

Guidelines for Principal Class Performance and Development 2011

Office for Government School Education
Department of Education and Early
Childhood Development Victoria



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Section 1

Background information

The DEECD is committed to ensuring that all school staff, including Principal Class Officers, are provided with objective and constructive feedback on their performance, with consequent opportunities to learn and grow.

Introduction

The Department of Education and Early Childhood Development (DEECD)¹ is committed to providing young Victorians with high-quality education and training to raise achievement levels, reduce disparity in student outcomes in and across schools, and provide opportunities for all students to reach their full potential.

The DEECD is committed to ensuring that all school staff, including Principal Class Officers, are provided with objective and constructive feedback on their performance, with consequent opportunities to learn and grow.

The *Guidelines for Principal Class Performance and Development* outline the Principal Class Performance and Development Process.

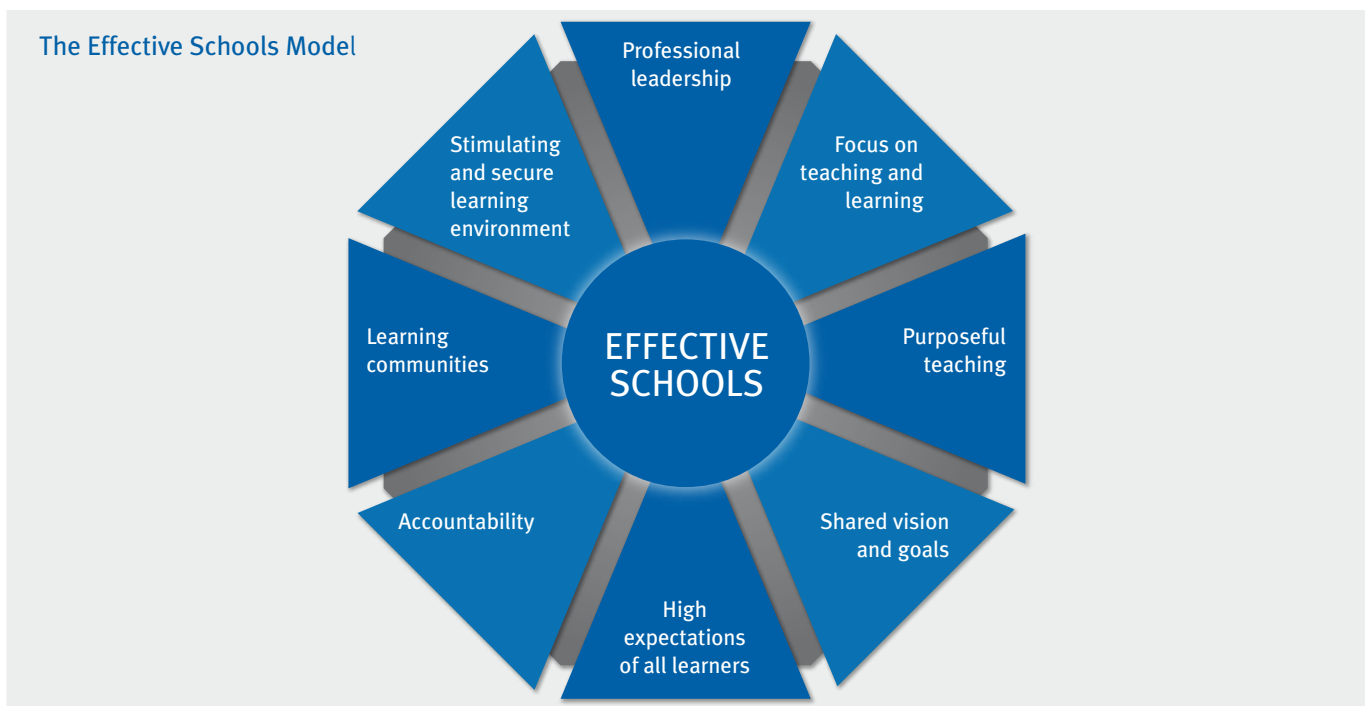
The process provides a framework that all Principal Class Officers will use in planning, reviewing and receiving feedback on school and personal performance.

The process also informs the principal contract renewal process.

Rationale

Figure 1 The Effective Schools Model highlights the crucial role played by school leaders in improving student outcomes. This view is well supported in the research, which shows that:

Figure 1



... leadership has a profound influence on organisational performance and ... Principals exercise a measurable effect on school effectiveness, school improvement and student achievement².

Figure 2 Leadership Framework

The Developmental Learning Framework for School Leaders (Leadership Framework) provides a means through which leaders can explore and understand more fully the nature of leadership and the implications this has for their work. The Leadership Framework defines five critical domains of leadership and the key capabilities that leaders require to create and sustain effective learning environments.

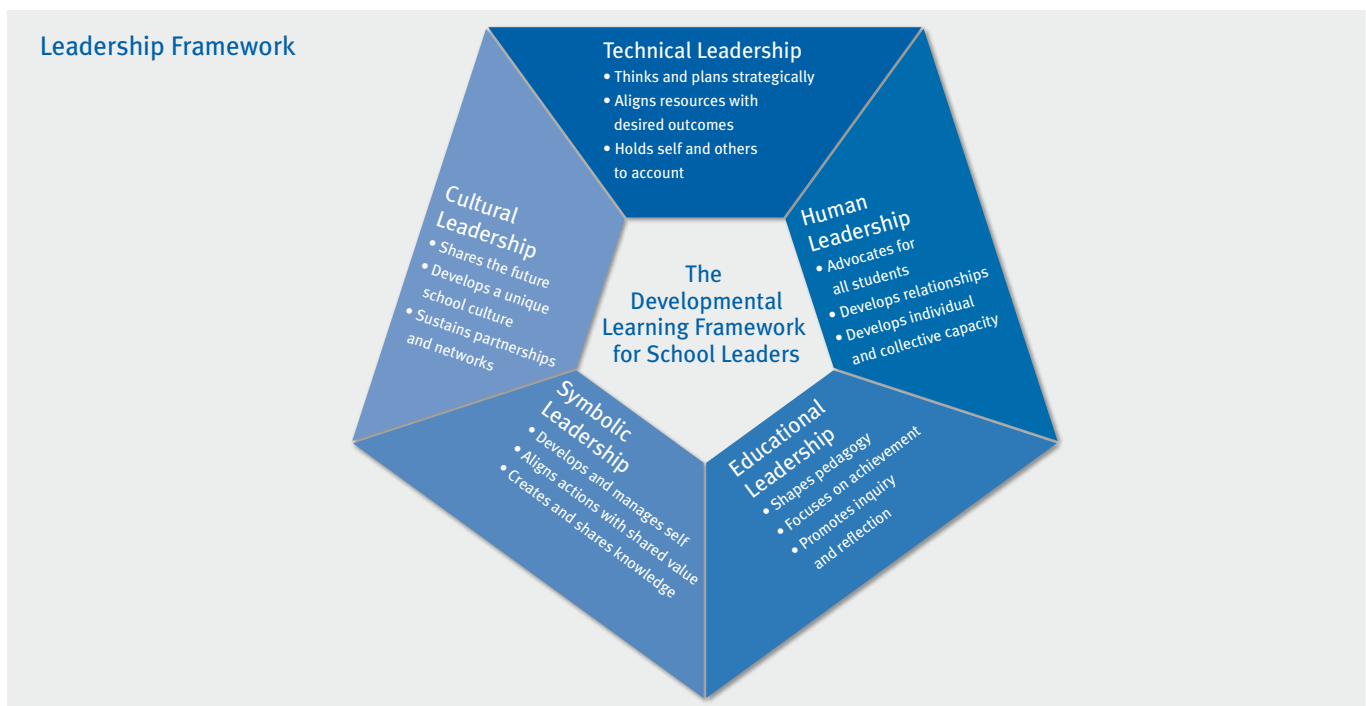
It supports school leaders to reflect on their leadership practice and to identify appropriate learning activities. The Leadership Framework is integral to the Principal Class Performance and Development Process and underpins all leadership and professional learning policies and initiatives within the DEECD.

The capacity of Principal Class Officers to effectively model and support ongoing growth and development is critical to the development of a robust performance and development culture in their schools.

Figure 3 e⁵ Instructional Model

The e⁵ Instructional Model assists school leaders and teachers to develop a shared understanding of how teachers can improve their practice and to focus on their professional learning and growth. It is a framework to inform conversations and guide observation, critique and reflection of classroom practice, to reach agreement about what constitutes high quality instruction and to describe what effective teachers do in the classroom to engage students in intellectually demanding work. Its goal is to ensure that all schools and classrooms improve collectively and continuously in order to provide every child with every opportunity to be successful.

Figure 2



Section 1

Background information (continued)

The process is closely aligned with the School Accountability and Improvement Framework, which provides the strategic planning and operational model for schools. The framework enables Principals to outline the actions their school is taking to improve the learning outcomes for students.

The process is also linked with the principal contract renewal process which places an emphasis on all of the interactions that a principal has with the person responsible for monitoring and reviewing their performance and supporting them to develop and

perform in their role. An underlying assumption in both processes is that principals will, over the course of their contract, acquire a more sophisticated and comprehensive understanding of the knowledge base and skills of an effective educational leader and that they will deploy this knowledge base in increasingly effective ways.

Overall, the Principal Class Performance and Development Process supports the learning and growth of effective school leaders who possess the knowledge, skills and commitment necessary to lead school and system-wide improvement.

Figure 3



Guiding principles

The Principal Class Performance and Development Process is underpinned by the following principles:

- *Focus on school effectiveness and student outcomes*

The process supports and enables Principal Class Officers to focus strategically on the professional learning needs and leadership required to enhance school effectiveness and improve student outcomes.

- *Multiple sources of feedback*

Feedback provides a rich source of information to guide Principal Class Officers' professional learning and enable meaningful measurement of progress at the individual and the school levels.

- *Continuous learning and development*

School improvement is a challenging, long-term process that requires continuous professional learning at all levels (refer to Figure 5). The process stimulates reflection on, and identification of, ongoing growth and development opportunities.

- *Reciprocal responsibility and support*

Individual achievement and system improvement are more readily achieved when Principals, in partnership with their staff, work collaboratively with colleagues, regional and central staff. The process is premised on strong relationships based on regular and focused interactions with reciprocal responsibility and support.

- *Recognition of difference and diversity*

The process enhances effectiveness without a consequent increase in workload and is flexible enough to accommodate the requirements of Principal Class Officers across diverse school settings and stages of development.

Section 2

Overview of the Principal Class Performance and Development Process

Alignment with whole-school planning and review processes

The Principal Class Performance and Development Process is strongly aligned with planning, at both the school and individual level, to improve student outcomes.

The School Accountability and Improvement Framework and the School Compliance Checklist are the main planning and accountability processes used at the school level.

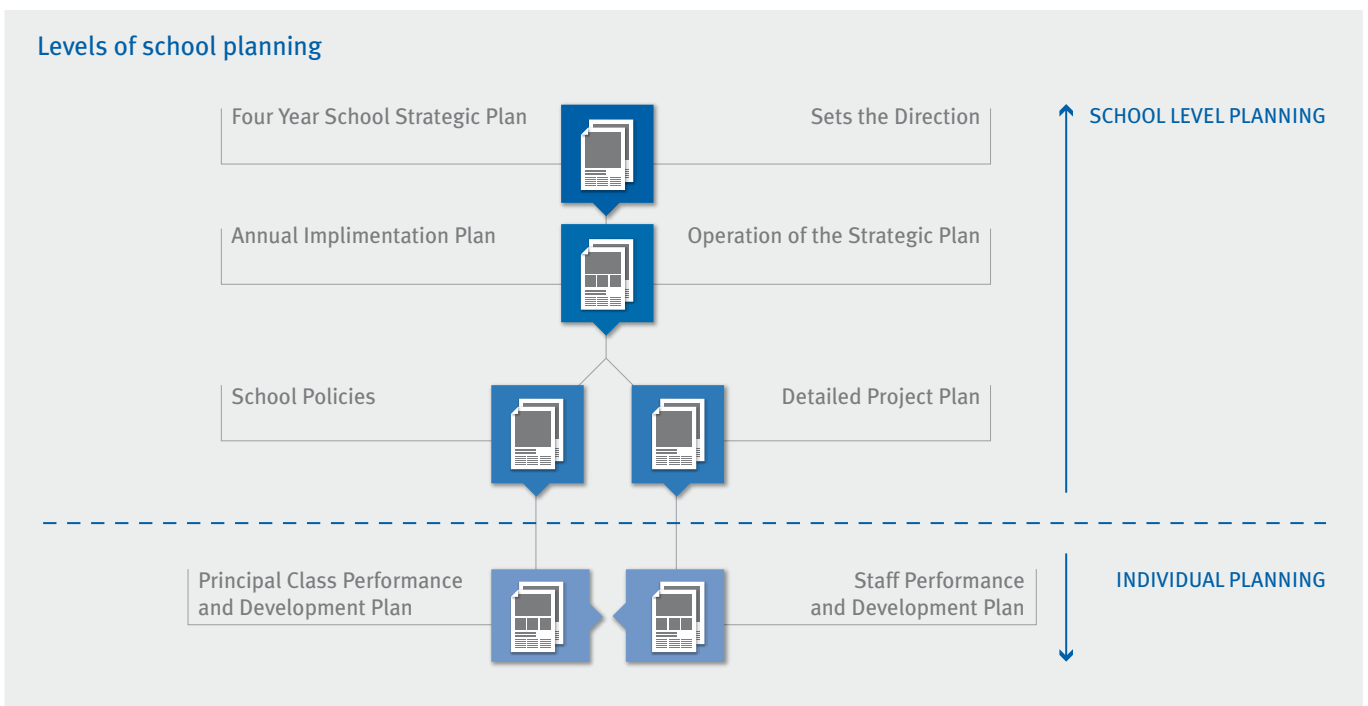
The Principal Class and Staff Performance and Development processes demonstrate accountability at the individual level. The purpose is twofold:

- to document the role the individual will play in achieving the school’s key improvement strategies
- to describe the actions the individual will take to address identified areas for professional learning.

The system and schools can drive improvement when they build groups of people who focus on the powerful work of instructional practice and continuous improvement. (Elmore, R. 2005)³

Schools where all staff work collaboratively to build strong alignment between school-level planning and individual performance and development are better able to improve student outcomes. Therefore,

Figure 4 Levels of school planning



Feedback on school improvement is provided each year in the School Level Report. The quantitative measures detailed in the report combined with school-based quantitative and qualitative measures provide rich data on progress towards achieving the goals, targets and achievement milestones in the School's Strategic Plan and Annual Implementation Plan.

Principal Class and Staff Performance and Development processes need to focus on the school's key improvement strategies and identify the consequent professional growth and development necessary to enable the successful implementation and achievement of goals, targets and milestones. School level planning and individual performance and development planning should be closely aligned and mutually reinforcing (see Figure 4).

Alignment with Principal Contract Renewal Process

The Principal Class Performance and Development Process is a core component of the principal contract renewal process. At the commencement of a contract, the Designated Officer will meet with the principal to set expectations for the life of the contract, including advice on the specific qualities and capabilities they should focus on developing and the role they should play in the region and network to which they belong. These expectations will be reflected in the principal's performance and development plan.

Together with the principal the Designated Officers will design and implement processes that support improved Principal performance and development for the full five years of the contract. They will develop an agreed performance plan that takes account of the relevant school context and the implications this has for the Principal's performance targets. Outcomes of the performance and development cycles over the period of the contract will be included in the process of contract review.

Multiple sources of feedback

No single measure of performance is able to capture the complex nature of a Principal Class Officer's role. Therefore a broad and balanced range of consistent performance measures are built into the Principal Class Performance and Development Process. Multiple sources of feedback are used in relation to both school improvement and leadership development.

Feedback on school improvement is provided each year in the School Level Report. The quantitative measures detailed in the report combined with school-based quantitative and qualitative measures provide rich data on progress towards achieving the goals, targets and achievement milestones in the School's Strategic Plan and Annual Implementation Plan.

Individual feedback on the effectiveness of leadership performance can now be enhanced through the Leadership Framework. The Leadership Framework defines what effective leadership looks like in practice at different developmental and career stages. It will enhance the professional learning conversations between Designated Officers and Principals; Principals and their Assistant Principals; Principals and their leadership teams and within Collegiate Groups. It will inform the professional learning section of the Principal Class Performance and Development Plan. Principal Class Officers are also able to undertake the [iLead 360-degree survey](#) and select professional learning opportunities which are best suited to the domains and capabilities being targeted.

Section 2 Overview (continued)

Other sources of leadership feedback available to Principal Class Officers are described below.

Leadership Module

The Leadership Module is an optional attachment to the Staff Opinion Survey which provides specific feedback from all staff on a Principal's or Campus Principal's leadership performance. The 360-degree feedback in the Leadership Framework provides a smaller but more diverse perspective from staff, colleagues, school and community members, and Designated Officers on leadership in and beyond the school context. The Leadership Module covers most but not all of the capabilities defined in the Leadership Framework.

Upwards appraisal

Principal Class Officers may initiate and formalise feedback from staff and peers on a regular basis regarding their leadership in a particular domain or capability or in relationship to some specific skill development. The online <http://iLead.education.vic.gov.au> 360° Survey is a tool enabling school leaders to be assessed by a variety of people including their manager, peers and reporting staff.

Leadership programs

Principal Class Officers are encouraged to use other relevant information on their leadership effectiveness, such as outcomes from any leadership programs.

When analysing and reflecting on feedback, Principal Class Officers should:

- interpret feedback within the context of the school and its stage of development
- seek improvement over time rather than performance relative to improvement by peers
- seek improvement in relation to the measures of performance most important for their school's performance and their leadership development
- use feedback to initiate discussions which will provide insights into the most relevant leadership issues.

Incorporating multiple sources of feedback into the Principal Class Performance and Development Process is also an important component of strengthening the school's Performance and Development Culture, which has the use of multiple sources of feedback on teacher effectiveness as one of its main elements. The expectation is that Principal Class Officers will act as role models for all teachers by proactively seeking out multiple sources of feedback to develop a greater understanding of their leadership effectiveness.

Leaders should be doing, and should be seen to be doing, that which they expect or require others to do. Likewise, leaders should expect to have their own practice subjected to the same scrutiny as they exercise towards others.⁴

Quality relationships and interactions

The Principal Class Performance and Development Process recognises that quality relationships and interactions are essential sources of support for Principal Class Officers if improvement is to be realised and strategic objectives achieved. The process includes a range of recommended interactions and sources of support.

The types of interactions used by Principal Class Officers (formal meetings, email and telephone contact, informal conversations) will vary according to the stage in the planning cycle, as well as individual needs and preferences. Interactions can include the discussion of plan content and timing. They can provide Principal Class Officers with assistance in the analysis and interpretation of data or with a sounding board on issues. In addition, such interactions can offer different perspectives, debate, and a way to share ideas and support when facing challenging issues.

Interactions can be with the Designated Officer or could include a combination of critical friends and collegiate group as well.

Designated Officer

The Regional Network Leader is the Designated Officer for Principals. The Principal is the Designated Officer for Campus and Assistant Principals. Designated Officers are responsible for managing the Principal Class Performance and Development Process, and providing appropriate support and advice.

They are involved in the Beginning and Annual Review meetings, and are responsible for signing off the Performance and Development Plan.

Critical Friend

A Critical Friend is:

a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend.

A Critical Friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work.⁵

The role is a *strategic* one and provides both support and challenge for Principal Class Officers. A Critical Friend may be:

- a mentor from a program undertaken or completed
- a coach from the Professional Coaching for Principals program
- a colleague in a local school or similar setting
- a retired Principal Class Officer
- the School Council President
- a teacher
- a leader from another organisation or business.

A Critical Friend may be involved in the development of the Performance and Development Plan and provide regular support and advice throughout the year. A Principal Class Officer may also invite a Critical Friend to attend the Beginning and Annual Review meetings.

Support for selecting and working effectively with a Critical Friend can be found in the [Critical Friend Toolkit](#).

Collegiate Group

Collegiate Groups take many forms but they are generally self-nominated and self-directed groups of colleagues prepared to attend regular meetings and work together to provide support and advice in relation to their school's Strategic Plan, Annual Implementation Plan and the Principal Class Performance and Development Plan. The Collegiate Group's focus is school improvement and building leadership capacity. Such a group is typically involved in developing and monitoring school improvement strategies and targets and professional learning challenges and opportunities.

Support material for working effectively with a Collegiate Group can be found in the [Collegiate Group Toolkit](#). [Collegiate Group Case Studies](#) present a diverse range of groups and provide insight into their operations and processes.

Section 2

Overview (continued)

Professional learning

Effective professional learning requires Principal Class Officers to have a sound knowledge and awareness of themselves as learners and a capacity to undertake activities that will enhance knowledge, skills and leadership behaviours across all leadership domains: Technical, Human, Educational, Symbolic and Cultural. The Principal Class Performance and Development Process incorporates regular dialogue and quality conversations both within and beyond the school environment as a collaborative and supportive means of promoting continuous professional learning. A range of effective professional learning models can be incorporated to suit the needs of the individual and the school improvement agenda. The Seven Principles of Highly Effective Professional Learning (see Figure 5) provide a guide as to what should be considered when planning professional learning activities.

Bastow Institute of Educational Leadership

The Bastow Institute of Educational Leadership provides a comprehensive suite of high quality leadership development programs and modules to support the development of effective leadership in government schools. Each program and module is underpinned by the Effective Schools Model and the Leadership Framework.

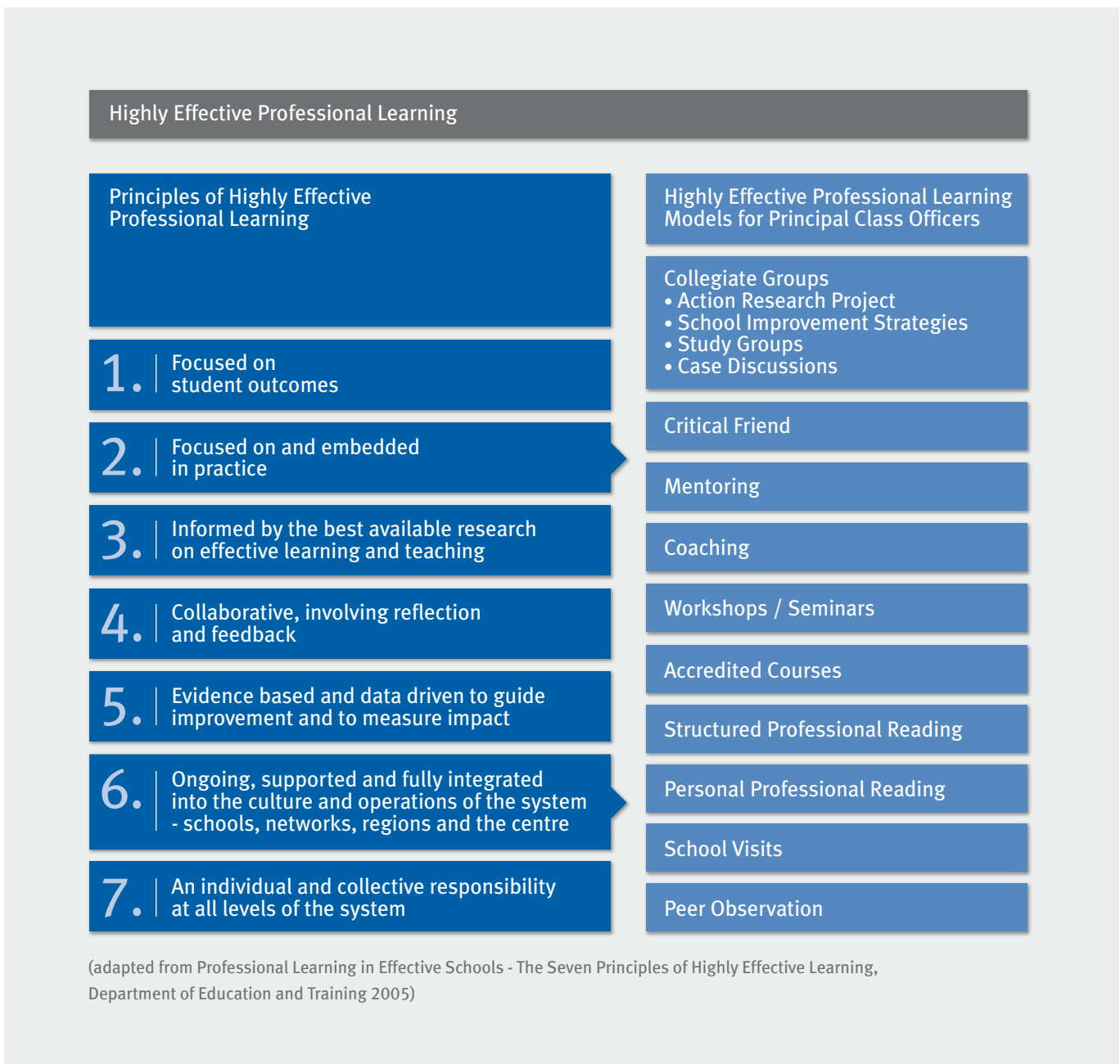
Information about Bastow programs and modules and how to apply can be found at: www.bastow.vic.edu.au.

Principal Class Officers are asked to reflect on their school improvement strategies and their own professional learning needs, and to undertake actions that will build on and further enhance their leadership skills and behaviours. When planning professional learning actions it may also be helpful to consider them as:

- independent action — undertaken alone, such as professional reading
- supported action — supported by a coach, mentor or Critical Friend
- collective action — shared through teams or Collegiate Groups
- formal programs — provided by the DEECD and other organisations.

When leaders engage in continuous professional learning it sends a very powerful signal that a professional learning culture is an essential element of an effective school.

Figure 5 Highly effective professional learning



Section 2 Overview (continued)

Flexibility

The Principal Class Performance and Development Plan provides flexibility in three key areas: plan content, plan timing, and the personnel involved in the process.

The number of key improvement strategies in the School Strategic Plan and Annual Implementation Plan will vary depending on school size and context. The Principal Class Performance and Development Process requires Principal Class Officers to narrow their focus to one or two strategies that are closely linked to their professional

learning focus. It enables them to nominate what is relevant, manageable and achievable.

The Principal Class Performance and Development Plan can cover a period of up to four years to accommodate individual and school needs. Whatever timeframe is selected, an Annual Review Meeting is conducted before 30 April each year.

Principal Class Officers can nominate the types of interactions and the personnel involved (the Designated Officer, a Critical Friend, a Collegiate Group or

The Performance and Development Cycle

The Performance and Development Cycle is summarised in the following table.

Task	Date
<p>At the <u>Annual Review Meeting</u> the Principal Class Performance and Development Plan and the implementation of the current Annual Implementation Plan are discussed in light of progress towards achieving the School Strategic Plan. Two-way feedback and comments are provided and the Principal Class Performance and Development Plan is signed off.</p> <p>A final report will be prepared using a standard report format.</p>	By 30 April 2011
<p>At the <u>Planning Cycle Meeting</u> the content and flexible aspects of the Principal Class Performance and Development Plan are negotiated with the Designated Officer who signs off on the plan.</p>	May 2011
<p>Regular professional interactions take place with the Designated Officer, a Critical Friend, a Collegiate Group or a combination of any of the three to support the implementation of the plan.</p>	Ongoing
<p>A Mid-cycle Self-Evaluation is independently or collaborative completed and forwarded to the Designated Officer for sign off.</p>	By 31 October 2011
<p>Reflection and broad planning processes.</p>	Term 4 2011 and Term 1 2012

a combination of any of the three) in the development, implementation and monitoring of their Principal Class Performance and Development Plan. As a minimum requirement, the Designated Officer is involved in the Beginning and Annual Review meetings, which can be on a one-to-one basis or incorporated in the Critical Friend/Collegiate Group processes.

Annual Review Meeting – by 30 April 2011

The Annual Review Meeting incorporating the End-of-cycle Assessment for Principal Class Officers must be completed before 30 April 2011. The meeting may be conducted solely with the Designated Officer or collaboratively with the Designated Officer, Critical Friend and/or Collegiate Group. At the meeting, the Principal Class Performance and Development Plan and the implementation of the Annual Implementation Plan are discussed in light of progress towards achieving the School Strategic Plan.

The review and evaluation of past performance will naturally lead to discussion about modifications to the existing plan or development of a new plan; therefore Principal Class Officers and Designated Officers may choose to conduct the Annual Review and Beginning-cycle meetings at the same time.

Two-way feedback and comments are provided and the Principal Class Performance and Development Plan is signed off.

In conjunction with the end of cycle performance assessment process a report will be prepared using a standard report format. A copy of the report will be provided on a confidential basis to the Principal and a copy retained by the Regional Director for consideration in contract review and renewal discussions.

Planning Cycle Meeting – May 2011

This meeting can be conducted solely with the Designated Officer or collaboratively with the Designated Officer, Critical Friend and/or Collegiate Group.

At the meeting, the content and timeframe for the Principal Class Performance and Development Plan, and the level of interaction with the Designated Officer, Critical Friend or Collegiate Group, should be discussed and negotiated and the plan signed off.

Previous Principal Class Performance and Development plans, the first release of the School Level Report data in February and the development of the School Annual Report provide opportunities to analyse and reflect on progress in relation to the School's Strategic Plan. This, combined with leadership data, will inform the development of the new Principal Class Performance and Development Plan or modification to the existing plan.

Mid-cycle Self-evaluation – by 31 October 2011

The Mid-cycle Self-evaluation must be completed and forwarded to

the Designated Officer for sign off by 31 October. The self-evaluation can be completed independently or collaboratively with the Critical Friend or Collegiate Group; or following a Mid-cycle meeting with the Designated Officer.

The Mid-cycle Self-Evaluation is used to monitor ongoing progress against school and professional learning achievement milestones and should include relevant evidence.

Principal Class Officers may also negotiate with the Designated Officer to modify their Principal Class Performance and Development Plan if circumstances dictate. This may involve Principal Class Officers changing school, or extenuating school or personal circumstances.

Reflection and broad planning – Term 4 2011 and Term 1 2012

A range of opinion data and some student achievement data are available during Term 4, which informs the school's Annual Report and the development of the Annual Implementation Plan. The Annual Report offers a key opportunity for leaders and schools to reflect on the year's achievements and progress against the School Strategic Plan. For Principal Class Officers these school-level reflection and planning processes combined with self-evaluation of the professional learning aspect of the Principal Class Performance and Development Plan provide a starting point for developing or updating their next plan.

Section 2

Overview (continued)

Responsibilities and accountabilities

Principals

Schedule B of a Principal Class Officer's Contract of Employment includes a role and accountability statement which outlines a broad range of expectations and responsibilities with which all Principals must comply.

The Principal Class Performance and Development Process and documentation do not attempt to capture the fine detail of this complex leadership position. However, the core accountabilities are minimum expectations and therefore a record of satisfactory compliance is incorporated in the Principal Class Performance and Development Plan. Some accountabilities may be specifically included in the Principal Class Performance and Development Plan if it is determined that they are important areas for professional growth.

Principals are the Designated Officer for Campus and Assistant Principals and are responsible for implementing the Performance and Development Process for all staff in their school.

Campus and Assistant Principals

Campus and Assistant Principals play significant leadership roles in their schools. As Principal Class Officers, they must meet the same broad expectations as Principals.

Principals, Campus and Assistant Principals typically work collaboratively to develop and implement the school's Annual Implementation Plan and may focus on different aspects or share the same school improvement focus in their respective Principal Class Performance and Development plans. The professional learning aspect of the plan will differ based on individual areas of responsibility and professional learning needs.

Regional Director

The Regional Director is ultimately responsible for a Principal's Performance and Development Process.

Designated Officer

The Designated Officer is responsible for providing regular feedback and support to help Principal Class Officers enhance their leadership capacity in order to improve their school performance. Designated Officers use multiple sources of feedback, have a good understanding of the specific school context, and have regular formal and informal interactions with their assigned Principal Class Officers.

Section 3

Developing a plan

School improvement focus

The school improvement focus sections of the plan reflect the Principal Class Officer's essential role in school improvement in their school. Performance relates to both school and individual accountability for progress in achieving the goals, targets and achievement milestones detailed in the Strategic Plan.

This element of the Principal Class Performance and Development Plan is captured in a school's Strategic Plan and Annual Implementation Plan and therefore does not need to be duplicated. Both documents should be attached to the completed Principal Class Performance and Development Plan. Every school is expected to have an Annual Implementation Plan (AIP).

The School Improvement Focus section is summarised in the following table.

School Improvement Focus 1 – 2011/12 cycle – Attach a copy of your School Strategic Plan and Annual Implementation Plan (AIP)

Select a Key Improvement Strategy/Significant Project where you will have a hands-on leadership role and which will form the basis for the Professional Learning Focus. Highlight your selection directly onto your AIP or alternatively provide the details below. Also list additional actions which indicate your specific involvement.

1 Key Improvement Strategy/Significant Project (Describe the key improvement strategy/significant project and any links to regional or system priorities)

Actions (Whole school and individual leadership actions)

Achievement Milestones (Changes in practice behaviour)

Section 3

Developing a plan (continued)

In a small school, the Principal may lead all aspects of the Strategic Plan but in larger schools the Assistant Principal and other school leaders may have significant responsibility for specific aspects of the plan. In either case, it is important that Principal Class Officers apply a strategic lens to the selection of the one or two key improvement strategies or significant projects in which they will be actively involved. It is enhanced leadership from the Principal Class Officer that will provide the greatest leverage for improvement.

Information, such as school achievement, opinion survey and leadership data, should also inform the selection of the most relevant key improvement strategies or significant projects. Emerging departmental or legislative priorities that require schools to implement new initiatives may not have been identified through the school based planning processes, for example Ultrahet implementation. These emerging priorities should be linked to key improvement strategies and can be included in this section of the plan.

Principal Class Officers can highlight the selected key improvement strategy directly on their AIP or alternatively provide details in the boxes provided. They also need to list additional actions which indicate their specific involvement in the key improvement strategy or significant project.

Professional learning focus

The development aspect of the Principal Class Performance and Development Process reflects the belief that school improvement can be achieved by building individual and collective leadership capacity.

The professional learning focus relates to the leadership required to successfully implement the school improvement focus nominated in the previous section of the plan. For example leaders may identify the need to develop skills to facilitate implementation of the Ultrahet, knowledge to lead e5 discussions to improve teacher practice, knowledge and skills to lead the school's literacy or numeracy strategy.

The school context and the key improvement strategies nominated may require significant or increased leadership in one or more of the leadership domains.

It is also necessary to reflect on leadership experiences and opportunities and to consider leadership data which can indicate areas of strength and opportunities for improvement.

When establishing the professional learning foci Principal Class Officers should refer to:

- previous Principal Class Performance and Development plans, and recommendations for future action
- leadership feedback as per the Leadership Framework – matrix, self-assessment and iLead 360-degree survey
- student, parent and staff opinion data (particularly the Leadership Module)
- 360-degree feedback and information from any leadership programs undertaken in recent years.

What will I do?:

Principal Class Officers use the Leadership Framework to nominate the focus for their professional learning. They insert the applicable domains, capabilities or profile statements that they wish to develop or improve. They also incorporate specific skills and knowledge to acquire and behaviours to develop in order to make leadership development clear, relevant and achievable.

How will I do this?:

Principal Class Officers indicate the professional learning actions needed to build their capacity (refer to Professional Learning in Effective Schools and Bastow Institute for examples). They should go beyond increasing their

knowledge base and demonstrate a commitment to and engagement in professional development and growth that will enhance their leadership capabilities.

For annual assessment purposes, Principal Class Officers need only to complete Year 1 of this section. They can, however, elect to plan their professional learning over an extended timeframe to accommodate significant leadership development or to align their professional learning to the timelines associated with the school strategic plan. Principals may choose to develop a plan to meet the expectations, identified with the Designated Officer, over the life of their contract.

The Professional Learning Focus section is summarised in the table following.

Professional Learning Focus 1 – 2011/12 Cycle Indicate the Professional Learning required to enhance your leadership skills and support the successful implementation of the above initiative.			
1 What will I do? Insert the relevant domains, capabilities or profile statements from the <u>Developmental Learning Framework for School Leaders</u> that describe the leadership you need to highlight, develop or improve in relation to the above initiative. Include specific skills, knowledge and behaviours.			
How will I do this? What professional learning actions will I undertake to build my own capacity in this area? Refer to <u>Professional Learning in Effective Schools and www.bastow.vic.edu.au</u>		What evidence will I use to measure my progress? What data and achievement milestones (changes in practice and behaviours) will I use to monitor my leadership growth and development? Refer to <u>Summary of Feedback Sources</u>	
Year 1		Year 1	
Year 2		Year 2	
Year 3		Year 3	
Year 4		Year 4	

Section 3

Developing a plan (continued)

What evidence will I use to measure my progress?:

Principal Class Officers indicate what evidence they will use to monitor their growth and development.

They should incorporate data and achievement milestones (refer to [School Improvement Focus](#)).

The individual professional learning focus

The individual professional learning focus section of the plan provides the opportunity for Principal Class Officers to incorporate professional learning that does not directly relate to the school improvement processes but contributes to overall leadership effectiveness. This may include:

- career development opportunities, for example Designated Officer or Principal positions or secondments to regional and central offices
- new roles and responsibilities, for example as a member of the Network Executive
- maintenance or improvement of personal health and wellbeing, for example stress management
- cooperative learning and action research as part of a Collegiate Group
- responding to staff opinion survey and leadership feedback
- further study
- high priority items in order to achieve compliance.

Plan checklist

Before finalising and submitting their plan Principal Class Officers ensure that:

- They have a hands-on role in the leadership of the nominated key improvement strategies
- The professional learning focus is directly related to their key improvement strategies
- They have included health and wellbeing goals and career development goals if appropriate/relevant
- They have used a broad range of tools and data to determine their professional learning needs
- Their learning actions are specific and related to developing their own leadership capacity
- Their achievement milestones measure improvement in relation to their leadership effectiveness and not simply attendance at workshops and seminars

Section 4

Implementing the plan and monitoring progress

Engagement and support

To ensure that the Principal Class Performance and Development Plan is a useful document that contributes to school improvement and leadership effectiveness, the plan needs to be reviewed and monitored on a regular basis. This can occur on many levels and in a range of ways.

Collaboratively developing and regularly monitoring performance and development plans with the leadership team or across the school ensures strong alignment with individual and school planning. It assists in building a culture of collective responsibility for continuous improvement.

Collegiate Groups provide support for school improvement through the sharing of knowledge and expertise. Quality conversations that challenge and stretch perceptions and thinking help to build collective capacity and improved outcomes.

Self-evaluation

A written self-evaluation is expected to be completed and forwarded to the Designated Officer by 31 October for sign off. At the request of the Designated Officer or Principal Class Officer a mid-cycle meeting may complement the self-evaluation.

Evidence and documentation

The core evidence and documentation that informs the Principal Class Performance and Development Plan are:

- School Level Report
- Strategic Plan
- Annual Implementation Plan

- Annual Report
- Network Strategic Plan/
Annual Implementation Plan

Principal Class Officers are also encouraged to include school-based outcomes data and leadership data.

Performance and Development Process outcomes

A satisfactory Principal Class Performance and Development Process outcome is based on three elements – progress towards achieving the school's strategic plan, commitment to and engagement in professional growth and development, and adherence to the core roles and accountabilities set out in the contract of employment.

If the outcome for a Principal Class Officer is considered unsatisfactory, the unsatisfactory performance procedures should be implemented. These can be accessed at: <http://www.education.vic.gov.au/hrweb/workm/perform/conduct.htm>. The unsatisfactory performance procedures are designed to support Principal Class Officers in raising their performance to the required standard. It is the Department's responsibility to provide appropriate and timely support, and opportunities for the Principal Class Officer to demonstrate improvement.

A Principal Class Officer who does not agree with a Performance and Development Process outcome may lodge a personal grievance.

Information on grievance procedures can be obtained from the Merit Protection Board Website at www.mpb.vic.gov.au

Section 5

Further support and information

Online support

A website has been established where all the documentation and support material associated with the Principal Class Performance and Development Process can be accessed. If there are difficulties accessing this site please contact Effie Kene by telephone 03 9651 4481 or by email at kene.effie.e@edumail.vic.gov.au

Documentation

The following documentation can be accessed via the website.

- Portrait plan proformas for Principals and Campus and Assistant Principals
- Summary of Feedback Sources related to leadership effectiveness
- Professional Reading Reference List - a list of recommended texts and articles and related DEECD resources
- Critical Friend Toolkit - information and support materials for working with a Critical Friend
- Collegiate Group Toolkit - information and support materials for working as a Collegiate Group

Effective Schools Model

<http://www.education.vic.gov.au/studentlearning/teachingresources/english/improvstudlit.htm>

Professional Learning in Effective Schools – The Seven Principles of Highly Effective Professional Learning

<http://www.eduweb.vic.gov.au/edulibrary/public/staffdev/teacher/induction/ProfLearningInEffectiveSchools.pdf>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

Bastow Institute Programs

www.bastow-vic.edu.au

The Developmental Learning Framework for School Leaders

http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/leader/developmental_learning_framework_20070418.pdf

[ilead 360^o Survey](#)

[e⁵ Instructional Model](#)

Endnotes

- ¹ The Department of Education & Training became the Department of Education in December 2006 and the Department for Education became the Department of Education and Early Childhood Development in September 2007.
- ² Zbar, V. (2003). 'Teaching Workforce Models and Trends: Literature Review'. Paper commissioned by the Office of School Education, Department of Education & Training.
- ³ Elmore, R. (2005). Video interview on school improvement and Principal Class Performance and Development, Department of Education & Training.
- ⁴ Elmore, R. (2000). *Building a New Structure for School Leadership*. The Albert Shanker Institute, Washington, DC.
- ⁵ Costa, A. & Kallick, B. (1993). 'Through the Lens of a Critical Friend'. *Educational Leadership*, 51(2), 49–51.

Further information

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