of competency but struggles to address them. Leader identifies conflict but struggles to address it. Leader has ad hoc processes for gathering feedback from students on their engagement with learning.	Leader identifies issues of competency early and attempts to address them. Leader identifies conflict as soon as it is apparent and tries to address it. Leader gathers feedback on the intellectual and emotional engagement of students in their learning.	Leader identifies and effectively addresses issues of competency early. Conflict is identified and effectively addressed as soon as it is apparent. Leader creates multiple opportunities for students to provide feedback about the quality of their classroom and school experience. The leader acts on feedback to improve the intellectual and emotional engagement of students in important learning.
Understands the importance of school-home connections	Leader gives limited consideration to the importance of school-home connections in improving student outcomes.	Leader understands that school-home connections are important and attempts to make contact with parents/whānau in some way.	Leader knows about various ways of developing school-home connections and uses some of them in attempts to positively affect student outcomes.	Leader uses evidence (research) and experience about the relative impact of various types of school-home connection to develop approaches to pursue.
Continuity of student identity and school practices	Leader ensures there is a programme of learning for students. Leader attempts to engage the school community. Leader does not see diverse cultures as a feature of the school. Leader decides on the teaching programme without consulting the community.	Leader recognises that he/she needs to know more about how diverse learners learn in order to improve teaching and learning and the school culture. Leader seeks representation from the diverse community to influence the school. Leader knows that there is a diversity of cultural identities that is not currently being recognised by the school. Leader seeks information from the community/family to contribute to school programmes.	Leader has some knowledge about the best ways to respond to diverse learning needs in order to improve the teaching and learning and the school culture. Leader has knowledge of the diverse school community and uses this to foster supportive relationships. Leader encourages staff to value student cultural identity and to encourage home/school partnerships. Leader works with staff to seek information from the relevant community/family funds of knowledge to enrich class programmes.	Leader uses up-to-date knowledge of how diverse learners experience the school and the classroom for purposes of improving teaching and learning and school culture. Leader approaches the school's diverse community from a respectful, strength-based perspective (not deficit-based). The leader ensures the school makes changes to its own culture so that it can work more effectively with diverse families/whānau and communities to improve student outcomes. The leader ensures that the teaching programme incorporates relevant community/family funds of knowledge.
Continuity of teaching and guidance between home and school	Little information is given to parents about teaching programmes, qualifications or employment pathways for students.	Leader provides parents with some information about teaching programmes (and qualifications and employment options) that may allow them to support their children with their learning needs.	Leader provides parents with information about teaching programmes (and qualifications and employment pathways for secondary students) and encourages parents to support their children with their learning needs.	The leader provides parents with sufficient knowledge about teaching programmes (and qualifications and employment pathways for secondary students) for them to be able to support their children's learning and choices.

Dimension 5: Ensuring an orderly and supportive environment: *Ka tika a mua*

Knowledge/skill/ disposition	Stage 1	Stage 2	Stage 3	Stage 4
Continuity between educators	Leader does not engage with educators about transition arrangements or the sharing of data. Leader has not established relationships with local schools and early childhood centres other than for transition. Leader has not established relationships with parents/whanau that draw on their knowledge to inform school programmes. Leader does not consult the community in order to make effective provision for students.	Leader initiates contact with educators with a view to developing a transition process and sharing data. Leader agrees to join a cluster of local schools and early childhood centres. Leader considers how to make links with different community groups in an attempt to understand the knowledge and values of the school community. Leader seeks school-community link in order to make effective provision for students.	Leader supports teachers prior to and after enrolment to engage with transition arrangements and the data that is shared. Leader contributes to a cluster for professional development to improve the teaching and learning. Leader builds relationships with diverse groups within the community in order to gain new perspectives on the community's knowledge and values. Leader uses these perspectives to plan school programmes. Leader seeks alternative perspectives on school- community links in order to provide effectively for students.	Leader engages openly with educators serving students prior to and after enrolment, sharing data and collaborating on transition arrangements. Leader establishes relationships with local schools and early childhood centres, as well as local education representatives that are focused on school learning and improvement and will benefit students. Leader establishes relationships with parents/whanau that are respectful and trusting and that acknowledge and draw on their knowledge/values/commitments in the interests of student education. The leader listens to diverse perspectives on school-community links and integrates them into effective provision for students.