The ACEL Leadership Capability Framework© sets out the capabilities educational leaders need for effective and successful practice, not just in familiar contexts, but in unfamiliar, complex and dynamic circumstances. The ACEL Leadership Capability Framework© is a learning resource and a learning tool to be used by individuals, teams, schools and systems as both a foundation and a guide for:

- strategic thinking and planning towards a desired future for schools and schooling;
- building the breadth and depth of leadership in organisations;
- identifying capability gaps in leadership requiring just-in-time professional learning agendas and programs;
- self-reflection, self/personal learning and career planning;
- providing advice to staff on career progression and development;
- generating recruitment and selection role or duty descriptions for leaders at various levels;
- developing broader organisational initiatives suited to challenging contexts and futures that require insightful, visionary and inspirational leaders and leadership;
- monitoring, mentoring and coaching leaders in systems or schools; and
- planning future workforces by identifying the capabilities required to move the system/school forward to meet the multiplicity of needs of the students, families and communities in the 21st Century.

The Framework focuses on the relationship between leadership and student learning outcomes.

The three pillars of the ACEL Leadership Capability Framework© are:

- Leads Self for Learning
- Leads Others for Learning
- Leads the Organisation for Learning.

The ACEL Leadership Capability Framework© is inclusive of contemporary leadership theory including Strategic Leadership, Transformational Leadership, Educative Leadership and Organisation-Wide Leadership and is derived from the belief that education systems and schools need talented, well-qualified, influential educational leaders throughout the organisation and the community.

The ACEL Leadership Capability Framework©, its associated Learning Maps and resources are valuable learning tools for the individual learner, school, district and regional teams and as a system-based leadership strategy.

“*The starting point for the development of capable and authentic educational leaders is personal transformation*” – Duignan, 2007
The Framework Components and Learning Maps

### The ACEL Leadership Capability Learning Maps®

The ACEL Leadership Capability Framework® is supported by three concept-based Learning Maps that provide a shared language about leadership. Together with the Framework, the ACEL Leadership Capability Learning Maps® are best used in conjunction with authentic projects and evidence-informed improvement plans where learning and leadership are strongly linked. The use of the Framework and Learning Maps should be viewed as a customised learning experience that is closely linked to the learning goals and priorities of the organisation and its context. The Learning Maps are not a static checklist and must not be used in isolation.

### Using the ACEL Leadership Capability Learning Maps®

The Learning Maps are based on the following premises:

- That leadership can be learned
- That a concept-based approach enables deep learning and understanding and that concepts make the learning intention clear and concise
- That there is no one formula for leadership. It is dynamic, situational and unpredictable
- That leadership is an influence relationship and leaders in educational systems and schools work and learn within ‘spheres of influence’

**Spheres of Influence**

Spheres of influence for leaders overlap and vary in size depending on the context. For example, a teacher has a privileged opportunity to influence students and make a difference in their learning areas. A head of department has the opportunity to make a difference in a number of learning areas within and beyond their department. A principal has a larger, whole-school sphere of influence and this gives them the opportunity to influence within and beyond the school. An expert principal or system leader has the capacity to influence a number of schools and their communities.

The boundaries of these spheres are blurred and the ACEL Leadership Capability Learning Maps® take into account this reality.

The Learning Maps are designed to support the notion of: ‘Spheres of influence’ by providing four stages of development for each leadership pillar. These developmental stages are:

- Influencing within and beyond classroom
- Influencing within and beyond team
- Influencing within and beyond school
- Influencing within and globally beyond school

Leadership that is dynamic and situational by focusing on conceptual ideals that underpin it. Having identified their focus areas for leadership capability development, leaders use these concepts to create a *personalised learning program* and undertake learning activities that will move them through the four stages of development.

<table>
<thead>
<tr>
<th>11 CAPABILITIES</th>
<th>33 KEY ELEMENTS</th>
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| **1. CREATES PERSONAL IDENTITY:** | Self Awareness and Renewal  
Resilience  
Personal Courage |
| **2. UNDERSTANDS AND DEVELOPS SELF:** | Self as Leader  
Self as Learner |
| **3. MODELS MORAL AND ETHICAL BEHAVIOURS:** | Personal Integrity  
Values |
| **4. COLLABORATIVELY CREATES A LEARNING CULTURE:** | Relational Trust and Values  
Safe Learning Environment |
| **5. UNDERSTANDS AND DEVELOPS PEOPLE:** | Individuals  
Teamwork  
Performance  
Capability  
Diversity |
| **6. IMPLEMENTS POWERFUL LEARNING:** | Excellence in Pedagogy  
Coherent Approaches  
Professional Learning  
Community |
| **7. COMMUNICATES FOR LEARNING IMPROVEMENT:** | Skilful Communication  
Professional Learning  
Conversations  
Feedback |
| **8. GOVERS FOR SUCCESSFUL STUDENT OUTCOMES:** | Student Learning  
Accountability  
Results Focus |
| **9. PROVIDES OPPORTUNITIES FOR INNOVATION:** | Culture and Change  
Entrepreneurship |
| **10. BUILDS PARTNERSHIPS AND NETWORKS:** | Community  
Connectivity  
Political  
Advocacy/Influence |
| **11. ACTS STRATEGICALLY:** | Setting Vision and Strategy  
Systems Thinking  
Problem Solving and Judgement  
Reflection |

“Leadership is an influence relationship that exists throughout an organisation and the community - teachers, teacher aides, parents, students, system leaders, principals, members of the community, family members. Leadership centres on organisational processes rather than on positional authority.”  
– Cairns in Phelps et. al., 2006

“...excellence in teaching is the single most powerful influence on [students’] achievement” – Hattie, 2003
A 21st Century Learning Space

ACEL has built a 21st Century portal where resources are aligned to the ACEL Leadership Capability Framework© and ACEL Leadership Capability Learning Maps©. Users will be able to access:

- Journal articles, papers and books (READ)
- Podcasts, videos and DVDs (VIEW)
- CDs and podcasts (HEAR)
- Learning activities online and information about face-to-face activities (DO).

A key component of ACEL’s leadership strategy is that it permits leaders access to resource centres, networks, coaches and mentors, regardless of location. It provides “remote” participants with a means of access to consortium services. The portal creates a more contemporary learning environment for all learners, wherever and however they prefer to learn and study. This e-learning environment is flexible and transferable, and has been built in collaboration with individuals and entities that hold common interests in leadership. It employs multiple delivery modes including face-to-face, web-based, facilitated learning and dynamic, online discussions. It responds to diverse needs.

The ACEL approach to learning and development ensures flexibility and creativity and encourages comprehensive and diverse personal, high-quality learning, teaching and research.

ACEL partners with you in your leadership journey

ACEL now offers a unique opportunity to plan and progress your leadership journey in six steps!

Step 1
Purchase the ACEL Leadership Capability Framework© and ACEL Leadership Capability Learning Maps©.*

Step 2
Immerse yourselves in these documents before logging onto the ACEL Leadership Academy portal.

Step 3
Log on to the leadership portal at www.acelleadership.org.au

Step 4
Complete the ACEL Leadership Capability Online Assessment and instantly gain a clear picture of your current leadership profile.

Step 5
Start planning your personalised learning program. Use your leadership profile and ACEL’s calendar of events to map your individual plan and build your portfolio of leadership development evidence.

ACEL’s calendar of events provide you with a list of short and long courses that are presented on a regular basis. Together with your leadership profile you can map your unique plan of action for personal learning and development.

Step 6
Use your portfolio of evidence to gain credit towards postgraduate study.

ACEL have negotiated with a number of Australian universities to secure between 25 – 50% accreditation towards a Master’s degree once an ACEL Leadership Development Program has been completed.

*You will be sent a range of hard copy resources and will be given access to the ACEL Leadership Academy portal where an extraordinary array of digital resources, including an online assessment will be as easy to access as the click of a button. Purchasing terms and conditions can be found on the ACEL Leadership Capability Framework© order form.

“ACEL in partnership with Mind Resources is proud to offer 50 Lessons - the world’s leading online leadership skills resource tool. Designed for 21st Century organisations it enables managers, leaders, teams and individuals to access insights from more than 200 CEO’s.

What can your organisation gain from 50 Lessons?
People have always responded to stories which are engaging and memorable. If you can use stories which encapsulate practical lessons from real business leaders, you have a uniquely valuable and stimulating learning resource. The goal of 50 Lessons and ACEL is to help you achieve behavioural change marked in the improved performance of individuals, teams and, ultimately, the whole organisation.”
Formal Development Programs

The ACEL Leadership Strategy© includes three formal leadership development programs. These leadership programs can be 12-month project-based, university-accredited programs. They are tailored to the needs, challenges, strengths and interests of individual participants and group them. These programs are:

1. **The Emerging Leaders Program** - designed for staff new to their leadership role, those staff working in a leadership role, or those staff leading projects who wish to undertake leadership development as part of their career development. This program will assist systems and schools to enhance their leadership capacity and support the development of distributive leadership.

2. **The Executive Development Program** – a suite of programs designed for middle leaders, those aspiring to principalship and those in their first two years of principalship. Its purpose is to provide potential candidates with a pathway for successful planning and the opportunity to develop leadership capabilities required to lead a successful school to improve outcomes for all students.

3. **The Nganakarrawa Program** - designed for experienced principals who have the capacity to coach colleague principals and/or are preparing for system leadership. The purpose of the program is to explore new and sustainable opportunities for leading learning and management across the school or network of schools. The principals who participate in this program will participate in a number of high-level leadership opportunities, working closely with system leaders.

The programs have a number of characteristics that include:
- **A rigorous and coherent research base.**
- **A reciprocal linking of theory to practice.**
- **Content that should be applied in authentic settings addressing key issues and challenges.**
- **The development of practical skills that should be undertaken in context.**
- **The provision of challenging and relevant simulations to help apply learning and improve decision making.**
- **The identification of the importance of working with supportive groups to provide a social structure for leadership capability development.**
- **Mentoring, coaching and shadowing processes to guide new leaders.**
- **The development of leadership support structures and processes.**
- **Sequential development of capabilities across different spheres of influence.**

Other leadership development programs currently being designed include curriculum leadership, preparation for the principalship and system leadership.

"First, leadership matters. The quality and practice of leadership is linked in a consistent and demonstrable way to improve student achievement and educational equity. Second, leadership is inclusive. We can no longer afford to restrict our definition of leadership to those who carry a title traditionally associated with leadership. Rather, we must expand our view of leadership to include teachers and leaders at every level, from the classroom to the board room. Third, leadership practices can be taught and learned." – Reeves, 2008

Personalised Learning Programs: What’s in it for you?

Once the online assessment has been completed, users will gain a clear picture of their current leadership profile. Then a personalised learning program can be developed which will include a mix of pre-specified activities and content and self-selected learning activities and content. Leaders will always be able to access, choose from and engage with learning activities from a suite of modules, tools, skills, theories, just-in-time learning, and packages of intense learning.

By reflecting on and learning with others about leadership, and working on real situations that connect personally, leaders will become even more skilled at influencing within and beyond their immediate spheres of influence.

All programs centre on the process of gathering and analysing data so that reliable evidence informs the learning.

You will learn about and develop:

- **A professional (reflective) journal**
- **Communities of practice**
- **Networks for learning and learning networks**
- **Multiple teams – learning teams, support teams, research teams**
- **Learning circles**
- **Knowledge, skills, strategies and tools needed to positively influence student achievement.**

You will connect with:

- **Respected, expert educational leaders**
- **Learning coaches**
- **Mentors**
- **Peers (real and virtual)**
- **Officers from ACEL who will support the process.**

Robinson (2006) points to essential questions for educational leaders that are adapted to provide a focus for the programs. These are:

- **How best do we work with and influence others to ensure all students achieve success?**
- **What do leaders need to know and do to make a difference to teaching and learning?**
- **What is the relationship between teaching, learning and leadership?**

"...for leadership development programs to be truly effective they should add value to the entire organisational system at all of the core levels: organisation, group and the individual" – Collins in Ehrich & Hansford, 2008

“Capability is an all round human quality, an integration of knowledge, skills, personal qualities and understanding used appropriately and effectively – not just in familiar and highly focused specialist contexts but in response to new and changing (unfamiliar) circumstances” – Stephenson, 2000
In a dynamic and changing world of education and educational leadership, the ACEL Leadership Strategy places the moral purpose of education and educational leadership at the forefront of educational endeavour. Both education and educational leadership must, in the first instance, focus on teachers’ learning and the needs of students. It is necessary to create the environment and conditions in schools to maximise opportunities and outcomes for all students. ACEL’s Leadership Strategy not only supports this endeavour, it also:

• Promotes a new evidence-informed paradigm of educational leadership and leadership learning
• Places increasing value on school-based and school-inspired leadership where leadership is defined as a set of influence relationships
• Generates personalised professional learning suited to the different system and school leaders’ needs and their career development stages

• Grounds leadership development and formation in leadership capabilities developed in collaboration with the profession, educational employing authorities, and other stakeholders.
• The shift to capabilities ensures a focus on the human dimensions of and the ethical tensions inherent in leadership
• Provides the rationale and support for enhanced qualifications and/or accreditation for educational leaders
• Disseminates key benchmarked research and development findings through user-friendly publications, both print and online in order to impact positively on school pedagogical and curriculum practices
• Champions professional advocacy for high-quality education, educational leadership, and professional learning

“I cannot believe how much I have grown in my leadership in such a short time. I checked with others to see if my perceptions were real. My capacity to lead and influence have grown hugely”
– Educational leader and user of the ACEL Leadership Capability Framework©, Northern Territory, 2010

Australian Council for Educational Leaders
PO Box 1891
Penrith BC NSW 2751
P 1800 680 559 or +61 4732 1211
F 1800 680 561 or +61 4732 1711
E leadership@acel.org.au
ABN 75 132 672 416
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Please call the ACEL office to discuss other membership options.

TERMS & CONDITIONS
Purchase of this product means users are sent a limited number of learning material sets which include the ACEL Leadership Capability Framework©, the ACEL Leadership Capability Learning Maps© and the ACEL Leadership Capability Framework© User Guide. Access is also granted to the ACEL Leadership Capability Online Assessment via the ACEL Leadership Academy portal for two full years. Support materials and learning resources are also available via the portal. Some of these may incur further charges. Extra learning material sets can be purchased for $30 each. Purchase of extra learning material sets does not mean extra user permissions for the ACEL Leadership Academy portal where all support materials and resources are stored. Prices and licensing terms are subject to change.

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