Australian Institute for Teaching and School Leadership Limited

A strategy for a stronger school leadership in Australia

Lisa Rodgers – CEO AITSL

Australia

6 states
2 territories

The number of schools in Australia

9,444

schools in Australia

3,849,225

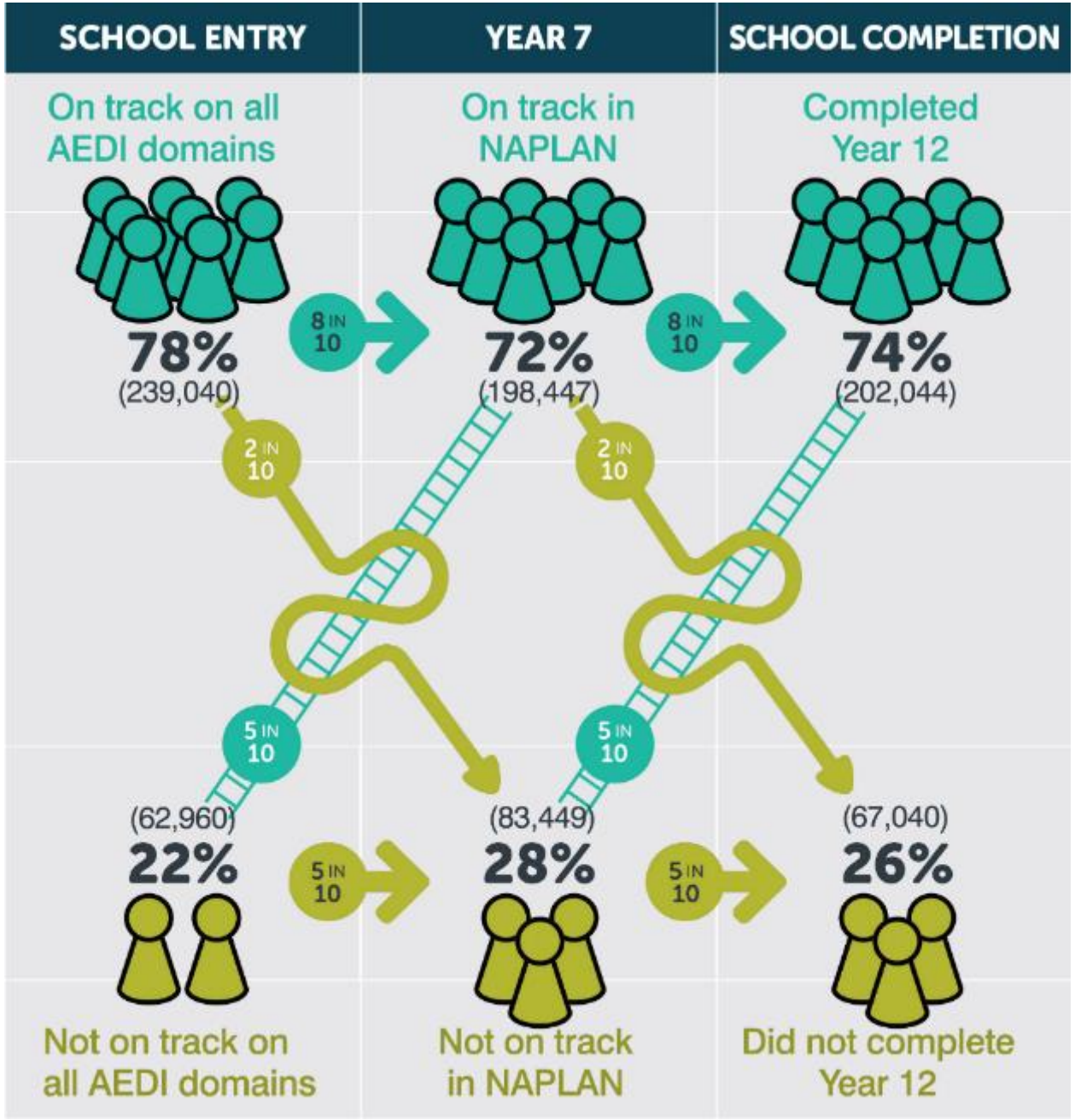
total number of enrolled students in Australia

Government **6,639 schools (70%)**

Catholic **1,744 schools (18%)**

Independent **1,061 schools (12%)**

Index of educational opportunity in Australia 2015

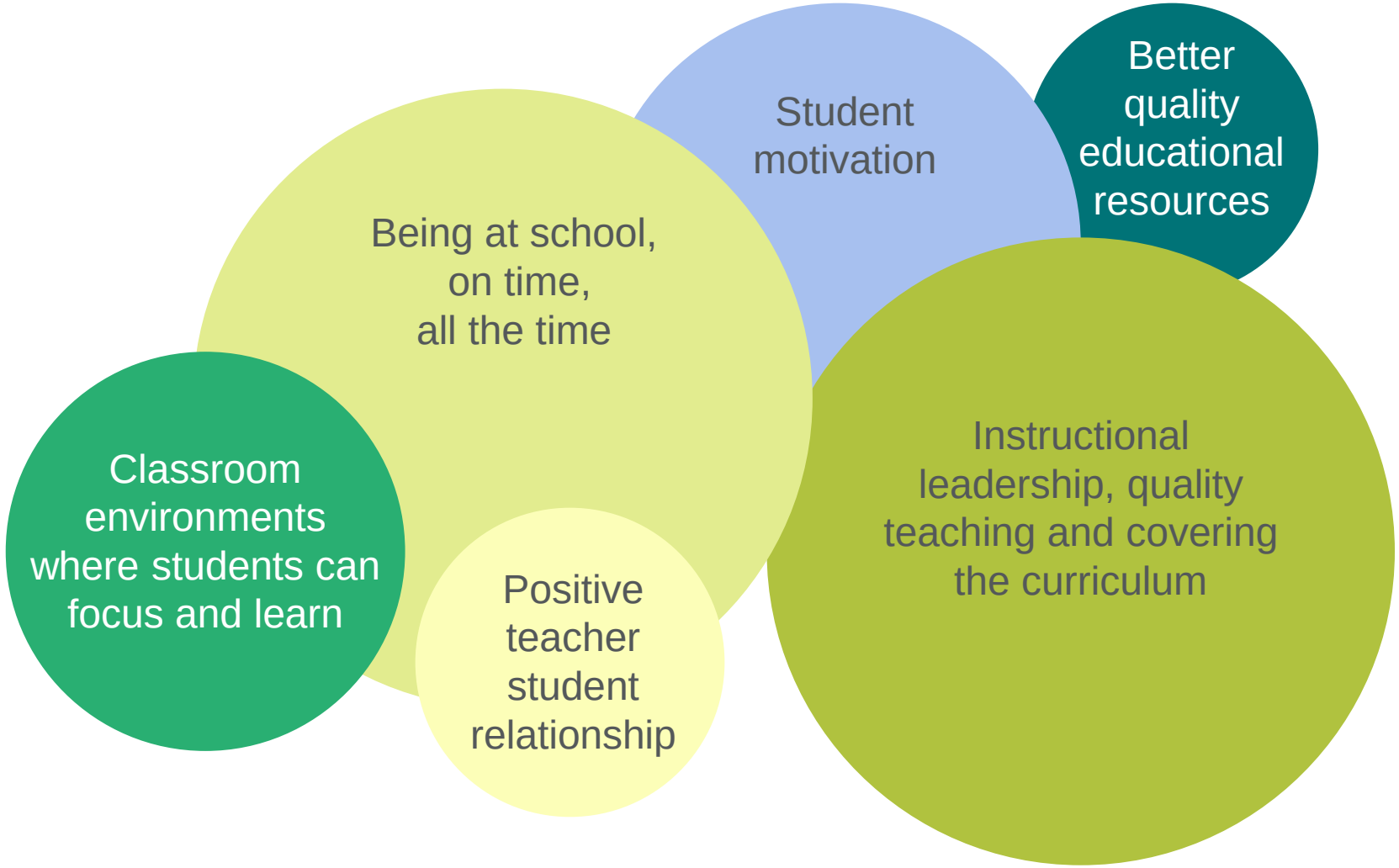


Source: Educational opportunity in Australia 2015: Who succeeds and who misses out, Mitchell Institute

Nyikina Mangala Community School

Darwin
Palmerston City
Kakadu National Park
Pine Creek
Nitmiluk
Katherine
Kalumburu
Mitchell Plateau
Drysdale River National Park
Oombulgurri
Wyndham
Prince Regent National Park
Drysdale River
Kununurra
Durack
Timber Creek
Gibb
Yarralin
Top Springs
Kimbolton
Dampier Peninsula
Warmun
King Leopold Ranges Conservation Park
Derby
Ord River
Purnululu
Kalkarindji
Willare
Broome
Fitzroy Crossing
Ord River Regeneration Reserve
Halls Creek
Mueller Ranges
Lajamanu
St George Ranges
Sturt Creek
Gingerah
Eighty Mile Beach
Tanami
Pardoo

Factors that make a difference



Australia

6 states
2 territories

Two Leadership Centres (Vic/Qld)

Two Professional Learning Institutes (Tasmania/WA)

New Centre opening in NSW

DET based in ACT/NT/SA

Principal

LESS THAN 10%

Aspired to become principal when first started teaching

27 years

Average time to become a principal

High job satisfaction

Compared to general population

71%

Greater than 50 years old

Darwin
Palmerston City
Kakadu National Park
Pine Creek
Nitmiluk
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Oombulgurri
Wyndham
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Tanami

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ESTABLISHED 2010

AITSL was established to **promote excellence in the teaching profession and in school leadership**.

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Australian Professional Standard for Principals
and the Leadership Profiles

ctices and Leadership
hat improve student learning

d the influence these factors

e leadership actions of

hip lenses – the Professional
ship Requirements lens
Leadership Emphasis lens
llowing diagram illustrates
e Profiles linked to each lens.

nd Leadership

Professional Practices lens
Focuses:

- Leading teaching and learning
- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community

The Professional Practices lens organises the set of statements to form Profiles that describe the Standard's five Professional Practices at increasing levels of proficiency.

Leadership Requirements lens
Focuses:

- Vision and values
- Knowledge and understanding
- Personal qualities, social and interpersonal skills

The Leadership Requirements lens organises the same set of statements to form Profiles that describe the Standard's three Leadership Requirements at increasing levels of proficiency.

Leadership Emphasis lens
Focuses:

- Operational
- Relational
- Strategic
- Systemic

The Leadership Emphasis lens organises the same set of statements into four focuses. Because a school leader''s actions are contingent on the context in which they operate, these statements describe the emphasis and do not form a progressive Profile.

Each focus describes a principal's actions as they lead with an operational, relational, strategic or systemic emphasis. The emphasis a principal chooses to apply in their leadership practice reflects their career stage, capability and context.

Go online to explore the Leadership Profiles:

- use the Interactive Leadership Profiles to view and download the Profiles through the three leadership lenses
- view and download recommended resources and tools aligned to the Profiles that can support your professional growth
- complete the Self-Assessment Tool, then use the planning tool to identify opportunities for growth using the Profiles.

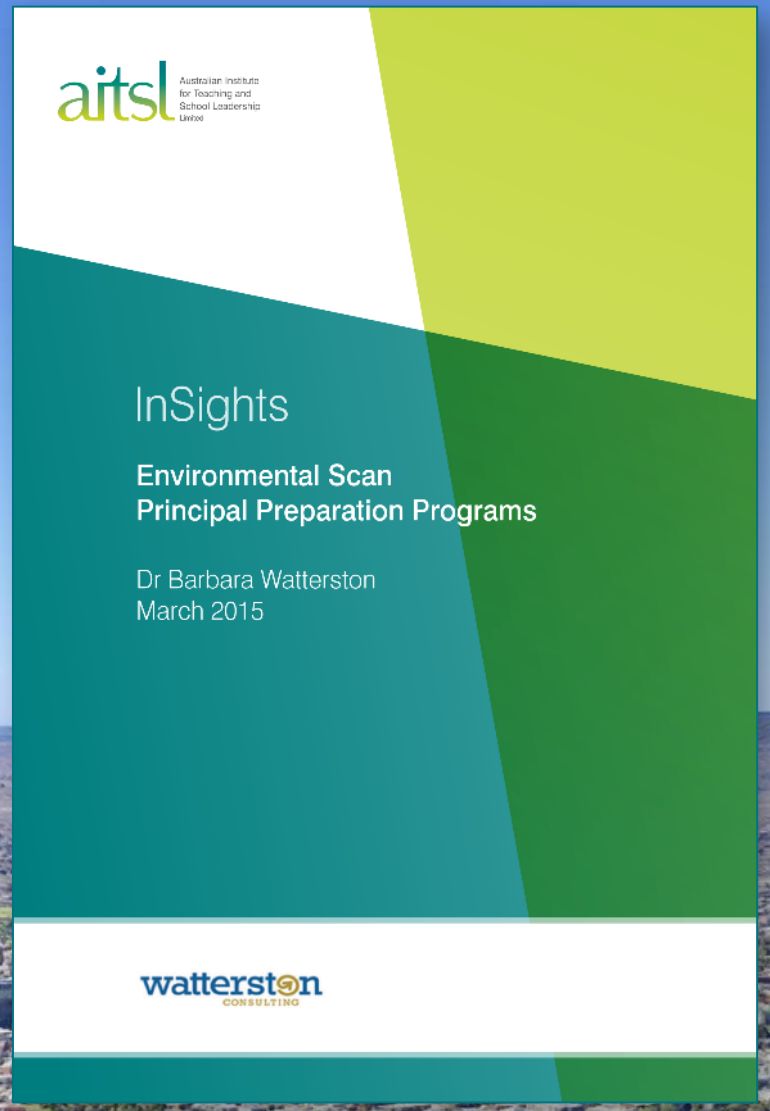
Visit aitsl.edu.au/leadership-profiles to get started.

How do we ‘**… make the provision of high-quality learning opportunities for principals a regular occurrence rather than an exceptional event …**’?

Linda Darling-Hammond, 2007

Environmental Scan

Principal Preparation Programs in Australia



Horizon Scan

Trends and directions here and overseas

System leaders told us….

- People aren’t putting up their hand
- Luck is creating the pathways
- There are not enough stepping-stones
- People are under-prepared in interpersonal skills

Principals told us…

- Need to articulate what is needed for the job
- The role is not attractive enough
- It's about deliberately developing leaders
- Pedagogical knowledge is the key

Aspiring leaders told us…

- My approach is be ready when opportunity knocks
- Foster emerging leaders to take risks
- Leading is a learnt skill – not a matter of chance
- Give opportunities to lead – its addictive!

Preparing
future leaders
Effective preparation for
aspiring school principals
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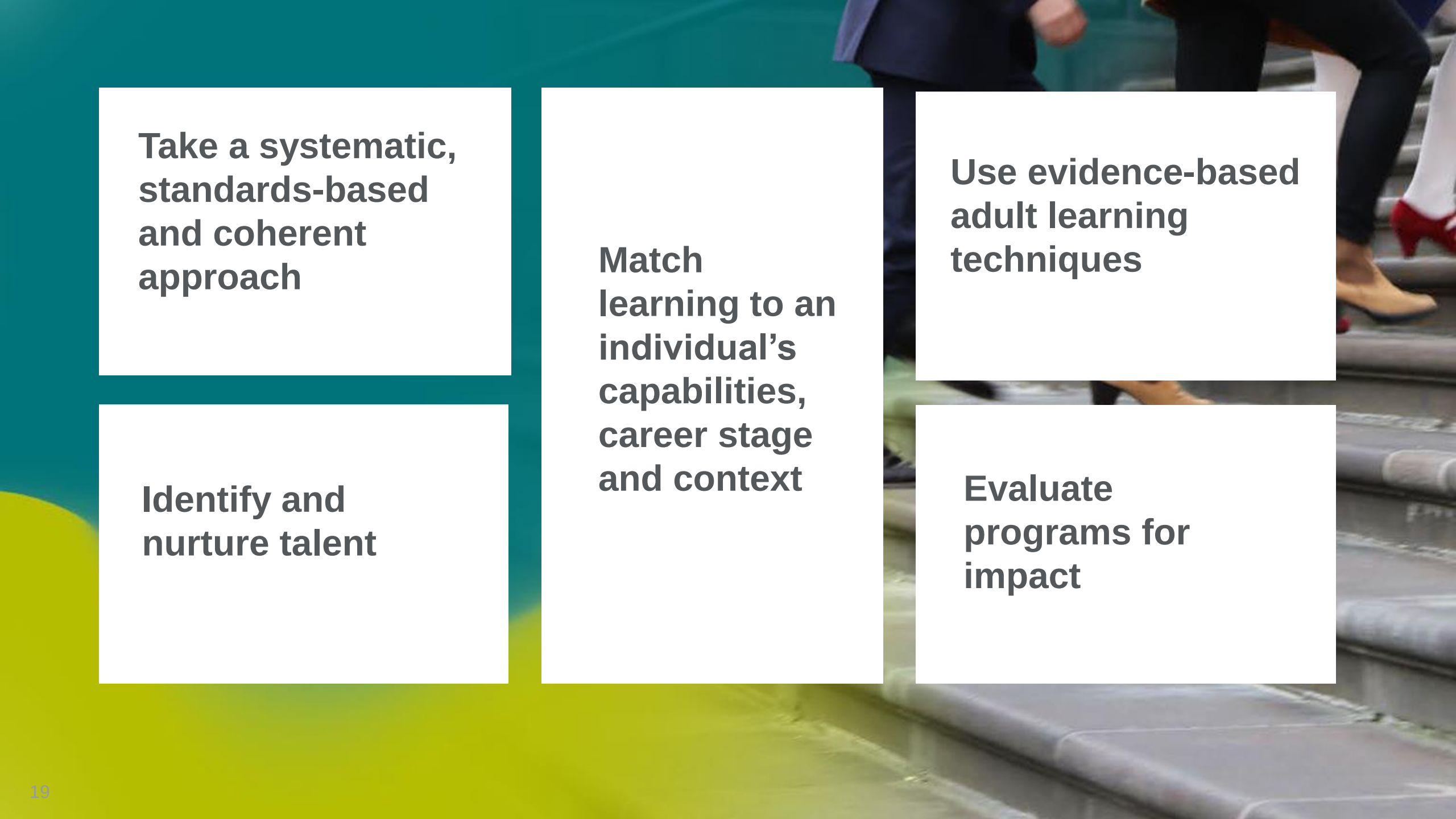
School Leadership
Limited



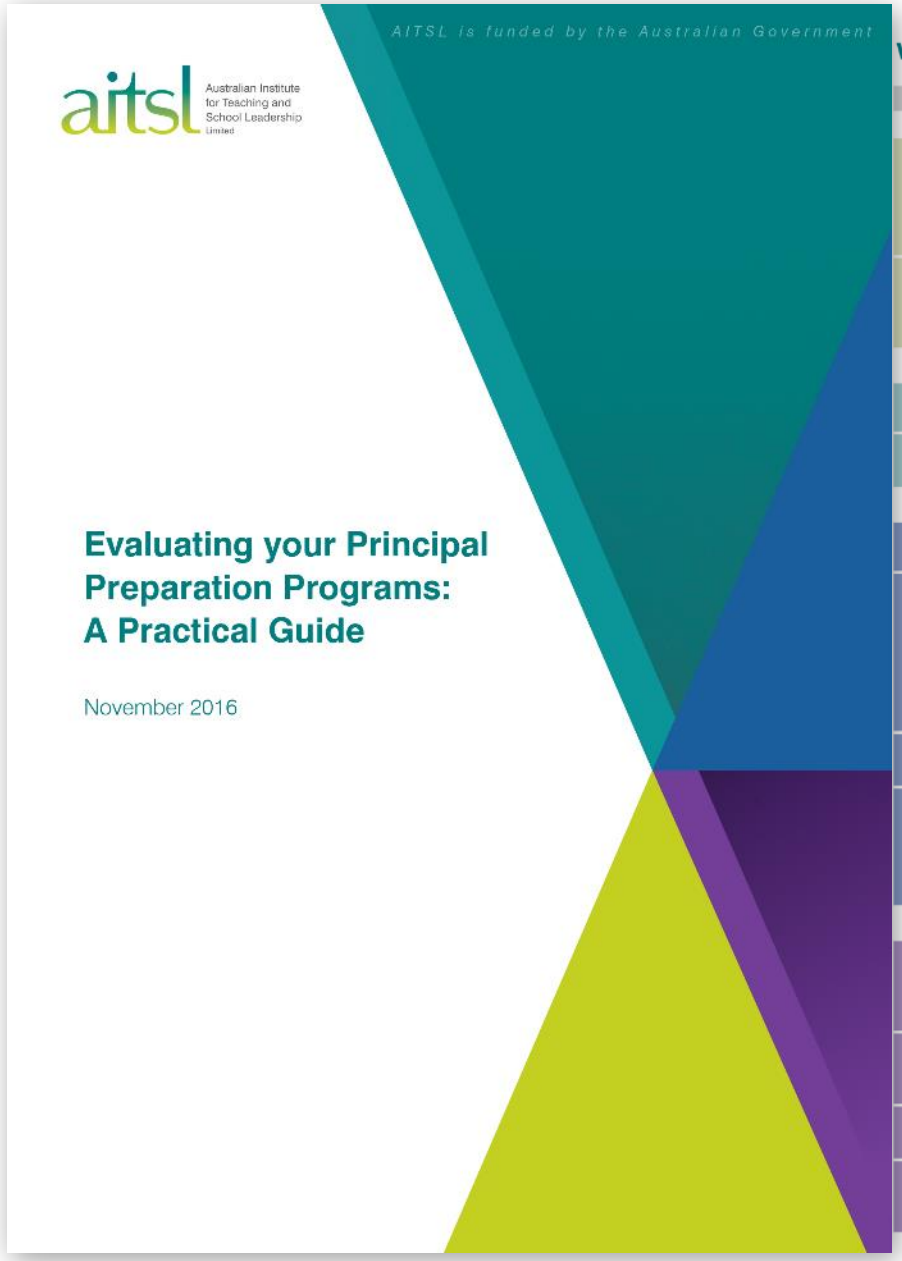
Take a systematic, standards-based and coherent approach

Match learning to an individual's capabilities, career stage and context

Use evidence-based adult learning techniques

Identify and nurture talent

Evaluate programs for impact



with focus areas and key evaluative questions

Focus areas	Key evaluative questions
What is the program trying to achieve?	
What are the program's objectives and goals?	What problem is the program trying to address? What are the identified leadership development needs of individual participants? How does the program help aspiring principals to progress towards the *Australian Professional Standard for Principals*? How does the program address the needs of schools and education systems (where applicable)? What are the short, medium and long-term goals and expected impacts of the program?
How does the program design contribute to achieving the program objectives and goals?	What external factors (e.g., policy environment, workforce planning) may impact the program's ability to achieve its objectives? How is the program designed and structured to ensure it achieves its objectives? Is the program design systematic, evidence-based, coherent and standards-based? What are the assumptions behind how and why the identified strategies will work?
Who should participate in the program?	
What are the desired program participant attributes?	What existing personal attributes, motivations, qualifications and experience should participants have? What existing skills should participants have, given the program's objectives?
Do the attraction and selection processes deliver the desired program participants?	Do the program attraction and selection processes result in participants who have the desired attributes, motivations, skills, qualifications and experience?
How effectively is the program designed and delivered?	
Is the program content coherent and relevant?	Does the content and structure of the program deliver on the objectives of the program? Does the program integrate theory and practice linked to the *Australian Professional Standard for Principals*?
Is the program design and delivery high quality and based on evidence of what works?	Does the program provide a learning development process that takes into account the needs, career stage, prior learning and context of individual participants? Is the content and curricular design coherent and grounded in evidence-based research? Is the structure and delivery of the program based on best practice including opportunities for practice, feedback and reflection? Does the program provide significant opportunities to learn from experts and practitioners? Are there opportunities for practical experience and applied learning? Are there processes to support the ongoing development of program graduates?
Are there effective assessment practices and measures of participant growth?	Does the program make good use of formative assessment and feedback processes? Does the program use baseline measures and ongoing monitoring of program participants' growth?
Do program graduates feel the program was worthwhile, and that they developed new skills?	What were program participants' experiences of the program? What are the program retention and completion rates? Were program participants engaged? Did participants learn new skills and gain knowledge? Do participants feel more prepared to lead?
How will we know if the program has been successful?	
Did program graduates change their behaviour during and after the program?	Did participants change the way they think and their leadership behaviour during and after the program? How have program graduates implemented specific learnings from the program in their leadership practice – including knowledge, skills, behaviours, attitudes and perceptions? Are program graduates working towards the *Australian Professional Standard for Principals*?
Did program graduates change leadership and teaching at their school?	Have changes in leadership practices improved the school climate? Have changes in leadership practices positively affected other school leaders? Have changes in leadership practices improved teaching practices?
What are the impacts of program graduates on student outcomes?	Are there changes in what students know and can do?
Has the program met its goals and had an impact on the education system?	Are program graduates having an impact on the system? Are program graduates applying for, and appointed to, principal positions? Did the program meet its short, medium and long-term goals defined in Component 1?

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Leading for impact

Australian guidelines for school leadership development

December 2017

...opment strategy

...leadership growth:

...cultures

...r school

...ity and diversity targets

...veloping future leaders. Ongoing ... change. The world that young ...ate, so leadership in schools needs ...bers of the jurisdiction, network or ...its profile and ensure that leaders

...e quantity, quality and diversity ...locations, from rural and remote ...performance and contributes to ...D. Embedding strategies to find ...with a disability and Aboriginal ...sses will achieve greater equality ...tain their cultural identity and value.

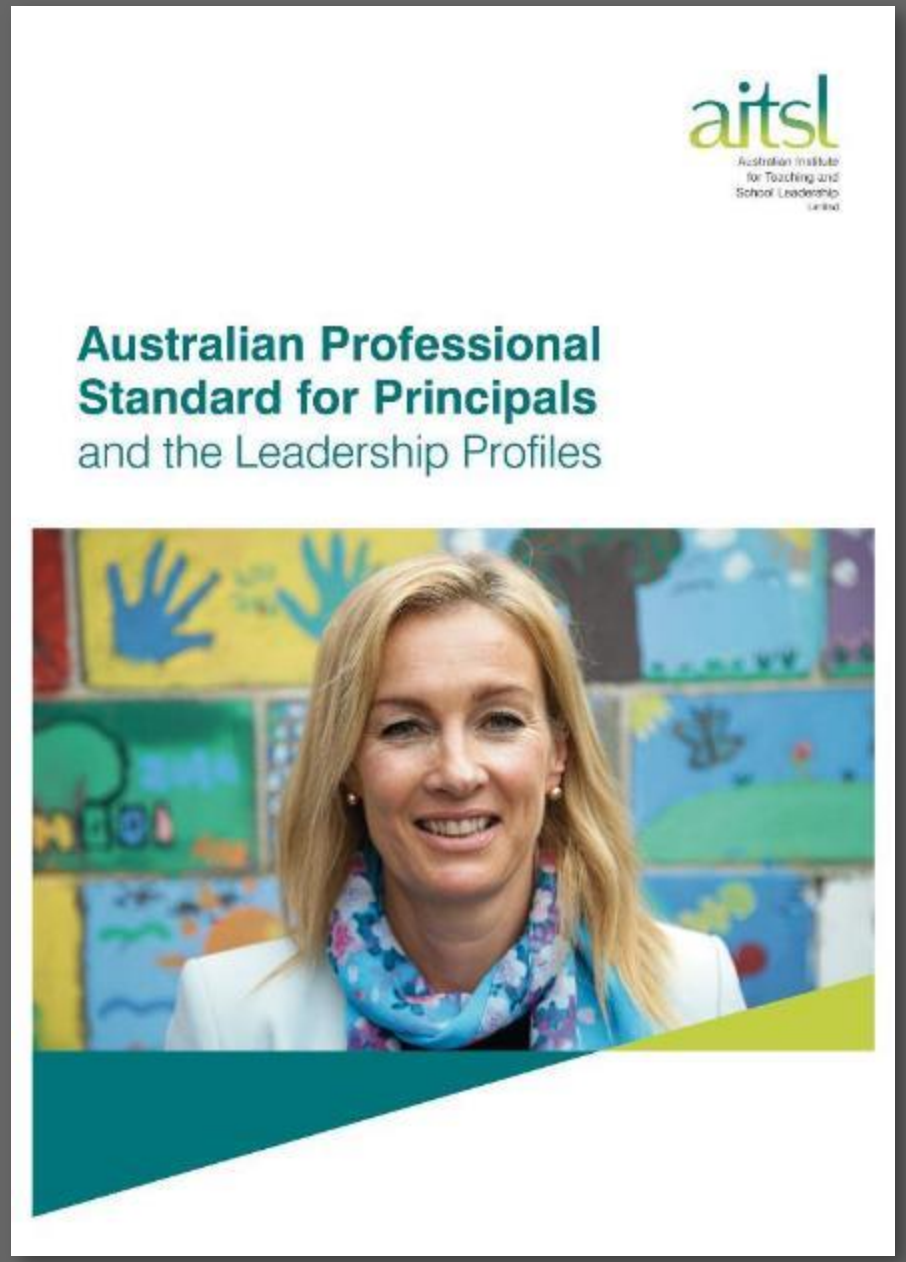
...e. Culture describes the way that ...whether in an informal or formal ...idual to consider themselves ...lopment of a leadership identity ...in the future. Supportive and regular ...al environment, so more teachers

What are the best ways to identify future leaders?

Viewing talent from a broad perspective and creating a diverse and extensive pool of people interested in all levels of school leadership is integral to growing leadership capacity across a jurisdiction or school. This approach reflects contemporary practice and recognises that leadership attributes are not fixed, but can be developed over time with targeted professional learning experiences and the proper support. It moves away from focusing on individuals as 'hero' leaders towards fostering collective and collaborative leadership capacity. This strengthens leadership and ensures all those with aspirations to lead in the future are supported to set targeted development goals and develop from early in their careers.

Recommendations

1. Establish a leadership development strategy and communicate its priorities to all members of the jurisdiction, network or school.
2. Implement purposeful strategies and use multiple and objective methods to find future leaders.
3. Create a culture that encourages every individual to develop a leadership identity.



Highly Accomplished and Lead career stages

1. Leadership development

2. Preparation and development for the principal role

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