

Australian Professional Standard for Principals
360° Reflection Tool

HayGroup®

Group Summary Report

Exemplar Group Report
AITSL

18/11/2016

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Overview

This report provides summary interpretation for a group of individuals measured against the *Australian Professional Standard for Principals*.

Data description

This report summarises the results of 29 individuals.

This report includes the following perspectives:

- Line Manager
- Leadership Team
- Staff
- Peers
- Others

The responses were collected between 30/09/2016 and 14/11/2016.

How this report is organised

This report presents data in a number of ways, allowing you to identify the overall strengths and development needs for a group of principals.

Overview – presents a brief explanation of the talent report and the data collected

Australian Professional Standard for Principals – provides brief definitions of the attributes

Summary results – shows an overview of the strengths and development needs of the group by attribute

Attribute results by rater group – shows the perspectives of each rater group on attribute strength

Highest scoring behaviours – shows what the group does best

Lowest scoring behaviours – shows what the group does least well

Behaviour results by attribute – shows the group's strengths and development needs in detail

Response rate by rater group

The table below presents information for participants who are included in this report. It shows the number and types of raters who provided feedback and the status of these surveys.

- The 'Distributed' column shows the total number of surveys sent out to each rater group
- The 'Received' column indicates how many surveys were returned at the time this report was generated
- The 'Processed' column shows the actual number of surveys included in the report after passing a reliability screen (surveys may be omitted if fewer than 70 % of the behaviours were answered, if a rater indicated a lack of familiarity with a participant, or if a low response rate might reveal the identity of a rater in a protected category)
- The 'Percent' column shows the final percentage of surveys that were included in this report compared to the number of surveys originally distributed

Rater group	Distributed	Received	Processed	Percent
Self	29	28	26	90 %
Line Manager	32	25	23	72 %
Leadership Team	119	102	98	82 %
Staff	383	312	276	72 %
Peers	102	80	65	64 %
Others	125	75	63	50 %
Total Others	761	594	525	69 %

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 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.

The Standard is based on three Leadership Requirements:

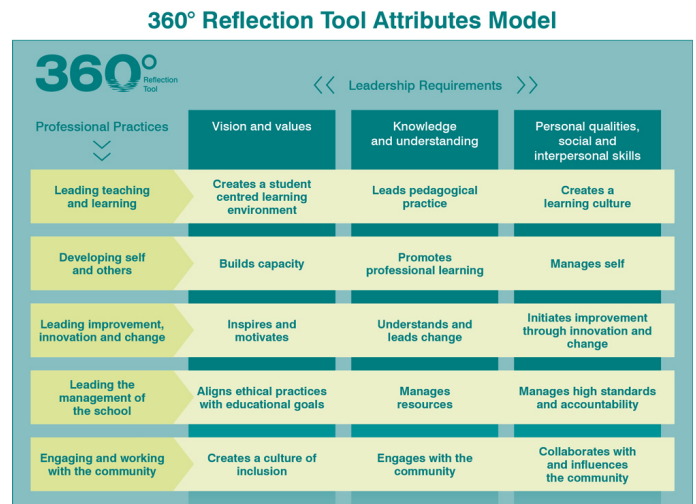
- Vision and values
- Knowledge and understanding
- Personal qualities, social and interpersonal skills

These requirements are enacted through five Professional Practices:

- 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

360 ° Reflection Tool

The 360 ° Reflection Tool describes 15 attributes that are evident in the behaviours and actions of high-performing principals and school leaders.



The 360 ° Reflection Tool is underpinned by research. The development involved high level advice from the profession about the behaviours that are demonstrated when enacting the Leadership Requirements and Professional Practices of the Standard.

The 360 ° Reflection Tool does not seek feedback on the quality of behaviours, that is, 'how well' a behaviour is exhibited. Rather, the 360 ° Reflection Tool is designed to capture feedback on the frequency of the behaviours exhibited by principals and school leaders, in accordance with the Standard.

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Australian Professional Standard for Principals

Attributes

1. Creates a student centred learning environment —

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

2. Leads pedagogical practice — Principals apply their professional knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals take steps to ensure that they keep their professional knowledge current.

3. Creates a learning culture — Principals create a culture of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.

4. Builds capacity — Principals build capacity and support all staff to achieve high standards and develop their leadership capability.

5. Promotes professional learning — Principals understand the importance of and demonstrate commitment to their own ongoing professional development.

6. Manages self — Principals 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.

7. Inspires and motivates — Principals 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.

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

9. Initiates improvement through innovation and change — Principals work with others to produce and implement clear, evidence based improvement plans and policies for the development of the school.

10. Aligns ethical practices with educational goals — Principals 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.

11. Manages resources — 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.

12. Manages high standards and accountability — Principals ensure that high standards are achieved across the school and that accountabilities are monitored and met.

13. Creates a culture of inclusion — Principals 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 systems and sectors.

14. Engages with the community — Principals understand the richness and diversity of the school's wider community, education systems and sectors.

15. Collaborates with and influences the community — Principals communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.

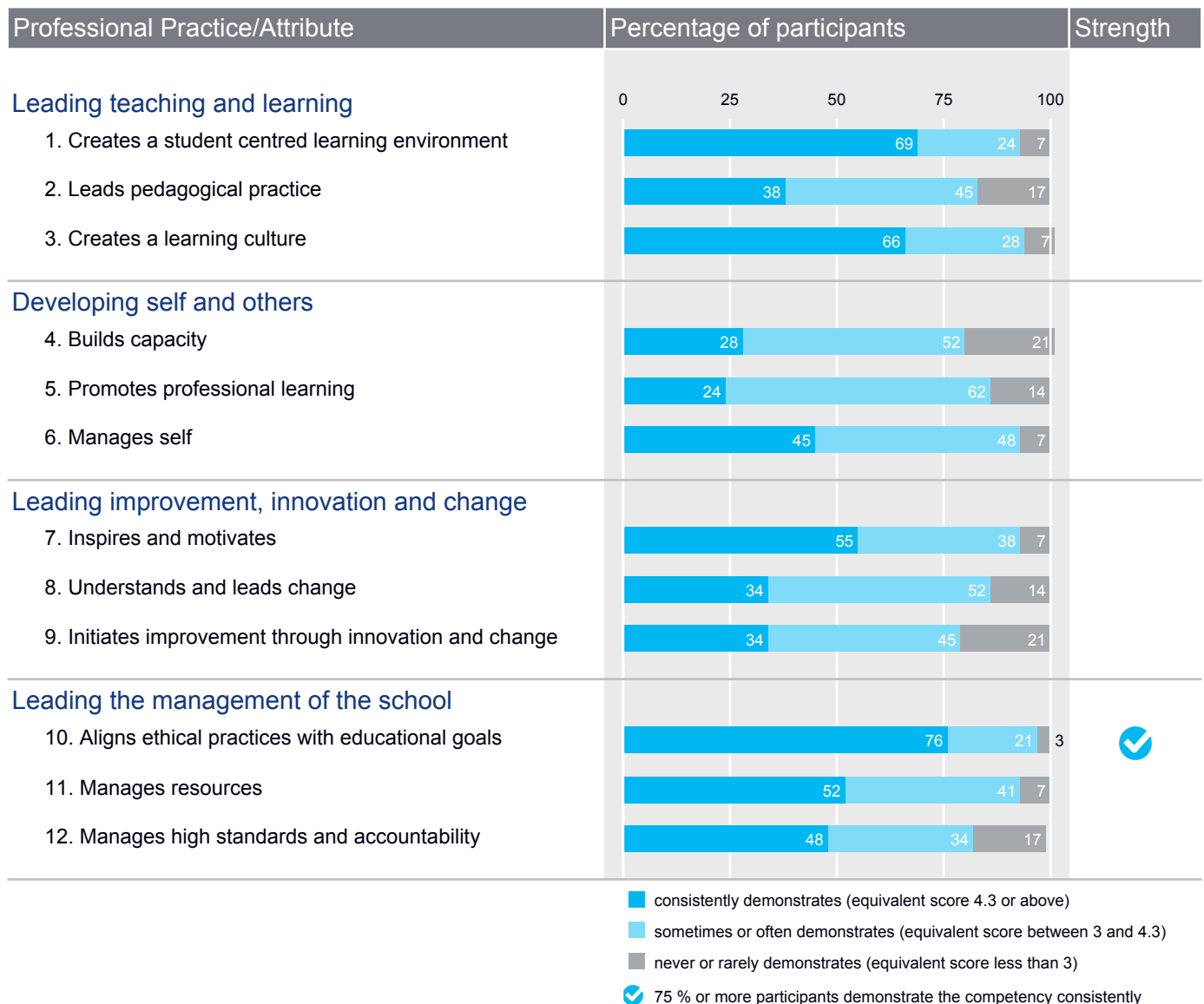
Summary results

The summary results help you to understand the strengths and development needs of the group.

The chart below based on the Total Others' scores represents the degree of consistency with which participants in the group demonstrate each attribute. The dark blue bar shows the percentage of participants where the attribute is seen as a strength in their individual report (with an attribute score greater than or equal to 4.3). The light blue bar shows the percentage of participants who demonstrate the attribute sometimes or often (with an attribute score between 3 and 4.3). The gray bar shows the percentage of participants who demonstrate the attribute never or rarely (with an attribute score less than 3).

A check next to an attribute indicates that it is a strength across the group; 75% or more of the participants demonstrate the attribute as a personal strength.

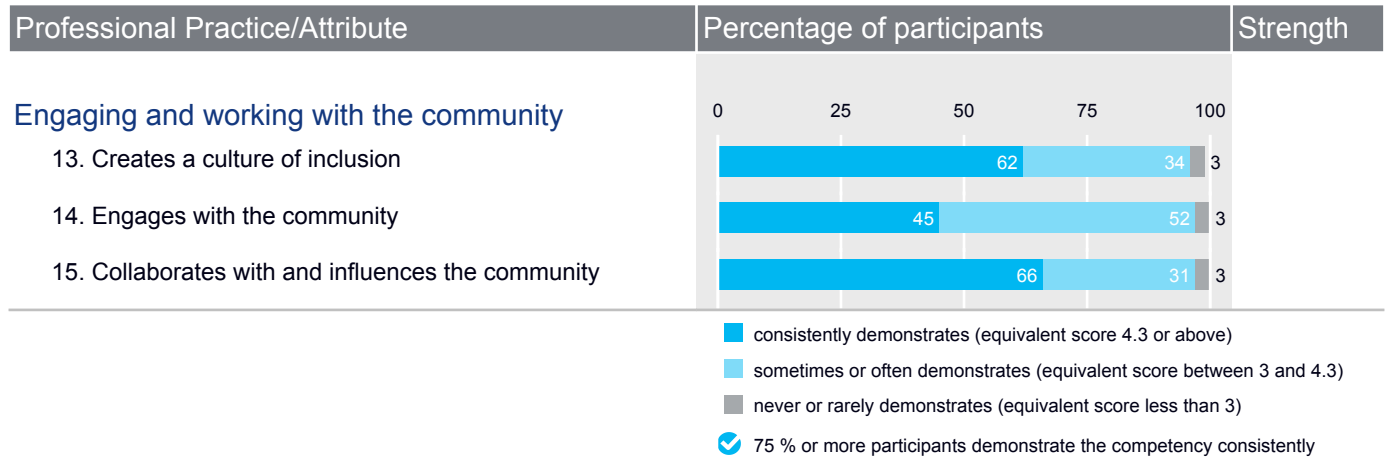
n = 29



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Summary results

n = 29



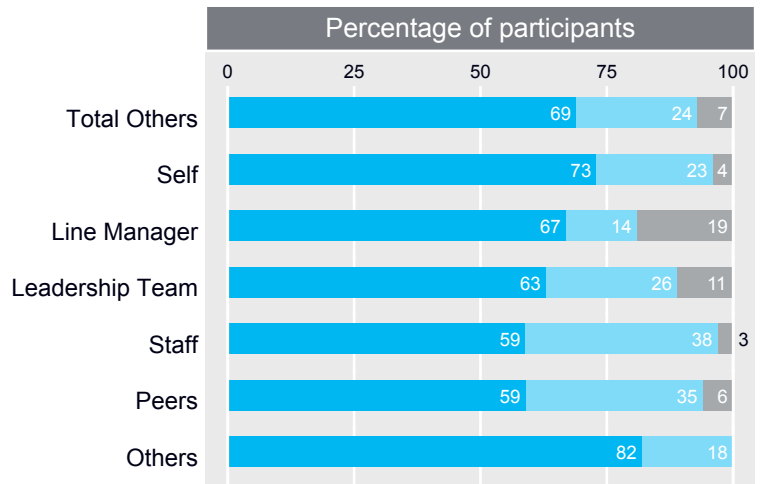
Attribute results by rater group

The charts below show how the group is perceived, overall, by the different types of raters listed. Use these charts to focus on any perspectives that are particularly important to understand.

Total Others shows the average across all perspectives, excluding self ratings.

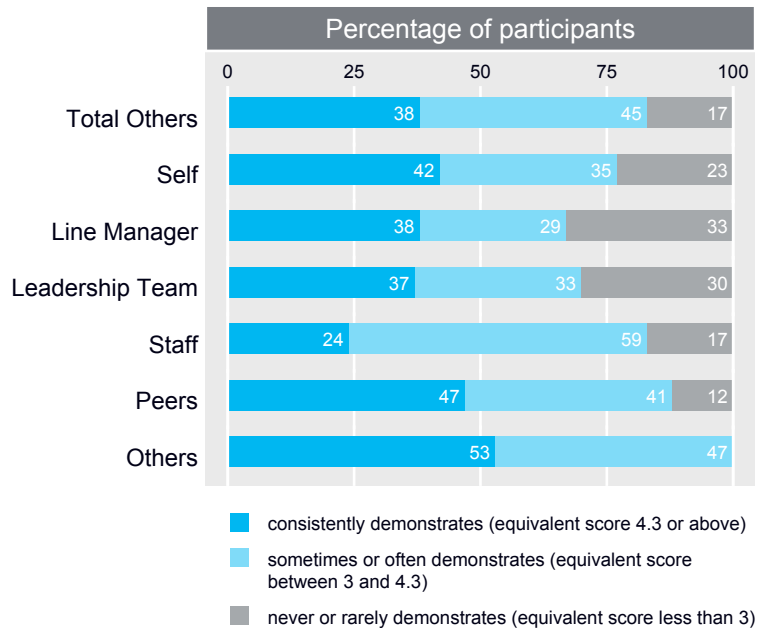
1. Creates a student centred learning environment

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



2. Leads pedagogical practice

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

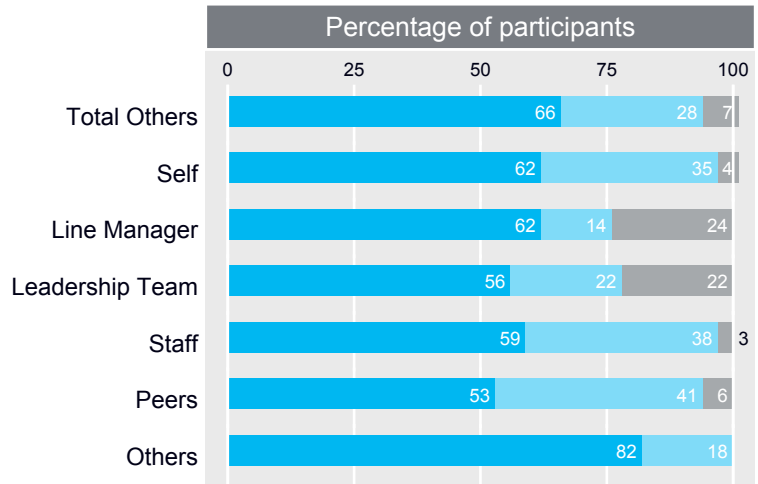


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Attribute results by rater group

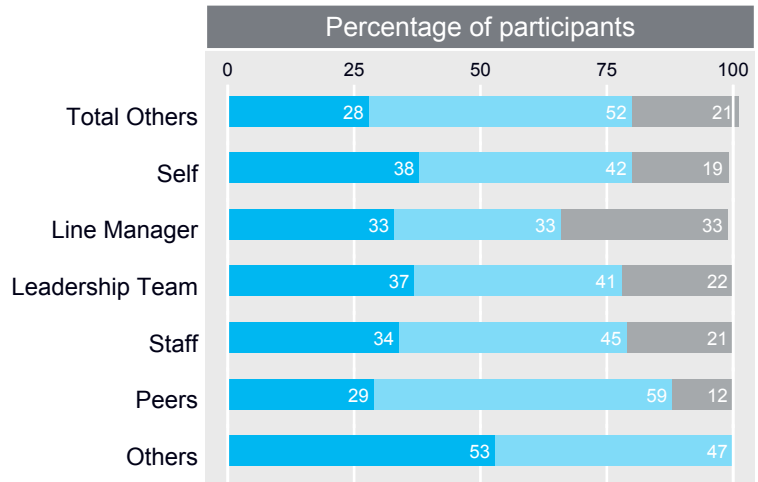
3. Creates a learning culture

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



4. Builds capacity

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



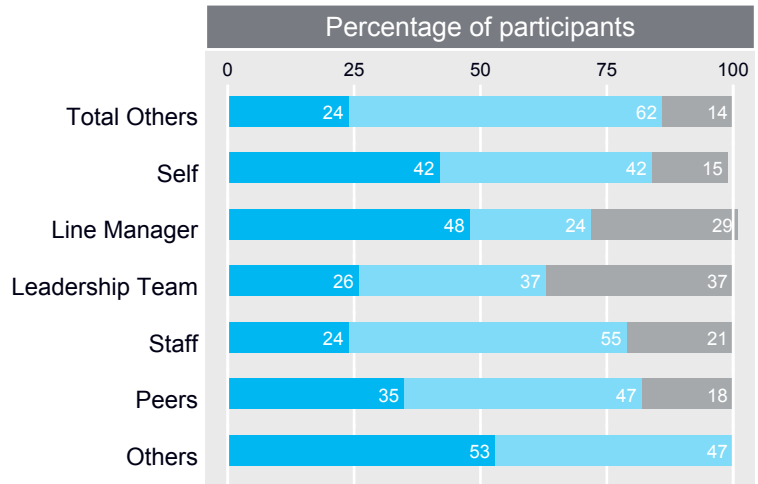
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

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Attribute results by rater group

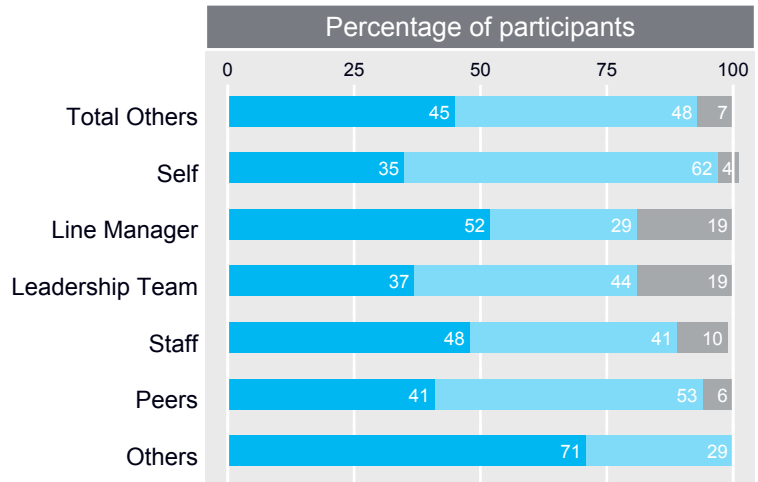
5. Promotes professional learning

Principals understand the importance of and demonstrate commitment to their own ongoing professional development.



6. Manages self

Principals 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.



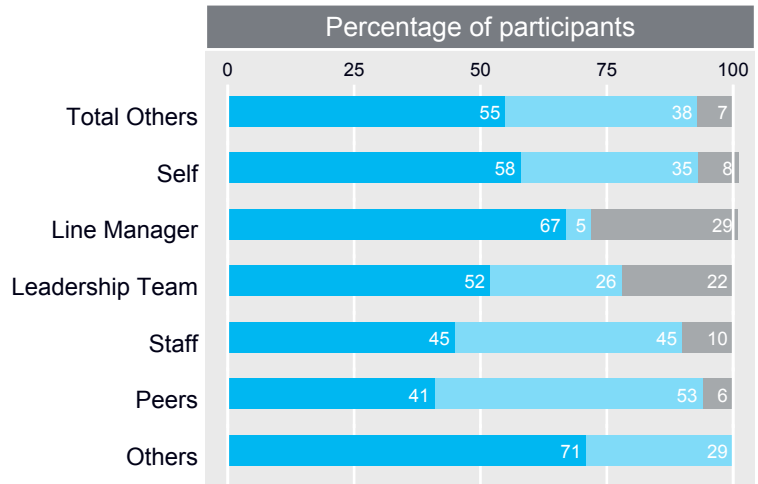
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Attribute results by rater group

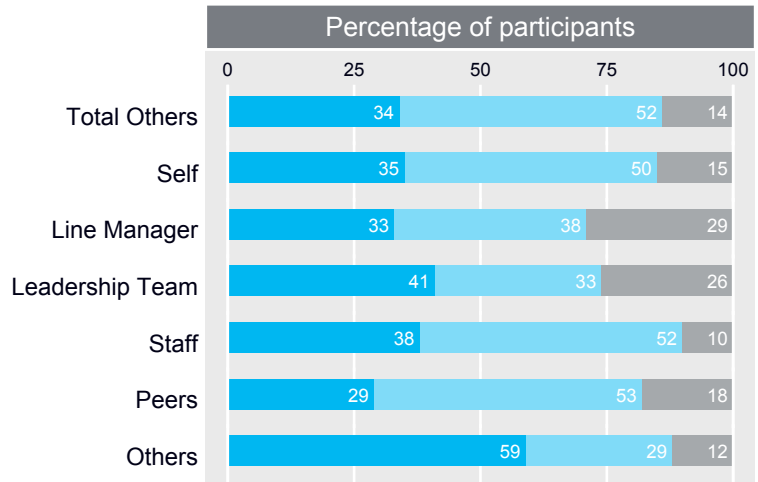
7. Inspires and motivates

Principals 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.



8. Understands and leads change

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



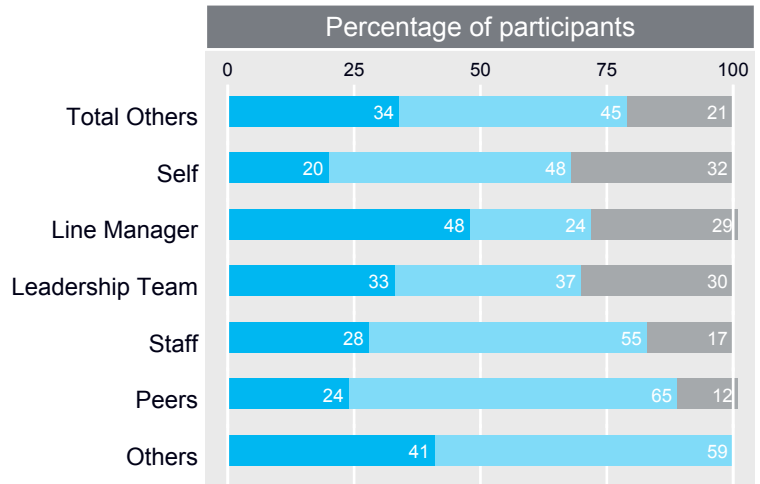
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- never or rarely demonstrates (equivalent score less than 3)

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Attribute results by rater group

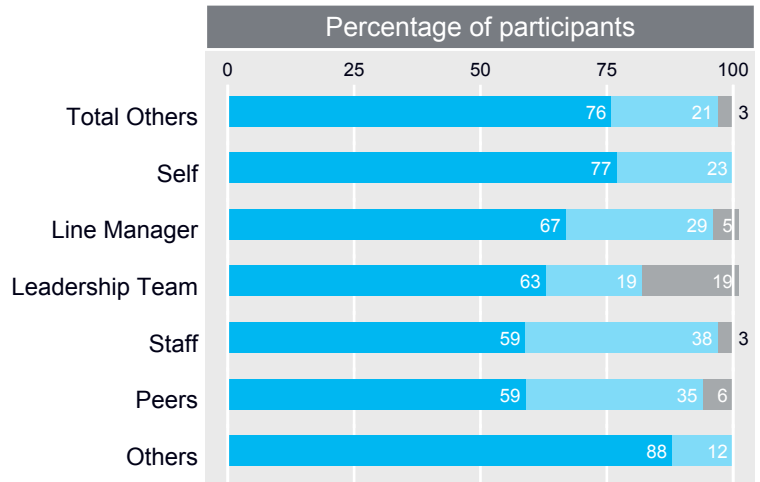
9. Initiates improvement through innovation and change

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



10. Aligns ethical practices with educational goals

Principals 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.



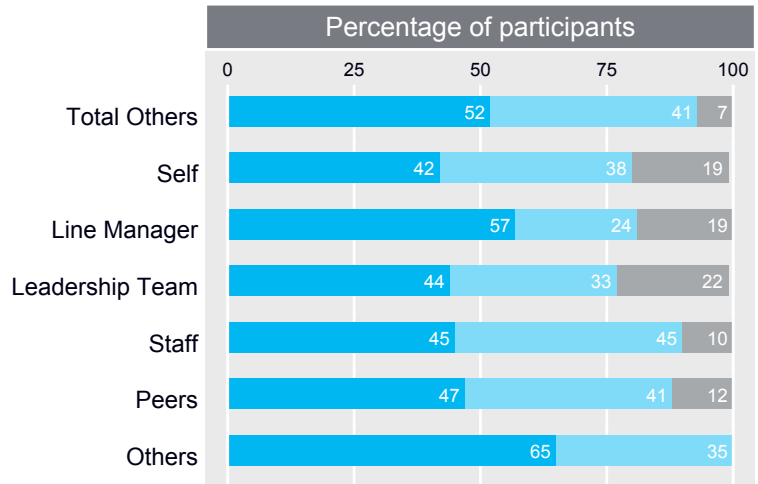
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

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Attribute results by rater group

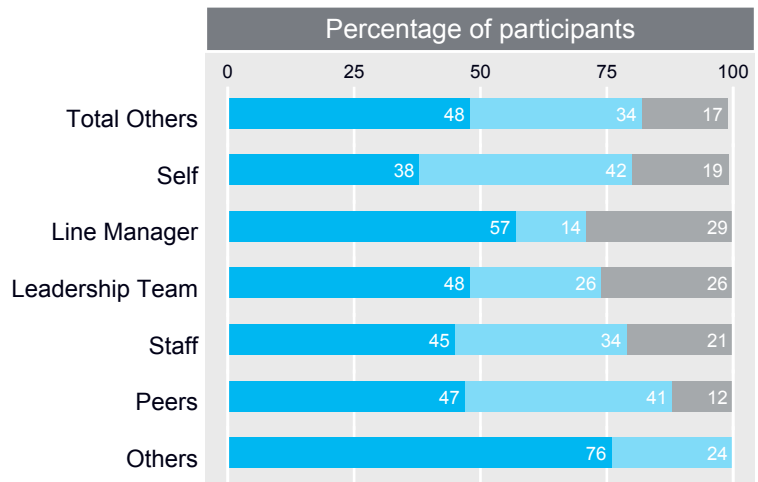
11. Manages resources

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.



12. Manages high standards and accountability

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



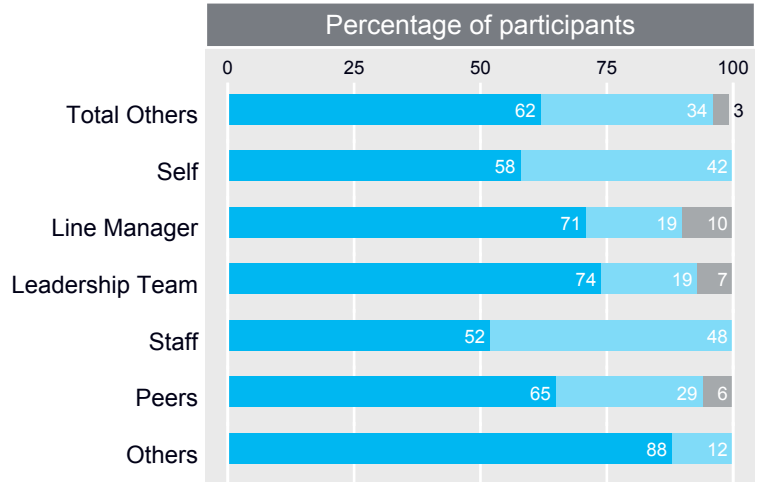
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Attribute results by rater group

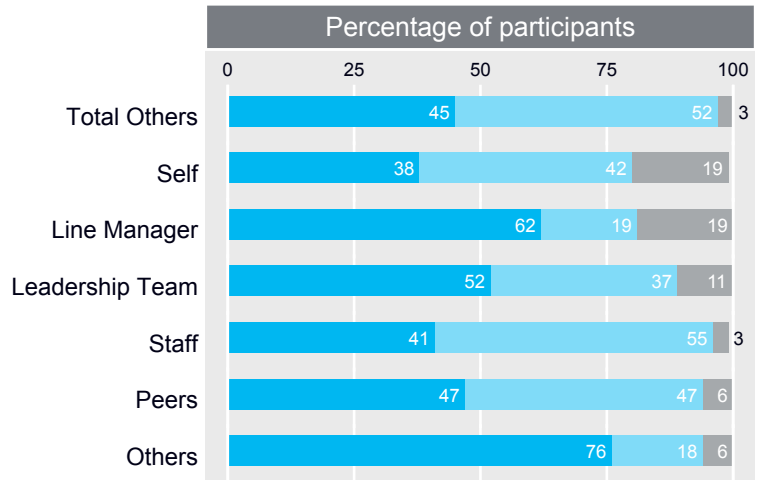
13. Creates a culture of inclusion

Principals 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 systems and sectors.



14. Engages with the community

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



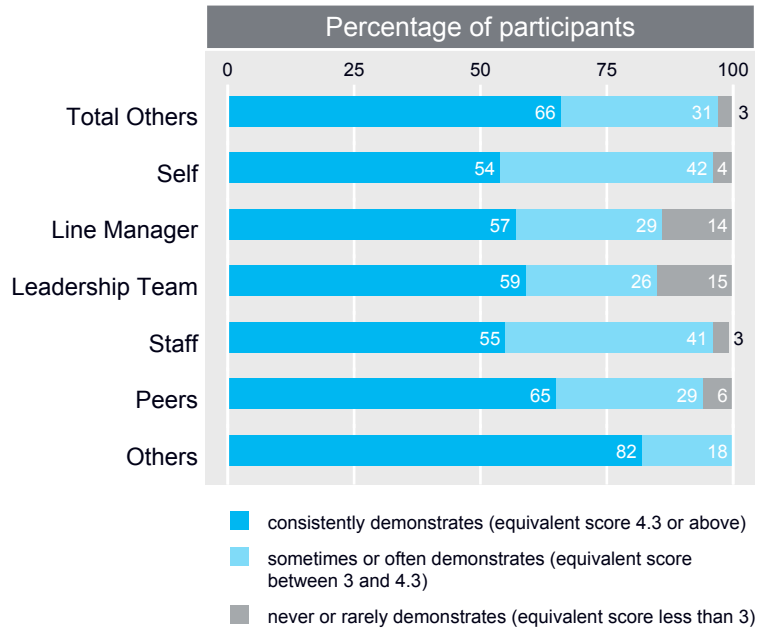
- consistently demonstrates (equivalent score 4.3 or above)
- sometimes or often demonstrates (equivalent score between 3 and 4.3)
- never or rarely demonstrates (equivalent score less than 3)

Continued

Attribute results by rater group

15. Collaborates with and influences the community

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



Highest scoring behaviours

The chart below based on the Total Others' scores shows the discrete behaviours that this group demonstrates most consistently. It shows the 10 behaviours that raters scored highest for this group. These are ranked by highest average score.

Behaviour	Attribute	Average score	Percentage of participants		
			0	50	100
Models and promotes the school's values	10. Aligns ethical practices with educational goals	4.5	21	62	17
Advocates for students and the school in difficult situations	10. Aligns ethical practices with educational goals	4.5	7	76	17
Behaves consistently in line with stated values and beliefs	10. Aligns ethical practices with educational goals	4.5	14	72	14
Promotes the school's agreed approach to quality teaching and learning	3. Creates a learning culture	4.5	7	79	14
Supports the needs of students, families and carers facing complex challenges	13. Creates a culture of inclusion	4.4	10	76	14
Implements strategies that create equitable educational opportunities regardless of physical, social or economic disadvantage	13. Creates a culture of inclusion	4.4	3	86	10
Makes important decisions considering the impact on students' learning	1. Creates a student centred learning environment	4.4	7	76	17
Develops and maintains positive relationships with students, families and carers	15. Collaborates with and influences the community	4.4	7	76	17
Encourages active engagement of all students in their learning	1. Creates a student centred learning environment	4.4		83	17
Promotes positive partnerships with the school's broader community	15. Collaborates with and influences the community	4.4	7	72	21

- Favorable (item average = 5)
- Less favourable (item average less than 5, but greater than or equal to 4)
- Least favourable (item average less than 4)

Lowest scoring behaviours

The chart below based on the Total Others' scores shows the discrete behaviors that this group demonstrates least consistently. It shows the 10 behaviours that raters scored lowest for this group. These are ranked by lowest average score. Use this to help you identify the group's development needs, and to compare the group's behaviour with the organisation's strategy or intentions.

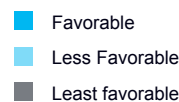
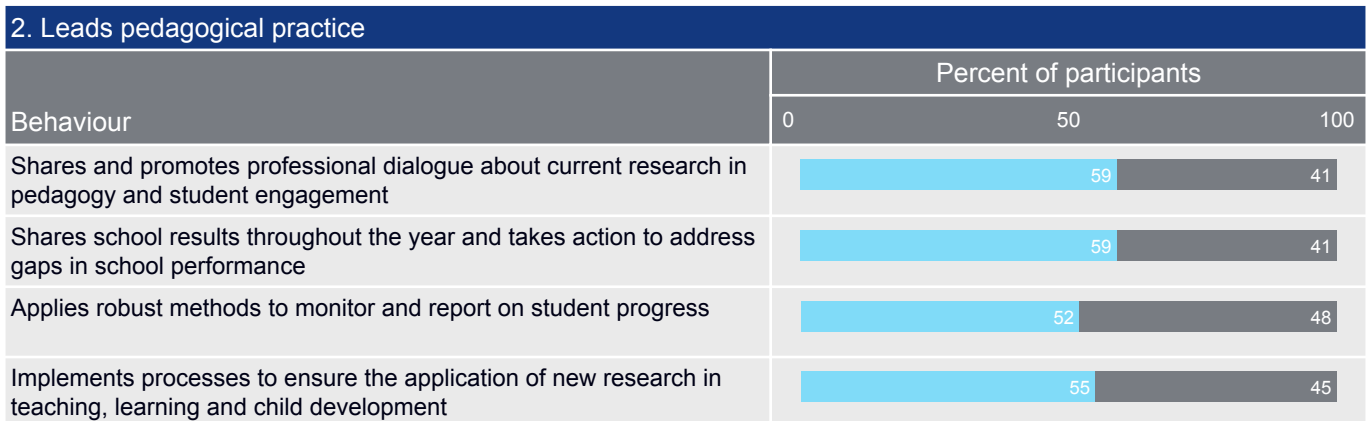
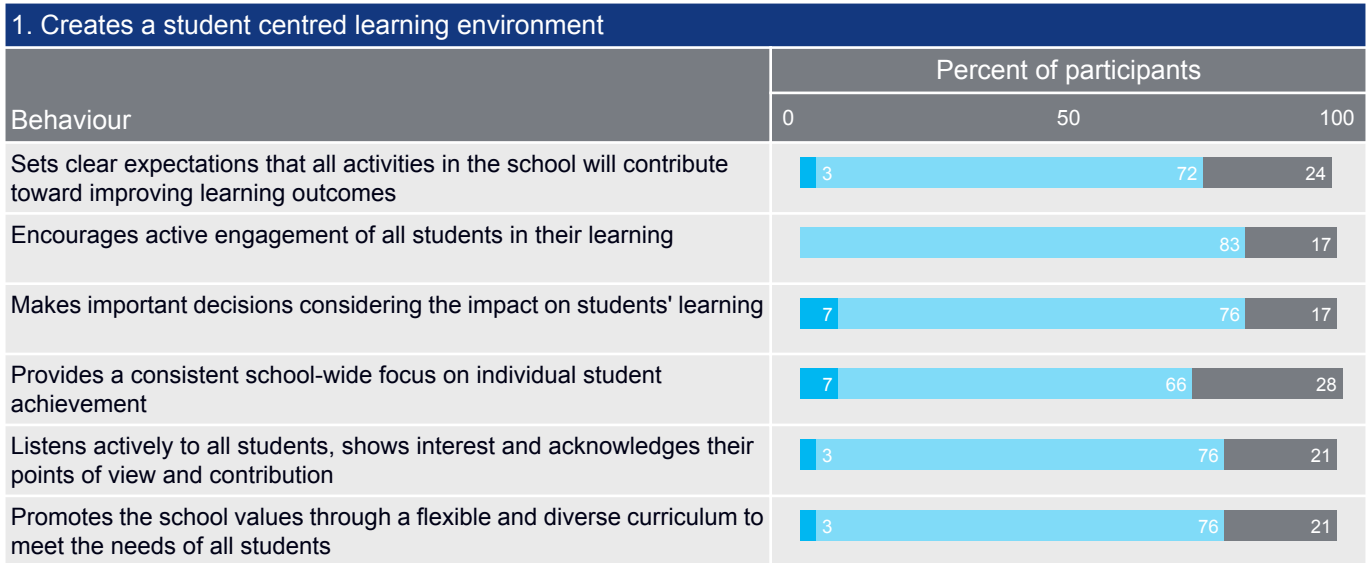
Behaviour	Attribute	Average score	Percentage of participants		
			0	50	100
Seeks and responds to feedback to make changes in how they lead and manage the school	5. Promotes professional learning	3.7	28		72
In response to their own professional learning, makes changes in how they lead and manage the school	5. Promotes professional learning	3.7	38		62
Annually adjusts roles and responsibilities so that staff have the opportunity to develop	4. Builds capacity	3.7	41		59
Provides ongoing formal and informal feedback to staff	4. Builds capacity	3.7	45		55
Leads and implements the appropriate use of innovative technologies	8. Understands and leads change	3.7	3	41	55
Implements processes to ensure the application of new research in teaching, learning and child development	2. Leads pedagogical practice	3.8		55	45
Facilitates inquiry into innovative approaches to school improvement based on evidence	9. Initiates improvement through innovation and change	3.8		48	52
Provides the school community frequent opportunities to give feedback on changes to improve school performance	9. Initiates improvement through innovation and change	3.8		48	52
Identifies leadership potential in others and provides opportunity for others to demonstrate leadership	4. Builds capacity	3.8		52	48
Models a commitment to a healthy work/life balance	6. Manages self	3.8		48	52

- Favorable (item average = 5)
- Less favourable (item average less than 5, but greater than or equal to 4)
- Least favorable (item average less than 4)

Behaviour results by attribute

The following charts based on the Total Others' scores show how often this group demonstrates discrete behaviours for each of the competencies. Use them to identify the detailed strengths and development needs across the group.

Leading teaching and learning

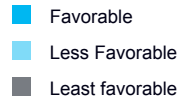


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Behaviour results by attribute

Leading teaching and learning

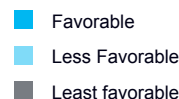
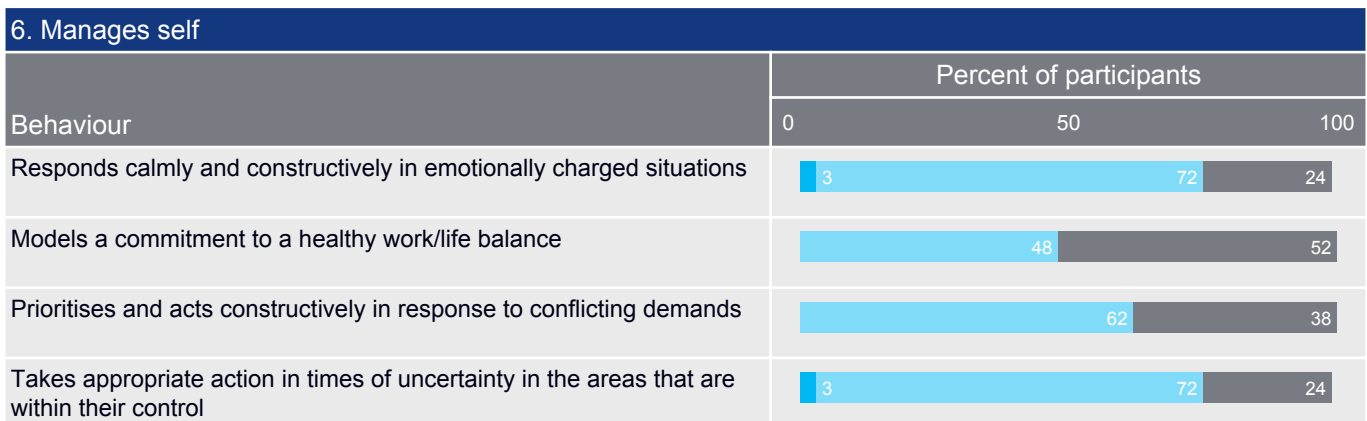
3. Creates a learning culture			
Behaviour	Percent of participants		
	0	50	100
Creates a positive learning environment for students, staff and the school community	10	69	21
Sets high expectations for every learner, including students, staff and self	7	72	21
Celebrates and promotes high performance of students and staff		66	34
Encourages evidence-based approaches to teaching and learning	7	66	28
Implements, monitors and improves teaching strategies to ensure equity of educational outcomes		59	41
Promotes the school's agreed approach to quality teaching and learning	7	79	14



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Behaviour results by attribute

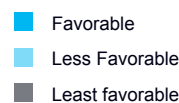
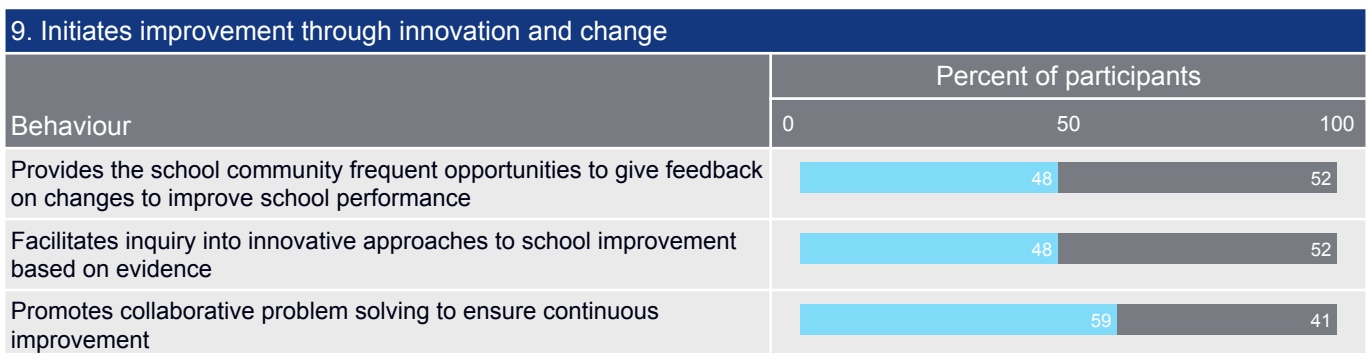
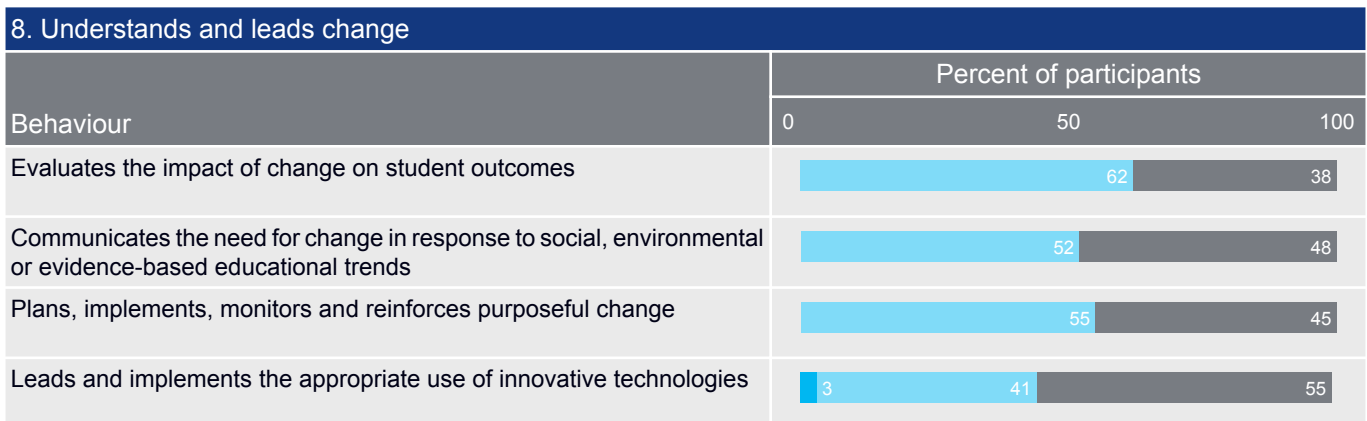
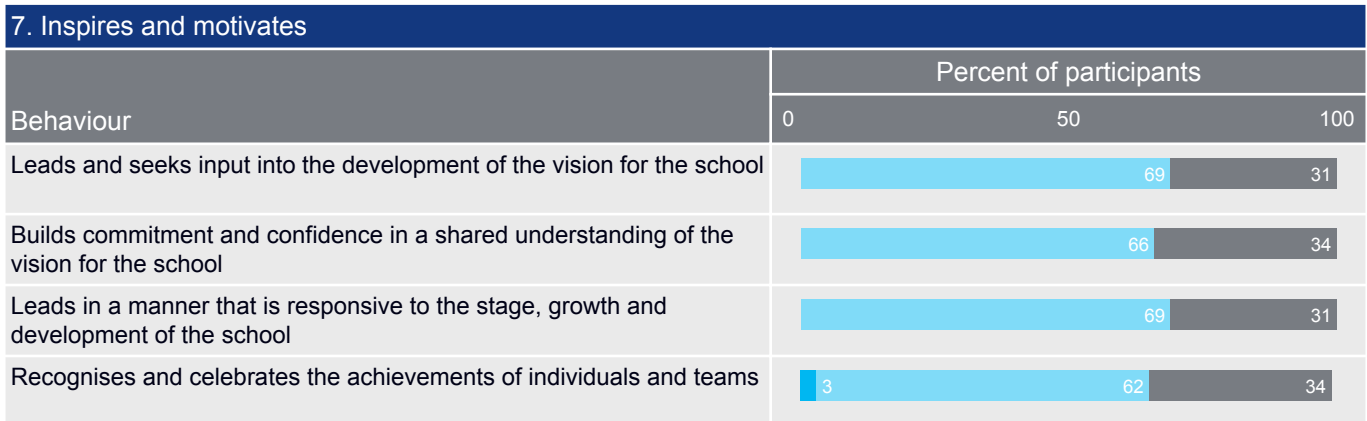
Developing self and others



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Behaviour results by attribute

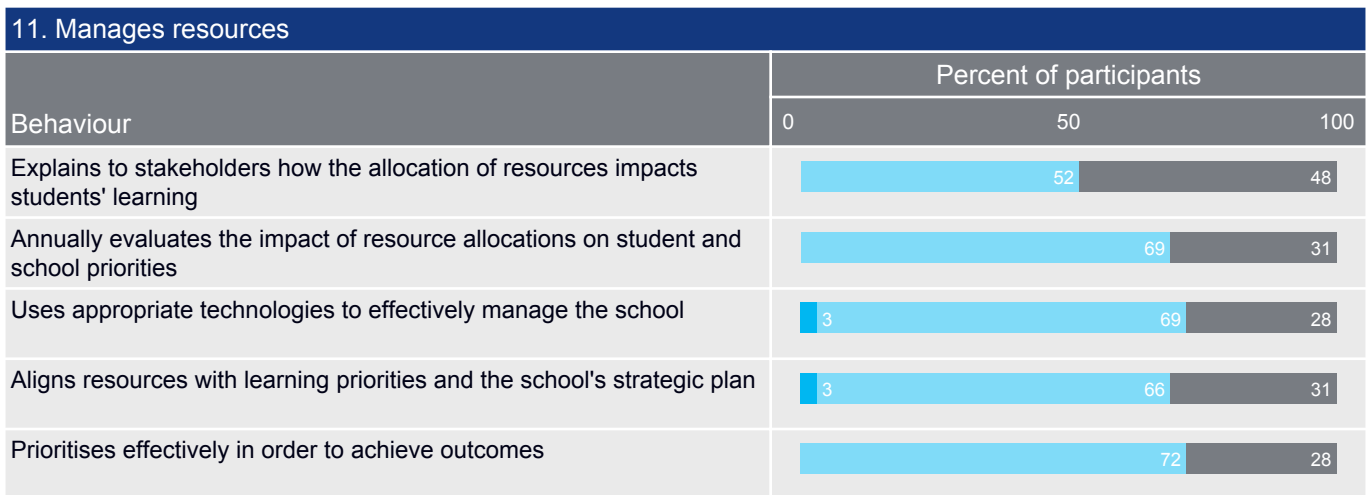
Leading improvement, innovation and change



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Behaviour results by attribute

Leading the management of the school



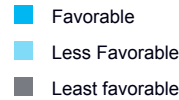
- Favorable
- Less Favorable
- Least favorable

Continued

Behaviour results by attribute

Leading the management of the school

12. Manages high standards and accountability			
Behaviour	Percent of participants		
	0	50	100
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			



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Behaviour results by attribute

Engaging and working with the community

