



# Introducing the Leadership Profiles Facilitator Guide



# Introduction

Since 2011, the *Australian Professional Standard for Principals* ('the Standard') has provided a public statement setting out what school principals are expected to know, understand and do to succeed in their work. The Standard is an integrated model that recognises three Leadership Requirements that a principal draws upon, within five areas of Professional Practice.

The *Leadership Profiles* ('the Profiles') have since been developed and validated by the profession to describe each of the Leadership Requirements and Professional Practices in more detail.

The Profiles, developed directly from the Standard, are presented as a set of leadership actions that effective principals implement as they progress to higher levels of proficiency. Principals and aspirant principals can use the Profiles to help them grow and develop as school leaders.

The Standard, and the more detailed Profiles, create and promote a shared vision, clarity of understanding and a common language around effective and high-impact school leadership. They draw on effective leadership practice both locally and internationally and are informed by research into what makes great principals.

This guide has been developed to accompany the PowerPoint presentation *Introducing the Leadership Profiles* available at [www.aitsl.edu.au/leadership-profiles/workshop](http://www.aitsl.edu.au/leadership-profiles/workshop). With these two resources, system and school leaders can confidently introduce The Australian Professional Standard for Principals: Leadership Profiles (the Profiles) and Interactive Profiles.

## For further support

AITSL is delighted you have chosen to introduce the Profiles using this Facilitator Guide and the accompanying PowerPoint. The AITSL School Leadership team are available to support you in this endeavour. For assistance contact the team at [schoolleadership@aitsl.edu.au](mailto:schoolleadership@aitsl.edu.au) or phone 03 9944 1251.

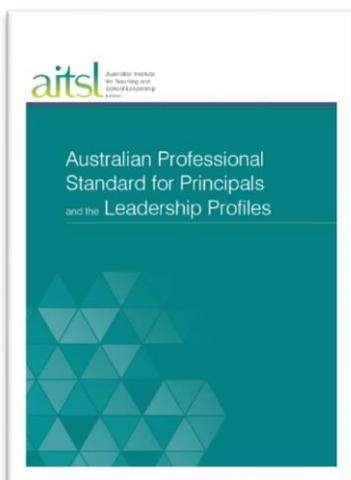
# Facilitator preparation

This guide and the accompanying set of slides were developed to ensure school leaders, and those who support them professionally, gain maximum benefit from the Leadership Profiles and the Interactive Leadership Profiles. As facilitator of this workshop, you can assist participants' understanding of the Profiles by careful preparation for the session and use of this guide, as well by stimulating discussion and summarising information where appropriate.

# Workshop preparation

The list below outlines the set-up tasks, materials and recommended room arrangement:

- To maximise participants' familiarity with the Interactive Leadership Profiles, AITSL recommends participants have access to a laptop, tablet or smartphone.
- Set up a computer with internet connection and projector and check sound volume.
- To aid discussion activities, set out the room in cabaret style.
- On each table, provide printed copies for each participant of:
  1. The *Australian Professional Standard for Principals and the Leadership Profiles A4* booklet  
<http://www.aitsl.edu.au/schoolleadership/profilesdocument>.
  2. A colour copy of the A3 Summary Table  
<http://www.aitsl.edu.au/schoolleadership/profilesummarytable>.



Leadership Profiles - Professional Practices lens		aitsl Leadership Profiles	
Focus	Practice description	Profile	Developmental pathway: principal's increasing proficiency
Leading teaching and learning	Principals create a vision of effective teaching and learning, and ensure it is implemented across the school. They monitor and evaluate teaching and learning, and provide support and resources to teachers to improve their practice. They ensure that all students have access to high quality learning experiences.	Profile 1: Principals create a vision of effective teaching and learning, and ensure it is implemented across the school. They monitor and evaluate teaching and learning, and provide support and resources to teachers to improve their practice. They ensure that all students have access to high quality learning experiences.	Principals lead and ensure that all students have access to high quality learning experiences. They monitor and evaluate teaching and learning, and provide support and resources to teachers to improve their practice. They ensure that all students have access to high quality learning experiences.
Developing self and others	Principals work with staff to build a professional learning culture. They provide opportunities for staff to engage in professional learning, and support them to develop their skills and knowledge. They ensure that all staff have access to high quality professional learning experiences.	Profile 2: Principals work with staff to build a professional learning culture. They provide opportunities for staff to engage in professional learning, and support them to develop their skills and knowledge. They ensure that all staff have access to high quality professional learning experiences.	Principals work with staff to build a professional learning culture. They provide opportunities for staff to engage in professional learning, and support them to develop their skills and knowledge. They ensure that all staff have access to high quality professional learning experiences.
Leading improvement, innovation and change	Principals lead the school in continuous improvement. They identify areas for improvement, and develop and implement plans to address these areas. They monitor and evaluate the progress of these plans, and make adjustments as needed. They ensure that all staff have access to high quality professional learning experiences.	Profile 3: Principals lead the school in continuous improvement. They identify areas for improvement, and develop and implement plans to address these areas. They monitor and evaluate the progress of these plans, and make adjustments as needed. They ensure that all staff have access to high quality professional learning experiences.	Principals lead the school in continuous improvement. They identify areas for improvement, and develop and implement plans to address these areas. They monitor and evaluate the progress of these plans, and make adjustments as needed. They ensure that all staff have access to high quality professional learning experiences.
Leading the management of the school	Principals ensure the school is well managed. They develop and implement policies and procedures, and ensure that all staff have access to high quality professional learning experiences. They ensure that the school is financially sound, and that all resources are used effectively.	Profile 4: Principals ensure the school is well managed. They develop and implement policies and procedures, and ensure that all staff have access to high quality professional learning experiences. They ensure that the school is financially sound, and that all resources are used effectively.	Principals ensure the school is well managed. They develop and implement policies and procedures, and ensure that all staff have access to high quality professional learning experiences. They ensure that the school is financially sound, and that all resources are used effectively.
Engaging and working with the community	Principals build strong relationships with the community. They engage with parents, staff, and the wider community, and ensure that all staff have access to high quality professional learning experiences. They ensure that the school is a positive and inclusive environment for all.	Profile 5: Principals build strong relationships with the community. They engage with parents, staff, and the wider community, and ensure that all staff have access to high quality professional learning experiences. They ensure that the school is a positive and inclusive environment for all.	Principals build strong relationships with the community. They engage with parents, staff, and the wider community, and ensure that all staff have access to high quality professional learning experiences. They ensure that the school is a positive and inclusive environment for all.

# Using this guide

When conducting your *Introducing the Leadership Profiles* workshop, the PowerPoint slides can be accessed either directly on AITSL's website [www.aitsl.edu.au/leadership-profiles/workshop](http://www.aitsl.edu.au/leadership-profiles/workshop), or downloaded onto a device.

Within this guide, each slide is shown with notes to assist facilitation. These notes provide background information and highlight key messages. The presentation occurs in two broad sections.

- The first 30 slides take a regular PowerPoint form. Slide 3 requires internet access to play the video on YouTube.
- At Slide 31, the presentation moves online to the AITSL website for the facilitator to demonstrate the Interactive Leadership Profiles. AITSL recommends facilitators are familiar with this section prior to delivering the presentation.
- At Slide 32, participants are directed to spend time exploring the Interactive Leadership Profiles using their own device with internet access.
- Slides 33 - 35 return to a regular PowerPoint presentation.

The workshop is designed to last approximately 90 minutes. It can be extended or shortened according to the needs of the group.

# Slide 1



## Purpose

To welcome participants, underline the significant impact of effective school leadership, and describe the Profiles as a valuable leadership development resource.

## Key message/s

- Explain that this is a 90-minute workshop with opportunity to explore the Profiles. Participants will have the chance to think about their potential use and the role they can play in supporting leadership growth.
- Research shows that school leadership, led by the principal, is a central source of influence in improved outcomes for students (Leithwood et al, 2004). The role of leadership is integral to the functioning of a school as a learning organisation.
- Due to the growing complexity of contemporary school leadership in Australia, there is a need for current and aspirant school leaders to fully understand the knowledge, skills and capabilities required to be effective leaders of teaching and learning.
- The Profiles are easy to use and available on [AITSL's website](#) for every current and aspirant school leader.

# Slide 2

## Session aims

- Affirm a focus on leadership learning
- Introduce the Leadership Profiles
- Explore the Interactive Leadership Profiles
- Introduce the School Leaders Self-Assessment Tool
- Link the Profiles to professional growth planning

## Purpose

To outline the purpose of the session and what participants will gain from their attendance.

## Key message/s

- The Profiles provide a framework for current and aspirant school leaders which can guide the development of their own leadership and that of others.
- The Profiles can also provide a foundation for system processes, such as recruitment, induction and coaching.
- The Interactive Profiles and Leadership SAT enable individualised professional reflection
- There will be an opportunity at the end of the session to reflect on how participants may apply the Profiles in their own professional context.

# Slide 3



## Purpose of the video/exercise

To introduce the Chair of the AITSL Board of Directors, Professor John Hattie, and clarify the intent and purpose of the Profiles.

## Key message/s

- Professor Hattie is the Chair of AITSL and Professor of Education and Director of the Melbourne Education Research Institute at Melbourne University.
- Professor Hattie outlines the challenge for school leaders to 'lead like the best' by using the Profiles.
- A summary of Professor Hattie's main points. The Profiles:
  - build on the Standard
  - are progressive statements which recognise the dynamic nature of school leadership
  - were developed in close consultation with the profession
  - can help school leaders to reflect upon their current practice, identify and building upon their strengths, and plan for improvement
  - will assist to maximise the impact of school leaders
  - will help all school leaders to 'lead like the best'.

# Slide 4



## Purpose

To inform the group of AITSL's three main school leadership resources and explain the links between them.

- Australian Professional Standard for Principals (the Standard)
- 360° Reflection Tool
- Leadership Profiles (the Profiles)

## Key message/s

- The Standard, launched in 2011, outlines what effective school leaders should know, understand and do to achieve in their roles, across three Leadership Requirements and five Professional Practices. The Standard provided the framework for the Profiles.
- The 360° Reflection Tool, launched in 2013, describes and provides feedback on 15 core leadership attributes of the Standard. The attributes informed the development of the Profiles.
- The Profiles were launched in 2014 and add detail to the Professional Practices and Leadership Requirements described in the Standard.
- The Profiles give school leaders a detailed description of exemplary leadership practice.

## Further background

### The Standard

- The Standard was developed following extensive research and wide consultation with the profession.
- The Standard was designed as an integrated and dynamic model of the role of the principal that acknowledges the context within which the principal is working.
- Whilst not mandated in the same way as the Australian Professional Standards for Teachers, the Australian Professional Standard for Principals was endorsed by all Education Ministers in July 2011.
- Research tells us that of school controlled factors, school leadership is second only to classroom teaching in terms of impact on student learning outcomes (Leithwood et al, 2004).
- When principals develop their core leadership practice, the outcome leads towards high-quality learning, teaching and schooling, which is the realisation of the 2008 Melbourne Declaration.
- Statements from the Melbourne Declaration are included as outcomes in the Standard.

### 360° Reflection Tool

- The 360° Reflection Tool evaluates the core leadership attributes defined by the Standard.
- Undertaking the 360° Reflection Tool provides rich feedback on leadership performance from a range of raters as well as self-appraisal.
- The 360° Reflection Tool is available on the AITSL website.
- By November 2015, over 3000 school leaders had registered to use the 360° Reflection Tool.

# Slide 5

## So, what exactly are the Profiles?

The Profiles are a set of 80 statements that describe the leadership actions of principals as they progress to higher levels of proficiency.

They have been developed by the profession, for the profession.



## Purpose

To begin familiarisation with the Profiles.

## Key message/s

- The Profiles are a practical resource and a rich referencing system for leaders and those who support them.
- They were developed through extensive consultation with the profession from every jurisdiction and system around Australia.
- The Profiles comprise 80 statements describing leadership actions in increasing proficiency.
- The statements have been validated by the profession and can be applied to any and all school contexts.

## Slide 6

### What do the Profiles do that's different?

- Comprehensive developmental framework, not a capability check list
- Acknowledge the dynamic nature of leadership
- Development pathways that can be seen through different lenses



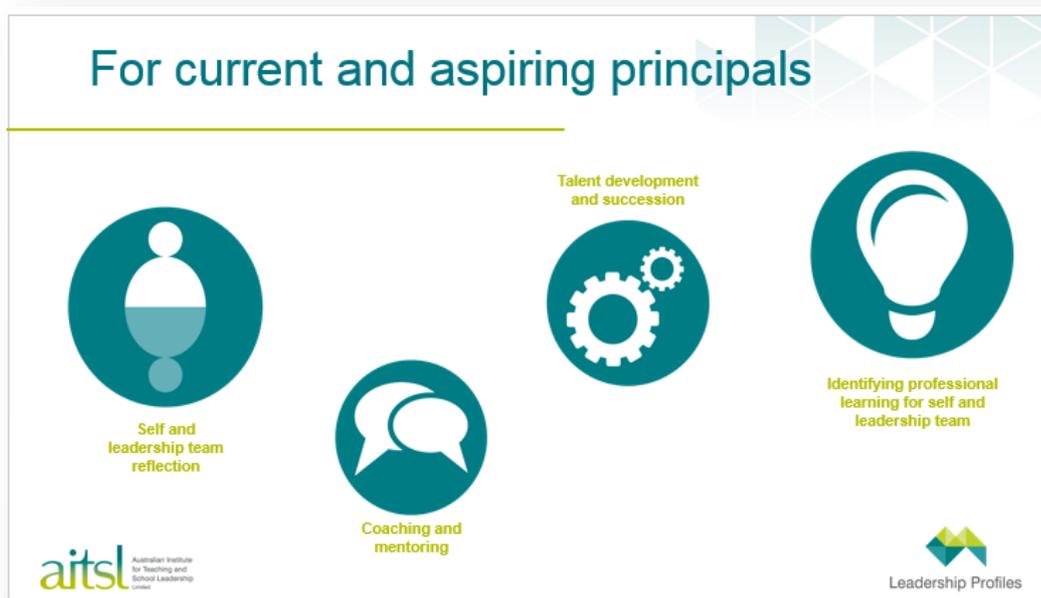

### Purpose

To clarify the intent of the Profiles and what they offer that is different to other descriptions of school leadership.

### Key message/s

- The Profiles articulate the behaviours required to maximise the impact of school leaders on student outcomes.
- The Profiles are a practical resource which helps identify a comprehensive development pathway for leadership growth.
- The 80 statements within the Profiles describe the:
  - values and personal qualities that underpin leadership attitudes and behaviours
  - knowledge required to be an effective school leader
  - context in which the leader is working
  - resulting leadership actions.
- The statements can be viewed through these three 'lenses', enabling reflection from a range of perspectives:
  - Professional practice
  - Leadership requirements
  - Leadership emphasis

# Slide 7



## Purpose

To indicate a range of applications of the Profiles for current and aspirant school leaders.

## Key message/s

- The Profiles are for all current and aspirant school leaders in every system and sector.
- The statements are useful for self-reflection, provide a structure for coaching and mentoring, and assist the identification of new leadership talent.

# Slide 8



## Purpose

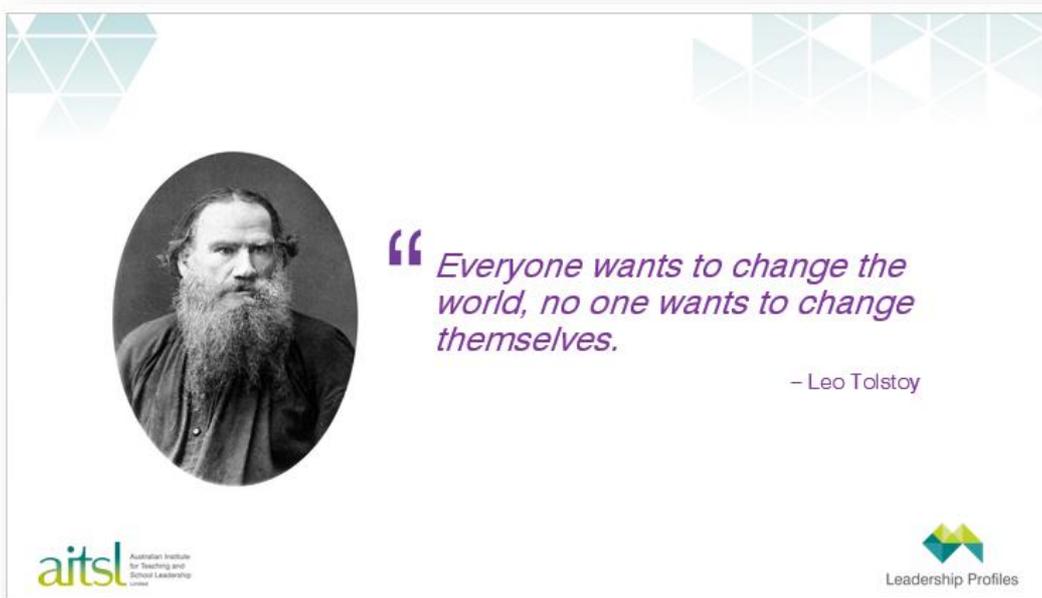
To indicate the range of ways in which systems and sectors can use the Profiles to support high-impact school leadership.

## Key message/s

The Profiles have been enthusiastically received by system leaders as they provide a strong foundation to strengthen processes and procedures, such as:

- selection and recruitment
- induction
- reflection on performance
- better targeting of professional learning
- coaching and professional conversations.

## Slide 9





*“ Everyone wants to change the world, no one wants to change themselves.”*

– Leo Tolstoy

 Australian Institute for Teaching and School Leadership Limited

 Leadership Profiles

### Purpose

To provide a bridge to the next part of the presentation which sees the introduction of AITSL's Behaviour Change model. This model introduces one way of understanding the process of change.

### Key message/s

- Often people don't really see the need for change in themselves, or if they do they ignore it.
- Ignoring the need for change limits our personal and professional growth.

# Slide 10



## Purpose

To introduce a model for understanding behaviour change. Having a conceptual model can deepen school leaders' understanding of the stages they may go through as they seek to improve their leadership by changing specific behaviours.

## Key message/s

- This model shows the general principles of behaviour change in five steps, drawing on a number of theories including:
  - Theory of Planned Behaviour (Ajzen)
  - Health Action Process Approach (Schwarzer).
- Implicit in the Profiles is the challenge for leaders to change their current repertoire of leadership behaviours.
- Successful, enduring change evolves through several distinct phases.
- Developing an awareness of the need for change is the first step.
- A set of clearly articulated leadership behaviours, the practice of reflection, and the support of trusted colleagues are critical in developing this awareness.
- Ignoring the need for behaviour change will limit professional growth and ultimately effectiveness as a leader.

# Slide 11



## Purpose

To explain awareness as the first stage of behaviour change.

## Key message/s

### Stage 1: Awareness

- The first step of achieving behaviour change is realising the need for a change to occur and the potential benefits associated with making the change.
- The Profiles provide an overview of the principal role, enabling each leader and aspirant leader to have increased awareness of areas in which they could change to improve their effectiveness.

The steps to behaviour change will be illustrated by examples from 'Ben' who has recently been appointed as a principal in a large, inner-city primary school.

### EXAMPLE

Ben has always struggled with giving feedback to under-performing staff. He has become aware that, in his new role, he will need to engage in these difficult conversations to embed his leadership and bring about whole-school improvement.

# Slide 12



## Purpose

To explain the significance of attitude to changing behaviour.

## Key message/s

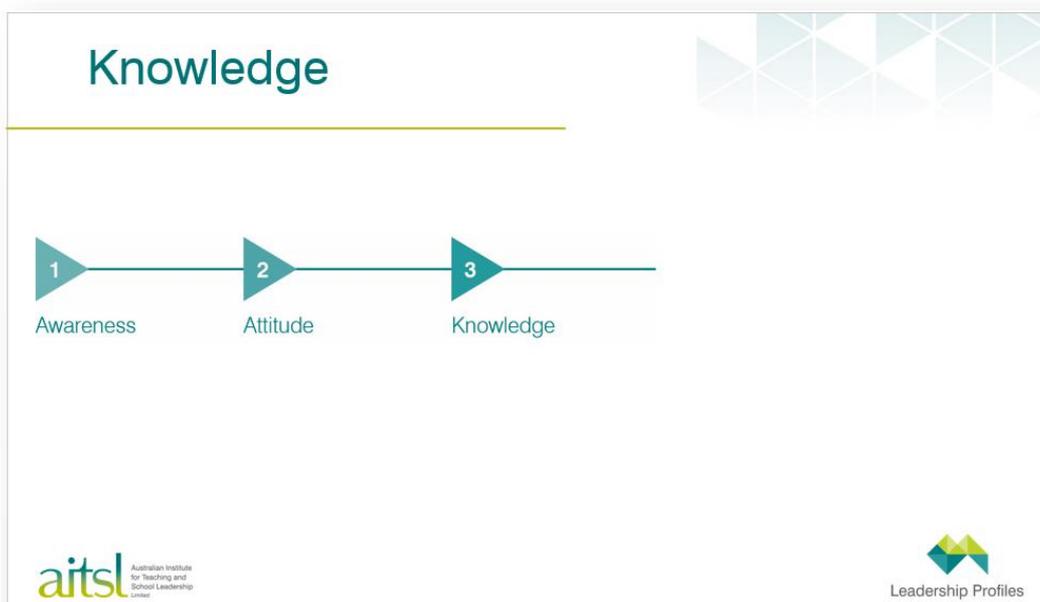
### Stage 2: Attitude

- The attitude of an individual towards change plays an important role in influencing the likelihood of a change in behaviour.
- Attitudes and confidence to change determine the will to change. The stronger the intention, the more likely change will occur.

### EXAMPLE

Ben is determined to overcome his reluctance to say what he is thinking and stop skirting around difficult issues. He feels that, in the past, he has not been sufficiently honest and direct with staff. His commitment to becoming an effective leader has given him the drive and confidence to believe he can tackle this reluctance.

# Slide 13



## Purpose

To explain the importance of acquiring knowledge during behaviour change.

## Key message/s

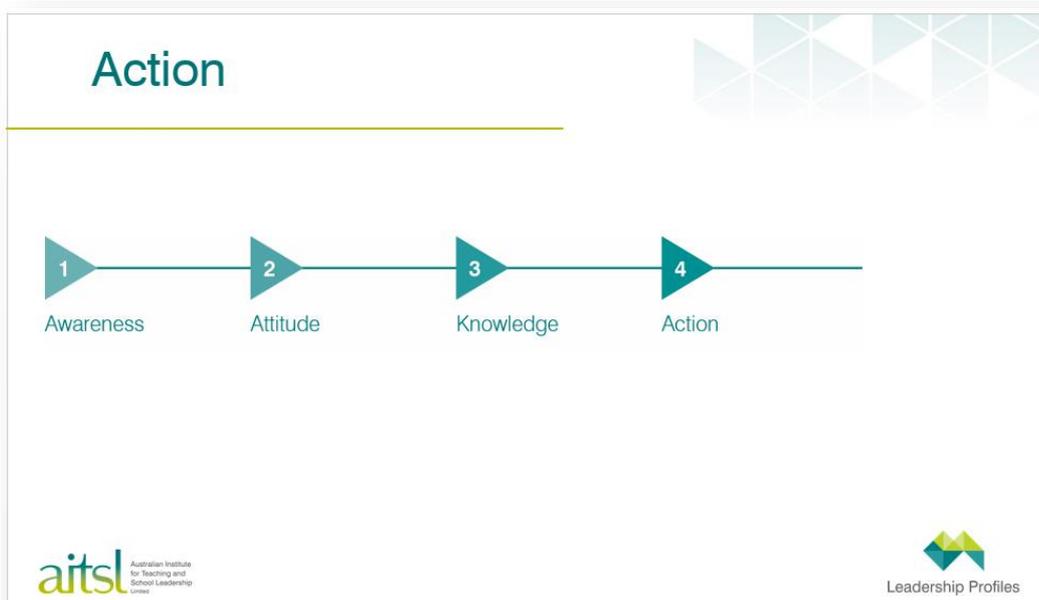
### Stage 3: Knowledge

- Effectively building knowledge around how to understand, prepare for and take the next steps towards achieving a desired change increases the likelihood of the change occurring.
- Strategies to build knowledge should focus on:
  - understanding the nature of the desired change
  - reducing any barriers and blockers
  - considering how to manage the consequences of the change

### EXAMPLE

To build his knowledge about providing negative feedback, Ben uses the online Leadership Profiles resources to explore how to develop his interpersonal skills and relationships with others. In his research, he comes across 'Fierce Conversations' by Susan Scott and finds the case studies and exercises are really helpful in planning what he is going to do.

# Slide 14



## Purpose

To explain that taking action is the fourth stage of behaviour change.

## Key message/s

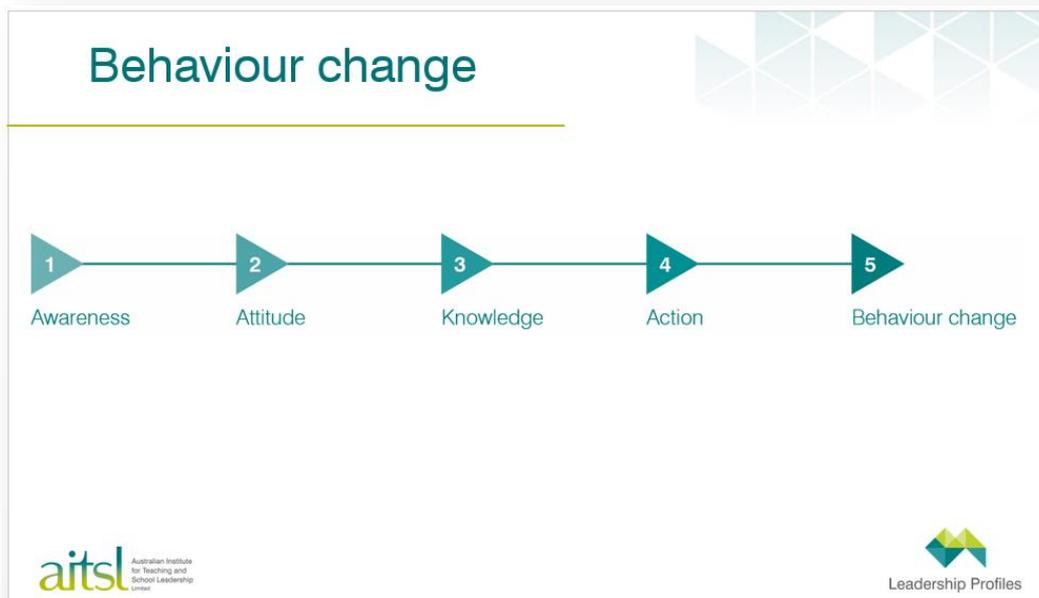
### Stage 4: Action

- At this stage, the individual is required to take action to perform and then maintain the change. This requires significant effort and persistence.
- For school leaders, drawing on trusted relationships and networks, gaining positive support, and reflecting on progress can help improve and sustain the attempts at behaviour change and maintain determination to continue.

### EXAMPLE

Ben discusses the approach he plans to take with his mentor and begins by tackling an issue that has been troubling him since he arrived at the school – the lack of punctuality of two members of staff.

# Slide 15



## Purpose

To make explicit that established behaviour change is the outcome of this process.

## Key message/s

### Stage 5: Behaviour Change

- At this final stage, the desired new behaviour has become embedded and is automatic.
- This is a simple model but of course, change is not a simple, linear activity. It is iterative and takes time to become embedded. You will know when this has happened – it will be an automatic response.
- Remember **'a goal without a plan is just a wish'**.

### EXAMPLE

Ben begins to realise that people expect him to be truly authentic in his role. Far from 'damaging' those he has robust conversations with, they start to respect him and take on board his feedback.

# Slide 16

## Activity

### Attitudes influence behaviour change

1. Write down attitudes that have helped you change your behaviour (enablers)
2. Write down attitudes that have stopped you from making changes (blockers)
3. Share with a table partner

## Purpose of the activity

To develop awareness of how attitudes can help or hinder personal development.

## Key message/s

- Attitude is a fixed mental mind set or disposition that predetermines a person's responses to, and interpretation of, situations.

## How to conduct this exercise

- Invite the participants to work in pairs, allowing five minutes for the discussion.
- This activity is in two parts.
  - Firstly, participants think about times they have successfully changed their behaviour (eg. giving up smoking, training for a half marathon, altering a leadership approach) and share this with a partner.
  - Secondly, participants reflect on the particular personal attributes and attitudes they used in order to be successful.

# Slide 17

## Attitudes that enable change

1. Openness – to ideas, possibilities, surprise
2. Questioning – restlessness
3. Inventiveness – creative responses to challenges
4. Persistence – courage, humility
5. Emotional stability – taking risks and resilience
6. Generosity – welcoming difference
7. Empathy – mutual supportiveness

## Purpose

To deepen the awareness of attitudes that can aid personal development. Read through the list and check whether some of these were mentioned in the participants' table conversations during the previous activity.

## Key message/s

Successful change is all about having the right attitude and being able to identify those things that will help personal as well as leadership development.

# Slide 18

## Attitudes that block change

1. Belief in one right way – and predictable outcomes
2. Reliance on certainties – and ready-made solutions
3. Compliance – with imposed models and materials
4. Rejecting complexity – settling for easy answers
5. Fear of failure – and trying new things
6. Deficit thinking – desire for uniformity
7. Fear – defensiveness and blame

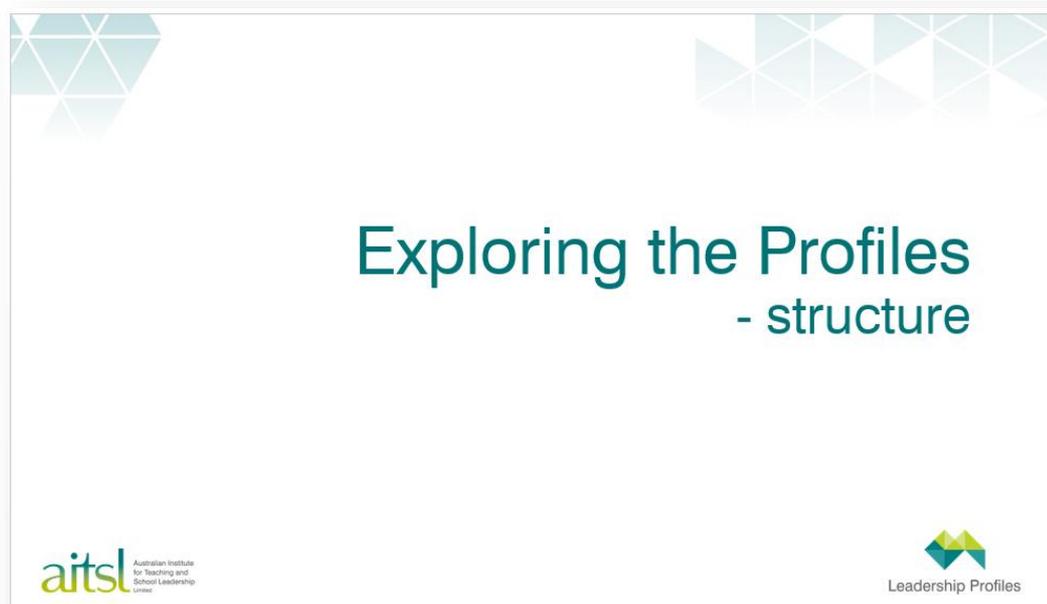
## Purpose

To strengthen awareness of attitudes that hinder personal development. Read through the list and ask participants for their examples of attitudes that impeded their attempts at behaviour change.

## Key message/s

Successful change is all about having the right attitude and being able to identify those things that will help personal as well as leadership development.

# Slide 19



## Purpose of the next four slides

To understand the structure of the Profiles as they are represented in the Summary Table. The Summary Table (on the next slide) is a fold-out at the back of the *Australian Professional Standard for Principals and the Leadership Profiles* booklet. Refer participants to their individual A3 Summary Table during this part of the presentation.

## Key message/s

- An earlier slide provided a quick glimpse of the Profiles (Slide 4). They will now be explored in detail.
- The Profiles are more than a rubric, leadership framework or checklist of competencies.

# Slide 20

Leadership Profiles - Professional Practices lens		Developmental pathway illustrating increasing proficiency			
Focus	Practice description	Profile			
<p><b>Summary Table</b></p>	<p><b>Leading teaching and learning</b></p> <p>Principals create a culture of challenge and support, enabling effective teaching that promotes excellent educational outcomes, consistent with being learning leaders. Principals have a key responsibility for developing a culture of effective teaching, by working, inspiring and coaching teachers to improve their practice and to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students in identifying and pursuing high quality learning and teaching.</p>	<p>Principals provide coaching and mentoring a student-centred learning environment. They motivate staff to keep their teaching practice current through use of research and new technologies. They identify and support staff to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students in identifying and pursuing high quality learning and teaching.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>
	<p><b>Developing self and others</b></p> <p>Principals seek self and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through managing professional practice and organisational systems that focus on learning and development activities, they ensure that all staff are successful in their learning and development. They work with staff and students to identify and pursue high quality learning and teaching. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals promote the benefits of professional learning to all staff and ensure that their vision and strategic plan are implemented. They identify and support staff to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>
	<p><b>Leading improvement, innovation and change</b></p> <p>Principals seek self and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through managing professional practice and organisational systems that focus on learning and development activities, they ensure that all staff are successful in their learning and development. They work with staff and students to identify and pursue high quality learning and teaching. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals identify the needs for innovation and improvement that is consistent with the school's vision and strategic plan. They identify and support staff to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>
	<p><b>Leading the management of the school</b></p> <p>Principals use a range of data management methods and techniques to ensure that the school's vision and strategic plan are implemented. They identify and support staff to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students to identify and pursue high quality learning and teaching. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals identify the needs for innovation and improvement that is consistent with the school's vision and strategic plan. They identify and support staff to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>
	<p><b>Engaging and working with the community</b></p> <p>Principals create a culture of challenge and support, enabling effective teaching that promotes excellent educational outcomes, consistent with being learning leaders. Principals have a key responsibility for developing a culture of effective teaching, by working, inspiring and coaching teachers to improve their practice and to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students in identifying and pursuing high quality learning and teaching.</p>	<p>Principals promote the benefits of professional learning to all staff and ensure that their vision and strategic plan are implemented. They identify and support staff to engage in professional learning and development that aligns with the school's vision and strategic plan. They work with staff and students to identify and pursue high quality learning and teaching.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>	<p>Principals lead a school-wide focus on individual student achievement, implementing strategies that ensure all students are successful. They ensure that effective practice, structured feedback, peer review and use of the Australian Professional Standard for Principals are used to improve practice. They ensure that all students are successful in their learning and that all staff are successful in their professional practice and engagement with the school and the wider community.</p>

## Purpose

To familiarise participants with the structure and content of the Summary Table.

## Key message/s

Here the Profiles are shown through the *Professional Practices lens*. All 80 statements are contained within this representation of the Profiles.

Features to point out and explain to the group:

- Arrow-shaped lines separating the descriptor boxes emphasise the direction of increasing proficiency, left to right.
- Increasing depth of green shading further illustrates this progression.
- Each box contains four of the 80 statements, in three or four sentences.





# Slide 23

Leadership Profiles - Professional Practices lens		aitsl Australian Institute for Teaching and School Leadership Limited	
Focus	Practice description	Profile	
Taken from the Australian Professional Standard for Principals		Developmental pathway (illustrating increasing proficiency)	
Profile	<b>Leading teaching and learning</b>	Principals ensure that the school provides a range of learning opportunities for all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.	Principals ensure that the school provides a range of learning opportunities for all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.
	<b>Developing self and others</b>	Principals provide the benefits of professional learning to all staff and ensure that all staff have opportunities to engage in professional learning. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.	Principals provide the benefits of professional learning to all staff and ensure that all staff have opportunities to engage in professional learning. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.
	<b>Leading improvement, innovation and change</b>	Principals ensure that the school is a place of continuous improvement and innovation. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.	Principals ensure that the school is a place of continuous improvement and innovation. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.
	<b>Leading the management of the school</b>	Principals ensure that the school is a place of effective management. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.	Principals ensure that the school is a place of effective management. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.
	<b>Engaging and working with the community</b>	Principals ensure that the school is a place of effective engagement with the community. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.	Principals ensure that the school is a place of effective engagement with the community. They ensure that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs, and that the school's curriculum, teaching and learning programs are designed to meet the needs of all students, including those with special needs.

## Purpose

This slide shows the *Developing self and others profile* and emphasises the developmental pathway in progressive complexity from left to right across the page.

## Key message/s

Each 'strip' is referred to as a **profile**. To the right of the first two columns are the sets of statements at increasing degrees of proficiency, arranged from left to right. They are organised in this way to give school leaders a detailed understanding of professional growth towards exemplary practice.

# Slide 24

## Profiles: Progressive and increasing in proficiency

---

**Statement of early proficiency**

Principals promote the benefits of professional learning to all staff and make sure that their willingness and efforts to learn and improve are recognised. They develop and implement an organisational vision which links all learning and development activities to better student outcomes .....

**Statement of later proficiency**

Principals create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow the talents of others. They build and sustain a coaching and mentoring culture... and have a system of peer review and feedback in place .....




## Purpose

To demonstrate the increase in complexity across the page.

## Key message/s

The example is from the *Developing self and others profile*

**TOP BOX:** The statements in this box describe actions that focus on the importance of linking professional learning for staff to student outcomes.

**BOTTOM BOX:** The statements in this box describe a higher level of complexity where the principal has structured the school so a more challenging range of professional learning opportunities are available to talented, aspiring staff in order to grow leadership capacity.

# Slide 25



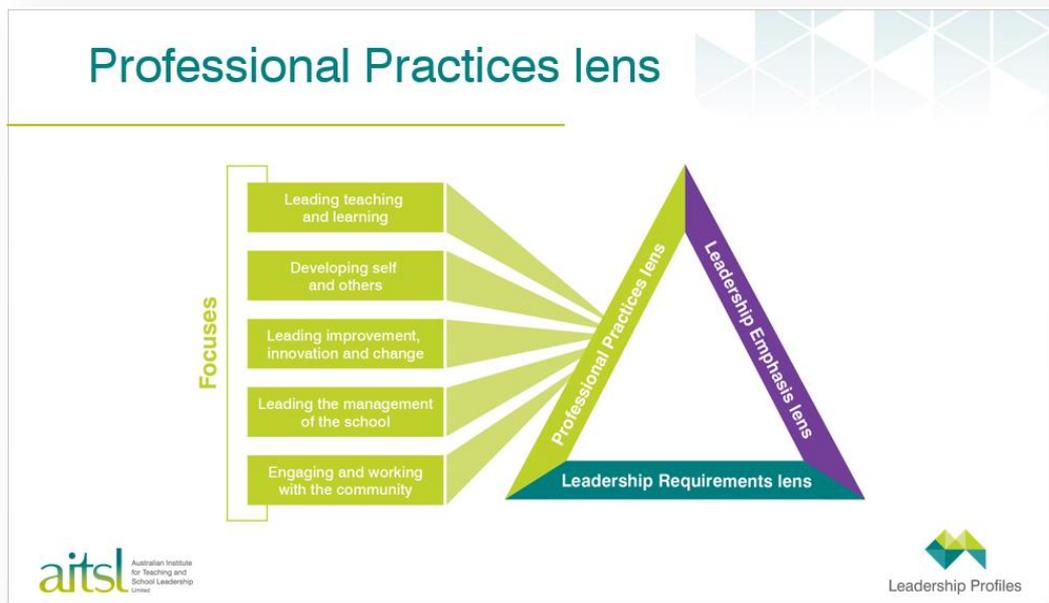
## Purpose

To introduce the two remaining lenses of the Profiles, available to view in the online format only.

## Key message

- One way of thinking about the lenses is as ‘organisers’ of the 80 statements.
- The *Professional Practices lens* is viewed in the Summary Table, just covered.
- From time to time, depending on their capability, career stage and context, school leaders will want to view developmental pathways through a different lens.

# Slide 26



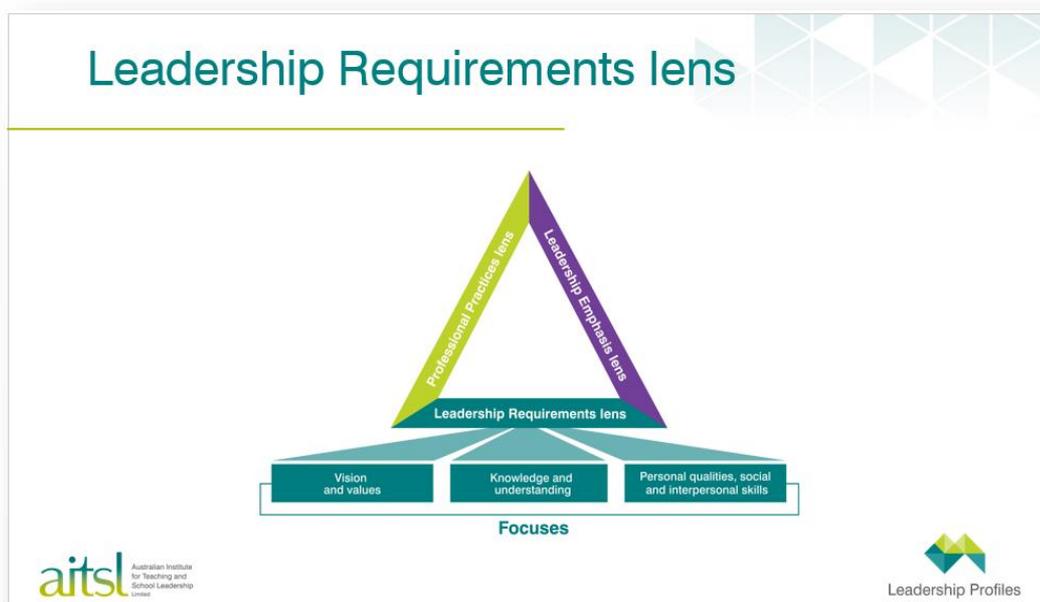
## Purpose

To explore the concept of lenses in more detail.

## Key message/s

- This graphic triangle represents the three lenses of the Profiles.
- The *Professional Practices lens* is taken directly from the Standard and has been discussed in detail already.

# Slide 27



## Purpose

To introduce the *Leadership Requirements lens*.

## Key message/s

- The Leadership Requirements are the three vertical columns of the Standard.
- In the graphic triangle, the three focuses of the Leadership Requirements are represented at the base of the triangle.
- In this lens, the 80 statements are organised under these three focuses.
- The statements can be viewed through the Leadership Requirement lens by going online.

# Slide 28

## Leadership Requirements lens

---

Vision and values   Knowledge   Personal qualities

Principals prioritise creating and sustaining a student-centred learning environment. They motivate staff to keep their teaching practice current through use of research and new technologies. They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high quality environment for learning. They develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.



Core Lens: Professional Practices, Focus: Leading teaching and learning, Profile: 2nd paragraph



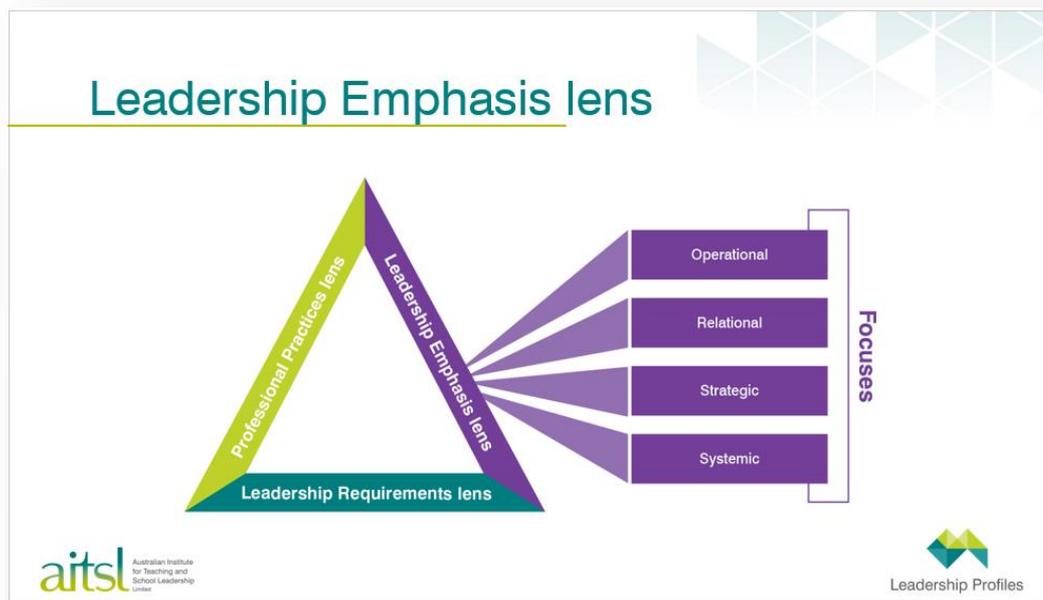

## Purpose

To demonstrate how the statements are coded to the Leadership Requirements in the Profiles.

## Key message/s

- Although organised against the Professional Practices, each statement, in each box in the Summary Table contains a statement which is coded specifically to one of the three Leadership Requirements.
- The first statement in each box is always a *Vision and values* statement.
- There are also statements describing *Knowledge and skills* actions and *Personal qualities, social and interpersonal skills* actions in each box.
- The Leadership Requirements statements can be viewed online in one of the three focuses, by using the Interactive Leadership Profiles. These will be demonstrated later in the presentation.

# Slide 29



## Purpose

To introduce the Leadership Emphasis lens.

## Key message/s

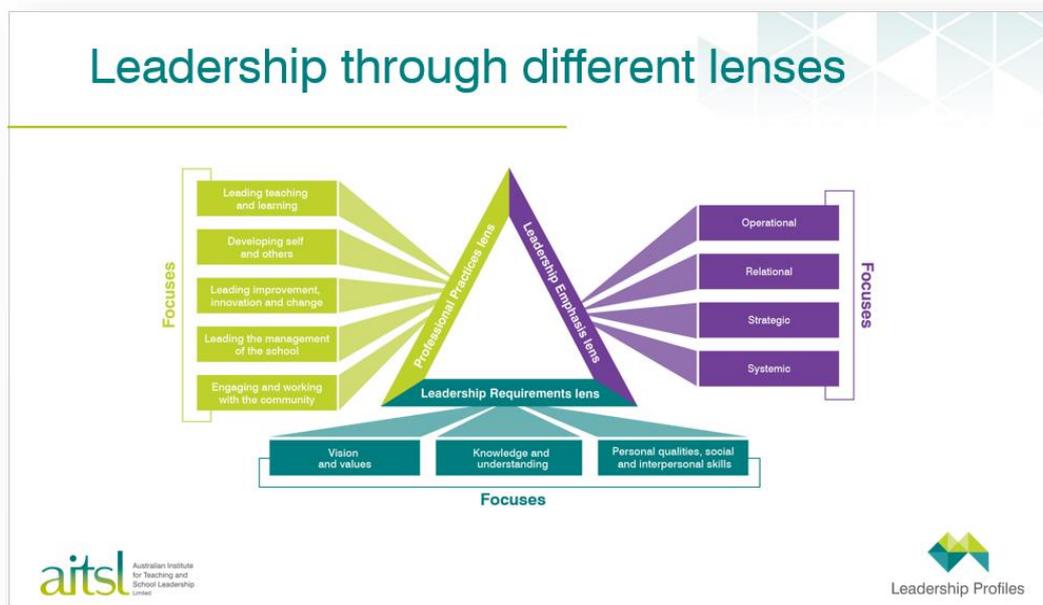
- This is a new lens containing four focuses. It has been added since the Standard was introduced.
- The Leadership Emphasis lens was strongly recommended by school and system leaders during the nationwide consultation.
- The Leadership Emphasis lens relates directly to school context
- The statements can be viewed through the Leadership Emphasis lens by going online but are not organised in increasing proficiency.

## How to conduct this exercise

Page 25 of the *Australian Professional Standard for Principals and the Leadership Profiles booklet* contains a description of the four Leadership Emphasis focuses. Ask participants to read the descriptions and discuss their relevance.

1. **Operational** – day-to-day management
2. **Relational** – building and maintaining good relationships with all stakeholders
3. **Strategic** – developing the future direction of the school
4. **Systemic** – working beyond the school for the good of the system

# Slide 30



## Purpose

To show the whole diagram reflecting the complexity of the school leader role.

## Key message/s

- This diagram demonstrates the complexity of the school leader role.
- It encompasses and describes the leadership actions of all school leaders, in any setting, at any stage of their career.
- It acknowledges that leadership actions are impacted by capability, career stage and context.
- Change the lens, change the focus to personalise a developmental pathway.

# Slide 31



## Interactive Leadership Profiles Demonstration

[aitsl.edu.au/leadership-profiles](http://aitsl.edu.au/leadership-profiles)

 Australian Institute for Teaching and School Leadership Limited

 Leadership Profiles

## Purpose

To introduce the next section of the workshop that occurs online, showcasing the Interactive Leadership Profiles.

## Key message/s

- Within the AITSL website, there is a dedicated homepage for the Profiles.
- The homepage houses all the resources and tools linked to the Leadership Profiles, including the Interactive Leadership Profiles.
- With the Interactive Leadership Profiles, users can view the developmental pathways for all three lenses.

Once this section has been introduced, move out of PowerPoint and on to AITSL's website [www.aitsl.edu.au/leadership-profiles](http://www.aitsl.edu.au/leadership-profiles)

Your presentation should now move from the PowerPoint slides to AITSL's website.

The web address is on the previous page.

Leave the PowerPoint open as you will return for three final slides to end this presentation.

# Demonstrating the Interactive Leadership Profiles

## Purpose

- To show how the Profiles look online compared with the Summary Table.
- To show the Leadership Requirements and Leadership Emphasis lenses and how their development pathways can be viewed.
- To demonstrate how to access linked resources that assist professional growth and behaviour change for each leadership action.

## Key messages

- Using the Interactive Leadership Profiles, the 80 statements can be organised through the three lenses.
- Users first select a core focus from one of the lenses.
- Users can choose a second focus to further refine the developmental pathway.
- Users can view and save recommended resources and tools linked to selected leadership actions.
- Users can download, print and save the Profiles in their selected focus/es.

## Demonstration instructions

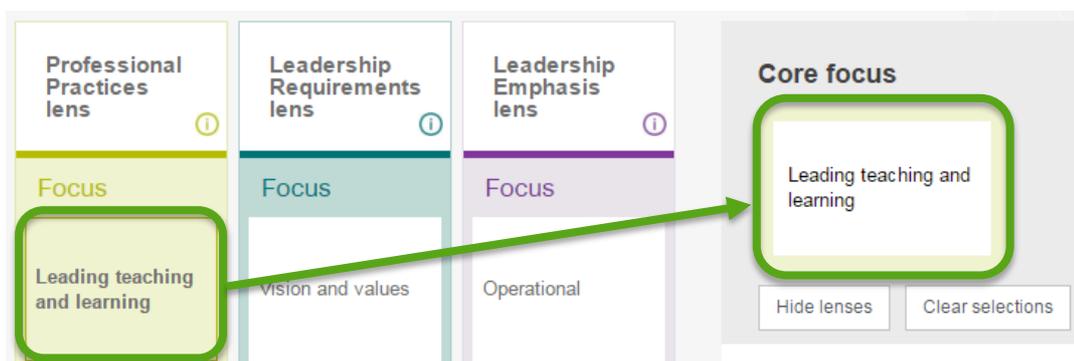
### Showing the pathway to the Interactive Leadership Profiles from AITSL's homepage

1. Minimise the PowerPoint and open up the AITSL website:  
<http://www.aitsl.edu.au>
2. Hover over the school leaders tab on the AITSL homepage and then select 'Leadership Profiles' from the drop down list. This will take you to the Profiles homepage.
3. Click the [Interactive Leadership Profiles](#) tile. A new tab will open for the Interactive Leadership Profiles page.



## Selecting a core focus

1. On the left of this page are the three leadership lenses and their focuses. On the right, a box with a dashed border, labelled 'core focus'.
2. Click 'show me' for a demonstration of how to 'click and drag' a selected core focus from one of the Leadership lenses.
3. You can also click the focus you want to make your core focus, and it will automatically load into the core focus box



4. Once selected, the focus will load a Profile in an expanded view running down the page.

## Explaining the different Profiles layout

1. Explain the vertical layout of the Profile statements, noting how this is different to the horizontal layout of the Summary Table.
2. Click the information button to reveal the focus description.
3. Click 'collapse all' to collapse the Profile, and scroll down to show the sets of actions arranged down the page in increasing proficiency.
4. Next, looking at the four grey rectangles below the description, click on '+' to the right of the first one. This will expand the first set of leadership actions.

### Professional Practices lens

#### Leading teaching and learning ⓘ

#### Profile

[Expand all](#)

A Profile contains leadership action statements in four sets. The sets increase in proficiency from top to bottom showing the developmental pathway.

Principals ensure the school values underpin...	–
Principals ensure the school values underpin and support high-quality inclusive practices.	>
They set expectations that all activities are focused on improving student learning outcomes.	>
They keep up-to-date with and share current developments in pedagogy and student engagement with all staff.	>
They lead staff and students in identifying and planning high-quality teaching and learning.	>
Principals prioritise creating and sustaining a student-centred l...	+
Principals lead a school wide focus on individual student achiev...	+
Principals lead high aspirations in learning and inspire the sam...	+

## Viewing recommended tools and resources

1. Each statement has a set of linked resources and tools. Many of the resources are from AITSL's School Leadership eCollection which connects school leaders to the latest research and practice. Other resources are from AITSL's teacher tools and resources such as the Illustrations of Practice or the Teacher Toolkit.
2. Click on the black arrow shown next to any of the statements to show a list of recommended tools and resources.
3. A set of resources will show on the screen. There may be a 'see more' button to reveal more resources on the screen.

The screenshot illustrates the process of viewing recommended tools and resources. It shows a statement: "Principals ensure the school values underpin and support high-quality inclusive practices." A green box highlights a right-pointing arrow icon next to the statement. A green arrow points from this icon to a modal window titled "RECOMMENDED TOOLS AND RESOURCES". The modal window contains a list of resources:

- Professional Practices lens: Leading teaching and learning**  
Principals ensure the school values underpin and support high-quality inclusive practices.  
[Quality teaching for diverse students in schooling: Best Evidence Synthesis Iteration \(BES\)](#)  
The purpose of the report is to contribute to ongoing, evidence-based and evolving dialogue about pedagogy that can inform development and optimise outcomes for students in New Zealand schooling.  
Source: *Adrienne Alton-Lee*  
Report | PDF | 103 pages
- [Innovative voices in education: engaging diverse communities](#)  
This book highlights stories from around the world, as innovative teachers, educational leaders, and community activists passionately share personal accounts of their successes, challenges, and lessons learned.  
Source: *Eileen Kugler*  
eBook | PDF |
- [Leading diverse schools](#)  
This book explores the challenges that school administrators face in ethnically diverse contexts.  
Source: *James Ryan*  
Report | PDF | 8 pages
- [Intercultural understanding: a key capability in the multicultural world](#)  
In this report the authors provide an Asian lens on Intercultural understanding.  
Source: *Keith Redman*  
Report | PDF |

A green box highlights a "See more" button at the bottom left of the modal window.

## Saving recommended tools and resources

1. Whilst in this view, clicking the 'My folder' button will enable users who are registered with AITSL's website to access this list of tools and resources next time they return to the site. If not signed in, you will see a pop-up reminding you to sign-in or register in order to view your list next time.
2. Click 'x' to close the pop-up.

**RECOMMENDED TOOLS AND RESOURCES** My folder

**Professional Practices lens: Leading teaching and learning**  
Principals ensure the school values underpin and support high-quality inclusive practices.

[Quality teaching for diverse students in schooling: Best Evidence Synthesis Iteration \(BES\)](#)  
The purpose of the report is to contribute to ongoing, evidence-based and evolving dialogue about pedagogy that can inform development and optimise outcomes for students in New Zealand schooling.  
Source: *Adrienne Alton-Lee*  
Report | PDF | 103 pages

[Innovative voices in education: engaging diverse communities](#)  
This book highlights stories from around the world, as innovative teachers, educational leaders, and community activists passionately share personal accounts of their successes, challenges, and lessons learned.  
Source: *Eileen Kugler*  
eBook | PDF |

[Leading diverse schools](#)  
This book explores the challenges that school administrators face in ethnically diverse contexts.  
Source: *James Ryan*  
Report | PDF | 8 pages

[Intercultural understanding: a key capability in the multicultural world](#)  
In this report the authors provide an Asian lens on Intercultural understanding.  
Source: *Keith Redman*  
Report | PDF |

[See more](#)

Principals lead high aspirations in learnin...

## Viewing the Leadership Requirements lens

1. Click the 'clear selections' button underneath the core focus box.
2. Select the Leadership Requirements lens – Vision and values focus, by clicking and dragging into the core focus box.
3. Explaining the direction of proficiency which runs down the page as before.

## Viewing the Leadership Emphasis lens

1. Click the 'clear selections' button underneath the core focus box.
2. Select the Leadership Emphasis lens – Relational focus, by clicking and dragging into the core focus box.
3. Expand the Profiles as before.
4. Explain that this lens is different because the increase in leadership proficiency is demonstrated at the core focus level instead of the Profile level. All Profile statements displayed describe the behaviours of a principal leading with a relational focus across the five Professional Practices.
5. Explain that selecting a different Leadership Emphasis as the core focus changes the complexity of the behaviours described across the five Professional Practices.
6. Click the 'clear selections' button underneath the core focus box.
7. Select the Leadership Emphasis Lens – Strategic focus, by clicking and dragging into the core focus box.
8. Expand the Profiles box as before.
9. Note the statements in this focus describe more complex leadership behaviours.

## Viewing a core and additional focus together

1. Click the 'clear selections' button underneath the core focus box.
2. In the Professional Practices lens, select *Leading improvement, innovation and change* as the core focus.
3. From the Leadership Requirements lens, select *Knowledge and understanding* as the additional focus.  
(*This combination would be particularly useful for a new principal or one who has moved to a new school where change is required*).
4. Expand the Profile to reveal the leadership actions that make the developmental pathway of these two focuses combined. The highlighted statements are the leadership actions pertaining to both focuses.
5. The recommended resources and tools shown by clicking the black arrow next to these highlighted statements, will support building knowledge and understanding about Leading improvement, innovation and change.

## Downloading the Profiles

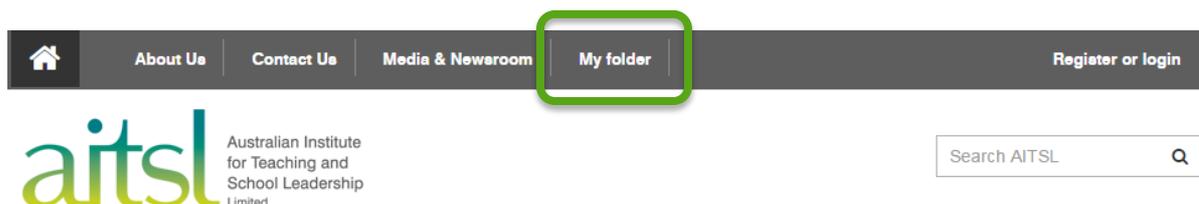
1. Click 'Download your Profile' to open a PDF form.
2. The Profile combination you have selected will be shown i.e. core focus is *Leading improvement, innovation and change* from the Professional Practices lens, and the additional focus is *Knowledge and understanding* from the Leadership Requirements lens.
3. The option to include linked resources for all statements in that Profile will be pre-selected.
4. Click 'Create PDF' at the bottom of the form.
5. The PDF may take up to a minute to download.
6. Click to open the PDF and show the layout, scrolling down the page.

The image shows two screenshots from a web application. The top screenshot displays the 'Download your Profile' button, which is highlighted with a green box and a green arrow pointing down to the second screenshot. The second screenshot shows the 'Download Leadership Profiles' form, which is a modal window with a close button in the top right corner. The form has the following elements:

- Title:** Download Leadership Profiles
- Radio button:** Download by Professional Practices lens (selected)
- Checkboxes:**
  - Leading teaching and learning
  - Developing self and others
  - Leading improvement, innovation and change
  - Leading the management of the school
  - Engaging and working with the community
- Text:** Choose an additional focus to highlight shared statements
- Dropdown menu:** Knowledge and understanding
- Checkboxes:**
  - Include linked resources
- Buttons:** Close and Create PDF

## Viewing saved tools and resources

1. Return to the previous tab for the Leadership Profiles page.
2. On the grey banner at the top of the page, click on 'My Folder'. A page will open with links to the saved tools and resources lists, from the Interactive Leadership Profiles.
3. Note that any links added to My Folder are deleted when the browser is closed unless the user is registered and logged in to the AITSL website.
4. Click on the list. The list will show again in the Interactive Leadership Profiles page.



## More Leadership Profiles resources

1. Go to <http://www.aitsl.edu.au/leadership-profiles>. This is where additional resources and tools supporting the Profiles are located, as well as information about tools that are currently being developed.
2. Explain layout:
  - The tiles take users to the key resources associated with the Profiles.
  - These resources can also be accessed using the teal menu to the left of the webpage.
  - Below the teal menu are 'Related resources' which are items available to download.

 Leadership Profiles

The Leadership Profiles build on the Australian Professional Standard for Principals. They have been designed to promote the learning and growth of school leaders, empowering them to develop and support teaching that maximises impact on student learning.

**What are the Profiles?**

**Using the Profiles**

**Behaviour change**

**Workshop**

**FAQs**

**Related Resources**

Australian Professional Standard for Principals (webpage)

Introducing the Leadership Profiles workshop (webpage)

Australian Professional Standard for Principals and the Leadership Profiles document (669KB PDF)

Leadership Profiles Summary Table (122KB PDF)

Exploring the Leadership Profiles paper (524KB PDF)

360 Reflection Tool (webpage)

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**Interactive Leadership Profiles**

Explore and download the Leadership Profiles through three leadership lenses. View and save linked resources and tools that can support your leadership development.

**School Leader Self-Assessment Tool**

**Now available**

Use the free School Leader Self-Assessment Tool to reflect on and locate your practice within the Leadership Profiles.

**Using the Leadership Profiles**

School leaders describe how they use the Profiles to plan their professional growth to become better leaders.

**Introducing the Leadership Profiles workshop**

Use these Presentation Slides and Facilitator Guide to introduce the Leadership Profiles to your teams.

**Leadership Profiles Summary Table**

Read, download and print the Summary Table containing the Professional Practices developmental pathways.

**Behaviour Change**

As you strive to become a better leader, view the model of behaviour change and become familiar with the general principles of behaviour change.

# Slide 32

## Activity

Explore the Interactive Leadership Profiles.

With a partner, discuss:

1. How you will use the Leadership Profiles in your role?
2. Which lens is most appropriate to your current situation?

## Purpose

To establish how the Interactive Leadership Profiles will inform participants' professional development.

## Key message/s

- School leaders will learn how to use the Interactive Leadership Profiles.
- School leaders will understand how to refine the focus of their developmental pathways through the Profiles.
- School leaders will know how to use different lenses to focus their development.

## How to conduct this exercise

- Provide some time now to allow the audience to use the Interactive Leadership Profiles on their own. The best devices to use in this activity are laptops/PC's and tablets. Smartphones can be used, however the pages will look quite different as the content is arranged to suit the smaller screen.
- At the end of the activity, ask members of the audience to share their thoughts about the discussion points on the slide.

# Slide 33

Very true of me  True of me  Somewhat true of me  Somewhat untrue of me  Untrue of me  Not applicable

Regular opportunities are provided for staff to discuss how they reflect on and use structured feedback to improve their practice.

Very true of me  True of me  Somewhat true of me  Somewhat untrue of me  Untrue of me  Not applicable

I currently support at least two principals that I currently support as a mentor.

Very true of me  True of me  Somewhat true of me  Somewhat untrue of me  Untrue of me  Not applicable

I regularly talk to staff about their professional learning plans and how they connect to the goals of the school.

Very true of me  True of me  Somewhat true of me  Somewhat untrue of me  Untrue of me  Not applicable

There are procedures in place to address underperformance in teaching practice, and use them when required.

Very true of me  True of me  Somewhat true of me  Somewhat untrue of me  Untrue of me  Not applicable

Profiles online  
School Leader Self-Assessment Tool

aitssl Australian Institute for Teaching and School Leadership Limited

Leadership Profiles

## Purpose

To introduce the Profiles-aligned School Leader Self-Assessment Tool (SAT).

## Key message/s

- The School Leader SAT is a free online resource available on the AITSL website.
- The School Leader SAT assists principals, school leaders and aspirants to reflect on their leadership practice directly against the Profiles.
- On completion of a questionnaire, respondents receive a report that locates their current practice within the three lenses of the Profiles and identifies specific strengths and areas for development.
- Using these results, leaders can view their developmental pathway, establish an action plan for their learning and growth, and access over 300 leadership tools and resources to support their development.

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## Where to find out more

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	aitsl.edu.au/leadership-profiles	
	schoolleadership@aitsl.edu.au	
	eNews - register at <a href="https://aitsl.edu.au">aitsl.edu.au</a>	

 Australian Institute for Teaching and School Leadership Limited

 Leadership Profiles

## Purpose

To direct participants towards useful additional information and promote the use of AITSL social media communication routes.

## Reference

Leithwood, K, Seashore Louis, K, Anderson, S and Wahlstrom, K 2004 *How leadership influences student learning*, The Wallace Foundation, NY.