

These activities can be used to introduce the 360° Reflection Tool and prepare school leaders to seek feedback on their leadership capacity.

The activities can be used to stimulate discussion regarding the attributes and behaviours of the 360° Reflection Tool in relation to the *Australian Professional Standard for Principals*.

Select from the activities provided or create your own and use with the:

- 360° Reflection Tool Attributes Model
- Attribute cards
- Stimulus cards

360° REFLECTION TOOL			
Professional Practices			
	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
Developing self and others	Builds capacity	Promotes professional learning	Manages self
Leading improvement, innovation and change	Inspires and motivates	Understands and leads change	Initiates improvement through innovation and change
Leading the management of the school	Aligns ethical practices with educational goals	Manages resources	Manages high standards and accountability
Engaging and working with the community	Creates a culture of inclusion	Engages with the community	Collaborates with and influences the community

Activity one

1. Select one Attribute card
2. Select one Stimulus card
3. Discuss how you might respond, from your perspective, to the selected question in relation to the attribute

Activity two

1. Select two Attribute cards as focus areas for your work this term
2. As a team, use the Attribute cards to map the actions and behaviours of the team
3. Introduce the Attribute cards to your staff
4. Initiate discussion at appropriate times
5. Seek feedback from peers

Activity three

1. Use an Attribute card to reflect on your current practice and how to improve
2. Work as a group of peers to explore how to improve your own skills
3. Set goals, seek and provide feedback
4. Monitor goals
5. Evaluate

Activity four

1. Compare Attribute cards to your role description
2. Set goals
3. Review

Activity five

1. Use the Attribute cards in a coaching conversation
2. Determine a goal you wish to achieve
3. Act on goal
4. Review

Activity six

1. Select an attribute that you consider a strength
2. Discuss how your strength in this attribute can best be used in your context
3. Share how you developed the attribute with your team

360° Reflection Tool Attributes Model



Leadership Requirements

Professional Practices



Vision and values

Knowledge and understanding

Personal qualities, social and interpersonal skills

Leading teaching and learning

Creates a student centred learning environment

Leads pedagogical practice

Creates a learning culture

Developing self and others

Builds capacity

Promotes professional learning

Manages self

Leading improvement, innovation and change

Inspires and motivates

Understands and leads change

Initiates improvement through innovation and change

Leading the management of the school

Aligns ethical practices with educational goals

Manages resources

Manages high standards and accountability

Engaging and working with the community

Creates a culture of inclusion

Engages with the community

Collaborates with and influences the community

Attribute card

Leadership Requirement:
Vision and values

Professional Practice:
Leading teaching and learning

**Creates a student
centred learning
environment**

1

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Attribute card

Leadership Requirement:
Knowledge and understanding

Professional Practice:
Leading teaching and learning

**Leads pedagogical
practice**

2

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Attribute card

Leadership Requirement:
Personal qualities, social and interpersonal skills

Professional Practice:
Leading teaching and learning

**Creates a learning
culture**

3

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Attribute card

Leadership Requirement:
Vision and values

Professional Practice:
Developing self and others

Builds capacity

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Attribute card

Leadership Requirement:
Knowledge and understanding

Professional Practice:
Developing self and others

**Promotes professional
learning**

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Attribute card

Leadership Requirement:
Personal qualities, social and interpersonal skills

Professional Practice:
Developing self and others

Manages self

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Creates a learning culture

The school leader:

- creates a positive learning environment for students, staff and the school community
- sets high expectations for every learner, including students, staff and self
- celebrates and promotes high performance of students and staff
- encourages evidence-based approaches to teaching and learning
- implements, monitors and improves teaching strategies to ensure equity of educational outcomes
- promotes the school's agreed approach to quality teaching and learning.

Leads pedagogical practice

The school leader:

- shares and promotes professional dialogue about current research in pedagogy and student engagement
- shares school results throughout the year and takes action to address gaps in school performance
- applies robust methods to monitor and report on student progress
- implements processes to ensure the application of new research in teaching, learning and child development.

Creates a student centred learning environment

The school leader:

- sets clear expectations that all activities in the school will contribute toward improving learning outcomes
- encourages active engagement of all students in their learning
- makes important decisions considering the impact on students' learning
- provides a consistent school-wide focus on individual student achievement
- listens actively to all students, shows interest and acknowledges their points of view and contribution
- promotes the school values through a flexible and diverse curriculum to meet the needs of all students.

Manages self

The school leader:

- responds calmly and constructively in emotionally charged situations
- models a commitment to a healthy work/life balance
- prioritises and acts constructively in response to conflicting demands
- takes appropriate action in times of uncertainty in the areas that are within their control.

Promotes professional learning

The school leader:

- seeks and responds to feedback to make changes in how they lead and manage the school
- in response to their own professional learning, makes changes in how they lead and manage the school
- identifies opportunities for, and encourages staff to engage in, professional learning linked to their performance goals
- sets and monitors high expectations of staff to share and implement insights from professional learning.

Builds capacity

The school leader:

- provides ongoing formal and informal feedback to staff
- leads the school in planning, implementing and evaluating staff professional development aligned to school goals
- identifies and makes the most of opportunities to develop others
- annually adjusts roles and responsibilities so that staff have the opportunity to develop
- identifies leadership potential in others and provides opportunity for others to demonstrate leadership.

Attribute card

Leadership Requirement:
Vision and values

Professional Practice:
Leading improvement, innovation and change

Inspires and motivates

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Attribute card

Leadership Requirement:
Knowledge and understanding

Professional Practice:
Leading improvement, innovation and change

**Understands and leads
change**

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Attribute card

Leadership Requirement:
Personal qualities, social and interpersonal skills

Professional Practice:
Leading improvement, innovation and change

**Initiates improvement
through innovation and
change**

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Attribute card

Leadership Requirement:
Vision and values

Professional Practice:
Leading the management of the school

**Aligns ethical practices
with educational goals**

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Attribute card

Leadership Requirement:
Knowledge and understanding

Professional Practice:
Leading the management of the school

Manages resources

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Attribute card

Leadership Requirement:
Personal qualities, social and interpersonal skills

Professional Practice:
Leading the management of the school

**Manages high standards
and accountability**

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Initiates improvement through innovation and change

The school leader:

- provides the school community frequent opportunities to give feedback on changes to improve school performance
- facilitates inquiry into innovative approaches to school improvement based on evidence
- promotes collaborative problem solving to ensure continuous improvement.

Understands and leads change

The school leader:

- evaluates the impact of change on student outcomes
- communicates the need for change in response to social, environmental or evidence-based educational trends
- plans, implements, monitors and reinforces purposeful change
- leads and implements the appropriate use of innovative technologies.

Inspires and motivates

The school leader:

- leads and seeks input into the development of the vision for the school
- builds commitment and confidence in a shared understanding of the vision for the school
- leads in a manner that is responsive to the stage, growth and development of the school
- recognises and celebrates the achievements of individuals and teams.

Manages high standards and accountability

The school leader:

- communicates clearly-defined expectations and accountabilities
- monitors accountabilities and takes action to ensure they are met
- ensures staff performance goals are based on the school's shared view of effective teaching and learning
- implements an effective learning and assessment framework to monitor and understand student progress
- takes appropriate action to address poor performance
- reinforces and monitors a process of observation and feedback for all teaching staff.

Manages resources

The school leader:

- explains to stakeholders how the allocation of resources impacts students' learning
- annually evaluates the impact of resource allocations on student and school priorities
- uses appropriate technologies to effectively manage the school
- aligns resources with learning priorities and the school's strategic plan
- prioritises effectively in order to achieve outcomes.

Aligns ethical practices with educational goals

The school leader:

- promotes democratic values including active citizenship
- delivers on their commitments to others
- behaves consistently in line with stated values and beliefs
- models and promotes the school's values
- advocates for students and the school in difficult situations
- challenges actions, behaviours and practices that are not ethical.

Attribute card

Leadership Requirement:
Vision and values

Professional Practice:
Engaging and working with the community

**Creates a culture
of inclusion**

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Attribute card

Leadership Requirement:
Knowledge and understanding

Professional Practice:
Engaging and working with the community

**Engages with
the community**

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Attribute card

Leadership Requirement:
Personal qualities, social and interpersonal skills

Professional Practice:
Engaging and working with the community

**Collaborates with
and influences the
community**

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Collaborates with and influences the community

The school leader:

- develops and maintains positive relationships with students, families and carers
- promotes positive partnerships with the school's broader community
- actively consults with families and carers about the educational priorities of the school
- co-ordinates policies and procedures for working with agencies to protect and support children and young people.

Engages with the community

The school leader:

- implements strategies to encourage all families to participate in the life of the school
- creates an environment that encourages students to engage with the wider community
- celebrates the rich cultural diversity of the community in the school's activities
- uses multiple communication approaches to involve all parents and carers in their child's learning.

Creates a culture of inclusion

The school leader:

- encourages active involvement of the community's diverse backgrounds in school activities
- leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages
- implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage
- supports the needs of students, families and carers facing complex challenges.

Stimulus card

How would you enact this attribute in your context?

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Stimulus card

How can you directly impact your students in relation to this attribute?

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Stimulus card

How can you impact the broader school community in relation to this attribute?

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Stimulus card

What impact does your enacting of this attribute have on students, your staff and your school community?

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Stimulus card

How would you coach a colleague to further develop this attribute?

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Stimulus card

How have you enacted the Leadership Requirement connected to this attribute?

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Stimulus card

How have you enacted the Professional Practice connected to this attribute?

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Stimulus card

What behaviours should you continue to exhibit?
What behaviours will you change / adapt / further develop?
What actions will you undertake to achieve this in the short / long term?

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Stimulus card

What is most important for you right now in relation to this attribute?
Are you enacting this in your role now?
How would you go about doing this?

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Stimulus card

What processes and procedures should be in place to promote this attribute through the school?

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Stimulus card

How would you demonstrate the behaviours connected to this attribute?

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Stimulus card

How would you go about reviewing the demonstration of this attribute within your own context?

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Stimulus card

M

How will you seek ongoing feedback in relation to this attribute?

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Stimulus card

N

What resources do you need to better develop this attribute?

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Stimulus card

O

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Stimulus card

P

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Stimulus card

Q

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Stimulus card

R

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