Guidelines for
Principal Class Performance
and Development 2007

Office of School Education
Department of Education, Victoria
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Section 1  Background information

Introduction
The Department of Education (DoE)\(^1\) 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 DoE is also 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. Development of the process was informed by the Schools Workforce Development Strategy report\(^2\) and extensive consultation and piloting in 2005 involving Senior Education Officers and 200 Principals from across the state.

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

Rationale

Figure 1  The Effective Schools Model

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:

... leadership has a profound influence on organisational performance and ... Principals exercise a measurable effect on school effectiveness, school improvement and student achievement\(^3\).

The DoE selected the Sergiovanni Model of Transformational Leadership (see Figure 2) as a means through which leaders can explore and understand more fully the nature of leadership and the implications this has for their work. The model defines five critical domains of leadership that capture the essential work of school leaders. This model is integral to the Principal Class Performance and Development Process and underpins all leadership and professional learning policies and initiatives within the DoE.

\(^1\) Department of Education
\(^2\) Schools Workforce Development Strategy
\(^3\) The Effective Schools Model
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.

The process is closely linked 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 and to achieve the Government’s objectives and priorities for education.

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.

**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 *Professional Learning in Effective Schools – The Seven Principles of Highly Effective Professional Learning*). 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 Strategic Plan](#) (or Charter) and the [Annual Implementation Plan](#) are the main planning processes used at the school level.

The Principal Class and Staff Performance and Development Plan is employed at the individual level. Its 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.

Richard Elmore asserts that 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. 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 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 3).
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 (or Charter) and Annual Implementation Plan.

Individual feedback on the effectiveness of leadership performance can now be enhanced through the new Developmental Learning Framework for School Leaders (Leadership Framework). The capabilities required of school leaders in Victorian government schools are articulated using Sergiovanni’s Model of Transformational Leadership as the conceptual framework. The Leadership Framework defines what effective leadership looks like in practice at different development and career stages. It will enhance the professional learning conversations between Senior Education Officers and Principals, and Principals and their Assistant Principals, and leadership teams and inform the professional learning section of the Principal Class Performance and Development Plan. In the future Principal Class Officers will also be able to undertake on-line self-
assessments and 360-degree assessments and select professional learning opportunities which are best suited to the domains and capabilities being targeted.

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 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.

**Leadership programs**
Principal Class Officers are encouraged to use other relevant information on their leadership effectiveness, such as 360-degree feedback or 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 *Creating and Supporting a 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.⁵
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 change 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 Friend and Collegiate Group as well.

Designated Officer

The Regional Director’s nominee 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.

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 Coaching to Enhance the Capabilities of Experienced Principals or Building the Capacity of Principals of Small Schools programs
- 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 (or Charter), 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. Collegiate Groups, as part of the Principal Class Performance and Development Process, are relatively new and still evolving.

A documentation process was undertaken in 2006 by the DoE to report on the initial experiences of Collegiate Groups. The Collegiate Group Documentation Report is available online and details the approach to Collegiate Groups from the perspective of Regional Offices, groups and individuals. The findings are very positive, indicating that participants acknowledged the value of this approach.

The report supports the inclusion of Designated Officers in Collegiate Groups. The Designated Officer may request or be invited to join. As a member of the group, the Designated Officer participates in discussions, shares aspects of their own Performance and Development Plan, where relevant, and contributes to the group processes. If the Designated Officer is involved, the Collegiate Group may also participate in the Beginning and Annual Review meetings.

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.

**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 of the Sergiovanni domains. 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 4) provide a guide to what should be considered when planning professional learning activities.
### Highly Effective Professional Learning

**Principles of Highly Effective Professional Learning**

- **One**
  - Focused on student outcomes
- **Two**
  - Focused on and embedded in practice
- **Three**
  - Informed by the best available research on effective learning and teaching
- **Four**
  - Collaborative, involving reflection and feedback
- **Five**
  - Evidence based and data driven to guide improvement and to measure impact
- **Six**
  - Ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre
- **Seven**
  - An individual and collective responsibility at all levels of the system

**Highly Effective Professional Learning Models for Principal Class Officers**

- **Collegiate Groups**
  - Action Research Project
  - School Improvement Strategies
  - Study Groups
  - Case Discussions
- **Critical Friend**
- **Mentoring**
- **Coaching**
- **Workshops / Seminars**
- **Accredited Courses**
- **Structured Professional Reading**
- **Personal Professional Reading**
- **School Visits**
- **Peer Observation**

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 – supported through teams or Collegiate Groups
- formal programs – provided by the DoE and other organisations.

The [Learning to Lead Effective Schools](#) booklet and website provide a range of DoE professional learning programs for current and aspirant leaders.
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.

**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 (or Charter) 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 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.

**The Performance and Development Cycle**

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
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<tr>
<td>At the Beginning Cycle Meeting 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.</td>
<td>By 30 April 2007</td>
</tr>
<tr>
<td>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.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>A self-evaluation is independently or collaboratively completed and forwarded to the Designated Officer.</td>
<td>By 31 October 2007</td>
</tr>
</tbody>
</table>
At the Annual Review Meeting the Principal Class Performance and Development Plan and the implementation of the 2007 Annual Implementation Plan are discussed in light of progress towards achieving the School Strategic Plan (or Charter). Two-way feedback and comments are provided and the Principal Class Performance and Development Plan is signed off.

By 30 April 2008

**Beginning Cycle Meeting – by 30 April 2007**

This meeting can be conducted solely with the Designated Officer or collaboratively with the Designated Officer and the Critical Friend 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 (or Charter). This will inform the development of the new Principal Class Performance and Development Plan or modification to the existing plan.

Key issues to consider include:

- what key improvement strategies will form the focus of the plan
- what professional learning is required
- what measures (data and achievement milestones) can be used to monitor progress.

**Mid-cycle self-evaluation – by 31 October 2007**

Principal Class Officer self-evaluation can be completed independently or collaboratively with the Critical Friend or Collegiate Group. The results are forwarded to the Designated Officer by 31 October. The Mid-cycle Self-Evaluation form can be used to monitor ongoing progress.

Key issues to consider include:

- what was planned
- what has been achieved so far and what evidence of achievement is available
- what has not been achieved yet and why
- whether the plan needs to change.
**Reflection and broad planning – Term 4 2007 and Term 1 2008**

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 2008 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 (or Charter). 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.

**Annual Review Meeting – by 30 April 2008**

The Annual Review Meeting incorporating the [End-of-cycle Assessment](#) for Principal Class Officers must be completed before 30 April 2008. 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 2007 Annual Implementation Plan are discussed in light of progress towards achieving the School Strategic Plan (or Charter).

Key issues to consider include:

- what was planned
- what was achieved and why
- what was not achieved and why
- what can be learnt from this.

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.

**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. Some school management and operational areas 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. The Regional Director nominates Assistant Regional Directors or Senior Education Officers as Designated Officers for Principals.

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 performance aspect of the Principal Class Performance and Development Process reflects the Principal Class Officer’s essential role in school improvement. Performance relates to the school’s progress in achieving the goals, targets and achievement milestones detailed in the Strategic Plan (or Charter).

This element of the Principal Class Performance and Development Plan is captured in a school’s Strategic Plan (or Charter) 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. While the school’s current Charter can take the place of the Strategic Plan, every school is expected to have an Annual Implementation Plan.

<table>
<thead>
<tr>
<th>School Improvement Focus 1 – 2007/08 Cycle– Attach a copy of your School Strategic Plan/Charter and Annual Implementation Plan (AIP)</th>
</tr>
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<tbody>
<tr>
<td>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. Select the relevant sections directly from your AIP. Also list additional actions which indicate your specific involvement.</td>
</tr>
<tr>
<td><strong>Actions</strong> (What)</td>
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<td>1</td>
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</table>
In a small school, the Principal may lead all aspects of the Strategic Plan (or Charter), 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.

Principal Class Officers can incorporate the relevant sections directly from their Annual Implementation Plan. 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 primarily relates to the leadership required to successfully implement the school improvement focus nominated in the previous section of the plan. 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 focus 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 or 360-degree assessment
- student, parent and staff opinion data (particularly the Leadership Module)
- 360-degree feedback and information from any leadership programs undertaken in recent years.
**Professional Learning Focus 1 – 2007/08 Cycle**

Indicate Professional Learning to enhance your leadership skills which will support the successful implementation of the above Key Improvement Strategy/Significant Project.

<table>
<thead>
<tr>
<th>What will I do? Which Sergiovanni leadership domain(s) and capabilities do I need to highlight, develop or improve in relation to the above school improvement focus? Refer to the Developmental Learning Framework for School Leaders.</th>
<th>How will I do this? What professional learning actions will I undertake to build my own capacity in this area? Refer to Professional Learning in Effective Schools and Learning to Lead Effective Schools</th>
<th>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 Summary of Feedback Sources.</th>
</tr>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Domain(s)</strong></td>
<td><strong>Capabilities</strong></td>
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<td></td>
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<td>Specific Knowledge, Skills, Behaviours</td>
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Column 1: Principal Class Officers nominate the Sergiovanni leadership domains and capabilities that will be the focus for their professional learning (refer to the Leadership Framework). They provide details of the leadership capabilities they intend to develop.

Column 2: Principal Class Officers indicate the professional learning actions needed to build their capacity (refer to Professional Learning in Effective Schools and Learning to Lead Effective Schools for examples). They should go beyond increasing their knowledge base and design actions that will enhance their leadership capabilities.

Column 3: 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 optional 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 Annual Implementation Plan but contributes to overall leadership effectiveness. This may include:

- career development opportunities, for example Acting Senior Education Officer or Principal positions or secondments to regional and central offices
- new roles and responsibilities, for example Network Chair
- maintenance or improvement of personal health and wellbeing, for example stress management
- cooperative learning and action research as part of the Collegiate Group approach
- responding to leadership feedback
- high priority items in order to achieve compliance.
Plan checklist
Before finalising and submitting their plan Principal Class Officers ensure that:

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

Principals may also 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.eduweb.vic.gov.au/hrweb/workm/perform/unsatisTS.htm](http://www.eduweb.vic.gov.au/hrweb/workm/perform/unsatisTS.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 Registrar, Merit Protection Board, telephone 94125180 or at [www.mpb.vic.gov.au](http://www.mpb.vic.gov.au)

**Section 5  Further support and Information**

**SharePoint**

A SharePoint site ([http://teams.education.vic.gov.au/Blueprint/prinp&d/](http://teams.education.vic.gov.au/Blueprint/prinp&d/)) has been established where all the documentation and support material associated with the Principal Class Performance and Development Process can be accessed. Access to the site is via the Principal Class Officer's edumail log-on and password. If there are difficulties accessing this site please contact Gay Mistretta on 9637 2287 or mistretta.gay.s@edumail.vic.gov.au or the School System Development Division on 03 9637 2357.
**Documentation**

The following documentation can be accessed via the SharePoint site or directly via the relevant hot link:

- plan proformas for Principals and [Campus and Assistant Principals](#)
- Mid-cycle Self-evaluation form
- End-of-cycle Assessment form
- summary of feedback sources - related to leadership effectiveness
- reference material - a list of recommended texts and articles and related DoE resources
- Sergiovanni synopsis - a short paragraph summarising each of the Sergiovanni domains
- 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
- Collegiate Group case studies

**Websites and resources**

Principal Class Performance and Development


Effective Schools Model


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


School Accountability and Improvement Framework


School Leadership Programs

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Endnotes

1 The Department of Education & Training became the Department of Education in December 2006.

2 The findings and recommendations summarised in this document are the results of a 14-week study conducted by The Boston Consulting Group and commissioned by the Department of Education & Training. Refer to:


