

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

Engaging and working with the community

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 parental and carer engagement as a key aspect of raising the achievement of all students.

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

They support the development of a strong school governing body that is truly representative of the community.

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

They build partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success.

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

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

They encourage the community to use school facilities in order to strengthen community engagement with the school.

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

Principals work with other agencies to support the health, wellbeing and safety of students and their families.

They work with other agencies to support the health, wellbeing and safety of students and their families.

They create specific strategies for hard-to-reach parents and carers.

They explore the use of technology to deepen the engagement of parents and carers in student learning.

They establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.

Principals lead the school as an inclusive outward-facing organisation and they link with and provide support to other schools in effective community and family engagement.

They lead the school as an inclusive outward-facing organisation and they link with and provide support to other schools in effective community and family engagement.

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.

RESOURCES

Engaging and working with the community

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Engaging parents in schools and building parent-school partnerships: The role of school and parent organisation leadership

<https://issr.uq.edu.au/files/3706/Baseline%20Paper%20-%20PES%202014.pdf>

Study into parent engagement and the role of principals

Source: International Journal of Educational Research 79 (2016) 128-141
Research Paper PDF 35 pages

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Leadership scenarios: new role, new partnerships

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

Guidance to work with families and respond positively when issues arise

Source: AITSL
Multiple format

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Parental involvement - Teaching and learning toolkit

<https://www.aitsl.edu.au/tools-resources/resource/resources-to-support-parental-engagement-illustration-of-practice>

The cost, evidence and impact of effective parental involvement to improve learning

Source: Evidence for Learning

Website Online

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Mental health - family and community partnerships

<http://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/famcomm.aspx>

Information and resources for schools to foster strong relationships with the families in their communities so they can draw upon community service partnerships when needed

Source: Department of Education and Training, Victoria

Website Online

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Parent engagement research: Family-school partnerships framework

https://docs.education.gov.au/system/files/doc/other/parent_engagement_research.pdf

A brief introduction to the evidence that parent engagement is associated with significant improvements in academic achievement for students of all ages

Source: Department of Education and Training, Australia

Article PDF 2 pages

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Advancing partnerships - parent and community engagement framework

<http://education.qld.gov.au/schools/parent-community-engagement-framework/resources/pdf/parent-community-engagement-framework.pdf>

Uses current evidence and best practice to provide a model that supports schools to enhance parent and community engagement

Source: Department of Education, Queensland

Report PDF 15 pages

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Why family engagement is important

<https://youtu.be/9soG1VEmTsw>

This animated video describes how our world has changed and the need to work together is crucial in improving student learning outcomes.

Source: Family-School & Community Partnerships Bureau

Video MP4 4 minutes 25 seconds

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Schools and communities working together: best practice and international trends

<http://inllen.org.au/wp-content/uploads/2014/07/George-Otero-FORUM-PRESENTATION-PAPER.pdf>

This paper attempts to establish a strong argument for seeing schools as community organizations, not as government or private providers of educational services.

Source: Dr George Otero

Paper PDF 11 pages

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Parental engagement in learning and schooling: lessons from research

https://www.aracy.org.au/publications-resources/command/download_file/id/7/filename/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARAC_Y_August_2012.pdf

This report provides a synopsis of the published literature pertaining to parental engagement in both the home and school environments.

Source: The Family-School and Community Partnerships Bureau

Report PDF 60 pages

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Parent engagement taskforce

<https://youtu.be/um4Ko0QFQhg>

This MP4 outlines Partnership Brokers in the Canterbury-Bankstown area of Sydney which brought together a range of community members to form the Parental Engagement Strategy Partnership.

Source: Partnership Brokers

Video MP4 12 mins

They promote parental and carer engagement as a key aspect of raising the achievement of all students.

Flipping parent communication?

http://blogs.edweek.org/edweek/finding_common_ground/2012/09/flipping_parent_communication.html?qs=flipping+parent+communication

A blog discussing the application of flipped classroom principles to parent communication.

Source: Peter DeWitt
Article Website

They support the development of a strong school governing body that is truly representative of the community.

School leadership and governance: Seven practices for school performance

[https://www.vsl.vic.edu.au/Resource/School%20Council/Guidelines/School%20Leadership%20Governance%20Performance%20May%202014%20\(N%20Abbey\).pdf](https://www.vsl.vic.edu.au/Resource/School%20Council/Guidelines/School%20Leadership%20Governance%20Performance%20May%202014%20(N%20Abbey).pdf)

Presentation on school leadership methods

Source: Victorian School of Languages (VSL)
Presentation slides PDF slides 46 slides

They support the development of a strong school governing body that is truly representative of the community.

How to improve governance: Top ten practical tips

<http://www.viccsso.org.au/school-councils/how-to-improve-governance>

Tips for improving governance

Source: Victorian Council of School Organisations Inc (VICCSO)
Instructional Tips Website 3 Minutes

They support the development of a strong school governing body that is truly representative of the community.

Leading the way: improving school governance and leadership

http://www.cbi.org.uk/cbi-prod/assets/File/pdf/leading_the_way.pdf

This report sets out the steps that can be taken to drive up standards of leadership and governance across the board to better secure the outcomes we want for young people.

Source: Confederation of British Industry
Report PDF 24 pages

They support the development of a strong school governing body that is truly representative of the community.

School improvement and governance network - Four Key Areas Guide

<http://www.viccso.org.au/four-key-areas/introduction>

This website discusses the things that principals, teachers, parents, students and community members do to improve a school and education.

Source: Victorian Council of School Organisations
Website

They support the development of a strong school governing body that is truly representative of the community.

Respecting local culture, history and language

<https://www.aitsl.edu.au/tools-resources/resource/respecting-local-culture-history-and-language-illustration-of-practice>

In this Illustration of Practice, a teaching principal explains how he recognises and values the cultural traditions of the students and families in this remote community.

Source: AITSL
Video MP4 5 mins

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Indigenous Knowledge 1989 National Aboriginal and Torres Strait Islander Education policy

<https://indigenousknowledge.research.unimelb.edu.au/about/background>

Project for Australian students to better understand Aboriginal traditional and contemporary culture

Source: University of Melbourne (UoM)
Introductory overview Website 5 Minutes

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

The Danger of a Single Story

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en#t-1107209

In this video, novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice.

Source: Chimamanda Ngozi Adichie
Multimedia Video 18 mins 50 seconds

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Illustrations of Practice

<https://www.theorb.tas.gov.au/classroom-resources/illustrations-of-practice>

Videos of Illustrations of Practice

Source: The Orb Department of Education Tasmania

Overview Video 10 minutes

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Kulintja Nganampa Maa-kunpuntjaku (Strengthening Our Thinking): Place-Based Approaches to Mental Health and Wellbeing in Anangu Schools

http://pai.edu.au/sites/default/files/AJIE2013V042N02_182.pdf

This report details how the MindMatters program was adapted to suit the needs of students in Aboriginal and Torres Strait Islander communities.

Source: Principals Australia Institute

Article PDF 12 pages

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Narragunnawali: Reconciliation in Education.

<https://www.narragunnawali.org.au/about>

Homepage of Narragunnawali, a program of Reconciliation Australia

Source: Narragunnawali (Reconciliation Australia)

Resource page Website 2 minutes

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

What Works

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

What Works. The Work Program is a set of materials for those working in schools. It is designed to assist them to plan and take action to improve educational outcomes for Australian Indigenous students.

Source: DEEWR

Website

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Starting school: a strengths-based approach

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1027&context=indigenous_education

This paper provides an overview of the role of resilience in an Aboriginal and Torres Strait Islander strengths based early learning context.

Source: ACER, FaHCSIA
Report PDF 39 pages

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Professional learning unit focusing on Areas 1.4 and 2.4 of the Australian Professional Standards for Teachers.

<https://www.aitsl.edu.au/deliver-ite-programs/aboriginal-and-torres-strait-islander-education>

A unit outline and content for professional learning units to support teachers in meeting Focus Areas 1.4 and 2.4 of the Australian Professional Standards for Teachers.

Source: Monash , Edith Cowan & Charles Sturt Universities
Resource PDF 112 pages

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Respecting local culture, history and language

<https://www.aitsl.edu.au/tools-resources/resource/respecting-local-culture-history-and-language-illustration-of-practice>

In this Illustration of Practice, a teaching principal explains how he recognises and values the cultural traditions of the students and families in this remote community.

Source: AITSL
Video MP4 5 mins

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Improving school practices for Aboriginal and Torres Strait Islander students: the voices of their parents and carers

http://research.acer.edu.au/research_conference/RC2012/27august/15/

This paper illustrates the voices of Aboriginal and Torres Strait Islander parents and carers about their children and education.

Source: Giles-Brown & Mitgate
Conference paper PDF 9 pages

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

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 Robinson and her 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 lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Improving teaching in Aboriginal and Torres Strait Islander education: professional development and the Australian Professional Standards for Teachers

<https://www.aitsl.edu.au/tools-resources/resource/improving-teaching-in-aboriginal-and-torres-strait-islander-education-australian-professional-standards-for-teachers>

This research examines the current and future provision of teacher professional development in the field of Aboriginal and Torres Strait Islander education.

Source: Monash University
Report PDF 77 pages

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

Innovation Grants: collaborative

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

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

Source: AITSL

Video MP4 7 mins

They lead an inclusive curriculum and school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages and other culturally and linguistically diverse communities.

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

The new basics

http://www.fya.org.au/wp-content/uploads/2016/04/The-New-Basics_Web_Final.pdf

Big data reveals the skills young people need for the new work order

Source: Foundation for Young Australians

Report PDF 24 pages

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

Curtin Addressing Higher Educational Access Disadvantage Program: Inspiring participation in higher education

<https://www.ncsehe.edu.au/curtin-ahead-inspiring-participation-higher-education/>

This program is a multifaceted educational outreach program that aims to raise the aspirations, awareness, and capability of members of equity target groups to pursue higher education.

Source: Curtin University

Webpage

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

Top 20 Principles from Psychology for PreK-12 Teaching and Learning

<https://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.pdf>

This report presents the Top 20 principles from psychology which would be of greatest use in the context of preK-12 classroom teaching and learning, as well as the implications of each as applied to classroom practice.

Source: American Psychological Association
Report PDF 38 pages

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

Helping Kids with Disability

<http://pai.edu.au/sites/default/files/PosSchoolsBookDix.pdf>

A concise introduction to strategies for supporting students with disabilities, and how schools can take steps to support the mental health and wellbeing of all children.

Source: Dr Katherine Dix
Article PDF 5 pages

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

Realising potential: businesses helping schools to develop the future

https://docs.education.gov.au/system/files/doc/other/realising_potential.pdf

An overview of the strategy to harness business as a partner to contribute to the achievement of the Melbourne Declaration on Educational Goals for Young Australians.

Source: Commonwealth of Australia
Report PDF 64 pages

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

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 Robinson and her 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 encourage the community to use school facilities in order to strengthen community engagement with the school.

Community use of school facilities

<https://education.nsw.gov.au/policy-library/policies/community-use-of-school-facilities>

This site outlines the policy for how schools can make their facilities available for use by the community.

Source: Department of Education and Communities NSW
Resource Website

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

How to avoid toxic disputes between parents and teachers

<https://theconversation.com/how-to-avoid-toxic-disputes-between-parents-and-teachers-51204>

Instructional guide on avoiding disputes between parents and teachers

Source: The Conversation
Article Website 5 Minutes

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Putting the child at the centre.... a whole-school approach

<http://pai.edu.au/sites/default/files/PosSchoolsBookPAI.pdf>

KidsMatter takes the view that a whole-school approach to optimising the social, emotional and mental health of children sits at the heart of their development.

Source: Principals Australia Institute
Paper PDF 4 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Kulintja Nganampa Maa-kunpuntjaku (Strengthening Our Thinking): Place-Based Approaches to Mental Health and Wellbeing in Anangu Schools

http://pai.edu.au/sites/default/files/AJIE2013V042N02_182.pdf

This report details how the MindMatters program was adapted to suit the needs of students in Aboriginal and Torres Strait Islander communities.

Source: Principals Australia Institute
Article PDF 12 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Evaluation Report on KidsMatter for students with a disability

<http://resources.beyondblue.org.au/prism/file?token=BL/0718>

The evaluation examined the implementation, impact, and engagement with the KidsMatters program.

Source: Principals Australia Institute
Report PDF 12 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Every child matters: What principals need to effectively lead inclusive schools

<https://theconversation.com/every-child-matters-what-principals-need-to-effectively-lead-inclusive-schools-114249>

Benefits of inclusive practice in schools

Source: The Conversation
Instructional article Website 5 Minutes

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

KidsMatter and young children with disability

http://pai.edu.au/sites/default/files/KMEC_Disability_0.pdf

This paper states that KidsMatter Early Childhood program has a positive impact on the wellbeing of younger children living with a disability.

Source: Principals Australia Institute
Report PDF 63 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Implementation quality of whole-school mental health promotion and student academic performance

http://pai.edu.au/sites/default/files/j.1475-3588.2011.00608.x_0.pdf

This paper states that Kids Matter Early Childhood program has a positive impact on the wellbeing of younger children living with a disability.

Source: Principals Australia Institute
Report PDF 7 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Helping Kids with Disability

<http://pai.edu.au/sites/default/files/PosSchoolsBookDix.pdf>

A concise introduction to strategies for supporting students with disabilities, and how schools can take steps to support the mental health and wellbeing of all children.

Source: Dr Katherine Dix
Article PDF 5 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

For the boys

<http://www.pai.edu.au/sites/default/files/PAI.pdf>

One school takes steps forward in its outcomes with a systematic approach to finding what works for male students.

Source: Madeleine Regan
Article PDF 2 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Inverting the pyramid: Enhancing systems for protecting children

https://www.aracy.org.au/publications-resources/command/download_file/id/107/filename/inverting_the_pyramid_-_Enhancing_systems_for_protecting_children.pdf

This report describe the current service systems for protecting children across Australia and identifies strategies and processes that could prevent abuse and neglect.

Source: Australian Research Alliance for Children and Youth
Report PDF 294 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

What Works

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

What Works. The Work Program is a set of materials for those working in schools. It is designed to assist them to plan and take action to improve educational outcomes for Australian Indigenous students.

Source: DEEWR
Website

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Making a difference: improving outcomes for Indigenous learners

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1029&context=indigenous_education

This publication highlights and share some of the findings from the research and other projects the Australian Council for Educational Research has undertaken in the area of Indigenous education.

Source: ACER
Book PDF 20 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Parental engagement in learning and schooling: lessons from research

https://www.aracy.org.au/publications-resources/command/download_file/id/7/filename/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf

This report provides a synopsis of the published literature pertaining to parental engagement in both the home and school environments.

Source: The Family-School and Community Partnerships Bureau
Report PDF 60 pages

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

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 the Innovation Grants Project.

Source: AITSL
Video MP4 6 mins

They identify and implement strategies to meet the diverse needs of students and their families, challenge low expectations, and close gaps in achievement for specific groups.

Personalisation in schools

http://create.ucsd.edu/_files/publications/Personalization%20in%20Schools.pdf

A reporting focusing on how personalisation of learning may have a positive impact on the learning outcomes of students from low socioeconomic backgrounds in secondary schools

Source: Students at the Center

Report PDF 36 pages

They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

Curtin Addressing Higher Educational Access Disadvantage Program: Inspiring participation in higher education

<https://www.ncsehe.edu.au/curtin-ahead-inspiring-participation-higher-education/>

This program is a multifaceted educational outreach program that aims to raise the aspirations, awareness, and capability of members of equity target groups to pursue higher education.

Source: Curtin University

Webpage

They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

What Works

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

What Works. The Work Program is a set of materials for those working in schools. It is designed to assist them to plan and take action to improve educational outcomes for Australian Indigenous students.

Source: DEEWR

Website

They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

Respecting local culture, history and language

<https://www.aitsl.edu.au/tools-resources/resource/respecting-local-culture-history-and-language-illustration-of-practice>

In this Illustration of Practice, a teaching principal explains how he recognises and values the cultural traditions of the students and families in this remote community.

Source: AITSL

Video MP4 5 mins

They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

Communicating high expectations of attendance

<http://education.qld.gov.au/everydaycounts/docs/communicate-high-expectations-of-attendance.pdf>

This paper is a brief overview of how schools that have achieved improved attendance, promote the importance of attending to students, parents, staff and other members of the school community.

Source: Department of Education, Training and Employment, QLD
Document PDF 2 pages

They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

The future of education

<https://www.youtube.com/watch?v=BakP-DaRRHI>

In this interview, Peter Senge discusses the need for schools to innovate and respond to community and global needs.

Source: Peter Senga
Video MP3 6 minutes

They work with other agencies to support the health, wellbeing and safety of students and their families.

Your School Wellbeing Check

<https://check.studentwellbeinghub.edu.au/>

Self Assessment relating to across the five key elements of the Australian Student Wellbeing Framework.

Source: Student Well Being Hub
Self Assessment Website 25 minutes

They work with other agencies to support the health, wellbeing and safety of students and their families.

The Brave Program

<https://brave4you.psy.uq.edu.au/>

The BRAVE Program is an interactive, online program for the prevention and treatment of childhood and adolescent anxiety.

Source: Beyond Blue
Webpage

They work with other agencies to support the health, wellbeing and safety of students and their families.

Australian Student Wellbeing Framework

<https://studentwellbeinghub.edu.au/educators/framework/>

Overview of Australian Student Wellbeing Framework

Source: Student well Being Hub

Website resource Website and embedded video 10 minutes

They work with other agencies to support the health, wellbeing and safety of students and their families.

SenseAbility Program

<https://www.beyondblue.org.au/healthy-places/secondary-schools-and-tertiary/senseability/download-sensibility>

The SenseAbility program is a strengths-based resilience program designed for those working with young Australians aged 12-18 years.

Source: Beyond Blue

Manual PDF 57 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

Bullying Prevention policy

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

Overview of bully prevention strategies

Source: Education & Training - Victorian State Government

Article Website 5 Minutes

They work with other agencies to support the health, wellbeing and safety of students and their families.

Quality of implementation of a school mental health initiative and changes over time in student social and emotional competencies

http://pai.edu.au/sites/default/files/09243453E20122E692697_0.pdf

This paper reports the theoretical conceptualisation, statistical development, and application of an Implementation Index to evaluate the quality of implementation of the KidsMatter Primary school mental health initiative in Australia.

Source: Principals Australia Institute

Paper PDF 27 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

Putting the child at the centre... a whole-school approach

<http://pai.edu.au/sites/default/files/PosSchoolsBookPAI.pdf>

KidsMatter takes the view that a whole-school approach to optimising the social, emotional and mental health of children sits at the heart of their development.

Source: Principals Australia Institute
Paper PDF 4 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

Inverting the pyramid: Enhancing systems for protecting children

https://www.aracy.org.au/publications-resources/command/download_file/id/107/filename/inverting_the_pyramid_-_Enhancing_systems_for_protecting_children.pdf

This report describe the current service systems for protecting children across Australia and identifies strategies and processes that could prevent abuse and neglect.

Source: Australian Research Alliance for Children and Youth
Report PDF 294 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

Closer and Stronger

http://www.pai.edu.au/sites/default/files/Education_Review_Issue_6_September_2015.pdf

A high school and its principal, Sabina Smith, help a Northern Territory community rebound when the closing of a local refinery casts doubt upon the future.

Source: Madeleine Regan
Article PDF 2 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

eSafety policies

<https://esafety.gov.au/education-resources/school-policies>

This website provides links to policies in all states and territories and also provides resources for supporting students and developing strategies to maintain safety when using online technologies.

Source: Office of the Children eSafety Commissioner
Website

They work with other agencies to support the health, wellbeing and safety of students and their families.

Partnerships for learning: community support for youth success

http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-community-support-for-youth-success?utm_source=Evaluators%2BSite%2BDirectors&utm_medium=Email&utm_campaign=PartnershipsForLearning

In this paper, the authors draw on the experiences of national organisations and a set of community schools in the USA that have built these learning partnerships.

Source: Harvard Family Research Project
Report PDF 14 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

Partnering for school improvement: case studies of school community partnerships in Australia

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1020&context=policy_analysis_misc

The case studies in this booklet illustrate the creative ways in which Australian schools are responding to local needs by establishing and building partnerships with community organisations and businesses.

Source: ACER
Report PDF 99 pages

They work with other agencies to support the health, wellbeing and safety of students and their families.

What Works

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

What Works. The Work Program is a set of materials for those working in schools. It is designed to assist them to plan and take action to improve educational outcomes for Australian Indigenous students.

Source: DEEWR
Website

They work with other agencies to support the health, wellbeing and safety of students and their families.

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 create specific strategies for hard-to-reach parents and carers.

Parent engagement research: Family-school partnerships framework

https://docs.education.gov.au/system/files/doc/other/parent_engagement_research.pdf

A brief introduction to the evidence that parent engagement is associated with significant improvements in academic achievement for students of all ages

Source: Department of Education and Training, Australia
Article PDF 2 pages

They create specific strategies for hard-to-reach parents and carers.

Parent engagement research: Family-school partnerships framework

https://docs.education.gov.au/system/files/doc/other/parent_engagement_research.pdf

A brief introduction to the evidence that parent engagement is associated with significant improvements in academic achievement for students of all ages

Source: Department of Education and Training, Australia
Article PDF 2 pages

They create specific strategies for hard-to-reach parents and carers.

Advancing partnerships - parent and community engagement framework

<http://education.qld.gov.au/schools/parent-community-engagement-framework/resources/pdf/parent-community-engagement-framework.pdf>

Uses current evidence and best practice to provide a model that supports schools to enhance parent and community engagement

Source: Department of Education, Queensland
Report PDF 15 pages

They create specific strategies for hard-to-reach parents and carers.

The Brave Program

<https://brave4you.psy.uq.edu.au/>

The BRAVE Program is an interactive, online program for the prevention and treatment of childhood and adolescent anxiety.

Source: Beyond Blue
Webpage

They create specific strategies for hard-to-reach parents and carers.

Kulintja Nganampa Maa-kunpuntjaku (Strengthening Our Thinking): Place-Based Approaches to Mental Health and Wellbeing in Anangu Schools

http://pai.edu.au/sites/default/files/AJIE2013V042N02_182.pdf

This report details how the MindMatters program was adapted to suit the needs of students in Aboriginal and Torres Strait Islander communities.

Source: Principals Australia Institute
Article PDF 12 pages

They create specific strategies for hard-to-reach parents and carers.

Leadership of parental engagement: a tool to help you audit and improve your practice

<http://dera.ioe.ac.uk/10430/1/download%3Fid%3D153641%26filename%3Dleading-and-developing-parental-engagement-improving-your-own-practice.pdf>

A resource for school leaders who are already engaging parents in child education and who wish to audit and improve their practice in this area of work.

Source: National College for School Leadership
e-book PDF 99 pages

They create specific strategies for hard-to-reach parents and carers.

Parent engagement taskforce

<https://youtu.be/um4Ko0QFQhg>

This MP4 outlines Partnership Brokers in the Canterbury-Bankstown area of Sydney which brought together a range of community members to form the Parental Engagement Strategy Partnership.

Source: Partnership Brokers
Video MP4 12 mins

They explore the use of technology to deepen the engagement of parents and carers in student learning.

Learning potential

<https://www.learningpotential.gov.au/>

Tips for parents/carers to support children learning and development

Source: Department of Education and Training
Website

They explore the use of technology to deepen the engagement of parents and carers in student learning.

The challenge of managing the empowered school community

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-36,-2017/the-challenge-of-managing-the-empowered-school-community>

Mal Lee discusses some factors for schools to consider as they move to a digital operational mode, to socially network and to genuinely collaborate with and empower their school community

Source: NSW Department of Education
Web article Online

They explore the use of technology to deepen the engagement of parents and carers in student learning.

Sharing research with parents

<https://www.teachermagazine.com.au/articles/sharing-research-with-parents>

Westgarth primary school shares the latest evidenced-based approaches to teaching and learning with online technology

Source: Teacher Magazine
Web article Online

They explore the use of technology to deepen the engagement of parents and carers in student learning.

Flipping parent communication?

http://blogs.edweek.org/edweek/finding_common_ground/2012/09/flipping_parent_communication.html?qs=flipping+parent+communication

A blog discussing the application of flipped classroom principles to parent communication.

Source: Peter DeWitt
Article Website

They establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.

Engaging parents in student learning

<https://www.aitsl.edu.au/tools-resources/resource/engaging-parents-in-student-learning-illustration-of-practice>

An Illustration of Practice highlighting parental engagement through end-of-unit student presentations and feedback.

Source: AITSL
Video MP4 5 mins

They establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.

Educationally powerful connections with parents and whānau

<https://www.ero.govt.nz/assets/Uploads/ERO-Educationally-Powerful-Connections-FINAL.pdf>

Relationships between schools, parents, whānau and communities that improve education outcomes for students

Source: Education Review Office NZ
Report pdf 52 pages

They establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.

Flipping parent communication?

http://blogs.edweek.org/edweek/finding_common_ground/2012/09/flipping_parent_communication.html?qs=flipping+parent+communication

A blog discussing the application of flipped classroom principles to parent communication.

Source: Peter DeWitt
Article Website

They lead the school as an inclusive outward-facing organisation and they link with and provide support to other schools in effective community and family engagement.

Proactivity

<https://www.yourstoryourjourney.net/principle/pro-activity/>

Description of proactivity within the indigenous educational framework

Source: Your Story website
Descriptive piece with self assessment Website 3 minutes

They lead the school as an inclusive outward-facing organisation and they link with and provide support to other schools in effective community and family engagement.

Dedicated support

http://www.pai.edu.au/sites/default/files/ER1_15_P32_33.pdf

Adelaide principal Meredith Edwards helps give students and communities what they need to succeed.

Source: Madeleine Regan
Article PDF 2 pages

They lead the school as an inclusive outward-facing organisation and they link with and provide support to other schools in effective community and family engagement.

Closer and Stronger

http://www.pai.edu.au/sites/default/files/Education_Review_Issue_6_September_2015.pdf

A high school and its principal, Sabina Smith, help a Northern Territory community rebound when the closing of a local refinery casts doubt upon the future.

Source: Madeleine Regan
Article PDF 2 pages

They lead the school as an inclusive outward-facing organisation and they link with and provide support to other schools in effective community and family engagement.

The future of education

<https://www.youtube.com/watch?v=BakP-DaRRHI>

In this interview, Peter Senge discusses the need for schools to innovate and respond to community and global needs.

Source: Peter Senga
Video MP3 6 minutes

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

Every child matters: What principals need to effectively lead inclusive schools

<https://theconversation.com/every-child-matters-what-principals-need-to-effectively-lead-inclusive-schools-114249>

Benefits of inclusive practice in schools

Source: The Conversation
Instructional article Website 5 Minutes

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

A principal and their role in promoting inclusive education

<https://www.theeducatoronline.com/k12/news/a-principals-role-in-promoting-inclusive-education/231144>

Insight into Inclusive Education

Source: The Educator Australia
News article Website 5 Minutes

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

Pathways to participation revisited

http://www.harryshier.net/docs/Shier-Pathways_to_Participation_Revisited_NZ2006.pdf

A practical planning and evaluation aid to help adults to identify and enhance the level of children and young people and their participation.

Source: New Zealand Association for Intermediate and Middle Schooling
Article PDF 5 pages

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

Inverting the pyramid: Enhancing systems for protecting children

https://www.aracy.org.au/publications-resources/command/download_file/id/107/filename/inverting_the_pyramid_-_Enhancing_systems_for_protecting_children.pdf

This report describe the current service systems for protecting children across Australia and identifies strategies and processes that could prevent abuse and neglect.

Source: Australian Research Alliance for Children and Youth
Report PDF 294 pages

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

Investigating the links to improved student learning

<http://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>

Drawing on a six-year study in Canada, this report explores how school leadership impacts on student learning and highlights the importance of collaborative work within a school.

Source: Wallace Foundation
Report PDF 335 pages

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

How leadership influences student learning

<http://www.wallacefoundation.org/knowledge-center/Pages/How-Leadership-Influences-Student-Learning.aspx>

This report describes the basics of successful leadership and what leaders must do to meet the challenges of school reform.

Source: Wallace Foundation
Report PDF 87 pages

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

Starting school: a strengths-based approach

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1027&context=indigenous_education

This paper provides an overview of the role of resilience in an Aboriginal and Torres Strait Islander strengths based early learning context.

Source: ACER, FaHCSIA
Report PDF 39 pages

They draw on best practice nationally and internationally to embed a culture of inclusion and high expectations for all, and take steps to tackle the effects of disadvantage on learning.

What Works

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

What Works. The Work Program is a set of materials for those working in schools. It is designed to assist them to plan and take action to improve educational outcomes for Australian Indigenous students.

Source: DEEWR
Website

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

4 Ways Trust Enhances Performance in Schools

<http://www.growthcoaching.org/articles-new/4-ways-trust-enhances-performance-in-schools?country=au>

Building trust between all stakeholders in schools

Source: Growth Coaching International
Article Website 5 minutes

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Kulintja Nganampa Maa-kunpuntjaku (Strengthening Our Thinking): Place-Based Approaches to Mental Health and Wellbeing in Anangu Schools

http://pai.edu.au/sites/default/files/AJIE2013V042N02_182.pdf

This report details how the MindMatters program was adapted to suit the needs of students in Aboriginal and Torres Strait Islander communities.

Source: Principals Australia Institute
Article PDF 12 pages

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

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 develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Dedicated support

http://www.pai.edu.au/sites/default/files/ER1_15_P32_33.pdf

Adelaide principal Meredith Edwards helps give students and communities what they need to succeed.

Source: Madeleine Regan
Article PDF 2 pages

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Partners4Learning

<http://www.partners4learning.edu.au/>

A resource to assist teachers and school personnel to strengthen their capacity to engage with parents, families and communities to support children learning.

Source: Council of Catholic School Parents

Website

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Improving school practices for Aboriginal and Torres Strait Islander students: the voices of their parents and carers

http://research.acer.edu.au/research_conference/RC2012/27august/15/

This paper illustrates the voices of Aboriginal and Torres Strait Islander parents and carers about their children and education.

Source: Giles-Brown & Mitgate

Conference paper PDF 9 pages

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Parent engagement taskforce

<https://youtu.be/um4Ko0QFQhg>

This MP4 outlines Partnership Brokers in the Canterbury-Bankstown area of Sydney which brought together a range of community members to form the Parental Engagement Strategy Partnership.

Source: Partnership Brokers

Video MP4 12 mins

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

School leadership for systemic improvement in Finland

<http://www.oecd.org/edu/school/39928629.pdf>

A case study report written by Hargreaves, Halász and Pont for the OECD activity: improving school leadership.

Source: OECD

Report PDF 44 pages

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Ten Ways to Build School-Community Partnerships

https://youtu.be/Lc_8QjI2GPU

Partners of the Collaborative for Building After-School Systems describe ten innovative and effective ways for schools and community organisations to build strong partnerships that support high-quality expanded learning.

Source: The After-School Corporation

Video MP4 6 mins

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Evaluation of the Flaxmere Project: when families learn the language of school

<http://www.educationcounts.govt.nz/publications/schooling/10001>

An evaluation of the Flaxmere Project that comprised a series of innovations relating to improving home school relations within and between the five Flaxmere schools in New Zealand.

Source: Clinton, J; Hattie, J; Dixon, R

Report PDF 44 pages

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

What Works

<http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

What Works. The Work Program is a set of materials for those working in schools. It is designed to assist them to plan and take action to improve educational outcomes for Australian Indigenous students.

Source: DEEWR

Website

They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.

Advocating for Education

https://acspnsw.schoolzineplus.com/_file/media/182/advocating%20for%20education%20oct%2019%202018.pdf

How school leaders can influence the education debate

Source: Australian Council for Educational Leaders (ACEL)
Newsletter PDF 5 Mins

They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.

Partnering for school improvement: case studies of school community partnerships in Australia

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1020&context=policy_analysis_misc

The case studies in this booklet illustrate the creative ways in which Australian schools are responding to local needs by establishing and building partnerships with community organisations and businesses.

Source: ACER
Report PDF 99 pages

They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.

Professional capital dialogue

<http://www.principals.ca/stream/video/launchvid.aspx?vidID=38>

In this webcast discussion Michael Fullan and David Hamlett discuss the key role of the principal in driving cooperation and collaboration within a community.

Source: Ontario Principals Council
Video MP4 54 mins

They collaborate effectively with other schools and agencies to promote an excellent education system in which all young people can thrive.

Leading a self-improving school system

<https://wroxhamtla.org.uk/wp-content/uploads/2012/05/PB947-Leading-a-SIS-system-V4-Final.pdf>

This report examines the opportunities and hazards that lie ahead as teaching schools and their strategic alliances come on stream.

Source: National College for School Leadership
Report PDF 34 pages
