



Growing Deep MASTER COPY

[based on the 64 Leadership capabilities of Growing Deep.]

Growing Oneself

Building Self Awareness

Involves building an understanding of oneself being 'in tune' with one's own biases, assumptions, thoughts and feelings. It is having an awareness of how these impact our decision-making capacity or how one presents to others. It includes the capacity to control or suspend thoughts, emotions and judgements and be comfortable in ambiguous or stressful situations without making reactive decisions or jumping to irrational or emotive conclusions.

1. Aware of One's Own Thoughts and Feelings

Is conscious of, and pays attention to, one's thoughts and feelings. Is aware of how one is listening, speaking or acting, and is conscious of personal biases and assumptions. Can observe patterns in one's thoughts and feelings and is aware of how to respond as a consequence.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

2. Aware of Impact

Is aware of and recognises how patterns of thinking, feeling and behaving impact on oneself and others. Understands both the positive and potentially damaging impact that emotions and behaviour can have on others, including colleagues, staff, other professionals, students and parents. Understands when one's thoughts or emotions are biasing decision-making capacity.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

3. Controls and Manages Emotions

Controls outward expression of emotions and feelings. Projects a calm, controlled and clear-headed demeanour, even under conditions of high stress. Has the capacity to masterfully maintain composure and control.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

4. Suspends Judgement

Is aware of when one is judging rather than observing. Demonstrates the capacity to 'suspend' observations without immediately judging or categorising what one sees or hears. Calmly 'holds' anxiety, risk and ambiguity, rather than jumping to irrational or emotive conclusions, or making reactive decisions as a way to 'move on'.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Growing Oneself

Deepening Faith

Involves a personal faith in Jesus. It includes witnessing to the Christian faith and recognising God's presence in daily experiences and the importance of faith in both joyous and challenging times. It expresses itself in service to others and provides a framework for making meaning and developing identity and relationships. This includes a deep understanding of Lutheran theology and how its application guides everyday actions.

5. Adopts and Practices a 'Servant' Mentality

Sees one's behaviour and actions as service to others. Supports and participates in the regular practices of spiritual formation such as staff devotion and prayer, worship or service in the community.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

6. Recognises God's Presence in Daily Life and in the World

Articulates the Christian faith in everyday situations and circumstances. Does this in an open, visible way that shares and communicates to others an example of walking a spiritual path with Jesus. Creates opportunities to practice everyday formation rituals with others in the workplace. Uses these opportunities for ongoing spiritual formation and personal reflection.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

7. Witnesses to the Importance of Faith

Demonstrates and relies on a strong Christian faith in both joyous and challenging times. Nurtures personal faith through involvement in a Christian community. Takes solace and gains strength from personal faith. Is seen as a pillar of strength and faith in dealings with others when it would be easy to be highly emotional, judgmental or critical of others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

8. Understands and Applies Lutheran Theology

Models and exemplifies spiritual leadership using Lutheran theology to underpin leadership action. Does this in a way that demonstrates humble strength and inner peace. Has a deep understanding of the brokenness of humanity and God's grace in dealing with everyday and difficult situations.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Growing Oneself

Learning and Adapting

Involves the desire to learn and grow in one's professional vocation. It includes being open-minded to new information and feedback from others, objectively considering other interpretations and demonstrating a readiness to adapt thinking and practice. At its strongest, it involves the capacity to transform one's habitual, mental and emotional patterns. This includes consciously choosing alternate ways of thinking, feeling and acting that enable us to reach our highest potential as leaders in Lutheran education.

9. Is open to Change and Improvement

Demonstrates an openness to hearing new information, feedback from others or alternative points of view. This includes the knowledge that our reasoning can be improved with further understanding and involves not irrationally holding on to a particular perspective or opinion.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

10. Modifies Actions and Decisions

Modifies short-term actions, decisions, ideas or hypotheses based on new or contrary evidence and findings. Reflects a willingness to adapt or change one's position if convinced of a better alternative.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

11. Rethinks Strategies and Plans

Demonstrates a readiness to thoughtfully and substantially set aside or rethink previous efforts or well established plans or strategies based on new evidence, information, feedback or changes to current circumstances. Can adapt quickly and painlessly when needed.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

12. Transforms One's Patterns of Thinking, Feeling and Acting

Understands the basis for established and automatic patterns of thinking, feeling and acting. Is aware when old patterns are habitually operating and consciously chooses to think, feel or perceive things differently, as it helps to understand the truth in difficult, complex and dynamic circumstances.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Growing Oneself

Living Positively

Involves the ability to maintain a positive outlook or perspective, even in the face of obstacles or setbacks. It draws strength from the promises of God and includes being optimistic about the future, and consciously choosing to project warmth, faith and hope in relationships with others. It involves valuing the gifts and contributions of all and creating a sense of optimism by building a positive and energetic climate of encouragement and support, even during times of difficulty or change.

13. Remains Composed

Copes well under pressure. Remains composed and unflustered in stressful situations, such as during heavy workloads, or difficult environmental conditions. Consistently maintains a calm and well-controlled manner.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

14. Projects Positivity

Projects an optimistic attitude that draws strength from personal faith. Is self-assured and positive about the future. Is aware of professional and environmental realities but chooses to operate from a position of faith and hope rather than fear of failure, suspicion or negativity. Consistently maintains a balanced, positive attitude.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

15. Demonstrates Resilience

Demonstrates resilience and emotional and spiritual fortitude by quickly regaining composure after a setback. Has the ability to 'bounce back' and keep going when things get tough. Perseveres during times of hardship and follows through despite obstacles. Is able to maintain one's faith and sense of humour even during intense and stressful times.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

16. Displays Genuine Enthusiasm and Optimism

Displays genuine enthusiasm and infectious optimism. Is passionate about Lutheran education and takes pride in working in service of students and their families. Demonstrates drive and tenacity and is genuinely invigorated by new challenges and opportunities. Supports and lifts the morale of colleagues. Knows how to constructively deal with cynicism and negativity which can be damaging to the team climate.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Engaging the Community

Modelling Integrity

Involves being genuine, authentic, open and honest in dealings with others while remaining steadfastly professional in one's behaviour, action, advocacy and decision-making. It involves being one's true self and acting with integrity. It includes treating all people in an equally transparent, fair and equitable manner as well as advocating diplomatically and assertively for what we know is right even when under stress or pressure.

17. Projects Honesty and Lutheran Values

Behaves in a genuine, honest, and professional manner. Works openly and genuinely promotes Lutheran values, sharing personal views, feelings and insights in the presence of different groups.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

18. Demonstrates Consistency and Transparent Integrity

Treats people in a fair and equitable manner. Is consistent in one's words, decisions and actions and transparent in motives. Is reliable and consistently delivers on promises. Applies with wisdom Lutheran values in all work to ensure words, decisions and actions are grounded, aligned and predictable.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

19. Projects a Humble Self-Assurance

Does not pretend to have all the answers. Authentically projects an inner assurance and outward humility by demonstrating vulnerability in difficult or uncertain times. Readily and quickly admits to mistakes. Exudes calmness and has confidence in asking for the help of others when needed.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

20. Advocates for Others and Retains Integrity Under Pressure

Confidently upholds a position and takes action based on clear evidence for the best course of action for students, school or early childhood service or other community groups, even if that action is unpopular with colleagues, leaders, or other stakeholders. Is assertive yet diplomatic, even during stressful times or when under pressure.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Engaging the Community

Listening and Understanding

Involves the ability to be fully present and engaged in effective dialogue with others in a way that communicates a deep respect and empathy for their circumstances, background, culture and intentions. At its deepest it includes insightfully reading the unspoken thoughts or feelings of others and underlying assumptions, intentions or reasons for their behaviour .

21. Listens Attentively

Makes oneself available and provides undivided attention to others, even when stressed and busy. Listens attentively, with an open mind when others are speaking. Others feel they have had the opportunity to speak, be heard and know that their contribution is valued.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

22. Speaks Clearly and Sensitive

Presents messages in a clear, logical and respectful manner. Communicates difficult or unpopular information in an honest and diplomatic way that is both sensitive and responsive to the different circumstances, background, beliefs and culture of others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

23. Openly Engages Others

Makes it safe for others to talk truthfully and openly. Makes it clear that their views are genuinely heard and understood. This includes asking clarifying questions and reflecting back to confirm understanding. When unclear, invites others to elaborate so as to gain a full and clear understanding of the situation or perspective.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

24. Understands Deeply

Understands the deeper, underlying reasons for the patterns of behavior, unspoken thoughts and feelings of others. Uses this deep understanding of underlying intentions, concerns or motives to anticipate and interpret behaviours or actions.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Engaging the Community

Building Support

Involves skilfully communicating and negotiating with others (directly or indirectly) in order to build support and develop ownership and shared acceptance for ideas, actions and decisions. It includes preparing thoroughly, understanding the audience and adjusting communication style and approach to appropriately engage with others and their perspectives. It may include working over an extended period of time to build long-term support for strategically important decisions and initiatives.

25. Uses Logic and Reason

Uses reasoning and facts to construct a logical argument to win support of others. May use concrete facts and logically reasoned arguments in a discussion or presentation as the primary means to gain support.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

26. Researches and Prepares

Prepares thoroughly for presentations, meetings and discussions. Undertakes research and develops several different arguments to support one's viewpoint. Develops ownership by explaining the benefits of an idea or initiative that would specifically appeal to the interests of the audience.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

27. Shapes Communication Style

Adapts personal communication style to genuinely engage a diverse range of stakeholders and people from different places and cultures. Gains agreement to initiatives through understanding the position of others and preparing for their reactions. Tailors language and approach taking into account the values, vested interests and motivations of the audience.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

28.

Uses Planned Strategies for Building Support

Develops ownership and wins support for significant, strategic initiatives from key stakeholders through planned long-term strategies, while also adjusting to individual situations.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Engaging the Community

Networking and Strategic Relationships

Involves identifying, building and nurturing mutually beneficial relationships with key individuals or groups within, across and beyond the education sector. It also includes relationships where service to others is the focus. It includes developing and honouring relationships and networks that are of tactical and strategic importance in the development and growth of Lutheran education.

29. Identifies Key Individuals and Groups

Actively identifies and contacts key individuals and groups within and outside the Lutheran education community, who may be in a position to provide assistance, support or leverage in achieving the objectives of Lutheran education.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

30. Builds Genuine, Trusted Relationships

Invests time with strategic networks to build genuine, professional relationships based upon mutual trust, respect and common values. Engages with one's network on a regular basis to build community and goodwill.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make Informed reponse

31. Nurtures and Utilises Networks

Takes action to utilise networks within and outside the Lutheran education community for the purpose of seeking help and support in achieving goals or objectives. Takes time to assist others to achieve their own short-term goals when in need.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

32. Draws Upon Relationships for Strategic Advantage

Develops deep, long-term relationships with key individuals and groups that are influential in supporting the strategic objectives of Lutheran education. Leverages these relationships to help create long-term opportunities for Lutheran education.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Leading the Team

Creating Purpose and Clarity

Involves creating a very clear sense of purpose and clarity for the school, team, or area of responsibility where God and students are at the centre. It involves establishing compelling vision and describing how each person's role plays a valuable part in achieving the greater purpose. It includes clearly and intentionally prioritising responsibilities and articulating how the broader Lutheran education vision and purpose are translated into practical day to day actions, tasks, decisions and behaviours.

33. Communicates Individual Purpose

Clearly articulates the purpose and expectations of the role for every team member. Takes action to ensure each person clearly understands why their role exists, why it is important to Lutheran education, and what it is designed to deliver or create. This includes describing the expected responsibilities, behaviours, actions and deliverables.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

34. Translates the Broader Vision into Daily Practice

Is clear in describing the specific links between daily activities and tasks and how they support the achievement of the broader vision and direction of the school or early childhood service. Ensures that the expectations of work, behaviour and deliverables are explicitly linked to the greater purpose and vision.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

35. Provides Clarity and Priority in a Changing World

Intentionally reinforces and provides clear priorities and direction during times of uncertainty, high stress or ongoing change. Is proactive in holding true to Lutheran values while supporting one's team by updating them on potential changes to goals, priorities and actions in a way that provides a broader strategic context to their daily work.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

36. Establishes a Compelling and Accessible Vision

Articulates a compelling Lutheran education vision that is understandable, accessible and inspiring to all. Uses different methods and media to ensure the purposes are clear and meaningful to people in different roles and places. Communicates in a way that encourages people to be active in service.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Leading the Team

Nurturing Faith

Involves providing opportunities for spiritual formation of others appropriate to their spiritual journey. It includes demonstrating a commitment to one's personal faith journey, leading the school community in faith, reaching out to the wider community to build faith and deepen their understanding of Lutheran beliefs and values. It also includes creating an environment where Christian spiritual reflection and formation are valued and encouraged.

37. Reflects on Own Faith Journey

Recognises that everyone is at a different place on their faith journey. Shares in a clear and genuine way, the learning, practices and wisdom gained from one's spiritual journey.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

38. Invites the School/Early Childhood Service Community to Faith in Daily Life

Articulates the Christian faith in everyday situations and rituals. Undertakes daily spiritual practices with others in a climate of openness and invitation.

Proactively creates opportunities for Christian spiritual reflection and the ongoing formation of others.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

39. Facilitates Spiritual Growth in the Community

Is attentive to the individual spiritual paths of others in the community. Respectfully acknowledges each person's own journey, provides individual acknowledgement, support and opportunity to help nurture their faith. Encourages others to engage in reflection and spiritual practices to grow in the Christian faith and live out the gospel. Legitimises this practice as part of daily life.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

40. Fosters a Climate of Spiritual Faith-Building

Consciously builds a self-perpetuating climate of spiritual formation where engaging in spiritual activity is integral to the life of the community. Embeds a love of Jesus, compassion for others and a sense of grace and deeper meaning into daily activities.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Leading the Team

Growing Capacity

Involves growing the knowledge, skill and leadership capacity of others. It includes providing space for thoughtful reflection and support, as well as presenting effective learning opportunities that stretch the capacity of others. At its deepest, it involves creating an environment where team members are encouraged to take responsibility for their own self-care and self-development. It includes fostering both their wellbeing and enthusiasm as they serve students in Lutheran education.

41. Provides Guidance and Instruction

Takes the time to openly draw upon one's experience to share knowledge and wisdom with the intent of building the capacity of others. Draws from personal experience to guide others on how best to tackle problems and find solutions as well as providing instruction and guidance on how to complete specific activities and tasks.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

42. Helps Others to Reflect

Provides others with opportunity for supportive reflection both cognitively and emotionally. Works through problem situations and challenges with others to test their thinking, actions and decisions. Uses this approach to enable others to better understand their own practices and reflect on ways to improve and grow their capacity to be of greater service to students and their families.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

43. Coaches Others

Personally coaches others in a way that inspires them to achieve their highest potential as a professional and leader within Lutheran education. Provides others with thoughtful and creative leadership and professional development opportunities designed to uniquely align to their individual career aspirations.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

44. Fosters a Climate of Learning, Reflection and Wellbeing

Creates a climate where professional learning and thoughtful reflective practice is the norm. Team members genuinely take responsibility for their own professional and leadership growth and wellbeing. They take pride in keeping abreast of current research and best educational and leadership practices. Individuals are supported to develop self-care and self-development strategies to enable them to work to be as successful as possible.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Leading the Team

Inspiring Excellence

Involves holding high standards and inspiring and encouraging excellence. This includes agreeing to clear performance goals, providing autonomy to deliver outcomes, acknowledging positive achievements and taking decisive, yet pastoral action. Ensures that underperformance is addressed and excellence is upheld in the best interests of students and the community.

45. Establishes Clear Expectations and Encourages Autonomy

Establishes clear performance expectations and professional standards with each team member including objectives, responsibilities and timelines.

Ensures transparency and trust with performance reviews. Allows each person an appropriate blend of autonomy and support to enable them to be as successful as possible.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

46. Encourages Excellence by Reviewing Outcomes Against Expectations

With a spirit of encouraging excellence and enabling success, provides objective, specific and timely feedback to individuals on agreed expectations.

Uses data and observations to affirm excellence and identify areas for improvement. Remains firm on high expectations.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

47. Addresses Under Performance Firmly and Pastorally

Puts the needs of students and the community first by holding others accountable for their actions and addressing performance issues using due process

and pastoral care. Provides a clear, evidence-based and equitable pathway to address underperformance and is proactive in making difficult decisions

for the betterment of the whole.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

48. Creates an Inspiring Environment of Excellence

Creates an ongoing culture of excellence in Lutheran education where team members and peers are encouraged to provide each other with regular,

objective feedback and are fully accountable for their own actions. Individual and collective achievements are celebrated. A loving and compassionate

manner is used to address underperformance.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Focusing on Outcomes

Searching for Knowledge

Involves proactively and diligently seeking information, knowledge or understanding. Researches opinions and facts in order to ensure decisions are evidence-based, rather than relying on unfounded assumptions. It includes proactively looking beyond the day-to-day context to search for new information and facts from a variety of sources, within and outside Lutheran education to support decisions that create the best possible schools/early childhood services.

49. Gathers Information

Proactively gathers pertinent data by asking questions of colleagues and others who can provide useful information. Draws from the usual, routine sources of information to gain an understanding of current and topical issues. Purposefully works to obtain this information before decisions are made or action taken.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

50. Personally Searches

Personally investigates situations in order to find reliable evidence or to get to the bottom of a situation or problem when routine information is insufficient. Proactively asks the relevant questions of key people in one's local environment to form a more complete picture. Tests information for accuracy and is not distracted by unjustified assumptions, emotions, value judgements and general opinion.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

51. Searches Out and Beyond

Looks well beyond the local environment to consistently review and scan for trends in both Lutheran education as well as the national and international education community to remain abreast of education practices and issues. Gathers information from a wide variety of sources, including research, theology and international best practice.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

52. Searches Widely and is Knowledgeable

Searches widely for information from sources beyond education and has contemporary knowledge of social, political, economic, technological or environmental issues that impact on the effectiveness of Lutheran education. Taps into professional networks to understand the historical backgrounds as well as current and emerging information to build understanding and perspective. Is regularly consulted by others as a reliable source of knowledge and wisdom.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Focusing on Outcomes

Sharing for Improvement

Involves creating opportunities for collaborative exchanges of information that are open and transparent. The best ideas, practices and knowledge are shared in order to tap into and build our collective wisdom for the betterment of Lutheran education. This includes inviting others into a safe and generative exchange of ideas and practices. Sharing occurs with colleagues, students, the church, broader school/early childhood service community and the wider education systems and bodies.

53. Shares Willingly

Is aware of the need for Lutheran education to be the best it can be and willingly and openly shares ideas, practices and knowledge with others. Is available to others and shares expertise.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

54. Encourages Others to Share

Invites and encourages new and different ideas, the sharing of practices and insights, as well as feedback and critique from others. Seeks out and personally invites others to share, especially those who have expertise or counter-cultural and challenging opinions from which learning can occur and new insights emerge.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

55. Harnesses Collective Wisdom

Creates and contributes to collaborative learning and problem solving communities within Lutheran education. Does this to enable learning communities to share ideas and best practices as a means of encouraging excellence for Lutheran education.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

56. Promotes External Collaboration and Engagement

Proactively and intentionally works beyond Lutheran education for the ongoing improvement and excellence in teaching and learning. Creates and promotes opportunities for the sharing of practice between different education systems locally, nationally and internationally. Openly shares best Lutheran education practices across boundaries and listens openly for new ideas, practices and insights.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



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Focusing on Outcomes

Thinking Strategically

Involves taking a 'big picture' view and seeing situations strategically and coherently within their broader context. It involves looking for patterns, trends or connections across different situations, timeframes and experiences to comprehend current circumstances, see things in perspective, capitalise on future opportunities and mitigate potential risks.

57. Understands the Broader Context

Demonstrates an understanding of the broader context of Lutheran education and how one's area of responsibility fits into the bigger picture. Is aware of the relevant stakeholders in their context, the role they play, how they interact with each other and the impact Lutheran education has on them.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

58. Anticipates Trends

Identifies patterns or trends across different information sources. Uses this information to identify emerging trends or potential scenarios in the external environment and how they could impact Lutheran education. Stays alert to new information or data that helps either substantiate or reduce the likelihood of scenarios being realised.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

59. Develops Strategies

Looks well beyond the short-term, technical issues. Draws upon a deep understanding of the church, Lutheran education, the education sector in general, as well as student, parent and community needs. Considers and articulates how one's school/early childhood service or area of responsibility can capitalise on opportunities or mitigate risks. Develops appropriate strategies and contingency plans to ensure future success.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

60. Identifies Significant New Opportunities

Identifies helpful relationships among complex data from unrelated areas that lead to new and significant opportunities for Lutheran education or highlight paradoxes or patterns that block or hinder strategic aspirations. Presents these observations in a compelling way that leads to a shift in the strategic direction and action of the school/early childhood service or wider area of responsibility.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response



Growing Deep MASTER COPY

[based on the 64 Leadership capabilities of Growing Deep.]

Focusing on Outcomes

Making It Happen

Involves proactively doing what needs to be done to meet commitments and deliver on promises to provide the best possible Lutheran education for students and their families. This occurs with a focus on continual improvement. It is expressed through intentional creative action, striving for improvement, introducing innovations and consistently working to deliver excellent education outcomes.

61. Meets Commitments

Works in a dedicated way to meet commitments and deliver on promises. Puts the students first and provides timely and quality work even within challenging timeframes. Takes action and shows initiative without undue delay or fuss.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

62. Delivers Quality Work

Is personally accountable for ensuring one's team is delivering work of a high standard within agreed performance standards and quality measures.

Accepts full responsibility for the quality and effectiveness of the work of oneself and the team. Is reliable and can be depended upon to get the job done.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

63. Tests Ideas and Introduces Creative Improvements

Works in a consistent and conscientious way to improve one's work and deliver improved work with new standards of excellence. Tests new ideas and practices and accepts work that extends one's ability. Initiates creative improvements and changes to processes, procedures, programs, relationships or services to better meet Lutheran education's objectives and the educational and pastoral needs of students and families.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response

64. Innovates for Sustainably Improved Outcomes

Takes action to make real improvement to one's school/early childhood service or area of work to deliver better outcomes for Lutheran education. Establishes new and innovative working relationships, policies, practices, agreements, processes and structures to achieve higher levels of efficiency, quality and long-term effectiveness.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not able to make informed response