

# Leadership Profiles - Professional Practices lens

## Focus

## Practice description

## Profile

Taken from the Australian Professional Standard for Principals

Developmental pathway: a principal's increasing proficiency

### Leading teaching and learning

Principals create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Principals have a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning, and for students' achievement in all aspects of their development. They set high expectations for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Principals set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.

Principals ensure the school values underpin and support high-quality inclusive practices and 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 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.

Principals lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all. They ensure that reflective practices, structured feedback, peer review and use of the *Australian Professional Standards for Teachers* lead to personal improvement of both students and staff. They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment. They communicate high aspirations and expectations for all, celebrate success and challenge underperformance.

Principals lead high aspirations in learning and inspire the same in students, staff and parents. They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community. They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy. They model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.

### Developing self and others

Principals work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through managing performance, effective continuing professional learning and feedback, they support all staff to achieve high standards and develop their leadership capacity. Principals support others to build capacity and treat people fairly and with respect. They model effective leadership and are committed to their own ongoing professional development and personal health and wellbeing in order to manage the complexity of the role and the range of learning capabilities and actions required of the role.

Principals promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised. They develop and implement a personal and organisational vision that links all learning and development activities to better outcomes for students. They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills. They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.

Principals seek leadership potential in others and provide opportunities for their development. They identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities. They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged. They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Principals build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community. They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it. They modify their leadership behaviour based on learning from experience and feedback from colleagues. They evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.

Principals create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents. They build and sustain a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place. They mentor other principals to support their growth and development and help them to address issues. They seek opportunities for professional growth through engaging in state, national and global educational developments.

### Leading improvement, innovation and change

Principals work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities. They recognise that a crucial part of the role is to lead and manage innovation and change to ensure the vision and strategic plan is put into action across the school and that its goals and intentions are realised.

Principals identify the need for innovation and improvement that is consistent with the school's vision and values and is informed by student learning outcomes. They communicate the need for change to the whole-school community in an inspirational and logical way. They deepen their own knowledge and understanding of improvement strategies, leading change and innovation at a whole-school level. They engage and inspire staff to commit to evidence-based improvement, change and innovation that has a positive impact on student learning.

Principals develop a process and common language for change, which supports the implementation of the vision and strategic plan. They evaluate outcomes and refine actions as change is implemented, paying attention to social, political and local circumstances. They take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. They distribute leadership and encourage staff to build consensus across the school community and to take individual responsibility for implementing change.

Principals maintain their values whilst adapting flexibly and strategically to changes in the environment, in order to secure the ongoing improvement of the school. They lead and implement the appropriate use of new technologies in all aspects of the school's development. They build a culture of trust and collaboration where change and innovation based on research and evidence can flourish. They embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.

Principals embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school. They lead educational networks by trialling and exploring new ideas for the system, acting as a guide, coach and mentor to staff and colleagues. They evaluate the personal and organisational effects of change through regular feedback from stakeholders and evidence of impact on student outcomes. They develop an innovative and outward-focused role as a leader influencing school excellence across the system.

### Leading the management of the school

Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. This includes appropriate delegation of tasks to members of the staff and the monitoring of accountabilities. Principals ensure these accountabilities are met. They seek to build a successful school through effective collaboration with school boards, governing bodies, parents and others. They use a range of technologies effectively and efficiently to manage the school.

Principals align management procedures and processes to the educational goals and the vision and values of the school. They ensure employment practices and decisions are consistent with legislative requirements. They allocate resources effectively to maintain the day-to-day operations of the school and evaluate impact on student outcomes and value for money. They clarify for staff the relationship between the school's vision and values and the operational tasks that support them.

Principals embed effective decision-making processes and build a cohesive leadership team. They analyse what data is important and plan how it should be used in the support of student learning outcomes. They make best use of technology to record, analyse and share information, to monitor progress against goals, and support new ways of working. They model exemplary professional behaviour and promote ethical standards throughout the school community.

Principals ensure management procedures are fully understood by staff who take collective responsibility for the smooth and efficient running of the school. They introduce best practice in human resource management to ensure the school can attract, retain and motivate all staff. They review and improve plans regularly with the school's governing body so that the school's vision can be realised. They use a consultative approach with students, staff and the wider school community to develop formal strategic plans.

Principals identify trends and influences that will have an impact upon the management of the school and plan for them. They review the effectiveness of processes and use of data to improve school performance. They share best management practice and use of resources with other schools and education networks. They embed a culture of review, responsibility and shared accountability to achieve high standards for all.

### Engaging and working with the community

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the wider school community and the education systems and sectors. They develop and maintain positive partnerships with students, families and carers and all those associated with the wider school community. They create an ethos of respect taking account of the spiritual, moral, social and physical health and wellbeing of students. They promote sound lifelong learning from preschool through to adult life. They recognise the multicultural nature of Australia's people. They foster understanding and reconciliation with Indigenous cultures. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise and support the needs of students, families and carers from communities facing complex challenges.

Principals promote parental and carer engagement as a key aspect of raising the achievement of all students. They support the development of a strong school governing body that is truly representative of the community. They lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities. They build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.

Principals draw on expertise from other organisations to enhance and enrich the learning experience for students and their families. They encourage the community to use school facilities in order to strengthen community engagement with the school. They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations and close gaps in achievement for specific groups. They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

Principals work with other agencies to support the health, wellbeing and safety of students and their families. They create specific strategies for hard-to-reach parents and carers, and explore the use of technology to deepen the engagement of parents and carers in student learning. They establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.

Principals lead the school as an inclusive outward-facing organisation. They link with and provide support to other schools in effective community and family engagement. They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all and take steps to tackle the effects of disadvantage on learning. They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school. They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.