



# 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%)**

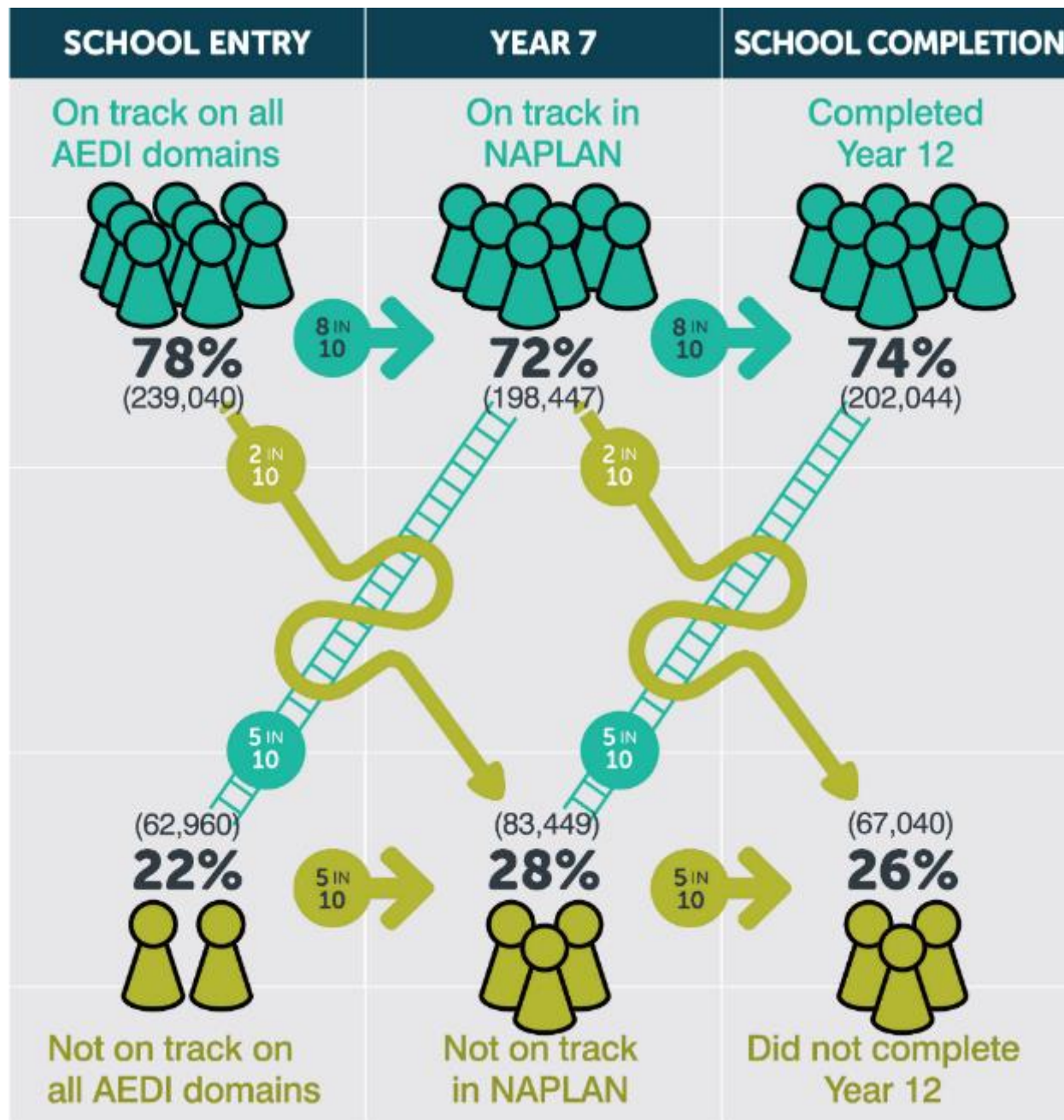
**Independent**



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

# Index of educational opportunity in Australia 2015

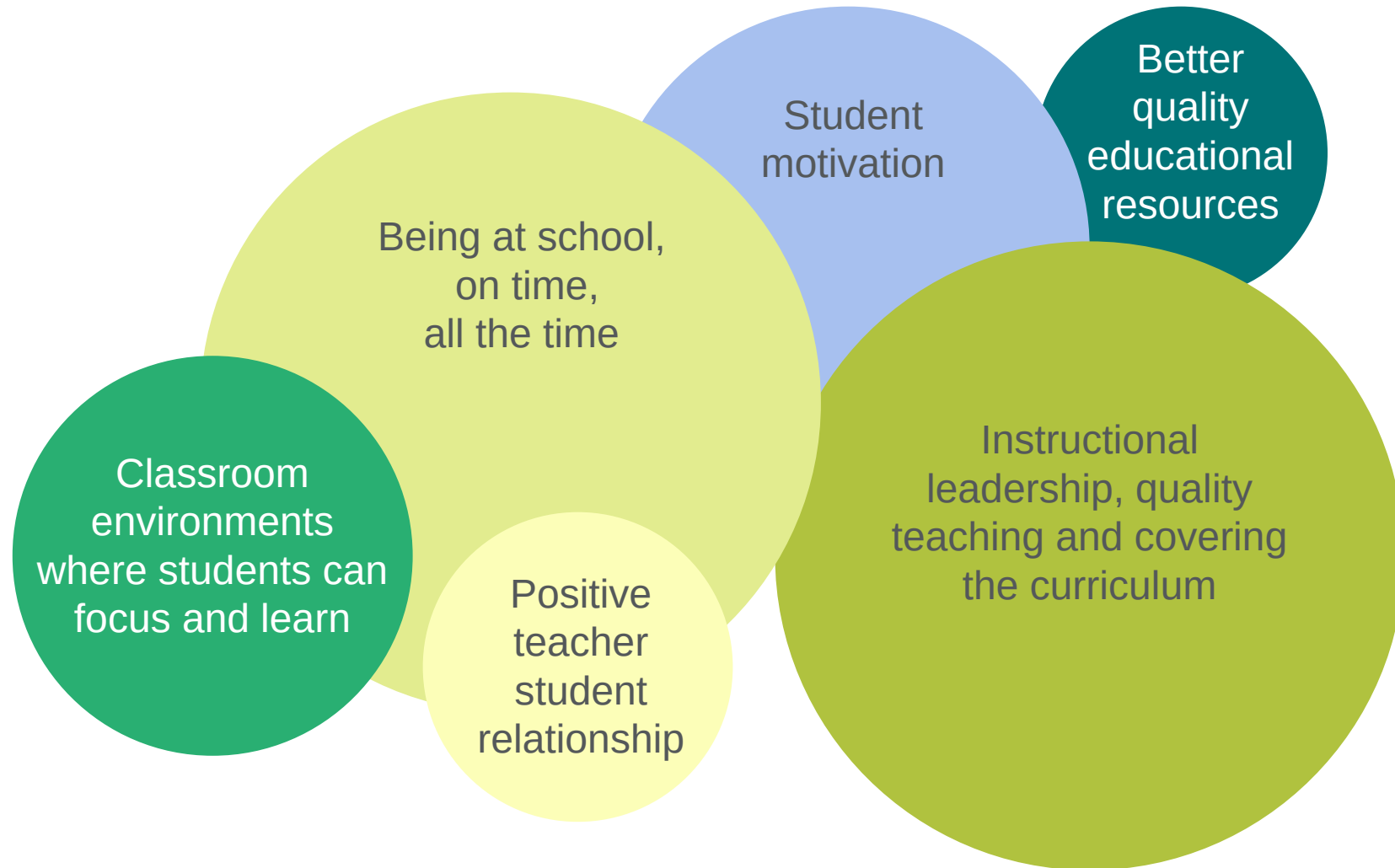
Source: Educational opportunity in Australia 2015:  
Who succeeds and who misses out, Mitchell Institute







# 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



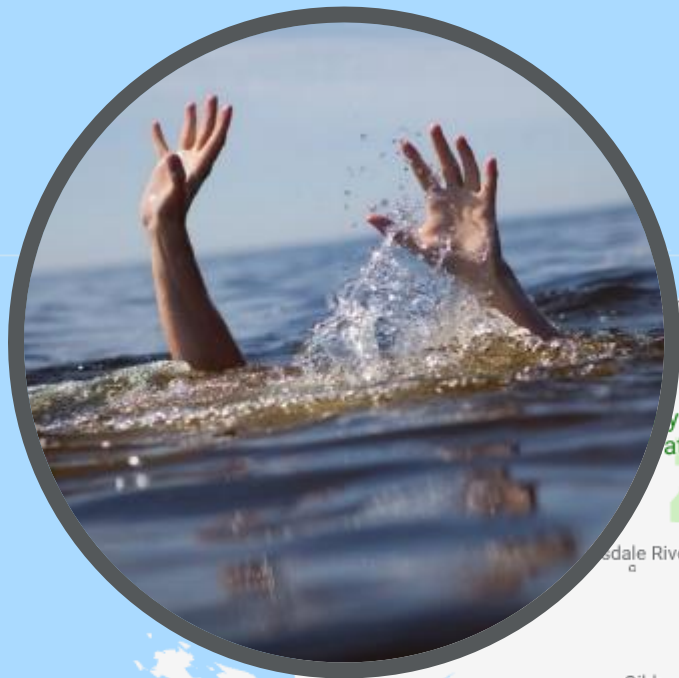
**High job  
satisfaction**

Compared to general  
population

**71%**

Greater than  
50 years old







aitsl



ESTABLISHED  
2010

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

## Australian Professional Standard for Principals and the Leadership Profiles



practices and Leadership  
that improve student learning

and the influence these factors

the leadership actions of

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



the, model  
the skills

and 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](http://aitsl.edu.au/leadership-profiles) to get started.

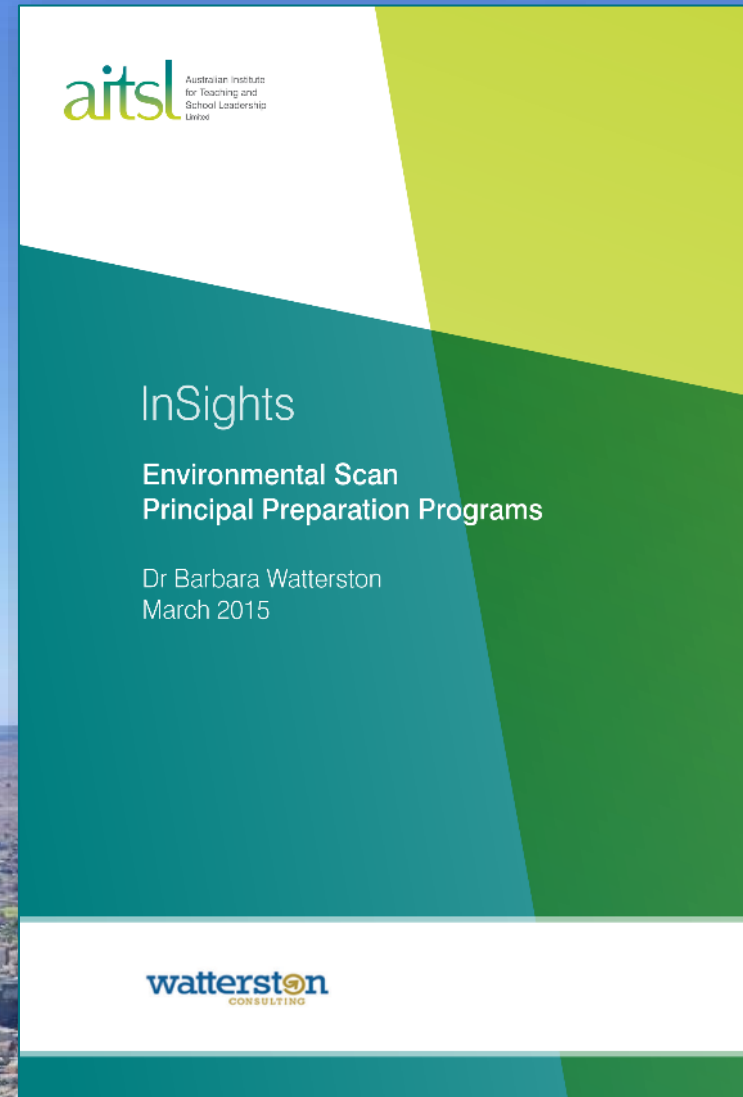
**How do we ‘... make the provision of high-quality learning opportunities for principals a regular occurrence rather than an exceptional event ...’?**

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!

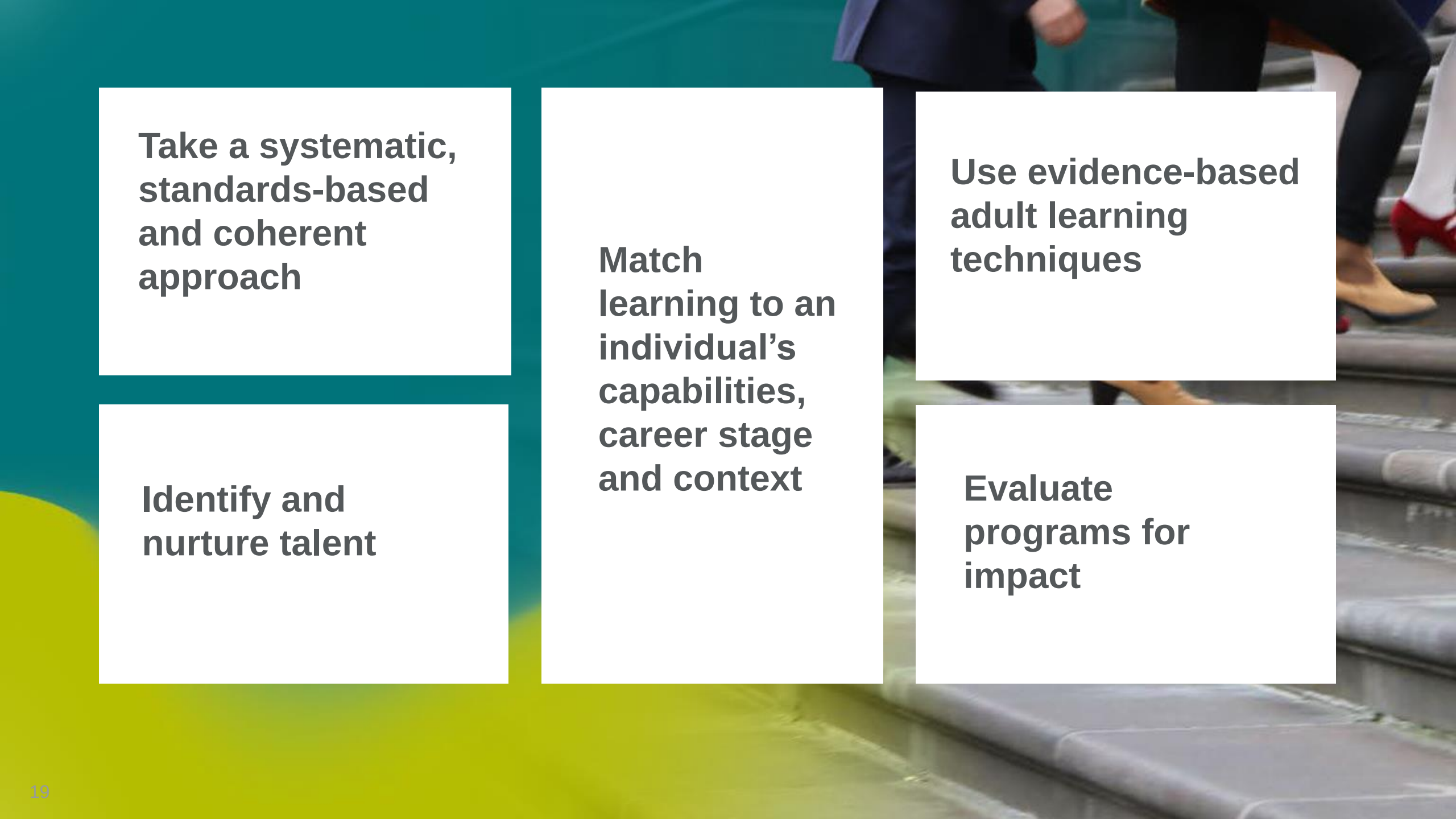


# Preparing future leaders

Effective preparation for  
aspiring school principals

**aitsl** Australian Institute  
for Teaching and  
School Leadership  
Limited



The background of the slide is a photograph of people walking up a set of stairs. The image is partially obscured by five white rectangular boxes containing text. The colors teal and yellow are visible on the left side of the slide.

**Take a systematic,  
standards-based  
and coherent  
approach**

**Identify and  
nurture talent**

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

**Use evidence-based  
adult learning  
techniques**

**Evaluate  
programs for  
impact**

## Evaluating your Principal Preparation Programs: A Practical Guide

November 2016

### with focus areas and key evaluative questions

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



Australian guidelines for school leadership development

A woman with blonde hair, wearing a blue and red patterned top, sits at a table. Next to her, a man with glasses, wearing a light blue striped shirt and a dark tie, looks at a document. They are in a bright office setting with large windows in the background. The image is framed by a teal and white geometric border at the bottom.

- leadership growth
- cultures
- school
- equity and diversity targets

developing future leaders. Ongoing  
change. The world that young  
late, so leadership in schools needs  
pers of the jurisdiction, network of  
its profile and ensure that leaders

performance and contributes to g. Embedding strategies to find e with a disability and Aboriginal eases will achieve greater equality ain their cultural identity and value.

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

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.

## Australian Professional Standard for Principals and the Leadership Profiles



Highly Accomplished and  
Lead career stages





## Leading for impact

Australian guidelines for school leadership development



## 1. Leadership development

## 2. Preparation and development for the principal role

## Connect with us



[aitsl.edu.au](https://aitsl.edu.au)



[twitter.com/aitsl](https://twitter.com/aitsl)



[facebook.com/aitsl](https://facebook.com/aitsl)



[linkedin.com/company/aitsleduau](https://linkedin.com/company/aitsleduau)

## Join 160,000+ eNews subscribers



[aitsl.edu.au/enews](https://aitsl.edu.au/enews)