

Developing self and others

What is it?

School leaders working with and through others to build a professional learning community that is focused on the continuous improvement of teaching and learning. Talent should be viewed from a broad perspective, creating a diverse and extensive pool of people interested in all levels of school leadership whilst building capacity across a jurisdiction or school. Leadership pathways are diverse and no less valuable if they don't lead to principalship.

Why developing self and others?

Focuses on increasing the quantity, quality and diversity of future leaders for all school leadership roles and in all geographical locations.

Diversity in leadership teams correlates with improved performance and contributes to increased innovation and more creative approaches to problem-solving.

Develops an organisational vision that links all learning to improved student outcomes.

Developing self and others is most effective when:

- School leaders create the conditions for others to understand their impact on student outcomes and continually improve their teaching practice.
- Leadership is distributed and collaborative, with teams working together to accomplish the vision and aims of the school.
- Professional learning experiences are extended experiences that involve learning within the context of work.
- A range of professional opportunities to lead are available.
- Leadership teams are cohesive and continue to build upon members' skills and attributes.
- Potential leaders are provided with support to develop pedagogical expertise as well as the skills needed to lift the performance of colleagues.

What does high-impact practice look like?

Supporting all staff to achieve high standards.

Building staff capacity through treating people fairly and with respect.

Committing to your own ongoing professional development, personal health and wellbeing in order to manage the complexity and actions of the role.

Constant reflection on your own leadership and impact.

Enabling others to turn daily experience into leadership insights.

Having high aspirations for learning that inspire staff, students and the community.

Things to consider:

- Effective development is best when strategic priorities and actions for leadership growth is provided, are future focused and clearly communicated.
- Successful implementation of a leadership strategy is dependent on a culture that encourages every individual to consider themselves a leader.
- Opportunities for leadership should be provided in a safe environment.

Where can I find out more:

[Leading for impact video case studies](#)

[Leading for impact: Australian guidelines for school leadership development](#)

[Australian Professional Standard for Principals and the Leadership Profiles](#)

[Leading for impact reflection tools](#)

[The complete suite of associated 'What is guides'](#)

The above can be found on the AITSL website.