


Australian Professional Standard for Principals

# **360° Reflection Tool** **Unpacking your feedback** A development guide



The Australian Institute for Teaching and School Leadership was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

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# Introduction

Participating in the 360° Reflection Tool process is a unique opportunity to help you understand your leadership, how others perceive you, and the impact of your leadership practice. Receiving your feedback report is only the beginning of the development journey – the true value of 360° feedback is how you apply the perspectives shared in order to better understand yourself and your development.

Your feedback report contains results and commentary regarding your leadership capacity from the raters who participated in the survey. To interpret your feedback and support your ongoing development, use your feedback report in conjunction with this guide. We also encourage you to gain and leverage the support of critical stakeholders in your school context.

# Australian Professional Standard for Principals

The *Australian Professional Standard for Principals* (the Standard) creates and promotes a shared vision, clarity of understanding and a common language around effective and high-impact school leadership.

The Standard sets out what principals are expected to know, understand and do to succeed in their work. It is an integrated model that recognises that all good leaders share common qualities and capabilities, which are expressed as three Leadership Requirements. Principals draw upon these three Leadership Requirements within five areas of Professional Practice.

## 360° Reflection Tool

The 360° Reflection Tool is aligned with the Standard. It defines the 15 attributes that interconnect the Leadership Requirements and Professional Practices. Each attribute is made up of a series of observable behaviours and actions that high-performing principals and school leaders exhibit in their daily work.

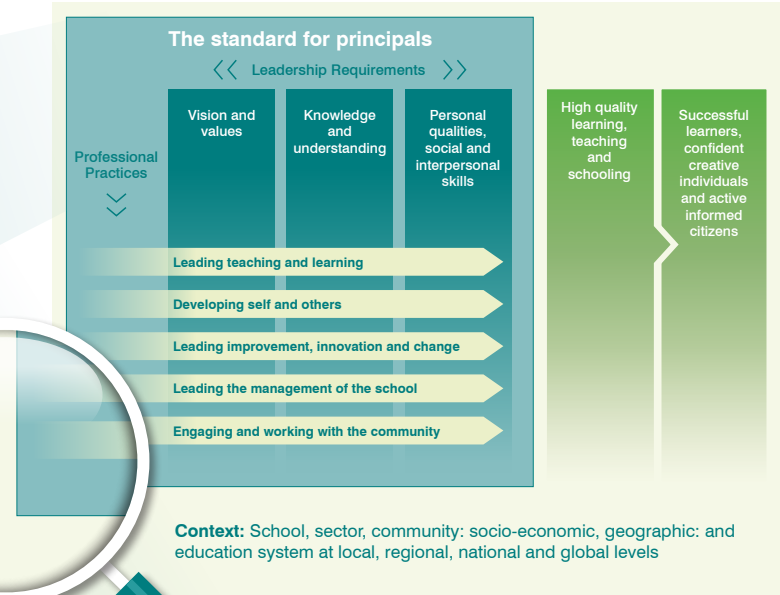
Using the 360° Reflection Tool provides an opportunity to:

- connect with the Standard
- reflect on your leadership capacity
- gather formative feedback on the leadership behaviours you exhibit in your daily work
- learn more about your strengths and areas for improvement
- plan professional learning and development
- monitor change in your leadership behaviour and actions.

## Australian Professional Standard for Principals

### 360° Reflection Tool Attributes Model

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



# Understanding your feedback report

It is important to recognise that your feedback results reflect the differing perceptions of raters at the point in time the survey was completed. Raters will interpret and perceive your behaviours and actions through their own experiences and interactions with you.

Feedback describes the frequency of behaviour rather than evaluating it and can be influenced by:

- the nature of the professional relationship you have with your raters
- the opportunities you have had to demonstrate the 15 attributes
- the visibility of your behaviours to the school community
- your school context.

Although the Standard is applicable to principals and school leaders irrespective of context or experience, the emphasis given to particular components of the Standard will vary in relation to your particular context and expertise.

Your feedback report also contains norms that allow a comparison of your results with those of over 1,000 Australian school leaders.

In your feedback report, the norm group attributes are shown with a light blue box with grey sides and a dotted line. This box represents the 25th to the 75th percentile of the norm group. If your Total Others score is below the 25th percentile (to the left of the norm) it indicates your score is below the majority of the norm group. If your Total Others score is above the 75th percentile (to the right of the norm) it indicates your score is above the majority of the norm group.

## How your feedback report is organised

Your feedback report is organised into the following sections:

About this report	A summary of terminology and guidance on how to get the most out of your report.
About the survey	A summary of the survey process, survey submissions and your rater list.
About the attributes	This shows your highest, mid-level, and lowest attributes based on “total others” skill scores.
Professional Practices	This section displays self, rater and total other scores for all professional practice categories.
How your attributes support your role	The shows your raters’ views of your strengths, opportunities for improvement, and potential development needs. It also shows their views on how important your attributes are to your role.
Your attribute profile	This shows your highest, mid-level, and lowest attributes based on “total others” skills scores. (Self-ratings are excluded). It also shows your view, so that you can identify where it differs from others’ experience.
Attributes	This section displays self, rater and total other scores for all attributes. You will see this against views of importance to role and norm data. Related behaviours are displayed for each attribute.
Behaviours	This section reports feedback on your behaviours and show how they relate to your attributes. Displayed are your highest and lowest rated behaviours.
Comments	Written comments about your behaviour and performance from those who provided you with feedback.
Behaviour Detail	This reports all the feedback on your behaviours. It shows the relationships between behaviours and attributes. It also allows you to compare your views with those of the different behaviour are identified, so that you can see any key differences in your raters’ views.



# Making the most of your feedback

Leadership development is a journey, not an event. To make the most of the 360° Reflection Tool process, take the time to reflect on the feedback you have received and use it to inform your ongoing development.

Familiarity with the general principles of behaviour change will help as you focus on your learning and development. The model presented below outlines five key stages that support development, and can be used to help ensure the right conditions are in place for you to make real change in your leadership. If the right conditions are not in place, development will be constrained. The model places a focus on building each stage throughout the learning journey.

## Model of behaviour change




### 1 Gain awareness: Gaining an awareness of the personal benefits associated with making a change is the vital first step towards changing behaviour.

- Take appropriate time to reflect on your feedback. Ensure you are in the right frame of mind and the right setting to read, reflect and contemplate your feedback.
- Be positive and open to receiving your feedback. This is a valuable commentary about your leadership. Refrain from judging self or others based on feedback. What can you learn about yourself from the feedback? How are your behaviours interpreted by your raters? Why might there be differences in how your leadership is experienced by others?
- Reflect on your actions and behaviours and identify recent examples of your leadership experiences that help illustrate the feedback, in relation to both your strengths and development areas.
- Summarise your feedback using the SWOT template on page 11, and then capture your key feedback messages on page 12.
- Take time to thank and share your feedback messages with your raters (refer to page 13 for guidance). This will help continue the feedback dialogue, build open communication, and potentially provide further insight around how you can learn from others' experiences of you.

### 2 Strengthen attitude: An individual's attitude towards change plays an important role in influencing the likelihood of a change in behaviour.

- Take time to articulate your career goals, aspirations and the school leader you aspire to be. Identify the personal gains and risks if you commit to change.
- Identify how this change creates value for you and others, as well as its impact on the broader school community.
- Ask for support from a coach, mentor or colleague to explore these important questions.

- 
- 3** **Build knowledge: Effectively building knowledge about how to understand, prepare for and take the next steps towards achieving a desired change increases the likelihood of the change occurring.**
- Use the Leadership Profiles to develop your understanding of the Standard through the three leadership lenses: Leadership Requirements, Professional Practices and Leadership Emphasis <http://www.aitsl.edu.au/leadership-profiles>
  - Identify someone who can support and guide your ongoing development, like a coach, mentor or colleague. Use their support to test your interpretation of the feedback, and help you identify opportunities for you to develop and practice new leadership behaviours.

- 4** **Take action: Significant effort and persistence is required to take action to first perform and then maintain the change.**
- Develop an action plan (see page 14). The section *Unpacking the 15 attributes: behaviours and action strategies* (pages 16 to 45) of this guide suggests activities and resources which can be used to build capacity and real-world practice in each of the attributes (note, the activities are not an exhaustive list, rather a guide to support development in your school context).
  - Reflection at the end of a professional learning experience, or as part of your professional development, can help you make the most of the learning experience and help you reassess your capability and improvement.

- 5** **Achieve behaviour change: Behaviour change occurs when the action eventually becomes automatic.**
- Seek continuous feedback and learning opportunities from your stakeholders so that you can track progress and create accountability for yourself and those you have asked to support you.
  - Monitor your progress on the attributes you are working on by reflecting on and identifying evidence. Where have you demonstrated the attribute? When have you missed opportunities to demonstrate the attribute? How can you demonstrate the attribute more effectively?
  - Revisit your action plan regularly to track progress and adapt goals and activities as needed.

# Summarising your feedback – SWOT analysis

<p><b>Strengths</b> – What strengths have been identified?</p>	<p><b>Weaknesses</b> – In what areas do you require further development?</p>
<p><b>Opportunities</b> – What strengths can you leverage? – What new opportunities have been highlighted for you through this process?</p>	<p><b>Threats</b> – What concerns do you have? – What setbacks may hinder your progress?</p>



# Key feedback messages

**Key feedback messages for yourself:** What are the key messages you have taken away from the feedback (strengths and development opportunities)?

**Key feedback messages you want to share with others:** Line Manager, Leadership Team, staff, school community etc.

# Debriefing guide

## Thank your raters

- Your raters have taken significant time to reflect and capture their feedback for you. It is important that you take the time to thank them for their feedback.
- Depending on your school context and relationship with your raters, thank your raters individually or in a group setting, formally, or informally.
- Use the opportunity to reiterate the purpose of the 360° Reflection Tool process – share why it was important for you, for them and the school more broadly. This will help raters see how their efforts have contributed to school improvement.
- If you are not in a position to share key feedback messages initially, simply let them know you're *'still processing the feedback, and will organise some time to share key messages with them soon'*.

## Share key messages with your raters

- Rather than share your full report with your raters, share the two to three key messages that are going to be critical to your success and the school's success. Simple, clear messages are key.
- Frame key messages in a way that is meaningful for your raters. This may require you to nuance your message for different rater groups.
- Share themes/key messages rather than specific feedback and examples. This will help your raters feel comfortable discussing the feedback topics.

## Debrief with your Line Manager

- Have a one-on-one session with your Line Manager to help your ongoing development.
- Share your full feedback report, depending on your relationship. If you choose not to share the full report, it is still important that you share key messages.
- Spend time in advance of the session to identify what support you would like from your Line Manager. Focus on one to two areas that will make a real difference.
- Frame your key messages in a way that resonates with them and helps gain buy-in for the support you need.

## Ask for feedback clarification

- If you need further clarification on some of the feedback messages in your report, open up a dialogue with relevant rater groups to gain further understanding. For example, you may wish to say: *'There was a clear message in the feedback that I have an opportunity to provide further clarity on the school's vision, strategy and goals. What would be helpful for you to gain the clarity you need in your role?'*

# Planning for and taking action

## Planning for action

The 360° Reflection Tool Action Planner is designed to support you to:

- translate reflections and insights gained from the feedback report into attainable goals
- set professional learning goals and actions
- structure your ongoing development.

Use SMART principles to set attainable professional goals.

SMART principles	Guiding questions
<b>Specific:</b> clearly formulated so that you as well as others understand what is to be achieved	<ul style="list-style-type: none"><li>• What will you do to achieve the goal?</li><li>• What do you want to do next?</li></ul>
<b>Measurable:</b> clearly articulated, so it is possible to tell at any point in time if the goal has been achieved or not – a definable end point	<ul style="list-style-type: none"><li>• How will you measure the achievement of the goal?</li><li>• How will you know that you have achieved your action / goal?</li></ul>
<b>Achievable:</b> challenging yet realistically achievable	<ul style="list-style-type: none"><li>• What might hinder you as you progress toward the goal?</li><li>• What resources can you call upon?</li><li>• What hurdles might you need to overcome to achieve your goal?</li></ul>
<b>Relevant:</b> meaningful and has positive implications for your own leadership and the overall goals of your school	<ul style="list-style-type: none"><li>• What do you, and others, get out of this?</li><li>• Have other parties involved agreed to it?</li></ul>
<b>Time-phased:</b> set within a clear timeline in which the goal should be achieved	<ul style="list-style-type: none"><li>• What is the timeframe to complete the goal?</li><li>• What will be your first step?</li><li>• When will you achieve the goal?</li></ul>

## Taking action

The following strategies are designed to help you succeed by tangibly increasing the likelihood of attaining the set goals:

1. **Determine your audience:** Make a deliberate decision about either keeping the goal to yourself or to share it with others. To share your goal can be a powerful way of catalysing goal achievement but also bears the risk of confusion or embarrassment if the goal cannot be attained.
2. **Grow big goals from small goals:** Rather than having one large goal with a long timeframe for achievement, break it up into smaller sub-goals which in turn successively lead to your large goal.
3. **Risk management:** Do not start with goals that might have a high impact but also pose high risks. Keep in mind that a goal not only needs to be relevant and personally challenging but also achievable. Therefore, set goals with a moderate level of risk (the [Standard Priority Matrix](#) is a useful resource to assist this process).
4. **Set out alternatives:** Identify alternative options in the event that you do not achieve your goal.
5. **Get help:** Draw on resources that can help you to achieve your goal. This could be a coach, mentor or colleague.

## Using the Action Planner

- Select the attribute you want to focus on.
- Formulate your goal for this attribute using SMART principles.
- Break the goal up into action steps.
- Regularly revisit your set goals and action steps and ensure that you hold yourself accountable for the actions you committed to in the plan.

# Action Planner

Attribute:  Name:  School:  Date:

Goal:

### SMART principles checklist

- Is the goal specific? Is the goal measurable?
- Is the goal achievable? Is the goal relevant?
- Is the goal time-phased?

If any of the SMART principles cannot be 'checked off', revisit your goal and address the SMART principle(s)

Action step	Performance measures / evidence of outcomes	Possible risks	Professional learning required or resources to draw on	Timeframe to complete

# Unpacking the 15 attributes: behaviours and action strategies

## 1. Creates a student centred learning environment

School leaders are committed to the learning and growth of young people and adults and foster respect across the whole school.

Leadership Requirement: Vision and values

Professional Practice: Leading teaching and learning

### Observable behaviours

The school leader:

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

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



## Action strategies

To further develop your capacity in relation to [Creates a student centred learning environment](#):

- Reflect** on your objectives and whether they support the learning and growth of young people and adults? Is what I am doing contributing to student learning outcomes?
- Record** opportunities available to you to get to know and engage with students. Think about how you and your staff can use these opportunities to better understand students' learning needs and feed this into your planning processes.
- Instigate** brainstorming sessions with your staff that involve students, including student representative councils. Encourage students to contribute to a discussion about school initiatives. Develop an action plan to achieve one change per term, keeping the students informed on progress.
- Discuss** how school initiatives relate to student learning and growth with students, staff or other members of the school community. Do this in group meetings as well as individual conversations.
- Emphasise** the importance of understanding and respecting the students' view of the world in both your conversations and your actions. Always encourage students, staff and other members of the school community to share their world view.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They set expectations that all activities are focused on improving student learning outcomes.



## 2. Leads pedagogical practice

School leaders apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. School leaders take steps to ensure that they keep their professional knowledge current.

### Observable behaviours

The school leader:

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

Leadership Requirement: Knowledge and understanding  
Professional Practice: Leading teaching and learning

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Leadership Requirements			
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## Action strategies

To further develop your capacity in relation to [Leads pedagogical practice](#):

- Read** during allocated time to keep yourself up-to-date with literature on leadership and school management. Translate the insights into your specific school environment and context and record what these mean for your own leadership.
- Seek** time and resources, where possible, to attend education conferences and forums to keep yourself informed about developments within the education sector and to connect with other school leaders. Share new knowledge with your staff.
- Record** what you learn about interesting developments in school management or teaching, learning and child development research. Write down how these apply to your school and how you can practically use these insights for school improvement.
- Present** at staff meetings on developments in teaching, learning and child development research to ensure that you can draw on staff support when taking steps to apply the research findings in your school.
- Invite** staff members to present on developments in teaching, learning and child development research. This allows you to harness many more ideas and insights than you would be able to do on your own.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.



### 3. Creates a learning culture

School leaders create a culture of challenge and support, enabling effective teaching that promotes effective, enthusiastic, independent learners, committed to life-long learning.

#### Observable behaviours

The school leader:

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

Leadership Requirement: Personal qualities, social and interpersonal skills

Professional Practice: Leading teaching and learning

360° REFLECTION TOOL			
Professional Practices			
	Leadership Requirements		
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## Action strategies

To further develop your capacity in relation to [Creates a learning culture](#):

- Identify** ways to celebrate good performance of both students and staff. Do not concentrate only on outstanding performers, but also success stories where previously less successful individuals achieved improvement in their performance.
- Identify** ways of communicating the 'why' of life-long learning. Why do we keep learning? What is the purpose? By doing so, you not only capture your students' minds, but also their hearts.
- Share** your own enthusiasm for life-long learning with staff and students publicly and as often as possible.
- Share** stories from past experiences or analogies, to demonstrate to staff and students that challenging goals can be met.
- Seek** evidence-based approaches and allow them to be trialled.
- Reflect** and take time to formulate your vision for teaching and learning within your school. Solicit input from staff and students to ensure the vision is built on a broad foundation and consensus. When communicating, ensure you address the 'why' and not only the 'how' of your vision.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They lead staff and students in identifying and planning high-quality teaching and learning.



## 4. Builds capacity

School leaders build capacity and support all staff to achieve high standards and develop their leadership capability.

### Observable behaviours

The school leader:

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

Leadership Requirement: Vision and values  
Professional Practice: Developing self and others

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## Action strategies

To further develop your capacity in relation to [Builds capacity](#):

- Hold** regular one-on-one meetings with your staff to discuss their development. Distinguish between their short, medium and long-term development objectives. Focus on each in turn and provide specific advice. Ensure each member of staff takes ownership for their own development with your support.
- Discuss** with and encourage your staff to identify their own learning and development needs by asking them to think about their strengths and development areas in the context of their current role and future ambitions. Ask them how they think they could improve and what learning they feel they would benefit from.
- Analyse** the development needs of individuals within your staff as well as the needs of the school as a whole. Think about what is currently, and what will be, required of them in terms of knowledge, skills and behaviours in order to deliver the short, medium and long-term vision and strategic plan for the school. Then think about the individual and collective strengths and areas for development of your staff against these requirements. Put action plans in place to address these needs.
- Observe** your staff in action and ensure you:
- identify specific examples of things they did well and areas where they could develop further
  - practice giving specific, behavioural, non-evaluative feedback focusing on the evidence you have gathered
  - offer support to help your staff develop their capabilities.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They develop and implement a personal and organisational vision which links all learning and development activities to better outcomes for students.



## 5. Promotes professional learning

School leaders understand the importance of, and demonstrate commitment to, their own ongoing professional development.

### Observable behaviours

The school leader:

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

Leadership Requirement: Knowledge and understanding  
Professional Practice: Developing self and others

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## Action strategies

To further develop your capacity in relation to [Promotes professional learning](#):

- Identify** a mentor, someone who is recognised in the education sector or another sector, as leading professional learning and who can role-model desirable behaviour for you. Take time with this person to understand what it is they do to manage their own professional development as well as the actions they take to help individuals flourish over the long term.
- Familiarise** yourself with the development opportunities open to you and your staff. Where relevant, recommend learning and development activities for your staff, and encourage them to take full advantage of them.
- Reflect** on your diary. What proportion of time do you spend on different aspects of your role? Make sure your diary reflects the importance of development. The time you take to develop yourself and others should be evident in your diary. Check your diary and make changes as necessary.
- Seek** feedback on your coaching ability. Ask your staff what is working and what is not. Review outcomes; what have your staff achieved as a result of coaching and professional development activities? Has their performance improved? Incorporate this feedback into your coaching and planning for professional development activities.

- Reflect** on the most significant things you have learnt in your life/career to date. Think about how you learnt these things. What processes did you go through? How long did it take? What support did you receive? How did the learning happen? Use this exercise to reflect on all the different ways in which people learn beyond training courses.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They identify and implement professional learning opportunities with staff that are aligned with staff learning plans and school priorities.



## 6. Manages self

School leaders manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Personal qualities, social and interpersonal skills  
**Professional Practice:** Developing self and others

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

## Action strategies

To further develop your capacity in relation to [Manages self](#):

- Reflect** on situations in which you have had strong feelings/emotions and on the logical chain of events that took place to 'trigger' this emotion and reaction. Having identified this, try some self-talk next time you are faced with a similar situation. Ask yourself – what is it that is making me feel this emotion? This will open up the thought process further and help you to identify what was leading to the strong emotion in the first place. Think through the impact that this emotion had on your performance at school.
- Reflect** on the levels of stress you experience in your everyday life. Stress and fatigue can make it hard to remain self-controlled. If you need to, think about ways to manage your stress levels, such as exercise or taking time out to relax. Also, identify pressures that you can eliminate by planning your work differently or appropriately delegating to others.
- Analyse** a situation objectively, when faced with adversity, to identify what is within your sphere of control and what isn't. Focus on what is within your control and identify specific actions you can take to make the situation better. Stop yourself from dwelling on the aspects of the situation that are outside your control.
- Reflect** on the extent to which you are satisfied with the balance amongst your work, life, health, and family. What is the relationship between how you spend your time and your emotions? It may be that a lack of balance is causing some responses that are not characteristic of how you normally behave. Consider changes you might need to make in order to improve your emotional wellbeing.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They modify their leadership behaviour based on learning from experience and feedback from colleagues.



## 7. Inspires and motivates

School leaders inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.

### Observable behaviours

The school leader:

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

Leadership Requirement: Vision and values  
Professional Practice: Leading improvement, innovation and change

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

## Action strategies

To further develop your capacity in relation to [Inspires and motivates](#):

- Recognise** the successes of individual staff members and teams by providing the specifics of what was done well. Show your appreciation through personal written notes or face-to-face communication. Encourage and support team celebrations for clear high performance.
- Encourage** the development of creative ideas and approaches by being open to new ideas from your staff. Proactively ask for new ideas, and demonstrate that you value them and will consider them seriously by asking questions and taking time to outline possible approaches to implement ideas. Give positive reinforcement and support to those who contribute new or unusual ideas or approaches.
- Demonstrate** your own enthusiasm and commitment to your school's vision and strategic plan. When your commitment is obvious to your staff, their motivation and involvement in the success of the strategic plan are likely to increase. Coach your staff on what they need to do to make the strategic plan work. Create a written version of the plan, clearly outlining how it impacts students, staff and other members of the school community, and then present it to your staff.
- Set** time at staff meetings on a regular basis for you and your staff to brainstorm opportunities to bring the vision to life at your school and remove obstacles to success. Agree on priority actions that will have the most positive impact at your school and ensure that action is taken.

- Seek** someone who you view as effective in creating and promoting the vision for their school. Ask them for their ideas on the future and how they formulated this view. Involve them in formulating or articulating the vision and strategic plan for your school.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

Principals develop a process and common language for change, which supports the implementation of the vision and strategic plan.



## 8. Understands and leads change

School leaders apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. School leaders take steps to ensure that they keep their leadership skills and knowledge of change concepts current.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Knowledge and understanding  
**Professional Practice:** Leading improvement, innovation and change

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

## Action strategies

To further develop your capacity in relation to [Understands and leads change](#):

- Identify** trends in the broader world. For example, read thought-leadership publications, look for patterns they identify in what is happening in the world, and reflect on their implications for education in general and your school context in particular.
- Review** how other education systems and non-education sectors, in Australia and other countries, are dealing with the same or related trends and issues. The focus should be on understanding the similarities and differences, and 'translating' the lessons learned. Talk to experts or peers in other sectors, states or countries if possible, to get a first-hand understanding.
- Reflect** on how you would instigate change. When embarking on a change initiative use the force-field analysis method. Ask yourself: What forces will help the change happen effectively? What factors will hinder the change? Use this data to develop action plans to maximise the former and minimise the latter.
- Seek** the advice and commitment of key stakeholders before implementing a new strategy or initiative. Different stakeholders will have different issues and needs. Once you have the information, take time to consider the ways in which you can best meet the priority needs of each group, while still maintaining a workable solution or proposal. Ask key stakeholders to actively promote the new strategy or initiative on your behalf.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They evaluate outcomes and refine actions as change is implemented, paying attention to social, political and local circumstances.



## 9. Initiates improvement through innovation and change

School leaders work with others to produce and implement clear, evidence-based improvement plans and policies, for the development of the school.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Personal qualities, social and interpersonal skills

**Professional Practice:** Leading improvement, innovation and change

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



## Action strategies

To further develop your capacity in relation to [Initiates improvement through innovation and change](#):

- Review** how the school and practice can be improved by challenging existing assumptions, models and ways of thinking. What are the barriers that are holding back improvement? Try to uncover the assumptions behind existing ways of doing things, which may be outdated or incorrect. Work with your team to challenge these assumptions and boundaries.
- Question** why things are done and why they are done in a particular way. Where appropriate, think about and suggest alternative approaches.
- Review** all the possible solutions when faced with a problem. Do not be constrained by the current rules and processes in place. If the only way to solve the problem requires you to have to change a rule or process, be prepared to do so once you have considered the consequences.
- Reflect** on the impact on all relevant internal and external stakeholders and keep them informed when implementing an improvement plan. Make sure you meet face-to-face with key stakeholders and talk to them about: what the change is, why it is important, how it will impact them and how they can be best involved in the change process.

- Review** progress on a regular basis when implementing an improvement plan. Be flexible and modify your plan if new information changes the context for your initiative. This will help you to ensure that your improvement plan can be implemented even when circumstances change.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They engage and inspire staff to commit to evidence-based improvement, change and innovation that has a positive impact on student learning.



## 10. Aligns ethical practices with educational goals

School leaders behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.

### Observable behaviours

The school leader:

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

Leadership Requirement: Vision and values  
Professional Practice: Leading the management of the school

360° REFLECTION TOOL			
Leadership Requirements			
Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
Developing self and others	Builds capacity	Promotes professional learning	Manages self
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Leading the management of the school	Aligns ethical practices with educational goals	Manages resources	Manages high standards and accountability
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## Action strategies

To further develop your capacity in relation to [Aligns ethical practices with educational goals](#):

- Champion** a particular school issue which will benefit the students and the school, but which does not enjoy universal support amongst staff and colleagues. Try to build support by confronting the issues and not the people.
- Seek** to give feedback to people who don't 'walk the talk'. Let others know when you feel that their actions are not in line with the school's values. Think through the core message that you want to deliver and describe their behaviours and how they differ from the school's values and beliefs.
- Seek** your staff or a trusted advisor to share their perceptions of how you model values and ethical perspectives relevant to the school. Compare their views with your own and plan how you can strengthen your position as a role model for values and ethics at the school.
- Reflect** on your core message and how it relates to the school's values when preparing for meetings on critical school issues. Open the meeting with a clear statement of your message and be prepared to re-state this message as required.
- Defend** your perspective if those around you do not subscribe to your viewpoint/decision especially when you believe that your viewpoint/decision is right for your students and your school. Think of how you can present your case in a different way that will allow others to see its merits. If you do not think they are listening, reframe your view until the message is heard.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

Principals ensure management procedures are fully understood by staff who take collective responsibility for the smooth and efficient running of the school.



## 11. Manages resources

School leaders 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.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Knowledge and understanding  
**Professional Practice:** Leading the management of the school

360° REFLECTION TOOL			
Leadership Requirements			
Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
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## Action strategies

To further develop your capacity in relation to [Manages resources](#):

- Reflect** on different ways of planning your school's resources appropriately. You may like to prepare a list of initiatives and tasks to be achieved at the beginning of each year/month/week, prioritising these in terms of urgency and importance.
- Categorise** all required work with a matrix showing critical/non-critical and urgent/non-urgent actions. Map all tasks to the corresponding four quadrants and allocate resources accordingly. Often the critical/non-urgent initiatives are the ones with the most long-term value.
- Record** all tasks and initiatives in the school and then map them to the school's strategic plan. Identify any gaps or ambiguous links that need deeper thought in order to prioritise work and align responsibilities. Take steps to discuss any role or responsibility changes with staff which may be necessary for you to ensure alignment with the school's strategic plan.
- Delegate** projects, initiatives or decisions that are currently within your agenda to staff members. Consider who would benefit from taking on this responsibility. Be clear about why you are asking them to take this on and what you need them to do. Ask them about the type of support they need. Be clear about the overall objective but let the individual decide how they wish to accomplish it.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They analyse what data is important and plan how it should be used in the support of student learning outcomes.



## 12. Manages high standards and accountability

School leaders ensure that high standards are achieved across the school and that accountabilities are monitored and met.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Personal qualities, social and interpersonal skills  
**Professional Practice:** Leading the management of the school

360° REFLECTION TOOL			
Professional Practices			
	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
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## Action strategies

To further develop your capacity in relation to [Manages high standards and accountability](#):

- Share** with your staff a clear understanding of the direction that your school is taking through the vision and strategic plan, and make the link to their personal goals and objectives. Clearly communicate how each staff member's role contributes to the overall success of the strategic plan and emphasise to them that their contribution is critical.
- Develop** mechanisms that allow you and your staff to monitor accountabilities. For example, have individual staff members prepare interim progress reports or schedule regular update meetings to provide feedback to you about progress in relation to their accountabilities. Communicate to staff that you welcome discussion of accountabilities and that they should inform you of any issues or concerns early before they become more serious.
- Describe** under-performance, using facts and observed behaviour rather than generalisations and opinion. Check that the individual understands the feedback provided, and highlight the action that will be taken if under-performance continues. Explain what they need to improve in order to meet expected levels of performance. Offer support to reach these levels.
- Seek** a trusted advisor to give you advice on how to handle instances of under-performance with a staff member. Consider rehearsing the conversation with them and ask for feedback on the likely impact of your approach.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They model exemplary professional behaviour and promote ethical standards throughout the school community.



## 13. Creates a culture of inclusion

School leaders embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education system and sector.

### Observable behaviours

The school leader:

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

Leadership Requirement: Vision and values  
Professional Practice: Engaging and working with the community

360° REFLECTION TOOL			
Leadership Requirements			
Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
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## Action strategies

To further develop your capacity in relation to [Creates a culture of inclusion](#):

- Learn** about your students' context in relation to their family, community and culture. Be curious and interview students and their families regarding their upbringing, relationships and experience with the school.
- Identify** the diverse cultural groups and their community leaders in your school and community as a whole. What are the norms of behaviour in the groups? What are the similarities and conflicting norms between groups?
- Allocate** regular diarised time with key individuals within the respective cultural groups to get to know them. Ask open questions of them, and those that know them well, and probe to find out what their concerns, issues and expectations are.
- Provide** the opportunity for the diverse groups in your school and community to represent themselves within the school context. For example, organise multicultural campus days at which the groups in your community can exhibit their language and culture.
- Connect** with school leaders from communities with similar cultural diversity and challenges and learn about their experiences and ideas for connecting with and including the diverse groups.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

They draw on expertise from other organisations to enhance and enrich the learning experience for students and their families.



## 14. Engages with the community

School leaders understand the richness and diversity of the school's wider community, education systems and sectors.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Knowledge and understanding  
**Professional Practice:** Engaging and working with the community

360° REFLECTION TOOL			
Leadership Requirements			
Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
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## Action strategies

To further develop your capacity in relation to [Engages with the community](#):

- Read** local newsletters and journals. These publications can keep you up-to-date on new developments in your community, and they often provide the names of people you may want to contact.
- Reflect** on each time you make a decision or take an action that will affect others, and incorporate what you have learned about the political and cultural context into both your thinking and your actions.
- Identify** the thoughts and concerns of people in your school's community before you interact with them. Use this to inform your approach. Never assume that people think like you – constantly seek to understand them better, even if you think you already know them well.
- Join** one or more professional associations and attend meetings, conferences, and seminars. Actively involve yourself so you can get to know people. Spend time with those with whom you have interests in common and begin to develop a relationship beyond the professional association.
- Seek** to regularly catch up with relevant stakeholders in your school's community. By listening carefully, seek to understand their needs and concerns. Try to understand how these impact your school and how your school can make a positive difference for the groups the stakeholders represent.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

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.



## 15. Collaborates with and influences the community

School leaders communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.

### Observable behaviours

The school leader:

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

**Leadership Requirement:** Personal qualities, social and interpersonal skills  
**Professional Practice:** Engaging and working with the community

360° REFLECTION TOOL			
Leadership Requirements			
Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
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## Action strategies

To further develop your capacity in relation to [Collaborates with and influences the community](#):

- Join** or form a group of professionals from other organisations in your community that gathers informally to exchange information on community developments and discuss issues of common interest.
- Review** all relevant stakeholders in your school's community, beyond those that are immediately obvious, and seek to develop relationships with these stakeholders as a means of facilitating dialogue.
- Seek** feedback from students, families and carers about the past year, on an annual basis. For example, you could set up a simple questionnaire with Survey Monkey to reach these groups if no system-wide surveys are available.
- Seek** to maintain relationships that might not be of benefit to the school right now, but may benefit the school in the future. For example, reach out to local businesses that might be able to sponsor a school event in the future.
- Seek** to meet face-to-face with respective agency representatives regularly to discuss developments in child and adolescent protection.

## Additional resources

To access a maintained list of resources for this attribute using the Interactive Leadership Profiles, go to:

<https://www.aitsl.edu.au/tools-resources/resource/interactive-leadership-profiles>

Once in the Interactive Leadership Profiles, click the arrow icon next to statements that have been highlighted with a teal coloured bar. For example:

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.



**[aitsl.edu.au](http://aitsl.edu.au)**

Further information

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