

# ETHICAL LEADERSHIP QUALITIES COMPETENCIES AND BEHAVIOURS



The **Framework for Ethical Leadership** in Education provides the profession with the following principles to support leaders in their decision-making and in calling out unethical behaviour:

## TRUST

*Leaders are trustworthy and reliable.* We do this by...

- ▼ Being reliable, consistent, credible, honest, humble, courageous and kind.
- ▼ Managing emotions and helping others to manage their emotions.
- ▼ Keeping promises and doing what you say you will do.
- ▼ Having a genuine interest in others.

## OPTIMISM

*Leaders are positive and encouraging.* We do this by...

- ▼ Believing in our own ability, and the ability of others, to do what is right to change the world for the better.
- ▼ Calling out negativity and cynicism.
- ▼ Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.

## KINDNESS

*Leaders demonstrate respect, generosity of spirit, understanding and good temper.* We do this by...

- ▼ Being kind, humble and authentic.
- ▼ Leading with compassion and care, listening and seeing beyond the job role to the person.
- ▼ Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.

## COURAGE

*Leaders work courageously in the best interests of children and young people.* We do this by...

- ▼ Looking in the mirror when something goes wrong.
- ▼ Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.
- ▼ Give the whole truth, the back-story and the why.

## SERVICE

*Leaders are conscientious and dutiful.* We do this by...

- ▼ Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour.
- ▼ Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.
- ▼ Removing barriers and blockers to enable others to do their jobs well.
- ▼ Leaving our egos at the door and putting ourselves in the service of others.
- ▼ Channel ambition into our schools, not ourselves, and developing our successors.

## WISDOM

*Leaders use experience, knowledge and insight.* We do this by...

- ▼ Developing knowledge and real expertise, then sharing knowledge.
- ▼ Learning from mistakes and failures and admitting when we are wrong.
- ▼ Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.
- ▼ Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.

## JUSTICE

*Leaders are fair and work for the good of all children.* We do this by...

- ▼ Doing what is right, rather than what is popular or easy.
- ▼ Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.
- ▼ Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.
- ▼ Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.

## VISION

- ▼ Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.
- ▼ Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.
- ▼ Believing in the potential of others; helping them be the best they can be.
- ▼ Quickly taking in new information and translating that into recommendations, decisions, plans and projects.