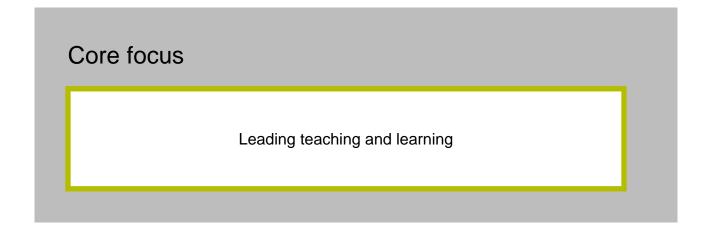# Interactive Leadership Profiles

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

Leading teaching and learning

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 ensure the school values underpin and support high-quality inclusive practices.

They ensure the school values underpin and support high-quality inclusive practices.

They set expectations that all activities are focused on improving student learning outcomes.

They keep up-to-date with and share current developments in pedagogy and student engagement with all staff.

They lead staff and students in identifying and planning high-quality teaching and learning.

> ### Principals prioritise creating and sustaining a student-centred learning environment.

They prioritise creating and sustaining a student-centred learning environment.

They motivate staff to keep their teaching practice current through use of research and new technologies.

They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

They develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.

> ### Principals lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

They communicate high aspirations and expectations for all, celebrate success and challenge under-performance.

> ### Principals lead high aspirations in learning and inspire the same in students, staff and parents.

They lead high aspirations in learning and inspire the same in students, staff and parents.

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

They model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.

RESOURCES

<div style="border: 2px solid #b0c000; background-color: #d9d9d9; padding: 10px;">

Leading teaching and learning

</div>

Principals ensure the school values underpin and support high-quality inclusive practices.

Quality teaching for diverse students in schooling: Best Evidence Synthesis Iteration (BES)

https://www.educationcounts.govt.nz/publications/series/2515/5959

The purpose of the report is to contribute to ongoing, evidence-based and evolving dialogue about pedagogy that can inform development and optimise outcomes for students in New Zealand schooling.

Source: Adrienne Alton-Lee
Report | PDF | 103 pages

Principals ensure the school values underpin and support high-quality inclusive practices.

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

Principals ensure the school values underpin and support high-quality inclusive practices.

Do you see what I see? fostering aspiring leaders racial awareness

https://journals.sagepub.com/doi/abs/10.1177/0042085914534273

This report looks at racial autobiography, as a useful tool to enable students examine their own racial identity.

Source: Mark A Gooden, Ann O Doherty
Report | PDF

Principals ensure the school values underpin and support high-quality inclusive practices.

Tomorrows leaders today: a guide to achieving equality and diversity in school and childrens centre leadership

https://dera.ioe.ac.uk/2058/1/download%3fid=17099&filename=achieving-equality-and-diversity.pdf

This guide is aimed at providing support to the leaders in education services in achieving equality and diversity in school and childrens centre leadership.

Source: Lutfur Ali
Report | PDF | 63 pages

Principals ensure the school values underpin and support high-quality inclusive practices.

Disability standards for education 2005: plus guidance notes

https://www.dese.gov.au/disability-standards-education-2005

The Education Standards provide a framework to ensure that students with a disability are able to access and participate in education on the same basis as other students.

Source: Commonwealth of Australia
Report | Website

Principals ensure the school values underpin and support high-quality inclusive practices.

Curriculum decision making for inclusive practice

http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/07/NQS_PLP_E-Newsletter_No38.pdf

This e-Newsletter focuses on inclusion of children who have additional needs because of a disability.

Source: Early Childhood Australia
e-Newsletter | PDF | 4 pages

Principals ensure the school values underpin and support high-quality inclusive practices.

Transforming the teacher in Indigenous education

https://www.youtube.com/watch?v=bMfBeotD8gc

A talk challenging the way we view success in Indigenous education, making a powerful case for the role of the educator to evolve.

Source: TedXDarwin
Video | MP4 | 16 mins

They set expectations that all activities are focused on improving student learning outcomes.

Going on a Walk a learning walk with reflective questioning

http://slideplayer.com/slide/224441/

The presentation covers the professional practice called learning walks, organised classroom visits.

Source: K McCune
Presentation | PowerPoint | 41 slides

They set expectations that all activities are focused on improving student learning outcomes.

Using teacher learning walks to improve instruction

http://hillarygaddis.weebly.com/20-project-blog/lit-review-reflection-using-teacher-learning-walks-to-improve-instruction-fisher-frey-2014

This report looks at how learning walks have been transformative in schools and districts in moving from professional development to professional practice.

Source: Douglas Fisher, Nancy Frey
Report | PDF | 4 pages

They set expectations that all activities are focused on improving student learning outcomes.

Schools that achieve extraordinary success: how some disadvantaged Victorian schools punch above their weight

https://adfswia.education.tas.gov.au/adfs/ls/?wa=wsignin1.0&wtrealm=http%3a%2f%2fdoeadfs.tasmanet.com.au%2fadfs%2fservices%2ftrust&wctx=83bdabb7-73a8-4548-936b-e83c62fac2fe

The authors discuss their findings that students in eight disadvantaged schools achieved higher levels of learning outcomes than those in other schools with similar socioeconomic characteristics.

Source: Vic Zbar, Ross Kimber, Graham Marshall
Paper

They set expectations that all activities are focused on improving student learning outcomes.

The effective principal

https://www.wallacefoundation.org/knowledge-center/pages/the-effective-principal.aspx

This paper examines a decade of Wallace Foundation research and finds that five practices of principals are key to effective school leadership.

Source: P Mendels
Report | PDF | 4 pages

They set expectations that all activities are focused on improving student learning outcomes.

School leadership and student outcomes: identifying what works and why

https://www.educationcounts.govt.nz/publications/series/2515/60170

This new synthesis of 134 research studies shows that effective teacher professional learning has twice the impact on student outcomes than any other leadership activity.

Source: V Robinson, M Hohepa, C Lloyd
Report | PDF | 294 pages

They set expectations that all activities are focused on improving student learning outcomes.

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

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Curiosity and powerful learning

https://weatutor.files.wordpress.com/2014/04/curiosity.pdf

This booklet identifies strategies for schools and teachers that will nurture within our students: an abiding curiosity about their world.

Source: Department of Education and Early Childhood Development VIC
Booklet | PDF | 16 pages

They set expectations that all activities are focused on improving student learning outcomes.

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 set expectations that all activities are focused on improving student learning outcomes.

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 set expectations that all activities are focused on improving student learning outcomes.

Seven strong claims about successful school leadership

https://dera.ioe.ac.uk/6967/1/download%3Fid%3D17387%26filename%3Dseven-claims-about-successful-school-leadership.pdf

A report summarising the key findings of a literature review to present seven statements, or claims, about successful school leadership.

Source: National College for School Leadership
Report | PDF | 20 pages

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Leading school improvement

https://www.youtube.com/watch?v=i2PHu5wOpIw

Presentation by Professor Geoff Masters, ACER, at the AITSL Local Leadership Conference, August 2012.

Source: AITSL
Video | MP4 | 26 mins

They set expectations that all activities are focused on improving student learning outcomes.

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 keep up-to-date with and share current developments in pedagogy and student engagement with all staff.

Redesigning education

https://www.youtube.com/watch?v=Kqy7nw9UcsY

Valerie Hannon from the Innovation Unit unpacks the design principles underpinning AITSLs Learning Frontiers.

Source: AITSL
Video MP4 5 mins

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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

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Developing creative professional learning communities within and between schools

https://www.youtube.com/watch?v=NUH3UC9yW8U&list=PLp5PwTABmlC_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 keep up-to-date with and share current developments in pedagogy and student engagement with all staff.

Illustrations of Practice

https://www.aitsl.edu.au/teach/standards

Illustrations of Practice capture teaching practice aligned to the Australian Professional Standards for Teachers in a range of contexts and across career stages, year levels and learning areas.

Source: AITSL
Multimedia Website

They keep up-to-date with and share current developments in pedagogy and student engagement with all staff.

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 lead staff and students in identifying and planning high-quality teaching and learning.

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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Leadership scenarios: new role, new relationships

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

Guidance to build relationships and communicate effectively with a team

Source: AITSL
Multiple formats

They lead staff and students in identifying and planning high-quality teaching and learning.

Victorian teaching and learning model

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx

The Victorian teaching and learning model brings the framework for improving student outcomes (FISO) into the classroom.

Source: Department of Education and Training VIC
Website website 2 pages

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Curiosity and powerful learning

https://weatutor.files.wordpress.com/2014/04/curiosity.pdf

This booklet identifies strategies for schools and teachers that will nurture within our students : an abiding curiosity about their world.

Source: Department of Education and Early Childhood Development VIC
Booklet PDF 16 pages

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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.

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Video MP4 6 mins

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A report summarising the key findings of a literature review to present seven statements, or claims, about successful school leadership

Source: National College for School Leadership
Report PDF 20 pages

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Making best use of teaching assistants

https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/

Evidence-based recommendations to help schools maximise the impact of teaching assistants

Source: Education Endowment Foundation
Webpage Online

They lead staff and students in identifying and planning high-quality teaching and learning.

Stage teams and lesson study

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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.

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Leadership for personalising learning

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This report focuses on and extends what is already known about effective school leadership in general and learning-centred approaches in particular.

Source: J West-Burnham
Report PDF 34 pages

Principals prioritise creating and sustaining a student-centred learning environment.

What changes when a school embraces mindfulness?

https://www.kqed.org/mindshift/44405/what-changes-when-a-school-embraces-mindfulness

Introduces programs that teach mindfulness in schools

Source: KQED MindShift
Web article Online

Principals prioritise creating and sustaining a student-centred learning environment.

How to implement social and emotional learning at your school

https://www.edutopia.org/blog/implement-sel-at-your-school-elias-leverett-duffell-humphrey-stepney-ferrito?utm_source=twitter&utm_medium=socialflow

Seven activities to build SEL at your school

Source: Edutopia
Web article Online

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Making time for great teaching

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

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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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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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Innovation Grants: student outcomes

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Source: AITSL
Video MP4 6 mins

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Engaging parents and carers

https://www.aitsl.edu.au/tools-resources/resource/engaging-parents-carers-illustration-of-practice

In this Illustration of Practice the teacher recognises the importance of building parent trust.

Source: AITSL
Video MP4 5 mins

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Redesigning education

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Video MP4 4 mins

They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

Great teaching by design: evidence-based practices to improve student outcomes in Canberras classrooms

https://www.education.act.gov.au/__data/assets/pdf_file/0006/854466/Great-Teaching-by-Design.pdf

Research-based strategies to enhance the quality and impact of teaching in schools

Source: ACT Department
Guidebook PDF 40 pages

They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

A model of successful school leadership from the international successful school principalship project

https://www.researchgate.net/publication/315364455_A_Model_of_Successful_School_Leadership_from_the_International_Successful_School_Principalship_Project

Findings from international research project on what makes school leaders successful

Source: David Gurr
Journal article Online

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What works best: Evidence-based practices to help improve NSW student performance

https://www.cese.nsw.gov.au//images/stories/PDF/What-works-best_FA-2015_AA.pdf

This review brings together seven themes from the growing bank of evidence for what works for effective educational practice.

Source: Department of Education and Communities NSW
Report PDF 32 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 develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

Exploring five core leadership capacities: using data: transforming potential into practice

http://www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoActionBulletin5.pdf

Ideas into action is a series of papers designed to provide research insights and practical strategies for school and system leaders.

Source: Ministry of Education, Ontario
Paper PDF 32 pages

They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

A school perspective on using data

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

This video outlines the value of regional training to support schools in the implementation of data analysis, situational analysis and school planning.

Source: Department of Education and Communities NSW
Video MP4 9 minutes 55 seconds

They develop a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning.

Putting faces on the data : what great leaders do!

http://michaelfullan.ca/wp-content/uploads/2016/06/13396086040.pdf

Michael Fullan explores how education is overloaded with programs and data.

Source: JSD
Report PDF 14 pages

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Curiosity and powerful learning

https://weatutor.files.wordpress.com/2014/04/curiosity.pdf

This booklet identifies strategies for schools and teachers that will nurture within our students : an abiding curiosity about their world.

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Report PDF 34 pages

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Evaluating learning and teaching programs

https://www.aitsl.edu.au/tools-resources/resource/evaluating-learning-and-teaching-programs-illustration-of-practice

An Illustration of Practice that follows a workshop for history teachers aimed at improving and evaluating teaching practice.

Source: AITSL
Video MP4 5 mins

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Stage teams and lesson study

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

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Video MP4 5 mins

They motivate staff to keep their teaching practice current through use of research and new technologies.

Supporting schools to become research rich

http://researchrichschools.org.uk

Website offering support for schools to engage with research and take part in enquiry

Source: Researh Rich Schools
Website

They motivate staff to keep their teaching practice current through use of research and new technologies.

The Science of Learning

https://deansforimpact.org/resources/the-science-of-learning/

This article serves as a resource to teacher-educators who are interested in our best scientific understanding of how learning takes place.

Source: Deans for Impact
Article PDF 10 pages

They motivate staff to keep their teaching practice current through use of research and new technologies.

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

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Strong as their teachers

http://www.pai.edu.au/sites/default/files/ER2_15%20Page%2030-31.pdf

The article focuses on principals aiming to boost student achievement by helping their instructors be the best they can be.

Source: Madeleine Regan
Article PDF 2 pages

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Essential teaching practices - do they exist

https://www.teachermagazine.com/au_en/articles/do-essential-teaching-practices-exist

Examines research identifying classroom practices that are highly correlated with improved student outcomes.

Source: ACER
Article Website

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The what, why and how of classroom action research

https://scholarworks.iu.edu/journals/index.php/josotl/article/view/1589

This paper answers those questions, and discusses why CAR is an excellent expression of the scholarship of teaching and learning, accessible to teachers in all discipline

Source: G Mettetal
Paper PDF 9 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

They motivate staff to keep their teaching practice current through use of research and new technologies.

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

They motivate staff to keep their teaching practice current through use of research and new technologies.

Creative online learning

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

This Illustration of Practice follows a practical teacher workshop on how to promote a focused and productive learning environment through the use of wikis and blogs.

Source: AITSL
Video MP4 4 mins

They motivate staff to keep their teaching practice current through use of research and new technologies.

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 motivate staff to keep their teaching practice current through use of research and new technologies.

Sharing professional knowledge

https://www.aitsl.edu.au/tools-resources/resource/sharing-professional-knowledge-illustration-of-practice

An assistant principal describes the leadership role she has adopted within the local and wider community.

Source: AITSL
Video MP4 3 mins

They motivate staff to keep their teaching practice current through use of research and new technologies.

Innovation grants: future-focused professional learning

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

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Source: AITSL
Video MP4 5 mins

They motivate staff to keep their teaching practice current through use of research and new technologies.

Cultivating diverse, creative and entrepreneurial talents

https://www.youtube.com/watch?v=PALkk97L5Vg

Dr Yong Zhao, College of Education, University of Oregon, presents at AITSLs Local Leadership Conference, 2012.

Source: AITSL
Video MP4 43 mins

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

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 lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

Inclusive education for students with disability

https://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf

A review of the best evidence in relation to theory and practice

Source: The Australian Research Alliance for Children and Youth
Report | PDF | 67 pages

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

Belonging and connection of school students with disability

http://www.cda.org.au/_literature_164380/Belonging_and_Connection_-_2014_PDF

Explores a series of key issues about belonging and connection, including research, approaches and strategies for students with disability

Source: Children with Disability Australia
Issues paper | PDF | 58 pages

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

Targeted teaching: How better use of data can improve student learning.

https://grattan.edu.au/wp-content/uploads/2015/07/827-Targeted-Teaching.pdf

This report provices a comprehensive examination of how targeted teaching done better would increase learning, raise achievement, and allow schools to better evaluate the impact of future education reforms.

Source: Peter Goss and Jordana Hunter
Report | PDF | 69 pages

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

School leadership in action: Principal Practices

https://www.wallacefoundation.org/knowledge-center/pages/school-leadership-in-action-principal-practices.aspx

This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms.

Source: Wallace Foundation
Multimedia | Video | 11 mins 45 secs

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

Nine principals share their successful strategies for school leadership

https://www.wallacefoundation.org/knowledge-center/pages/nine-principals-share-their-successful-strategies-for-school-leadership.aspx

This article in Principal magazine shows how nine elementary school principals put into practice principles to cultivate better teaching and learning in their schools.

Source: Wallace Foundation
Article | PDF | 4 pages

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

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 lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

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 lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

Leading school improvement

https://www.youtube.com/watch?v=i2PHu5wOpIw

Presentation by Professor Geoff Masters, ACER, at the AITSL Local Leadership Conference, August 2012.

Source: AITSL
Video | MP4 | 26 mins

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

Every kid needs a champion

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

This TED talk is a rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

Source: TED
Multimedia | Website | 7 mins

They lead a school-wide focus on individual student achievement, implementing strategies that secure educational provision for all.

OECD reviews of migrant education - closing the gap for immigrant students: policies, practice and performance

https://www.oecd.org/education/school/oecdreviewsofmigranteducation-closingthegapforimmigrantstudentspoliciespracticeandperformance.htm

Comparative data on access, participation and performance of immigrant students and their native peers and identifies a set of policy options based on solid evidence of what works.

Source: OECD
Report | Website

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Develop leadership using both standards

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

Teachers and school leaders demonstrate practices from the principal standard within their day-to-day work

Source: AITSL
Multimedia

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Aligning professional learning, performance management and effective teaching

http://www.ptrconsulting.com.au/sites/default/files/Aligning_professional_learning_performance_management_and_effective_teaching.pdf

This paper examines how a school can improve its effectiveness significantly by strengthening the alignment between its professional learning, performance management and teaching practices and processes.

Source: Peter Cole
Policy paper PDF 30 pages

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Unpacking and implementing the Australian Professional Standards for Teachers

https://www.aitsl.edu.au/teach/improve-practice

Support materials for those working across the education sector to become familiar with the Australian Professional Standards for Teachers.

Source: AITSL
Website

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Classroom Practice Continuum

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

A webpage containing the Classroom Practice Continuum and support materials.

Source: AITSL
Website

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Learning from practice workbook series

https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice/learning-from-practice-workbooks

The series is designed to encourage teachers to continually reflect on their practice. This series can be used individually, or as stimulus for discussion with colleagues.

Source: AITSL
Website

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Improving teacher 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

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Innovation Grants: coherance

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Innovation Grants: collaborative

https://www.youtube.com/watch?v=aItRcgX_6r8

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

Source: AITSL
Video MP4 7 mins

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Illustrations of Practice

https://www.aitsl.edu.au/tools-resources

Illustrations of Practice capture teaching practice aligned to the Australian Professional Standards for Teachers in a range of contexts and across career stages, year levels and learning areas.

Source: AITSL
Multimedia Website

They ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

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 systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

Using data with confidence

https://www.cese.nsw.gov.au/images/Images/PDFs/Using_data_%20with_confidence_manual.pdf

A suite of resources developed for school leaders to read understand and interpret data

Source: Centre for Education Statistics and Evaluation
Guidebook PDF 54 pages

They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

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 to 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 systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

Targeted teaching: How better use of data can improve student learning.

https://grattan.edu.au/wp-content/uploads/2015/07/827-Targeted-Teaching.pdf

This report provices a comprehensive examination of how targeted teaching done better would increase learning, raise achievement, and allow schools to better evaluate the impact of future education reforms.

Source: Peter Goss and Jordana Hunter
Report PDF 69 pages

They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

Putting faces on the data : what great leaders do!

http://michaelfullan.ca/wp-content/uploads/2016/06/13396086040.pdf

Michael Fullan explores how education is overloaded with programs and data.

Source: JSD
Report PDF 14 pages

They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

Assessment: getting to the essence

https://www.acer.org/files/uploads/Assessment_Getting_to_the_essence.pdf

The author examines why he believes that assessment in education has become over-conceptualized and over-complicated.

Source: G Masters
Paper PDF 16 pages

They systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment.

Using data to improve learning programs

https://www.aitsl.edu.au/tools-resources/resource/using-data-to-improve-learning-programs-illustration-of-practice

An Illustration of Practice demonstrating teachers analysing internal and external data to identify specific learning needs students.

Source: AITSL
Video MP4 4 mins

They communicate high aspirations and expectations for all, celebrate success and challenge under-performance.

Mind over matter

https://demos.co.uk/project/mind-over-matter/

Key concepts and research behind growth mindset

Source: Demos
Report Online

They communicate high aspirations and expectations for all, celebrate success and challenge under-performance.

School leadership in action: Principal Practices

https://www.wallacefoundation.org/knowledge-center/pages/school-leadership-in-action-principal-practices.aspx

This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms.

Source: Wallace Foundation
Multimedia Video 11 mins 45 secs

They communicate high aspirations and expectations for all, celebrate success and challenge under-performance.

Every kid needs a champion

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

This TED talk is a rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

Source: TED
Multimedia Website 7 mins

They communicate high aspirations and expectations for all, celebrate success and challenge under-performance.

How to have difficult conversations with teachers

http://www.k12hrsolutions.com/2014/11/02/difficult-conversations-teachers/

This eBook looks at how to have difficult conversations with teachers is a topic in which school leaders need to become comfortable

Source: C Daniel
eBook

They communicate high aspirations and expectations for all, celebrate success and challenge under-performance.

The five critical steps for turnaround schools

https://grattan.edu.au/wp-content/uploads/2014/05/904_jensen_alliance_21.pdf

This paper looks at school turnaround, a process that fully reforms the environment and practices in the lowest performing schools.

Source: B Jensen
Paper PDF 20 pages

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

School leadership in action: Principal Practices

https://www.wallacefoundation.org/knowledge-center/pages/school-leadership-in-action-principal-practices.aspx

This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms.

Source: Wallace Foundation
Multimedia Video 11 mins 45 secs

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High Value Add Schools: Key Drivers of School Improvement

http://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

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

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

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

Curiosity and powerful learning

https://weatutor.files.wordpress.com/2014/04/curiosity.pdf

This booklet identifies strategies for schools and teachers that will nurture within our students : an abiding curiosity about their world.

Source: Department of Education and Early Childhood Development VIC
Booklet PDF 16 pages

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

Assessment: getting to the essence

https://www.acer.org/files/uploads/Assessment_Getting_to_the_essence.pdf

The author examines why he believes that assessment in education has become over-conceptualized and over-complicated.

Source: G Masters
Paper PDF 16 pages

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

School leadership and student outcomes: identifying what works and why

https://www.educationcounts.govt.nz/publications/series/2515/60170

This new synthesis of 134 research studies shows that effective teacher professional learning has twice the impact on student outcomes than any other leadership activity.

Source: V Robinson, M Hohepa, C Lloyd
Report PDF 294 pages

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

The effective principal

https://www.wallacefoundation.org/knowledge-center/pages/the-effective-principal.aspx

This paper examines a decade of Wallace Foundation research and finds that five practices of principals are key to effective school leadership.

Source: P Mendels
Report PDF 4 pages

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

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

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

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

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

Transforming the teacher in Indigenous education

https://www.youtube.com/watch?v=bMfBeotD8gc

A talk challenging the way we view success in Indigenous education, making a powerful case for the role of the educator to evolve.

Source: TedXDarwin
Video MP4 16 mins

Principals lead high aspirations in learning and inspire the same in students, staff and parents.

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 establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

Teaching and learning toolkit

https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/

Summary of global evidence on approaches to lift learning outcomes

Source: Evidence for Learning
Website

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

Five essentials for effective evaluation

https://education.nsw.gov.au/about-us/educational-data/cese/publications/browse-the-cese-library

Sets out five conditions for effective evaluation in education, giving practical advice for both educators and policy makers

Source: Centre for Education Statistics and Evaluation
Podcast Mp3 18 mins

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

Using data with confidence

https://www.cese.nsw.gov.au/publications-filter/using-data-with-confidence-pl

A suite of resources developed for school leaders to read understand and interpret data

Source: Centre for Education Statistics and Evaluation
Guidebook PDF 54 pages

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

Evaluation resource hub

https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub.html

Resources designed for a workshop or for independent use to help school teams to clarify their thinking as they develop and fine-tune their evaluation plans

Source: Centre for Education Statistics and Evaluation
Website Online

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

Evidence-informed teaching: self-assessment tools

https://www.aitsl.edu.au/research/spotlight/informing-teaching-navigating-and-translating-education-best-practice

Help school leaders to evaluate and consider their own levels of interaction with evidence, illustrated with real examples of different levels of evidence informed schools

Source: Chartered College of Teaching
Report PDF 26 pages

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

What works best: Evidence-based practices to help improve NSW student performance

https://www.cese.nsw.gov.au//images/stories/PDF/What-works-best_FA-2015_AA.pdf

This review brings together seven themes from the growing bank of evidence for what works for effective educational practice.

Source: Department of Education and Communities NSW
Report PDF 32 pages

They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

Innovation Grants: student outcomes

https://www.youtube.com/watch?v=N31xGilA3cI

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 establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

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 establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful strategies with the school community.

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 encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

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 encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

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 encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Leadership and professional learning: forty actions Leaders can take to improve professional learning

http://www.ptrconsulting.com.au/sites/default/files/Peter_Cole-Leadership_and_Profession al_Learning.pdf

This paper discusses ways to optimise the links between professional development, improved teacher effectiveness and improved student learning.

Source: Peter Cole
Abstract PDF 16 pages

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Embracing the power of talking

https://www.sbowerkverband.nl/bestanden/123

The author explores the importance of learning conversations, in particular the power of talking, driven by professional learning communities and by learning new and better ways to help them enhance learning opportunities.

Source: Louise Stoll
Journal article PDF 7 pages

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Connecting professional learning

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_ data/file/335719/Connecting-professional-learning-leading-effective-collaborative-enquiry-a cross-teaching-school-alliances.pdf

Leading effective collaborative enquiry across teaching school alliances

Source: National college for school leadership
Report pdf 49 pages

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Professional learning networks

https://www.aitsl.edu.au/tools-resources/resource/professional-learning-networks-illustratio n-of-practice

An Illustration of Practice describing a teacher exchange organised by a teacher with a New Zealand school to share resources, ideas and programs.

Source: AITSL
Video MP4 4 mins

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Innovation Grants: leadership

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

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Sharing professional knowledge

https://www.aitsl.edu.au/tools-resources/resource/sharing-professional-knowledge-illustration-of-practice

An assistant principal describes the leadership role she has adopted within the local and wider community.

Source: AITSL
Video MP4 3 mins

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Innovation Grants: collaborative

https://www.youtube.com/watch?v=aItRcgX_6r8

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

Source: AITSL
Video MP4 7 mins

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

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 encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

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 encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

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

They encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy.

Developing creative professional learning communities within and between schools

https://www.youtube.com/watch?v=NUH3UC9yW8U&index=1&list=PLp5PwTABmlC_n2yk 3-9D_IB3uwsRnuSa4

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

Source: AITSL
Video MP4 17 mins

They model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.

How systems can support high-quality curricula

http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2018/02/how_systems_can_ support_high-quality_curricula.html

System leaders and the system itself play a critical role in providing support and context for curriculum planning

Source: Learning Forward
Blog Online

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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

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Creating a self-improving school system

http://www.viccso.org.au/userfiles/files/creating-a-self-improving-school-system.pdf

This report explores the conditions necessary to achieve a sustainable, self-improving school system, with a particular focus on the development of school clusters and the associated provision of cluster leaders.

Source: David H Hargreaves
Report PDF 26 pages

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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

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Work together: but only if you want to

http://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

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Leadership and professional learning: forty actions Leaders can take to improve professional learning

http://www.ptrconsulting.com.au/sites/default/files/Peter_Cole-Leadership_and_Professional_Learning.pdf

This paper discusses ways to optimise the links between professional development, improved teacher effectiveness and improved student learning.

Source: Peter Cole
Abstract PDF 16 pages

They model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.

Embracing the power of talking

http://www.sbowerkverband.nl/bestanden/123

The author explores the importance of learning conversations, in particular the power of talking, driven by professional learning communities and by learning new and better ways to help them enhance learning opportunities.

Source: Louise Stoll
Journal article PDF 7 pages

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Professional learning networks

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

An Illustration of Practice describing a teacher exchange organised by a teacher with a New Zealand school to share resources, ideas and programs.

Source: AITSL
Video MP4 4 mins

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Sharing professional knowledge

https://www.aitsl.edu.au/tools-resources/resource/sharing-professional-knowledge-illustration-of-practice

An assistant principal describes the leadership role she has adopted within the local and wider community.

Source: AITSL
Video MP4 3 mins

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Prototyping: Learning Through Doing

https://www.aitsl.edu.au/docs/default-source/default-document-library/aitsl-learning-through-doing-introduction-to-design-thinking.pdf?sfvrsn=0

This toolkit can be used to develop services and initiatives through prototyping. It explains how to plan and deliver prototypes, unlock creativity, manage risk and embed new ideas.

Source: AITSL
Toolkit PDF 20 pages

They model collaborative leadership and engage with other schools and organisations to share and improve practice and encourage innovation in the education system.

Innovation Grants: collaborative

https://www.youtube.com/watch?v=aItRcgX_6r8

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

Source: AITSL
Video MP4 7 mins

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