## VIDEO TRANSCRIPT

# CONCORD SCHOOL

Principal Kirrily Lamers describes how relieving team leaders of management responsibilities has allowed them to focus on instructional leadership.

#### Kirrily Lamers (Principal)

*Becoming a PLC school*

The decision for us to operate as a PLC school was a really easy one. There had been a lot of change across the school in a short period of time, which was around three or four years. Lots of new initiatives have been implemented across the school. We were really happy with how they were going if we were in the classrooms and seeing what happened. But we were really concerned that they weren’t continued once the door was closed and that collaboration wasn’t there anymore.

So we wanted to know, what could we do to support teachers to utilise all of these things to improve their practice? Building practice excellence is a key initiative that we have in the school, and building leadership teams.

*Leadership team restructure*

Through the work that we’ve done with the PLCs, what we’ve come up with is we’ve had to restructure our leadership team.

Initially we had six sections within the school. Each section has been like a sub-school itself, where they have worked in that team and been exclusive of everything else and haven’t incorporated the teams.

Our upper primary, they are still primary-aged students. But they are completely separate to where our lower primary students are. Our secondary sections are broken into the [Year] 7s, 8s, 9s, 10s, 11s and 12s. Our 11/12s have VCAL as part of their learning, which is completely different to the content we are looking at across the P[rep] to 10 area. So we have very, very different sub-schools in place and we did have a culture of “they’re separate”, not one united school.

So something that we had to work on was getting our leadership team together, and the language that we used around whole-school initiatives. So in the past our team leaders have really worked as little principals of their section but it’s been more in a management role. So the central role within our strategic planning and our AIP [annual implementation plan] and PDPs [performance development plans] was around managing student behaviours, it was around the paperwork that goes with that. And what we’ve identified through all the research we’ve done is that we’d make a much greater impact if their focus was on instructional practices, and supporting teachers in that way. And then they can support teachers to develop the PDPs that align with our school-wide goals that are within our AIP and our strategic plan.

What we have had to do is take away some of the managerial roles and redistribute them to others. So we have restructured our leadership team so we have a community and communications manager who works through all the documentation for enrolments and these types of things so that the team leaders don’t have to do that part. Because if kids are at the centre, we still need to get these things done, but its more important to work on teachers’ practice and what they’re doing in the classroom.

We’ve got an assistant principal who works on the wellbeing of students and engagement so that our team leaders can really focus on instructional practice and get into the classrooms and support teachers to develop their performance and development plans, and align those with out goals. So it’s been a complete restructure that we’ve just started and that’s the way we’re implementing the PLC program to include our strategic goals.