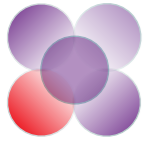


LEADING

A QUALITY ORGANISATION

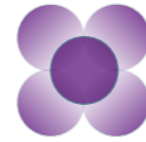


Capability: Shapes educational strategic thinking

	SLC	SLB	SLA
DECISION MAKING	<ul style="list-style-type: none"> Makes informed, strategic decisions Makes connections between formal review, renewal processes, student data and classroom practices Evaluates and shares new ideas in education and links these to professional practice 	<ul style="list-style-type: none"> Makes informed, strategic decisions Translates information gathered through formal review and renewal processes into school practices Analyses the relevance of key educational trends and their implications for students, the school and system 	<ul style="list-style-type: none"> Makes informed, strategic decisions Leads formal review and renewal processes to inform educational decisions Makes and implements decisions which reflect a broad understanding of issues and their implications for students, the school and the system
CULTURE	<ul style="list-style-type: none"> Promotes and implements the school vision Supports the development of a unique, inclusive school culture which encourages innovation and risk taking Articulates and models shared school values 	<ul style="list-style-type: none"> Promotes and reinforces the school vision, goals and improvement strategies Promotes the development of a unique, inclusive school culture which encourages innovation and risk taking Articulates and models shared school values 	<ul style="list-style-type: none"> Collaboratively develops and promotes a school vision which is realistic, challenging and future oriented Builds a unique, inclusive school culture which encourages innovation and risk taking Develops, articulates and models shared school values
LEARNING COMMUNITIES	<ul style="list-style-type: none"> Fosters links within and beyond the school to exchange ideas and resources Promotes public education by ensuring families and carers are informed of school and system policies, programs and activities 	<ul style="list-style-type: none"> Seeks opportunities to share knowledge and expertise within and beyond their school Implements system policies and actively promotes a positive image of the school and public education 	<ul style="list-style-type: none"> Takes a leadership role within and beyond the school through professional relationships and networks Inspires a sense of purpose and direction for the school, promoting a positive image of public education

LEARNING—CENTRED

LEADERSHIP



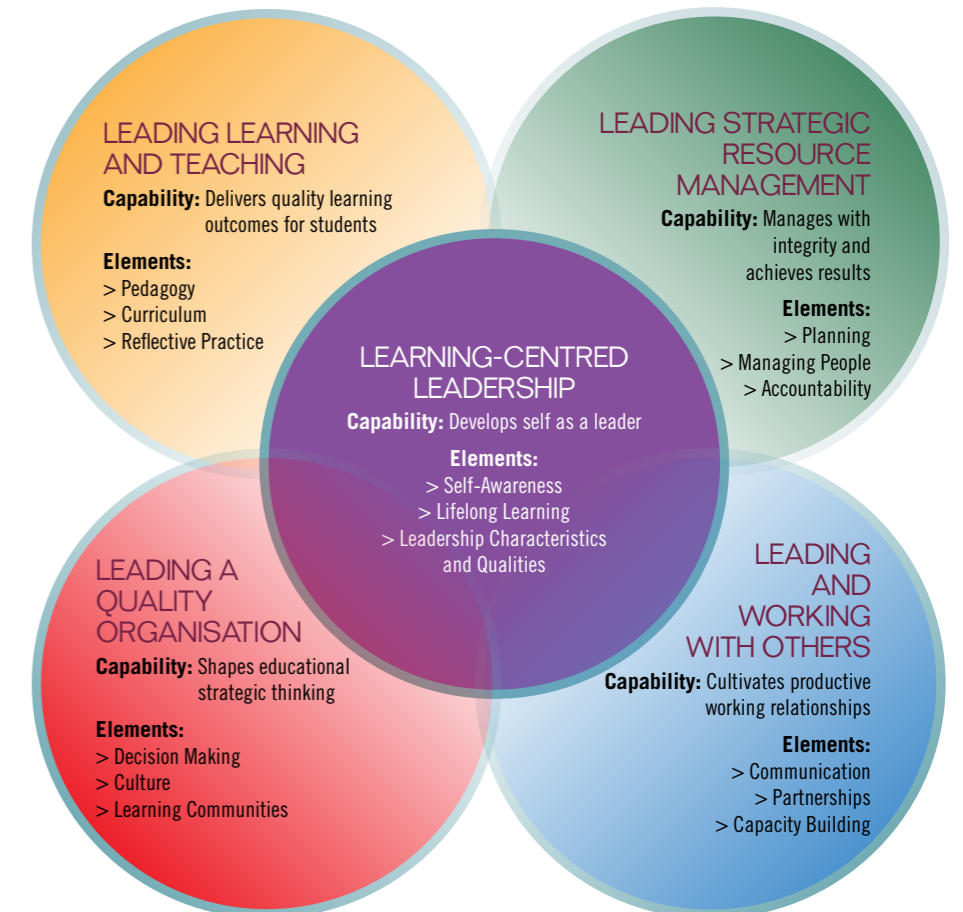
Capability: Develops self as a leader

	SLC	SLB	SLA
SELF AWARENESS	<ul style="list-style-type: none"> Critically analyses own performance and identifies relevant professional learning Confidently promotes areas of strength and acknowledges development needs Models and communicates the importance of health, well-being and resilience 	<ul style="list-style-type: none"> Critically analyses own performance and identifies relevant professional learning Challenges self and embraces opportunities for growth Models and communicates the importance of health, well-being and resilience 	<ul style="list-style-type: none"> Critically analyses own performance and identifies relevant professional learning Has a sense of self and seeks to extend skills and experience Models and communicates the importance of health, well-being and resilience
LIFELONG LEARNING	<ul style="list-style-type: none"> Models a personal commitment to lifelong learning 	<ul style="list-style-type: none"> Models a personal commitment to lifelong learning 	<ul style="list-style-type: none"> Models a personal commitment to lifelong learning
LEADERSHIP CHARACTERISTICS AND QUALITIES	<ul style="list-style-type: none"> Develops a personal leadership stance Reflects on own leadership behaviour and considers how it impacts on others Takes responsibility for actions and learns from experiences, seeking guidance and advice when required 	<ul style="list-style-type: none"> Reflects on, and refines own personal leadership stance Critically analyses own leadership stance and impact on others Takes responsibility for actions and learns from experiences, seeking guidance and advice when required 	<ul style="list-style-type: none"> Ensures congruency between leadership stance and actions Critically analyses own leadership stance with reference to performance Takes responsibility for actions and learns from experiences, seeking guidance and advice when required



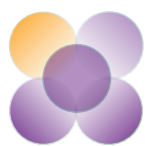
Education and Training

SCHOOL LEADERSHIP FRAMEWORK



LEADING

LEARNING AND TEACHING

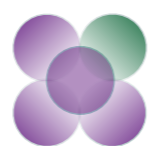


Capability: Delivers quality learning outcomes for students

	SLC	SLB	SLA
PEDAGOGY	<ul style="list-style-type: none"> Leads teams to implement and monitor classroom practices which demonstrate alignment of curriculum, pedagogy, assessment and reporting Supervises and supports classroom teachers to ensure quality teaching and learning Leads teachers to assess and report student achievement 	<ul style="list-style-type: none"> Develops, implements and monitors whole school practices which demonstrate alignment of curriculum, pedagogy, assessment and reporting Implements processes to maximise school focus on quality teaching and learning Develops and implements school assessment and reporting practices 	<ul style="list-style-type: none"> Ensures current research and sound principles of education inform whole school alignment of curriculum, pedagogy, assessment and reporting Ensures whole school focus on quality teaching and learning Establishes effective school assessment and reporting policies and practices
CURRICULUM	<ul style="list-style-type: none"> Leads teams in curriculum development Leads teams to design and deliver high quality programs to maximise academic and social success for all students Supports staff to undertake curriculum review and reform 	<ul style="list-style-type: none"> Leads, develops and monitors whole school curriculum Leads and co-ordinates staff to deliver high quality programs to maximise academic and social success for all students Leads staff to undertake school curriculum renewal 	<ul style="list-style-type: none"> Drives the development, implementation and evaluation of a comprehensive, rigorous, and coherent school curriculum Ensures that programs offered in the school are of the highest quality to maximise academic and social success for all students Leads curriculum renewal and reform
REFLECTIVE PRACTICE	<ul style="list-style-type: none"> Leads teachers to collect and analyse data to inform classroom practice Engages with staff in critical evaluation of classroom practices Identifies and negotiates professional development needs of classroom teachers 	<ul style="list-style-type: none"> Analyses school data and works with the principal and others to develop strategies for improvement Leads staff in the process of evaluation of educational practices Identifies and evaluates whole staff professional development 	<ul style="list-style-type: none"> Leads school improvement informed by evidence Establishes procedures for effective staff evaluation of educational practices Ensures professional development is linked to improved teacher performance and student outcomes

LEADING

STRATEGIC RESOURCE MANAGEMENT

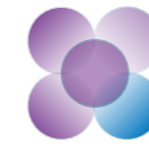


Capability: Manages with integrity and achieves results

	SLC	SLB	SLA
PLANNING	<ul style="list-style-type: none"> Manages team/faculty resources Considers and identifies the impact of resource allocation on classroom practices and future needs 	<ul style="list-style-type: none"> Supports the principal and others in managing school resources effectively across whole school programs Manages current resources and identifies future needs across the school 	<ul style="list-style-type: none"> Plans strategically and implements effective systems Manages resources to respond to changing needs and improve whole school outcomes
MANAGING PEOPLE	<ul style="list-style-type: none"> Supervises and manages performance and provides constructive and timely feedback Develops and implements induction and ongoing support processes for staff Contributes to workforce planning, recruitment strategies and selection processes 	<ul style="list-style-type: none"> Supervises and manages performance and provides constructive and timely feedback Develops and implements induction and ongoing support processes for all staff Engages in workforce planning, recruitment strategies and selection processes 	<ul style="list-style-type: none"> Supervises and manages performance and provides constructive and timely feedback Oversees whole school induction and ongoing support processes Leads and manages workforce planning, recruitment strategies and selection processes
ACCOUNTABILITY	<ul style="list-style-type: none"> Maintains documentation demonstrating compliance with policies, procedures and accountability systems Assists staff to implement effective classroom student monitoring and assessment processes Acts professionally, ethically and impartially 	<ul style="list-style-type: none"> Monitors compliance with policies, procedures and accountability systems in accordance with relevant legislation Implements quality systems for assessment and accountability across the school Acts professionally, ethically and impartially 	<ul style="list-style-type: none"> Models, upholds and promotes compliance with policies, procedures and accountability systems in accordance with relevant legislation Develops effective assessment and accountability systems Acts professionally, ethically and impartially

LEADING

AND WORKING WITH OTHERS



Capability: Cultivates productive working relationships

	SLC	SLB	SLA
COMMUNICATION	<ul style="list-style-type: none"> Values differing views and works towards agreed outcomes Ensures that roles and responsibilities within a team are clearly defined Uses verbal and written communication that is clear, concise and relates to the audience 	<ul style="list-style-type: none"> Values differing views and works towards agreed outcomes Translates organisational goals and outcomes into school roles Uses verbal and written communication that is clear, concise and relates to the audience 	<ul style="list-style-type: none"> Values differing views and achieves commitment to agreed outcomes Communicates with others regarding the purpose of their work and the relationship between school and organisational goals Uses verbal and written communication that is clear, concise and relates to the audience
PARTNERSHIPS	<ul style="list-style-type: none"> Models, builds and sustains respectful relationships with all groups in the school community Works collaboratively recognising the contributions of others 	<ul style="list-style-type: none"> Models and fosters respectful relationships within the school and wider community Engages in consultative practices across the school and wider community 	<ul style="list-style-type: none"> Models, promotes and develops positive, respectful relationships within the school and wider community Collaborates and develops partnerships with a range of stakeholders across the department and in other organisations
CAPACITY BUILDING	<ul style="list-style-type: none"> Establishes collaborative professional learning teams to enable all staff to learn from each other Builds and leads effective teams Coaches and mentors staff 	<ul style="list-style-type: none"> Establishes processes that encourage and enable staff to take individual and collective responsibility for professional learning Builds, co-ordinates and leads effective teams Nurtures potential/future leaders through coaching and mentoring 	<ul style="list-style-type: none"> Develops a school culture that fosters and values professional learning Leads and promotes a collaborative culture Nurtures potential/future leaders through coaching, mentoring and succession planning