

Impact: Emerging Leaders

OVERVIEW

Impact is designed for emerging leaders who have recently accepted school leadership responsibilities, or will do so in the near future. The program enables emerging school leaders to build capabilities in engaging and empowering others to collectively improve outcomes for all students.

Impact enables emerging leaders to lead transformation in schools that best supports improved student outcomes, through focus on developing the following key competencies:

- emotionally intelligent decision making
- effective collegial and team engagement
- maintaining clear focus on effectiveness of student learning
- building collective efficacy for positive change.

Each emerging leader will develop and measure growth in competencies via an individual Leadership Development Plan.

The revised Impact program strengthens leadership development of emerging leaders that have participated in the Inspire: Local leaders program.

Theory of Change – Impact: Emerging Leaders

If we support emerging leaders to develop their leadership capabilities;

then we support the distribution of leadership to motivate, engage and influence others in ensuring access to effective learning experiences for all students;

so we improve outcomes for all students.

The Impact program aims to “support emerging educational leaders to understand what it means to be an educational leader, what motivates them as a leader, and to build an awareness of the type of educational leaders that they aspire to be.”

EVIDENCE BASE

Professional Practice and Performance for Improved Learning: Professional Learning and Support for School Leaders and Teachers, DET May 2014.

While systematic approaches to identifying and supporting potential leaders into leadership roles are common in other jurisdictions, and are considered “critical to the overall capacity of the system, current efforts are not intentional. An absence of clear pathways may lead to high potential candidates not stepping into senior leadership roles, or leaving the system.”

Watt, W.M. (2009). Facilitative social change leadership theory: 10 recommendations toward effective leadership, Journal of Leadership Education, 8 (2), 50- 71.

The program proposes that effective ‘emerging leadership’ requires collaboration nous and practical skills in addition to tools for creating the conditions that influence and compel people to act together to build collective efficacy and achieve transformational outcomes for all students, especially those from vulnerable and disadvantaged backgrounds. A focus on excellence and equity will empower emerging leaders to influence the learning experiences of students across multiple classrooms.

Senge et al. (2000). Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education (new edition 2012).

The Impact program deliberately seeks to cultivate and role model a leadership mindset that values ‘stewardship’ (Senge, 2000) and individual, group and community empowerment (Senge, 2012).

KEY LINKS

- [Bastow Institute of Educational Leadership](#)

FREQUENTLY ASKED QUESTIONS

What is the difference between Inspire and Impact?

Inspire provides early stage, emerging leaders with an introduction to the capabilities required to lead self, others and student learning. Impact provides the opportunity to explore, strengthen and apply those capabilities to each participant's individual context. Participants continuously implement and reflect upon their skills and knowledge through leading a transformational change initiative in their school.

Why is it important for emerging leaders to develop leadership capabilities early in their career?

In order to ensure systematic improvement of student outcomes, the system must build its leadership capacity. Through intentional focus on developing leadership capabilities, the likelihood of distributed and focused leadership across schools is increased. Those moving into leadership positions will understand how to manage their own well-being and how to influence others with a focus on improvement.

How are Impact participants selected?

Following registrations via the Bastow website [Bastow Institute of Educational Leadership](#), selection criteria are carefully reviewed and participants confirmed.

What time commitment is expected from Impact participants?

The revised Impact program consists of a number of components including regular interaction with the online space, seven face-to-face workshop days, five x 75 minute coaching cluster discussions and a priority improvement project.

PROGRESS TO DATE

Intake 1, 2018 commenced	Mar 2018
Intake 2, 2018 commenced	May 2018
Intake 3, 2018 commenced	Oct 2018
Intake 1, 2019 registrations closed	Jan 2018
Intakes 1, 2 and 3, 2018 evaluations completed	Dec 2018

UPCOMING ACTIVITIES AND MILESTONES

Intake 1, 2019 commences	Feb 2019
Intake 2, commences	May 2019