

The Developmental Learning Framework for School Leaders: Profiles

Profile	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Technical Leadership</p> <p><i>Thinks and plans strategically</i></p> <p><i>Aligns resources with desired outcomes</i></p> <p><i>Holds self and others to account</i></p>	<p>Leaders foster a common understanding of the school's context among the school community. They help others to understand the impact of change on people and the school. To implement the school's learning and teaching policies, they audit and monitor the adequacy of the resources. Leaders hold themselves and others accountable for making decisions in accordance with Departmental and legislative requirements. They share their own performance plan to demonstrate alignment with school priorities and provide opportunities for others to develop their skills at giving, receiving and interpreting feedback.</p>	<p>Leaders develop decision-making processes that recognise the school's context and use a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. They involve staff in identifying resource needs and making decisions about priorities and design processes to monitor the use of resources. A range of strategies are used to attract additional resources to the school. To improve practice throughout the school, they establish a staff performance and development process and draw on a range of feedback sources. Leaders set performance and behavioural expectations for all members of the school community.</p>	<p>Leaders use an understanding of the school's context, including the school's readiness for change, to decide how and when to implement improvement initiatives. They develop processes to monitor progress towards achieving school goals and priorities. They analyse the use of resources in relation to student learning and establish performance measures to assess the impact of these resources on priorities. When setting expectations for performance and behaviour, they engage the school community in the development of protocols.</p>	<p>Leaders ensure that policies related to resource allocation are responsive to changing needs and establish processes to continuously evaluate the impact of resources on priorities. The school community is encouraged to share responsibility for managing the school's resources. Leaders establish processes that enable staff to take individual and collective responsibility for achieving goals. They ensure that feedback is used to inform the school's professional learning strategy.</p>	<p>Leaders use an understanding of broader educational and political influences to inform strategic thinking and planning and initiate processes that enhance educational outcomes across the system. They use improvement strategies appropriate to the nature of change. Leaders are recognised for their innovative use of resources to improve student learning. They evaluate policies to ensure needs and priorities are met. Performance data is synthesised to continuously improve school practices and others are encouraged to reinforce expectations set by the school community.</p>
<p>Human Leadership</p> <p><i>Advocates for all students</i></p> <p><i>Develops relationships</i></p> <p><i>Develops individual and collective capacity</i></p>	<p>Leaders adhere to legal requirements that support a just and secure environment. They discuss with staff the impact of student diversity on the school and establish processes to identify students' needs. They schedule time and create opportunities for informal interaction and formal communication. Procedures and structures are established that enable committees and groups to function effectively.</p>	<p>Leaders implement programs in order to respond to student diversity. To build mutual trust and respect, they make themselves available and give their full attention to others. They encourage the use of established communication procedures and protocols. Roles and responsibilities within the school are clearly defined and relevant information is regularly disseminated to individuals and groups.</p>	<p>Leaders develop protocols that support a just and secure environment. They purposefully engage in activities to build relationships and demonstrate empathy when dealing with others. Opportunities to participate in decision-making are provided. Leaders differentially allocate resources and match the expertise of members of the school, local and wider community to the needs of students. They act as a coach or mentor to others.</p>	<p>Leaders establish collective responsibility for monitoring all aspects of the school that contribute to a just and secure environment. They monitor and evaluate the effectiveness of interventions designed to cater for individual needs and develop shared responsibility for improving student outcomes. The school community is engaged in the development of protocols for decision-making and collective responsibility for decisions made is promoted. Leaders delegate authority to others to undertake specific activities and design strategies and processes that support leadership development. They maintain an environment where all members of the school community feel accepted and valued.</p>	<p>Leaders create an environment that intuitively responds to changes that impact on the school community. A range of strategies are initiated to improve relationships between teams and individuals and behaviours that impact negatively on a cooperative environment are addressed. They create innovative ways of communicating and evaluate the effectiveness and efficiency of communication strategies. They delegate authority to others in the school community. They publicly support other schools to build trust and cooperation across the system.</p>
<p>Educational Leadership</p> <p><i>Shapes pedagogy</i></p> <p><i>Focuses on achievement</i></p> <p><i>Promotes inquiry and reflection</i></p>	<p>Leaders engage staff in professional discussions about effective learning and teaching. They implement processes that support the alignment of curriculum, pedagogy, assessment and reporting and ensure the curriculum reflects system goals and requirements. The role feedback plays in supporting learning and teaching is articulated. They promote the use of multiple forms of data to determine starting points and goals for learning. They create opportunities for people to use their expertise and assist them to enhance their practice by identifying strengths and areas for improvement. To promote intellectual exploration, they reference research material and source relevant data to determine priorities for school improvement.</p>	<p>Leaders consider the nature of the student cohort when designing the school's curriculum. They establish processes in order to support the use of a range of feedback sources to inform teaching and learning. They assist others to develop their capacity by creating opportunities for staff to learn from each other. Leaders develop a shared understanding of the implications of data for planning improvements. They support staff to experiment with a range of strategies to improve their practice.</p>	<p>Leaders design learning, teaching and management interactions based on how people learn and support the application of learning theories in classroom practice. School practices are monitored to ensure alignment of curriculum, pedagogy, assessment and reporting with goals for student learning. They design a curriculum that is responsive to system changes and to changes in the student cohort. Leaders manage staff performance and development to improve student outcomes and monitor the extent to which feedback informs professional learning. Opportunities for reflection are incorporated in a range of forums.</p>	<p>Leaders challenge others to continually improve their performance. Classroom practice is evaluated to determine professional learning needs. They ensure that teacher performance and development processes are linked to teacher practice, program effectiveness and professional learning. Resources are allocated in order to support the school community to engage in an ongoing process of inquiry and reflection. Leaders design improvement strategies based on empirical evidence.</p>	<p>Leaders ensure common models of learning and teaching underpin all classroom practice. They ensure that the principles of developmental learning inform the alignment of curriculum, pedagogy, assessment and reporting. To improve learning outcomes, they verify that students and staff self-evaluate against goals and targets. Leaders promote further improvement by systematically collecting evidence of how reflective practices contribute to improvement in teacher practice. They influence curriculum practices in other schools and design initiatives that build the capacity of people across the system.</p>
<p>Symbolic Leadership</p> <p><i>Develops and manages self</i></p> <p><i>Aligns actions with shared values</i></p> <p><i>Creates and shares knowledge</i></p>	<p>Leaders use evidence to identify their learning needs and undertake professional learning to improve their performance. They openly communicate the importance of maintaining wellbeing and monitor and control their emotional reactions to different situations. They support the development of a common language around the school's values and vision and encourage others to act in accordance with them. Processes that support the achievement of school goals are documented and implemented. Leaders read current research papers, share effective practice and allocate time for people to work and learn together.</p>	<p>Leaders demonstrate a commitment to learning and growth by acknowledging the importance of their own learning and that of others. They structure opportunities for feedback to improve their emotional awareness. They demonstrate the importance of taking responsibility for one's own wellbeing, including accessing information and services to support their wellbeing and that of others. The links between processes and school goals are made clear to all members of the school community and they explain the basis on which decisions are made. They encourage staff to read research material. Collaborative processes are established to support professional learning and enable individuals to learn from each other.</p>	<p>Leaders ensure that the school's values are reflected in school practices and that goals are achieved through well-defined and defensible processes. They evaluate processes to ensure their continuing alignment with school goals. Collaborative practices are established across the school community and structures and processes that support wellbeing are created. They design a whole school professional learning strategy that aligns individual learning plans with school goals and support staff to link their own evidence-based research to practice. They actively promote the value of public education.</p>	<p>Leaders demonstrate a commitment to learning and growth by creating opportunities to share their learning across the system. They coach and mentor others to enhance their emotional intelligence. They ensure that all members of the school community take responsibility for their own and others' wellbeing. The impact of professional learning on student outcomes is evaluated. They promote the school's values in the local community. They work with other schools and across the system to generate and share knowledge and maximise the access of all students.</p>	
<p>Cultural Leadership</p> <p><i>Shapes the future</i></p> <p><i>Develops a unique school culture</i></p> <p><i>Sustains partnerships and networks</i></p>	<p>Leaders articulate a vision for the school and celebrate important events that reflect the school's vision. They communicate with stakeholders to build alliances to support the school's vision. They talk about the value of diversity and support the development of a unique school culture. They make sure that families and carers are informed of school policies, programs and activities and utilise local experiences to enrich learning and teaching. They influence others by using logical arguments.</p>	<p>Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for all members of the school community to have a voice in the school and share their knowledge and experience with others. They promote a sense of pride in current and past achievements and encourage groups and individuals to share them with the school community. They invite families and carers to participate in school activities and draw on expertise in other organisations to extend and enrich learning and teaching.</p>	<p>Leaders make public and reinforce the relationship between the school vision, goals and improvement strategies and use a range of approaches to secure the commitment of others. They use the school's customs and traditions to enhance student connectedness to the school. Processes are established for families and carers to participate in whole-school decision-making. They formally recognise and acknowledge the achievements of individuals and teams. They form partnerships with other organisations to expand learning and teaching opportunities and work with stakeholders for the benefit of the school community. They seek opportunities to share their knowledge and expertise within and beyond their school.</p>	<p>Leaders consistently reference short-term and long-term school planning and resource decisions to the school vision. They support leaders in other schools to develop processes for shaping a school vision. They respond strategically to opportunities in the external environment for the benefit of the school community. They actively shape, and encourage others to build on, the school's customs and traditions. Families and carers are supported to participate directly in students' learning and personal development. Processes are established that enable individuals and teams to acknowledge their own and others' achievements. They facilitate the sharing of school resources to support the local community and take on a leadership role beyond their school.</p>	<p>Leaders coach and mentor other leaders in the use of influencing strategies to secure commitment to their school vision and goals. Their leadership expertise is sought by others and is recognised publicly. To position the school at the centre of the local community, they maximise access to a range of their services. They assist other education systems and organisations to transfer and adapt innovative practices from their school.</p>