

# PROFESSIONAL LEADERSHIP – Instructional and shared leadership

**Definition:** Principals are responsible for developing a culture of quality teaching, learning and student achievement. Effective leaders are identified by their competence in planning, coordination and evaluating teaching and the curriculum. They are actively involved in discussions with teachers about instructional matters, including how instruction impacts on student achievement. They work with teachers to review and enhance teaching and are directly involved in coordinating the curriculum across year levels. They ensure that student progress is systematically monitored and that teachers use assessment results to inform and direct their teaching. Importantly, leaders understand their role is to lead student learning and they will self-manage to ensure they are prioritising student outcomes.

Effective leaders recognise the importance of distributed leadership as a collaborative effort undertaken between people who trust and respect each other's contributions. Principals empower a group of leaders to build their leadership capacity as they change roles over time depending on school and student needs.

Effective leaders actively distribute leadership across an increased number of people in an organisation in order to build capacity within a school through the development of enhanced pedagogical practices. Leadership becomes a collaborative endeavour involving teachers and students.

*The Essential Elements underpin FISO and provide a foundation for school improvement. They are evident (indicated by green shading) at the Evolving stage and are further articulated in the Embedding and Excelling stages in some dimensions.*

<b>Essential Element 1</b>	<b>Documented curriculum plan, assessment and shared pedagogical approaches</b>		
<b>Essential Element 2</b>	<b>School-based professional learning program developed and implemented that supports the school's identified improvement strategies</b>		
<b>Essential Element 4</b>	<b>Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</b>		
<b>Essential Element 7</b>	<b>Data collection, analysis and evaluation of student learning growth over time</b>		
<b>Emerging</b>	<b>Evolving</b>	<b>Embedding</b>	<b>Excelling</b>
<b>School leaders lead teaching and learning</b>			
Leaders periodically update their own knowledge of effective pedagogical practices and share new research with staff.  Leaders encourage staff to work together to develop curriculum, teaching and assessment strategies.	Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data.  Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching.	Leaders use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently.  Leaders are seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others.	Leaders model and demonstrate high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.  Leaders align instructional and curriculum planning with the goals of the school. They integrate continuous evaluation and improvement of practice with performance and development processes.
<b>School leaders lead whole-school improvement</b>			
Leaders encourage teachers to collaborate and review the impact of their teaching on student learning.  The principal identifies priority areas for improvement consistent with the school's AIP.  All teachers have a Performance and Development Plan with alignment to Annual Implementation Plan (AIP) goals.	Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices.  The School Improvement Team oversees and evaluates the effectiveness and impact of the AIP.  All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders.	Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs.  The leadership team monitors the impact of school improvement strategies and trajectories towards AIP goals.  School leaders lead staff teams to share progress and challenges of Performance and Development Plans. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.	Teachers work collaboratively, using data to reflect on the impact of their teaching. Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school.  The school engages with its community to share and gain feedback on its improvement journey and AIP goal achievement.  The principal's Performance and Development Plan and the AIP establish the school improvement goals in staff Performance and Development Plans.  Staff engage in goal setting and reflective practice through a structured annual performance and development process. The leadership team is individually and collectively accountable for leading improvement in learning and teaching.
<b>School leadership is shared</b>			
The principal provides some opportunities for teachers to take on leadership roles outside the classroom.  Leaders consider input from teachers at the school when making decisions.  Students' views on school organisational matters are considered.	The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development.  The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions.  The school has formal and informal processes for students to contribute their views on school organisation and some elements of teaching and learning.	The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents.  The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-school responsibility for improving student outcomes.  The school has formal and informal processes for students to represent student views on school organisation and teaching and learning initiatives.	The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience.  Leadership is distributed and centred around developing the capabilities of all members of the school community, including students. A shared focus on improving student outcomes drives inquiry and an innovative school culture.  The practice of teachers and the school's improvement agenda is directly influenced by systemic student input.