

LEADING THE HIGH PERFORMANCE SCHOOL

RESOURCE 6: INDIVIDUAL PERFORMANCE

Characteristic	Criteria
High capability and low engagement	<p>a) There are probably highly skilled and experienced teachers who have lost motivation. They may be tired, overworked or feel that they're taken for granted. They're probably performing satisfactorily but lack energy and enthusiasm.</p> <p>b) The issue is obviously motivation – working with each individual to revive their enthusiasm.</p>
High engagement and low capability	<p>a) These are the enthusiasts – bright-eyed, full of interest and excitement; highly motivated but perhaps lacking experience and knowledge, they are still learning the craft of teaching.</p> <p>b) Two issues here: firstly to sustain the enthusiasm and secondly to build the experience, knowledge and skills.</p>
Low capability and low engagement	<p>a) These are the classic poor performers, limited ability and limited engagement. They represent your toughest challenge and probably take up most of your time. In the short-term, they are a major drain on the resources and a barrier to consistent high performance.</p> <p>b) Hopefully you'll only encounter a few of these people. They represent a major leadership challenge and there's no simple formula to deal with them. It may be that the issue can only be resolved through formal capability procedures that require professional advice outside the scope of this course.</p>
High engagement and high capability	<p>a) This is hopefully you! These are the people who make things happen, the key agents of school improvement, innovation and change. The more of these people there are, the more likely it is that a school will have sustainable high performance.</p> <p>b) The problem is sustainability – this must be at the heart of leadership. The following sections explore the components of sustainable high performance.</p>