



ASSOCIATION
OF HEADS OF
INDEPENDENT
SCHOOLS OF
AUSTRALIA

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Education and Training Workforce: Schools
Productivity Commission
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AHISA SUBMISSION IN RESPONSE TO SCHOOLS WORKFORCE ISSUES PAPER, RELEASED 1 JUNE 2011

AHISA appreciates the opportunity to contribute to the Commission's study into the workforce of Australia's schools sector.

In this submission AHISA provides comment on several points raised in the Commission's Issues Paper:

1. Autonomous school principalship
2. Professional development of school leaders
3. Teacher education, remuneration and professional development
4. The impact of technological change on educational provision.

About AHISA

The membership of AHISA Ltd comprises principals of 390 independent schools with a collective enrolment of some 389,000 full-time equivalent (FTE) students, representing 11 per cent of total Australian FTE school enrolments and 20 per cent of Australia's total Year 12 enrolment.

The primary object of AHISA is to optimise the opportunity for the education and welfare of Australia's young people through the maintenance of collegiality and high standards of professional practice and conduct amongst its members.

As noted in the Commission's Issues Paper (page 8), a 'better educated community' is linked to our national economic and social wellbeing. AHISA believes that a high quality schooling system in Australia depends on:

- Parents having the freedom to exercise their rights and responsibilities in regard to the education of their children
- Students and their families having the freedom to choose among diverse schooling options
- Schools having the autonomy to exercise educational leadership as they respond to the emerging needs of their communities in a rapidly changing society.

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1. Autonomous school principalship

Recent international research conducted by the OECD has shown that effective school leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as school climate and environment.¹

A research project on school leadership commissioned by The Wallace Foundation of the USA found that the total (direct and indirect) effects of leadership are second only to teaching among school-related factors in their impact on student learning, and account for around 25 per cent of total school effects.² The project's researchers note that in the six years of the study not one single instance was found 'of a school improving its student achievement record in the absence of talented leadership'.³ In school improvement, 'leadership is the catalyst'.⁴

It is not surprising, then, that OECD research⁵ has identified school leadership as a focus of education policy development internationally, and that governments in Australia are seeking ways to further empower principals.

It is AHISA's view that if autonomous school principalship is to be promoted by governments as a means to drive school improvement in Australia then the concept must embrace a much wider and deeper understanding of school autonomy than simply the freedom to select staff or manage infrastructure projects and maintenance budgets. If schools are to offer rich learning experiences in an environment conducive to high levels of student and teacher achievement, principals must have the operational autonomy to positively shape and lead the educational, pastoral, community, financial, spiritual, cultural and managerial practices of their school. All of these elements combine to create a holistic educational environment and all are subject to the primary strategic goal of student development and success.

As noted by The Wallace Foundation research project: 'Most school variables, considered separately have only small effects on student learnings. To obtain large effects, educators need to create synergy across the relevant variables. Among all the parents, teachers, and policy makers who work hard to improve education, educators in leadership positions are uniquely well positioned to ensure the necessary synergy.'⁶

AHISA has developed a model of autonomous school principalship to define key aspects of this distinctive form of school leadership. A brochure describing this model is attached.

Autonomous school leadership carries a cost, both in terms of principals' salaries to reflect higher duties and the need for additional staff to support the principal in educational leadership and operational tasks. In independent schools these costs are largely borne by parents through school fees. However, the cost of greater principal responsibility should not preclude further investigation of its application in systemic schools nor of the means to publicly fund it.

Members of AHISA and its precursors, the Headmasters' Conference of Independent Schools in Australia and the Association of Heads of Independent Girls' Schools of Australia, have been instrumental in the development of leading edge school education programs and in opening fields of school endeavour that are now almost universally applied in Australian schools, for example pastoral care and student wellbeing, careers counselling and outdoor education. Our members' schools are also leaders in the application of digital technologies in school-based learning and teaching.

Entrepreneurial action and innovation flourish when schools have the operational autonomy to respond to the needs of their communities and pursue their learning and teaching goals. For example:

- Trinity College, Gawler, SA has built and operates a community sports centre which it shares with the wider (and socio-economically disadvantaged) community. Called STARplex, the centre has two heated pools, a gymnasium, courts for a wide range of sports, a theatre that seats 1200, break out rooms for small conferences and meetings, a crèche used by school staff as well as centre clients, a sportswear shop that is also the school's uniform supplier, and a café. As well the centre accommodates a doctor, dentist and physiotherapist. The centre has brought to the wider community sports services and arts events that it would not otherwise have had access to.
- St Catherine's School, Vic, recently built an onsite sports and aquatic centre to allow health and wellbeing activities to be more easily integrated into the school's curriculum. The centre has also provided an opportunity for vocational training and community service. Through the school's links with the Cathy Freeman Foundation, St Catherine's is offering long or short term educational opportunities for Indigenous girls from Palm Island who are interested in studying VCE or the VET subject of Recreation and Sports Management.
- Trinity Grammar School, Kew, Vic has built a molecular biology laboratory within its science facilities. This assists in the engagement of secondary students in science learning by enabling them to engage in tertiary level scientific research, linking with The University of Melbourne's Bio21 Institute and undertaking important field testing for biological pest management company Bugs for Bugs. At the same time the laboratory has enabled the school to attract a science doctoral graduate to join its teaching staff.
- Over 80 per cent of AHISA's members lead schools with an Early Learning Centre, which serve to:
 - Provide high quality early learning experiences for children at critical stages in their development
 - Meet the needs of families where parents are both working and who find value in a 'one stop drop' for all the children
 - Play a role in human resources management – onsite childcare helps attract and retain quality teachers.

The role of autonomous school leadership in fostering innovation and educational entrepreneurship is especially important in times of radical educational change.

The rapid pace of technological change and the increasing application of brain/mind research to education are creating a shifting landscape of educational challenge and opportunity. One of the greatest challenges faced by all Australian schools is how to ensure each and every student achieves to the best of their ability in a way that prepares them to participate in and contribute to a 21st century, global world. Autonomous schools sharing best practice is an effective way Australia can continue to meet the pace of change and provide high quality, relevant schooling for its young people. To this end, governments have a role to play in providing seed funding for and otherwise assisting entrepreneurial school effort.

The themes of school leadership autonomy, innovation and entrepreneurship are further discussed in later sections.

2. Professional development of school leaders

AHISA believes school leadership in Australia is of a high standard and that the collegial sharing of knowledge among principals has proven to be an effective form of professional development and in-time support.

AHISA acknowledges the Australian Government's investment in professional development for principals through AITSL. AITSL's work in developing a national Standard of professional practice for principals has also been valuable in creating an overarching framework for existing leadership models and a common language for dialogue on school leadership issues. Provision of a national clearinghouse of leadership research also supports the professional development of school leaders.

Governments must recognise the capacity of professional associations to effectively and efficiently deliver targeted professional development. Australia's four national principals' associations have been proactive in meeting the demand for professional development and support, and have joined together to establish Principals Australia for this purpose. Principals Australia also effectively delivers two federally funded student wellbeing projects, MindMatters and KidsMatter.

Governments should further recognise the role of professional associations in fostering and supporting contribution and collaboration among principals.

AHISA supports email networks for its members and their key staff for the sharing of expertise and hosts biennial conferences for members, for their senior staff and pastoral care staff as well as school governors. AHISA's Senior Staff Conference plays an important role in developing aspiring school leaders.

Proceedings of AHISA conferences are publicly shared on its website as are previous issues of its biannual journal, *Independence*, which features innovation and best practice in members' schools.

AHISA also collaborates with the Australian Council for Educational Leaders (ACEL) in its professional development program. In particular, AHISA has partnered with ACEL and the Queensland University of Technology to produce

an online leadership appraisal tool for autonomous school leaders. Appraisal is an effective preliminary to targeted professional development.

3. Teacher education, remuneration and professional development

AHISA supports the view that teaching quality is of first importance in improving student achievement.

A significant level of initial and beginning teacher education and ongoing teacher professional development and learning occurs in schools. Independent schools are finding that, in particular, the education of teachers in the use of digital technologies for both administrative and educational purposes now carries a substantial cost to the school.

For most independent schools the cost of teacher professional development is primarily resourced through fee income. In the process of subsidising the cost of their children's education, parents of students attending independent schools are also contributing to the development of Australia's teacher workforce and pedagogical knowledge bank.

Like teachers in other schools, teachers in AHISA members' schools are generous in sharing their intellectual capital beyond their own school, through professional journal articles and conference papers, contributions to subject teacher associations and state and national curriculum development working groups, teacher exchanges between schools and lecturing in tertiary teacher education courses.

Digital technologies are allowing a new level of professional exchange. For example:

- Cannon Hill Anglican College, Qld has established a Centre for Professional Practice and Innovation with video conferencing facilities for sharing of expertise among teachers and pre-service teachers both onsite and in other schools.
- St Aidan's Anglican Girls School, Qld has trialled real time video conferencing with Abbotsleigh, NSW between French teachers and classes.

The Tasmanian Government's recent announcement⁷ of K-10 enrichment courses for gifted and talented students, delivered through its eSchool, is another example of how digital technologies offer opportunities for greater access to and sharing of resources.

Such entrepreneurial developments have implications for sharing of expertise between schools, particularly in regional and remote areas for the delivery of specialist teaching at senior secondary level, and in teacher pre-service education.

Teacher induction and appraisal within schools are also important aspects of developing quality teaching. AHISA agrees with the Grattan Institute⁸ that 'teacher appraisal and feedback must be decentralised to individual schools', and

that schools should be given autonomy to assess their own teachers. Recent research commissioned by the NZ Ministry of Education⁹ indicates that the most significant dimension of school leadership affecting student outcomes is school leaders' practice in relation to teacher learning and development. School leaders are best positioned to adopt appraisal methods and provide professional development most suited to their staff at any given point in time.

School communities also benefit when school leaders have the operational autonomy to determine the appropriate mix of intrinsic and extrinsic incentives to attract and retain, and motivate and reward staff. As noted above, provision of or support for ongoing academic learning opportunities or access to onsite childcare can be significant factors in making schools attractive workplaces to highly qualified and valuable teachers. Other factors include:

- Opportunities to trial innovative pedagogy
- The possibility of involvement in a rich array of school opportunities such as community service, exchanges, and major excursions
- Working in an environment with high levels of intrinsic reward, including common values.

4. The impact of technological change on educational provision

The Australian Government's Digital Education Revolution (DER) program has highlighted the ongoing need of schools for investment in digital technologies and the infrastructure that supports them. The pace of technological change and the increasing hard and soft infrastructure requirements of schools to access digital learning and teaching opportunities, together with the development of teachers' professional knowledge and administrative skills using digital technologies, are significant drivers of escalating technology costs for schools.

There is a role for national initiatives such as DER that recognise the impact of social and technological change on schooling provision and which do not discriminate by ownership of the school in the allocation of grants that help schools meet such change. Currently in independent schools, most of the costs associated with innovation and development, and the cost of implementing nationally mandated initiatives such as the Australian Curriculum, are borne by parents through fees. As noted above, governments have an important role to play in supporting innovation and educational entrepreneurship through seed funding and the dissemination of information on best practice.

The OECD's PISA 2009 survey of 15 year-old students' digital literacy and computer use found a correlation between Australian students' relatively high achievement in science and mathematics and classroom time spent on computers.¹⁰ The PISA results are supported by international research showing that Australian teachers of Year 8 maths and science have a relatively high level of competence in the use of digital technologies for teaching and learning.¹¹ Other results published in the latter study suggest, however, that there is inconsistency in the take up of digital technologies by teachers across different subject fields and that more needs to be done in extending professional development for teachers in information and communications technologies.

Recent qualitative research by AHISA¹² has shown that a multiplicity of 'digital divides' can exist within a school community – between teaching staff, between staff and students, between students, between students and parents, and between families. AHISA's research suggests autonomous school leadership is a significant factor in schools' successful implementation of digital learning and teaching strategies and that success is related to:

- principals' autonomy to hire and deploy staff
- the capacity of the principal to identify key change agents among staff
- the opportunities for school leaders to engage in their own relevant professional learning and research
- the bank of trust already generated by the principal among members of the school community, particularly staff
- a school's autonomy to match the pace of technological change to the capacity of the teaching and parent community
- a school's freedom to offer parent 'elearning' education in a manner suited to its community.

Some AHISA members also reported newly qualified teachers often lacked any training in the use of digital technologies in learning and teaching and could not be relied on as a source of up-to-date pedagogical knowledge in this field. The pace of technological change would also suggest that schools will continue to be the site of professional development in this area. Governments therefore have a role to play in supporting this professional learning for teachers in all schools, not just schools owned by state and territory governments.

Yours sincerely,



Simon Murray
AHISA National Chair

Attachment

The AHISA Model of Autonomous School Principalship; February 2011.

Notes

¹ Pont, B., D. Nusche and H. Moorman (2008) *Improving School Leadership, Volume 1: Policy and Practice*. Paris: OECD.

² Leithwood, K., Louis, K., Anderson, S. and Wahlstrom, K. (2004) *How leadership influences student learning*. New York: The Wallace Foundation.

³ Leithwood, K., Louis, K., Anderson, S., Wahlstrom, K., Mascal, B., Michlin, M., Strauss, T., Gordon, M., Moore, S. and Thomas, E. (2010). *Learning from leadership: Investigating the links to improved student learning*. New York: The Wallace Foundation; page 9.

⁴ Leithwood et al (2004); *ibid*; page 5.

⁵ Pont et al, *ibid*.

⁶ Leithwood et al (2010); *ibid*; page 9.

⁷ Media release, Tasmanian Minister for Education and Skills, Mr Nick McKim, MP, 15 July 2011. Accessed at <http://www.media.tas.gov.au/release.php?id=32818>

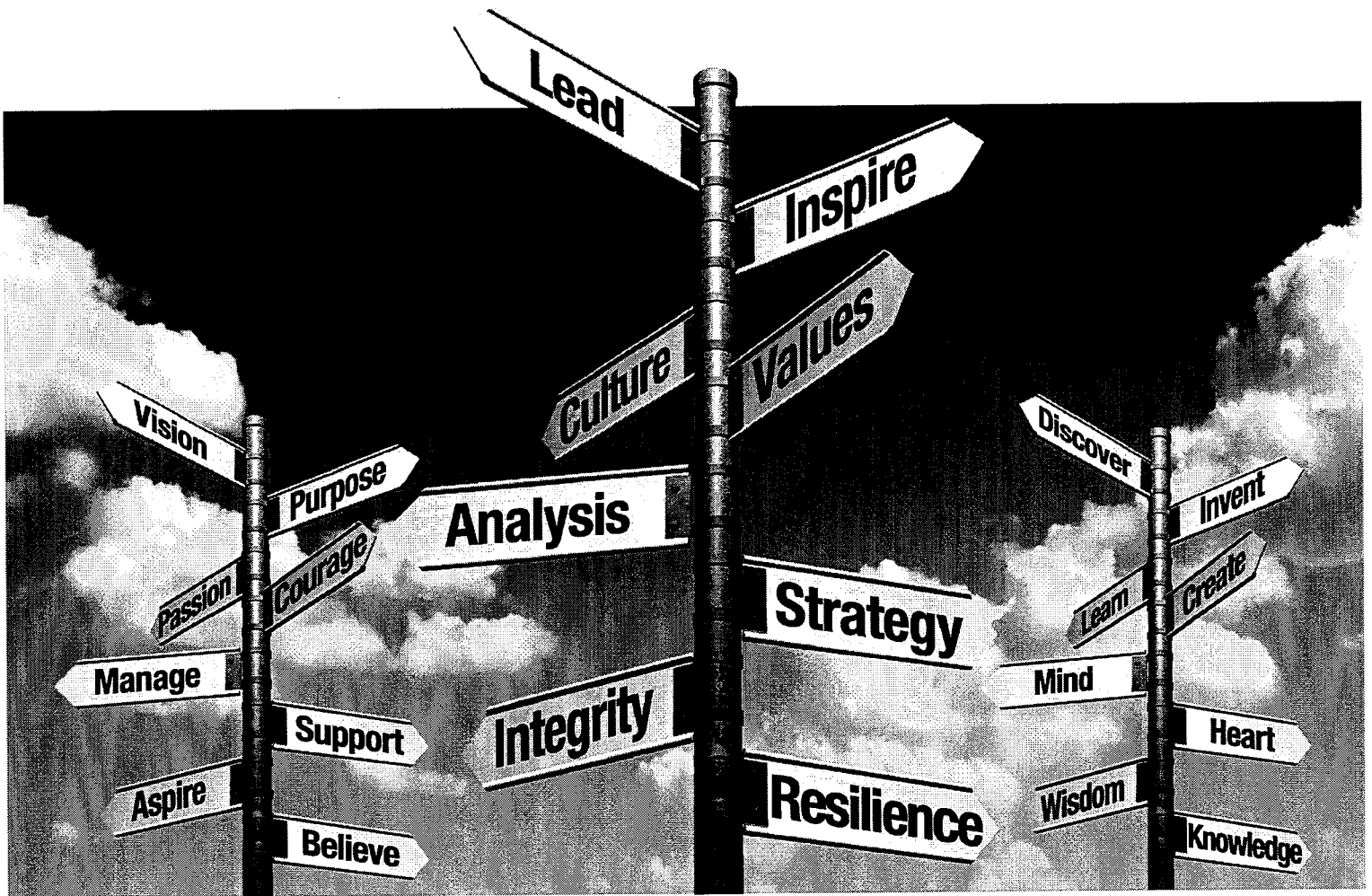
⁸ Jensen, B. (2011) *Better teacher appraisal and feedback: Improving performance*. Melbourne: Grattan Institute.

⁹ Robinson, V., Hohepa, M. and Lloyd, C. (2009) *School leadership and student outcomes: Identifying what works and why*. Wellington: New Zealand Ministry of Education.

¹⁰ Ainley, J., Eveleigh, F., Freeman, C. & O'Malley, K. (2010) *ICT in the teaching of science and mathematics in Year 8 in Australia: Report from the IEA Second International Technology in Education Study (SITES) survey*. ACER Research Monograph No 64. Melbourne: ACER.

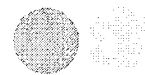
¹¹ OECD (2011), *PISA 2009 results: Students on line: Digital technologies and performance (Volume VI)*; <http://dx.doi.org/10.1787/9789264112995-en>

¹² Shaw, A. (in press) Autonomous school leadership and the networked school community. In Lee, M. & Finger, G. (eds) *Leading a networked school*. Melbourne: ACER.



AHISA's Model of Autonomous School Principalship

AHISA's Model of Autonomous School Principalship



If autonomous school leadership is to be promoted by governments as a means to drive school improvement in Australia then we must embrace an understanding of autonomy that is both broad and deep.

**Simon Murray
AHISA National Chairman,
2009 – 2011**

Recent international research conducted by the OECD has shown that effective school leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as school climate and environment. School leadership is now a focus of education policy development internationally.¹ Australia is no exception.

There is increasing interest by the federal and state governments in Australia in adopting models of autonomous school leadership to drive gains in student achievement and school improvement in government school systems. These models tend to be limited to giving principals the right to advertise for and hire teaching staff, or allowing principals to manage aspects of the school operational budget, such as infrastructure maintenance or aspects of staffing allocation. More recently there has been interest in allowing principals, in conjunction with their school board, to determine the scope of and to manage federally funded capital projects.

At the same time, there have been attempts by state education departments, principals' organisations and other education bodies and, most recently, by the Australian Institute for Teaching and School Leadership (AITSL) to produce leadership frameworks and a professional standard for principals.

AHISA is concerned that a view of autonomous school leadership based solely on the operations of school systems must lead to only a very limited view of autonomy and the capacity of principals to drive and lead school improvement. AHISA has therefore attempted to map the role of autonomous school leadership in its members' schools to create an aspirational model for schools in all sectors.

Mapping the principal's role

Some 40 models of school leadership have been identified as currently in use in Australia by state and territory governments, school systems, professional associations, education bodies or education providers. Each model serves a specific purpose and is intrinsically valuable.

AHISA acknowledges that no one model will capture the complexity of school leadership. AHISA's model is of necessity a simplified, generic map of autonomous school leadership in terms of the principal's activities and responsibilities in AHISA members' schools. While not specifically designed to relate to other frameworks or standards, the model does link with and inform them. It comfortably aligns with major components of AITSL's model for a national professional standard for principals.

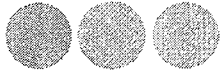
AHISA's model is derived from discussion within AHISA's membership. It aims to obtain some clarity around what is entailed in autonomous school leadership as perceived by those who do the job. It is conceived of as a living model, one that encourages reflection and which AHISA members can continue to shape as the leadership role develops in response to the evolution of school education.

Research evidence

Self leadership and personal autonomy are essential elements of AHISA's model of autonomous school leadership. Some school leadership frameworks deliberately avoid mapping disposition as a leadership domain. However recent research² shows that the principal is critically linked to a school's success and that the personal qualities, attributes and attitudes of the principal are very much a part of how that success is generated.

The International Successful Schools Principalship Project (ISSPP) focuses on the knowledge, qualities, skills and capabilities that principals exhibit in successful schools. In this research project, a successful school is defined as one offering rich student and teacher learning experiences and high levels of school and student achievement.





Drawing on case studies of principals in successful schools in England, USA, China, Norway, Denmark, Sweden, Canada and Australia, the project found the principals shared common attributes:

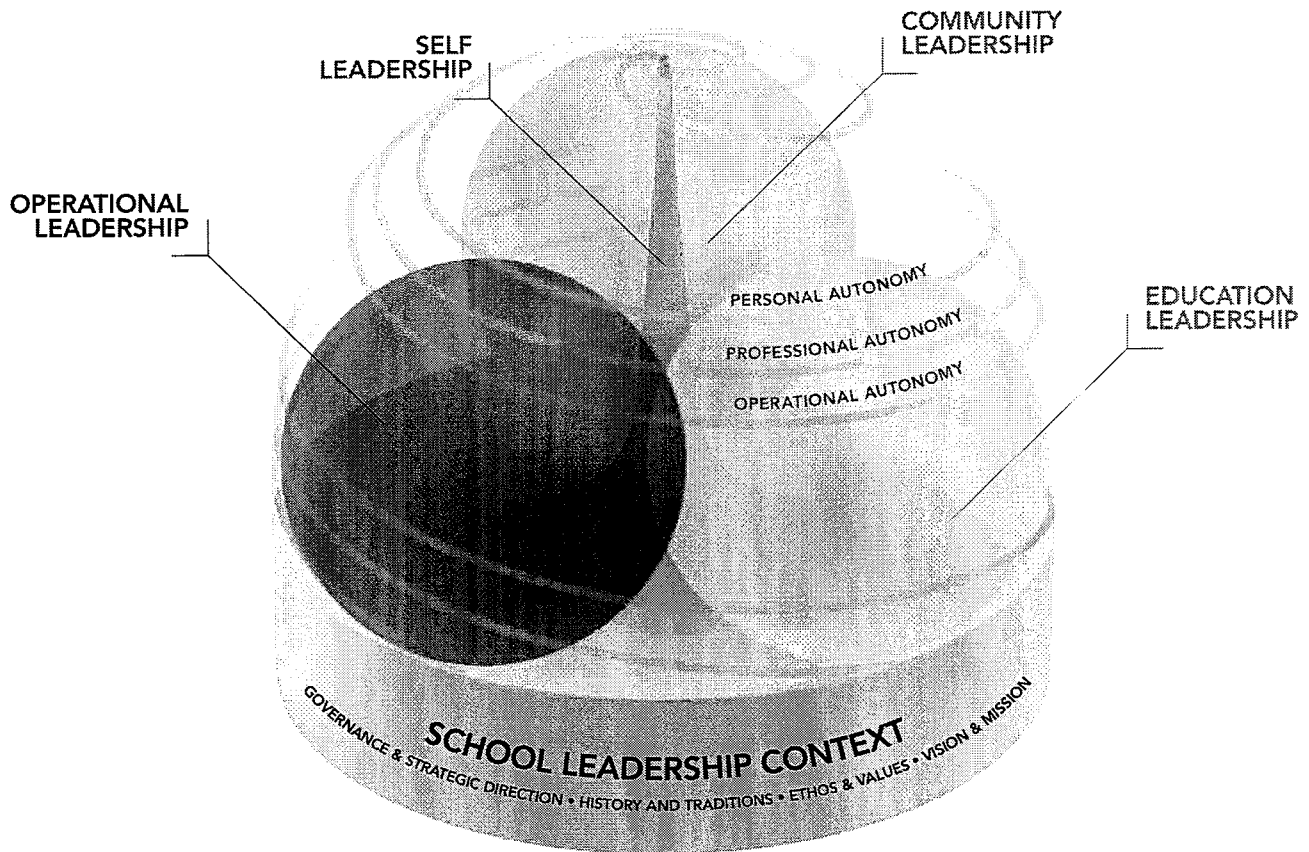
- The principal was a crucial driver/enabler in school improvement.
- The principal was passionate and genuine in his/her commitment to educating the students and for the school community.
- There was a strong moral, ethical imperative underpinning the passion and genuine commitment of principals in their role that emanated from their values and beliefs.

- Improvement in the quality and type of student learning was the focus of all the principal's endeavours.
- The principal was able to involve all stakeholder groups, that is, the whole school community in support of his/her vision and direction for the school.
- The principal could balance external accountabilities with the needs of his/her own schools and sustain his/her improvement in the face of outside (government and societal) challenges and issues.

As part of the ISSPP project, a case study of principal leadership in an independent school in Victoria was undertaken. In addition to confirming the attributes listed above, the

case study found further aspects of principal leadership linked to success in independent schools:

- Formation and ongoing development of principal leadership capabilities.
- The importance of the principal's compatibility and affinity with the school.
- The principal's awareness of the part played by school community groups (such as the school council and the alumni association) in the sustainability of a successful independent school.
- The independence required by principals in their role of principal in an independent school to be able to lead and manage effectively.



There are no 'silos' in autonomous school principal leadership. Everything is inter-related and serves to build a successful learning community. That is why in AHISA's model of autonomous school principalship management functions are under the umbrella of what we term operational leadership. Management is a practical manifestation of and support for educational leadership and community leadership.

- The self-development of the principal personally, professionally and pedagogically to (a) serve the school and students more effectively and (b) follow their own learning.
- The reciprocal influence between the principal and the school. The independent school case study indicated that as the principal influenced the school community, the principal was, in turn, influenced by it.

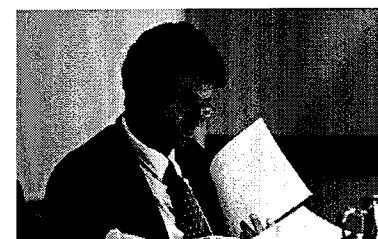
ISSPP research on successful school leadership confirms the anecdotal evidence of AHISA's members on which AHISA's model of autonomous school principalship is based. AHISA's model reflects the importance of personal attributes and attitudes in school leadership, the inter-relationship between the principal and the school's culture, ethos and traditions, and the overarching role of school governing bodies in setting the strategic context for leadership in independent schools. It also links to these factors three strands of school leadership autonomy that support principals' attributes, capabilities and actions: operational, professional and personal autonomy.

AHISA's model of autonomous school principalship

As the ISSPP research indicates, there is an organic wholeness to successful school

leadership and a symbiotic relationship between the school and the principal in which the personal attributes and attitudes of the principal are as important as the principal's skills and capacities. In AHISA's model this is illustrated by the inter-linking of the central status of personal authenticity of the principal, the foundational status of the school's ethos and culture, the leadership context as defined by the school's strategic direction and the principal's key roles of operational, educational and community leadership.

The illustration is a representation of the holistic nature of school leadership: the inter-relationship between the school's governance and strategic direction, the school's culture and ethos and the four domains of leadership; the inter-relationship between each of the domains of principal leadership (these are described in detail on the following page); and the drawing together of all these inter-related elements through the three strands of principal autonomy that support successful leadership and generation of a dynamic learning community. The authentic self of the principal, expressed through the domain of self leadership, sits at the core of the model, representing its pivotal link to successful school leadership.



To build successful schools principals need three kinds of autonomy delegated to them from the school:

Operational autonomy

The freedom to effectively implement the school's shared vision within the strategic framework determined by the school's governing body.

Professional autonomy

The freedom to demonstrate and apply expertise to effectively lead and manage.

Personal autonomy

The freedom to learn, grow and develop self as well as develop professional expertise.

Elements of AHISA's Model of Autonomous School Principalship

AHISA's model is derived from discussion within AHISA's membership. It aims to obtain some clarity around the attributes, capabilities, activities and/or responsibilities that are entailed in autonomous school leadership as perceived by those who do the job. It is conceived of as a living model, one that encourages reflection and which AHISA members can continue to shape as the leadership role develops in response to the evolution of school education.

LEADERSHIP CONTEXT

The school's unique ethos, culture, history, vision and values are the foundation of any school leadership model. The context for autonomous principalship is defined by the school's strategic direction as determined by its governors.

SELF LEADERSHIP

Self knowledge

- Strengths, weaknesses
- Prejudices, passions

Values & beliefs

- Priority values
- Moral purpose
- Contribution beyond the school

Vision

- Shared vision for students, staff and school
- Leading change
- Entrepreneurial
- Calculated risk taking

Personal leadership

- Integrity and authenticity
- Living out values
- Ethical practice
- Presence and courage
- Reflection and resilience
- Health and wellbeing

Professional capacity

- Building executive team
- Theories and practice – learning, change and leading
- Dealing with complexity, paradox and ambiguity
- Self-direction and management
- Passion for learning

- Models excellence in teaching and learning
- Stewardship
- Analytic intelligence
- Emotional intelligence
- Previous experience

EDUCATIONAL LEADERSHIP

Teaching and learning

- Holistic development of the child – common language and approach
- Education strategy – culture of success
- Teacher leadership
- Teaching standards
- Cognitive research – how children learn
- Culture of inquiry and reflection
- Classroom setting
- Emotional intelligence and resilience
- Learning methodologies and practices – including digital pedagogies
- Alignment of curriculum, pedagogy, assessment and reporting

Curriculum

- Subject – focus, content, mix
- Academic excellence
- Student outcomes – including students with special needs
- Timetabling
- Resource provision and renewal
- Educational compliance

Pastoral care

- Development and wellbeing of the child
- Pastoral care models
- Student leadership
- Community contribution
- Parenting guidance

Co-curriculum

- Music and performing arts
- Sport and outdoor education
- Service learning

OPERATIONAL LEADERSHIP

Governance

- Chair-principal relationship
- Understands theory and know how of best practice
- Board management
- Risk management

- Legislative compliance
- Strategic planning

Financial

- Cash flow, recurrent expenditure
- Budgeting and reporting
- Profit & loss, balance sheet
- Capital management
- Debt servicing
- Funding – developing income streams
- Benchmarking
- Compliance – ASIC etc
- Students with special needs

Leadership of people

- School climate and culture
- Builds and rewards excellence
- Builds commitment and capacity with individuals and teams
- Professional learning
- Encourages innovation
- Compliance – HR, IR, OH&S
- Employment contract
- Performance management
- Conflict resolution
- Staff wellbeing
- Recruitment, selection, separation
- Strategic staff deployment

Facilities & assets

- Master planning
- Space utilisation and design to optimise learning, reinforce culture & create the desired aesthetic
- Asset management – equipment maintenance, replacement

Strategy

- Developing strategy and providing a strategic focus
- Managing and leading change

Development & marketing

- Enrolments
- Brand positioning
- Advertising and promotion
- Fund raising – including the role of foundations and capital campaigns
- Identifying stakeholder needs
- Managing external parties
- Mitigating risk
- Communications and media management

AHISA's Model of Autonomous School Principalsip List of Elements continued

Policy

- Use of data to inform policy
- Policy development and review
- Policy implementation and practice
- Project management
- Manage multiple projects simultaneously
- Attain outcomes with optimal use of resources

Technology

- IT infrastructure
- Using technology in education
- Information management

COMMUNITY LEADERSHIP

Building community

- Partnership with parents
- Creating the 'virtual village' – school climate and culture

- Engages school community in shared vision and purpose
- Elicits and responds to feedback
- Models and promotes the school's values
- Models responsibility and accountability
- Builds trust
- Conflict management
- Values diversity
- Builds relationships with and between alumni
- Actively articulates and promotes the position of the school in the broader community context
- Communications, including intranet and portals

Community service

- Contribution of the school to broader community good

- Active student contribution via programs

Networks, alliances & collaboration

- Building alliances and relationships for the school and individuals within
 - Developing own professional networks
 - Mentoring
 - Representation – professional, educational and school associations
 - Understands context and the politics of schools and education
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Notes:

1. Pont, B., D. Nusche and H. Moorman (2008) *Improving School Leadership, Volume 1: Policy and Practice*. Paris: OECD.
2. A brief description of the ISSPP and a report of the Victorian independent school case study appears in an article by Dr Joy Doherty in AHISA's journal *Independence*, 33(2):70-73.