SYSTEM-WIDE LEADERSHIP DEVELOPMENT IN VICTORIA

OECD Case study
Peter Matthews, Hunter Moorman, Deborah Nusche
Melbourne, Victoria

5m people in the State of Victoria

850,000 students

1,600 government schools

Provide for 67% of students
Context: before 2003

High degree of autonomy

90% budget delegation

Poor relationship between schools and the centre
2003: School improvement agenda

Issues
• High concentration of poor outcomes in some schools and regions
• Great variation in outcomes within schools
• Wide variations between schools with similar populations

Response
• Recognise and respond to diverse student needs
• *Build the skills of the workforce to enhance the teaching-learning relationship*
• Ensure schools improve continuously
Focus on four elements of the Strategy

1. Common language and culture
2. Theory of action: research-based
   – School effectiveness and improvement
   – Leadership development
   – Professional learning
   – Teaching and learning
3. Leadership development programmes
4. Performance and development culture framework
1. Creating a common professional language and culture

- Develop a common language
- System-wide involvement
- Focus on the leaders and involve them
- Lead by example: role modelling
- Engage thinking by exposure to international expertise
- Raise expectations
- Enhance responsibility and accountability
2. Research-based theory of action

• School effectiveness model
• Leadership development model
• Professional learning model
• Teaching-learning model

• Each contributing to the roll-out programme of action
School effectiveness model

1. Professional Leadership
2. Focus on Teaching & Learning
3. Purposeful Teaching
4. Shared Vision & Goals
5. High expectations of all learners
6. Accountability
7. Learning Communities
8. Stimulating and secure learning environment

Sammons et alia
Leadership development agenda
Leadership domains

Effective Leadership

- Human Leadership
- Technical Leadership
- Educational Leadership
- Symbolic Leadership
- Cultural Leadership

Sergiovanni
The Developmental Learning Framework for School Leaders

- **Technical Leadership**
  - Thinks and plans strategically
  - Aligns resources with desired outcomes
  - Holds self and others to account

- **Human Leadership**
  - Advocates for all students
  - Develops relationships
  - Develops individual and collective capacity

- **Educational Leadership**
  - Shapes pedagogy
  - Focuses on achievement
  - Promotes inquiry and reflection

- **Cultural Leadership**
  - Shapes the future
  - Develops a unique school culture
  - Sustains partnerships and networks

- **Symbolic Leadership**
  - Develops and manages self
  - Aligns actions with shared values
  - Creates and shares knowledge
Professional Learning in Effective Schools

The Seven Principles of Highly Effective Professional Learning

Leithwood
3. Leadership development programmes

Examples

**State**
- High performing principals programme
- Eleanor Davies school leadership programme
- Master in School Leadership
- Leaders in the making

**National** (‘Teaching Australia’)
- Leading Australia’s Schools

**Open to:**
- Highly effective principals
- Female leading teachers and assistant principals
- All, after 5 years teaching
- Assistant principals
- School leaders
High Performing Principals
Harvard University
Blueprint Leadership Initiatives: Number of participants (2004-07)

- Master in SL: 307 participants
- High Perf Prins: 162 participants
- Coach Exp Prins: 387 participants
- Mentor 1st time Prins: 423 participants
- Eleanor Davis: 124 participants
- BCI: 307 participants
- Seminars; International Educators etc: 10,000+

Yearly participation:
- 2004: 2004
- 2005: 162
- 2006: 387
- 2007: 423
4. Performance and development culture framework

- Developing performance orientated culture
- Accreditation of schools based on self assessment
- External accountability through diagnostic reviews
Over 3,000 principals, assistant principals and aspirants have undertaken one of 19 professional learning opportunities over the past four years.
The ‘tipping point’...?

As defined by the Minister

‘the point where the majority is going down a different path and the minority becomes uncomfortable in not moving.’

Bronwyn Pike

Has this point been reached?
Questions

• Is the performance improvement culture embedded?
• Has leadership development and capacity building become self-sustaining?
• Is there an impact on the quality of teaching-learning?
• Is there evidence of reducing the achievement gap?
Conditions for success

• Continuing political support
• Strategic alignment
• An intelligent accountability framework
• Timing and resources
• Calibre of system-wide leadership
Strengths and challenges

**Strengths**
- Well led and coherent reform process
- Intellectual engagement of workforce
- Clear expectations for school leadership
- Focus on performance improvement
- Continuous and peer learning, school-based

**Challenges**
- Reducing achievement gap
- Involving parents and community more
- Integrating small, rural and isolated schools
- Bringing transformation into the classroom
Verdict

‘Victoria, because of the thoughtful design of its improvement strategy, is on the leading edge of policy and practice in the world... There are few improvement strategies close to or as well developed and probably none that are focused with such depth and complexity on the basic human capital problems associated with school improvement at scale.’

Richard Elmore
Flavours of the Victorian approach

Leadership on the Line
Staying Alive through the Dangers of Leading
Ronald A. Heifetz
Marty Linsky

Issued to all Principals for system-wide shared reading
Updated 18/07/2006

Announcing:
Centre for Strategic Education (CSE) is the new business name for IARTV.

Click here for full details

Leading educational thinking and practice
Professional Learning and Network details

Click the image above to download the CSE calendar of Professional Learning programs. This is an interactive calendar that has links to all published programs.

The Latest Publications
subscription form:
May Seminar Papers 150 & 154 and
Occasional Paper 95

Download documents may require Adobe Reader.
Developing a common language of leadership.
All children can learn
Work hard, get smart
Failure is not an option
Thanks for the provision of many of the slides in this presentation are due to:

Darrell Fraser (Deputy Secretary), Exceptional System-wide System Leader, and Judy Petch ....

and the Department of Education and Early Childhood, Victoria