InSights

Environmental Scan
Principal Preparation Programs

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Acknowledgments

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Contents

What this report is about

The increasing complexity of the school principal role, the imminent retirement of many principals across Australia due to an ageing school workforce and the widespread shortage of suitable candidates to replace those about to retire have created an urgent need to increase the pool of high quality candidates who aspire to become school principals.

This report is an environmental scan of principal preparation in 2015. Its purpose is to identify the types of school principal preparation programs being delivered across Australia by providers in the government, Catholic and independent school sectors, as well as by providers in the higher education sector and other areas.

It describes where the programs are being delivered and how they are responding to the strategic imperative to develop future school leaders.

The report draws on interviews with program providers and representatives from national school principal and leadership associations. It also examines feedback from program participants and relevant data and research about programs.

It reveals there are three main categories of principal preparation programs available in Australia:

1. programs devoted to principal preparation exclusively

2. programs designed to develop school leadership skills across a range of roles, including middle management, of which principal preparation is one

3. school leadership programs that did not explicitly target principal preparation but had relevant key approaches and strategies.

The report uncovers key elements considered to be fundamental to the successful design, delivery and impact of principal preparation programs.

It also outlines weaknesses in the current system and suggests ways to improve programs and more broadly the system of preparing people for principalship.

It is important to note that this report provides a comprehensive, but not exhaustive, overview of current principal preparation programs. Also, it does not examine induction or other ongoing development programs for *existing* principals, or for other school leadership staff not seeking to move into principalship.

1. Key findings – a summary

This report found that programs considered by providers and participants to be highly effective all shared key ingredients in their design and delivery. Weaknesses in programs and the overall system of principal preparation, as well as suggestions for program and system-wide improvement, were also identified by this report.

The following section summarises the main findings.

Key findings: ingredients for program success

1. Programs are designed to integrate theory and practice linked to professional standards, and provide a context and well-structured method to encourage and support program participants.

2. Content is grounded in evidence-based research, focused on instructional leadership and leading school improvement and change.

3. Experiential activities (action learning, problem-based learning, scenarios, case studies) are grounded in contextual practice where participants apply what they learn in real time to real work, using reflective frameworks to ensure feedback from a variety of sources.

4. Mentoring and coaching are integrated to build leadership capability, enabling participants to explore strategies for self and school improvement. These strategies also provide a holistic means of supporting school leaders in their personal and professional growth.

5. Theory and practice are linked to shadowing, internships and school visits, to provide opportunities to demystify the role and apply knowledge and skills with guidance and significant modeling from an expert practitioner.

6. Spaced and blended learning opportunities integrate face-to-face (residentials, workshops), community-based and online interactions, and a mix of directed and self-directed activities, within a framework of ongoing reflection.

Key findings: weaknesses in the system of principal preparation

1. Inadequate funding for programs and initiatives is a prime concern for providers, leading to varying levels of support provided to participants.

2. A fully cohesive, systemic approach to leadership development is lacking, and collaboration between school sectors is not optimal.

3. Mechanisms to identify and develop effective leaders early in their careers or to support those considering principalship are not clearly visible.

4. Selection processes for entry into programs are not sufficiently rigorous.

5. Tools to measure program effectiveness and evidence of impact, during programs and over the longer term when a person becomes a principal, are inadequate.

Key findings: ingredients for improving the pipeline of applicants to principal preparation programs

1. Research and invest in the development of talent identification strategies, which rely less on self-identification but rather potentially identify strong future leaders within schools who are encouraged or supported to step forward (McREL International, 2014).

2. Apply a rigorous recruitment and selection process for programs, based on professional standards, to ensure that applicants selected for a program are those most likely to benefit from the experience and go on to succeed in a principal role. This helps ensure program participants contribute to a high-performance and stimulating learning environment. High calibre participants can have a big impact on a program's efficacy.

3. Build collaborative partnerships between systems/sectors, universities and the profession, to inform and support these recruitment processes and to articulate links to principal preparation programs.

4. Create an evidence base to determine and target specific areas of need (for example, less attractive positions/locations, women in leadership, increasing the number of Indigenous principals).

2. Scope of the report

2.1 Why focus on principal preparation?

Attracting the best possible candidates into leadership positions is a top education priority in Australia, as it is worldwide. This is because research evidence clearly shows that school principals play a crucial role in creating and sustaining high-performing schools. Principals are the leverage point for education reform and the primary drivers of school improvement. The challenge then is addressing the principal readiness gap (New Leaders, 2014) and the changing demands of the role itself.[1]

However, a large proportion of Australia's principals and other school leaders from the post-war 'baby boomer' generation will soon retire. The age profile of Australia's school principals is one of the oldest among Organisation for Economic Co-operation and Development (OECD) countries.

The average age for secondary school principals in Australia is approximately 54 years. This is one of the highest among OECD nations. (OECD, 2014)

The proportion of female to male principals is generally lower in Australia, compared with other OECD countries (OECD, 2014). When linked to evidence about the apparent reluctance of experienced teachers (particularly women in a female-dominated school workforce) to apply for principal positions, the challenge for Australia in ensuring an adequate supply of future principals is clear (Watterston, 2010).

A recent study of Australia's school workforce, *Staff in Australia's Schools 2013* (SiAS) (ACER, 2014), highlights the urgent need to find solutions to the problems of attracting and retaining suitable school leaders. While school leaders themselves expressed a high level of job satisfaction, about a third of leaders considered school leadership positions to be unattractive or very unattractive to qualified applicants.

Less than 10 per cent of teacher respondents to the SiAS survey said they intended to apply for a deputy principal position within the next three years, with males more likely to apply than females. Those in a position of leadership, such as deputy principal, were more likely (primary: 26 per cent – secondary: 34 per cent) to apply for a position as principal within the next three years.

Only 1–2 per cent of teachers intended to apply for a principal position within the next three years, with males again more likely to apply than females. (ACER, 2014)

Widespread teacher reluctance to consider applying for the job of principal has worrying implications for Australia's ability to improve schooling and hence its economic and social prosperity. This reluctance is occurring in tandem with another trend described in the Pont, Nusche and Moorman (2008) report *Improving School Leadership.*

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1 Also see highlights and introduction in OECD (2014).

The 2008 report found that increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders.

There is much room for improvement to support current school leaders and make the role of principal an attractive career option for future leaders. Relevant and targeted support is needed to meet the changing demands. The combination of an ageing school principal workforce with many principals on the brink of retirement and chronic shortages of qualified candidates to replace these people make it imperative to take action. Policy makers need to enhance the quality of school leadership and help to make it sustainable (Pont, Nusche and Moorman, 2008).

There is also significant evidence that many first-time principals feel they are unprepared for the demands of the role.

These workforce and school performance challenges provide the context for this report's examination of what Australia's education systems are doing to prepare teachers for principalship and what can be done to strengthen programs and increase the talent pool of applicants.

2.2 Methodology used for the report

Desktop research was used to identify a wide range of providers of leadership development programs, including school sectors, higher education, research and commercial organisations, covering all states and territories in Australia. Interviews via telephone or face to face were then conducted with program providers and relevant organisations. Written feedback from program participants was also collected and examined.

To ensure representative coverage across states and territories, direct contact was made with:

- all eight government school systems

- five Catholic dioceses, four independent associations and one national independent association (selected where it was observed that a range of school leadership development opportunities were available)

- seven commercial providers and professional associations active in the area of school leadership development via advertised programs, research and/or partnering with systems and sectors

- two universities, by way of example (partnership) and where the focus (instructional leadership) was consistent with emerging themes from discussions (note that Appendix 4 provides a snapshot of universities offering postgraduate courses focused on educational leadership)

- six national principal associations, to inform and advise on current programs accessed by members, including perspectives on key features that are highly valued.

These details are represented in Table 1 below, reflecting the breadth and depth of the scan across all states, territories, systems and sectors. (Note that the shaded boxes refer to those providers delivering specific principal preparation programs, referred to as Category 1 in Appendix 1A.)

Table 1: Providers contacted directly

State/territory	Government	Catholic	Independent	Higher education*	Commercial	Principal Association
ACT	1		*Inc. NSW*			
NSW	1	1+1	1			
NT	1					
QLD	1	1	1		1	
SA	1		1			
TAS	1					
VIC	1	1	1	1		
WA	1	1		1		
National			1		6	6

* (see Appendix 4 for the complete list)

The author's research, interviews, data collection and analysis focused on three core areas (captured in Appendix 1A):

- program development and purpose
- program approaches and design features
- strategies used to determine the program's impact.

2.3 Three types of principal preparation programs uncovered by this report

Three main categories of principal preparation programs are available in Australia. This report focuses mainly on the ten programs it identified as being exclusively designed for principal preparation (the Category 1 programs). However, it has also identified and described other programs that provide professional learning opportunities for teachers aspiring to become principals.

The report groups these other programs into two categories – combined programs that are designed for teachers and school leaders in or aspiring to a range of roles including the principalship (Category 2 programs) and those that, while not explicitly targeting principal preparation, encompass relevant strategies and planning for school leadership (Category 3 programs).

Indeed, the report found that providers in the government, Catholic and independent school sectors and higher education were not limited to delivering only one category or type of program. Many providers were involved in delivering programs in two or all three of the categories identified by this report.

As mentioned above, this report's analysis focuses mainly on the ten programs identified as solely aimed at principal preparation. However its analysis is also informed by the extensive interviews conducted with providers of all categories of programs.

Description of categories

Category 1 – Principal preparation programs

The design and delivery of these programs had a clearly articulated intent to develop and prepare participants for the principalship as the next stage in their career pathway. The report identified ten programs in this category.

Most providers in this category also had a clear strategic intent − to identify and support a group of aspiring principals to be prepared for their first appointment, thereby creating a pool of role-ready aspirants to replace existing principals as they leave the school system. For more detail about the content and location of these programs see Appendices 1A and 1B.

Category 2 – School leadership programs that combine aspirant and broader leadership development

Programs in this category targeted teachers and school leaders as well as the aspiring principal. Participants in these programs may move to various school leadership roles including, but not exclusively, the principalship. Many of the design features of these programs were consistent with those in the principal preparation programs profiled in Category 1. For more details about the content and location of these programs see Appendix 2A.

Category 3 – Programs encompassing strategies related to principal preparation and future planning for school leadership

Some providers, while proactive in developing and delivering programs and strategies to support and develop school leaders at all stages, indicated they did not offer a program specifically designed for preparing participants for the role of principal. However, it is important to include some key points about these providers to demonstrate the broad scope of programs being delivered.

While these providers do not specifically target the aspirant principal, they do use approaches and strategies that highlight a collaborative, strategic approach to leadership development, inclusive of key stakeholders. A number of the design features of their plans and strategies appear to be consistent with the key design elements in principal preparation programs. For more detail about the content and location of these programs/strategies see Appendix 2B.

2.4 Locator map of Australia's Category 1 principal preparation programs

NORTHERN TERRITORY

- *Tomorrow's School Leaders Program* — Charles Darwin University **(G)**

QUEENSLAND

- *Stepping Up* — Brisbane Catholic Education **(C)**
- *Take the Lead* — Department of Education and Training **(G)**
- *Emerging Principals Program* — Queensland Education Leadership Institute **(P)**

WESTERN AUSTRALIA

- *The Aspiring Principals Program* — Catholic Education Office WA **(C)**

NEW SOUTH WALES

- *Emerging Principals Program* — Catholic Education Office Sydney **(C)**
- *Leadership Centre Flagship Program* — Association of Independent Schools of NSW **(I)**

VICTORIA

- *Principal Preparation Program* — Bastow Institute of Educational Leadership **(G)**
- *Re:th!nk: Aspiring to Principalship* — Catholic Education Office Melbourne **(C)**

TASMANIA

- *Shadowing Program for Aspiring Principals* — Department of Education **(G)**

Key
C – Catholic
G – Government
I – Independent
P – Other provider

Notes

*Some states and territories contribute to principal preparation via Category 2 and 3 programs. See Appendices 2A and 2B for locations of these programs.

**South Australia in 2015 has introduced advanced leadership qualifications for all principals, including first-time principals. This will become a requirement from 2020.

3. Findings – the ten principal preparation programs

This report identified ten programs currently available that are wholly devoted to preparation of people for their first principalship (Category 1 programs). Most of these ten programs share key design features. The following table provides a snapshot of the programs - who delivers them and the design features of each program. A more detailed description of each principal preparation program, its provider and issues highlighted by interviewees is available in Appendix 1A.

Table 2: Australia's ten principal preparation programs – snapshot of their content and design

Program/provider	Funding[2]	Duration	Maximum # of participants	Mentoring, coaching, companioning	Face-to-face/ residential	Online (Online community)	Action learning (via project)	Peer learning[3]	Internship, shadowing	Exemplary school visits	360° profiling tools	University accreditation
Government Sector												
Principal Preparation Program / Bastow Institute of Educational Leadership / Department of Education and Training – VIC	Fully	1 year	42	✓	✓	✓	✓	✓	✓	✓	✓	Monash University
Tomorrow's School Leaders Program / Centre for School Leadership and Charles Darwin University – NT	Shared	1 year	25	✓	✓	✓	✓	✓			✓	CDU
Take the Lead / Department of Education and Training – QLD	Fully	2 years	25	✓	✓	✓		✓		✓	✓	
The Shadowing Program for Aspiring Principals / Department of Education – TAS	Shared	4 – 6 months	15 - 20	✓	✓	✓	✓		✓		✓	University of Tasmania
Catholic Sector												
Stepping Up / Brisbane Catholic Education – QLD	Fully	1 year	30	✓	✓	✓	✓	✓	Negotiated/as part of mentoring if desired	✓	✓	ACU (Masters Level)
re:th!nk Aspiring to Principalship: Leadership Development Program / Catholic Leadership Centre, Catholic Education Office (Melbourne) – VIC	Shared	2 years	50	✓	✓		✓		✓		✓ (3)	ACU
Emerging Principals Program / Catholic Education Office Sydney – NSW (in partnership with QELi)	Fully	1 year with an optional further 6 months	20	Commencing	✓	✓	✓	✓	Exploring this more fully now the program has commenced.		✓	ACU
The Aspiring Principals Program / Catholic Education Office – WA	Fully	2 years	20 (10 participants in year one and 10 participants in year two)	✓	✓	Including forums and modules	✓		✓		✓ (2)	University of Notre Dame Australia (Fremantle)
Independent Sector												
The AIS Leadership Centre Flagship Program / Leadership Centre / Association of Independent Schools – NSW	Mixed (e.g. self, fully, 50/50 shared central/region/school). Partial scholarships from external providers.	1 year	30	✓	✓	✓	✓	✓	✓	✓	✓	UNSW,QUT, Macquarie, CSU, and others in process.
Providers												
Emerging Principals Program / Queensland Education Leadership Institute	Mixed (e.g. self, fully, 50/50 shared central/region/school)	1 year	30	✓	✓	Collegiate tutorials	✓	✓			✓	Several (See Appendix 1A)

2 Fully-funded programs may also have a small relief teaching component shared by the school. Shared funding refers to those programs where schools, in addition to relief teaching, also contribute to associated accommodation and travel costs.

3 Referring to processes where participants form smaller groups (e.g. collegiate/hub/home groups) which interact with a specific focus via face-to-face and inter-session activities throughout the program.

InSights

3.1 Content of principal preparation programs – main themes

The report examined whether there are common content areas overall, any particular content that is 'privileged' in some courses more than others, and whether there are any obvious gaps in any courses. Common themes in the content of programs are outlined below.

- Self as a leader – a focus on leadership and leading, understanding self and the evolving nature of leadership, and how this impacts upon and influences others.

- Instructional leadership – includes using data to inform decision-making about teaching and learning, evaluating leadership decisions regarding learning outcomes, and linking current research evidence to quality teaching and learning.

- Leading improvement and change – leading change through curriculum, pedagogy and the innovative use of technology, and thinking strategically.

- The holistic nature of the principal's role – encompassing the principal's role within the school community. There are many elements of the principal's role and, to work well, all elements need to be aligned. This includes the role of the leader as an organiser and driver of ideas.

These themes align with lessons from international case studies (Darling-Hammond et al., 2007) which emphasised the need for a greater focus on instructional leadership, doing a better job of integrating theory and practice, and providing better preparation in working effectively with the community.

3.2 Design of principal preparation programs – main themes

Links to professional standards

All programs were developed and aligned (to varying degrees) to the Australian Professional Standard for Principals ('the Standard'; AITSL, 2014) and, in the Catholic sector and Lutheran schools, to relevant leadership/capability frameworks. Some school systems indicated further articulation will be undertaken once the Leadership Profiles linked to the Standard (AITSL, 2014) have been completed and released.

> **Most providers fundamentally designed their programs around the five professional practices in the Australian Professional Standard for Principals. All made reference and links to the Standard.**

Most of the programs were less concerned with management and aspects to do with compliance with the exception of, for example, the Catholic Education Office's Western Australia program where the first year focused on transactional leadership (management), and the second (enrichment year) on transformational and servant leadership.

The reason for this approach was to ensure that if participants were successful in receiving a principalship during or after the first year of the program they had the required management/administrative connections and skills to lead the school.

In many instances it was felt that areas of management and compliance were more suited to integration into, and the purpose of, induction programs. However, provision was made for personalised learning in areas where it was determined that knowledge in an area of management was required, and this was explored further via mentoring and shadowing, or the selection of other available professional learning options.

Real-life learning

Learning from the profession and in-situ opportunities emerged as key features of the programs overall. This was evident both from the inclusion of mentoring, shadowing and coaching programs, as well as discussions with respondents. With some crossover of titles/ definitions, each program included a minimum of three of the expert practitioner strategies described below.

- Mentoring, coaching and professional companioning – to build leadership capability, and enable participants to explore strategies for self and school improvement. These strategies also provide a holistic means of supporting school leaders in their personal and professional growth.

- Shadowing, internships and school visits – including working alongside a highly effective host school principal to develop capabilities for the principal role; to demystify the role and apply knowledge and skills with guidance and significant modeling from an expert practitioner.

- Guest presenters and master classes – with recognised expert researchers and practitioners acknowledged in their field.

Creating meaningful links between theory and practice in programs was considered essential for program effectiveness.

The views of respondents in this report also highlighted the need to look beyond local walls, and provide opportunities for the formation of cross-sector/interstate cohorts, for example:

> *"I have a deep belief the more varied and diverse the cohort, the richer the learning will be." (program provider)*

Others wanted participants to experience the bigger picture, better preparing people to get out of their comfort zone locally, nationally and internationally:

> *"…picking up on all the good things done in other settings and seeing it in practice." (program provider)*

Recognition of learning

The importance of university partnerships, recognition and accreditation was valued highly by respondents interviewed for this report, though take up varies between programs. In the university/higher education context, most programs attract credits to a Graduate/ Professional Certificate or a Master's degree. Accreditation, certification and formal system credentialing/endorsement of programs by employer education authorities are also being explored.

Other providers focus on building the talent pool by exploring accreditation of internal and external programs that will inform the recruitment and selection of first-time principals (for example, providers such as the South Australian Institute for Educational Leadership and Western Australia's Department of Education).

Formal recruitment methods

The nomination process to select applicants for programs varies within the sectors. In addition to self-selection, principals/regional personnel are also involved in encouraging potential participants to apply for programs. Where required, sign-off to attend usually lies with the principal.

In at least one jurisdiction it is made clear that applicants should understand their selection into the program represents a significant investment by the directorate to build their leadership capability, and that they should carefully consider their current commitments before applying.

Competitive application processes included a number of steps, using at least three of the following before applicants are accepted into the program/s:

- a written application
- endorsement at the school level
- short-listing
- a panel/telephone interview
- an interview with the applicant's principal.

Respondents said that high-quality courses demanded rigour in selection processes, appropriate to the calibre of those for whom the program is designed.

Measuring program effectiveness

Providers used a range of mechanisms and techniques to assess participant progress – formative and summative during the programs, and also ongoing in the workplace, particularly through feedback from participants, mentors and principals. How this information is used to evaluate programs, and to inform their improvement, varies between programs and their providers.

Seven of the ten programs currently being delivered are reported as having a positive impact in lifting the numbers of quality applicants applying for and being successful in achieving promotions, as well as improving levels of teacher readiness for principalship.

The other three programs – the Bastow Institute's *Principal Preparation Program* in Victoria, the Sydney Catholic Education Office's *Emerging Principals Program* and the Northern Territory's *Tomorrow's School Leaders Program* – started in 2014, making it too early to track their impact.

The seven programs with data showing positive impact are:

- *Stepping Up* – Brisbane Catholic Education
- *re:th!nk: Aspiring to Principalship* – Catholic Education Office Melbourne
- *The Aspiring Principals Program* – Catholic Education Office WA
- *Take the Lead* – Department of Education and Training QLD
- *Shadowing Program for Aspiring Principals* – Department of Education TAS
- *Leadership Centre Flagship Program* – Association of Independent Schools NSW
- *Emerging Principals Program* – Queensland Education Leadership Institute (QELi).

Feedback strategies used by providers to measure the impact of their programs include the following.

Feedback from participants – Providers gathered feedback on the quality of their programs via discussions with participants, together with available information gained from their formative, summative and longitudinal data collection processes. Longitudinal data processes are developed internally, by external evaluation or sometimes via providers undertaking research at the PhD level to determine the efficacy and impact of their programs.[2]

Other feedback strategies focused on the recognition of changed behaviours and the degree to which a person was able to demonstrate these changed behaviours and practices. Processes used to detect the changes involved feedback (some via interviews) from the individual participants, their mentor and their principal, and other evidence of the observable behaviour (for example, as articulated in a professional learning plan).

> **Programs provide an opportunity to reflect on current leadership capabilities and styles, and to identify areas for refinement and focus for development.**
>
> **Programs are both confronting (challenging) and rewarding, practical, thought-provoking and relevant.**
>
> **Programs give the individual permission to care about and plan a career as a future principal. Participants can learn specific skills, such as active listening, and being able to put theory into real-life practice, while making collegial friends and gaining credit towards higher qualifications.**
>
> *(Source: feedback data collected by program providers)*

Using employment data as feedback – Participation in the principal preparation programs has led to a rise in the quality and number of people applying for jobs as school principals, including less attractive positions, according to anecdotal and statistical data from providers (see Appendix 1A).

85-95% of graduates from Brisbane Catholic Education's *Stepping Up* program go on to higher duties in schools

84% of newly appointed principals in Queensland in 2013 were graduates from the Department of Education and Training's *Take the Lead* program

Informal evidence uncovered by this report suggests that employers and school selection panels are privileging those who have been through a particular principal preparation program.

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2 Note that related research is currently being undertaken by Shane Glasson with CEO WA, by Shanti Clements with DEC NSW; Bastow via McREL, as well as within AIS NSW.

In addition to the proportion of program participants who moved successfully into the principalship, future internal longitudinal data gathered by providers will focus on tracking graduates' future careers, the degree to which these people feel prepared for the principal role as a result of the program, and the number of participants who decide to aspire or not to aspire to principalship.

3.3 Crucial ingredients for success

This report found key elements were crucial for the successful design and delivery of principal preparation programs.

Program participants and providers, regardless of the school sector they came from, wanted and valued programs that included a balance of formal and informal processes, alliances and collaboration with peers, opportunities to challenge assumptions and acquire new learning, and the use of theory-into-practice models.

Programs grounded in the practical requirements and demands of a school principal's job and in reflective practice were highly valued by course participants, according to feedback collected by providers.

The following section of the report outlines the main elements found to be crucial in designing and delivering a successful program. It also identifies some weaknesses in the current provision.

Using trained mentors to demystify the role of principal

It is essential that program participants know what the principal's job is and address it through opportunities that include shadowing, mentoring, professional companioning,[3] internships, visits to exemplary schools and coaching. Respondents interviewed for this report often commented that school principals get to know program participants visiting their schools and are very open and supportive towards them.

These strategies build the capacity of the participant as well as the 'host' principal and, from a more systemic perspective, help strengthen positive attitudes towards the role of principal. The significance of learning from an expert practitioner was frequently highlighted by those interviewed for this report. However, they noted the need for purposeful, well-designed reflective tools, and shadowing/coaching matched to the developmental needs of the participants.

These strategies helped make leadership and the role of the principal more visible, according to the participant feedback received by programs using mentoring, coaching and shadowing strategies.

> "… *seeing the total complexity of a principal role, and being privy to the 'difficult conversations' and then seeing the positive results that emanated from them.*"
>
> "*It was great to be able to observe different scenarios and be involved in the closed-door conversations.*"

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3 One-on-one support from a 'professional companion', an experienced principal who is also a trained coach (AIS NSW).

> *"I observed many times where my mentor had to manage situations that she considered vital and important to the development of a sister school relationship. Being in close proximity to the principal in a temporary office space enabled me to observe how a variety of situations were managed."*
>
> *(Source: comments from participants who had principal coaches)*

Using small cohort groups and supporting ongoing networking

The report found processes where participants formed smaller groups (e.g. collegiate/hub/home groups), which interact via face-to-face and inter-session activities throughout the program, were crucial to a program's success and integrity.

Emphasis was also placed on the value of ongoing learning and support established beyond the program. Many respondents said the expertise, skill and credibility of program facilitators was pivotal in engaging participants and contributing to the efficacy and success of the networking element embedded in programs.

Graduates from programs established a strong network of aspirational colleagues, which helped each person's ongoing development. The following comments from course participants illustrate this finding:

> *"I have formed a vibrant and extremely supportive network to work with in the future." (aspirant principal – course feedback)*

> *"The program has provided opportunities to belong to a network of emerging leaders that lives beyond the course. We meet regularly to unpack mandates and systemic requirements in teams, to build capacity and make it contextual to your school." (early-career principal – post course)*

Building resilience and fostering ongoing feedback

The report found that all programs used reflective processes to foster new perspectives for participants and a degree of self-awareness that can enhance resiliency. One program provider expressed it this way:

> *"Wise, well-informed, resilient and resourceful leaders are needed to meet the needs of young people in a changing world."*

Sustainability and wellbeing were seen as crucial components in building resilience and self-efficacy. Taking care of self, and modeling positive wellbeing behaviours were emphasised as an important part of, not separate from, the role of principal.

Journaling was a self-reflective practice used in a variety of ways by providers and also included eJournaling and storytelling.

Providers and participants cited ongoing feedback as important in building resilience.

Programs used a broad range of formal and informal self-reflection and formative/ summative feedback processes, focused on interpersonal skills and building confidence, self-efficacy and resilience. Reflection processes included valid professional evidence linked to the Australian Professional Standard for Principals, relevant capability frameworks, and performance and development processes.

Identifying areas of need

Providers and educational leaders in all school sectors, regardless of the Category 1-3 program they delivered, identified specific areas of need or gaps in the school leadership training system that required a targeted, tailored response. Some providers were planning specific programs or had introduced a program to tackle an identified problem.

The following points list the main issues, including examples from program Categories 1-3 designed to address each area of need.

- A shortage of quality applicants and support for principals in small schools. *Take the Lead* (DET QLD) was developed as part of a recruitment strategy for teaching-principals in small schools.

- A shortage of women in school leadership, particularly in the principalship, given the high numbers of women in the teaching profession. Examples of programs to address this include the *Women in Leadership* program (Catholic Education Office Melbourne), which led to the current *Women Leaders Connect* strategy. Several other providers have programs that tackle the issue specifically or as part of larger programs (for example, Queensland Education Leadership Institute, South Australian Institute for Educational Leadership, Catholic Education Office WA and the Centre for Strategic Education).

- Lack of leadership development opportunities for heads of junior schools. One provider, Independent Schools Queensland, has previously delivered a program, *Developing Junior Heads as Leaders*, to address this problem.

- Very few Aboriginal and Torres Strait Islander principals — cultural differences can impact on the ability of participants to reach the principalship. Feedback from the Aboriginal and Torres Strait Islander community drew attention to efforts being made to enhance the number of Indigenous leaders and principals across all sectors.

Encouraging principal involvement and responsibility in strengthening the pipeline to leadership

The role of current principals in identifying, supporting and recommending potential principals, was seen by providers as a key factor in building the capacity of individuals and the profession. For example, principals were involved in programs in a number of ways, including shadowing, mentoring and internships, as described previously. In doing so they are extremely generous in sharing their strengths and vulnerabilities, which provides a powerful and insightful learning opportunity for participants.

… many potential school leaders experienced limited support for their ambitions within their own schools.

However, the report found that many potential school leaders experienced limited support for their ambitions within their own schools. This finding is illustrated by the following observation from an early-career principal:

"Being recommended to participate in the leadership program was fantastic and as a result I worked closely with my principal expanding on the theory and practising the skills I was learning … I have peers who would be interested in leadership but get no support from within their workplaces and there is nowhere for them to go; they become disillusioned."

Program providers and professional organisations highlighted the need for the profession to take collective responsibility to help support the leadership pipeline. Principals had an important role to play in working with education systems and sectors to identify potential recruits for principalship.

To develop, support and sustain improved succession planning processes and expand the pool of competent, capable aspiring principals, respondents spoke of the need to foster a capacity-building mindset, where building leadership capacity was a collective, professional responsibility. 'It is no longer acceptable for us to do our individual best' (Timperley, 2011).

Creating a clear pathway to programs

Getting the right people in the door, developing a pool of aspiring principals, and articulating prerequisites for being considered (open or selective enrolment) are examples of strategies used by some program providers to develop clear pathways. The following comment from a program participant reflects a general view from the feedback gathered for this report:

"A key message is the need to systematically create the conditions for career pathways."

However, it is not easy to currently identify a cohesive, well-articulated, integrated process for talent identification, involving the collaborative and collective responsibility of systems, sectors and the profession. This would include clear mechanisms to support the development of teachers considering school leadership, especially principalship.

Participation in formal professional learning was identified as a significant factor in leadership development and confidence to achieve career advancement.

However, education systems, schools and aspiring leaders need to have clarity about the type of and rationale for the professional learning being offered, to know what support is needed at each level and how to provide it, and to provide opportunities for aspirants to experience or act in leadership positions.

New research is pending in this area; for example, McREL International's (2014) Talent Identification Management System explores critical touch points for identifying and developing effective leaders early on and throughout their careers, as well as the framework and performance criteria that should guide the process.

> **However, it is not easy to currently identify a cohesive, well-articulated, integrated process for talent identification, involving the collaborative and collective responsibility of systems, sectors and the profession.**

Ensuring programs have rigorous selection procedures

Providers emphasised that a rigorous application and selection process for programs was essential to program quality and success.

Writing about the Ontario Leadership Framework (OLF), Leithwood (2012) commented on the three sets of personal resources that it includes − cognitive, social and psychological.[4] These begin to reveal some of the underlying explanations for differences in leaders, as well as accounting for variation among leaders in how well they are able to enact OLF's effective leadership practices.[5] The possession of these personal resources ought to be among the most important criteria used for the initial recruitment and selection of school leaders.

Strengthening the accreditation of programs

The report found that often providers delivering programs in all three principal preparation categories were working with universities to ensure programs were accredited and that participants had avenues for recognition, building on current and further study and qualifications.

Some government and non-government education systems were developing new credentialing processes for courses and requirements that all principals, including first-time principals, should have post-graduate qualifications.

New credentials for aspiring principals

- The South Australian state government has announced that advanced leadership qualifications will be introduced from 2015 for pre-school directors and school principals, including first-time principals. The qualifications will be a requirement from 2020. The *Graduate Diploma for Strategic Leadership (Education)* will be promoted via the SA Institute for Educational Leadership as the qualification of choice.

- Lutheran Education Australia will require new principals in its schools to complete the *Postgraduate Certificate in Educational Leadership*, delivered through the Australian Catholic University (ACU).

- In the government school sector of Victoria credentialing processes are being investigated by the Bastow Institute. Credentialing is pending for programs run by the Department of Education and Communities in NSW. The new credentials are expected to be formal but non-mandatory. They are expected to improve quality assurance processes in the sector and help create a clear pathway to principalship.

- In WA, the Department of Education released eligibility modules at the beginning of the 2015 school year. All newly appointed principals to positions of longer than six months must complete the online Principal Eligibility Modules within six months of commencement in the positions.

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4 Cognitive Resources - Problem-solving expertise; Knowledge about school and classroom conditions with direct effects on student learning. Social Resources – Perceiving emotions; Managing emotions; Acting in emotionally appropriate ways. Psychological resources – Optimism; Self-efficacy; Resilience.

5 Setting directions; Building relationships and developing people; Developing the organisation to support desired practices; Improving the instructional program; Securing accountability.

Showing clear evidence of a program's impact

This report, in its earlier sections on program content and design, described how providers are using various formal and informal mechanisms (including internal and external evaluations and feedback from course participants) to strengthen program design, and respond to participant needs. Many providers are also focusing on using employment data on the destination of their graduates and other longitudinal data post program to measure the impact of their programs.

Respondents reported that exit feedback from programs revealed that participants had a greater awareness and appreciation of the responsibilities and opportunities of the principal role, and felt more confidently prepared to apply for the principalship.

…respondents frequently acknowledged the challenges they faced in gathering visible evidence that programs had an impact on leaders' knowledge, skills and practices once a person became a school principal.

However, respondents frequently acknowledged the challenges they faced in gathering visible evidence that programs had an impact on leaders' knowledge, skills and practices once a person became a school principal.

This is a complex problem given the future focus of preparation programs, as participants are not necessarily able to apply their acquired learning to their present context. There may be a delay of some months or even years before being appointed to a principal role, over which time it is difficult to ascertain the impact of the preparation program due to diminishing retention of learning and issues in gathering ongoing reliable data.

Respondents stressed the importance of ensuring a common understanding of what the measures of success were. It should be noted, however, that explicit and observable behaviours/measures were not always obvious beyond broad intended outcomes.

Fundamentally, the challenge is to describe desired behaviours and observe behavioural changes at levels that focus on self (enhanced leadership capacity), staff (impact and influence) and students (impact on outcomes). It should also be noted that occasionally some program participants came to realise that the principalship was not for them, which can be seen as an important outcome of a program.

The sophistication of the diagnostics required to track a program's effectiveness to build the next generation of school principals, and track its impact over time, represents a considerable challenge, given that the ultimate aim is to determine the level of impact of a school leader on student outcomes.

An extensive two to three year evaluation project is being undertaken in this area on behalf of the Victorian education department's Bastow Institute. The project could be exceedingly valuable in informing strategies around impact data and evidence according to providers contacted for this report.

Examples of other useful measures to assess program impact can also be found in Designing Professional Learning (AITSL & Learning Forward, 2014) where the Learning Design Anatomy can be used as a point-in-time process, to evaluate a potential or completed professional learning activity.

> **...there is a realisation among providers that more needs to be done to make full use of the data that is already being collected...**

Overall, however, there is a realisation among providers that more needs to be done to make full use of the data that is already being collected, particularly via project assessment and feedback, and to develop an evaluation framework to measure learning, both as it occurs and in terms of longer-term impact.

The evaluation framework needs to be linked to a program's theory of change. It needs a detailed plan for evaluation. It also requires strategies to explore transition rates and observable changes in leadership practice, by individual participants and colleagues in their school communities.

3.4 Views from the main players – school sectors, higher education, principal associations and commercial providers

What the government school sector is doing

Australia's eight state and territory government education departments deliver principal preparation programs that fit into each of the three main program categories identified earlier in this report. Some state and territory government education departments, such as those in Victoria, New South Wales, Queensland and the Northern Territory focus mainly on delivering Category 1 type programs. While others prepare teachers for principalship through Category 2 and Category 3 type programs.

The report found all eight government systems shared similar priorities.

Common priorities included implementing more effective succession planning strategies, preparing aspirant and current principals to operate effectively under conditions of greater autonomy, and managing the complexity, expectations and increasing accountabilities of the principalship.

The theme of autonomy was of particular relevance to Independent Public Schools (IPS) in Western Australia, and elsewhere, where it was indicated that the areas of governance and resourcing are providing a challenge for school leaders in this new operational environment.

What the Catholic school sector is doing

Individual dioceses in the Catholic sector have designed and developed principal preparation programs linked to their respective leadership/capability frameworks. The strategies are being shared across states. Faith-based elements are included in the programs, focusing on the development of strong educational leaders who are 'formed' for spiritual education. This is about strength of both leadership and spiritual formation – not just one or the other.

Dioceses in Brisbane, Melbourne, Sydney and WA have all delivered targeted principal preparation programs in recent years. The Catholic Education Office Parramatta has numerous programs that support school leaders. Future aspiring leader programs will be developed in accordance with strategic directions and national reforms.

Some programs have been established to meet the needs of specific groups. For example, the Catholic Education Office Melbourne has a notably proactive focus on women in leadership. Building on the initial stimulus of its work on the *Women in Leadership* (WiL) program, which concluded in 2012, it now supports women in leadership through a

number of different avenues, recently launching the *Supporting Women in their Leadership Journeys Compendium and Resource Guides*. Work in this area has also been a feature in conversations with other systems/sectors and providers.

What the independent school sector is doing

The independent school sector, like the government and Catholic school sectors, delivers principal preparation programs in each of the three program categories identified in this report. Program categories vary across the states and territories, depending on what is delivered by an independent school association in that jurisdiction.

For example, the Association of Independent Schools (AIS) NSW provides a Category 1 program, while Lutheran Education Australia, and Independent Schools Queensland (ISQ) provide (or have provided) Category 2 programs. The independent school associations interviewed provide a range of leadership opportunities for members to self-select into programs.

Independent school associations interviewed for this report said one of the strengths of independent schools – their high levels of autonomy – also posed a challenge in principal preparation programs. Respondents reflected on the need to ensure that school leaders see the bigger picture beyond the walls of their individual schools.

Full descriptions and the locations of programs delivered by the government, Catholic and independent school sectors can be found in Appendices 1A and 1B, 2A and 2B.

> **Independent school associations interviewed for this report said one of the strengths of independent schools – their high levels of autonomy – also posed a challenge in principal preparation programs.**

What the higher education sector is doing

As outlined earlier in this report, universities are working with school sector program providers to accredit programs or to deliver courses on behalf of providers – including professional/graduate certificates and Master's degrees.

Many courses focus on theories of educational leadership and management, organisational behaviour, change processes and their impact on organisations. They seek to capture the essence of the latest research and to apply it within a framework of integrated units to improve professional practice for emerging or current school leaders. In this way participants can align their study with their particular professional interests.

An overview of universities offering postgraduate certificates and Master's degrees in educational leadership and management, including those targeting leadership in early childhood settings, is given in Appendix 4.

Some university courses have been developed in partnership with providers in a specific state or territory to deliver all or part of a leadership program. Examples include the Victorian government's *Principal Preparation Program*, developed between the Bastow Institute, the Department of Education and Training (DET) and Monash University; and the Western Australian government's *Master of School Leadership* developed between the Department of Education WA and the University of Western Australia (UWA).

As well as the holistic leadership courses described above, universities and providers are also developing courses focused on a specific area of leadership or management. Two examples are given below.

- University of Melbourne's Instructional Leadership courses (Master's and Professional Certificate). The courses are outlined in Appendix 2B. They focus on what all the respondents saw as a priority area. They are designed to give participants the skills to help lift student achievement, improve their school's performance and lead teaching and learning. The main emphasis is on preparing school leaders with a thorough knowledge of teaching and learning as well as connecting clinical teaching with instructional leadership.

- *Resource Management for Educational Leaders* – a partnership between Deakin University and QELi – where successful completion counts towards the Graduate Certificate of Education Business Leadership, which articulates into a Master of Education.

What principal associations are doing

Principal associations do not have the resources to provide extensive preparation programs. However their activities may involve mentoring, brokerage of courses, conferences for senior staff, and enhancing connections between schools across Australia to enable collaboration and shadowing programs.

Professional associations such as peak principal organisations do not design and deliver principal preparation programs. However, given their role in supporting school leaders, it is vital to include their views about the adequacy of programs available for their members to access.

Interviews conducted for this report revealed that principal associations play an advocacy role and could contribute to strategies that enhance the status and attractiveness of the profession. Principal associations raised the following main concerns about the adequacy of the current system of principal preparation:

- lack of suitable applicants to principal positions in 'plum' locations

- limited pools of applicants generally, requiring a sharper focus on recruitment and selection processes

- some programs are focused more on management than on leadership – with modules built around compliance rather than leading change and improvement to enhance student outcomes

- the job has changed, requiring a more forward-thinking approach

- the need to change prevailing negative perceptions about principalship and be more proactive in collaborating with other school sectors

> *"We don't sell our profession well enough – we need to take collective responsibility in developing future leaders. Raise the status of the profession so we make a difference." (Principal Association respondent)*

- scale up effective holistic, integrated programs, rather than taking a module/checklist approach to program design

- lack of a leadership pipeline – a focus on developing leadership over time and acknowledging there is more than one pathway to leadership

- greater support and encouragement for those in leadership positions in schools – effective principals do this through capacity building and mentoring but it needs to be considered in a more systematic way, which may include targeting specific groups (e.g. small schools) and ensuring ongoing support

- inadequate numbers of Aboriginal and Torres Strait Islander principals across all sectors (unrelated to issues of location and access). The issues are different in different places; for example, issues of demand in the Northern Territory are different from the challenges faced in Victoria or the ACT, which may have more to do with system support.

What commercial providers are doing

There are a wide range of school leadership development programs advertised by commercial and other providers, offered independently of education systems or sectors. The Queensland Education Leadership Institute's *Emerging Principals Program*, however, is the only program sourced to date exclusively focused on principal preparation. The program has been tailored and delivered to individual sectors and systems to incorporate their specific requirements.

Other commercial providers are developing relevant activities and programs. For example, the Australian Council for Educational Leaders (ACEL) is currently reviewing all leadership resources, publications and programs. Materials will be aligned and events mapped to the Australian Professional Standard for Principals.

The *Changemakers Program* (EduChangemakers, 2015) features consistently in the suite of offerings from regions, systems and sectors and is focused on the emerging leaders market.

Another program, *Women in Leadership: Step Up, Step Out, Take the Lead!* run by the Centre for Strategic Education (CSE), is focused on encouraging women into leadership. Its targeted approach is included in Appendix 2B.

What research organisations are doing

Although research organisations do not directly 'provide' programs aimed at aspiring principals, it is important to note how they contribute to the themes identified in this report. For example, they can help explain more about the benefits of partnering with other organisations, including international bodies and research associations. The following examples emerged from discussion with McREL International and the Australian Council for Educational Research (ACER).

- McREL is an international private, non-profit education research and development corporation. Its current research focuses on a longitudinal evaluation and impact study on leadership development programs, as well as a Talent Identification Model.

- ACER has conducted research including the OECD international study on improving school leadership and the *Staff in Australia's Schools* report.

4. Conclusion

This report revealed that professional learning providers are responding to the strategic imperative to find better ways to develop future leaders with the knowledge and skills required for the school principal role.

Among the wide variety of school leadership programs, policies and strategies identified in this report as relevant to an aspiring principal, ten programs were identified as solely focused on principal preparation, and on recruiting and attracting participants who see the principalship as the next stage in their career. It is these programs that informed most of the analysis and key findings in this report.

The report found that providers in school sectors, state and territory education systems and the higher education sector are acutely aware of the need to improve systemic issues such as the applicant pipeline, as well as the need to enrich program quality and scale up programs deemed to be highly successful.

Some providers are planning or preparing to launch new principal preparation programs. For example, NSW's Department of Education and Communities, the Catholic Education Office Parramatta and the Australian Council for Educational Leaders are continuing to work on enriching their suite of offerings.

The report revealed program providers are working closely with universities, principal associations and research organisations to deliver better programs that lift the skills of potential principals in order to improve school performance and student learning outcomes. The ability to assess program impact at each of these levels – participant, school and student learning – continues to be a challenge, with many providers seeking to significantly improve evaluative and impact methodologies in programs.

Overall, there is a realisation among providers that more needs to be done to make full use of the data that is already being collected, particularly via project assessment and feedback, and to develop an evaluation framework to measure learning, both as it occurs and in terms of longer-term impact.

The challenge of finding better ways to measure the effectiveness of programs raises key questions for future consideration:

- How can the experiences of program participants who went on to become principals be captured? How prepared did they feel and how prepared did their school council/governing body/district consider them to be?

- Beyond anecdotal and self-report evidence, how can the impact of principal preparation programs on readiness for the principal role be identified and measured over time?

- Is it possible to identify the eventual impact of school leaders on student outcomes and relate this to the principal preparation programs in which they participated?

Overall, the desire for a more cohesive, systemic approach to school leadership development emerged as a major finding from this report.

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6. Appendices

Appendix 1A – Category 1 – A snapshot of principal preparation programs currently available in Australia

Provider and respondent	Purpose • Target group • Funding	Program — Design features • Link to Standard[1] and sector frameworks/standard • University accreditation	Impact • Feedback • Evaluation	Respondents • Highlighted points
Government Sector				
The Bastow Institute of Educational Leadership Department of Education and Training VIC Bruce Armstrong Director armstrong.bruce.s@edumail.vic.gov.au Chris Dickinson Learning Designer dickinson.christopher.m@edumail.vic.gov.au 03 8199 2938	The aim of the Principal Preparation Program is to provide a rigorous and highly innovative program that thoroughly prepares aspiring principals on the cusp of their first appointment. The program is targeted specifically at high potential leaders who are on the cusp of applying for their first principal position. Reference groups consisting of principal Association members, high-performing principals, and country Victoria, Indigenous, school governance/council and parent representatives provided guidance. Reference group feedback was considered during design summits with Monash University who are delivering the coursework component of the program. Principals were also involved in the coursework design summits. Key research informing the program included: Department for Education and Skills (2004) *National Standards for Headteachers*; Darling-Hammond, L, LaPointe, M, Meyerson, D, Orr. M. T. & Cohen, C. (2007) *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs.* This program is fully subsidised for Victorian Government aspiring principals.	The new Principal Preparation Program builds on the success of previous aspiring principal programs *(Eleanor Davis School Leadership program, Principal Internship program)* by providing participants with more diverse and nuanced learning opportunities related to their current contexts. Design features include: • a rigorous application and selection process • a residential program • completion of a 360° diagnostic tool to help determine learning needs prior to commencement • research-based content aligned to principal accountabilities; managing the complexity, expectations and increasing accountabilities of the principalship • problem-based learning to explore real-life school dilemmas and case studies • significant work-based learning to support the application of theory and concepts • open to learning conversations • access to a professional coach to support participants in building their leadership capability, enabling them to explore strategies for self and school improvement • a school internship to work alongside a highly effective principal (20 days), and • an online community to support communication and to enable sharing and collaboration.	Program commenced this year. No data available. External evaluation - currently undertaking the *Developing World Class School Leaders Evaluation* to evaluate the impact of the suite of leadership development programs on the professional practice of school leaders.	This flagship Principal Preparation Program will prepare the next wave of Victorian government school principals to operate effectively and to manage the complexity, expectations and increasing accountabilities of the principalship. The Principal Preparation Program will assist DET to implement more effective succession planning. This will be achieved by providing high potential school leaders with strong preparatory experience that equips them with the confidence, skills and professional knowledge necessary to create school cultures that support the provision of high quality educational opportunities for all students. The Principal Preparation Program will provide a formal, non-mandatory principal qualification. The importance of Instructional Leadership - the program will have a strong emphasis on leadership behaviours that drive improvement in the quality of teaching and learning and impact on student outcomes. Noteworthy points: • would welcome a national cross-sector approach

1 Australian Professional Standard for Principals (referred to as the Standard)

		Link to Standard/other Use of the Standard will become more central as Leadership Profiles are developed **University accreditation** In partnering with Monash University, the Principal Preparation Program will provide a formal, non-mandatory principal qualification. Participants who successfully complete the program will be eligible for credits towards a postgraduate degree delivered by Monash University, in a relevant field.		• focuses on behavioural practices and demonstration of readiness; as per Leithwood • non-mandatory qualification to supply and assist school councils. This will mature over time to have enough carriage to say this is the route to principalship and make it mandatory • shadowing/internships - principal networks are getting behind this and providing other opportunities.
Charles Darwin University and the Centre for School Leadership in partnership with the Queensland Education Leadership Institute Stephen Brown Chief Executive Officer QELi sbrown@qeli.qld.edu.au 07 3007 5222 Judy Morgan Program Manager QELi jmorgan@qeli.qld.edu.au 07 3007 5280	Tomorrow's School Leaders Program will support high-performing teaching principals and assistant principals who aspire to an executive contract principal position. High-performing Indigenous employees will be targeted and encouraged to apply. Participation in the program is funded by CSL, with expenses covered by the school.	Key program design elements include: • a twelve-month 'blended' learning program • face-to-face and online collegial tutorials, action research and case studies • mentoring with experienced principals across different sectors • one-on-one coaching. **Link to Standard/other** The Standard informed the program development and was embedded into the content. **University accreditation** Successful completion of the program may be used to articulate into the new Master of Education (International) offered through the Graduate Centre of International Education (GCIE) at CDU.	The program commenced in June 2014. Effectiveness in the short term will be determined by how well it has satisfied participants' expectations, and how well it has enabled participants to complete their learning and assessment tasks, and attain the learning goals stated in their individual learning plans. In the longer term, the program's effectiveness will be determined by its impact over time, on building the next generation of school principals, and more generally, on enhancing the overall quality of education and school leadership in the NT.	QELi has partnered with CDU to deliver this program within the NT. Practical and research-based, the key curriculum elements are: • leading effective teaching and learning • leading self and others • leading improvement, innovation • engaging and working with the school community and extending cultural awareness. The program includes a range of tasks for participants that provide opportunities for learning and assessment. There will be ongoing self-assessment, some peer assessment and some assessment by supervisors. The program is evaluated in terms of its effectiveness in both the short and longer term.
Department of Education and Training QLD Patrea Walton Deputy Director- General (State Schools) patrea.walton@dete.qld.gov.au	Take the Lead: Aspiring Small Schools Principals' Program is an innovative departmental strategy that aims to identify and support aspiring principals for Queensland state schools in rural and/or remote communities. Established in 2010 and funded through the National Partnership Improving Teacher Quality Agreement, the Take the Lead strategy provides a leadership and development program for aspiring SL1-2 (small school) teaching principals in Queensland.	Key components of the Take the Lead: Aspiring Small Schools Principals' Program include: • a statewide application and selection process for entry into the program • a series of structured professional learning opportunities which aim to raise awareness of the expectations of SL 1-2 principals and to develop the capabilities of a high-performing small school principal in rural and/or remote communities • a fully funded residential program that includes modules on catering to diverse student learning needs within small school contexts, high quality teaching and learning practices, managing multi-age curriculum and pedagogy, and sustaining effective community relationships	Assistant Regional Directors have reported that rural and remote schools are beginning to attract a richer pool of quality applicants as a result of the Take the Lead strategy. **Statistical data** • Approximately 236 aspirants have taken part in the program since 2011. • To date 83% of all past participants have gained experience in leadership roles in schools.	Assistant Regional Directors have a richer pool of suitable applicants for rural and remote locations The program focuses on instructional leadership and teaching and learning. High-performing teachers are recruited to small school principalships in rural and remote locations Participants learn about the specific demands and complexities of teaching principal roles.

	In March 2015, Take the Lead will also include a leadership and development program for aspiring SL 3-6 (medium to large school) principals in rural and remote areas in Queensland. All costs associated with the residential program will be met through the Take the Lead strategy.	• mentoring and school visits whereby aspiring leaders will be supported in selecting a mentor who has elected to follow a similar leadership path, and is willing to provide ongoing mentoring support in conjunction with the applicant's current supervisor and Take the Lead project officer • support for attendance at forums and conferences • support to prepare for permanent and promotional employment opportunities. Key components of the Take the Lead Aspiring SL3-6 Principals' Program include: • a statewide application and selection process for entry into the program • a series of structured learning opportunities which aim to raise awareness of the expectations of SL 3-6 principals and to develop capabilities of a high-performing SL 3-6 principal • a three-day, fully funded residential workshop that includes modules on the strategic focus of the department, high yield student improvement strategies, staff capability development, community engagement and a focus on education in regional and remote areas • opportunities to engage with a mentor who has elected to follow a similar leadership path, and is willing to establish an ongoing mentoring relationship • access to the Take the Lead online network of past participants. Link to key strategic agendas • Use of the Australian Professional Standard for Principals to inform content • Use of the Queensland State Schools Strategy 2014-2018 to underpin strategic leadership development.	• Of the 83%, 78% remain in various leadership positions within schools. • 32% have attained permanent employment as a principal in SL1-2 schools. • 22% are currently acting principals in SL1-3 schools. • 24% are currently acting or permanently appointed in associate leader roles including DP, HOD, HOC, HOSES, Master Teachers or Pedagogy Coaches. External evaluation undertaken in 2011 and 2013.	Participants build their capacity to be a successful, high-performing principal in rural and/or remote schools.
Professional Learning Institute Department of Education TAS Shane Frost General Manager Professional Learning Institute (PLI) shane.frost@education.tas.gov.au	The Shadowing Program for Aspiring Principals takes account of contemporary learning models for the development of future principals. It provides participants with an understanding of the practices that underpin the work of effective principals. The program is largely funded by the PLI - participants pay an administration fee per day of the program. The PLI covers relief costs for participation, materials, survey tools and coaching which would equate to 80% of the budget to run each program.	The key components of the program are: • completion of the AITSL 360° Reflection Tool for the Australian Professional Standard for Principals • accessing professional learning and skill development through reading, discussions, networks, and case studies • observing another principal by engaging in a continuous shadowing experience for five days, plus follow-up reflective conversations; working with a trusted colleague to learn what effective principals do, exposure to other leadership styles • career planning; examining various leadership pathways to the principalship	A large number of principal positions have been advertised. The Department is currently experiencing strong numbers of high quality applicants. Trend data reflects a significant move upwards in locations often perceived to be less attractive (for example small/rural/ remote).	The role of the PLI is to strategically build the leadership capability of the DoE. Applicants require endorsement from their line manager to participate. The Shadowing Program for Aspiring Principals is a sound way of letting people get a sense of the role; it makes the job visible. The option of shadowing two different principals with different leadership styles is being explored. This will model leading in different ways for positive results.

		• developing a school leadership action learning project culminating in the sharing of outcomes via a presentation • individual coaching and support is provided. Link to Standard/other Use of the Standard to inform reflection and discussion and linked to AITSL's 360° Reflection Tool. University accreditation This program is an accredited unit in the Master of Education through the University of Tasmania.	The program is rated highly by participants and has helped them become more interdependent learners. Aspiring principals have referenced development of a self-understanding of their leadership style and emotional intelligence skills, which has enriched their capability to become school principals.	The 'shadow' principal could also become the mentor, if the aspirant receives a promotional position, thus ensuring ongoing support. PLI Planning Framework is influenced by the work of Joellen Killion '*Assessing Impact'*.
Catholic sector				
Brisbane Catholic Education Ken Avenell Principal Education Officer Professional Learning and Leadership Development Office of the Executive Director kavenell@bne.catholic.edu.au 07 3033 7466	The Stepping Up Program is designed specifically for primary, secondary and BCE senior leaders who wish to understand the role of principal. Practitioners and leading experts including Seashore Louis, Hattie, Fullan, Robinson, Dinham, Duignan, Mulford and focus groups of leading principals have informed program design. BCE meets all associated costs and is able to assist each participant with three teacher release days, however participant's schools will be responsible for all other release.	Each of the six modules encompasses meta-themes that overarch the role of leaders in a contemporary school. Recognition of these meta-themes acknowledge: • Stepping Up, Letting Go • Andragogical principles • Group engagement processes • Relationships, relationships, relationships. Design features include: • a highly competitive application and selection process • six full-day workshops spaced throughout the year with input from expert leaders and practitioners • interactive activities, related readings and between-module activities premised around the BCE Leadership Framework • action research • personal reflection through formal and informal 360° processes and journaling • individual and team learning • scenario responses, experiential collaboration and support • mentoring and work shadowing. Link to Standard/other Brisbane Catholic Education Leadership Capabilities incorporate the qualities, attitudes, dispositions and observed behaviours foundational to leadership for the mission of BCE. Links are made to the Standard. University accreditation The ACU provides participants with an academic credit pathway equivalent to one subject from the Master of Educational Leadership	Feedback is embedded throughout the program; formative and summative; formal and informal Use is made of Kirkpatrick's Four-Level Training Evaluation Model to ascertain program effectiveness and traction. Translation rate to higher duties from the Stepping Up Program cohort varies each year but is consistently between 85% and 95%. In addition to those participants who become principals, these figures include those who become Heads of Campus of a P-12 school, and others who go into the education system bureaucracy.	Whilst initially implemented in 2007, BCE has each year made changes to ensure contemporisation of texts, and to ensure a continued focus on practical links to theory, expert practitioners in context, and collective learning with peers. Program participation selection is via participant nomination and support from the principal and the discernment of area supervisors. Personalisation and co-construction is a key feature from the outset with each program tailored and customised to meet the specific needs of each cohort. Parallel cohorts experience different content and processes but similar structure. A diversity of group processes and protocols are used and feature consensus decision-making and the use of learning tools to model these processes. The focus on personalisation also informs the work shadowing component, selection of guest speakers and online modules. Some program participants decide not to become a principal when they discern the wide spread of responsibilities and stakeholders. In particular, most agree they wish to 'Lead Self' and 'Lead Others' but do not wish to work at the next level of 'Leading the Organisation'. This is a valuable understanding both to the individual and the organisation.

Catholic Leadership Centre Catholic Education Office Melbourne Bronwyn Knox Team Leader Leadership & Professional Learning bknox@ceomelb.catholic.edu.au 03 9200 5354	The re:th!nk Aspiring to Principalship: Leadership Development Program aims to develop the leadership capability of aspirant principals who are senior leaders in Catholic primary and secondary schools and who see principalship as the next step in their leadership journey. Program development was informed by focus group consultations with established leaders to identify characteristics of leadership in a Catholic school and current research findings of the time. Ongoing improvement is based on participant feedback and current research. Principal endorsement is required for the participant as there is shared cost between the CEO Melbourne and the school.	This initiative aims to build development of key leadership capabilities embedded in the Catholic Education Commission Victoria (CECV) Leadership Standards Framework and leadership styles through an understanding of their impact on creating a performance and development work culture. It provides participants with individualised, confidential 360° feedback against the above three factors (three different tools, multiple times over the two years). Participants are supported to develop longer term, pragmatic leadership via an action learning plan, using on-the-job experience to track and monitor improvement. Other elements include • a series of two residential, four twilight and two half-day workshops • individual coaching consultations • principal shadowing component. Targeted seminars and workshops to further develop leadership knowledge and capabilities specific to the principal role and leading in a Catholic context, with reference to: • The Faith community • A Vision for the whole school • Teaching & learning • People & resources • Community. **Link to Standard/other** The aligned implementation of the CECV Leadership Standards Framework and the CEO Melbourne Leadership Continuum provides the context, and a well-structured means, to strategically encourage and support aspirant principals in their leadership journey in Catholic education. The Standard also informs and is profiled in the program. **University accreditation** Participants also have the option to complete postgraduate credit towards two Master of Educational Leadership units with ACU, in alignment with each year of the re:th!nk Aspiring to Principalship: Leadership Development Program.	Recently conducted an analysis of available data sources to determine impact. Statistics indicate that in the Melbourne Archdiocese: • Of participants who entered the program between 2008 and 2012, 44% of those surveyed were in principal or acting principal roles by 2014 compared to 3% prior to program completion • Of the 24 first-time principals appointed between 2012 and 2014, 54% had participated in the program • 33% of applications in the same period were from participants. However 54% of appointments were provided to program participants, indicating that participants are more likely to be appointed to principal positions than non-participants. Participant feedback highlights a deeper understanding of both the role and self as leader.	More of a focus on leadership as opposed to management, self-reflection is critical. Program emphasis highlights leadership in the Catholic context. Program is shared and provided to other dioceses beyond Melbourne. Participants are encouraged to see beyond the school setting. The three multi-rater surveys provide insights into growth over time. An online learning community portal will be established in 2015 to further support peer collaboration and exchange.

Catholic Education Office Sydney

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The Leadership Learning for Aspiring Principals Program (2013) targetted current leaders interested in principalship. This initial program was revised in 2014, as the up-take was very small at first. A partnership with QELi was formed to deliver the Emerging Principals Program

T*he Emerging Principals Program* is a 12-month program, with the option of continuing for the first six months of the following year.

Year one is a facilitated program focused on developing understandings and skills around some of the leadership aspects of principalship.

The optional six months in the second year focuses on the individual development of aspirants leading significant strategic and improvement initiatives in the school.

Fully funded, a small co-contribution is required from participants.

The program is designed to provide participants with the opportunity to engage in an 18-month professional learning journey and is aimed at getting participants role-ready to step into the principalship. Participants are required to:

- complete leadership assessment instruments
- develop a Leadership Credo and a Professional Learning Plan
- participate in online discussion forums
- engage with a principal coach through QELi with a focus on action research project
- engage in action research focused on leading an aspect of school improvement
- participate in face-to-face workshops
  ◦ 3 days in Term 2
  ◦ 2 days in Term 4

The second year is a bespoke Learning Plan that involves possible engagement with peers in working with higher level standards. Possible continuing contact with a principal mentor.

Link to Standard/other
Learning plans will be developed with reference to the Australian Professional Standards for Teachers at Lead Teacher level, the Australian Professional Standard for Principals, and the components of *'How effective is our Catholic School'*.

Other key documents include *Growth Maps for Principals, and Growth Maps for Assistant Principals*, internal documents that describe levelled behaviours of principals and assistant principals, and focus on development within the role. A recently developed document, Performance Growth in Action, will be used from 2015.

This will form the basis of workplace learning. It has three movements:

- My Performance Planning (includes critical reflection on context, assessment of performance and design of learning)
- My Performance Development (includes evidence of professional learning and evidence of changed practice) – drawing upon 70:20:10 principles of workplace/leadership learning
- My Performance Growth (involving review and recognition).

University accreditation
This is currently under review with adjustments to the requirements for higher levels. Upon completion, credit may be granted for one of the following units in the Master of Educational Leadership at ACU:

- Leadership Theory into practice
- Professional Practice Project.

Currently a pilot program to be evaluated at the end of the program (May 2015) which will track transition rates when the program concludes, as well as whether the program sufficiently focused on development of role-ready first-time principals.

Participants were self-identified or approached by system officers, as it was perceived they were ready to prepare for the principalship.

Focusing on preparing role-ready first-time principals. Often courses for experienced school middle-leaders were generic educational leadership, programs. The question being grappled with is:

'What distinguishes an advanced educational leadership program from one that is specifically around preparing for the principalship?'

The program commenced in 2014 and is delivered in partnership with QELi and supplemented with system level requirements with a focus on school improvement.

Exploring opportunities to proactively create learning programs that focus on:

- 70% of learning through experience
- 20% of learning through exposure to others through professional networks, coaching and mentors and feedback on practice
- 10% through formal courses.

This would include further exploration of in situ experiences including 'acting' roles, shadowing and mentoring as learning opportunities.

Catholic Education Office WA Shane Glasson Learning and Development Consultant Shane.glasson@ceo.wa.edu.au 0421 220 486	The Aspiring Principals Program targets staff currently employed as an assistant or deputy principal in a Catholic school or members of the CEO WA employed in leadership positions who desire future appointment as a principal. The aim of the program is to create a pool of role-ready, resilient aspirants to replace existing principals as they leave the system. Participation is fully funded.	The program affords participants the opportunity to engage in a two-year professional learning journey. Year one focuses on the development of aspirant transactional (managerial) leadership knowledge and skill; nine modules over 14 days (eight during term and six during school holidays). Year two focuses on the development of aspirants as transformational and transcendental leaders; seven modules over eight days (five during term and three during school holidays). Other elements include: • a two-day retreat focused on reflective practice theory and techniques • attending school board meetings as an observer and participating in sub-committees as appropriate. • 360° degree leadership profile x 2 (pre-program and end-of-program). Eight data sources contribute to the development of the aspirant's leadership profile. Aspirants work with a coach external to the system to develop goals and strategies to amplify strengths and minimize weaknesses identified by the profile. The end-of-program profile permits the aspirant to gauge how their leadership style has changed over the course of the program • working with a current principal and coach to select and conduct a school improvement project • school visits, interviewing principals, reviewing practices and receiving advice • online discussion forums • a small cohort to build trust and confidentiality. Link to the Standard/other Leadership program module content and activities have been mapped to the Standard, and are based on the domains of the *Leadership Framework for Catholic Schools in Western Australia* (Catholic Identity, Community, Education and Stewardship) and the 24 components of the QCS school improvement framework University accreditation Upon completion and submission of assessment tasks, participants receive two units of advanced standing for a Master of Education (Leadership & Management) degree at the University of Notre Dame Australia (Fremantle).	Records indicate that approximately 70% of program graduates achieve appointment as principals. Longitudinal research focused on four aspirant perceptions (note research in commentary): I. Catholic principalship role components and the capabilities required for effective performance II. Factors that enhanced interest in principalship III. Factors that diminished interest in principalship IV. Factors that influenced self-efficacy to commence principalship and cope with role demands. Feedback indicates that participants attain a comprehensive understanding of the role components of Catholic principalship and the capabilities required for effective performance, a deeper appreciation of the factors enhancing and diminishing interest in appointment and high self-efficacy to commence the role. Development of relationships with central office personnel with specialist knowledge pertinent to principalship (e.g. finance and legal staff) and practicing principals are key features of the program that contribute to these outcomes.	The focus on transactional leadership (CEO WA finance, law, policy etc.) ensures that those participants who become principals during the first or second year of the program are cognisant of these elements in their new role. Key reflections to inform ongoing aspirant principals programs: • Health and wellbeing research informs elements to be integrated into the program. • Reconsider the apprenticeship model and the type of modeling aspirants receive from current principals. This can't be left to chance in order to develop a new generation of principals. Internships and opportunities to act in positions in different context would enhance the efficacy of the program. • Need more development in leading teaching and learning, and leading a community. The assumption is that as expert teachers and aspirant principals are automatically competent educational leaders, a different skillset is required. • Aspirants arrive thinking the principalship is all about finance and legal issues. They quickly realise that this is one small element. Shane Glasson has concluded PhD research to investigate aspirant perceptions of Catholic principalship prior to, during, and upon completion of the Aspiring Principals Program. Findings may inform and assist designers of principal preparation programs who face the impending mass retirement of established principals and a shortage of suitably formed replacements.

Independent sector

Association of Independent Schools NSW

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The AIS Leadership Centre Flagship Program is a rigorous, holistic program and is targeted at experienced senior leaders, many of whom may be interested in applying for principalship within a year or two.

Funding – user pays (could be supported via employer) with opportunities for access to partial scholarship. Currently 23 scholarships are available. The aim is for each of the 30 places in the AIS Leadership Centre Flagship Program to be partially funded by a scholarship. (There is an advocacy as well as a financial benefit. The support of corporate scholarship providers ensures that these businesses become more aware of the importance of educational leadership.)

A year-long program, beginning in December each year. Applications are encouraged from eligible candidates in schools across all sectors within Australia and beyond.

Elements include:

- ten face-to-face course days and three days of focused school visits
- completion and debriefing of *The Leadership Circle (TLC)™ Profile*, an internationally recognised 360° degree profile, as an insight into self and one's operating systems
- regular feedback on the professional project; a strategic school-wide change initiative which each participant identifies in consultation with his/her principal, implements and evaluates within his/her own school, supported by an in-school mentor
- peer learning; learning with, through and from each member of the cohort
- shadowing of an experienced principal and (for those who choose) a senior leader from the corporate sector
- online meetings and regular email contact between program days
- regular one-on-one support from a 'professional companion', an experienced principal who is also a trained coach and accredited TLC practitioner
- support by an Academic Reference Group of five renowned national and international scholars, including Professors Brian Caldwell, Andy Hargreaves, Viviane Robinson, Louise Stoll and Karen Seashore Louis.

Link to Standard/other
An outcomes-based approach based on the Standard and locally developed enduring understandings.

University accreditation
Credit towards a Master's degree in Educational Leadership at several universities. 25% of the degree via University of New South Wales (UNSW), the Queensland University of Technology (QUT), Macquarie University, and Charles Sturt University (CSU); under discussion with ACU.

There is substantial evidence of the ways in which the AIS Leadership Centre Flagship Program is already impacting on schools reflecting a degree of sustainability and transfer of learning into everyday practice (impact evaluation).

Participants asserted that the real value of the program resided in individual interpretation and personal development, regarding the inner journey as being the most important to their own development. Knowing yourself was given precedence over developing the knowledge and skills required to lead and manage a school, while recognising that both are important. As one person described the program:

"*The Flagship Program is about who I need to be rather than what I need to do*".

For a number of participants, there was a realisation that transitioning to a principal's role meant unlearning old professional behaviours that had served them well. Foremost among these were, articulating and being consistent with personal vision and values, and reflecting these in interpersonal relationships.

Multiple forms of evaluation included:

- participant evaluations of each day of the program
- evaluation by both participants and professional companions of this aspect of the program
- reports from participants, principals and in-school mentors on the impact of the professional project and the participant's leadership of the change process

Careful screening and selection of participants enables a clear understanding of the rigour and expectations of the program on the part of applicants and their principals, a deepened commitment on the part of applicants, and a relational connection with each applicant.

A holistic approach; every aspect of the program builds on and reinforces every other aspect.

Professional companioning requires careful selection of veteran principals who also participate in a training program, undergo accreditation with T*he Leadership Circle™* and receive ongoing support.

The program is offered to potential participants from all sectors. Cross-sector participation makes a difference, founded in a deep belief that the more varied and diverse the cohort the richer the learning will be.

Search agencies are contacting the AIS Leadership Centre to find out who has participated in the program, or to check if a potential candidate has participated in the program.

| | | | year-long evaluation by an external researcher in 2013 | |
| | | | longitudinal evaluation of the impact of the program on participants from a number of successive cohorts as the basis of a PhD study. | |

Providers

Queensland Education Leadership Institute Stephen Brown Chief Executive Officer sbrown@qeli.qld.edu.au 07 3007 5222 Judy Morgan Program Manager jmorgan@qeli.qld.edu.au 07 3007 5280	The Emerging Principals Program (EPP) is designed to support high-performing deputy, assistant and associate principals (and equivalent) who aspire to the position of principal. Practical and research-based, the program seeks to develop the participant's ability in all five professional practice areas of the Standard. User pays – participants may also source employer funding where their expenses are fully or partially funded.	Key design elements include: • a multi-layer application and selection process including sponsorship, nomination, and an interview with the nominee linked to assessment criteria • a 'blended' learning program with face-to-face and online collegial tutorials • case studies and action research using evidence and an assessment rubric • the involvement of facilitators and coaches in assessment processes • mentoring with experienced principals across different sectors • one-on-one coaching. **Link to Standard/other** Use of the Standard to inform reflection and discussion. **University accreditation** • University of the Sunshine Coast (USC): credit toward a Master of Education and Graduate Certificate in Professional Learning • QUT: advanced standing, Graduate Certificate of Education and a Master of Education • University of Southern Queensland (USQ): Master's degrees • Griffith University: applicants for Master's program can apply for credit points of advanced standing • Australian Catholic University (ACU): Postgraduate Certificate in Master of Educational Leadership; Postgraduate Certificate in Master of Education; Postgraduate Certificate in Master of Religious Education • Central Queensland University (CQU): Master of Learning Management Program • Flinders University: Master of Education (Leadership and Management)	Success factors indicate impact on personal growth and organisational benefit. Transferability data of participants to the principalship is currently being investigated. There is an awareness that the program is being used as one of the informal selection methods for new principals. Those with potential were invested in (attended the program), and had 'acting' opportunities.	Participants apply what they learn in 'real time' to 'real work'. The action research project is connected to school priorities, and requires the participant to lead an initiative or challenge, that will take their leadership to a higher level. The Emerging Principals Program is offered as a public program as well as delivered to sectors, systems and regions on requests. Context matters; the Emerging Principals Program is modified and negotiated accordingly. All QELi programs reflect the following learning criteria: 1. Be grounded in authoritative and contemporary research supporting distributed leadership. 2. Facilitate and enhance self-knowledge for school leaders. 3. Reflect experiential or action learning principles and provide for scholarly reflection. 4. Emphasise explicit and significant outcomes, particularly in relation to personal and school development. 5. Incorporate a range of networking and key leadership development strategies such as clustering, mentoring and coaching. 6. Ensure delivery reflects a blended approach to learning, reflects the organisation's quality assurance framework; is contemporary and innovative, and is responsive to the needs of the adult learner.

Appendix 1B – Category 1 – Design features of principal preparation programs – overview

Program/provider	Funding[2]	Duration	Maximum # ofparticipants	Mentoring, coaching, companioning	Face-to-face/ residential	Online (Online community)	Action learning (via project)	Peer learning[3]	Internship, shadowing	Exemplary school visits	360° profiling tools	University accreditation
Government Sector												
Principal Preparation Program Bastow Institute of Educational Leadership Department of Education and Training – VIC	Fully	1 year	42	✓	✓	✓	✓	✓	✓	✓	✓	Monash University
Tomorrow's School Leaders Program Centre for School Leadership and Charles Darwin University – NT	Shared	1 year	25	✓	✓	✓	✓	✓			✓	CDU
Take the Lead Department of Education and Training – QLD	Fully	2 years	25	✓	✓	✓		✓		✓	✓	
The Shadowing Program for Aspiring Principals Department of Education – TAS	Shared	4 – 6 months	15 - 20	✓	✓	✓	✓		✓		✓	University of Tasmania
Catholic Sector												
Stepping Up Brisbane Catholic Education – QLD	Fully	1 year	30	✓	✓	✓	✓	✓	✓ Negotiated/ as part of mentoring if desired	✓	✓	ACU (Masters Level)
re:th!nk Aspiring to Principalship: Leadership Development Program Catholic Leadership Centre, Catholic Education Office (Melbourne) – VIC	Shared	2 years	50	✓	✓		✓		✓		✓ (3)	ACU
Emerging Principals Program Catholic Education Office Sydney – NSW (in partnership with QELi)	Fully	1 year with an optional further 6 months	20	Commencing	✓	✓	✓	✓	Exploring this more fully now the program has commenced.		✓	ACU
The Aspiring Principals Program Catholic Education Office – WA	Fully	2 years	20 (10 participants in year one and 10 participants in year two)	✓	✓	Including forums and modules	✓		✓		✓ (2)	University of Notre Dame Australia (Fremantle)

2 Fully funded programs may also have a small relief teaching component shared by the school. Shared funding refers to those programs where schools, in addition to relief teaching, also contribute to associated accommodation and travel costs.

3 Referring to processes where participants form smaller groups (e.g. collegiate/hub/home groups) which interact with a specific focus via face-to-face and inter-session activities throughout the program

Independent Sector												
The AIS Leadership Centre Flagship Program Leadership Centre Association of Independent Schools – NSW	Mixed (e.g. self, fully, 50/50 shared central/region/school). Partial scholarships from external providers.	1 year	30	✓	✓	✓	✓	✓	✓	✓	✓	UNSW,QUT, Macquarie, CSU, and others in process.
Providers												
Emerging Principals Program Queensland Education Leadership Institute	Mixed (e.g. self, fully, 50/50 shared central/region/school)	1 year	30	✓	✓	Collegiate tutorials	✓	✓			✓	Several (see 1A)

Appendix 2A – Category 2 – A snapshot of combined school leadership programs

Provider and respondent	Purpose • Target group • Funding	Program — Design features • Link to Standard and sector frameworks/standard • University accreditation	Feedback
Government Sector			
Charles Darwin University and the Centre for School Leadership (CSL) Gary Fry Director gary.fry1@nt.gov.au	The Strategic Leadership Program is designed to enhance the leadership capacity of those aspiring to principal and senior education management roles. The participants of this program include senior teachers, assistant principals and office-based educators. Participation in the program is partially funded. (NB previous program titles under the *Developing Excellence in School Leadership).*	Key program design elements include: • application and selection process • four face-to-face modules • 360° survey tool • reflective eJournal, linking learning in the program with leadership theories, personal actions, results, feedback and links to the readings • action learning, preparing, implementing and reporting on a change challenge project • hub group; small group learning and networking • sustainability and wellbeing, a core component embedded throughout the program • mentors; experienced principals to support hub group members • online activities; teleconferences (building teams), webinars (leading digital leaning). Link to Standard/other The Standard informed program development and embedded into the content. University accreditation Successful completion of this program may be utilised as recognition of credit towards a Master of Education through CDU.	Statistical data notes an upward trend of successful selection to the principalship with 38% of program participants achieving career progress the following year (not all are appointments to the principalship). The elements of leadership learning most valued included: • expert knowledge of the job • resilience and flexibility • high expectations • collaboration and shared responsibility • professional networks • willingness to share the stories • work/life balance • self-aware/ high emotional intelligence • knowing staff.

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	Master of School Leadership
	
	This program is aimed at teachers and all staff who aspire to lead our schools. The Master of School Leadership is also suitable for newly-appointed and existing school leaders who wish to build their leadership capacity through formal qualifications.
	
	The *Master of School Leadership* is available for DoE WA employed teachers and principals who wish to build their leadership capacity through formal qualifications, as preparation and support for leadership positions. A Graduate Diploma in School Leadership is also available.
		Key features include:
		• application and selection process linked to the Standard
		• participants in the Master of School Leadership will be accessing coaching, through IPL, at no cost, to further support their personal and professional development in achieving their career aspirations
		• relating theory to practice through the creation of virtual schools in a range of contexts
		• four core units
		  ◦ Leading Teaching and Learning
		  ◦ Leading Assessment and Accountability
		  ◦ Leading the Aligned School
		  ◦ Leading Curriculum Innovation.
			This course supports the development of high quality sustainable leadership across public education. The program will prepare leaders to fill increasing numbers of school leadership positions across the State as indicated by feedback from one participant:
			
			"*Since beginning the Master of School Leadership, I have won a substantive principal position. The attainment of this promotion was assisted by the knowledge and skills I have gained through this program. An unexpected bonus has been the development of my confidence as a school leader.*"
			
			The first cohort is ready to complete the course with the intention to track cohorts and long-term outcomes.

Independent sector			
Independent Schools Queensland Ngaire Tagney Education Consultant ngaire@swl.net.au 07 3206 8721	Developing Junior Heads as Leaders in Independent Schools in Queensland This program targets current school leaders who hold the position of junior/primary head in independent schools. Heads of junior/primary schools are committed to personal professional learning and collegial networking, and will welcome the opportunity to develop and enhance existing leadership capabilities through a focused, targeted project.	Program elements include: • workshops; collaborative, interactive and practical • lectures • interactive reading, discussion and debate • practical activities; role-plays and simulations • practice opportunities to develop control and mastery • external presenters in key areas • four sessions of face-to-face executive coaching with external consultants and with the leaders of the program. Links to Standard/other The development of leadership and management capabilities of school leaders is supported by the Standard, which describe the professional practice of principals in a common language.	An action research project where participants explored an area of interest or need for personal development, with a written report submitted for review and discussion and peer sharing opportunities provided for each participant. Storytelling; participants wrote a narrative, a 'sacred story', sharing personal beliefs, values and principles and changes to personal practice. Journaling throughout the program provided the opportunity for participants to: • activate, extend, and refine prior and current knowledge • identify new knowledge.
Lutheran Education Australia Shane Paterson Shane.paterson@lutheran.edu.au	The Leadership Development Program (LDP) builds on from the Millennial Principals Project and the need to act systemically to develop and support leadership and to intentionally increase the pool of leaders available for Lutheran schools.	The Leadership Development Program has four components: • Leadership profiling is the first stage of the program and gives participants the opportunity to identify and reflect on significant experiences and achievements in their leadership journey, providing a basis for planning future personal and professional formation.	Success linked to: • intentionally preparing leaders at all levels • postgraduate study • mixing with other leaders around the country • operating in a highly autonomous environment and valuing the opportunity to see the bigger picture; the breadth and depth of school leadership in a range of diverse contexts.

LEVNT Neville Grieger (respondent) Neville.Grieger@levnt.edu.au LSA Loyd Fyffe Loyd.fyffe@lsa.lutheran.edu.au LEQ Dennis Mulherin Dennis.mulherin@leq.lutheran.edu.au	Open to those who feel they have an interest in, and the potential for, leadership in a Lutheran school including those already in formal leadership positions. 50% subsidy.	• Graduate study in educational leadership; LDP participants will undertake formal study in the two years following their acceptance into the program and will be supported by a 50% subsidy of fees for approved courses. • Mentoring commences with reflection on the leadership profile report to support ongoing formation and career planning. • Regional workshops aim to explore the strength, diversity and organisational structure that underpins Lutheran education through regional and national links to participants to understand the commitment needed from leaders in the Lutheran school context. University accreditation Postgraduate Certificate in Educational Leadership with ACU.	Mandatory elements for principals prior to taking up the position: • Postgraduate Certificate in Educational Leadership • Education and Theology in Dialogue unit.

Appendix 2B – Category 3 – A snapshot of current strategies related to principal preparation and future planning for school leadership

Provider and respondent	Examples of current strategies	Planning
Government Sector		
Education and Training Directorate ACT Christine Lucas Senior Manager Strategy, Research and Innovation Christine.lucas@act.gov.au 02 6205 8260	Executive program opportunities including targeted study groups and research opportunities. The school-led system improvement model is providing a collaborative way of targeting research in a co-contribution model. Strong connection between principals, the professional association and network leaders. *Aspiring Leaders Program* (commenced September 2014). The program is open to permanent teaching staff seeking to build their leadership capabilities. Mentors: capability mapping - the capacity of principals to mentor others around specific topics. School leadership group; representatives from different sectors and networks provide guidance to the content in the school leadership and management series.	The ETD ACT is currently reviewing their school leadership strategy, in particular with reference to the Standard and the capability framework. The ETD ACT has been deliberately moving from a supply model to a demand-driven model, enabling schools to drive professional learning from both local, network and system. The school improvement initiative seeks to develop collective specialised capacity in and across schools to create learning alliances and partnerships with in-school research. This is in the context of the ACT developing a school accountability and performance framework where principals experience authorising conditions to deliver improved student outcomes and drive improvement. A balance between increased autonomy and accountability is highlighted through this approach.
Department of Education and Communities NSW	*Excellence and Innovation in Leadership: New Leadership Pathways* is designed to support leaders at each stage of the career cycle with the larger vision of talent management and recognising the importance of leadership growth and development at all levels. The program aims to provide teachers who aspire to be principals with higher levels of teacher accreditation and undertake professional learning to prepare them to be leaders of a school.	The program is in the start-up phase and is about to be launched statewide. Strong connections between leadership and organisational development with the key drivers of school excellence will support and improve succession planning for school leaders so they can drive great teaching in their schools. Creating validation tools to support leadership learning and deeper reflection: use of evidence-based assessment tools/leadership profiling tools linked to the continuum to support evidence-based approaches; for example, double-loop and triple-loop feedback mechanisms. Tightening the connection between leadership learning and organisational impact, e.g. culture surveys.

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	The pathways are designed on an efficacy continuum (non hierarchical) with three different modes of leadership, building on skills, knowledge and understanding:
	• Achieving
	  ◦ educational
	  ◦ strategic
	  ◦ organisational
	  ◦ personal efficacy
	• Adaptive
	  ◦ distributed leadership
	  ◦ establishing communities of inquiry and practice
	  ◦ building the capacity of others
	• Enabling
	  ◦ expertise in building school communities at system level; transforming self and others
	  ◦ self-awareness
	  ◦ self-regulation
	  ◦ social intelligence
	  ◦ collective efficacy
	  ◦ moral purpose
	  ◦ sustainability
	  ◦ leadership legacy
	  ◦ resilience
		New school leadership credentials will be developed to provide pathways to employment as a school leader.
		
		Credentialed courses (linked to Standard/s, Australian Teacher Performance and Development Framework, the Australian Charter for the Professional Learning of Teachers and School Leaders and the Melbourne Declaration).

SA Institute for Educational Leadership Department for Education and Child Development SA **Kerry Kavanagh** Director Workforce Management Kerry.Kavanagh@sa.gov.au **Erica Womersley** Manager Erica.Womersley@sa.gov.au	The SAIEL Development Centre provides a professional and personalised starting point for leaders to engage with professional learning programs. Through the SAIEL Development Centre, education professionals will be able to examine their strengths, identify areas for improvement, and make informed decisions about their professional learning and career pathways. This collaborative approach will support leaders to identify professional development specific to their needs. The SAIEL Development Centre utilises several tools and resources that are aligned to the Standard, to assist in assessing current and aspiring principals' strengths and areas for development: • *New Leader podcasts* – A series featuring 10 new site leaders reflecting upon their experiences. These podcasts provide some insight for anyone interested in becoming a principal or preschool director or for those who are currently new leaders. • *Insights into Leadership series* – Targeted to DECD SA employees designed to spark new ideas and discussion about leadership practice. • *Performance Counts* – Developed to prepare site leaders to implement performance and development. • *Graduate Diploma of Strategic Leadership (Education):* Part of the Building a Stronger South Australia policy initiative. Implementation commenced in January 2015 and will be a requirement for all preschool directors and school principals from 2020. This includes first time principals.	

	• *Highly Accomplished and Lead Teacher Certification*: DECD SA implemented national certification for highly accomplished and lead teachers in 2014. The teacher certification process can also serve as a pathway to leadership as a principal.	
Institute for Professional Learning Department of Education WA Peter Glendenning Director Peter.Glendenning@education.wa.edu.au 08 9242 6514 Melinda Webb Melinda.Webb@education.wa.edu.au 08 9242 6581	*Leading School Improvement Program* - Leadership teams to reflect on their current practice and what it means to be an empowered school. The program aims to strengthen the current work of the team that relates to leading whole school improvement that impacts on every classroom and every student. *Leading a Digital School* - Leaders will require the knowledge and understanding of good practice to ensure the significant information and communications technology (ICT) planning is focused on student learning. *Aspirant School Leader Program* - Designed to prepare aspiring leaders for the unique position of public school leadership.	Online *Eligibility Modules* have been developed by DoE WA and are being tested with a group of aspiring leaders. Aspirants access the modules as self-paced learning. The modules focus on the management aspects of leading a school including, legislation, finance policy and occupation health and safety (OH&S). DoE WA directorates have contributed the module content relevant to their area and a range of stakeholders were consulted in the process. Once the modules are finalised it is planned that all first-time principals will access the modules prior to taking up their position.
Catholic Sector		
Catholic Education Office Diocese of Parramatta NSW Deidre Lau Manager System Professional Learning dlau@parra.catholic.edu.au 0427 637 473	In the past (until end 2013), the Emerging Leaders Program had been offered to those teaching staff in schools: • aspiring to leadership positions and/or • newly appointed to a school leadership position. All programs were based on the CEDP Leadership Framework: (http://www.parra.catholic.edu.au/SiteData/136/UserFiles/Resources/leadership-framework-1.pdf) The framework is based on current research used to create a system document called the Theory of Action which sets out the influences on learning in general across the system: (http://www.parra.catholic.edu.au/SiteData/136/UserFiles/Resources/theory-of-action-2.pdf) This is supported by the CEDP Statement on Learning: (http://www.parra.catholic.edu.au/SiteData/136/UserFiles/Resources/statement-on-learning-2010-1.pdf) Strategic academic partners have informed the development of CEDP frameworks and modes of operation with Michael Fullan, among others, being involved with the diocese since 2007. Feedback from partners is incorporated into annual reviews of documentation.	Ongoing system activities will be informed by the System Strategic Direction: (http://www.parra.catholic.edu.au/SiteData/136/UserFiles/Resources/2014-System-Strategic-Direction.pdf) Future aspiring leader programs will be developed in accordance with the System Strategic Direction.
Independent sector		
Association of Independent Schools SA Mary Hudson Senior Educational Consultant hudsonm@ais.sa.edu.au 08 8179 1420	• Mentoring: vehicle for professional learning and aspiring leaders including the aspirant principal. • Exploring the role of effective leadership for high quality provision for early childhood services. • Leadership development for middle managers as leaders of the future. • Instructional leadership and leading change. • Building personal leadership capacity, including emotional intelligence, conflict resolution, growth mindsets, and developing personal attributes.	In 2010, AISSA developed programs in enhancing the art of principalship, for recently appointed principals and included a focus on role expectations and building capacity for change work. This informed further program development in areas of school improvement and how to lead change, teaching and learning and the role of the instructional leader; evidence to inform practice and courageous leadership.

Independent Schools Victoria	*Organisational Leadership in Schools for School Leaders Programs:* a series of four highly interactive modules for the ongoing development of leadership skills. Leadership simulations challenge participants in many leadership scenarios. Participants will receive immediate quantitative and qualitative feedback and will develop the skills and competencies required to increase organisational performance and lead with success.	Participants may choose to undertake all four modules as a pathway to the Advanced Diploma in Management, or each module may be studied separately. An optional assessment is available for each module.
Aine Maher Director Education Services Aine.Maher@is.vic.edu.au 03 9825 7226	• Strategic Planning for School Leaders • Financial Management for School Leaders • Balancing Management and School Leadership for Senior Leaders • Managing Operational Improvements for School Leaders	Programs provide an opportunity for professional and personal development and are designed to complement other professional learning opportunities for senior leaders offered through the ISV Development Centre.

University	Focus	Content
The University of Melbourne Professor Stephen Dinham Chair of Teacher Education and Director of Learning and Teaching Melbourne Graduate School of Education sdinham@unimelb.edu.au 03 8344 8237	The Master of Instructional Leadership was designed to give participants the skills to help lift student achievement, improve their school's performance and lead teaching and learning. The main emphasis is on preparing school leaders with a thorough knowledge of teaching and learning as well as connecting clinical teaching with instructional leadership. How to do the managerial side of the 'job', in this context, is more the employer's responsibility. Action learning is about the research, for example, use of tools and data, and the professional learning of the practitioner. Dinham (2009) views distributed leadership as both a pre-condition and product of action learning. The capstone project enables students to put into action the skills and knowledge they have gained (first cohort near completion).	• Using school-level evidence and data to inform decision-making and enhance student learning outcomes • Evaluating leadership decisions on learning outcomes • Leading improvement, innovation and change • Linking current research evidence to quality teaching and learning • Using assessment data to make instructional decisions • Using assessment data to inform curriculum, staffing and organisational policy decisions • Self-reflection, self-improvement and self-development for leadership • Authentic leadership and positive psychology • Organisational behaviour and change management • School transformation in response to the learning needs of students • Linking leadership, enhanced teacher capacity and school performance • Techniques for engaging and working with parents and the community

Providers		
Australian College of Educators Professor Stephen Dinham President http://austcolled.com.au/	ACE has contributed to research on appraisal and assessment of principals and is currently providing expertise and assistance regarding certification with the Principals Australia Institute (PAI).	

| Australian Council for Educational Leaders

Aasha Murthy
Chief Executive Officer
aasha.murthy@acel.org.au
02 9213 3106

Peter Hayes
Director of Education
peter.hayes@acel.org.au
02 9213 3105 | **Early Career Principal Program**
The Early Career Principal Program (ECPP) has been developed to complement existing system-led programs and deliver a significant opportunity for Early Career Principals to develop the required skills, mindset and personal plan to make a powerful impact at their school setting. The full program provides an initial two-day event followed by regular on-call assistance from a Learning and Development Partner.

The ECPP draws heavily on research and commentary on exemplary early leadership induction and preparation. The program is designed to enhance understanding of self as a leader, the nature of the new school community and how to build effective relationships in order to lead the community more effectively.

The program draws its focus from the Australian Professional Standard for Principals with emphasis on the three leadership requirements to enact effective leadership practices.

• Vision and values

• Knowledge and understanding

• Personal qualities and social and interpersonal skills

National Registry of Learning & Development Partners
ACEL is establishing a National Registry of Learning & Development Partners to work alongside and support current school leaders. Learning & Development Partners assist school leaders to review their personal leadership focus across five key professional practices as described in the Standard and related Leadership Profiles. A Learning & Development Partner is assigned to each early career principal participating in the above-mentioned ECPP. | ACEL is currently reviewing all resources and publications. Resources and publications will be aligned to the Standard.

Programs and events hosted or developed by ACEL will also be mapped to the Standard |
| Australian Council for Educational Research

Dr Elizabeth Hartnell-Young
Director
ACER Institute
Elizabeth.Hartnell-Young@acer.edu.au
03 9277 5402

Professor Kathryn Moyle
Research Director
Educational Monitoring and Research
Education Policy and Practice
kathryn.moyle@acer.edu.au | Registered as a higher education provider; assessment.

Courses are blended, including face-to-face, remote learning and peer-learning, to create a collaborative community (synchronous as well as asynchronous).

Provides facilitation for the Bastow Institute Leading School Improvement program. The course assists school teams to drive evidence-based improvement strategies in their school. Participants will be better able to identify and use systematically collected data to inform their school improvement decisions. Course content will cover the importance of using relevant research to inform school improvement work and participants will become more knowledgeable about research-based school improvement processes. | Expanding work on school improvement via the *School Improvement Framework*.

Chapter six of the report on the 2013 SiAS Survey includes data on leaders' professional learning experiences and needs.

McKenzie, P et al, (2013) Staff in Australia's Schools 2013: Main Report on the Survey, Melbourne, ACER. |

Centre for Strategic Education Dr Barbara Watterston Principal Consultant barbwatt@me.com 0408 933 903	The *Women in Leadership: Step Out, Step Up, Take the Lead!* course has been run by CSE for eight years. The course has been designed to focus on the leadership development of women. Increasing the number of women who aspire to school leadership roles can be enhanced through a variety of professional learning opportunities, including networking and participating in activities specifically focused on women. This five-month course includes face-to-face modules, peer partnering, inter-session online learning activities, reflective journaling and action learning.	Qualitative data reflects the impact of the program both personally and professionally: • appreciating that others have similar concerns • identifying authentic practical ideas to overcome self-doubt • realising ability and potential • understanding roles and expectations, and finding answers to challenges • networking and sharing experiences with like-minded colleagues.
Education Changemakers Dave Faulkner Chief Executive Officer dave@ educationchangemakers. com www. educationchangemakers. com 0418 935 724	The Changemaker Program by Education Changemakers provides leadership development support to teachers to foster an entrepreneurial and innovative approach to school and system improvement. Application and selection process: • Participants are selected for the course based on their passion for the work, not age or role. • Up to 40 participants are selected from each region. Program overview: • Workshops: Participants engage in five days of face-to-face leadership and design thinking workshops. • Online professional learning platform: Education Changemakers curate a tailor-made online learning platform designed to connect participants and foster mutual encouragement and the sharing of experience of best practice. • Networking: Strong networking and co-working opportunities are provided to all participants. • Coaching: Unlimited coaching is made available from the Education Changemakers staff, who have led schools as principals and regional directors. • Change Project: All participants build and launch a tailor-made change project in their school focused on a problem or missed opportunity that they have identified. The Standard informed the program development and was embedded into the content.	The selection process is key to the success of the program, ensuring a cohort of like-minded passionate educators. Post module/program feedback suggests impact on leadership development was positive. After participating in the program, 99% of participants have initiated a change project that has made a difference in their school. Education Changemakers works closely with all participants to measure the impacts both in the leader, as well as their impacts on the students in their school.
McREL International Wayne Craig Vice-President waynecraig@mac.com 0419 353 792	Recommendations for a *Talent Identification and Management System (TIMS).* This research report (in draft) explores international research from the public and private sectors including successful practices from the corporate sector to identify best practices for leadership talent identification and management, and offers keys considerations for schools and systems. This report seeks to answer the critical question of not only how to place adequate numbers of people in leadership roles, but rather, how to ensure that adequate numbers of talented individuals are cultivated to serve in teams that lead their schools. The Standard, research on effective teaching and leading, and performance criteria utilised by promising models for leadership talent identification and management from around the world, all point to three key areas for performance criteria: • deep knowledge of instructional practice • interpersonal skills and the ability to manage change • deep sense of moral purpose that guides the creation of a shared, "no excuses" vision for helping all students succeed	Pending longitudinal evaluation and impact project for Bastow to evaluate the impact of a suite of programs on the professional practice of school leaders (lead consultant and partner TBC).

Appendix 3 – Principal association interviewee contact details

Association	Name/role	Contact details	
Association of Heads of Independent Schools of Australia	Phillip Heath National Chair	Unit 17 National Associations Centre 71 Constitution Avenue Campbell ACT 2612	T: 02 6247 7300 F: 02 6247 3677 E: nat.chair@ahisa.edu.au W: http://www.ahisa.edu.au
Australian Special Education Principals' Association	Fiona Forbes President	Peel Language Development School Port Kennedy WA 6172	T: 08 9593 9030 F: 08 9593 9040 M: 0409 409 901 E: Fiona.Forbes@det.wa.edu.au W: http://www.asepa.org.au
Australian Primary Principals Association	Dennis Yarrington President		T: 0408 971 874 M: 0466 655 468 E: dennis@appa.asn.au W: http://www.appa.asn.au/index.php
Australian Secondary Principals Association Ltd.	Rob Nairn Executive Director		M: 0403 010 401 E: robnairn.aspa@iinet.net.au W: http://www.aspa.asn.au
Catholic Secondary Principals Australia	Phil Lewis (via email) Chair	34 Albert Street Darley VIC 3340	T: 0409 863 632 W: http://www.caspa.edu.au
National Aboriginal and Torres Strait Islander Principals Association	Dyonne Anderson President		E: dyonne.anderson@det.nsw.edu.au W: http://natsipa.org

Appendix 4 – An overview of university courses in educational leadership and management

Australian Catholic University (National) **Phone:** 1300 ASK ACU (1300 275 228) **Email:** futurestudents@acu.edu.au **Course administrator email:** fedpg@acu.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Master of Educational Leadership is for teachers and administrators who want to enhance their professional practice and become leaders in their school community or organisation.	The Master of Educational Leadership explores new concepts and approaches to teaching and learning that highlight the partnership of teachers and administrators in building a culture of leadership in schools. It has a particular focus on Catholic schools but also has the flexibility to cater for those from other denominations and the public sector. In addition to looking at the theory and application of leadership and organisation, this Master's degree also delves into the ethical and moral decisions that educational leaders have to make. It will prepare educators to make responsible choices in complex, often tension-filled, situations. Core units include: • Perspectives on Leadership • Values and Leadership Additional units (six of the following): • Leading Educational Change • Leading Authentic Learning • Employment Relations and the Legal Context in Education • Leading the Catholic School • Faith Leadership • Education Policy and Governance • Leadership Theory into Practice and Professional Practice Project Unit descriptions: http://students.acu.edu.au/administration_and_enrolment/handbooks/handbook_2014/faculty_of_education_and_arts/coursecampus_tables/national_school_of_education/postgraduate_courses/master_of_educational_leadership	ACU provides participants of the BCE's *Stepping Up Program* with an academic credit pathway equivalent to one subject from the Master of Educational Leadership. Upon completion of the Leadership *Learning for Aspiring Leaders Program* by the CEO Sydney, credit may be granted for one of the following units in the Master of Educational Leadership at ACU: • Leadership Theory into practice • Professional Practice Project The AIS *Leadership Centre Flagship Program* provides credit towards a Master's Degree in Educational Leadership at several universities (currently in discussion with ACU).

| Australian Catholic University (National) |
| Phone: 1300 ASK ACU (1300 275 228) |
| Email: futurestudents@acu.edu.au |
| Course administrator email: fedpg@acu.edu.au |

Title and key target	Course theme and components	Links to respondents' programs
The Master of Education course is designed for educators who wish to pursue further studies in a specialised area. It will not lead to a teaching qualification.	The Master of Education enables teachers and educators to further develop their scholarship and expertise. This advanced teaching course will encourage teachers and educators to demonstrate knowledge and understanding of recent research and/or professional developments related to the program of study. Specialisation options include: • Arts Education • Contemporary Learning • Thesis • Wellbeing in Inclusive Education • Career Development. Core units include: • Social Justice, Identity and Curriculum • Teachers Leading Curriculum Change Core research units: • Evidence in Contemporary Teaching • Methods of Educational Research Project units: • Capstone Project • Research Project Unit descriptions: http://students.acu.edu.au/administration_and_enrolment/handbooks/handbook_2014/faculty_of_education_and_arts/coursecampus_tables/national_school_of_education/postgraduate_courses/master_of_education	Participants of the Aspiring Principals Program also have the option to complete a postgraduate credit towards two Master of Education units with ACU, in alignment with each year of the Aspiring Principals Program.
The Postgraduate Certificate in Educational Leadership is for educators (including teachers and administrators) who want to become creative, energetic and innovative leaders with influence in education.	The Postgraduate Certificate in Educational Leadership is the next step to becoming an educational leader. The course units provide context and experience to help students understand concepts such as authentic leadership and management, learning communities, spirituality, professional development, quality learning and educational change. This course offers the same subjects as the Master of Education Leadership (above). Unit descriptions: http://students.acu.edu.au/administration_and_enrolment/handbooks/handbook_2014/faculty_of_education_and_arts/coursecampus_tables/national_school_of_education/postgraduate_courses/postgraduate_certificate_in_educational_leadership	The *Emerging Principals Program* from QELi receives credit towards ACU's Postgraduate Certificate in Educational Leadership; Postgraduate Certificate in Education and Postgraduate Certificate in Religious Education. All *Leadership Development Program* participants from Lutheran Education Australia are expected to complete the Postgraduate Certificate in Educational Leadership offered through ACU.

[Postgraduate Certificate in Education](#) The Postgraduate Certificate in Education is designed for qualified teachers who wish to pursue further studies in a specialised area. It will not lead to a teaching qualification.	The Postgraduate Certificate in Education is for experienced teachers and educators who want to undertake advanced academic and professional study that's relevant to their professional responsibilities and concerns. The course can be undertaken as a stand-alone certificate or as part of a specialisation within the Master of Education. This advanced teaching course will encourage participants to demonstrate knowledge and understanding of recent research and/or professional developments related to the program of study. This course offers the same subjects as the Master of Education (above). Unit descriptions: http://students.acu.edu.au/administration_and_enrolment/handbooks/handbook_2014/faculty_of_education_and_arts/coursecampus_tables/national_school_of_education/postgraduate_courses/postgraduate_certificate_in_education	The *Emerging Principals Program* from QELi receives credit towards ACU's Postgraduate Certificate in Educational Leadership; Postgraduate Certificate in Education and Postgraduate Certificate in Religious Education.
The [Graduate Certificate in Religious Education](#) is for primary and secondary school teachers who want to teach religion.	The course provides the basic certification, fundamental knowledge, skills and competencies needed to teach religious education. It can also provide the necessary entry specialisation in religious education for students who are seeking entry to the *Master of Religious Education*. Unit descriptions: http://students.acu.edu.au/administration_and_enrolment/handbooks/handbook_2014/faculty_of_education_and_arts/coursecampus_tables/national_school_of_education/postgraduate_courses/graduate_certificate_in_religious_education	The E*merging Principals Program* from QELi receives credit towards ACU's Postgraduate Certificate in Educational Leadership; Postgraduate Certificate in Education and Graduate Certificate in Religious Education

Central Queensland University (QLD)
Phone: 13CQUni (13 27 86)

Title and key target	Course theme and components	Links to respondents' programs
The [Master of Education (Executive Leadership)](#) is ideal for managers and leaders who wish to extend their capacity for leadership in the workplace.	The Master of Education (Specialisation) allows for career extension or the development of an area of specialisation. For those who are registered teachers, this award enables the professional to build on knowledge and skills acquired during an undergraduate education degree and workplace practice. For those without a formal teaching background, this program enables the development of knowledge and understanding of specific fields of education. A qualification from this program can enhance the work of educators and those who want a deeper understanding of specialist areas such as early childhood and special education, who may work under the supervision of teachers. Units include: • Introduction to Educational Studies • Specialist Educational Studies 1, 2 & 3 • Qualitative Research Methodologies • Implementing Practitioner Research • Qualitative Data Analysis • Communicating Practitioner Research • Managing Diversity in Education • Professional Education Research • Assessment and Evaluation • Educational Leadership • History and Contemporary Uses of Simulation Unit descriptions: http://handbook.cqu.edu.au/programs/programStructure?programCode=CB93&sterm=2142	The *Emerging Principals Program* from QELi receives credit towards CQU's Master of Learning Management Program.

Charles Darwin University (NT)		
Phone: 08 8946 7766		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Master of Education course is suitable for professional educators and practising teachers who are engaged in change management, policy formation, the delivery of professional development and training programs, tertiary education, informal and non-formal education in community-orientated programs, working with volunteers and youth groups.	The course offers opportunities to negotiate a personalised learning pathway suited to the specific needs of the educational or professional context. The course has a research track for students seeking to better understand contemporary educational research or later enrolment in a research degree. Unit descriptions: http://stapps.cdu.edu.au/f?p=100:31:2854488692632928::NO::P31_TAB_LABEL:Course%20Structure	Successful completion of the *Tomorrow's School Leaders Program* and the *Strategic Leadership Program* with the Centre for School Leadership may be used as recognition of credit towards Master of Education through CDU.
The Master of Education (International) course is aimed at meeting the professional development needs of education policy makers, researchers, and practitioners working in the Asia-Pacific region, in key areas such as (but not limited to) teacher education, education for all, technical and vocational education and training, and higher education.	The Master of Education (International) is an innovative program encompassing international education, transnational education, education policy, higher education, vocational education, language, linguistics and literacy, English language teaching in Asia, educational leadership, Indigenous education and information technology and learning. This new program responds to the need for professional capabilities in these areas that feature analytical thinking, collaborative learning, project management and transformative practices in global settings. Unit descriptions: http://stapps.cdu.edu.au/f?p=100:31:512441832816469::NO::P31_TAB_LABEL:Course%20Structure	

Deakin University (VIC)

Deakin University (VIC)
Course Director: Anthena Vongalis-Macrow
Phone: 03 9244 6625
Email: athena.vongalis-macrow@deakin.edu.au

Title and key target	Course theme and components	Links to respondents' programs
The Master of Education (Educational Leadership and Administration) is offered to professional educators. Students can choose to do coursework only, or can combine coursework with a research paper.	As a graduate of this course, participants will possess an understanding of contemporary education issues and discourses, have high-level critical and evaluative skills, translate their experiences and understandings of the program into practice, and select appropriate research methods and techniques for educational research projects. The management of learning is becoming a feature of many complex organisations that see themselves as 'learning organisations'. This course explores what might constitute the responsibilities of those involved in managing such organisations and the learning processes within them. While schools are a focus of much of the work in this program, the basic ideas are equally applicable to other learning organisations and those who work within them. Units include: • Introduction to Educational Leadership and Administration • Leading and Managing Learning Organisations • Policy Studies in Global and Local Contexts • School Cultures and Contexts • Leading and Managing Learning Organisations • Evaluation: Improvement and Accountability • Professional Learning and Development • Social Justice and Difference • Assessing Learning • Knowledge, Learning and Learners • Leading and Managing Learning Organisations • Policy Studies in Global and Local Contexts Unit descriptions: http://www.deakin.edu.au/course/master-of-education-educational-leadership-and-administration-education-and-teaching	NB Resource Management for Educational Leaders (in partnership with QELi). Successful completion will count towards a Deakin University postgraduate course (Graduate Certificate of Education Business Leadership), which articulates into a Master of Education (Educational Leadership and Administration).

Edith Cowan University (WA)		
Phone: 134 ECU (134 328)		
Email: futurestudy@ecu.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Graduate Certificate of Education in Educational Leadership provides an opportunity for motivated professionals concerned with educational practice to undertake advanced coursework in areas of study that will enable them to perform to a high standard in their chosen leadership role or context.	The course is set in the context of changing social, political and economic pressures that demand a dynamic response from schools to achieve improved outcomes. The course captures the essence of the latest research in the field of educational leadership and applies it within a framework of discrete, but inter-related, units of study that reflect the practical needs of school and school system leaders. It recognises the need for educational leaders to take responsibility for setting high standards, to be accountable for the maintenance of these high standards and to monitor performance against such standards. Students must complete four units from the following: • Leading in Challenging Contexts • Leading for Improvement • Leading Staff • Leading Community Engagement • Accountable Leadership • Leading Education in a Global Context • Leading Early Childhood Pedagogy and Practice (0–8 years) • Leading Family and Community in the Early Years (0–8 years) Unit descriptions: http://www.ecu.edu.au/future-students/our-courses/structure?id=S94	

Flinders University (SA) **Faculty contact: Ms Jeanette Holt** **Phone: 08 8201 3480** **Email: jeanette.holt@flinders.edu.au**		
Title and key target	**Course theme and components**	**Links to respondents' programs**
Master of Education (Leadership and Management) The Flinders University Leadership and Management Program is especially suited for current and future human resource managers, knowledge managers, school principals, departmental officers, policy developers, vocational education sector managers, and leaders of university academic and administration units.	The Master of Education (Leadership and Management) is a key part of the *Educational Leadership and Management Program.* Students aim to build organisations in sustainable ways through the development of people, understanding of stakeholders and strategic alignment of resources. Units include: • Leaders and Leadership in Educational Contexts • Theories of Organisational Change • Leadership and Management in Rural Contexts • Preparation for Coursework Project in Leadership and Management • Strategic Thinking and Planning • Managing Human Resources • Knowledge Management for Organisational Learning • Planning Change in Organisations • Globalisation, Development and Education • Developing People in Organisations • Managing Innovation in Organisations • Advanced Issues in Education • Leadership and Management in Education • Education Governance • Pedagogical Leadership Unit descriptions: http://www.flinders.edu.au/courses/rules/postgrad/med/medlm.cfm	The *Emerging Principals Program* from QELi receives credit towards the Master of Education (Leadership and Management).

Griffith University (QLD)
School of Education and Professional Studies
Phone: 07 3735 5667

Title and key target	Course theme and components	Links to respondents' programs
[Master of Education](#) (Current course) [Master of Education](#) (Course commencing 2015) This degree delivers advanced professional learning for teachers and those with a professional involvement in education, including school bursars, school development officers and training personnel. It will help develop greater expertise in educational practice or research and can contribute to current teachers' professional development requirements.	As a graduate, participants will be able to apply knowledge and skills in a range of contexts for professional practice or scholarship. This degree is not an initial teacher education program and will not lead to registration as a teacher in Queensland schools. Units include: • Understanding Research • Introduction to Research Methods • Learning and Teaching in Global Communities • Literature, New Media and Multi-literacies in the English Curriculum • Re-commencing Teaching • Educational Leadership in Policy Contexts • Leading Learning and Change • Making Sense of Learning and New Technologies • Leading, Mentoring and Coaching in Learning Contexts • Grammar, Discourse and Genre in Literacy Learning and Teaching • Leaders, Ethics and the Law • English Teaching, Assessment, Evaluation and Enhancement of Learning Unit descriptions: https://www148.griffith.edu.au/programs-courses/Program/CourseListAndRequirements?programCode=5601&studentType=Domestic	Participants of QELi's *Emerging Principals Program* who are applicants for the Master's program can apply for credit points of advanced standing.

Macquarie University (NSW) Phone: 02 9850 7111		
Title and key target	**Course theme and components**	**Links to respondents' programs**
Master of Educational Leadership (with a specialisation in School Education)	In Macquarie's *Educational Leadership Program*, educational leaders, or those who aspire to lead, begin by closely examining the nature of educational systems and organisations and the factors which shape the learning and teaching that occurs within them. On this foundation they develop specialist skills and knowledge, based on the most up-to-date research, theory, principles and practices of leadership, which can be applied to enhance the effectiveness of their own organisations. Learning and teaching activities are structured such that students continually refine and enhance their developing knowledge and skills by applying them to authentic problems, tasks, and scenarios. Units include: • Introduction to Educational Research • Leadership for Learning • Educational Institutions as Organisations • Plus specialisation Unit descriptions: http://courses.mq.edu.au/postgraduate/master/master-of-educational-leadership	The AIS Leadership Centre *Flagship Program* provides credit towards a Master of Educational Leadership at several universities, (pending approval from Macquarie University).
Master of Educational Leadership (with a Specialisation in Early Childhood) The program is suited for practising professionals who are either aspiring to become leaders or are currently working as leaders, to consolidate their skills and knowledge in educational leadership.	The Educational Leadership specialisation in Early Childhood Education enables students to enhance their knowledge, skills and understandings of the theory and practice of educational leadership operationalised within early childhood organisations, systems and jurisdictions in contemporary Australian society. As a post graduate degree, this program aims to develop graduates who are ethical, autonomous and critically reflective educational leaders and mentors. Units include: • Introduction to Educational Research • Leadership for Learning • Educational Institutions as Organisations • Issues in Early Childhood Policy and Pedagogy • Minor Independent Investigation 1 • Language and Literacy in Early Childhood • Early Childhood Development Research and Practice • Learning Through Mathematics, Science and Technology in Early Childhood Settings • Early Intervention: Theory and Practice • Child Development in Context Units descriptions: http://courses.mq.edu.au/postgraduate/master/master-of-educational-leadership/specialisation-in-early-childhood	

Monash University (VIC) Phone: 1800 MONASH (1800 666 274)		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Monash University's Master in School Leadership has been designed as a pathway to high-performing leadership. It is suited to teachers from all sectors who aspire to curriculum leadership roles in literacy and numeracy or to those seeking promotion to principal.	The Master in School Leadership is designed to: • extend personal and professional growth • develop leadership skills • establish an ethic of leadership grounded in respect, care and support for others • develop an appreciation of how to build alliances with schools, local, regional and professional communities • develop capacities to engage in evidence-led inquiry and research. Units include: • Inner Leadership: Understanding Self and Others • Leading Learning Communities • Understanding Environments • Leading Change: Professional Action Research Project Unit descriptions: http://monash.edu.au/pubs/handbooks/courses/3721.html	Bastow – *Principal Preparation Program.* In partnership with Monash University, the *Principal Preparation Program* will provide a formal, non-mandatory principal qualification. Participants who successfully complete the program will be eligible for credits towards a postgraduate degree delivered by Monash University in a relevant field.

Queensland University of Technology (QLD)		
Leadership and Management Study Coordinator: Dr Jill Willis		
Phone: 07 3138 3798		
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Title and key target	Course theme and components	Links to respondents' programs
Master of Education (Leadership and Management) (Current course) Master of Education (Leadership and Management) (Course commencing 2015) The *Master of Education (Leadership and Management)* is ideal for educators who want to be leaders in educational settings.	The Master of Education (Leadership and Management) is designed to build and enhance leadership capacity in aspiring and existing leaders. For those seeking to gain advanced knowledge in leadership and management, including leading and managing people, leadership and policy in action and strategic management. Units include: • Professional Dialogues in Education • Leadership Concepts, Theories and Issues • Leading and Managing People • Conducting and Evaluating Educational Research • Leadership, Policy and Change in Action • Strategic Management Unit descriptions (course commencing 2015): http://pdf.courses.qut.edu.au/coursepdf/qut_EU70_28495_dom_cms_unit.pdf	The AIS Leadership Centre *Flagship Program* provides credit towards a Master of Education (Leadership and Management) (25% of the degree via QUT).
Graduate Certificate of Education/Master of Education (Current course) Graduate Certificate of Education/Master of Education (Course commencing 2015) The *Graduate Certificate of Education* and the *Master of Education* are ideal for educators who want to specialise, seek a career change, or advance their career.	These programs are designed to extend participants knowledge and meet their professional development needs. They can choose to specialise, or alternatively, select various topics of interest across the range of study areas. Units include: • Early Years • Inclusive Education • Leadership and Management • Education (No Major / Study Area) • Teaching English to Speakers of Other Languages - TESOL • Career Development (only available from 2015 onwards) • Early Childhood Teaching (only available from 2015 onwards) • General Studies (only available from 2015 onwards) • School Guidance and Counselling - Career (only available from 2015 onwards) • School Guidance and Counselling - General (only available from 2015 onwards) • Teacher-Librarianship (only available from 2015 onwards) Unit descriptions: https://www.qut.edu.au/study/courses/2015/master-of-education	The *Emerging Principals Program* by QELi provides advanced standing for the *Graduate Certificate of Education* and *Master of Education*.

University of Canberra Phone: 1800 UNI CAN (1800 864 226) Email: study@canberra.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Master of Education provides an opportunity for students from a wide range of educational contexts to develop the knowledge, skills and capabilities required by educational professionals in the 21st century.	The Master of Education addresses the world-wide key challenges facing education: developing teams and organisations to become professional learning communities; building quality practices; developing evidence-based programs and curriculum to improve education practices and learning outcomes; critically analysing international policy trends in education; and understanding the impacts of globalisation on learning and development. Units include: (must pass) • Educating Globally • Education Research Perspectives • Contemporary Education Conference Must pass 12 credit points of the following: • Reflection on Educational Practice • Educational Leadership and Change • Educating for Sustainable Worlds • Engaging Communities in Change • Workplace Learning and Development • Critical Policy Analysis in Education • Design Thinking for Learning Environments • Educating for Inclusion • Educating Young People in the Era of Global Media • Leading and Sustaining Professional Learning Communities • Investigating Curriculum and its Context Unit descriptions: http://www.canberra.edu.au/coursesandunits/course?course_cd=924AA	

University of Melbourne (VIC) Coordinator: Dr Helen Stokes Phone: 13 MELB (136352)		
Title and key target	**Course theme and components**	**Links to respondents' programs**
[Master of Instructional Leadership](#) (Note: *Master of School Leadership* no longer available) Also refer to Appendix 2B	*The Professional Certificate* and [Master of Instructional Leadership](#) will give students the skills to help lift student achievement, improve their school's performance and lead teaching and learning. Structured to fit into the busy schedules of aspiring leaders, this course includes a combination of intensive deliveries over two years. There are two options for studying Instructional Leadership at the Melbourne Graduate School of Education: • Professional Certificate in Instructional Leadership • [Master of Instructional Leadership](#) Units include: • Evidence for Learning and Teaching • Understanding Schools • Leading Learning and Teaching • Leading Assessment • Researching Leadership Practice • Leading Schools Through Leading Self • Leading Educational Research Unit descriptions: https://handbook.unimelb.edu.au/view/current/MC-INSLEAD	*Participants of Leading Instructional Practice* (Aspiring and Principals) offered by the Bastow Institute receive one subject of advanced standing in the Master of Instructional Leadership. Those who successfully complete the Professional Certificate in Instructional Leadership, which comprises two core subjects in the Master of Instructional Leadership, receive advanced standing for these two subjects. The Professional Certificate is offered by a variety of bodies in conjunction with MGSE, including the Bastow Institute, AITSL, Catholic Education WA, and the New South Wales Department of Education and Communities.

University of South Australia Course Director: Dr Greg Restall Phone: 08 8302 4211 Email: greg.restall@unisa.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
Master of Education	Three schedules are available to students: • Coursework with Applied Research • Coursework with Minor Thesis • International Student (Onshore) with Applied Research. The first schedule is designed for Australian participants who do not intend to progress to doctoral studies from this program. The second schedule is designed for Australian participants who intend to progress to doctoral studies from this program. The third schedule is specifically designed for international students studying onshore and completing specialisations in TESOL, Digital Technologies, or Educational Leadership and Management. Specialisations include: Early Childhood Leadership and Educational Leadership and Management. Units include: • Professional Learning Environments in Early Childhood Education • Issues in Leading Contemporary Early Childhood Services • Leading Educational Change and Improvement • Leadership for Developing and Managing People • Theory and Practice of Educational Leadership and Management • Contemporary Issues in Educational Policy Making • Leading Learning Organisations and Communities • Leading Evidence-based Practice in Education Unit descriptions: http://programs.unisa.edu.au/public/pcms/Program.aspx?pageid=478&sid=526&tid=473&y=2013	

University of New South Wales Faculty contact: Dr Richard Niesche Phone: 08 8302 4211 Email: r.niesche@unsw.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Master of Educational Leadership aims to provide aspiring and current educational leaders with an understanding of recent developments in theory, research and practice.	The Master of Educational Leadership is designed for aspiring and practicing educational leaders. We offer specialist professional development in educational leadership theory, research, policy and practice. Participants will hone their knowledge of the latest theory and research that informs educational leadership practice, principles that they can apply to their own professional development. They are encouraged to share their own research and experience in order to better understand and develop their leadership roles. A wide range of electives are on offer, allowing students to tailor the program to suit their individual educational leadership interests and aspirations. The program is endorsed by the NSW Institute of Teachers. Two compulsory courses are required: • Leadership Theory, Research • Practice and Organisation Theory in Education. Unit descriptions: https://www.arts.unsw.edu.au/future-students/postgraduate-coursework/degrees/educational-leadership/	The AIS Leadership Centre *Flagship Program* provides credit towards a Master of Educational Leadership (25% of the degree via UNSW).
The Graduate Certificate in Educational Leadership aims to provide aspiring and current educational leaders with an understanding of recent developments in theory, research and practice.	Participants will hone their knowledge of the latest theory and research that informs educational leadership practice, principles that they can apply to their own professional development. They are encouraged to share their own research and experience in order to better understand and develop their leadership roles. A wide range of electives are on offer, allowing students to tailor the program to suit their individual educational leadership interests and aspirations. The program is endorsed by the NSW Institute of Teachers. The one compulsory course is Leadership Theory, Research and Practice. Unit descriptions: https://www.arts.unsw.edu.au/future-students/postgraduate-coursework/degrees/educational-leadership/	

| University of Notre Dame Western Australia |
| Prospective Students Office |
| Phone: 08 9433 0533 |
| Email: future@nd.edu.au |

Title and key target	Course theme and components	Links to respondents' programs
Master of Education (Leadership and Management) The University of Notre Dame Australia provides a Master of Education (Leadership and Management) for teachers who are four-year trained and hold a Bachelor of Education or a first degree plus a Graduate Diploma of Education (or equivalent).	The Master of Education (Leadership and Management) is a comprehensive postgraduate degree that provides an opportunity for educators with practical experience to continue their professional development and to develop in-depth knowledge and understanding in a key professional area. Professional areas include Religious Education, Leadership and Management, Curriculum, Early Childhood, and Special Needs. Units include: • Schools, Industrial Relations and the Law • Theories and Models of Leadership for Catholic Schools • Leading Curriculum Planning • Theology of Leadership • Schools as Organisations • Leadership as Reflective Practice • Professional Supervision of Beginning Teachers • Improving Schools and Teaching • Strategic Management in Education • The Professional Religious Educator • Ethical Leadership for Today's Organisation Unit descriptions: http://www.nd.edu.au/__data/assets/pdf_file/0004/116725/MasterofEducation_SOEF_F5031.pdf	Upon completion and submission of assessment tasks of the Aspiring Principals Program by the CEO WA, participants receive advanced standing for a Master of Education Degree at the University of Notre Dame.

University of Southern Queensland (QLD) Prospective Students Office Phone: 07 4631 5315 Email: study@usq.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
Master of Education (Leading and Managing Educational Organisations)	Through the Master of Education (Leading and Managing Educational Organisations) course participants have the option to take the student-led design pathway or a specialisation pathway. The student-led design pathway lets participants select eight courses from the many education postgraduate courses, allowing students to customise their studies to their personal and professional goals and needs. Participants can tailor their selections to give a clear focus to their degree such as early childhood, educational technology or contemporary literacies or choose to explore a broad range of areas. The second coursework pathway lets participants complete a specialisation or major, which includes: • Master of Education (Guidance and Counselling) • Master of Education (TESOL) • Master of Education (Special Education) • Master of Education (Leading and Managing Educational Organisations). Units include: • Concepts and Theories in Educational Management • Organisational Transformation Through Learning • Educators as Leaders: Emerging Perspectives • Human Resource Strategies for Innovation • Professional Learning Unit descriptions (for current course with specialisation in Leading and Managing Educational Organisations): http://www.usq.edu.au/degrees/master-of-education-leading-managing-organisations/study	The *Emerging Principals Program* run by QELI provides credit toward Master's degrees from USQ.

University of the Sunshine Coast
Faculty of Science, Health, Education and Engineering Program Advice
Phone: 07 5430 2890
Email: education@usc.edu.au

Title and key target	Course theme and components	Links to respondents' programs
Master of Education The Master of Education provides research or coursework pathways to support engagement of the participant in higher education at the postgraduate level.	The coursework options offer a range of courses that will provide opportunities for participants to engage with theory and link it directly to practice in their education context. The research option provides participants with access to research training and offers an opportunity for students to engage in the development of a guided research project. Units include: • Education Research: An Introduction • Professional Learning Project • Curriculum Development and Evaluation • Pedagogies for Engagement • Leadership for Learning Communities • Assessment: Principles and Practices • Contemporary Issues in Education • Research Methods in Education • Second Language Acquisition and Learning • Second Language Teaching Methodologies Unit descriptions: http://www.usc.edu.au/study/courses-and-programs/postgraduate-degrees/master-of-education#study-plan	The *Emerging Principals Program* run by QELi provides credit toward a Master of Education and Graduate Certificate in Professional Learning from USC.
Graduate Certificate in Professional Learning The Graduate Certificate in Professional Learning offers practising educators, those seeking employment, and educators returning to the workforce, a series of learning opportunities to engage in a critical orientation to professional learning.	The Graduate Certificate in Professional Learning brings educators together in a collaborative learning community to enhance their leadership and engagement in curriculum development, evaluation, teaching, learning and assessment. The Master of Education offers the opportunity to develop advanced knowledge and understanding in education, research skills, and a strong foundation for furthering a career as an educational professional. The program is aimed at practising professionals working as educators in primary or secondary schools, early childhood, higher education and adult and vocational education. Units include (for the Graduate Certificate in Professional Learning) select four courses from: • Professional Learning • Curriculum Development and Evaluation • Professional Learning Project • Pedagogies for Engagement • Assessment: Principles and Practices Unit descriptions: http://www.usc.edu.au/study/courses-and-programs/postgraduate-degrees/graduate-certificate-in-professional-learning#study-plan	The *Emerging Principals Program* run by QELi provides credit toward a Master of Education and Graduate Certificate in Professional Learning from USC.

University of Sydney Phone: 02 9351 2222		
Title and key target	**Course theme and components**	**Links to respondents' programs**
Master of Education (Educational Management and Leadership)

The Educational Management and Leadership Specialisation is ideal if students want to further develop their skills in an educational organisation, management or leadership position. | Participants in this specialisation come from primary and secondary schools, as well as those involved in higher education, social work and human resource development. Participants will acquire an understanding of theories of educational management and leadership, and of organisational behaviour and change processes and their impact on organisations. Participants will become familiar with a range of management issues and their relationship to other developments in education, the economy and society. They will develop skills in the analysis of policy developments and factors affecting the implementation of management policies; develop skills in written and oral communication, and develop a range of research skills related to the use of key information technologies and academic writing skills.

Unit descriptions:
http://sydney.edu.au/courses/Master-of-Education-Educational-Management-and-Leadership | |

University of Tasmania Phone: 03 6324 3265 Email: postgraduate@educ.utas.edu.au		
Title and key target	**Course theme and components**	**Links to respondents' programs**
The Master of Education course enables teachers to extend and update their knowledge in a specialised area of interest.	The Master of Education has international standing and is seen as a prestigious qualification for educators who wish to become leaders in their chosen fields. The units are externally online. This course is only offered on a full-fee paying basis to eligible students. An alternative pathway to a Master of Education for domestic students is available on a Commonwealth supported (CSP) basis for the first eight units through one of the Bachelor of Education with Professional Honours courses.

Units include:
- Dissertation
- Understanding Educational Inquiry
- Foundations of Educational Research
- Plus any seven coursework units offered

Unit descriptions:
http://courses.utas.edu.au/portal/page/portal/COURSE_UNIT/UTAS_COURSE_DETAIL?P_COURSE_CODE=E7H&P_SCHEDULE_CODE=E7H1&P_YEAR=2014&P_CONTEXT=OLD | The *Shadowing Program for Aspiring Principals* organized by DoE TAS is an elective in the Master of Education through the University of Tasmania. |

University of Western Australia Phone: 08 6488 2397 Email: anna-carin.johansson@uwa.edu.au Course enquiries: Anna-Carin Johansson, Graduate School of Education		
Title and key target	**Course theme and components**	**Links to respondents' programs**
Master of School Leadership The Master of School Leadership is available for teachers and principals employed by the DoE WA as preparation and support for leadership positions, especially the principalship. The course introduces participants to theory as well as national and international educational practices.	The Master of School Leadership is available for teachers and principals employed by the DoE WA as preparation and support for leadership positions, especially the principalship. The course introduces participants to theory as well as national and international educational practices. Participants can then connect these considerations with their own experiences and, through dialogue and the sharing of ideas and information, broaden their knowledge and enhance their capabilities. The course also provides an opportunity for participants to develop specialised research skills as a foundation for further professional investigation in the substantive area of educational leadership. Units include: • Education Policy Trends: Global to Local • Integrating Pedagogy and Technology • Education Law • Childhood and Adolescent Developmental Psychopathology • Indigenous Policy and Practice • Approaches to Research • Qualitative Inquiry • Quantitative Inquiry Unit descriptions: http://www.studyat.uwa.edu.au/courses/master-of-school-leadership-coursework	Participants in the Master of School Leadership will also have access to coaching through IPL at no cost, to further support their personal and professional development in achieving their career aspirations. The application and selection process is linked to the Standard. This program is aimed at teachers and all staff who aspire to lead our schools. The Master of School Leadership is also suitable for newly appointed and existing school leaders who wish to build their leadership capacity through formal qualifications.
Master of Educational Leadership This course is suited to educators (government and non-government schools, universities and TAFE) who are leading or aspiring to be leaders in their organisations.	The course introduces participants to theory as well as national and international educational practices. Participants can then connect these considerations with their own experiences and, through dialogue and the sharing of ideas and information, broaden their knowledge and enhance their capabilities. The course also provides an opportunity for participants to develop specialised research skills as a foundation for further professional investigation in the substantive area of educational leadership. Unit descriptions: http://www.studyat.uwa.edu.au/courses/30520-master-of-educational-leadership---coursework#structure	

7. List of abbreviations

Acronym	Name
ACE	Australian College of Educators
ACEL	Australian Council for Educational Leaders
ACER	Australian Council for Educational Research
ACU	Australian Catholic University
AIS	Association of Independent Schools
AISSA	Association of Independent Schools South Australia
AITSL	Australian Institute for Teaching and School Leadership
BCE	Brisbane Catholic Education Office
CDU	Charles Darwin University
CECV	Catholic Education Commission Victoria
CEDP	Catholic Education Diocese of Parramatta
CEO	Catholic Education Office
CQU	Central Queensland University
CSE	Centre for Strategic Education
CSL	Centre for School Leadership
CSP	Commonwealth Supported Place
CSU	Charles Sturt University
DEC	Department of Education and Communities
DECD	Department for Education and Child Development

Acronym	Name
DET	Department of Education and Training
DoE	Department of Education
DP	Deputy Principal
ECPP	Early Career Principals Program
ETD	Education and Training Directorate
GCIE	Graduate Centre of International Education
HOC	Head of Campus
HOD	Head of Department
HOSES	Head of Special Education Services
ICT	Information and Communications Technology
IPS	Independent Public Schools
ISQ	Independent Schools Queensland
ISV	Independent Schools Victoria
LEQ	Lutheran Education QLD
LEVNT	Lutheran Education VIC, NSW, TAS
LSA	Lutheran Schools Australia
MGSE	Melbourne Graduate School of Education
OECD	Organisation for Economic Co-operation and Development
OH&S	Occupational Health and Safety

Acronym	Name
OLF	Ontario Leadership Framework
PAI	Principals Australia Institute
PLI	Professional Learning Institute
QCS	Quality Catholic Schooling
QELi	Queensland Education Leadership Institute
QUT	Queensland University of Technology
SAIEL	South Australian Institute of Educational Leadership
SiAS	Staff in Australia's Schools
TALIS	Teaching and Learning International Survey
TESOL	Teachers of English to Speakers of Other Languages
TIMS	Talent Identification and Management System
TLC	The Leadership Circle
UNSW	University of New South Wales
USC	University of the Sunshine Coast
USQ	University of Southern Queensland
UWA	University of Western Australia
WiL	Women in Leadership