Tailored Leadership Development
for Executive Teams

Please contact Dr Leoni Degenhardt, Dean, AIS Leadership Centre at ldegenhardt@aisnsw.edu.au to discuss how we can tailor The Agile Executive for your team.
What is the purpose?

*The Agile Executive* is designed with three ends in mind: to enhance the strategic performance of the Executive Team as a whole; to increase the leadership capability of individual leaders on the Executive Team of a school; and thereby to improve student outcomes and the organisational effectiveness of the school.

How does it work?

**Pre-engagement – needs analysis**

- We have a conversation with the Principal to discern and clarify what you want to achieve.
- The Principal works with the Executive Team to determine the team’s needs and aspirations as a top leadership team.
- We respond with *Agile Executive* leadership development specifically tailored to your needs and aspirations.
- Agreement is reached on the scope and contractual details.

**The engagement – what does it look like?**

The minimum engagement consists of two Bookend Sessions – at the start and end of the process.

In *Bookend Session 1*, your AIS Leadership Centre consultant will assist you to clarify critical success factors, your team and individual goals, and how you will measure your success.

In *Bookend Session 2*, your AIS Leadership Centre consultant returns at the end of your chosen time-frame to assist you in evaluating the progress you have made, celebrating your achievements and discerning your next steps.

Beyond the minimum engagement, the AIS Leadership Centre can assist you in developing your capabilities as individuals and as a team, drawing from any combination of the following elements:

<table>
<thead>
<tr>
<th>Diagnostic Audit</th>
<th>After extensive consultation with the Principal, a Leadership Centre consultant conducts a robust analysis of the school culture based on interviews, the school visit and deep listening.</th>
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<tbody>
<tr>
<td>Face to Face and Online Skill Development Modules</td>
<td>Online or blended skill development modules, which may include interactive sessions with an AIS Leadership Centre consultant and/or modules presented by an external provider.</td>
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<tr>
<td>Individual and Team Awareness Instruments</td>
<td>Completion of one of a range of individual and team awareness instruments, then working with your AIS Leadership Centre consultant on developing the learnings from the results.</td>
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<tr>
<td>Other AIS Leadership Centre Programs</td>
<td>Let us guide you and your team on what might be the most powerful combination of programs and processes for inspiring leaders in your school.</td>
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<tr>
<td>Professional Companionship</td>
<td>Individual team leaders work with a Professional Companion for 12 months on personal goals and challenges – includes a rigorous 360° profile.</td>
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Face-to-face skill development modules: these four hour modules are offered in your school at times to suit your needs. Example modules are:

- High performance teams
- Wellbeing, resilience and mindfulness
- Embracing the adaptive challenge
- Systems thinking
- Distributing leadership and delegating authority
- Change leadership
- From purpose to impact
- Project management
The AGILE Framework

The Agile Executive

Diagnostic Audit
Individual and Team Awareness Instruments
Professional Companioning
Other AIS Leadership Centre Programs
In-school and Online Skill Development Modules

What does it cost?
The cost to an individual school will depend on the components that are selected. We will provide a base costing as part of the engagement contract and indicative costing for the remainder of the engagement based on your specific needs.

Why invest?
Leadership of schools is increasingly complex.

“The role [of principal] now equates with that of a Chief Executive Officer of any organization, with management of strategic planning, multi-million dollar budgets, industrial relations, facilities, marketing and public relations coming on top of the ‘core business’ of curriculum, pastoral care, teaching and learning.” (Starr 2009, p. 22)

Investment in continually developing the leadership capacity of the Principal and Executive Team is vital to foster the exceptional performance needed for these times. The Agile Executive will assist school leaders to lead effectively, collaboratively and sustainably.

“In earlier times, Principals were considered effective if they ran a ‘tight ship’, and there were relatively few constraints to the authority or power of the Headmaster or Headmistress. The context within which today’s schools operate is far more multi-dimensional (Degenhardt & Duignan 2010). Indeed, we now live in a VUCA world, that is, a world characterised by volatility, uncertainty, complexity and ambiguity. In this context, leadership is vitally important.” (Degenhardt 2015)
What guides our leadership services?

Our mission
To develop confident, competent and visionary educational leaders who will improve the learning and personal growth of students, staff and school communities.

Our philosophy
That leadership is as much about the ‘inner journey’ of ongoing self-knowledge, self-management, moral purpose and values as it is about the ‘outer journey’ of acquiring the necessary knowledge and skills for leadership.

Our strategic intent
Improving the lives and learning of students and school communities nationally and internationally through inspirational and capable school leadership.

Research and evidence
- Valid and reliable evaluation processes and data – formative, summative and longitudinal.
- Commitment to accessing and contributing to current research from a wide variety of fields.
- The guidance of the AIS Leadership Centre’s Academic Reference Group of internationally renowned scholars.

Global trends in professional learning and performance and development

AITSL, 2014

What does the research say?
The design of The Agile Executive is based on sound research. It is integrated, immersive, design-led, market-led and open (AITSL, 2014).

The focus of The Agile Executive is also based on sound research.
Quality leadership is essential for a high-performing school or organisation (Collins, 2001; Harris, Boyle & Hargreaves, 2014). Quality leadership begins with the Principal and Executive Team (Branch, Hanushek & Rivkin, 2013; McKinsey 2014). Quality leadership is a balance between the inner and outer journey of personal and professional growth (George & Sims, 2013; Palmer 2004).

‘The organizational system cannot operate at a higher level of performance than the consciousness of its leadership’
(Anderson & Adams, 2016)

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