

# PROFESSIONAL LEADERSHIP – Strategic resource management

**Definition:** Strategic resource management is a critical factor in school improvement. Effective leaders are able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions while ensuring integrity. They respond strategically to opportunities in the external environment for the benefit of the school community.

Effective leaders ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

By effectively managing risk, using data and making well informed and intentional resourcing decisions, leaders can enhance the delivery and impact of their School Strategic Plans. Resourcing strategically means securing and effectively allocating resources to support instructional priorities, including support for students facing disadvantage and use of Equity Funding. Effective leaders determine what teaching expertise and resources are needed to achieve student learning goals and source and allocate them accordingly.

*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.*

Essential Element 7	Data collection, analysis and evaluation of student learning growth over time		
Emerging	Evolving	Embedding	Excelling
<b>The school has a culture of strategic thinking, planning and resource allocation</b>			
<p>The principal articulates a clear direction for the school relevant to its context.</p> <p>The principal determines the allocation of school resources based on immediate school needs.</p> <p>The principal uses whole-school data to identify school improvement goals linked to the Annual Implementation Plan (AIP).</p>	<p>The principal develops decision-making processes that recognise the school's context and uses a consultative approach to strategic planning.</p> <p>Change management principles are used to inform the implementation of new initiatives. These initiatives are assessed for cost benefit.</p> <p>The principal, in consultation with the business manager and School Improvement Team ensures that the goals of the SSP and AIP are prioritised in the allocation of resources.</p> <p>The principal collects and analyses school and local data to inform direction and evaluate learning growth over time.</p>	<p>The principal demonstrates an understanding of the school's context and readiness for change to implement improvement initiatives. They use improvement strategies appropriate to the nature of change. Their work within the Community of Practice informs their thinking and planning.</p> <p>The principal, in collaboration with the business manager and school council uses school and local data for strategic planning and accountability.</p> <p>There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</p>	<p>The principal uses an understanding of the broader educational influences, both globally and nationally, to inform strategic thinking and planning. They are able to embrace uncertain, complex and challenging contexts and work within Communities of Practice to seek creative and innovative solutions, including the leverage of community resources and opportunities.</p> <p>Strategic planning is informed by a range of data. The FISO Improvement Cycle provides a clear path to identifying priorities, researching and trialling new strategies, resourcing and ensuring ongoing monitoring of effectiveness.</p> <p>The principal engages the business manager, leadership team and school council to ensure that long term financial planning is aligned with strategic direction.</p>
<b>The school strategically uses human resources</b>			
<p>The principal aims to recruit personnel who demonstrate the best fit for immediate staffing needs at the school. They make recruitment decisions by assessing personnel shortages and short-term goals of the school.</p> <p>The principal works with staff to identify and prioritise their professional learning needs based on gaps between the requirements of their roles and their current knowledge and skills.</p> <p>They ensure that beginning teachers and teachers new to the school have a thorough induction to the school.</p>	<p>The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short-term goals of the school, to make recruitment decisions.</p> <p>The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration.</p> <p>The principal ensures that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors.</p>	<p>The principal regularly reviews evidence of the school's progress towards the goals and targets of the SSP. They anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required.</p> <p>The leadership structure ensures clear alignment of responsibilities for school improvement with leadership roles.</p> <p>The principal strategically invests in professional learning that supports school improvement priorities and goals. Instructional leaders connect teacher needs to school strategic planning. They monitor and evaluate the impact of professional learning on progress towards achieving school goals and priorities.</p> <p>Beginning and new teachers are supported to understand and contribute to the school culture of high expectations, and their feedback informs the review of the induction processes.</p>	<p>The principal integrates student achievement data into goal setting, workforce planning, professional development and strategic resource planning processes. They recruit specific expertise that is required to meet the goals and targets of the SSP.</p> <p>The leadership structure and leadership roles ensure whole-school capacity for ongoing improvement. The principal creates challenging roles that encourage the development of experienced teachers and leaders. They match teacher strengths to the different needs of students in the school. They embed a culture of review, responsibility and shared accountability to achieve school goals.</p> <p>New and beginning teachers build their capacity to support student learning and their feedback shapes the school's induction processes.</p>