

NSWSPC
SCHOOL LEADERSHIP DEVELOPMENT
IN NSW GOVERNMENT SCHOOLS

Policy Statement

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 Australian Professional Standard for Principals (APSP).

The Standard describes the knowledge, skills and capabilities needed in order to effectively lead a school. The work of a Principal is not the same as the work of a teacher. Whilst we strongly support the need for Principals to have a teaching background, expertise in pedagogy and skills in leading teacher development, the work of a Principal goes well beyond that. All of these "pre-requisites" are deeply embedded in the APSP.

Our Association, like virtually every other Principal Association in Australia, was heavily involved in consultation in relation to the development of the Standard. It is our position that the Standard and the associated Profiles, provide the framework for high quality development of both current and aspiring Principals.

It is our strongly held view that work relating to the development of both Principals and aspiring Principals should be referenced against the APSP.

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 Professional Standard 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 has a responsibility to:

- ensure a total system commitment to the significance of quality leadership in schools
- develop professional learning in relation to the APSP
- 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
- 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 DoE 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.

There is much value in the development and provision of a strong Principal Preparation Program, supported by a mentor based Principal Induction process. The Preparation Program needs to incorporate not only system based compliance training, but needs a strong focus upon the development of pedagogical leadership. Ideally this would be the result of involvement of the DoE, the Principals associations and Tertiary providers in both the development and delivery of such a program.

The completion of such a program should be a prerequisite to the an individual applying for a Principal's position on a NSW Public School with Secondary enrolments.

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.

Version control.

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

Periodic updates have occurred, most recently in 2016 in relation to the development of the AITSL Leadership Profiles.

The Policy is due for complete revision mid 2017.