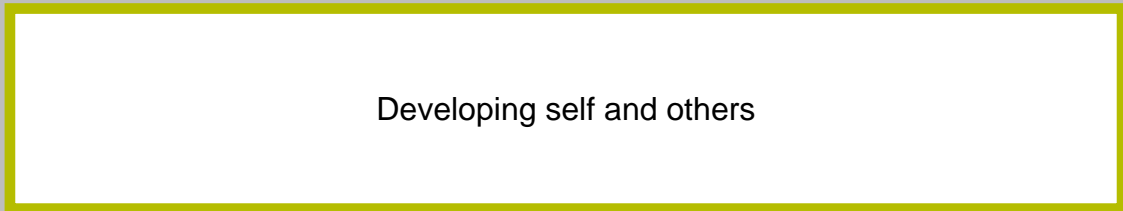


Interactive Leadership Profiles

The Leadership Profiles support school leaders to better understand their leadership practice. Explore the Interactive Profiles through three leadership lenses: Professional Practices, Leadership Requirements and Leadership Emphasis to locate your current practice and explore how you can grow as a school leader.

Core focus

A white rectangular box with a thick yellow border, centered on a grey background. The text 'Developing self and others' is centered within the box.

Developing self and others

Professional Practices lens

A Profile contains leadership action statements in four sets. The sets increase in proficiency from top to bottom showing the developmental pathway.

PROFILE:

Principals promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

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

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.

Principals seek leadership potential in others and provide opportunities for their development.

They seek leadership potential in others and provide opportunities for their development.

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

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Principals build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

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

They evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.

Principals create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

They build and sustain a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place.

They mentor other principals to support their growth and development and help them to address issues.

They seek opportunities for professional growth through engaging in state, national and global educational developments.

RESOURCES

Developing self and others

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

High Value Add Schools: Key Drivers of School Improvement

<https://www.cese.nsw.gov.au/publications-filter/high-value-add-schools-key-drivers-of-school-improvement>

This study aims to examine the key drivers of improvement in NSW government schools that have shown high growth in student outcomes over time.

Source: Department of Education and Communities NSW
Report PDF 20 pages

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Shaping a vision of academic success for all students

<https://www.youtube.com/watch?v=DvLA6CwpkRA>

This video, one of a five-part series based on more than a decade of Wallace-supported research to improve teaching and learning.

Source: The Wallace Foundation
Video MP4 11 minutes

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Making time for great teaching

<https://grattan.edu.au/wp-content/uploads/2014/03/808-making-time-for-great-teaching.pdf>

This report explores how this may be achieved by reporting on the extensive work the Grattan Institute undertook with six diverse schools across the country that are striving to give teachers more time.

Source: AITSL
Report PDF 41 pages

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Demonstrating impact

https://www.aitsl.edu.au/docs/default-source/general/demonstrating-impact.pdf?sfvrsn=1c0fe33c_0

The series encourages teachers to continually reflect on their practice by guiding teachers self-reflection, self-inquiry and discussion with colleagues.

Source: AITSL
Workbook Website

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Leading professional learning

<https://www.aitsl.edu.au/tools-resources/resource/leading-professional-learning-illustration-of-practice>

This Illustration of Practice explains the alignment of a schools existing peer and classroom observational tool to the Australian Professional Standards for Teachers.

Source: AITSL
Video MP4 5 mins

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Innovation Grants: coherence

<https://www.youtube.com/watch?v=o1w6dUSzSjw>

This MP4 examines the coherence of professional learning and development activities as part of AITSLs Innovation Grants Project.

Source: AITSL
Video MP4 6 mins

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Stage teams and lesson study

https://www.youtube.com/watch?v=m_GZuUe4DbU

Lakemba Public School supports the professional development of teachers through a range of activities including fortnightly professional development sessions and a lesson study focus.

Source: AITSL

Video MP4 5 mins

They promote the benefits of professional learning to all staff and ensure that their willingness and efforts to learn and improve are recognised.

Innovation Grants: flexibility

<https://www.youtube.com/watch?v=ahIFINmiN5c>

This MP4 looks at the importance of flexibility in professional learning and development as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 6 mins

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

Leadership scenarios: new role, new learning culture

<https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/leadership-scenarios>

Guidance to establish a learning culture and support the professional growth of school staff

Source: AITSL

Multiple format

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

Shaping a vision of academic success for all students

<https://www.youtube.com/watch?v=DvLA6CwpkRA>

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Source: The Wallace Foundation

Video MP4 11 minutes

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

Observation and feedback

<https://www.youtube.com/watch?v=QkKMVLu3TJM>

Dandenong North Primary School use observation and feedback as a central component of their performance and development work.

Source: AITSL

Video MP4 5 mins

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

Innovation Grants: student outcomes

<https://www.youtube.com/watch?v=N31xGilA3cl>

This MP4 looks at professional learning and development that has a clear focus on student outcomes as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 6 mins

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

Essential guide to professional learning series

<https://www.aitsl.edu.au/tools-resources/resource/essential-guide-to-professional-learning-series>

This website unpacks the research behind key themes of the Professional Learning Charter. School leaders and teachers can reflect on and inform professional learning in their school.

Source: AITSL

Website

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

Literature Review and Environmental Scan: student-centred schools make the difference

https://www.aitsl.edu.au/docs/default-source/default-document-library/literature-review---student-centred-schools-make-the-difference.pdf?sfvrsn=bdb5ed3c_2

Drawing from an environmental scan, and Viviane Robinsons work on the dimensions of student-centred school leadership, the authors consider how student-centred schools make the difference.

Source: AITSL
Report PDF 28 pages

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

Designing Professional Learning

http://www.aitsl.edu.au/docs/default-source/default-document-library/designing_professional_learning_report.pdf?sfvrsn=4

This report provides a snapshot of the key elements involved in creating effective and engaging professional learning in a globally dispersed market.

Source: AITSL
Report PDF 30 pages

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

Student-centred schools make the difference

<https://www.aitsl.edu.au/tools-resources/resource/insights---literature-review-student-centred-schools-make-the-difference>

Exploring the concept of student-centred schools and how to develop and sustain a student-centred philosophy at all levels within a school.

Source: AITSL
Reading list Various

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

Teacher effectiveness

<https://www.youtube.com/watch?v=BfiwfEVKeNc>

Former AITSL Chair Tony Mackay, and Ben Jensen, discuss effective teaching and the need for teacher development and professional learning to directly inform what happens in the classroom.

Source: AITSL
Video MP4 4 mins

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

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Improving teaching practice

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00287>

A teacher describes her schools professional learning program that emphasises teacher reflection and using the Standards to develop specific strategies to improve teaching practice.

Source: AITSL
Video MP4 4 mins

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Global Trends in Professional Learning and Performance and Development

<https://www.aitsl.edu.au/tools-resources/resource/global-trends-in-professional-learning-and-performance-development>

The report identifies five global trends in innovative approaches to professional learning and performance and development: Integrated, Immersive, Design-led, Market-led and Open.

Source: AITSL
Report PDF 36 pages

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

Using student assessment for professional learning

<https://www.education.vic.gov.au/Documents/about/research/timperleyassessment.pdf>

Focusing on students outcomes to identify teachers needs

Source: Department of Education and Early Childhood Development
Paper pdf 40 pages

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

Supporting new teachers

http://www.oecd-ilibrary.org/education/supporting-new-teachers_5js1p1r88lg5-en;jsessionid=4umnrd0q3srn6.x-oecd-live-02

Brings together findings from the TALIS survey on the experiences of new teachers

Source: OECD
Report PDF 4 pages

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Appraisal and professional learning

<https://www.youtube.com/watch?v=g58uuc9wE10>

The performance and development process at St Pauls School involves teachers self-reflecting, informal and formal classroom observations, feedback from peers and students, and goal setting.

Source: AITSL
Video

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Guided professional learning

<https://www.aitsl.edu.au/tools-resources/resource/guided-professional-learning-illustration-of-practice>

In this Illustration of Practice the teacher describes the contributive leadership model that is used in her school.

Source: AITSL
Video MP4 5 mins

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Innovation Grants: relevant

https://www.youtube.com/watch?v=RvA_QC84Ag8

This MP4 explores professional learning and development that is relevant as part of AITSLs Innovation Grants Project.

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Performance and development plans, teams, evidence and feedback

<https://www.youtube.com/watch?v=rd8L34oVMs4>

Performance and development within Ringwood Secondary College occurs in the context of a comprehensive strategy for building a professional culture.

Source: AITSL
Video MP4 6 mins

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

Mentoring for leadership

<https://www.aitsl.edu.au/tools-resources/resource/mentoring-for-leadership-illustration-of-practice>

In this Illustration of Practice an aspiring leader reflects with her mentor on how she has implemented strategies to develop her style of leadership.

Source: AITSL
Video MP4 4 mins

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

Mentoring

<https://www.youtube.com/watch?v=lgd91xQn5nU>

Adam Smith, Education Consultant, talks to Frederick Brown, Learning Forward, on what is effective mentoring for both teachers and school leaders.

Source: AITSL
Video MP4 11 mins

They work with staff to identify and prioritise their professional learning needs based on any gaps between the requirements of their roles and their current knowledge, understanding and skills.

Multiple sources of feedback

<https://www.youtube.com/watch?v=OPG2JkMz8qY>

Former AITSL Chair Tony Mackay, and Ben Jensen discuss teacher appraisal and sources of feedback that can inform teacher development.

Source: AITSL
Video MP4 5 mins

They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.

Essential guide to professional learning series

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The report identifies five global trends in innovative approaches to professional learning and performance and development: Integrated, Immersive, Design-led, Market-led and Open.

Source: AITSL
Report PDF 36 pages

They model personal and professional learning that is clearly linked to school goals and seek support from others as appropriate.

Engaging in professional dialogue

<https://www.aitsl.edu.au/tools-resources/resource/engaging-in-professional-dialogue-illustration-of-practice>

An Illustration of Practice that outlines how to use the ideas within the Australian Journal of Middle Schooling to support professional learning in school.

Source: AITSL
Video MP4 3 mins

They seek leadership potential in others and provide opportunities for their development.

Be inspired

<https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/be-inspired-by-great-principals>

Seven principals provide insights for aspiring leaders to guide their development

Source: AITSL
Multimedia 3 mins

They seek leadership potential in others and provide opportunities for their development.

National conversation on leadership pathways

<https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/leadership-pathway>

Experts and twenty Australian principals discuss their diverse pathways to the role

Source: AITSL
Multimedia 33mins

They seek leadership potential in others and provide opportunities for their development.

What makes a school a learning organisation?

http://www.michaelfullan.ca/wp-content/uploads/2015/12/LeadershipfromtheMiddle_EdCan_v55no4.pdf

A guide for developing the pedagogies and practices required to meet the diverse needs of 21st-century learners

Source: OECD
Guide PDF 16 pages

They seek leadership potential in others and provide opportunities for their development.

Making decisions through the distributed leadership model

<https://www.youtube.com/watch?v=5UIF-6yesQQ&feature=youtu.be&app=desktop>

In this video, Geoff Southworth details how using the distributed leadership model, decision-making can be improved by tapping into the talents of staff.

Source: National College for School Leadership
Multimedia Video 5 mins 30 seconds

They seek leadership potential in others and provide opportunities for their development.

How to build an effective team

<https://nctl.blog.gov.uk/2015/12/08/how-to-build-an-effective-team/>

A compilation of videos on building, managing and developing teams, to help develop the team management and leadership skills.

Source: National College for Teaching and Leadership
Multimedia Website

They seek leadership potential in others and provide opportunities for their development.

Leading from the Front of the Classroom - A Roadmap to Teacher Leadership that Works

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2402&download>

This report sets out clear, practical steps that school leaders can take when strategically developing leaders in their school.

Source: The Aspen Institute
Report PDF 24 pages

They seek leadership potential in others and provide opportunities for their development.

Ready to R.I.S.E

<https://www.ccl.org/wp-content/uploads/2018/04/Ready-to-RISE-research-report.pdf>

The Womens Leadership Innovation Lab

Source: Center for Creative Leadership

Report pdf 16 pages

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Making Space for New Leaders

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Space-for-New-Leaders.aspx>

This article examines ways in which principals can help assistant principals become stronger school leaders.

Source: Wallace Foundation

Article PDF 4 pages

They seek leadership potential in others and provide opportunities for their development.

Building Principal Pipelines: A Strategy to Strengthen Educational Leadership

<http://www.wallacefoundation.org/knowledge-center/Pages/Building-Principal-Pipelines-A-Strategy-to-Strengthen-Education-Leadership.aspx>

This Wallace Foundation update describes two related initiatives seeking answers to that question: What can a school district do to produce a large and steady supply of top-notch school principals?

Source: Sarosh Syed

Paper PDF 16 pages

They seek leadership potential in others and provide opportunities for their development.

Innovation Grants: leadership

https://www.youtube.com/watch?v=zBLlwu_JWGs

This MP4 highlights the importance of leadership in professional learning and development as part of the AITSL Innovation Grants Project.

Source: AITSL

Video MP4 6 mins

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Mentoring for leadership

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High Value Add Schools: Key Drivers of School Improvement

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Source: Department of Education and Communities NSW
Report PDF 20 pages

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High-Performing Primary Schools: what do they have in common

<https://www.education.wa.edu.au/documents/43634987/44524721/High+performing+primary+schools+--+what+they+have+in+common.PDF/efe31f7e-59df-581b-d072-a58490917082>

This report focuses on exploring similarities and differences among high-performing Western Australian Government primary schools.

Source: William Louden for Department of Education WA
Report PDF 34 pages

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

Great professional development which leads to great pedagogy: nine claims from research

<https://www.gov.uk/government/publications/great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research>

This literature review has largely identified research or syntheses of research to provide evidence of the impact of professional learning and development on pupil and teacher learning, and which in turn directly support school improvement.

Source: Louise Stoll, Alma Harris, Graham Handscomb
Literature review PDF 13 pages

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

Observation and feedback

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Dandenong North Primary School use observation and feedback as a central component of their performance and development work.

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Video MP4 5 mins

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Supervising preservice teachers

<https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>

Supervising preservice teachers is a nationally-delivered, online professional learning program and aims to enhance teachers knowledge, skills and confidence to effectively supervise preservice teacher.

Source: AITSL
Website

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Using the Standards

<https://www.aitsl.edu.au/tools-resources/resource/using-the-standards-illustration-of-practice>

An Illustration of Practice where graduate and proficient teachers use the Australian Professional Standards for Teachers to identify their professional learning needs.

Source: AITSL
Video MP4 3 mins

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Video MP4 5 mins

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

Improving teacher practice

<https://www.aitsl.edu.au/tools-resources/resource/improving-teacher-practice-illustration-of-practice>

A teacher describes how ICT enables professional learning, through teachers sharing resources, which can be viewed on interactive whiteboards in classrooms.

Source: AITSL
Video MP4 5 mins

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Innovation Grants: flexibility

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Former AITSL Chair Tony Mackay, and Ben Jensen, discuss effective teaching and the need for teacher development and professional learning to directly inform what happens in the classroom.

Source: AITSL
Video MP4 4 mins

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

Leadership scenarios: new role, new conversations

<https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/leadership-scenarios>

Guidance to handle difficult conversations and establish a feedback culture

Source: AITSL

Multiple format

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

We have to talk: a step-by-step checklist for difficult conversations

<http://www.judyringer.com/resources/articles/we-have-to-talk-a-stepbystep-checklist-for-difficult-conversations.php>

The article provides a brief synopsis of best practice strategies including a checklist, some useful concepts, tips and suggestions

Source: Judy Ringer

Website

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

Difficult Conversations: 9 Common Mistakes

<https://hbr.org/2010/10/difficult-conversations-9-common-mistakes>

The author explores 9 Difficult Conversation mistakes ranging from having a combat mentality, oversimplification, being presumptions and losing sight of the goal.

Source: Harvard Business Review

Website

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

Performance and Development Framework animation

<https://www.youtube.com/watch?v=EjMBxxNaboE>

The animation introduces the Australian Teacher Performance and Development Framework and outlines the characteristics and components of an effective culture and cycle.

Source: AITSL

Video MP4 6 mins

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

Building a culture and cycle

<https://www.youtube.com/watch?v=PVoJQRBRvYk>

Since becoming an independent state school, Australind Senior High School, WA, has significantly evolved their performance and development practices.

Source: AITSL

Video MP4 6 mins

They consistently apply effective performance and development processes so that success is celebrated, underperformance addressed and complacency challenged.

Performance and Development Framework overview

<https://www.youtube.com/watch?v=K0CEgHbkZ7I>

The elements of the Framework explained through the eyes of students, teachers and school leaders.

Source: AITSL

Video 6 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Leadership scenarios: new role, new conversations

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Guidance to handle difficult conversations and establish a feedback culture

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Multiple format

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Coaching for teaching and learning: a practical guide for schools

<https://www.gov.uk/government/publications/coaching-for-teaching-and-learning-a-practical-guide-for-schools>

A guide for schools planning to develop coaching practice to improve teaching and learning

Source: National College for Teaching and Leadership

Guide PDF 40 pages

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Classroom Observation Strategies: choose your journey

<https://www.aitsl.edu.au/lead-develop/develop-others/classroom-observation>

Combining instructional guides and accompanying videos, the resources explain all you need to know to choose and implement an appropriate classroom observation strategy for your school.

Source: AITSL
Resource Webpage

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Building trust in schools through open-to-learning conversations

https://www.youtube.com/watch?v=0_I5-HKIR1s

Distinguished Professor Viviane Robinson highlights the importance of building effective relationships and trust to overcome day-to-day challenges in an educational context.

Source: Bastow Institute
Video MP4 4 minutes

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Supporting new teachers

http://www.oecd-ilibrary.org/education/supporting-new-teachers_5js1p1r88lg5-en;jsessionid=4umnrd0q3srn6.x-oecd-live-02

Brings together findings from the TALIS survey on the experiences of new teachers

Source: OECD
Report PDF 4 pages

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Building a culture and cycle

<https://www.youtube.com/watch?v=PVoJQRBRvYk>

Since becoming an independent state school, Australind Senior High School, WA, has significantly evolved their performance and development practices.

Source: AITSL
Video MP4 6 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Observation and feedback

<https://www.youtube.com/watch?v=QkKMVLu3TJM>

Dandenong North Primary School use observation and feedback as a central component of their performance and development work.

Source: AITSL

Video | MP4 | 5 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Performance and Development Framework animation

<https://www.youtube.com/watch?v=EjMBxxNaboE>

The animation introduces the Australian Teacher Performance and Development Framework and outlines the characteristics and components of an effective culture and cycle.

Source: AITSL

Video MP4 6 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Leading through trust

<http://www.johnwest-burnham.co.uk/index.php/leading-through-trust?showall=&limitstart=>

Education expert John West-Burnham provides a list of literature that explores the concept of leading through trust.

Source: John West-Burnham

Website

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Innovation Grants: collaborative

https://www.youtube.com/watch?v=altRcgX_6r8

This MP4 looks at collaborative professional learning and development as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 7 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Innovation Grants: effective teaching

<https://www.youtube.com/watch?v=2nJP1QU7wyc>

This MP4 explores how a shared understanding of effective teaching impacts professional learning and development as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 5 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Innovation Grants: student outcomes

<https://www.youtube.com/watch?v=N31xGilA3cl>

This MP4 looks at professional learning and development that has a clear focus on student outcomes as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 6 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Stage teams and lesson study

https://www.youtube.com/watch?v=m_GZuUe4DbU

Lakemba Public School supports the professional development of teachers through a range of activities including fortnightly professional development sessions and a lesson study focus.

Source: AITSL

Video | MP4 | 5 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Appraisal and professional learning

<https://www.youtube.com/watch?v=g58uuc9wE10>

The performance and development process at St Pauls School involves teachers self-reflecting, informal and formal classroom observations, feedback from peers and students, and goal-setting.

Source: AITSL

Video MP4 5 mins

They provide staff with regular and effective feedback on their performance, determining together how they can improve and remove any obstacles to learning.

Multiple sources of feedback

<https://www.youtube.com/watch?v=OPG2JkMz8qY>

Former AITSL Chair Tony Mackay, and Ben Jensen discuss teacher appraisal and sources of feedback that can inform teacher development.

Source: AITSL

Video MP4 5 mins

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Developing Shanghais Teachers

<http://www.ncee.org/wp-content/uploads/2016/01/DevelopingShanghaiTeachersWEB.pdf>

This report is one of a series of reports from CIEB on teacher quality systems in top-performing countries and offers an insiders perspective into the world-leading Shanghai education system.

Source: National Centre on Education and the Economy USA

Report PDF 34 pages

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Leading from the Front of the Classroom - A Roadmap to Teacher Leadership that Works

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2402&download>

This report sets out clear, practical steps that school leaders can take when strategically developing leaders in their school.

Source: The Aspen Institute

Report PDF 24 pages

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Making Space for New Leaders

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Space-for-New-Leaders.aspx>

This article examines ways in which principals can help assistant principals become stronger school leaders.

Source: Wallace Foundation

Article PDF 4 pages

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High Value Add Schools: Key Drivers of School Improvement

<https://www.cese.nsw.gov.au/publications-filter/high-value-add-schools-key-drivers-of-school-improvement>

This study aims to examine the key drivers of improvement in NSW government schools that have shown high growth in student outcomes over time.

Source: Department of Education and Communities NSW
Report | PDF | 20 pages

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Creating a research engaged school: a guide for senior leaders

https://www.nfer.ac.uk/publications/IMUL02/IMUL02_home.cfm

This guide is about the uses and perceived impact of engaging with research on teaching and learning.

Source: National Foundation for Educational Research
Report PDF 4 pages

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Seven principles of strategic leadership

<http://www.youblisher.com/p/110821-Seven-Principles/>

This article examines what might be required to give school leaders the confidence to take on more strategic leadership.

Source: Terry Quong and Allan Walker
Article eBook 14 pages

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Work together: but only if you want to

<https://journals.sagepub.com/doi/pdf/10.1177/003172171109200513>

This article explores the real problem in many schools which are home to teachers who work in isolation, preferring to be left alone rather than engaging with their colleagues or principals.

Source: R DuFour
Article PDF 15 pages

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Literature review and environmental scan: learning leaders matter

https://www.aitsl.edu.au/docs/default-source/default-document-library/literature-review---learning-leaders-matter.pdf?sfvrsn=95b5ed3c_2

The review illustrates the professional practice of Developing Self and Others in the Australian Professional Standard for Principals, focusing on how this practice is demonstrated by learning leaders.

Source: AITSL

Literature review PDF 31 pages

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Developing creative professional learning communities within and between schools

https://www.youtube.com/watch?v=NUH3UC9yW8U&list=PLp5PwTABmIC_n2yk3-9D_IB3uwsRnuSa4&index=2

A short MP4 series exploring how to develop creative professional learning communities with Professor Louise Stoll.

Source: AITSL

Video MP4 17 mins

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Disciplined Collaboration in Professional Learning

<https://www.aitsl.edu.au/tools-resources/resource/disciplined-collaboration-in-professional-learning>

The Disciplined Collaboration in Professional Learning (DCPL) project supported teachers to identify and trial new ways of solving issues related to student learning, engagement and wellbeing.

Source: AITSL

Website

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Literature Review and Environmental Scan: a culture of trust enhances performance

https://www.aitsl.edu.au/docs/default-source/default-document-library/literature-review---a-culture-of-trust-enhances-performance.pdf?sfvrsn=b8b5ed3c_2

In this Environmental Scan of research and policy literature, the authors consider definitions of trust as they seek to address and inform the hypothesis that a culture of trust enhances performance in schools.

Source: AITSL
Report PDF 22 pages

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Guided professional learning

<https://www.aitsl.edu.au/tools-resources/resource/guided-professional-learning-illustration-of-practice>

In this Illustration of Practice the teacher describes the contributive leadership model that is used in her school.

Source: AITSL
Video MP4 5 mins

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Innovation grants: future-focused professional learning

<https://www.youtube.com/watch?v=CHGkKMTanbQ>

This MP4 explores a schools future-focused professional learning and development practices as part of AITSLs Innovation Grants Project.

Source: AITSL
Video MP4 5 mins

They build capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community.

Innovation Grants: leadership

https://www.youtube.com/watch?v=zBLlwu_JWGs

This MP4 highlights the importance of leadership in professional learning and development as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 6 mins

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Stage teams and lesson study

https://www.youtube.com/watch?v=m_GZuUe4DbU

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Source: AITSL

Video | MP4 | 5 mins

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Performance and development plans, teams, evidence and feedback

<https://www.youtube.com/watch?v=rd8L34oVMs4>

Performance and development within Ringwood Secondary College occurs in the context of a comprehensive strategy for building a professional culture.

Source: AITSL

Video MP4 6 mins

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Coronavirus (COVID-19): Supporting educators, children and young people

<https://beyou.edu.au/resources/news/covid-19-supporting-schools>

Beyond Blue

Source: beyou.edu.au

Information Website 8 pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Looking after your mental health during the coronavirus outbreak

<https://www.beyondblue.org.au/the-facts/looking-after-your-mental-health-during-the-coronavirus-outbreak>

Beyond Blue

Source: [beyondblue.org.au](https://www.beyondblue.org.au)
Information Website 3 pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

How mindfulness can help during Coronavirus

<https://blog.smilingmind.com.au/how-mindfulness-can-help-during-coronavirus>

Smiling Mind

Source: [smilingmind.com.au](https://www.smilingmind.com.au)
Website Website 10 pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Smiling Mind

<https://www.smilingmind.com.au/smiling-mind-app>

Smiling mind app

Source: [smilingmind.com.au](https://www.smilingmind.com.au)
app Website 10-30 minutes

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

The Australian Principal Occupational Health, Safety and Wellbeing Survey 2018 Data

https://www.principalhealth.org/au/2018_AU_Final_Report.pdf

Principal Health & Wellbeing Survey

Source: [principalhealth.org](https://www.principalhealth.org)
Report Website 122 pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Is work / life balance for school leaders possible?

<http://stevefrancis.net.au/is-work-life-balance-for-school-leaders-possible/>

The author elaborates on why achieving a work-life balance is so vital to school leaders which is applicable in many aspects to all of us.

Source: Steve Francis

Website

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Positive psychology: a pathway to principal wellbeing and resilience

http://www.educationtoday.com.au/_images/articles/pdf/article-pdf-1300.pdf

The use of positive psychology to support wellbeing of school leaders

Source: Education Today

Article PDF 3 Pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Taking a moment to develop healthy habits

<https://www.teachermagazine.com.au/articles/taking-a-moment-to-develop-healthy-habits>

Explores examples of everyday practical strategies to maintain and improve wellbeing

Source: Teacher Magazine

Web article Online

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Mindmatters spotlight: staff wellbeing

<https://www.aitsl.edu.au/leadership-profiles/interactive-profiles/Mindmatters%20Spotlight:%20Staff%20wellbeing>

Information and a range of actions leaders can take to promote staff wellbeing for healthy schools and effective teaching and learning

Source: Beyond Blue

Website Online

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Flourish by design

<https://www.gse.harvard.edu/uk/blog/flourish-design>

How to develop students wellbeing when teachers focus on their own

Source: Harvard Graduate School of Education

Web article Online

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Help your team manage stress, anxiety and burnout

https://hbr.org/2016/01/help-your-team-manage-stress-anxiety-and-burnout?utm_source=pocket&utm_medium=email&utm_campaign=pockethits

This report focuses on evidence-based approaches for managing stress in teams.

Source: Rich Fernandez

Webpage

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Principal Health and Wellbeing Report 2015

http://www.principalhealth.org/au/2015_Final_Report.pdf

This project focuses on conducting a longitudinal study monitoring school principals and deputy/assistant principals health and wellbeing annually.

Source: Phil Riley

Report PDF 128 pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Australian Principal Occupational Health, Safety & Wellbeing Survey 2011 : 2014 Data

https://www.principalhealth.org/au/2011-14%20Report_FINAL.pdf

This project has been designed to collect baseline data and monitor the health and wellbeing of Australian school leaders and to contribute to the development of work practices designed to minimise the adverse health impacts on the individuals.

Source: Philip Riley ACU

Report PDF 147 pages

They model the importance of health and wellbeing, watch for signs of stress in self and others and take action to address it.

Literature Review and Environmental Scan: a culture of trust enhances performance

https://www.aitsl.edu.au/docs/default-source/default-document-library/literature-review---a-culture-of-trust-enhances-performance.pdf?sfvrsn=b8b5ed3c_2

In this Environmental Scan of research and policy literature, the authors consider definitions of trust as they seek to address and inform the hypothesis that a culture of trust enhances performance in schools.

Source: AITSL
Report PDF 22 pages

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

Leadership scenarios: practical guides

https://www.aitsl.edu.au/docs/default-source/lead-develop/scenarios/leadership-scenarios-all-practical-guides.pdf?sfvrsn=cdc8f43c_0

Six evidence-informed guides for new principals facing common challenges

Source: AITSL
Guide PDF 96 pages

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Using data conversations and observations for school improvement

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1011&context=professional_dev

The professional learning purposes of using data, coupled with conversations and observations

Source: Centre for Education Policy and Practice
Report PDF 12 pages

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

How principals can maximize the impact of professional development

<http://www.niet.org/newsroom/features-blogs/view/306>

Steps principals can take to ensure that their school develops a culture of collaboration and professional inquiry, and that professional learning leads to measurable changes in teacher and student success

Source: National Institute for Excellence in Education
Blog Online

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

Authentic teacher professional learning

<https://www.teachermagazine.com.au/articles/authentic-teacher-professional-learning>

A school case study of teacher professional learning to improve engagement with project-based learning

Source: Teacher Magazine
Web article Online

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

Effective professional learning

<https://www.teachermagazine.com.au/articles/dinham-on-effective-professional-learning>

Professor Dinham says that the best professional learning takes place when people work together to address a common goal or issue

Source: Teacher Magazine
Video Online 2 mins

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

Beyond PD: Teacher Professional Learning in High Performing Systems

<http://www.ncee.org/wp-content/uploads/2016/02/BeyondPDWebv2.pdf>

This report analyzes the way four high-performing systems provide professional learning to their teachers.

Source: National Centre on Education and the Economy USA
Report PDF 66 pages

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

The Essential Guide to Professional Learning: Evaluation

<https://www.aitsl.edu.au/tools-resources/resource/the-essential-guide-to-professional-learning-evaluation>

This issue expands on effective evaluation of professional learning outlined in the Australian Charter for the Professional Learning of Teachers and School Leaders.

Source: AITSL
Resource PDF 6 pages

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The essential guide to professional learning: Innovation

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Principal Professional Development Program: Report on action research projects

[https://www.aitsl.edu.au/tools-resources/resource/improving-teacher-quality-national-partnership-variation-principal-professional-development-program-\(ppdp\)](https://www.aitsl.edu.au/tools-resources/resource/improving-teacher-quality-national-partnership-variation-principal-professional-development-program-(ppdp))

This report outlines the findings of the eight Principal Professional Development Program Projects and the impact on principal/school leader participants in the projects.

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Innovation Grants: student outcomes

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Video MP4 6 mins

They evaluate whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others.

Leadership scenarios: practical guides

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Using an action learning model

<https://www.teachermagazine.com.au/articles/using-an-action-learning-model>

A school case study of action learning in practice

Source: Teacher Magazine
Web article Online

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Video MP4 6 mins

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

Be inspired

<https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/be-inspired-by-great-principals>

Seven principals provide insights for aspiring leaders to guide their development

Source: AITSL
Multimedia 3 mins

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National conversation on leadership pathways

<https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/leadership-pathway>

Experts and twenty Australian principals discuss their diverse pathways to the role

Source: AITSL
Multimedia 33mins

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

Coaching for impact

<https://learningforward.org/wp-content/uploads/2017/08/coaching-for-impact.pdf>

Six pillars to create coaching roles that achieve their potential to improve teaching and learning

Source: Learning Forward
Report PDF 27 pages

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Making decisions through the distributed leadership model

<https://www.youtube.com/watch?v=5UIF-6yesQQ&feature=youtu.be&app=desktop>

In this video, Geoff Southworth details how using the distributed leadership model, decision-making can be improved by tapping into the talents of staff.

Source: National College for School Leadership
Multimedia Video 5 mins 30 seconds

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Pipeline development

<https://files.eric.ed.gov/fulltext/ED559349.pdf>

Cultivating teacher leaders

Source: New Leaders
Article pdf 3 pages

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

Transforming Schools: how distributed leadership can create more high-performing schools

<http://www.bain.com/publications/articles/transforming-schools.aspx>

This report focuses on an in-depth study conducted two years ago, on how school systems could develop more school leaders with the capabilities required to transform their schools.

Source: Chris Bierly, Betsy Doyle and Abigail Smith
Report PDF 60 pages

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Leading from the Front of the Classroom - A Roadmap to Teacher Leadership that Works

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2402&download>

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Source: Wallace Foundation

Article PDF 4 pages

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Building Principal Pipelines: A Strategy to Strengthen Educational Leadership

<http://www.wallacefoundation.org/knowledge-center/Pages/Building-Principal-Pipelines-A-Strategy-to-Strengthen-Education-Leadership.aspx>

This Wallace Foundation update describes two related initiatives seeking answers to that question: What can a school district do to produce a large and steady supply of top-notch school principals?

Source: Sarosh Syed

Paper PDF 16 pages

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

Distributed Leadership

<https://youtu.be/--plm5xl8s8>

In this video Alma Harris discusses the importance of distributed leadership.

Source: Alma Harris

Video MP4 1 minute 05 seconds

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

Here is Google and their secret to hiring the best people

<https://www.wired.com/2015/04/hire-like-google/>

This article explores confirmation bias within unstructured job interviews and why this is a catastrophic mistake for employers to make.

Source: Laszlo Bock

Website

They create challenging roles, responsibilities and opportunities for senior leaders that leverage and grow their talents.

The practice of school instructional improvement: improvement, (infra)-structure & instruction

<http://www.icsei.net/index.php?id=1509>

The author argues that research and development work on sustainable school improvement and school effectiveness must engage the practice of instructional improvement.

Source: James P Spillane

Paper PDF 21 pages

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Performance and development plans, teams, evidence and feedback

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Source: AITSL

Video MP4 6 mins

They build and sustain a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place.

Coaching for teaching and learning: a practical guide for schools

<https://www.gov.uk/government/publications/coaching-for-teaching-and-learning-a-practical-guide-for-schools>

A guide for schools planning to develop coaching practice to improve teaching and learning

Source: National College for Teaching and Leadership
Guide PDF 40 pages

They build and sustain a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place.

Learning walks

<https://www.aitsl.edu.au/tools-resources/resource/learning-walks>

Fostering conversation about teaching and learning

Source: AITSL
Video Website 6 minutes

They build and sustain a coaching and mentoring culture at all levels in the school and have a system of peer review and feedback in place.

High Value Add Schools: Key Drivers of School Improvement

<https://www.cese.nsw.gov.au/publications-filter/high-value-add-schools-key-drivers-of-school-improvement>

This study aims to examine the key drivers of improvement in NSW government schools that have shown high growth in student outcomes over time.

Source: Department of Education and Communities NSW
Report | PDF | 20 pages

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High-Performing Primary Schools: what do they have in common

<https://www.education.wa.edu.au/documents/43634987/44524721/High+performing+primary+schools+-+what+they+have+in+common.PDF/efe31f7e-59df-581b-d072-a58490917082>

This report focuses on exploring similarities and differences among high-performing Western Australian Government primary schools.

Source: William Loudon for Department of Education WA
Report PDF 34 pages

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Mentors and master teachers - lessons from Shanghai

<https://www.teachermagazine.com.au/article/mentors-and-master-teachers-lessons-from-shanghai>

This article elaborates on a practice in Shanghai where mentoring occurs through every year for every teacher in a cascading system where beginner teachers are assigned two mentors.

Source: ACER
Website

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Case study interviews

<http://www.growthcoaching.com.au/resources/videos?country=au>

Growth Coaching

Source: You Tube, 2017 Growth Coaching
Video Video Various lengths

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The benefits and impacts of a coaching and mentoring programme for teaching staff in secondary school

<http://ijebcm.brookes.ac.uk/documents/vol05issue2-paper-01.pdf>

This study attempts to produce evidence to establish whether teaching staff in schools in the UK, will enjoy benefits and impacts upon their professional and personal lives.

Source: Paul Allen
Paper PDF 10 pages

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Coaching

<https://www.aitsl.edu.au/lead-develop/develop-others/coach-others>

This set of resources introduces coaching, the common themes of successful coaching programs and the available resources in the collection.

Source: AITSL
Website

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360 Reflection Tool

<http://www.aitsl.edu.au/australian-professional-standard-for-principals/360-reflection-tool>

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

Source: AITSL

Website

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Observation and feedback

<https://www.youtube.com/watch?v=QkKMVLu3TJM>

Dandenong North Primary School use observation and feedback as a central component of their performance and development work.

Source: AITSL

Video | MP4 | 5 mins

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Peer observation, feedback and reflection

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Peer_observation_feedback_and_reflection_guide_for_principals_school.pdf

A guide for principals and school leaders

Source: Victoria Education and Training

Guide pdf 24 pages

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Innovation Grants: effective teaching

<https://www.youtube.com/watch?v=2nJP1QU7wyc>

This MP4 explores how a shared understanding of effective teaching impacts professional learning and development as part of AITSLs Innovation Grants Project.

Source: AITSL

Video MP4 5 mins

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Stage teams and lesson study

https://www.youtube.com/watch?v=m_GZuUe4DbU

Lakemba Public School supports the professional development of teachers through a range of activities including fortnightly professional development sessions and a lesson study focus.

Source: AITSL
Video | MP4 | 5 mins

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Innovation Grants: leadership

https://www.youtube.com/watch?v=zBLlWu_JWGs

This MP4 highlights the importance of leadership in professional learning and development as part of AITSL's Innovation Grants Project.

Source: AITSL
Video MP4 6 mins

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OECD Strong Performers and Successful Reformers in Education

<https://www.youtube.com/watch?v=DoE8pmO7gkY>

MP4 excerpts produced by the OECD and the Pearson Foundation, highlighting initiatives being taken by education authorities globally to improve student outcomes.

Source: AITSL
Video MP4 8 mins

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Performance and development plans, teams, evidence and feedback

<https://www.youtube.com/watch?v=rd8L34oVMs4>

Performance and development within Ringwood Secondary College occurs in the context of a comprehensive strategy for building a professional culture.

Source: AITSL
Video MP4 6 mins

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Building a culture and cycle

<https://www.youtube.com/watch?v=PVoJQRBRvYk>

Since becoming an independent state school, Australind Senior High School, WA, has significantly evolved their performance and development practices.

Source: AITSL

Video MP4 6 mins

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Appraisal and professional learning

<https://www.youtube.com/watch?v=g58uuc9wE10>

The performance and development process at St Pauls School involves teachers self-reflecting, informal and formal classroom observations, feedback from peers and students, and goal-setting.

Source: AITSL

Video MP4 5 mins

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Mentoring

<https://www.youtube.com/watch?v=lgd91xQn5nU>

Adam Smith, Education Consultant, talks to Frederick Brown, Learning Forward, on what is effective mentoring for both teachers and school leaders.

Source: AITSL

Video MP4 11 mins

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Mentoring for leadership

<https://www.aitsl.edu.au/tools-resources/resource/mentoring-for-leadership-illustration-of-practice>

In this Illustration of Practice an aspiring leader reflects with her mentor on how she has implemented strategies to develop her style of leadership.

Source: AITSL

Video MP4 4 mins

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Multiple sources of feedback

<https://www.youtube.com/watch?v=OPG2JkMz8qY>

Former AITSL Chair Tony Mackay, and Ben Jensen discuss teacher appraisal and sources of feedback that can inform teacher development.

Source: AITSL
Video MP4 5 mins

They mentor other principals to support their growth and development and help them to address issues.

Taking Charge of Principal Support: An In-Depth Look at NYC Leadership Academy Approach to Coaching Principals

<https://www.nycladershipacademy.org/news-and-resources/tools-and-publications/taking-charge-of-principal-support>

This report focuses on NYCLAs successes and lessons learned during 11 years of coaching principals in New York City and throughout the country.

Source: NYC Leadership Academy
Report PDF 72 pages

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Empowering others: coaching and mentoring

<https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s01/mccore-s01-t04.html#1-0.3.1>

The article identifies aspects of influential and empowering leadership.

Source: National College for Teaching and Leadership UK
eBook PDF 16 pages

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Supporting a Principals First Years on the Job

<http://www.ascd.org/publications/books/104010/chapters/Supporting-a-Principal%27s-First-Years-on-the-Job.aspx>

Transitioning into the Principalship

Source: ASCD
Book Website 7 pages

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These 7 questions will change the way you lead forever

https://www.huffpost.com/entry/these-7-questions-will-ch_b_10215756

Coaching is one of the most powerful leadership and sales tools

Source: Huffington Post

Article Website 2 pages

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Creating a culture of coaching

<https://dera.ioe.ac.uk/2980/1/download%3Fid%3D147562%26filename%3Dcreating-a-culture-of-coaching-full-report.pdf>

This research study explored how a small cross-phase sample of eight schools in one local authority area went about the process, logistics and impact of creating a culture of coaching.

Source: Jo Lindon

Report PDF 22 pages

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This study attempts to produce evidence to establish whether teaching staff in schools in the UK, will enjoy benefits and impacts upon their professional and personal lives.

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Paper PDF 10 pages

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Adam Smith, Education Consultant, talks to Frederick Brown, Learning Forward, on what is effective mentoring for both teachers and school leaders.

Source: AITSL

Video MP4 11 mins

They seek opportunities for professional growth through engaging in state, national and global educational developments.

Developing Shanghai Teachers

<http://www.ncee.org/wp-content/uploads/2016/01/DevelopingShanghaiTeachersWEB.pdf>

This report is one of a series of reports from CIEB on teacher quality systems in top-performing countries and offers an insiders perspective into the world-leading Shanghai education system.

Source: National Centre on Education and the Economy USA
Report PDF 34 pages

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Lighting the path to success: find out what separates the FORTUNE Worlds Most Admired Companies from the rest

https://www.haygroup.com/uk/best_companies/index.aspx?id=2368

This report is structured around four essential ingredients to the Most Admired Companies recipe for success.

Source: Hay Group
Report PDF 24 pages

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Improving school leadership: the toolkit

<https://www.oecd.org/edu/school/44339174.pdf>

This toolkit is designed to help policy makers, practitioners and relevant stakeholders to analyse their current school leadership policies and practices.

Source: OECD
Toolkit PDF 52 pages

They seek opportunities for professional growth through engaging in state, national and global educational developments.

Engaging in professional dialogue

<https://www.aitsl.edu.au/tools-resources/resource/engaging-in-professional-dialogue-illustration-of-practice>

An Illustration of Practice that outlines how to use the ideas within the Australian Journal of Middle Schooling to support professional learning in school.

Source: AITSL
Video MP4 3 mins

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Source: AITSL

Video MP4 8 mins
