

Example of a teacher brainstorming their actions with a mentor to identify their impact story:

Mentor: ... you are 'advocating' for teachers and colleagues ... you are 'initiating' ... you are 'consulting' with your college principal. I love that you used the verb 'revisioning', and that you are taking on board ... the head of junior school's vision ... you are 'strategically' leading ... by choosing the parent pages and knowing your context ... was ... important you are demonstrating your leadership. And leadership is not just about doing the project, it is about taking on board what is going to be meaningful for your colleagues, for the college, and for parents. ... So, you've already had impact, because your impact ... is with colleagues because you are building trust with them ... You are having an impact on the whole school's strategic focus. So, your impact is in this planning phase, and that is a really important stage of leadership ... do you feel like you've got some ideas for how to refine your story?

Teacher: ... if I look at it as reframing it within change management, effectively I've been asked to be part of a change management team to implement the new system.

Mentor: You're leading the process.

Teacher: ... So, I'm recommending a lot of things, and those recommendations are being listened to and actioned by people who can actually do that.

Mentor: ... you are advocating and building connections ... you are bringing people on board ... One of the dilemmas of being a HALT is you often don't have the political position to say, "Right people, we are doing this," because you are leading from the middle ... You can by advocating and by having these great artefacts ready to go, that is leadership ... Do you feel like you've got enough guidance to give you some ability to refine your evidence?

Teacher: ... if I add a little bit more into the process, the consulting process, and the reasoning behind all of the planning that we are doing, there should be enough ... I wrote a rationale as to why I was proposing that he throw his plans out the window, explaining the context ... And then he met with me, and he went, "Okay, I'm going to think about this, and take this back to the executive leadership." So, I followed it up with my rationale, I wrote it to him in an email, so I've got that. And then I've got his follow up email, where he actually didn't throw out the plan for the junior school's professional development, he threw out the whole school's.

Mentor: That's a huge impact story! ... The impact is about the strategic design of professional learning that will have value for your primary school.

Teacher: And because of that, he has actually invited me to be a part of an executive leadership strategic project team for implementing the curriculum ... then he met with me on Friday, and said, "I want you to be part of the creative implementation team for the curriculum project."

Mentor: Those are two really valuable pieces of evidence, of your impact of strategic leadership. They are not peripheral, that is part of your story.

Teacher: We have solved my problem, that was great!