

Leading improvement, innovation and change

What is it?

School leaders working collaboratively to produce and implement clear, evidence-based improvement plans and policies for the development of the school, its facilities and the community. Leading and managing innovation and change to ensure the vision and strategic plan is put into action across the school and that its goals and intentions are realised.

Why leading improvement, innovation and change?

Challenges the status quo and seeks continuous improvement.

Promotes inquiry and the use of evidence to ask often: 'What's happening here and why?' 'What impact am I having and how can I become more effective?'

Builds knowledge and develops strategies to take the next steps.

Reduces the barriers and blockers and consider how to manage the consequences of the change.

Understands the complexity of achieving behaviour change to advance learning and development.

Leading improvement, innovation and change is most effective when:

- The direction is consistent with the school's vision and values, and is informed by student learning outcomes.
- School leaders communicate the need for change to the whole-school community in an inspirational and logical way.
- Staff are engaged and inspired to commit to evidence-based improvement, change and innovation that has a positive impact on student learning.
- The impact of change on others is monitored and regular feedback is provided so that change is owned by the school community.

What does high-impact practice look like?

Developing a process and common language for change to support the implementation of the vision and strategic plan.

Embedding collaborative and creative practices in the school allowing everyone to contribute to improvement and innovation.

Adapting flexibly and strategically to changes in the environment, in order to secure the ongoing improvement of the school.

Developing an innovative and outward-focused role for school leaders.

Things to consider:

- A leader's action and leadership style can be dependent on the context in which they have to operate, often with multiple factors influencing their leadership emphasis.
- The need to regularly reflect on practice and approaches to managing change based on the situation.
- Dealing with conflict effectively requires the use of ethical practices and social skills.

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.