

**NSWSPC**  
**SCHOOL LEADERSHIP DEVELOPMENT**  
**IN NSW GOVERNMENT SCHOOLS**

*Policy Statement*  
*August 2003*

**INTRODUCTION**

The role of school leaders is to ensure the effective ongoing delivery of quality learning for students and staff. It is they who, more than any others, mediate between any change and what actually happens in the classroom. It is they who lead the process of improvement and innovation.

The future will see school leaders:

- facing new challenges
- operating in more ambiguous organisational and political cultures
- using highly tuned emotional and social intelligences
- mastering and applying knowledge systems and emerging technologies.

To do this the SPC believes that school leaders will need to be:

- ethical in developing & implementing a values-driven educational culture
- visionary, whilst being realistic about what can be achieved
- motivated, flexible & innovative, whilst maintaining high standards & expectations
- responsive to the demands & implications of local, national and global change
- oriented to improved learning outcomes
- able to create learning environments and structures to meet students' needs
- active in promoting, modelling & sharing leadership
- strategic in school planning and working within the political context
- effective in working with human and material complexities
- accountable to their school community and to key stakeholders.

**SCHOOL LEADERSHIP DEVELOPMENT**

The basis for school leadership development within NSW public schools should be the DET Leadership Capability Framework, developed in close, ongoing consultation with the NSWSPC.

This framework proposes that leadership capability, i.e. the combination of knowledge, understandings, attitudes, skills and personal qualities that enable a person to perform to a high standard in a given leadership context or role, requires school leaders to draw upon a range of competencies within one or more of five capability domains: educational, personal, interpersonal, organisational and/or strategic.

The development of leadership capability is desirable at all levels of the profession. It should incorporate:

- the notion of teachers as leaders
- use of a Leadership Capability Framework to inform the design of individual development plans

- provision for stages of development including aspirants, newly appointed and experienced leaders
- acknowledgement of both informal and formal leadership in secondary schools.

Leadership development must be encouraged, facilitated and supported through a range of strategies which reflect best practice for professional growth, including:

- a quality website providing a menu of relevant, current resources & links to appropriate sites, opportunities for the exchange of ideas, and information on leadership initiatives, activities and programs across the state and nation
- structured networking and supportive partnerships such as mentoring & coaching
- workplace learning opportunities e.g. shadowing, action research, scenarios, visits
- just-in-time modules to address immediate and emerging needs
- targeted preparation programs
- executive induction programs
- leadership development opportunities for experienced school leaders who do not wish to pursue further promotion.

To ensure validity and currency, such development strategies must incorporate quality research and professional peers in the design and provision of the programs.

## **ROLES AND RESPONSIBILITIES**

The development of leadership capability, capacity and density across a system is a shared responsibility, involving an alignment between the values, beliefs and practices of the individual, the school and the system.

Each individual aspiring to leadership or currently in a leadership position has a professional responsibility to make a significant contribution to his/her own development, at the same time utilising the support provided by the school and the system.

Each school has a responsibility to create a culture which values & nurtures the development of leadership capability and succession planning, which facilitates the negotiation of individual development plans and which provides and supports opportunities for leadership development and growth both within and beyond the school.

The system, (including regions and state office), has a responsibility to:

- ensure a total system commitment to the significance of quality leadership in schools
- develop a leadership capability framework as the focus for development
- support on-going and system-wide individual, team and whole-school development
- design and provide core programs for each level of development
- ensure leadership development programs and opportunities are underpinned by equity and access across the system
- allow for flexibility and varied local contexts including different gender, ethnic, socio-economic influences and schools operating in different geographical locations and with degrees of isolation.
- ensure system alignment between workforce data, strategies for succession planning and the growth of leadership competency and density in schools and regions
- facilitate and report on rigorous accountability and evaluative processes to ensure the evolutionary development of the Leadership Plan is informed by appropriate and accurate data.

- create a culture of trust, empowerment and support to provide leaders at all levels with the capacity and discretion to become effective leaders.

The NSW Secondary Principals' Council has a responsibility to:

- represent the interests of principals as school leaders at a local, regional, state and national level
- be proactive in guiding and supporting quality leadership development programs for all levels of school leadership
- facilitate opportunities for principals to enhance their leadership capability through structured development programs including the SPC Annual Conference and other SPC leadership and development activities.
- ensure providers of leadership development programs are committed to a futures-focus for school leadership
- work co-operatively with DET to develop and implement effective leadership policies, strategies and programs
- establish and maintain close on-going links with a range of regional, state, national and international school leadership development organisations.

## **MONITORING AND EVALUATION**

It is critical that leadership development strategies and programs are systematically monitored and evaluated in terms of their planned outcomes.

Such monitoring and evaluation should be informed by sound research and data analysis, measured against anticipated outcomes.

Evaluative findings and recommendations should be reported on regularly.

## **IMPLICATIONS**

Schools are dynamic communities, rich in opportunities and experiences for leadership development. They are influenced by the political, social, cultural and educational issues of the day. As the DET Leadership Development Plan unfolds and evolves it will be open to such influences.

The impact of the NSW Institute of Teachers; the potential establishment of a Leadership Centre in NSW; the discussions surrounding the notion of an Australian Institute of Principals; and the implications of the restructuring of NSW DET will help shape the nature of the DET Leadership Development Plan and the implementation of leadership development and growth within our schools and within our school system.

The quality of our schools and the quality of learning within them depends upon the quality of our school leaders and the leadership culture that is developed and nurtured for the future.

Policy approved by the NSWSPC State Assembly 29/8/03.

This policy should be read in conjunction with the NSWSPC policy on 'A Leadership Centre for School Leaders in NSW', also approved by the NSWSPC State Assembly on 29/8/03.