

## Background

### Western Australian School Principals

Principals play an essential role in creating and sustaining supportive school communities and system practices that enhance student learning and well-being including the cognitive, social, physical, emotional and ethical development of all students.

They are ethical decision makers exercising informed professional judgement; critical and creative thinkers working towards continual improved professional practice; collaborative, resilient partners and leaders in learning communities; and caring role models committed to student success, well-being and life-long learning.

Principals apply knowledge and skills with integrity, courage, wisdom and positive attitudes and are pivotal in supporting students.

Principals respond to complex issues daily. The range of tasks they perform on any one day varies from a kindergarten classroom to the executive boardroom.

### WAPPA Leadership Overview

The WAPPA Leadership Preparation Program (LPP) provides a foundation for the role of principal or deputy principal in Western Australian Schools.

It explores with candidates one of the most critical roles in our educational system. Principals are uniquely positioned to exercise influence and ensure that every student in their care receives equitable educational opportunities. The program is designed to support candidates in becoming critically reflective educational leaders who function effectively in dynamic, diverse and complex contexts characterised by rapidly changing circumstances. The program creates an awareness of the essential skills and knowledge that is required of today's school leaders. It assists potential leaders to develop and sustain effective strategies related to maintaining effective relationships to communicate clearly, identify and solve problems, anticipate and resolve conflict and make decisions that reflect the best interests of students, staff, parents/guardians and the school community.

The LPP also incorporates the International School Leadership Certificate One which is developed on the work of and advised by Dr Michael Fullan, Dr Andy Hargraves, Dr Ken Leithwood, Dr Simon Breakspear, Dr Lyn Sharratt, Dr Karen Edge and Dr Avis Glaze. In Part two of the LPP candidates examine principal leadership in the specific context of school improvement and explore strategies to enhance whole school outcomes. The characteristics of effective schools and system are analysed in correlation with the Australian States and territory leadership profiles. Part two also examines goal setting and the expectations of using data informed decision making and how to do this

effectively. Great school leaders lead improvement in classroom instruction and enable their staff to meet the needs of all learners and the LPP coaches' candidates with knowledge in the strategies.

The final assessment in the ISL Certificate One incorporates the development of an instructional leadership project proposal enabling the candidates to convert the theory covered into practise within their current school.

The program components are based around the five leadership profiles identified in the Australian Institute for Teaching and School Leadership's (AITSL) Professional Standard for Principals. Candidates will identify and respond to systemic barriers and will be empowered to advocate for all students and honour diversity of voice and perspective as they engage with educational leadership practices and experiences.

Candidates in the program will further develop their personal and professional capacity related to the five professional practices identified within the standard as well as the three leadership requirements from the Standard.

The LPP is one aspect of ongoing professional learning focused on the enhancement of personal and professional knowledge, critical thinking and reflection, communication and practices that contribute to exemplary practice in the principalship.

## **Regulatory Context**

WAPPA is a professional association for primary school principals, deputies and aspirant leaders in Western Australia. The vision of WAPPA is to shape the future of education through effective, progressive leadership. The principalship in Australia does not currently have a separate regulatory body solely for school leaders nor is there a minimum requirement of teachers before they move into a formal school leadership role. The last adjustment of the minimum requirements to obtain a formal school leader role in WA Schools was in the early 1990's when principals were required to obtain a fourth year of tertiary study to be eligible to apply. Since this time all teachers are now required a minimum four year tertiary qualification. Over the last three decades various providers have endeavoured to provide aspirant leaders with a level of preparedness for the principalship. The Australian Institute for Teaching and School Leadership (AITSL) is now developing a voluntary process of principal certification. Currently the minimum preparedness requirements for WA public school principals and deputy principals has not changed for almost three decades.

In line with WAPPA's vision, WAPPA has facilitated the creation of this LPP to guide the development and preparedness of future leaders in education. The implementation of the LPP offered by WAPPA reinforces WAPPA's vision and what it sees as responsibilities to education in Australia.

WAPPA's responsibilities related to the LPP are:

- to establish professional and ethical standards applicable to WAPPA members.
- to provide for the ongoing education of members of WAPPA.
- to endorse additional qualifications or programs and ensure program content and the expected achievement of candidates match the skills, knowledge and values reflected in WAPPA's code of ethical practice.

## The WAPPA Leadership Preparation Program Part I and Part II

The LPP is developed and delivered by practising principals and qualified course facilitators and has a state-wide focus. The relevant and practical content is based on guidelines from the Australian Institute for Teachers and School leaders (AITSL) Professional Standard for Principals.

### Target Audience

Aspirant school leaders from secondary and primary settings, senior teachers, deputy principals, teaching or new principals, head of learning areas.

### Description

Candidates in the Leadership Preparation Program (LPP) explore one of the most influential roles in education. The program is designed to support candidates in becoming reflective educational leaders who function effectively in dynamic, diverse contexts characterised by rapidly changing events and circumstances. The program components are grounded in The Australian Professional Standard for Principal's Leadership Profiles. The profiles, developed directly from the standard, are presented as a set of leadership actions that effective principals implement. The LPP integrates the standard and recognises the three leadership requirements that a principal draws upon, within five areas of professional practice.

Candidates in the program will develop knowledge, interpersonal skills and qualities that enhance their leadership vision and values. They will study the actions and behaviours required to create and lead effective learning environments, promote their own growth and the development of others, develop and manage the schools, engage meaningful relationships, and lead improvement innovation and change.

The Leadership Preparation Program provides a foundation for candidates for assuming the role of principal or deputy principal in Western Australian schools. The program is one component of ongoing professional learning focused on the development of personal and professional knowledge, skills and practices that lead to exemplary practice in the role of school leaders.

### The Modules

#### LLP Part one

1. Understanding Leadership - Know Thy Self.
2. Exploring the Role of the School Leader.
3. Understanding School Culture, Emotion and Trust Relationships.
4. Fierce Conversations- Conversations, Confrontations, Teams and Delegation.
5. Compliance Knowledge - The Law, the Regulations and the School Leader.
6. Role Transition, Building a Professional Portfolio Skill Set.

## LLP Part Two

1. Leading Teaching and learning – Instructional Leadership
2. Characteristics of Effective Schools and Systems
3. Building Community Relationships Developing Self and Others
4. Setting Goals and Expectations Using Data Informed Decision Making
5. Leading Improvement, Innovation and Change in Classroom Instruction: Meeting the Needs of all Learners
6. Leadership Project Plan: The Application of Theory to Practice.

## Duration and Delivery:

- Part one is six full days of onsite workshops delivered over six months with some additional readings or learning in between modules.
- Part two is approximately a six to eight month learning journey but can be customised to be completed over a longer time span, (1-2 years) fully online if required. Generally, part two (ISL cert one) is delivered in a mixed mode including a total of 6 days of on-site learning day workshops, online interactive study modules, two web conferences, and a leadership project.

*Participants are not required to enrol in both programs. Neither part one or two are prerequisites for the other. Participants can complete the program in any order.*

## Assessment:

Based on participation, written requirements, project planning, self-reflection and professional portfolio.

## Materials:

The LLP endeavours to remain as “green” as possible. Access to content and resources will be electronic wherever possible. Candidates will have full access to the course materials regardless of the delivery method. At the end of the course participants will continue to have access to their online study modules and readings and be able to add to it when they participate in future WAPPA professional learning courses.

## Project

The project is a required component of part two of the Leadership Preparation Program. It is a structured leadership project and educational experience where candidates integrate what they have learned from Part I and 2 of the LPP and apply this to a real-life school situation.

## Application Process

Applicants should be nominated and endorsed by a current WAPPA member. Applicants must have a written recommendation from their principal or line manager. Forms are available on our website [www.wappa.asn.au](http://www.wappa.asn.au).

## Admission Requirements

- A currently registered member of the Teachers Registration Board of Western Australia.
- An acceptable post-secondary degree.
- Five years of successful classroom teaching experience in primary or secondary education.
- A written recommendation from their principal or line manager.

## Why Choose the WAPPA Leadership Preparation Program?

- Follows the AITSL Principal Standards as the basis of the program.
- Prepares new principals and deputy principals for the realities and challenges of the job using adult learning principles.
- Facilitators/mentors are practicing principals or recent school leaders.
- Provides a professional and personal learning (PLN) network from across the state.
- Receives professional development support from the staff at WAPPA.
- Uses digital enabled learning to enhance 21<sup>st</sup> century learning principles.
- Provides candidates with learning management system access with e-portfolio access to all course materials (part 2) including video, audio from a mobile phone, tablet or desktop.
- Is non-sectoral regarding primary, secondary, private or public-school participants.

***WAPPA is the organisation that supports you from the very beginning to the conclusion of your school leadership career.***

## LPP Part One Module Overview

### Module One: Understanding Leadership – Know Thy Self

*“Leaders who have deeper and more lasting impact provide more comprehensive leadership than focussing just on higher standards. The principal of the future has to be much more attuned to the big picture, and much more sophisticated at conceptual thinking, and transforming the organisation through people and teams.” – M. Fullan*

In this module participants will:

- Examine the “why” behind their desire to pursue a career in educational leadership.
- Examine attributes of an effective school leader for 21st century teaching and learning using the AITSL leadership framework.
- Examine the various levels, styles and types of leadership as discussed by global leadership experts including Maxwell, Fullan, Covey, Hattie, Sinek, Kerr and others.
- Examine current spheres of influence within school communities and discuss options or possible areas of opportunity to expand influence within their own school community.
- Understand leadership development concepts and context that leaders develop daily, not in a day.
- Reflect upon current or past leaders who they have worked with and determine the styles and impact these leaders had/have on the community and why.
- Self-reflect on the type of leaders they like to work with and determine the strategies and skills to develop in order lead in this way.

## LPP Part One Module Overview

### Module Two: Exploring the Role of the School Leader

*“Principals love to sort out things related to the operations of schools. Of course, they also like doing all the other things that are related to teaching and learning. The problem with this picture is the demands it places on principals”. Hattie 2013*

In this module participants will:

- Explore the management versus leadership dichotomy within the context of the deputy and principal roles and job descriptions in Western Australian schools.
- Examine the key differences between positional, operational, instructional, distributed and transformational leadership.
- Review the AITSL Principal Standards against their current role and develop key descriptors or tasks to enable their personal development of the various dimensions of the School Leader.
- Identify the skills, knowledge, understandings and experience that will enable them to be competitive with others wanting to transition.
- Explore the attributes of “old leadership” verses “new leadership”.
- Examine strategies for giving and receiving feedback as a leader in a school context.

## LPP Part One Module Overview

### Module Three: Understanding School Culture, Emotion and Trust Relationships

*“Research shows convincingly that EQ is more important than IQ in almost every role and many times more important in leadership roles. This finding is accentuated as we move from the control philosophy of the industrial age to an empowering release philosophy of the knowledge worker age.” Stephen Covey*

In this module participants will:

- Uncover the science behind emotional intelligence and emotional capital.
- Understand the emotional and social skills that drive effective leadership.
- Recognise their personal emotional intelligence strengths and development areas.
- Commit to developing an action plan for building their emotional and cultural capital.
- Identify strategies to strengthen specific emotional competences related to leadership.
- Understand the cultural flexibilities required in leadership to nurture positive relationships within a school’s culture.
- Recognise the importance of trust relationships between leaders and teachers.
- Identify how to develop trust relationships in a school context.

This module is delivered by facilitators who are currently certified by RocheMartin. Participants will also complete an Emotion Capital Assessment prior to the module. During the module, participants receive their Emotional Capital Report (ECR). The ECR is a leadership development tool that provides leaders with a comprehensive interpretation of their leadership potential based on their emotional intelligence.

## LPP Part One Module Overview

### Module Four: Fierce Conversations\* Conversations, Confrontations, Delegation and Teams.

*“What gets talked about in a school and how it gets talked about determines what will happen... Or what won’t happen. The worst rumours about a school often start in the staffroom. Consequently, our work begins by putting into place a foundation: four conversational models that become “workhorses” for individuals and schools.*

#### In this module participants will:

- Learn how to manage their team:  
Explore team conversations and strategies to engage in frictionless debates that interrogate competing realities, resulting in the best decisions for a school.
- Learn how to coach with clarity:  
Explore Coaching Conversations to assist clarity, improve understanding and provide impetus for change for individuals and schools.
- Learn how to delegate to save time:  
Uncover delegation skills that assist self and others to clarify responsibilities and raise accountability and ensure development and action plans are implemented, goals are achieved, and leaders are free to take on other complex responsibilities.
- Learn how to prepare and conduct a tough conversation:  
Uncover confrontation conversation strategies to engage individuals and teams in conversations to resolve attitudinal, performance or behavioural issues whilst also endeavouring to enrich relationships.

\*This module is delivered by facilitators who are currently certified by Fierce, Inc. Participants will also receive a Fierce Conversations certificate, Fierce conversation book by Susan Scott, as well as the workshop manual, desktop guide and free access to the Fierce Mindmarker App.

## LPP Part One Module Overview

### Module five: Compliance Knowledge - The Law, the Regulations and the School Leader.

Being a school leader is an incredibly rewarding job. However, from time to time we encounter issues that will challenge our knowledge of the law and the accompanying policies and guidelines.

This module examines the scenarios that principals in WA have recently faced in their schools and explain how they were managed. It creates and awareness of the most common school scenarios that often bring us close to the line of the law and importantly ensures that we don't cross that line.

#### In this module participants will:

- Develop the necessary knowledge and skills in the areas of regulatory compliance, audit and risk.
- Understand the implications of the role of school boards and councils and working with volunteers in schools.
- Understand defamation and the available defences in relation to education.
- Develop strategies to to manage difficult situations related to the law.
- Develop an understanding of Family Law in relation to domestic violence, child protection, parental responsibility and best practice in WA schools.
- Understand and develop processes should a school or staff member be subpoenaed.
- Understand processes, guidelines and strategies to manage aggression and violence in schools in relation to staff, visitors, students and Department policy and guidelines.
- Identify the processes and responsibilities of school leaders in relation to performance and substandard employee performance.
- Develop the necessary knowledge and skills in managing: student services, workforce, financial resources and risk.
- \*Complete, discuss and clarify the DoE Principal Eligibility Modules

#### Prior learning:

- Participants will complete the four DoE Principal Eligibility Modules - Leading the Management of the School (DoE Employees only). WAPPA supports the requirement for all Deputy Principals and Principals to complete these modules. This course contains 12 components with 11 assessments spread across four modules. Each component will take approximately an hour to complete depending on prior knowledge.

## LPP Part One Module Overview

### Module Six: Role Transition, Building a Professional Portfolio

*“Moving from a teaching role to a positional leadership role involves reinventing yourself professionally while still ensuring you remain true to your core values and not distorting who you are and what you believe in. The main challenges related to making the leap or changing roles relate mainly to: socialisation and adapting to a new professional persona and balancing it with life, coping with change professionally and personally, dealing with pressure and building resilience, developing relationships with individuals, groups and whole communities, and, survival in light of all of the above!”*

#### In this module participants will:

- Explore and review the research and theory about role transition.
- Consider the advice of those who have recently experienced the transition
- Prepare a professional portfolio of demonstrable examples relating the AITSL Principal Professional Standards
- Examine the key role differences between their current role and that of a principal or Deputy principal
- Complete a Gap Analysis related to Role differences.
- Construct SMART goals in relation to closing identified gaps.
- Examine the format of a strong written application
- Discover important aspects related to interview techniques and strategies
- Discuss Transition Strategies from teacher to Deputy Principal
- Establish a coaching or mentoring relationship with a WAPPA endorsed coach or Mentor
- Uncover the difference between Inheriting the role verses inhabiting the role

## LPP Part One Module Overview

### Overarching Module Content - Requirements and Assessment.

*The LPP has several overarching actions, requirements and assessments that are also expected from each participant in part one.*

#### In the LPP Part One participants will:

- Complete and submit at 325-word maximum self-reflection (SR325) after each module. A rubric will be supplied, and feedback delivered for each submission.
- Deliver a book review presentation to the cohort based on one book or paper from the suggested LPP reading list supplied.
- Gain an understanding of how the iSTAR pedagogical model operates across a school.
- Gain an understanding of whole school assessment models such as Brightpath.
- Participate in conversations, role/real play scenarios and other activities outlined in the program.
- Attend all the individual LPP modules.
- Attend the LPP graduation at the WAPPA Awards and Grants Sundowner.

## LPP Part One Module Overview

Participants are required to complete a Book Review/Talk using one of the following books. (Additional texts coming soon)

### Recommended Reading

The Principal: Three Keys to Maximizing Impact  
Michael Fullan  
\$33 plus GST  
Corwin Press & Ontario Principals' Council [www.principals.ca](http://www.principals.ca)

### Recommended

Collaborative Inquiry for Educators  
Jenni Donohoo \$28.95 plus GST  
Corwin Press <http://www.corwin.com/author/s/681930>

### Recommended

Creating Thinking Classrooms  
Garfield GiniNewman & Rolan Case  
\$32.95 plus GST  
Bcpvpa & OPC [www.principals.ca](http://www.principals.ca)

### Recommended

The Principal as Leader of Challenging Conversations  
OPC \$29 plus GST  
Ontario Principals' Council [www.principals.ca](http://www.principals.ca)  
[www.principals.ca](http://www.principals.ca)

### Recommended

Digital Leadership  
Eric Sheninger \$27 plus GST  
Corwin and OPC [www.principals.ca](http://www.principals.ca)

### Recommended

Leader of the Equitable School  
OPC \$29 plus GST  
Ontario Principals' Council [www.principals.ca](http://www.principals.ca)

### Recommended

No More Bystanders = No More Bullies  
Shona Anderson \$32 plus GST  
Ontario Principals' Council [www.principals.ca](http://www.principals.ca)

### Recommended

Collaborative Inquiry for Educators  
Jenni Donohoo \$28.95 plus GST  
Corwin Press <http://www.corwin.com/author/s/681930>

## LPP Part Two Module Overview

*(International School Leadership Certificate One)*

### Module 1: Leading Teaching and learning – Instructional Leadership

*“School leaders are the connection between teachers, students and their parents or guardians, the education system and the wider community in which a school exists. Because their central role is combined with rising expectations of schools and schooling in a century characterised by technological innovation, migration and globalisation, we understand that school leaders can no longer be simple managers .... Many regard instructional leadership as the most important professional responsibility with which principals are entrusted.” OECD 2014*

#### In this module participants will:

- examine attributes of an effective school leader for 21st century teaching and learning using the AITSL and other international leadership frameworks
- explore the management versus instructional leadership dichotomy within the context of national and international schools.
- enrich the understanding of the common elements of effective school leadership as identified by the Organisation for Economic Cooperation and Development (OCED), the Wallace Foundation and Council of International Schools (CIS) Characteristics of Accredited Schools.
- examine the leadership research of Ken Leithwood, Michael Fullan, Andy Hargreaves, Lyn Sharratt, Avis Glaze, John Hattie and Karen Edge
- examine components of instructional leadership including setting vision, creating a safe and orderly environment, developing other leaders, improving instruction and managing people, data and processes within a diverse school
- understand dimensions and capabilities outlined in Viviane Robinson’s Student-Centred Leadership research
- utilise a self-assessment tool for personal reflection on leadership strengths and areas for growth
- explore Michael Fullan’s research on the three roles of the instructional leader that maximise impact – lead learner, system leader and change agent
- examine the research of Ana Maria Villegas and Tamar Lucas about cultural responsive pedagogy (institutional, personal and instructional) including the mindsets of culturally responsive educators and
- explore practices to build intercultural competencies within national and international schools.

## LPP Part Two Module Overview

(International School Leadership Certificate One)

### Module 2: Characteristics of Effective Schools and Systems

*“It is not just that the goal is to achieve new effectiveness across the whole larger system, but rather that the strategies involve system components at all three levels working in two-way and multi-way partnerships. One is, indeed, heading toward greater comprehensiveness, greater focus, more capacity building, and greater precision in zeroing in on core goals of literacy, numeracy, and high school graduation. The next phase should accelerate our learning and knowledge with regard to school and system effectiveness.” Fullan, 2010.*

#### In this module participants will:

- review and examine the effective school research from McKinsey & Company, Program for International Student Assessment (PISA), Washington State University, Larry Lezotte and Organisation for Economic Co-operation and Development (OECD)
- identify characteristics of effective schools that support 21st century teaching and learning, using national school effectiveness, private, and international school accreditation frameworks
- explore key characteristics of the world’s best school systems according to OECD
- identify characteristics of effective schools that build intercultural competencies and global citizenship skills
- increase the understanding of components for effective schools including focus on learning, student voice, monitoring and assessment, strong home-school relationships, high expectations and clear mission and vision
- understand characteristics of effective learning organisations based on the research of Peter Senge
- understand the role of school and system leaders in developing and sustaining effective schools and systems and
- review key actions of leaders of high performing school and systems that set them apart from others.

## LPP Part Two Module Overview

(International School Leadership Certificate One)

### Module 3: Building Community Relationships Developing Self and Others

*“Their [school leaders] primary aim is capacity building; however, building not only the knowledge and skill staff need to accomplish organisational goals but also the dispositions to persist in applying their knowledge and skills. Both collective and individual teacher efficacy are arguably the most critical of these dispositions and a third source of motivation in one widely regarded model of motivation. People are motivated by what they are good at. And opportunities to become more skilful at a valued task are the most powerful sources of efficacy. So building capacity leading to a sense of mastery is highly motivational, as well. Trusting relationships provide the foundation required by most people for engaging in the risks required to both learn and try out new practices.” Leithwood, 2012.*

#### In this module participants will:

- explore emotional intelligence and cultural intelligence and identify strategies that maximise performance when interacting with teachers, students and parents in diverse school communities
- examine personal leadership resources that leaders draw upon to enact effective leadership practices in national and international schools
- understand the importance of building relational trust in building a learning community through authentic leadership
- develop an understanding of a professional learning community as a structure that develops collaboration, improves instruction, increases student achievement and builds school and organisational capacity
- explore strategies to build professional capital and collective efficacy to increase motivation and increase student achievement
- identify how to develop instructional and intercultural school capacity with teachers, students and parents
- understand the impact of collaborative learning communities and networked learning communities to build lateral capacity with other schools and systems and
- enrich an understanding of clear communication, effective problem solving and meaningful meetings to increase focus and attainment of student achievement.

## LPP Part Two Module Overview

*(International School Leadership Certificate One)*

### Module 4: Setting Goals and Expectations Using Data Informed Decision Making

*“On the road to improved student achievement – whether in the classroom, school or district – it makes intuitive sense that an accurate roadmap is an essential tool. We need to know where we are now, where we want to be, and what key barriers and opportunities lie between those two points. At the same time, and despite the fact that evidence-based decision making has become a familiar feature of the education landscape, the research confirming the connection between student achievement and data use is surprisingly thin. What this suggests is that, while we acknowledge the value of data, much remains to be done in building our capacity to gather, analyse, interpret and use it to support improvement.”*

#### In this module participants will:

- examine characteristics of a collaborative school culture in which teachers share responsibility for student learning and school improvement based on student needs and school/ system priorities
- understand terms used in school improvement planning – data, objectives, results, indicators and results-based plans
- differentiate between a target and an indicator in a school improvement plan
- distinguish between developing a plan based only on objectives and one based on results
- understand the importance of collecting and analysing student achievement data, demographic data, intercultural competency data, program data, perceptual data and system data, with teachers
- understand how to work with teachers using a variety of data to inform decision making, influence the direction in school improvement planning and lead ongoing monitoring and evaluation of school improvement plan
- explore qualitative and quantitative indicators of success and growth with teachers in terms of student achievement and intercultural competency and
- examine structures to engage teachers in the cyclical review of school data and the school’s improvement plan.

## LPP Part Two Module Overview

(International School Leadership Certificate One)

### Module 5: Leading Improvement, Innovation and Change in Classroom Instruction: Meeting the needs of all learners

*“An instructional leader knows how to analyse student performance data and determine which areas of the curriculum need attention. Such a principal recognises good classroom instruction in all core subjects (whether he or she is licensed in the content) and can assess the quality of instructional materials. The principal regularly coaches staff with a focus on student learning, rather than only occasionally “observing teaching” for purposes of an annual evaluation of the teacher. Finally, the principal regularly evaluates the entire instructional system – curriculum, instruction, standards, assessments, and safety nets – to assure that it is aligned with the school’s mission.” Switzer, 2007.*

#### In this module participants will:

- examine conditions to ensure high expectations for all students
- gain strategies for working with teachers to understand the relationship between self-regulation, learning skills and readiness for learning
- explore various learning styles and instructional strategies to meet the individual needs of all, including the Teaching-Learning Critical Pathways as a tool to organise actions for teaching and student learning
- examine teaching strategies to build intercultural competencies and global citizenship in the classroom
- identify the unique needs of learners such as English as a Second Language Learners, English Language Learners and students with special education needs
- understand backwards planning, the universal design for learning and differentiated instruction
- explore Marzano’s Nine Instructional Strategies for Effective Teaching and Learning
- utilise inquiry-based learning strategies to engage students in higher order thinking
- identify assessment “for, as and of” learning and how each informs teacher planning and instruction providing descriptive feedback to scaffold student learning and
- understand how to monitor the quality of teaching through classroom walkthroughs and challenging conversations.

## LPP Part Two Module Overview

(International School Leadership Certificate One)

### Module 6: Instructional Leadership Project Plan: The application of theory to practice

Participants will be provided with a WAPPA Endorsed Coach with this module.

*“It is not that the research literature is unhelpful but rather it needs to be put into perspective so that individual change leaders can learn to become more effective in practical, meaningful ways. Our intent is to place the leader in the driver’s seat, in charge of their own learning while collaborating with others.” Fullan, 2012*

In this module participants will develop an Instructional Leadership Project Plan focused on a real instructional issue identified within their school.

#### The Instructional Leadership Project Plan must address these areas:

- 1. The Focus**  
What specifically is the instructional leadership focus? How do you know this is an issue that needs to be addressed? What information has been analysed?
- 2. The Goals**  
What are the goals for the project? How does your project align with the school and system improvement plans? How is building the intercultural competencies of others embedded in the plan?
- 3. The Context**  
What is the context of your project? (school, staff, community, culture, length of tenure in current role, etc.) Who will serve as your site mentor/coach?
- 4. The Leadership**  
How does the proposed project directly reflect the role of a school principal or deputy principal?
- 5. The Literature**  
What concepts, theories, and ideas presented in earlier ISL modules will influence your actions? What school and system documents or guidelines will influence your actions? What additional readings have you identified to support your project?
- 6. Actions and Timelines**  
What are the specific plans, with time estimates for your work? Will the project require a minimum of 60 hours of your time? How will this project provide opportunities to work with students, teachers, other leaders, parents, and members of the community?
- 7. Assessment of Project Impact**  
How will you assess the impact of your project?
- 8. Assessment of Your Leadership**  
How will you assess your leadership skills in executing the project? What information will you collect? What leadership framework will be used to analyse the information?