Learning Intention

To share our context and provide examples of how we have achieved excellence in every classroom, by building leadership capacity within our school.

Context

Geographic details

- Region: North-Eastern Victoria
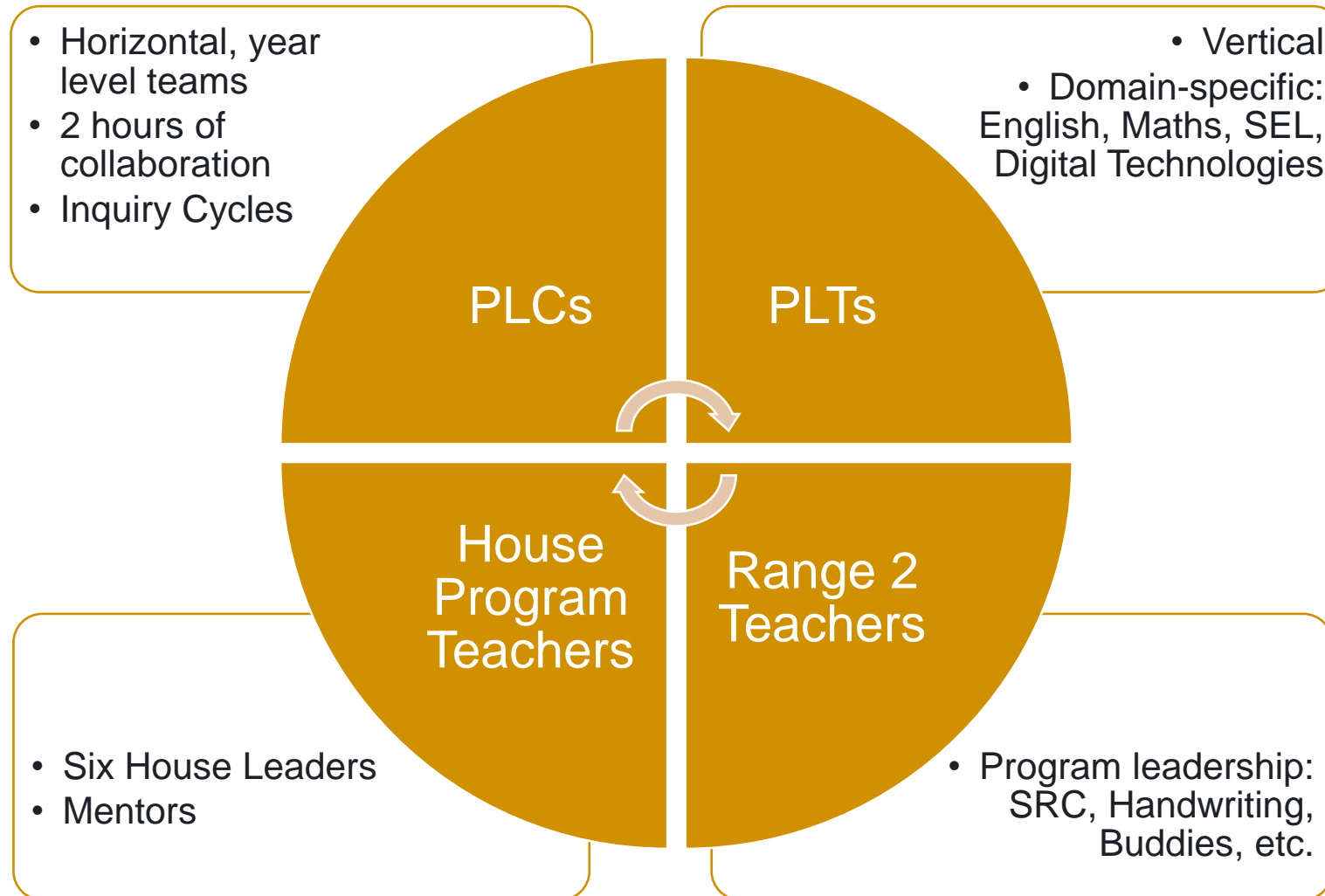- Area: Inner Eastern Melbourne
- Network: Manningham

Enrolment Details

- Enrolments: 802
- SFOE: 0.1339
- LBOE: 91%
- EAL Enrolments: 382
- Aboriginal Enrolments: 2.0
- International Students: 4.0
- NCCD Enrolments: 89

School Staff

- 66 staff
- 4 Principal-class
- 7 Range 3 Teachers
- 52 Teachers
- 10 ES Staff

Beverley Hills Primary School

- Horizontal, year level teams
- 2 hours of collaboration
- Inquiry Cycles

- Vertical
- Domain-specific: English, Maths, SEL, Digital Technologies

PLCs

PLTs

House Program Teachers

Range 2 Teachers

- Six House Leaders
- Mentors

- Program leadership: SRC, Handwriting, Buddies, etc.

Personal Reflection

Reflect on your journey.

What were the enablers that led to your movement from teacher to School Leader?

2 mins
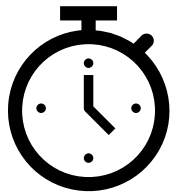
Pair Share

Enablers

Identification

> Know staff
> Recognise interests and/or talents
> Encourage development

Professional Learning

> Prioritise a learning culture
> Provide opportunities for staff to see themselves as part of a wider system (DE)
> Provide career-stage Professional Learning
> Support staff in the transition from teacher to teacher-leader

Structures and Processes

> Whole-school collaboration norms
> Accountability structures: AIP, role descriptions, goal-setting, check-ins
> Supports: Mentoring, Coaching
> Autonomy

"Effective leadership at all levels is the key to sustained improvement."

Michael Fullan

Graduates

Identification

> Recruitment

> Opportunity to lead within the school:

1. PLT representative
2. House Program
3. PLC Leader

Professional Learning

> PLCs

> PL in school practices, as well as DE frameworks, e.g., FISO 2.0 and VTLM 2.0

> 'Starting Strong' DE Professional Learning/ Graduate Teacher Conference

> The Academy's 'Inspire' course

Structures and Processes

> Induction

> PLC Collaborative Planning

> Lesson plans

> Learning Specialist: Pedagogy

> PLC Inquiries

> PLTs

> PLC Capability Days

"It is the role of all staff to demonstrate educational leadership through student-centred decision making, with leaders at all levels responsible for engaging colleagues in professional discussions about effective teaching."

The Academy of Leadership Excellence Framework

School Reflection

Reflect on your individual school context.

How do you currently build the leadership capacity of your beginning teachers?

Are there any enablers you could add?

2 mins

Graduates

Identification

> Recruitment

> Opportunity to lead within the school:

1. PLT representative
2. House Program
3. PLC Leader

Professional Learning

> PLCs

> PL in school practices, as well as DE frameworks, e.g. FISO 2.0 and VTLM 2.0

> 'Starting Strong' DE Professional Learning/ Graduate Teacher Conference

> The Academy's 'Inspire' course

Structures and Processes

> Induction

> PLC Collaborative Planning

> Lesson plans

> Learning Specialist: Pedagogy

> PLC Inquiries

> PLTs

> PLC Capability Days

Range 2

Identification

> Career-stage
> Individual interests/talents

Professional Learning

> Area-specific PL as required
> The Academy's career-stage PL:

- Local Leaders: Literacy/Numeracy
- Impact: Emerging Leaders
- TEP program

Structures and Processes

> Expectation to lead an area at the school
> Role preference
> Thinking and Planning Tools:

1. Clarify Canvas
2. Rapid Action Plan
3. Stand-up Meeting

> Mentoring
> Autonomy

"Teaching Professional Identity (TPI) has the potential to play a fundamental role for quality of teaching, professional development and a successful long-term career in the teaching profession."
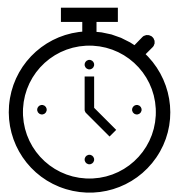
Suarez and McGrath

School Reflection

Reflect on your individual school context.

How do you currently build the leadership capacity of your Range 2 teachers?

Are there any enablers you could add?

2 mins

Range 2

Identification

> Career-stage
> Individual interests/talents

Professional Learning

> Area-specific PL as required
> The Academy's career-stage PL:

- Local Leaders: Literacy/Numeracy
- Impact: Emerging Leaders
- TEP program

Structures and Processes

> Expectation to lead an area at the school
> Role preference
> Thinking and Planning Tools:

1. Clarify Canvas
2. Rapid Action Plan
3. Stand-up Meeting

> Mentoring
> Autonomy

Range 3

Identification

> Leadership aspirations

> Individual interests

> Talent identification
   - Initiative
   - Collaboration
   - Open to Learning
   - Impact

Professional Learning

> Area-specific PL as required

> The Academy's 'Create' course

> External learning walks

> Network Learning Days and Middle-Leader Dinners

Structures and Processes

> Clearly-defined role within the AIP

> PLT Leader

> SIT Member: strategic planning and progress monitoring

> School learning walks

> Mentorship/Coaching

> Autonomy

"*Leadership is the second most important factor influencing student outcomes after teaching and learning.*"

Teacher Leader Development: Literature Review
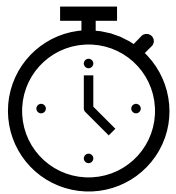
NSW Department of Education

School Reflection

Reflect on your individual school context.

How do you currently build the leadership capacity of your more experienced teachers?

Are there any enablers you could add?

2 mins

Range 3

Identification

> Leadership aspirations

> Individual interests

> Talent identification

- Initiative
- Collaboration
- Open to Learning
- Impact

Professional Learning

> Area-specific PL as required

> The Academy's 'Create' course

> External learning walks

> Network Learning Days and Middle-Leader Dinners

Structures and Processes

> Clearly-defined role within the AIP

> PLT Leader

> SIT Member: strategic planning and progress monitoring

> School learning walks

> Mentorship/Coaching

> Autonomy

Assistant Principal

Identification

> Leadership aspirations

> Individual interests

> Talent identification
- Initiative
- Collaboration
- Open to Learning
- Impact

Professional Learning

> DE PLs

> External learning walks

> Network Learning Days

> Network Conference

> Area Forums

> State Conference

> The Academy's UP and VAPA

Structures and Processes

> Leadership team member

> SIT member

> School-wide data review, strategic planning and progress monitoring

> Student Engagement and Wellbeing

> School learning walks

> Mentorship/Coaching

> Autonomy

"Empowering teacher leadership transforms education by strengthening teachers, schools, and the entire system, leading to significant positive impacts in student outcomes."

School Leadership Institute: Teacher Leader Development

Overview

Graduates

> Real Responsibility
- PLC member (rotating roles)
- PLT representative
- House Mentor Leader

> Leadership Training
- The Academy's Inspire Course

> Mentoring

Range 2

> Range 2 Leadership Role

> Career-stage Training:
- Local Leaders: Literacy/Numeracy
- Impact: Emerging Leaders
- Teaching Excellence Program (TEP)

> Thinking and Planning tools:
1. Clarify Canvas
2. Rapid Action Plan
3. Termly Progress Meetings

Range 3 / AP

> Talent identification
- Initiative, Collaboration, Open to Learning, Impact

> SIT / Leadership Team member

> 1:1 career planning

> Career-stage Training:
- Create, UP, VAPA

> System collaboration: Network, Area, State

Questions?

Victorian Academy
of Teaching and Leadership

Thank you

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