

Building leadership capabilities guide

How schools identify and strengthen leadership capabilities to improve student outcomes



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The Department of Education and Training acknowledges and pays respects to Elders and all Victorian Aboriginal communities. We honour and respect Traditional Owners, past and present, and value the rich culture and history of the First Peoples of this land.

Providing feedback

This resource is the result of collaboration by numerous educational leaders from across Victoria. Their input and feedback were essential in tailoring the guide to meet schools' needs. This is the first version of the resource: your feedback will assist the Department to further improve the guide.

You can provide input into the development of future versions by emailing:
fiso@education.vic.gov.au

Introduction

To achieve school improvement goals, effective implementation is required. Each school has different strengths, starting points and contexts — there is no one-size-fits-all model for school improvement. To sustain and accelerate improvement, schools need to identify the right evidence-based improvement strategies, plan for effective implementation, and translate these strategies into the day-to-day work of staff.

This Implementation Guide aims to support schools to effectively employ strategies in key areas shown to improve student learning and wellbeing outcomes within the improvement cycle. This includes identifying the education challenges where efforts will be prioritised, planning for how the prioritised challenges will be addressed, identifying and celebrating what is working, and adapting when barriers are encountered, or changes occur.

This Guide focuses on **building leadership capabilities**. That is, it guides school leaders in developing the leadership capabilities and dispositions of all staff to understand and use evidence to lead school improvement and implement and sustain change.

Effective leaders develop strong relationships and structures to support their schools. They use evidence-informed approaches to realise the goals of excellence and equity through developing the learning and wellbeing of every student.

IMPROVEMENT CYCLE



The Strategic Enablers for Implementation Guide

This Guide supports schools to strengthen leadership capability for school improvement, one of four common enablers identified in the [Strategic Enablers for Implementation Guide](#):

1. Self-evaluation capability throughout a school
2. Real-time data monitoring implementation
3. Leadership capability for school improvement
4. Robust implementation structures

Strengthening these enablers in schools supports implementation across all areas. The Strategic Enablers for Implementation Guide contains guidance, research and supports for school improvement and leadership teams. Use the Strategic Enablers Guide in conjunction with this Guide.

Principles

Three key principles underpin decision-making and ways of working when using this Guide:

- All school staff, students, families and members of the wider school community have a role to play in school improvement and implementation work.
- School leaders actively engage other staff members, students, families and members of the wider school community in school improvement and implementation work.
- Everyone in a school has perspectives, experiences and information that can help schools better understand context and educational successes, needs and challenges.

How to use this Guide

This Guide supports schools to use the improvement cycle to implement improvement initiatives, for example as part of the school review process, for annual planning and monitoring or as part of Professional Learning Communities/ Teams (PLCs/PLTs) inquiry cycles. In this Guide, the referencing of goals and actions can be related to four-year School Strategic Plans, Annual Implementation Plans (AIPs) or shorter cycles as established by your school.

Introducing Leadership

Strong leadership forms the basis for school improvement, enabling successful implementation to drive enhanced student outcomes. Leadership refers to the shared processes and actions by staff and students that build a positive school climate through practices and relationships based on high expectations, shared values and a culture of trust. Leaders who constantly demonstrate perseverance, open-mindedness, empathy and inter-personal courage are able to effectively engage and lead teams to solve complex problems of student and school improvement using adaptive expertise.

Leadership encompasses the shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at its core. Effective leadership requires the strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment.

Based on the unique context of a school, the composition and organisation of school leadership can be diverse and leadership can have both formal (associated with a role or direct management of people) and less formal manifestations. Often schools adopt a distributed leadership, where responsibly and decision-making power is de-centralised. This approach can create a collective sense of responsibility for the accomplishment of all students across all staff within a school.

Within a school, many roles will have leadership responsibility in leading classroom leadership, curriculum development, staff professional development or distinct focus areas according to the school's evidence and context. Middle leaders are a critical bridge between the leadership of a school, and the implementation of ideas and realisation of strategies in the classroom. Middle leaders can be described as teacher leaders and include roles such as Leading Teachers, Learning Specialists, Mentor Graduate Teachers, Middle Years Literacy and Numeracy Leaders, and Professional Learning Communities Leaders. Teachers are leaders in their classroom as they create and maintain the supportive and safe learning environments with high expectations for every student.

The School Improvement Team (SIT) has responsibility for leading the strategic planning process and providing clear and achievable goals and targets. Composition of the SIT will vary between schools but will include the people responsible for doing the work of school improvement as directed by executive leadership team or principal.



What does the research evidence say?

- A Victorian study of effective school leaders found that they can raise student learning outcomes by as much as two months in a year (Helal & Coelli, 2016)
- Effective principals carry out four key behaviours engaging in instructional activities, including teacher evaluation and feedback; building a productive climate; allowing for collaboration and professional learning communities; and managing personnel and resources strategically (Grissom et al., 2021)
- When school leaders prioritize teacher wellbeing, and help to ensure teachers can flourish, this can promote better classroom climates and enable high quality teaching that leads to success for students. Leadership actions known to support teacher wellbeing include: ensuring teachers feel their voice, work and effort are valued, facilitating professional development that is meaningful to teachers and enabling teachers to have sufficient agency in decision making and changes (Cann et al., 2020)
- Successful education systems are those that promote leadership at all levels, encouraging teachers and principals, regardless of the formal positions they occupy, to lead innovation in classrooms, schools and across systems (Browning, 2018, Day et al., 2016; Schleicher, 2015). Stronger leadership teams recognise individuals' strengths in specific capabilities or dispositions and intentionally construct teams to balance these (Robinson, 2011)
- Grootenboer (2020) and colleagues' highlight the value of middle leaders and the importance of their professional practice in influencing teaching, student learning, professional learning and curriculum development, and leadership.
- Teacher leadership increases engagement in school improvement activities as it encourages teacher ownership and greater communication across the school (Bauman, 2015; Sebastian et al., 2017; Wieczorek & Lear, 2018).
- Michael Fullan writes emphatically about the importance of student voice being reflected in school leadership. "... young people in particular ... are the main source of future success – change makers on the move ... We have not nearly invested enough in young people' (2021).

Evaluate and diagnose

School improvement requires the systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. The opportunity at this stage of the improvement cycle is to find the learning and wellbeing challenges where investing time and effort will have the greatest impact and assess how leadership capabilities can be built to support these efforts.

Evaluate student outcomes and how leaders can best support improvement

Effective planning, whether as part of annual planning or more rapid inquiry cycles, begins with schools gathering information from a range of sources about staff and student learning and wellbeing to diagnose improvement areas. Schools who have recently gone through a review may also consider their pre-review self-evaluation or findings from the review.

Gather and evaluate data contained in Panorama, this might include:

- Attendance data
- Student Attitudes to School Survey (ATOSS) data
- Parent Opinion Survey data
- School Staff Survey data, with a particular focus on School Leadership – specifically improved teacher confidence and knowledge in leadership, Professional Learning, School Climate, Instructional Leadership and Leading Change.
- NAPLAN data
- Teacher judgements
- Senior Secondary Outcomes

Investigate the link between identified areas for improvement and leadership capabilities, structures, and priorities within the school

To investigate this link, the SIT can gather input from school staff and work with the school's Senior Education Improvement Leader (SEIL) on the following key questions:

Discussion points	Key questions to ask
<p>Vision & values</p> <p>Strategic direction and deployment of resources to create shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<ul style="list-style-type: none"> • How are the school's vision and values, shared, modelled and understood across the school and in the broader community? How do you know? • Where are the key roles and responsibilities of leaders clearly documented? Are they understood? • How could the school leadership structure improve the prioritising and supporting the schools' identified well-being and learning needs?
<p>Relational trust</p> <p>Develop a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>	<ul style="list-style-type: none"> • To what extent do school leaders foster a culture of inclusive leadership and build effective relationships and trust within the school community? • What school processes and policies support leadership teams to build and sustain strong relationships based on trust? Are any opportunities being missed? • Are leaders visibly supporting and prioritising professional learning and development across the school? Do they regularly lead or participating in communities of practice? Do they create space for staff to share new learning?

The SIT may seek further information and evidence through:

- Using the [AITSL Leadership Reflection Tool by AITSL](#) to reflect on practice relative to the leadership profiles and identify current strengths and areas for improvement
- Using the [Communities of Practice \(CoP\) - Self Assessment Tool](#) – for CoP members including SEILs to assess the maturity of the community in dimensions including leadership
- Assessing individual team member capacities against the Leadership Capabilities or using the [Talent Management Framework](#)
- Identifying current practices within the school for leadership development and discuss their effectiveness and how they are monitored.
- Analysing the alignment of AIP objectives and staff development plans
- Using the Organisational Design Guide “[Does our school need and organisation design review](#)” quick test (p47) to assess if an organisational design review is needed to align operational (day-to-day) requirements within the school’s strategic plan.

Individuals may also consider the [Victorian Aspiring Principal Assessment](#) (VAPA) to assess their readiness to take on a principal role and identify their targeted professional development needs. VAPA is part of a system-wide approach to identify and prepare Victoria’s next generation of principals. From 1 January 2022 it will be a requirement.

More information on the VAPA requirement is available from the Policy and Advisory Library and on the [Bastow website](#).

Work together to make sense of the evidence and diagnose improvement areas

Once all data, information and assessments of existing efforts have been gathered, the SIT can work to ‘triangulate’ assumptions — that is, use multiple methods and evidence sources to test the validity of assumptions and identify root causes. SIT teams may use the [Data Driven Dialogue protocol](#) or the [Making sense of data and evidence](#) template to guide discussions. This will support the SIT in understanding the causes of challenges, then identifying and prioritising areas for focus.

Sense-making activities	Reflective questions and sentence stems	Actions to support prioritising and setting goals
Identify patterns in the data	<ul style="list-style-type: none"> • What were the trends? “In general I noticed...” “I wasn’t expecting to see...” • Were there contradictions? “On the one hand...On the other hand...” 	Document perspectives from each SIT member, highlighting where multiple members agreed.
Test assumptions about building leadership capabilities	<ul style="list-style-type: none"> • What does our school do well to develop staff leadership capabilities? How do we know? • What are the greatest needs in developing the staff’s leadership capability? How do we know? 	Document perspectives on the highest-priority needs. This may also make it clear that more data is required. If so, data should be gathered and brought back to the group.
Build consensus on priority areas of focus for professional learning	<ul style="list-style-type: none"> • Where is the data indicating we need to focus efforts to improve leadership teams? • What are the root causes of challenges in those areas? 	Record responses from each member. If there is not a clear consensus, ask members to justify their responses, seek additional data or use a voting system.

Continuous improvement requires examining leadership, resource allocation, teaching and learning, and student engagement and helps school leaders shift the focus from outcomes (such as low test scores or absenteeism) to the multiple factors that contribute to them (Elgart 2017).

Prioritise and set goals

Using the data, discussions and assumptions developed in the evaluate and diagnose stage, the next stage is to identify where leadership capabilities will be strengthened to best support the learning and wellbeing of every student. These may be the areas of greatest need, or where opportunities exist to maximise impact.

Engage in continuous development to improve leadership capabilities

Goals designed by the SIT will be based on the school's identified challenges and needs as documented in the School Strategic Plan. The priorities, goals and challenges will differ for each school based on context, including community demographics, performance strengths and challenges, and staff climate and capability.

The SIT should consider where efforts can be focused to best support their progress towards goals. They might consider:

- Building a collaborative approach for leaders, teachers, students and school council to ensure the learning and wellbeing goals and targets of the strategic plan are linked to the strategies and actions of the AIP
- Developing school leadership structures and allocating roles with clear responsibilities, to empower the development of leadership capabilities for staff and students
- Identifying and empowering emerging leaders to achieve individual development objectives and drive school improvement
- Developing strong and reciprocal partnerships to strengthen understanding of how similar schools actively support students' learning and wellbeing
- Building instructional leadership capacity of leaders to provide targeted instructional guidance and support to teachers based on analysis of student data and feedback, teaching practice and contemporary research on best practice
- Establishing a culture where staff, parents/ carers/kin and the school community actively engaging in activities which support the schools' vision and values.

Download and use the [Identifying where efforts will be prioritised](#) template to help in this process.

Leaders support staff and student wellbeing

School effectiveness starts with confident, committed and passionate leaders and ultimately depends on the people working within schools. The wellbeing of school leaders is central to creating a positive school culture for teaching and learning, as much of a school leader's energy goes into supporting those around them. Taking the time to individually focus on mental health and wellbeing strategies is paramount for effective and sustainable leadership.

The [mental health and wellbeing of leaders](#), teachers, school staff and students is an important priority and the responsibility of all leaders. Effective leadership enhances work in all other FISO 2.0 core elements; engagement, support and resources, teaching and learning and assessment. Leading a school that helps students learn and thrive is a great privilege, bringing with it the opportunity to fundamentally change lives for the better every day.

Schools might consider reviewing the ideas presented in the [Mental health toolkit](#) and scheduling in-depth exploration as part of regular staff or school wide meetings, or looking at the [promoting mental health and wellbeing in your school](#) resources to identify priority actions relevant to supporting the school community.

When leaders narrow their focus to one or two powerful initiatives, they can get amazing results – and love their jobs (Schmoker, 2019).

Develop and plan

Once goals have been set and prioritised, the SIT can develop plans for how these will be achieved, mapping out all possible actions and approaches to building leadership capabilities, then implementing those likely to have the greatest impact given the school's context and constraints.

Use a theory of action to plan backwards from goals

A theory of action describes the relationships between the intended impact, outcomes, outputs and actions to help schools see the changes that will need to occur for implementation to succeed. Schools may choose to develop a theory of action to communicate how change will be achieved and monitored.

Download and complete the [Theory of action](#) template to help in this process.

Develop actions to strengthen leadership capabilities

In planning to strengthen leadership capabilities, the SIT can discuss, adapt and be inspired by the following actions, or define actions specific to their school's context. The actions selected will depend upon the maturity of the school in building leadership capabilities and the schools' context specific goals.

Download and complete the [Mapping possible actions](#) template to ensure benefits and potential barriers for each action are considered.

Schools which are 'embedding' or 'excelling' in the core element of leadership, or which have a sustained focus in this area, could consider:

- Using the Talent Management Framework and Victorian Aspiring Principal Assessment to support succession planning within the school
- Identifying future leaders and creating opportunities for greater responsibility such as acting opportunities or leading projects
- Where internal opportunities are not possible, supporting the ongoing development of leaders within the broader school network or resourcing external opportunities
- Empowering middle leaders to implement whole-school initiatives with a mentor, or to mentor other staff
- Supporting PLC leaders to engage in practice-sharing within and between schools, for example as part of network meetings or formal or informal school partnerships.

Schools which are 'emerging' or 'evolving' in the core element of leadership or which are beginning to focus efforts on this area, could consider:

- Identifying pockets of effective leadership and introducing or strengthening coaching and mentoring structures to spread good practice across the school
- Introducing or strengthening talent identification and development approaches
- Creating opportunities or positions of responsibility for emerging leaders to demonstrate their leadership, with the support of more experienced leaders, including dedicated time to reflect on and discuss evidence of leadership capability growth
- Developing leaders' and teachers' knowledge of effective leadership approaches, and the capability to have productive challenging conversations
- Identifying what support PLC leaders require to develop their own instructional and leadership skills and meeting regularly with PLC leaders to discuss the maturity and impact of the school's PLCs
- Empowering middle leaders by putting in place structures, such as peer-led professional learning for instructional leadership.

In developing actions, the SIT should discuss whether they meet the characteristics of effective implementation:

- Are actions and activities sufficiently 'bite-sized'?
- Are actions easy to understand? Is it clear what will be implemented?
- Can actions be embedded in the school's everyday structures and routines (making them easier to prioritise and adapt to)?
- Is it clear who will be responsible for what, and when? Are there systems for monitoring this?
- Are timelines and monitoring cycles short? (Completion builds satisfaction, opportunity for celebration, acknowledgement of achievement and momentum for further work.)

Illustration of practice

At one school, enrolment data indicated rapid growth changing the student demographics, creating the need to revise and expand the school's organisational structure. Within the school there was a wide variation in the experience of teachers, with some teachers hesitant to take on leadership roles. The school sought to introduce a tiered leadership model to encourage the development of leadership capabilities in emerging leaders.

Impact indicators: (these may for part or schools' 12-month targets)

- Increased percentage of students reporting positively against 'social engagement' in AToSS and decreased proportion of students achieving low growth in standardised assessments such as NAPLAN
- Successful implementation of programs led by emerging leaders

The ultimate impact of the Theory of Action:

- Increased student wellbeing and engagement to enable learning
- Staff empowerment to take risks and build their leadership capabilities in clear roles in a safe and collegiate environment.

Outcomes:

- Increased percentage of teachers reporting positively against School Staff Survey 'Professional Learning' and 'Leadership' modules
- Increased percentage of students reporting positively against 'Sense of inclusion' and 'Teacher concern' in the Student Attitudes to School Survey (AToSS)
- Increased attendance

Outcomes anticipated from the schools' actions:

- Short and medium outcomes
- Structured, collaborative and well-balanced teams across all learning areas which are placed to drive school improvement
- Improved student wellbeing and engagement support to maximise learning growth

Output indicators: (these may also be success indicators in the schools' Annual Implementation Plan):

- Increased number of emerging leaders leading programs in school priority areas
- Increased collaboration across leadership teams formally held by an individual leader
- Decreased response time for sub-school and wellbeing requests for support
- The number of teachers using student wellbeing and inclusive practices increases

Outputs of the schools' actions:

- An agreed tiered leadership structure for the school with clear roles and responsibilities
- Professional development for emerging leaders responsible for key programs at the school
- A whole-school professional learning plan and professional learning sessions in identified priority areas
- Staff Performance Development Plans (PDPs) linked to strategic priorities of the school and the new leadership structure

Paradigms are such that they feed on their own internal momentum. If we get the ingredients right, we can expect accelerated growth and improvement (Fullan, 2021).

Actions:

- With input from staff, the SIT reviewed the existing school leadership structure and identified current needs and challenges.
- A Professional Learning Plan to build the leadership capacity within the school was developed, connecting staff to targeted professional development opportunities which support specific improvement initiatives at the school.
- Key school-wide areas were identified for upskilling of all staff including peer to peer professional development, student wellbeing, and inclusive education practices.

Develop a professional learning plan to sustainably build leadership capabilities

The SIT team can include actions to build leadership capabilities which involve professional learning in the schools' Professional Learning Plan as part of the Annual Implementation Plan. This should consider the 70-20-10 model, that is:

70 per cent of learning happens on the job	20 per cent is learning from others earning from others	10 per cent is formal learning
<ul style="list-style-type: none"> • Being part of a change project • Immersion/community leadership experiences • Applying learning from Bastow Leadership Programs to authentic problems of practice • Applying professional learning received through formal program and courses • Encourage emerging leaders to complete the sample of practice (VAPA) 	<ul style="list-style-type: none"> • One-on-one conversations such as professional conversations, informal and formal mentoring • Within school team meetings such as School Improvement Team meetings or PLCs/PLTs • External networks/ meetings such as principal networks and CoPs 	<ul style="list-style-type: none"> • Bastow Professional Learning • Bastow Strategic Management for School Leaders courses • Quality formal professional learning programs and courses • Post-graduate studies

Resources to support the development of a professional learning plan for leadership include:

- Professional Learning and Development Plan in the school's AIP Guidelines
- Talent management Framework
- Bastow Professional learning calendar and professional learning page
- Leadership Capabilities
- The Practice Principles diagnostic tools
- Victorian Aspiring Principal Assessment.



Implement and monitor

The success of any plan depends on how well it is implemented. Implementation is not a one-off event, but an iterative process of actioning what is planned, identifying and celebrating what is working, and adapting when barriers are encountered, changes occur or plans fall behind schedule.

Monitor staff and student wellbeing

Beyond monitoring the implementation of plans, it is important for the leadership team to monitor staff and student wellbeing within the school community and ensure there are opportunities for staff and students to safely voice concerns, talk about wellbeing and develop the skills to support their own health in a safe environment. Leaders should know and use the available supports available and recommend them to [staff](#) and [students](#) within their schools. As leaders, having open and honest conversations about your own experiences, supports the development of relational trust and demonstrates interpersonal courage which can help staff to feel more comfortable discussing their concerns, as they arise.

Findings from the available literature indicate that while transitions to online and flexible learning are recommended during times of crisis, there are several challenges and implications for supporting the wellbeing of staff and students. At all times schools will need to prioritise health and wellbeing and monitor and respond to student disengagement (Harris et al., 2020a).

A suite of programs to support principal health and wellbeing are offered by the Bastow Institute of Educational Leadership and the Department including:

- The Lead Well Forum which introduces Principals and Network Chairs to emerging wellbeing research and practical strategies to improve wellbeing in their communities, and for themselves.
- Leadership coaching and Principal mentoring which provides personalised support to principals navigating their current roles, challenges, and opportunities.

- Career stage programs (including Connect: Assistant Principals, Evolve: New Principals and WISE: System Leaders) support leaders in developing leadership capabilities including wellbeing.
- Regular [Wellbeing webinars](#) and past recordings are also [available](#).

To support the development of wellbeing across schools, there are a range of regularly updated resources connected to promoting mental health and wellbeing in schools, including resources specifically for teachers and parents such as:

- [The Mental Health Toolkit](#)
- [The Quick Guide to Student Mental Health and Wellbeing Resources](#)
- [The Early intervention in youth mental health \(education.vic.gov.au\)](#)

For principals and assistant principals, the [Principal Health and Wellbeing Services](#) offers a range of technical, administrative and wellbeing focused services. This includes personalised coaching with psychologists through [Proactive Wellbeing Supervision](#), free and confidential health consultations through [Principal Health Checks](#) and more. School staff and their families can also access for free confidential counselling through the Employee Assistance Program (1300 361 008).

What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose—coherence emerges, and powerful things happen (Fullan & Quinn, 2016 p1).

Identify how actions to build leadership capability will be monitored

Monitoring (through the collection and analysis of quantitative and qualitative data) allows leaders to know the practices changing in their schools and determine their impact. Monitoring projects also supports leadership teams to recognise and address issues as they arise and to use their adaptive expertise to adjust the implementation to better address the school's needs. For schools' Annual Implementation Plans, monitoring occurs on a term or semester basis.

For annual monitoring, data collected across Victoria (available in Panorama) may assist a school to assessing impact. At other times, schools will need to develop tailored tools to monitor their implementation of leadership approaches in real-time over shorter inquiry cycles, or at the end of each term.

To monitor actions associated with building leadership capabilities the SIT team may look at:

- Evidence and feedback of leadership impact from shadowing, coaching, observations, interviews, focus groups.
- Feedback or observations from the SEIL
- Tiered discussions with middle leaders about what is, and is not working in implementing planned actions
- Surveys of staff and students
- Data analysed in key school performance reports
- The connection between Key Improvement Strategies and staff Performance and Development Plans
- Rates of staff participation in professional learning or staff feedback on the effectiveness of professional learning
- PLC/PLT agendas, minutes and observations
- Relevant factors from the School Staff Survey including: the 'leading change', 'shielding and buffering', 'understand contribution to school improvement' and 'flexibility' factors.

Download and complete the template for [Identifying how actions will be monitored](#) to document this.

Survey tips

- Short, focused surveys with a clear purpose are most effective for monitoring.
- Questions need to be carefully designed for the audience, use clear and accessible language, and be presented in a logical order (Taherdoost, 2016).
- Pre-test surveys with a small group for feedback before sharing more broadly.
- Combine all monitoring questions for the same group of people into one survey. Consider other ways to minimise the burden of completing surveys.

For more information about real-time data monitoring, see the [Strategic Enablers for Implementation Guide](#).

Implement plans to build leadership capabilities

Once goals are set, plans have been developed, and monitoring tools are in place, school leaders and teachers can implement plans effectively by:

- allocating sufficient time for planned professional learning, coaching, mentoring and collaboration actions
- ensuring the focus of actions is achievable, manageable and precise
- identifying champions of the work and seeking to engage them early
- preparing staff and students for change, and gaining 'buy-in' to the need for change
- establishing and celebrating implementation milestones
- using, reviewing and adapting monitoring tools regularly
- using a variety of evidence to understand changes in practice
- using the improvement cycle over shorter periods to diagnose challenges and adapt implementation.

Case studies in collaborative approaches to building leadership capabilities

- [Sunshine Heights Primary school](#): engaging the community to establish mission and vision statements for the school.
- [Nichols Point Primary School](#): tiered leadership to build teacher capacity and support emerging leaders.

References and resources

Links to key resources

- AITSL - [Resources to build leadership in Australian schools](#)
- [AITSL interactive leadership profiles](#)
- AITSL Professional Practice Resource: [Reframing feedback to improve teaching and learning: Spotlight on feedback and assessment](#)
- [Australian Professional Standard for Principals and the Leadership Profiles](#)
- [Bastow professional learning](#)
- [DET Aboriginal Employment Plan](#)
- [DET Communities of Practice](#)
- [DET Professional Learning Communities](#)
- Professional Learning Communities Maturity Matrix
- DET Professional Practice note (17): [Purposeful collaboration for excellence](#)
- [Implementation guidance on the Policy Advisory Library](#)
- Leading for Impact: [Australian guidelines for school leadership development](#)
- [OECD guide to educational leadership \(2009\)](#)
- [Safe and Well Education Framework V12.pdf](#)
- [Talent management Framework](#) (Bastow course or resources)

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