360°
Reflection Tool

Australian Professional Standard for Principals

360° Reflection Tool
User Guide

March 2015

aitsl
Australian Institute
for Teaching and
School Leadership
Limited

Contents

Australian Professional Standard for Principals

Endorsed by Ministers at the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in July 2011, the Australian Professional Standard for Principals[1] (the Standard) describes the leadership requirements and professional practices of principals, making explicit the role of quality school leadership in improving learning outcomes for all Australian students.

The Standard:

- defines the role of the principal and unifies the profession nationally

- describes the professional practice of principals in a common language

- makes explicit the role of quality school leadership in improving learning outcomes

- sets out what principals are expected to know, understand and do to achieve excellence.

The strength of the Standard will be in its implementation, ownership and engagement by the profession.

The Standard is based on three leadership requirements:

- Vision and values

- Knowledge and understanding

- Personal qualities, social and interpersonal skills.

These requirements are enacted through the following five professional practices:

- Leading teaching and learning

- Developing self and others

- Leading improvement, innovation and change

- Leading the management of the school

- Engaging and working with the community.
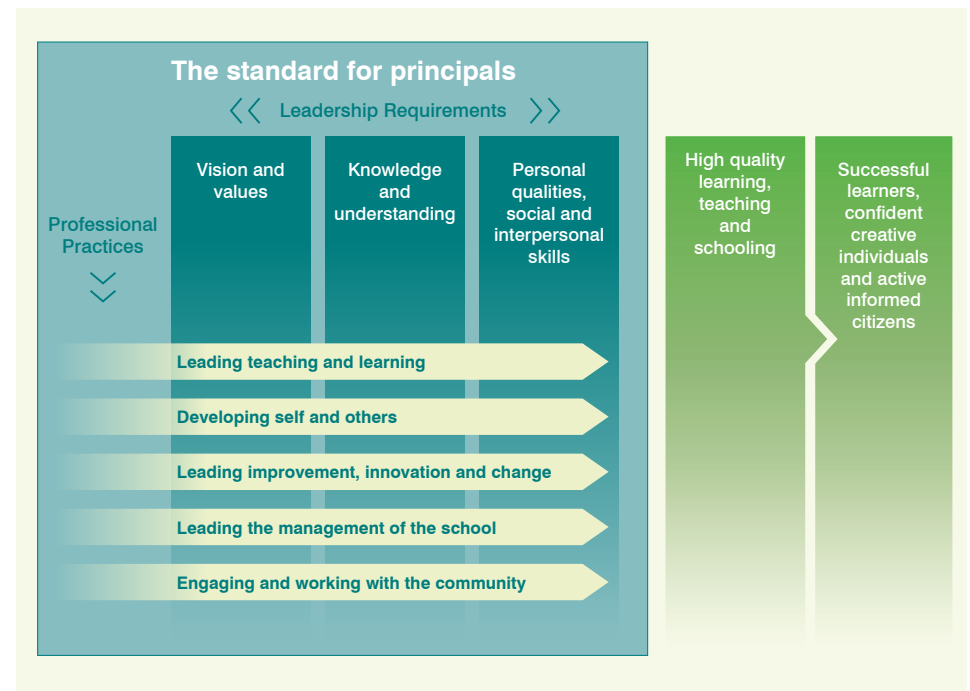
1 Formerly the National Professional Standard for Principals.

About the 360° Reflection Tool

The 360° Reflection Tool is aligned with the Standard and will provide principals and school leaders the opportunity to:

- reflect on their leadership capacity
- monitor change in their leadership behaviour and actions
- learn more about their strengths
- better understand and explore opportunities for improvement
- gather critical feedback on their performance
- connect with the Standard
- gather formative feedback on the leadership behaviours they exhibit in their daily work
- use feedback to reflect on their leadership and develop a leadership action plan
- use feedback as one element of their professional appraisal
- plan professional learning and development opportunities for themselves
- compare their results with those of other Australian school leaders.

The 360° Reflection Tool is underpinned by research[2]. The development involved high level advice from the profession about the behaviours that are demonstrated when enacting the three leadership requirements and five professional practices of the Standard.

The 360° Reflection Tool does not seek feedback on the quality of behaviours, that is, 'how well' a behaviour is exhibited. Rather, the 360° Reflection Tool is designed to capture feedback on the frequency of the behaviours exhibited by principals.

In order to use the 360° Reflection Tool and achieve maximum benefit, it is important to have an understanding of the Standard, its purpose and how to apply the Standard within current and future contexts. This will allow principals/school leaders to better understand the feedback received via the 360° Reflection Tool, and use it to inform future development.

The principal/school leader will be required to complete four key elements:

- Demographics information: a description of participant data
- School context: the contextual background information about the school, its location, population, student cohort, vision/mission and other relevant details
- Survey: reflection on frequency of own behaviours in relation to the Standard
- Reflective comments: additional commentary on own strengths and areas for development (optional)

The principal/school leader will also be required to select a number of raters to complete two key elements:

- Survey: rate the frequency of behaviours exhibited by the principal/school leader in relation to the Standard
- Reflective comments: additional commentary on the principal/school leaders strengths and areas for development (optional)

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2   The 360° Reflection Tool has been developed by AITSL in cooperation with Hay Group, a global management consulting firm. Hay Group is a widely recognised leader in the development, identification and application of competencies to generate enhanced leadership, and individual and organisational performance. The 360° Reflection Tool is a result of Hay Group's 40 years of experience and research in competency models and 360 degree survey development, as well as the strong consultative process that was undertaken with the profession by AITSL.

How to use the 360° Reflection Tool

This user guide has been developed to support you in your development, in conjunction with the 360° Reflection Tool.

Its aim is to help you develop the attributes embodied by the Standard and to aid you in planning ongoing development.

Prepare

1 Visit — www.aitsl.edu.au/360 to access resources which support the 360° Reflection Tool

2 Prepare — to select raters representing the following groups, with at least 5 raters per group:

a) staff
b) leadership team
c) students (suitable for secondary students)
d) principal peers
e) others

Rater groups are to be activated at the school leaders discretion. You are not required to activate all rater groups.

Register

3 Visit — www.aitsl.edu.au/360 to register

4 Pay — complete payment

Participate

5 Receive — email advising login details

6 Commence — the 360° Reflection Tool which involves:

a) nominating raters
b) completing the survey for self
c) completing My School Context
d) completing reflective comments

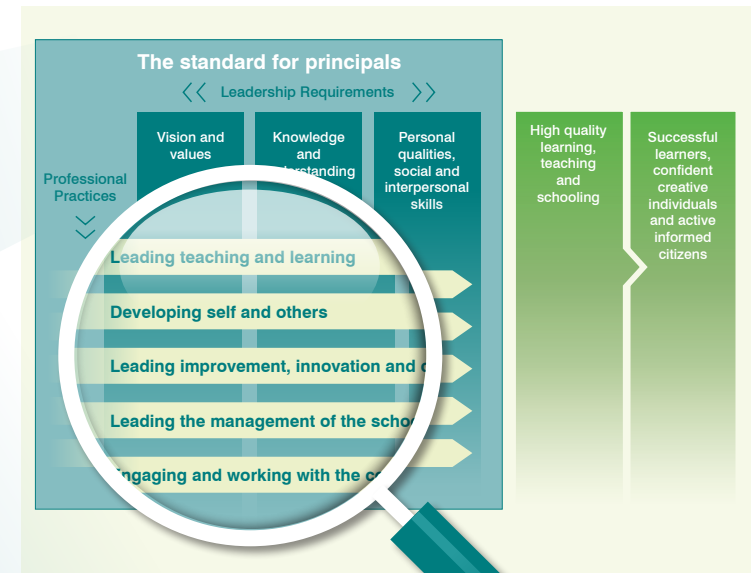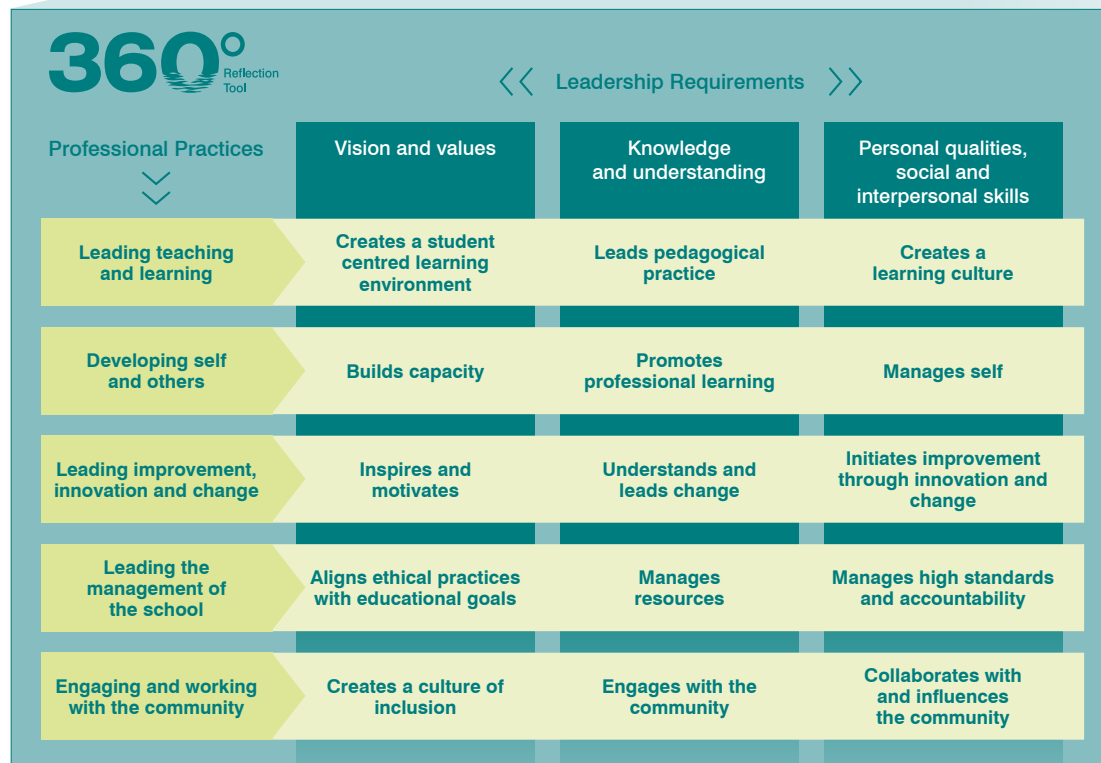**7 Submit** — once all key components are finalised

Complete

8 Receive — an email once all key components are completed advising that your feedback report is ready

9 Download — your feedback report using the NEW username/ password provided

Attributes and behaviours of the 360° Reflection Tool

15 attributes

interconnect the leadership requirements and professional practices as set out in the Standard.

The standard for principals

<< Leadership Requirements >>

Professional Practices

	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills

Leading teaching and learning

Developing self and others

Leading improvement, innovation and c

Leading the management of the scho

ngaging and working with the c

High quality learning, teaching and schooling

Successful learners, confident creative individuals and active informed citizens

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360° Reflection Tool

<< Leadership Requirements >>

Professional Practices

	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
Developing self and others	Builds capacity	Promotes professional learning	Manages self
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Leading the management of the school	Aligns ethical practices with educational goals	Manages resources	Manages high standards and accountability
Engaging and working with the community	Creates a culture of inclusion	Engages with the community	Collaborates with and influences the community

Each of the 15 attributes is made up of a series of observable behaviours and actions that high-performing principals exhibit in their daily work.

Unpacking the attributes and behaviours

Leadership requirement: Vision and values Professional practice: Leading teaching and learning	leadership requirement and professional practice from the Australian Professional Standard for Principals

The 15 attributes interconnect with the leadership requirements and professional practices as set out in the Standard.

1. Creates a student centred learning environment	attribute

Each of the 15 attributes is made up of a series of observable behaviours and actions that high-performing principals exhibit in their work.

Principals/school leaders are committed to the learning and growth of young people and adults and foster respect across the whole school.	definition of the attribute

The principal/school leader: • demonstrates commitment to the learning and growth of young people and adults • encourages active engagement of students and a strong student voice • places the student at the centre of strategic planning • provides a consistent and continuous school-wide focus on individual student's achievement • acts in the interest of all students to secure the best possible learning outcomes • listens actively to students, shows interest and acknowledges their points of view and contribution • demonstrates respect for the dignity and worth of each and every individual	observable behaviours

The 15 attributes and their observable behaviours and actions are set out on pages 9 to 23. The attribute model on each page indicates where the attribute is situated within the context of the Standard.

attribute representation in model	

1. Creates a student centred environment

Principals/school leaders are committed to the learning and growth of young people and adults and foster respect across the whole school.

The principal/school leader:

- demonstrates commitment to the learning and growth of young people and adults

- encourages active engagement of students and a strong student voice

- places the student at the centre of strategic planning

- provides a consistent and continuous school-wide focus on individual student's achievement

- acts in the interest of all students to secure the best possible learning outcomes

- listens actively to students, shows interest and acknowledges their points of view and contribution

- demonstrates respect for the dignity and worth of each and every individual.

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2. Leads pedagogical practice

Principals/school leaders apply their pedagogical knowledge to meet the needs of students in the school and to deliver, with others, effective strategic leadership and operational management. Principals/school leaders take steps to ensure that they keep their professional knowledge current.

The principal/school leader:

- understands the practice and theory of contemporary leadership and applies that knowledge in school improvement
- applies current knowledge and understanding of research into teaching, learning and child development, to meet the needs of students in the school
- applies knowledge and understanding of current developments in education policy, schooling, social and environmental trends and developments, to improve educational opportunities within the school
- keeps up-to-date with research into teaching, learning and child development, and how to apply such research to the needs of students
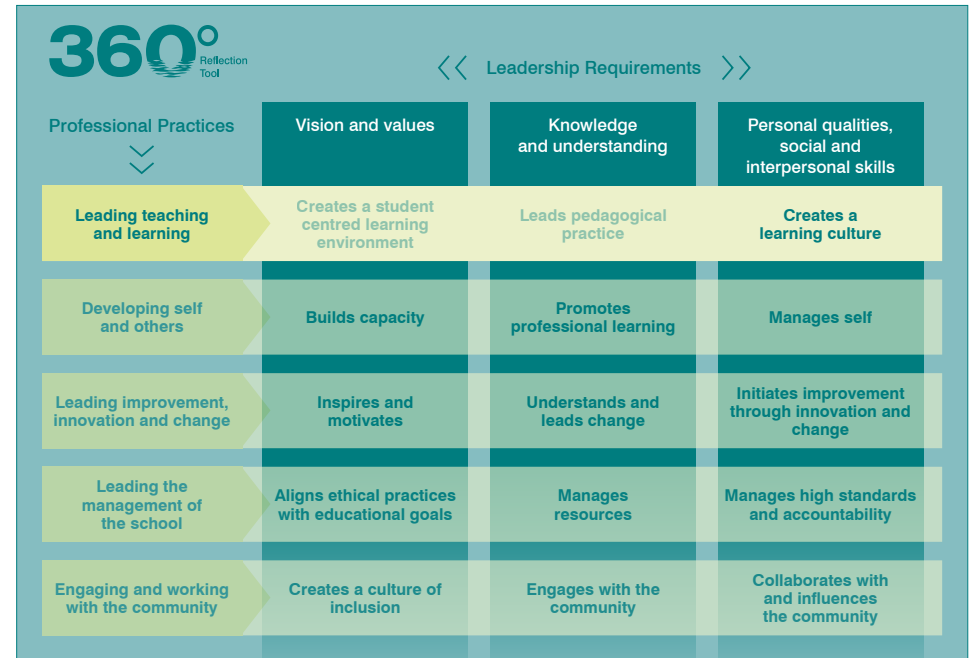- keeps up-to-date with the latest leadership and management concepts and practice.
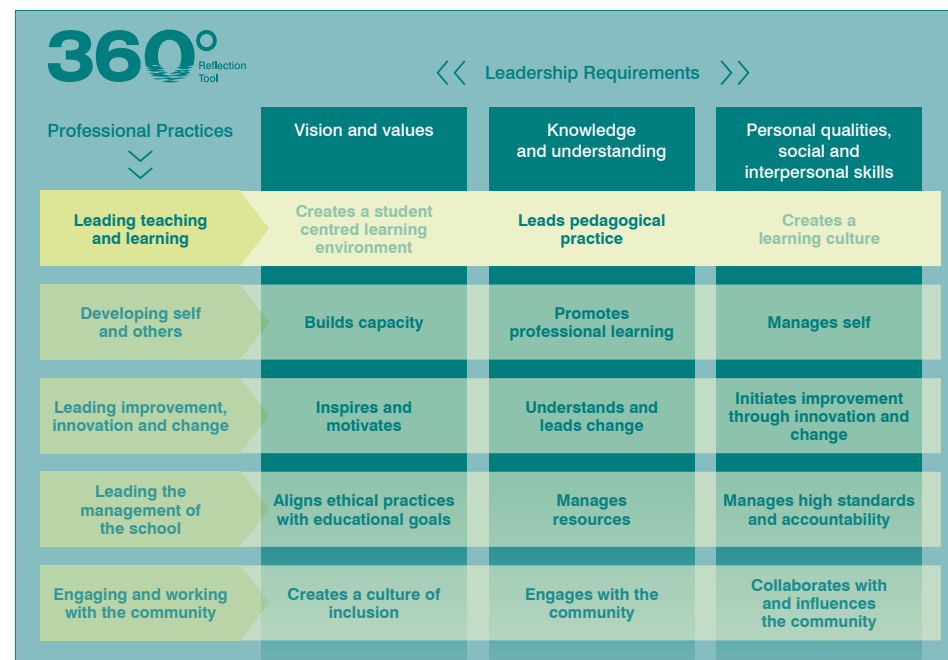
360° Reflection Tool

⟨⟨ Leadership Requirements ⟩⟩

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3. Creates a learning culture

Principals/school leaders create a culture of challenge and support, enabling effective teaching that promotes effective, enthusiastic, independent learners, committed to life-long learning.

The principal/school leader:

- creates a positive learning atmosphere for students and staff and within the school community

- sets high expectations for every learner, including students, staff and self

- celebrates and promotes good performance of students and staff

- ensures that there is a diverse and flexible curriculum to meet the needs of all students

- encourages creative, responsive approaches to teaching

- develops educational strategies to secure equity of educational outcomes

- brokers consensus and develops shared agreement about what quality teaching and learning looks like.

360° Reflection Tool   ‹‹ Leadership Requirements ››

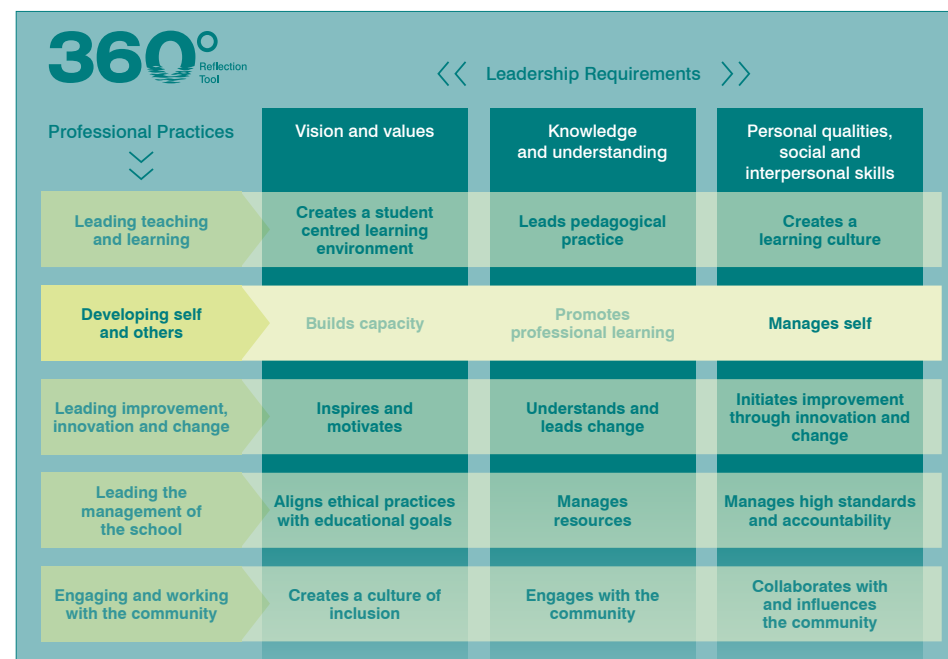| Professional Practices ⌄	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
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4. Builds capacity

Principals/school leaders build capacity and support all staff to achieve high standards and develop their leadership capability.

The principal/school leader:

- provides ongoing formal and informal feedback to all staff
- develops and maintains effective strategies and procedures for staff performance and development
- observes, reviews and evaluates staff to help them improve practice
- sees every interaction as an opportunity to coach and develop others
- builds the capacity of the future workforce
- identifies leadership potential in others and provides opportunity for others to demonstrate leadership.

360° Reflection Tool

<< Leadership Requirements >>

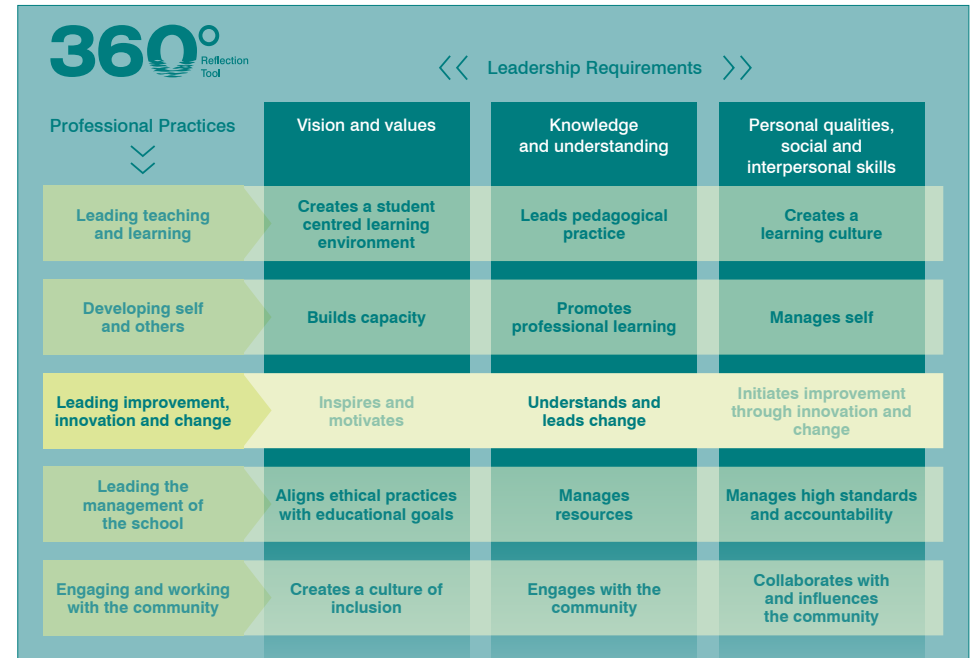| Professional Practices ⌄	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
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5. Promotes professional learning

Principals/school leaders understand the importance of and demonstrate commitment to their own ongoing professional development.

The principal/school leader:

- reviews own practice regularly and implements change in their leadership and management approaches

- models 'learning for life' by investing time, effort and resources to developing own professional practice

- obtains feedback from others to develop an accurate assessment of own strengths and development needs

- provides opportunities for and actively encourages staff to attend professional learning linked to their performance goals.

360° Reflection Tool		**⟨⟨ Leadership Requirements ⟩⟩**		
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6. Manages self

Principals/school leaders manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.

The principal/school leader:

- acts rationally in emotional situations; expresses emotions but does so calmly and constructively

- takes action to look after own physical, mental, emotional and spiritual wellbeing

- prioritises and acts constructively in response to constant and numerous pressing priorities and conflicting demands

- takes appropriate action in times of uncertainty in the areas that are within their control

- looks for and focuses on the positives in situations and people but does not ignore the negatives.

360° Reflection Tool

<< Leadership Requirements >>

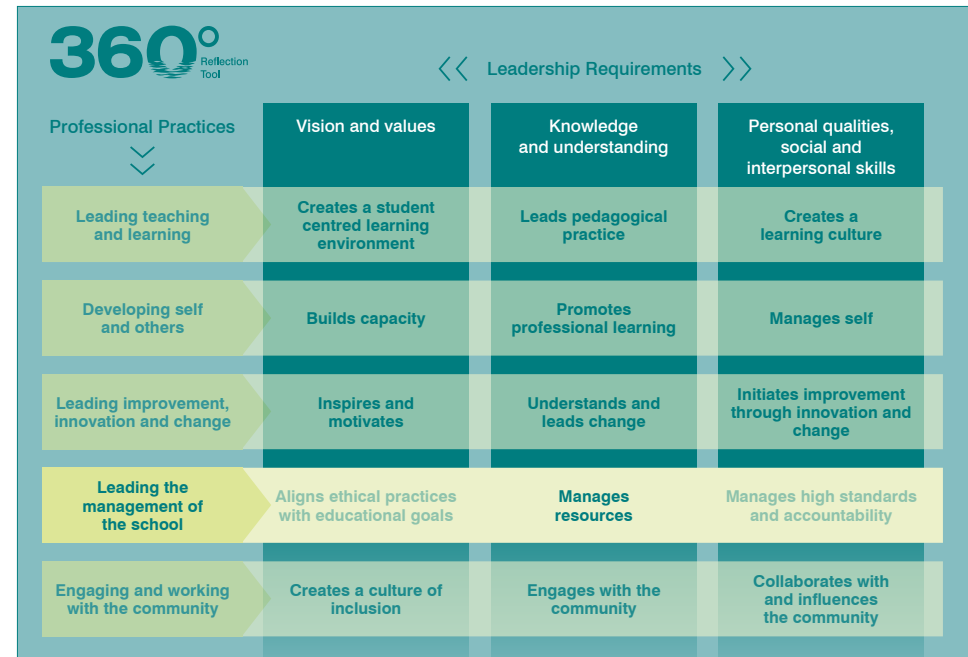| Professional Practices ⌄	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
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7. Inspires and motivates

Principals/school leaders inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.

The principal/school leader:

• leads the development of the vision for the school seeking input from staff to develop the vision

• builds commitment, confidence, shared understanding and enthusiasm about the vision for the school

• ensures the vision for the school is acted upon effectively by all

• uses appropriate leadership styles sensitive to the stage, growth and development of the school

• recognises and celebrates the achievements of individuals and teams.

360° Reflection Tool ◁◁ Leadership Requirements ▷▷

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8. Understands and leads change

Principals/school leaders apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals/school leaders take steps to ensure that they keep their leadership skills and knowledge of change concepts current.

The principal/school leader:

- uses understanding of local context to inform change

- gathers and applies information about current developments in education policy, schooling and social and environmental trends and developments to inform improvement within the school and then communicates the vision for change

- keeps self up-to-date with the latest change concepts and practice

- uses project management skills to achieve goals objectively and efficiently

- articulates why change is required and acts to lead change with clear purpose.

360° Reflection Tool — Leadership Requirements

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9. Initiates improvement through innovation and change

Principals/school leaders work with others to produce and implement clear, evidence-based improvement plans and policies, for the development of the school.

The principal/school leader:

- works and communicates with a variety of internal and external stakeholders to promote and sustain school improvement

- leads and facilitates enquiry to inform innovative practice and school improvement

- fosters creativity, innovation and the use of appropriate new technologies

- uses problem-solving, creative thinking and strategic planning to ensure continuous improvement

- supports processes to implement change.

360° Reflection Tool

<< Leadership Requirements >>

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10. Aligns ethical practices with educational goals

Principals/school leaders behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.

The principal/school leader:

- promotes democratic values including active citizenship

- delivers on what they have promised

- behaves consistently in line with own stated values and beliefs

- models and promotes the school values and 'walks the talk'

- advocates for what is right for students and the school even when it is difficult to do so

- is prepared to challenge actions, behaviours and practices that are not ethical.

360° Reflection Tool 《《 Leadership Requirements 》》

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11. Manages resources

Principals/school leaders use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.

The principal/school leader:

- manages the school's human, physical and financial resources effectively and efficiently

- delegates management of resources to members of staff when appropriate

- uses a range of technologies effectively and efficiently to manage the school

- monitors and aligns people, budgets and resources, with learning priorities and the school's strategic plan

- continuously evaluates the use, range and quality of resources to improve the quality of teaching and learning

- applies knowledge and understanding of leadership and management concepts and practice to deliver effective strategic leadership and operational management

- prioritises effectively in order to achieve outcomes.

360° Reflection Tool			
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Leadership Requirements

12. Manages high standards and accountability

Principals/school leaders ensure that high standards are achieved across the school and that accountabilities are monitored and met.

The principal/school leader:

- ensures that individual and team expectations and accountabilities are clearly defined, understood and agreed

- regularly monitors accountabilities and takes action to ensure these accountabilities are met

- works with staff to develop their performance goals based on the school's shared view of effective teaching and learning

- implements an effective learning and assessment framework that uses data, benchmarking and observation to monitor progress of every student's learning

- takes appropriate action when the performance of others is unsatisfactory

- observes and evaluates teacher practice and highlights areas for improvement.

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13. Creates a culture of inclusion

Principals/school leaders embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors.

The principal/school leader:

- recognises the multicultural nature of Australian people

- recognises and uses the rich and diverse linguistic and cultural resources in the school community

- fosters understanding and reconciliation with Indigenous cultures

- develops strategies to ensure educational opportunity including countering discrimination and the impact of physical, social and economic disadvantage

- recognises and supports the needs of students, families and carers from communities facing complex challenges

- takes individuals' needs and point of view into consideration.

360° Reflection Tool   << Leadership Requirements >>

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14. Engages with the community

Principals/school leaders understand the richness and diversity of the school's wider community, education systems and sectors.

The principal/school leader:

- understands the diverse interests of the community

- knows, understands and takes account of the social, political and local circumstances, within which they work

- knows about the rich diversity of cultural groups within the community

- interacts personally with external stakeholders to understand and anticipate their needs.

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15. Collaborates with and influences the community

Principals/school leaders communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.

The principal/school leader:

- develops and maintains positive partnerships with students, families and carers

- develops and maintains positive partnerships with the school's broader community e.g. community groups, agencies, individuals and businesses

- develops and maintains structures for effective liaison and consultation

- invites and facilitates the community's participation in student learning

- actively seeks feedback from families and carers and the wider community

- co-operates and works with relevant agencies to protect and support children and young people.

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Your feedback report

Your feedback report contains results and commentary regarding your leadership capacity from the raters who participated in the 360° Reflection Tool survey. It is important to recognise that the results reflect the differing perceptions of raters at the point in time the surveys were completed. Raters will interpret and perceive your behaviours and actions through their own life experiences.

Feedback describes the **frequency** of behaviour rather than **evaluating** it and can be influenced by:

• the nature of the professional relationship you have with your raters

• the opportunity you have had to demonstrate the 15 attributes

• the visibility of your behaviours to the school community

• various contextual factors.

Although the Standard is applicable to principals and school leaders irrespective of context or experience, the emphasis given to particular components of the Standard will vary in relation to your context and expertise.

Your feedback report also contains norms that allow a comparison of your results with those of over 2,000 Australian school leaders.

In your feedback report, the norm group attributes are shown with a transparent box or grey shading overlayed (depending on the part of the report). This box/ shading represents the 25th to the 75th percentile of the norm group. If your Total Others score is below the 25th percentile (to the left of the transparent box or below the grey shaded area) it indicates your score is below the majority of the norm group. If your Total Others score is above the 75th percentile (to the right of the transparent box or above the grey shaded area) it indicates your score is above the majority of the norm group.

How your feedback report is organised

Your feedback report is organised into the following sections:

Introduction	to your feedback report
Interpreting your feedback	a guide to what you'll see in your personal feedback report
Feedback validity	a summary of the source and quality of the feedback data, and of the agreement within rater groups
Feedback summary	your strengths and areas for improvement across the five professional practices of the Standard
Feedback results	definitions, levels, scores and comments for each of the 15 attributes
Strengths	a ranking of your highest-scoring items, with a list of corresponding attributes, as well as scores by the rater group
Areas for development	a ranking of your lowest items, with a list of corresponding attributes, as well as scores by the rater group
Behaviour frequency	a distribution of ratings, by rater group, for each behaviour in the survey, aligned with the five professional practices in the Standard
Reflective comments	written comments about your behaviour and performance from those who provided you with feedback

Interpreting your feedback

To make the most of the 360° Reflection Tool process, you will need to take the time to reflect on the feedback you have received and use it to inform your ongoing development.

All attributes of the 360° Reflection Tool Attribute Model are capable of being developed and the information provided in the pages that follow is designed to help you develop these attributes and excel as a leader within your school.

You may use the support material in a number of different ways, including but not limited to:

1. self-reflection and identification of what you can do to start developing the attributes you want to focus on

2. discussion with a coach or colleague to identify and plan your development options

3. monitoring your progress in developing the attributes you are focussing on

4. reflection at the end of a professional learning experience or as part of your professional development

5. identifying evidence in your ongoing performance and development.

360°
Reflection
Tool

AITSL is funded by the Australian Government

Australian Professional Standard for Principals
360° Reflection Tool

Feedback Report

aitsl
Australian Institute
for Teaching and
School Leadership
Limited
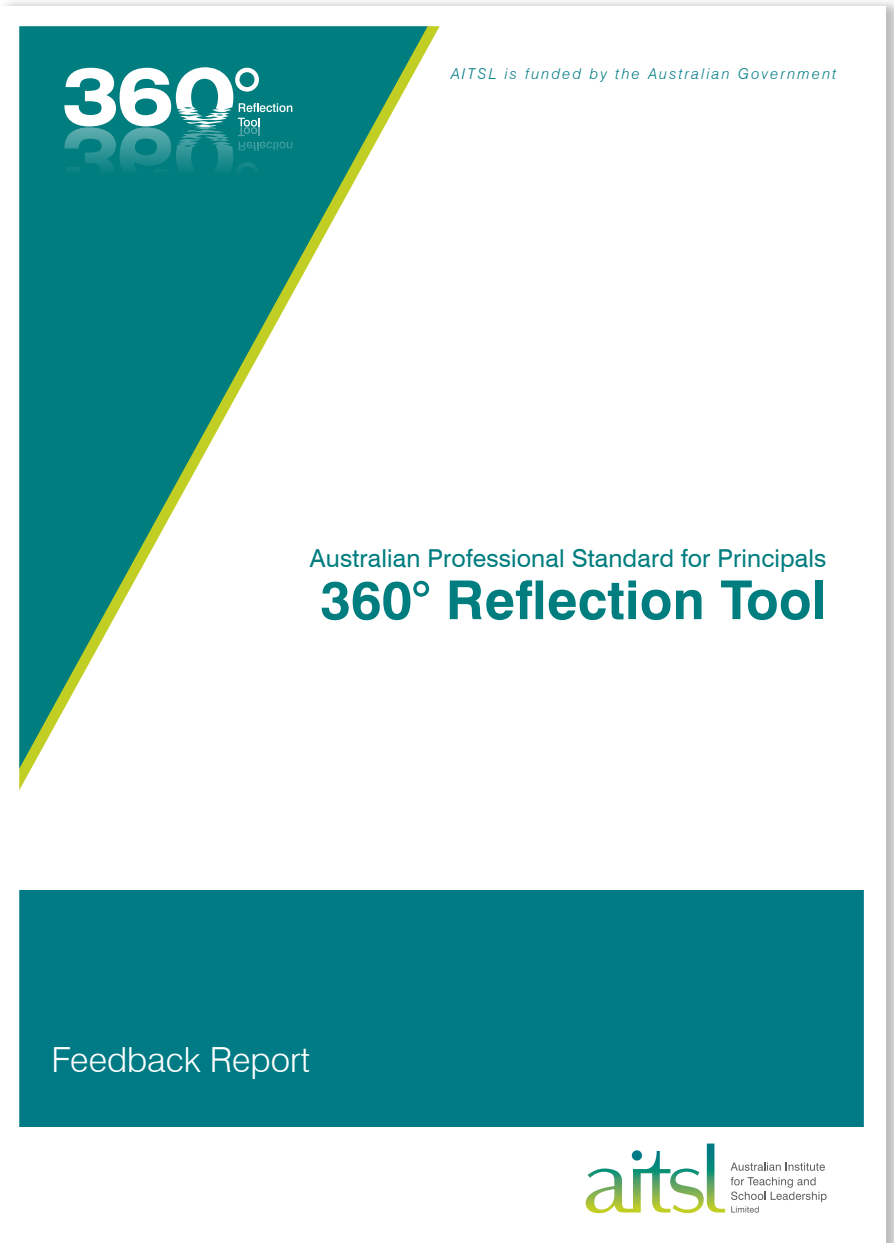
Interpreting your feedback

The following strategies and reflective questions may be of use to you, as you prepare to receive your feedback:

1. Be positive and open to receiving your feedback. This is a valuable commentary about your leadership capacity. Your openness to receiving feedback is evident in your body language, facial expression, actions and reactions.

2. Take appropriate time to reflect on your feedback. Ensure you are in the right frame of mind and the right setting to read, reflect and contemplate your feedback.

3. Read to understand the feedback. What strengths in your behaviours and actions have been identified? What common theme is emerging? What areas would benefit from further development? Have your raters identified strengths or areas for development that have not been identified by you? Which strengths can you leverage? Which areas for development would you like to improve?

4. Refrain from judging self or others based on feedback. What can you learn about yourself from the feedback you have received? What are the views of your raters? How are your behaviours interpreted by your peers and colleagues?

5. Areas for development should be seen as part of your overall action plan, not a reason to be defensive. Use this opportunity to achieve your full potential.

6. Summarise your feedback using the template in the user guide (pg: 27). Are you hearing what is being said? In what areas are you performing well? What could you do to further improve in these areas? In what areas do you require further development? Are these skills or behaviours evident in other members of your team?

7. Prepare some questions to discuss with a coach or colleague to further develop your interpretation of the feedback. Seek support and advice from a coach or colleague when necessary.

8. Reflect on your own actions and behaviours and consider examples that illustrate the feedback. Upon reflection it is natural to consider how you might have approached a situation differently, this is part of self-learning. Consider also, times when you have dealt with situations really well. Take time to acknowledge this.

9. Determine how you will share your feedback with your staff. Will you outline the process you underwent to engage in the 360° process? Will you present your reflections to your staff? Will you share your goals with your staff?

10. Use the action planner in the User Guide (pg: 29) to set professional learning goals and actions.

11. You are the only person with the ability to act on your feedback. How will you use this opportunity to become a better leader?

Pages 30 to 44 of this user guide provide suggested activities you can use in relation to each of the attributes as well as additional reading material.

Remember, you do not have to use all the information in the User Guide. It is a resource provided to help you develop your leadership capacity. The activities do not constitute an exhaustive list and will work best when adapted to your specific context. Some of the activities listed in this user guide may not be entirely practical or suitable for you in your role or school context, however they may trigger alternative strategies that will work for you.

A maintained list of supporting resources, organised under the 15 attributes, is available in the School Leadership eCollection **http://www.aitsl.edu.au/school-leadership-ecollection/ search-the-school-leadership-ecollection/detail/?id=360-reflection-tool---index-of- supporting-resources**

You may also like to use the 360° Reflection Tool Attributes Cards and Stimulus Question Cards available on the AITSL website: **www.aitsl.edu.au/360**
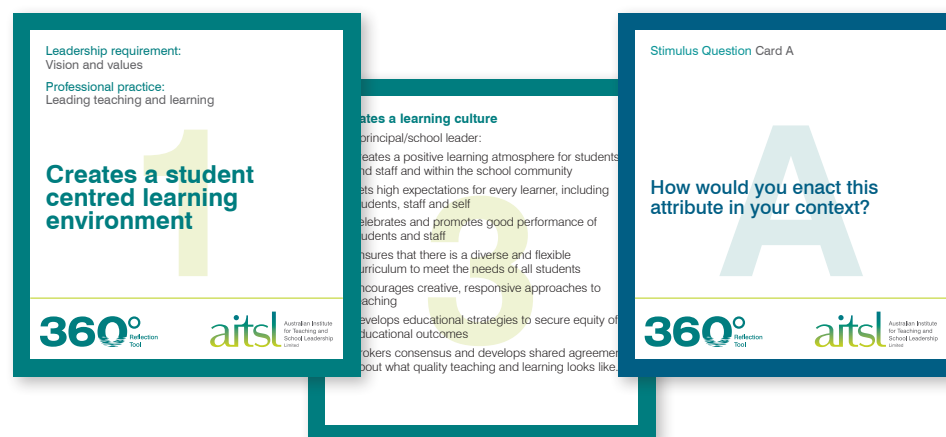
Summarising your feedback – SWOT analysis

Strengths – What strengths have been identified?	**Weakness** – In what areas do you require further development?
Opportunities – What strengths can you leverage? What new opportunities have been highlighted for you through this process?	**Threats** – What concerns do you have? What setbacks may hinder your progress?

Planning for and taking action

Planning for action

The 360° Reflection Tool Action Planner is designed to support you to:

- translate your reflections and insights gained from the feedback report into attainable goals
- set professional learning goals and actions, and
- structure your ongoing development.

Use SMART principles to set attainable professional goals.

SMART principles	Guiding questions:
Specific: clearly formulated so that you as well as others understand what is to be achieved	• What will you be doing to achieve the goal? • What do you want to do next?
Measurable: clearly articulated, so it is possible to tell, at any point in time if the goal has been achieved or not, a definable end point	• How will you measure the achievement of the goal? • How will you know that you have achieved your action/goal?
Achievable: challenging yet realistically achievable	• What might hinder you as you progress toward the goal? • What resources can you call upon? • What possible hurdles will you need to overcome to achieve your goal?
Relevant: meaningful and have positive implications for your own leadership and the overall goals of your school	• What do you, and others, get out of this? • Have other parties involved agreed to it? • What are the resources you can draw on to achieve your goal as well as rise above possible hurdles?
Time-phased: set within a clear timeline in which the goal should be achieved	• When will you achieve the goal? • What will be your first step? • What is the timeframe to complete the goal?

Taking action

The following strategies are meant to help you succeed by tangibly increasing the likelihood of attaining the set goals.

1. Determine your audience: make a deliberate decision about either keeping the goal to yourself or to share it with others. To share your goal can be a powerful way of catalysing goal achievement, but also bears the risk of confusion or embarrassment if the goal cannot be attained.

2. Grow big goals from small goals: rather than having one large goal with a long timeframe for achievement, break it up into smaller sub-goals which in turn successively lead to your large goal.

3. Risk management: do not start with goals that might have a high impact, but also pose high risks. Keep in mind that a goal not only needs to be relevant and personally challenging, but also achievable. Therefore, set goals with a moderate level of risk (The Standard Priority Matrix is a useful resource to assist this process).

4. Set out alternatives: identify alternative options in the event that you do not achieve your goal.

5. Get help: draw on resources that can help you to achieve your goal. This could be a coach or colleague.

Using the Action Planner

- Select the attribute you want to focus on.
- Formulate your goal for this attribute using SMART principles.
- Break the goal up into action steps.
- Regularly revisit your set goals and action steps and ensure that you hold yourself accountable for the actions you committed to in the plan.

Action Planner

Attribute: 1. Creates a student centred learning environment   **Name:**   **School:**   **Date:**

Goal:
(max 600 characters)

Define your goal

SMART principles checklist

Is the goal specific? ☐   Is the goal measurable? ☐

Is the goal achievable? ☐   Is the goal relevant? ☐

Is the goal time-phased? ☐

If any of the SMART principles cannot be 'checked off', revisit your goal and address the SMART principle(s)

Action step	Performance measures / evidence of outcomes	Possible risks	Professional learning required or resources to draw on	Timeframe to complete

Action strategies

1. Creates a student centred learning environment

Principals/school leaders are committed to the learning and growth of young people and adults and foster respect across the whole school.

Strategies to further develop your capacity in relation to this attribute

Reflect on my objectives and do they support the learning and growth of young people and adults? Is what I am doing contributing to student learning outcomes?

Record opportunities available to you to get to know and engage with students. Think about how you and your staff can use these opportunities to better understand students' learning needs and feed this into your planning processes.

Discuss instigating brainstorming sessions that involve students, including student representative councils, with your staff. Encourage students to contribute to a discussion about school initiatives. Develop an action plan to achieve one change per term , keeping the students informed on progress.

Discuss how school initiatives relate to student learning and growth with students, staff or other members of the school community. Do this in group meetings as well as individual conversations.

Apply in both your conversations and your actions, emphasise the importance of understanding and respecting the students' view of the world. Always encourage students, staff and other members of the school community to share their worldview.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%201&o=AnyField

Student centred leadership, Viviane Robinson (2011)

Linking leadership to student learning, Kenneth Leithwood and Karen Seashore-Louis (2011)

Leverage leadership: A practical guide to building exceptional schools, Paul Bambrick-Santoyo (2012)

Quality teaching for diverse students in schooling: Best Evidence Synthesis Iteration (BES), Adrienne Alton-Lee (2003)

The effective principal, Pamela Mendels (2012)

Action strategies

2. Leads pedagogical practice

Principals/school leaders apply their pedagogical knowledge to meet the needs of students in the school and to deliver with others effective strategic leadership and operational management. Principals/school leaders take steps to ensure that they keep their professional knowledge current.

Strategies to further develop your capacity in relation to this attribute

Read during allocated time to keep yourself up-to-date with literature on leadership and school management. Translate the insights into your specific school environment and context and write down what these mean for your own leadership.

Seek time and resources, where possible, to attend education conferences and forums to keep yourself informed about developments within the education sector and to connect with other school leaders. Share new knowledge with your staff.

Record what you learn about interesting developments in school management or teaching, learning and child development research. Write down how these apply to your school and how you can practically use these insights for school improvement.

Present at staff meetings on developments in teaching, learning and child development research to ensure that you can draw on staff support when taking steps to apply the research findings in your school.

Invite staff members to present on developments in teaching, learning and child development research. This allows you to harness many more ideas and insights than you would be able to do on your own.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&fc=Keywords!360%20Tool%20-%20Attribute%202&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%202&o=AnyField

- Primal leadership: Learning to lead with emotional intelligence, Daniel Goleman, Richard E Boyatzis and Annie McKee (2004)

- Inspirational presence: The art of transformational leadership, Jeff Evans (2009)

- Leverage leadership: A practical guide to building exceptional schools, Paul Bambrick-Santoyo (2012)

- McREL insights - from knowledge to wisdom: Using case methodology to develop effective leaders, Greg Cameron, Cherie Lyons, Jane A Schumacher (2008)

- The effective principal, Pamela Mendels (2012)

Action strategies

3. Creates a learning culture

Principals/school leaders create a culture, of challenge and support, enabling effective teaching that promotes effective enthusiastic, independent learners, committed to life-long learning.

Strategies to further develop your capacity in relation to this attribute

Identify ways to celebrate good performance of both students and staff members. Do not only concentrate on outstanding performers, but also success stories where previously less successful individuals achieved a lift in their performance.

Identify ways of communicating the "why" of life-long learning – why do we keep learning? What is the purpose? By doing so, you not only capture your students' minds, but also their hearts.

Share your own enthusiasm for life-long learning with staff and students publicly and as often as possible.

Share stories from past experiences or analogies, to demonstrate to staff and students that challenging goals can be met.

Seek new educational approaches and allow them to be trialled even if success is not certain. Invite your staff to be creative.

Reflect and take time to formulate your vision for teaching and learning within your school. Solicit input from staff and students to ensure the vision is built on a broad foundation and consensus. When communicating, ensure you address the "why" and not only the "how" of your vision.

360° Reflection Tool

Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
Developing self and others	Builds capacity	Promotes professional learning	Manages self
Leading improvement, innovation and change	Inspires and motivates	Understands and leads change	Initiates improvement through innovation and change
Leading the management of the school	Aligns ethical practices with educational goals	Manages resources	Manages high standards and accountability
Engaging and working with the community	Creates a culture of inclusion	Engages with the community	Collaborates with and influences the community

Leadership Requirements

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%203&o=AnyField

Student-centred leadership, Viviane Robinson (2011)

Linking leadership to student learning, Kenneth Leithwood and Karen Seashore-Louis (2011)

Leaders of learning: How district, school, and classroom leaders improve student achievement, Richard DuFour and Robert J Marzano (2011)

October 2012 - Leading a professional learning and development culture

Action strategies

4. Builds capacity

Principals/school leaders build capacity; they support all staff to achieve high standards and develop their leadership capability.

Strategies to further develop your capacity in relation to this attribute

Hold regular one-to-one meetings with your staff to discuss their development. Distinguish between their short/medium/long-term development objectives. Focus on each in turn and provide specific advice. Ensure each member of staff takes ownership for their own development with your support.

Discuss with and encourage your staff to identify their own learning and development needs by asking them to think about their strengths and development areas in the context of their current role and future ambitions. Ask them how they think they could improve and what learning they feel they would benefit from.

Analyse the development needs of individuals within your staff as well as the needs of the school as a whole. Think about what is currently, and what will be required of them, in terms of knowledge, skills and behaviours in order to deliver the short, medium and long-term vision and strategic plan for the school. Then think about the individual and collective strengths and areas for development of your staff against these requirements. Put action plans in place to address these needs.

Observe your staff in action and ensure you:

- identify specific examples of things they did well and areas where they could develop further

- practice giving specific, behavioural, non-evaluative feedback focusing on the evidence you have gathered

- offer support to help your staff develop their capabilities.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%204&o=AnyField

Coaching, counselling & mentoring: How to choose and use the right technique to boost employee performance, Florence Stone (2007)

The talent masters: Why smart leaders put people before numbers, Ram Charan and Bill Conaty (2010)

Coaching for performance: Growing people, performance and purpose, John Whitmore (2002)

Coaching for teaching and learning: A guide for school leaders, Rachel Lofthouse, David Leat and Carl Towler (2010)

The effective principal, Pamela Mendels (2012)

Top tips for developing your leadership style, The National College for School Leadership, UK

5. Promotes professional learning

Principals/school leaders understand the importance of and demonstrate commitment to their own ongoing professional development.

Strategies to further develop your capacity in relation to this attribute

Identify a mentor, someone who is recognised in the education sector, or another sector, as leading professional learning and who can role model desirable behaviour for you. Take time with this person to understand what it is that this person does to manage their own professional development as well as the actions they take to help individuals flourish over the long-term.

Familiarise yourself with the development opportunities open to you and your staff. Where relevant, recommend relevant learning and development activities for your staff, and encourage them to take full advantage of them.

Reflect in your diary. What proportion of time do you spend on different aspects of your role? Make sure your diary reflects the importance of development. The time you take to develop yourself and others should show in your diary. Aim to spend in the region of 20% of your time on developing yourself and others. Check your diary and make changes as necessary.

Seek feedback on your coaching ability. Ask your staff what is working and what is not. Review outcomes; what have your staff achieved as a result of coaching and professional development activities? Has their performance improved? Use this feedback to incorporate into your coaching and planning for professional development activities.

Reflect on the most significant things you have learnt in your life/career to date. Think about how you learnt these things. What processes did you go through? How long did it take? What support did you receive? How did the learning happen? Use this exercise to reflect on all the different ways in which people learn beyond training courses.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%205&o=AnyField

- Managers as mentors: Building partnerships for learning, Chip R Bell (2002)

- Coaching life-changing small group leaders: A practical guide for those who lead and shepherd small group leaders, Bill Donahue, Greg Bowman (eds.) 3rd ed (2006)

- Coaching for leadership: The practice of leadership coaching from the world's greatest coaches, Marshall Goldsmith, Laurence Lyons (2005)

- October 2012 - Leading a professional learning and development culture

- Australian Charter for the Professional Learning of Teachers and School Leaders, AITSL

Action strategies

6. Manages self

Principals/school leaders manage themselves well and demonstrate commitment to their own personal health and wellbeing in order to manage the complexity of the role and actions required in the role.

Strategies to further develop your capacity in relation to this attribute

Reflect about situations in which you have had strong feelings/emotions. Reflect on the logical chain of events that took place to 'trigger' this emotion and reaction. Having identified this, try some self-talk next time you are faced with a similar situation. Ask yourself – what is it that is making me feel this emotion? This will open up the thought process further and help you to identify what was leading to the strong emotion in the first place. Think through the impact that this emotion had on your performance at school.

Reflect about the levels of stress you experience in your everyday life. Stress and fatigue can make it hard to remain self-controlled. If you need to, think about ways to manage your stress levels – like exercise or taking time out to relax. Also, identify pressures that you can eliminate by planning your work differently or appropriately delegating to others.

Analyse a situation objectively, when faced with adversity, to identify what is within your sphere of control and what isn't. Focus on what is within your control and identify specific actions you can take to make the situation better. Stop yourself from dwelling on the aspects of the situation that are outside your control.

Reflect about the extent to which you are satisfied with the balance amongst your work-life, health, and family. What is the relationship between how you spend your time and your emotions? It may be that a lack of balance is causing some responses that are not characteristic of how you normally behave. Consider changes you might need to make in order to improve your emotional wellbeing.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%206&o=AnyField

- Learned optimism: How to change your mind and your life, Martin E P Seligman (2011)

- Delegating work: Expert solutions to everyday challenges, Harvard Business School Press (2008)

- Burn brightly without burning out, Richard K Biggs (2002)

- The importance of self-awareness, The National College for School Leadership, UK

- Top tips for developing your leadership style, The National College for School Leadership, UK

Action strategies

7. Inspires and motivates

Principals/school leaders inspire and motivate their staff to ensure that the vision and strategic plan is put into action across the school and that the plan's goals and intentions are realised.

Strategies to further develop your capacity in relation to this attribute

Recognise the successes of individual staff members and teams by providing the specifics of what was done well. Show your appreciation through personal written notes or face-to-face communication. Encourage and support team celebrations for clear high performance.

Encourage the development of creative ideas and approaches by being open to new ideas from your staff. Proactively ask for new ideas, and demonstrate that you value them and will consider them seriously by asking questions and taking time to outline possible approaches to implement ideas. Give positive reinforcement and support to those who contribute new or unusual ideas or approaches.

Demonstrate your own enthusiasm and commitment to your school's vision and strategic plan. When your commitment is obvious to your staff, their motivation and involvement in the success of the strategic plan are likely to increase. Coach your staff on what they need to do to make the strategic plan work. Create a written version of the plan, clearly outlining how it impacts students, staff and other members of the school community and then present it to your staff.

Seek time at staff meetings on a regular basis for you and your staff to brainstorm opportunities to bring the vision to life at your school and remove obstacles to success. Agree on priority actions that will have the most positive impact at your school and ensure that action is taken.

Seek someone who you view as effective in creating and promoting the vision for their school. Ask them for their ideas on the future and how they formulated this view. Involve them in formulating or articulating the vision and strategic plan for your school.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%207&o=AnyField

- Leadership, Rudolph W Giuliani (2005)

- The spirit of leadership: Optimising creativity and change in organisations, Robert Spitzer (2000)

- Inspirational presence: The art of transformational leadership, Jeff Evans (2009)

- Simon Sinek: How great leaders inspire action, TED Talks (2010)

- Top tips for developing your leadership style, The National College for School Leadership, UK

Action strategies

8. Understands and leads change

Principals/school leaders apply their knowledge and understanding of leadership of change to facilitate effective long-term change in the school together with others. Principals/school leaders take steps to ensure that they keep their leadership skills and knowledge of change concepts current.

Strategies to further develop your capacity in relation to this attribute

Identify trends in the broader world. For example, read thought-leadership publications, look for patterns they identify in what is happening in the world, and reflect on their implications for education in general and your school context in particular.

Review what other sectors or the education environment in other countries do, that are experiencing the same or related trends and issues as the Australian education sector. The focus should be on understanding the similarities and differences, and "translating" the lessons learned. Talk to experts or peers in other sectors, states or countries if possible, to get a first-hand understanding.

Reflect on how you would instigate change. When embarking on a change initiative use the force-field analysis method. Ask yourself: What forces will help the change happen effectively? What factors will hinder the change? Use this data to develop action plans to maximise the former and minimise the latter.

Seek the advice and commitment of key stakeholders before implementing a new strategy or initiative. Different stakeholders will have different issues and needs. Once you have the information, take time to consider the ways in which you can best meet the priority needs of each group, while still maintaining a workable solution or proposal. Ask key stakeholders to actively promote the new strategy or initiative on your behalf.

360° Reflection Tool	Leadership Requirements		
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eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%208&o=AnyField

- Understanding adaptability: A prerequisite for effective performance within complex environments, Shawn Burke et al. (2006)

- Learning adaptability and change, John Heywood (1989)

- Facilitating organization change: Lessons from complexity science, Edwin E Olson and Glenda H Eoyang (2001)

- Leading in a culture change, Michael Fullan (2001)

- Tips for overcoming resistance to change, The National College for School Leadership, UK

Action strategies

9. Initiates improvement through innovation and change

Principals/school leaders work with others to produce, and implement clear, evidence-based improvement plans and policies for the development of the school.

Strategies to further develop your capacity in relation to this attribute

Review how the school and practice can be improved by challenging existing assumptions, models and ways of thinking – what are the barriers that are holding back improvement? Try to uncover the assumptions behind existing ways of doing things, which may be outdated or incorrect. Work with your team to challenge these assumptions and boundaries.

Question why things are done and why they are done in a particular way. Where appropriate, think about and suggest alternative approaches.

Review all the possible solutions when faced with a problem. Do not be constrained by the current rules and processes in place. If the only way to solve the problem requires you to have to change a rule or process, be prepared to do so once you have considered the consequences of it.

Reflect on the impact on all relevant internal and external stakeholders and keep them informed when implementing an improvement plan. Make sure you meet face-to-face with the key stakeholders and talk to them about: what the change is, why this change is important, how the change will impact them and how they can be best involved in the change process.

Review progress on a regular basis when implementing an improvement plan. Be flexible and modify your plan if new information changes the context for your initiative. This will help you to ensure that your improvement plan can be implemented even when circumstances change.

360° Reflection Tool	<< Leadership Requirements >>		
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First, break all the rules: What the world's greatest managers do differently, Marcus Buckingham and Curt Hoffman (1999)

Built to change: How to achieve sustained organisational effectiveness, Edward E Lawler III and Chris Worley (2006)

Ping: A frog in search of a new pond, Stuart Avery Gold (2005)

Leading change, an interview with Michael Fullan (2008)

Leading change handbook: Concepts and tools, Jody Spiro (2009)

Action strategies

10. Aligns ethical practices with educational goals

Principals/school leaders behave with integrity underpinned by moral purpose. They model values and ethical perspectives in relation to their own and the school's practice and organisation.

Strategies to further develop your capacity in relation to this attribute

Champion a particular school issue which will benefit the students and the school, but which does not enjoy universal support amongst staff and colleagues. Try to build support by confronting the issues and not the people.

Seek to give feedback to people who don't 'walk the talk'. Let others know when you feel that their actions are not in line with the school's values. Think through the core message that you want to get across and describe their behaviours to them and how they differ from the school's values and beliefs.

Seek your staff or a trusted advisor to tell you their perceptions of how you model values and ethical perspectives relevant to the school. Compare their views with your own and plan how you can strengthen your position as a role model for values and ethics at the school.

Reflect on your core message and how it relates to the school's values when preparing for meetings on critical school issues. Open the meeting with a clear statement of your message and be prepared to re-state this message as required.

Defend your perspective if those around you do not subscribe to your viewpoint/decision especially when you believe that your idea/decision is right for your students and your school. Think of how you can present your case in a different way that will allow others to see its merits. If you do not think they are listening, continue to repeat your view until the message is heard.

360° Reflection Tool

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eCollection – additional materials

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Power through people and principles: Not puppets and prejudices, Vipen Kapur (2000)

Managing by values: How to put your values into action for extraordinary results, Ken Blanchard and Michael O'Connor (2003)

Working with emotional intelligence, Daniel Goleman (2000)

Action strategies

11. Manages resources

Principals/school leaders use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.

Strategies to further develop your capacity in relation to this attribute

Reflect on different ways of planning your school's resources appropriately. You may like to prepare a list of initiatives and tasks to be achieved at the beginning of each year/month/ week, prioritising these in terms of urgency and importance.

Categorise all required work to be done with a matrix showing critical/ not critical and urgent/not urgent actions. Map all tasks to the corresponding four quadrants and allocate resources accorddingly. Often the critical/non urgent initiatives are the ones with the most long-term value.

Record all tasks and initiatives in the school and then map them to the school's strategic plan. Identify any gaps or ambiguous links that need deeper thought in order to prioritise work and align responsibilities. Take steps to discuss any role or responsibility changes with staff which may be necessary for you to ensure alignment with the school's strategic plan.

Delegate projects, initiatives or decisions that are currently within your agenda to staff members. Consider who would benefit from taking on this responsibility. Be clear about why you are asking them to take this on and what you need them to do. Ask them what type of support they need. Be clear about the overall objective but let the individual decide how they wish to accomplish it.

360° Reflection Tool

Professional Practices	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
Developing self and others	Builds capacity	Promotes professional learning	Manages self
Leading improvement, innovation and change	Inspires and motivates	Understands and leads change	Initiates improvement through innovation and change
Leading the management of the school	Aligns ethical practices with educational goals	Manages resources	Manages high standards and accountability
Engaging and working with the community	Creates a culture of inclusion	Engages with the community	Collaborates with and influences the community

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%2011&o=AnyField

- Educational administration: Theory, research, and practice, Wayne Hoy and Cecil Miskel, 8th ed. (2007)

- First among equals: How to manage a group of professionals, Patrick J McKenna and David H Maister (2005)

- Execution: The discipline of getting things done, Larry Bossidy, Ram Charan and Charles Burck (2002)

- The principal's role in school fundraising, Vickie Mabry (2005)

- Differentiated classroom learning, technologies and school improvement: What experience and research can tell us, Kathryn Moyle (2012)

Action strategies

12. Manages high standards and accountability

Principals/school leaders ensure that high standards are achieved across the school and that accountabilities are monitored and met.

Strategies to further develop your capacity in relation to this attribute

Share with your staff a clear understanding of the direction that your school is taking through the vision and strategic plan, and make the link to their personal goals and objectives. Clearly communicate how each staff member's role contributes to the overall success of the strategic plan and emphasise to them that their contribution is critical.

Develop mechanisms that allow you and your staff to monitor accountabilities. For example, have individual staff members prepare interim progress reports or schedule regular update meetings to provide feedback to you about progress in relation to their accountabilities. Communicate to staff that you welcome discussion of accountabilities and that they should inform you of any issues or concerns early before they become more serious.

Describe under-performance, using facts and observed behaviour rather than generalisations and opinion. Check that the individual understands the feedback provided, and highlight the action that will be taken if under-performance continues. Explain what you need them to do differently in order to meet expected levels of performance. Ask if they need any support to reach these levels.

Identify clear gaps in an individual's performance against that required to achieve their accountabilities. For each area, identify a heading, the way in which actual results or behaviours compare with expectations, the immediate impact of under-performance and the likely impact of under-performance over time. Identify examples

you can share with the individual to illustrate your points and help them to see what they need to do differently in order to improve.

Seek a trusted advisor to give you advice on how to handle instances of under-performance with a staff member. Consider rehearsing the conversation with them and ask for feedback on the likely impact of your approach.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%2012&o=AnyField

Giving and receiving performance feedback, Peter R Garber (2004)

Fierce conversations: Achieving success at work & in life, one conversation at a time, Susan Scott (2004)

Discipline without punishment: The proven strategy that turns problem employees into superior performers, Dick Grote, 2nd ed. (2006)

Action strategies

13. Creates a culture of inclusion

Principals/school leaders embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school's wider community and the education systems and sectors.

Strategies to further develop your capacity in relation to this attribute

Learn about your students' context in relation to their family, community and culture. Be curious and interview students and their families about their upbringing, relationships and experience with the school.

Identify the diverse cultural groups and their community leaders in your school and community as a whole. What are the norms of behaviour in the groups? What are the similarities and conflicting norms between groups?

Allocate regular diarised time with key individuals within the respective cultural groups to get to know them. Ask open questions of them and those that know them well and probe to find out what their concerns, issues and expectations are.

Provide the opportunity for the diverse groups in your school and community to represent themselves within the school context. For example, organise multicultural campus days at which the groups in your community can exhibit their language and culture.

Connect with principals/school leaders from communities with similar cultural diversity and challenges and learn about their experiences and ideas for connecting with and including the diverse groups.

360° Reflection Tool

<< Leadership Requirements >>

Professional Practices ⌄	Vision and values	Knowledge and understanding	Personal qualities, social and interpersonal skills
Leading teaching and learning	Creates a student centred learning environment	Leads pedagogical practice	Creates a learning culture
Developing self and others	Builds capacity	Promotes professional learning	Manages self
Leading improvement, innovation and change	Inspires and motivates	Understands and leads change	Initiates improvement through innovation and change
Leading the management of the school	Aligns ethical practices with educational goals	Manages resources	Manages high standards and accountability
Engaging and working with the community	Creates a culture of inclusion	Engages with the community	Collaborates with and influences the community

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%2013&o=AnyField

Developing cultural adaptability: How to work across differences, Jennifer J Deal and Don W Prince (2007)

Bridging cultures between home and school: A guide for teachers, Elise Trumbull et al. (2001)

The light in their eyes: Creating multicultural learning communities, Sonia Nieto (2009)

Principals of inclusive schools, Christine Salisbury and Gail McGregor (2005)

Action strategies

Leadership requirement: Knowledge and understanding
Professional practice: Engaging and working with the community

14. Engages with the community

Principals/school leaders understand the richness and diversity of the school's wider community, education systems and sectors.

Strategies to further develop your capacity in relation to this attribute

Read local newsletters and journals. These publications can keep you up-to-date on new developments in your community, and they often provide the names of people you may want to contact.

Reflect on each time you make a decision or take an action that will affect others, and incorporate what you have learned about the political and cultural context into both your thinking and your actions.

Identify the thoughts and concerns of people in your school's community before you interact with them. Use this to inform your approach. Never assume that people think like you – constantly seek to understand them better, even, if you think you already know them well.

Join one or more professional associations and attend meetings, conferences, and seminars. Actively involve yourself so you can get to know people. Spend time with those with whom you have interests in common and begin to develop a relationship beyond the professional association.

Seek to regularly catch up with relevant stakeholders in your school's community. By listening carefully, seek to understand their needs and concerns. Try to understand how these impact your school and how your school can make a positive difference for the groups the stakeholders represent.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%2014&o=AnyField

Developing cultural adaptability: How to work across differences, Jennifer J Deal and Don W Prince (2007)

Communicating across cultures, Don W Prince and Michael H Hoppe (2007)

Bridging cultures between home and school: A guide for teachers, Elise Trumbull et al. (2001)

Community and family engagement: Principals share what works, Amy C Berg, Atelia Melaville and Martin J Blank (2006)

Action strategies

15. Collaborates with and influences the community

Principals/school leaders communicate, negotiate, collaborate and advocate effectively and relate well to the school's community. They continuously improve their networking and influencing skills.

Strategies to further develop your capacity in relation to this attribute

Join or form a group of professionals from other organisations in your community that gets together informally to exchange information on community developments and discuss issues of common interest.

Review all relevant stakeholders in your school's community, beyond those that are immediately obvious, and seek to develop relationships with these stakeholders as a means of facilitating dialogue with the community.

Seek feedback from students, families and carers about the past year, on an annual basis. For example you could set up a simple questionnaire with Survey Monkey to reach these groups.

Seek to maintain relationships that might not be of benefit to the school right now, but may benefit the school in the future. For example, reach out to local businesses that might be able to sponsor a school event in the future.

Seek to meet face-to-face with respective agency representatives regularly to discuss developments in child and adolescent protection.

eCollection – additional materials

http://www.aitsl.edu.au/school-leadership-ecollection/search-the-school-leadership-ecollection?&cr=Keywords!IsExactly!360%20Tool%20-%20Attribute%2015&o=AnyField

Collaboration handbook: Creating, sustaining, and enjoying the journey, Michael B Winer (1994)

Community practice skills: Local to global perspectives, Dorothy N Gamble (2009)

The power of we: Succeeding through partnerships, Jonathan M Tisch and Karl Weber (2005)

Leadership and developing parental engagement: A tool to help you audit and improve your Practice, The National College for School Leadership, UK (2012)

Privacy, terms and conditions

These terms and conditions are written for participants of the Australian Institute of Teaching and School Leadership (AITSL) 360° Reflection Tool.

The 360° Reflection Tool is being conducted by Hay Group on behalf of AITSL.

The terms and conditions apply to the following processes:

- registration for the 360° Reflection Tool
- using the 360° Reflection Tool
- storage of data provided.

Information collected through the registration process and use of the 360° Reflection Tool will be treated as confidential and in accordance with the National Privacy Principles, kept and used by AITSL in accordance with AITSL's privacy guidelines, and stored by Hay Group. Hay Group is Safe Harbor compliant, for more information please visit Hay Group's privacy policy.

Registration

By registering, a principal/school leader is agreeing to receive email communication regarding their registration. Emails may be used to provide a principal/school leader with more information about their registration and participation in the 360° Reflection Tool.

The 360° Reflection Tool has been designed for, and is offered by AITSL, for the exclusive use of aspiring, emerging, practising and experienced principals/school leaders in Australian schools. AITSL reserves the right to deny registration to, or remove access rights from, any person(s) who does not meet the above criteria.

In addition to the principal/school leader's contact information, each registration requires the following:

1. basic school context information

2. agreement to these terms and conditions

Agreement to terms and conditions

Successful registration will involve the principal/school leader agreeing to the following terms and conditions, that they:

- provide email contact details for a number of raters, who will provide feedback about the principal/school leader
- acknowledge if their or any of their rater's email addresses change, it is the principal/school leader's responsibility to notify Hay Group of the change
- will receive a feedback report detailing their responses to the 360° Reflection Tool and summarising the responses of their nominated raters. No individual responses from raters will be identified in the feedback report
- understand that summary information from feedback reports may be collated into a consolidated report for the educational system/sector of which the principal/school leader is part. No individual principal/school leader will be identified in this consolidated report
- may be contacted by AITSL to provide feedback on their experience in using the 360° Reflection Tool. If AITSL wants to publish this feedback to help promote the 360° Reflection Tool, AITSL will seek permission from the principal/school leader concerned
- agree that AITSL, if required, can appoint another third party provider to:
  - examine data provided for the 360° Reflection Tool for the purposes of storing, maintaining and managing that data
  - store, maintain and manage that data.

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