Principal reflection tool

This *Principal reflection tool* is distributed as a DRAFT to provide a starting point for further discussion. Any feedback relating to this *Principal reflection tool* can be provided to Lutheran Education Australia:

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The survey is on a 5 point Likert scale that is accumulative from 1 to 5. Please indicate on the Likert scale the highest level at which you currently operate.

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| --- | --- | --- |
| 0 = I do not engage | 2 = I enact | 4 = I lead groups |
| 1 = I understand | 3 = I support others | 5 = I lead the school community |

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| --- | --- | --- | --- |
| ***Growing deep* Vocational practices**  | **AITSL** | **Quality** | **Outcomes****The principal leader:** |
|  |  |  |  | **0** | **1** | **2** | **3** | **4** | **5** |
| ***Strengthening Lutheran Identity*** | ***Developing self and others***  | Builds capacity | \*Actively uses the gospel to inform teaching, relationships and activities in the school  |  |  |  |  |  |  |
| \*Sees opportunities for faith nurture and acts upon them |  |  |  |  |  |  |
| \*Builds a strong understanding with staff of the school as a ‘faith place’ and the expectation for them to act accordingly |  |  |  |  |  |  |
| \*Expects the school and relevant staff to deliver authentic Christian worship, devotions and lessons  |  |  |  |  |  |  |
| \*Develops and maintains effective staff performance procedures and professional development strategies |  |  |  |  |  |  |
| \*Provides ongoing and regular formal and informal feedback to all staff |  |  |  |  |  |  |
| \*Observes, reviews and evaluates staff in order to support them to improve practice |  |  |  |  |  |  |
| \*Identifies leadership potential in others and provides opportunity for others to demonstrate leadership |  |  |  |  |  |  |
| Promotes professional learning | \*Acknowledges self as spiritual leader of the school and acts accordingly |  |  |  |  |  |  |
| \*Reviews own practice regularly and implements change in leadership and management approaches |  |  |  |  |  |  |
| \*Promotes service to others as being an essential element of learning in the school  |  |  |  |  |  |  |
| \*Prioritises the spiritual development of staff as an important part of their professional development |  |  |  |  |  |  |
| \*Models lifelong learning 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 and Lutheran accreditation processes |  |  |  |  |  |  |
| Manages self | \*Actively involves self and others in the spiritual life of the school, witnessing to the Christian faith and recognising God’s presence in daily life |  |  |  |  |  |  |
| \*Has a sound understanding of Lutheran theology and practices this in everyday school interactions |  |  |  |  |  |  |
| \*Models a servant attitude, being open minded and objective to information and feedback from others |  |  |  |  |  |  |
| \*Acts rationally in emotional situations; expresses emotions but does so calmly and constructively |  |  |  |  |  |  |
| \*Takes action to look after own physical, mental, emotional and spiritual well-being |  |  |  |  |  |  |
| \*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 |  |  |  |  |  |  |
| \*Maintains a positive perspective in adverse situations, and offers encouragement during challenging times |  |  |  |  |  |  |
|  | **0** | **1** | **2** | **3** | **4** | **5** |
| ***Excellence in Learning*** | ***Leading Teaching and Learning*** | Creates a student centred, Lutheran environment | \*Demonstrates commitment to the spiritual, intellectual, physical, emotional, cultural and social learning and growth of young people |  |  |  |  |  |  |
| \*Encourages active engagement of students, a culture of challenge, support and a strong learner voice |  |  |  |  |  |  |
| \*Places the student at the centre of strategic planning directions |  |  |  |  |  |  |
| \*Provides a constant and continuous school-wide attention to individual student achievement |  |  |  |  |  |  |
| \*Sets high expectations, acting in the interests of all students in order to enable the best possible learning outcomes for each learner |  |  |  |  |  |  |
| \*Actively engages with students, showing interest and acknowledging differing points of view and contribution |  |  |  |  |  |  |
| \*Demonstrates respect for the dignity, value and worth of every individual |  |  |  |  |  |  |
| Leads pedagogical practice | \*Recognises contemporary leadership styles and applies that knowledge in school improvement practices |  |  |  |  |  |  |
| \*Applies contemporary knowledge and understanding of research into teaching, learning and child development to meet the needs of all students in the school |  |  |  |  |  |  |
| \*Relates current developments in education policy, schooling, social and emotional trends to improve educational opportunities within the school |  |  |  |  |  |  |
| \*Uses current teaching, learning and child development research and applies it to the school context to better inform the needs of students  |  |  |  |  |  |  |
| \*Stays informed with the latest leadership and management concepts and practice |  |  |  |  |  |  |
| Creates a learning culture | \*Creates a positive, community atmosphere for students and staff conducive to quality learning  |  |  |  |  |  |  |
| \*Sets high expectations through reflective practice, collaboration, monitoring, feedback and reporting on the effectiveness of learning for every learner including students, staff and self |  |  |  |  |  |  |
| \*Celebrates and promotes active engagement, risk-taking and motivation 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 that nurtures enthusiastic, independent learners and a commitment to lifelong learning |  |  |  |  |  |  |
| \*Develops educational approaches to ensure equity of educational outcomes |  |  |  |  |  |  |
| \*Develops and upholds shared agreement about what quality teaching and learning looks like |  |  |  |  |  |  |
|  | **0** | **1** | **2** | **3** | **4** | **5** |
| ***Ongoing Improvement and Innovation*** | ***Leading Improvement, Innovation and Change*** | Inspires and motivates | \*Leads the development of the mission, vision and values for the school seeking input from staff, students and the community to develop the vision |  |  |  |  |  |  |
| \*Builds commitment, confidence, shared understanding and enthusiasm about the vision for the school |  |  |  |  |  |  |
| \*Ensures the vision for the school is a shared vision and as such is acted upon effectively by all |  |  |  |  |  |  |
| \*Uses appropriate leadership styles sensitive to the stage, growth and development of the school and reflective of the situation that is presented |  |  |  |  |  |  |
| \*Recognises and celebrates the achievements of individuals and teams |  |  |  |  |  |  |
| \*Uses knowledge and understanding of local context to inform change |  |  |  |  |  |  |
| \*Gathers and applies evidence of current and continuous developments in education policy, schooling and social and environmental trends and developments to inform improvement within the school and communicates the vision for change to all stakeholders |  |  |  |  |  |  |
| \*Reflects on the latest change management concepts and practices and uses these for school improvement |  |  |  |  |  |  |
| \*Uses project management skills to achieve goals objectively and efficiently |  |  |  |  |  |  |
| Articulates the need for change, sews the vision and acts to lead change with clear purpose |  |  |  |  |  |  |
| Initiates improvement through innovation and change | \*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 towards school improvement |  |  |  |  |  |  |
| \*Fosters creativity, innovation and the use of appropriate new technologies and learning spaces |  |  |  |  |  |  |
| \*Uses problem solving, creative thinking and strategic planning to ensure continuous improvement plans and policies |  |  |  |  |  |  |
| \*Supports collaborative processes to implement change |  |  |  |  |  |  |
| \*Reflects on change process to improve practice |  |  |  |  |  |  |
|  | **0** | **1** | **2** | **3** | **4** | **5** |
| ***Leading Effective Organisation and Management*** | ***Leading the Management of the School*** | Aligns ethical practices with educational goals | \*Promotes democratic values including active citizenship and Christian service to others |  |  |  |  |  |  |
| \* Actively responds to promises |  |  |  |  |  |  |
| \*Acts with integrity and is consistent with own stated values and beliefs |  |  |  |  |  |  |
| \*Models and promotes the school values and ‘walks the talk’ |  |  |  |  |  |  |
| \*Advocates best practice for students and the school even when it is difficult to do so |  |  |  |  |  |  |
| \*Challenges actions, behaviours and practices that are not ethical or are contrary to Christian practice |  |  |  |  |  |  |
| Manages resources | \*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 |  |  |  |  |  |  |
| \*Reflects and 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 |  |  |  |  |  |  |
| Manages high standards and accountability | \*Ensures that individual and team expectations and accountabilities are clearly defined, understood and agreed upon by relevant parties |  |  |  |  |  |  |
| \*Regularly monitors accountabilities and takes action to ensure they 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 respectfully highlights areas for improvement |  |  |  |  |  |  |
|  | **0** | **1** | **2** | **3** | **4** | **5** |
| ***Community Building*** | ***Engaging and Working with the community*** | Creates a culture of inclusion | \*Recognises the multicultural and multi-faith nature of Australia |  |  |  |  |  |  |
| \*Recognises, values 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 |  |  |  |  |  |  |
| \*Acts to live out the gospel in service to others |  |  |  |  |  |  |
| Engages with the community | \*Understands the diverse interests of the community and other education sectors |  |  |  |  |  |  |
| \*Acknowledges and is informed by the social, political and local circumstances of the school and local community |  |  |  |  |  |  |
| \*Knows about the rich diversity of cultural groups within the broader community |  |  |  |  |  |  |
| \*Interacts personally with external stakeholders to understand and anticipate their needs |  |  |  |  |  |  |
| \*Acknowledges the diversity and strength of the local Christian communities and Lutheran education |  |  |  |  |  |  |
| \*Actively supports the Lutheran church community |  |  |  |  |  |  |
| Collaborates and influences the community | \*Builds and maintains positive and strategic partnerships with students, families and carers |  |  |  |  |  |  |
| \*Develops and maintains positive and strategic partnerships with the school’s broader community eg community groups, agencies, individuals and businesses |  |  |  |  |  |  |
| \*Uses 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, taking appropriate action in response |  |  |  |  |  |  |
| \*Cooperates and works with relevant agencies to protect and support children and young people |  |  |  |  |  |  |

(Ref: Adapted from the AITSL 360-degree reflection tool user guide, 2015 and the *Growing deep* leadership and formation framework, 2015)