

# School Leadership Institute Overview of programs 2023



# Contents

Use this page to navigate to the following sections.

You can return to this page using the contents button at the bottom right corner of each page. It looks like this 

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<b><u>Overview</u></b>	<b>3</b>
<b><u>SLI Development Continuum</u></b>	<b>4</b>
<b><u>Leadership Induction Programs</u></b>	<b>6</b>
Middle Leader Induction	
Deputy Principal Induction	
Principal Induction	
<b><u>Leadership Development Programs</u></b>	<b>10</b>
Middle Leadership Development Program (MLDP)	
Senior Leadership – Aspiring Principals Leadership Program (SL-APLP)	
Growing Great Leaders (GGL)	
Principal Leadership Learning (PLL)	
<b><u>Other leadership development initiatives</u></b>	<b>16</b>
FASTstream	
School Leadership Identification Framework (SLIF)	
Principal and Deputy Principal Facilitators	
SLI Alumni programs	



# Overview

School leaders play a vital role in providing every student in NSW public schools with a great education and the best start in life.

Developing the educational expertise, leadership skills and capabilities of staff in our schools is crucial to reaching our goal of being the finest education system in Australia, as well as ensuring a future supply of effective, committed school leaders.

The School Leadership Institute (SLI) offers programs and initiatives to develop school leaders at every stage of their career. Participants in our programs receive tailored, focused and relevant professional learning that makes a tangible difference in schools.

Our programs and other offerings are based on our vision and mission statement. Our vision is to shape a future that enables all educational leaders to influence and impact positively on the learning of teachers and students in our public schools. Our mission is the provision of world-class, evidence-informed, future-focused leadership development programs and initiatives to make the difference we seek in public education.

“There is a wealth of evidence that the quality of leaders positively enhances teaching and learning.”

**Alma Harris**

# School Leadership Institute (SLI) Development Continuum

The School Leadership Institute Development Continuum underpins all our work. It provides the foundation for the [School Leadership Development Strategy](#) to develop the leadership capabilities of school leaders at each stage of their career. It articulates opportunities for leadership learning through interrelated career stages. (Figure 1.)

At each stage the learning focus is on developing skills, capabilities and mindsets to enhance leadership impact across a range of school contexts. This will enable leaders to expand their sphere of leadership influence on the learning of teachers and students within and across NSW public schools.

Programs, frameworks, resources and initiatives are designed to cater for leadership development needs for school leaders at each stage of their career.

All programs are evolving, responsive to the needs of the profession, aligned to the continuum, and delivered using a range of methodologies. They are available to current and aspiring school leaders in public education.

Developing system leadership is a significant feature of the work of the SLI. Facilitators and mentors are an important element of many of the programs. Specific programs help them develop skills so they can influence the leadership learning of colleagues.

Central to our approach to leadership development is the Leadership for Learning Frameworks. [The 3 frameworks](#) are tools for current and aspiring school leaders to help them develop leadership behaviours and actions.

Together, these components provide the foundation for the development of current and future school leaders, leading to further teaching and learning improvements in schools and across our system.

## SLI Development Continuum

Figure 1



FASTstream | Leadership for Learning Analysis

# The SLI Development Continuum

- recognises that **leadership learning is ongoing** and contextually based
- recognises that leadership **learning deepens** as leaders expand their influence
- **enables the development** of leadership practices across a range of school contexts that have the greatest impact on teacher, leader and student learning
- **supports leaders to enact their role** as identified in the role descriptions for middle leaders, deputy principals and principals
- **embeds a strong system leadership focus** to develop the capacity of current leaders to support the leadership learning of others.

# Leadership Induction Programs



## Middle Leader Induction

### Focus

The role, responsibilities and practices of assistant principals and head teachers as outlined in the [Middle Leader Role Description](#).

### Target audience

Newly appointed or long-term relieving assistant principals and head teachers, senior psychologist education, and aspiring middle leaders.

### Program structure

Middle leader Induction comprises 2 components:

- Component 1: 4 self-paced online e-learning modules
- Component 2: A 2-day online conference.

The completion of Component 1 is a prerequisite for enrolling in Component 2. Both components provide opportunities to learn from experts, and for networking with middle leader peers across NSW.

### Learning outcomes

Participants in the program will:

- enhance their knowledge of the middle leader role, including key departmental policies and priorities, to effectively meet key accountabilities
- strengthen their understanding of middle leadership practices that have a positive influence on the quality of teaching and learning through the development of self and others
- develop their self-awareness as middle leaders: who they are, what they care about and why they care, and articulate their core values and beliefs.

### Themes explored

- Leading learning
- Leading self
- Leading others
- Leading inquiry

### Further information

Find out more about [Middle Leader Induction](#)

# Deputy Principal Induction

## Focus

The role, responsibilities and practices of deputy principals as outlined in the [Deputy Principal Role Description](#).

## Target audience

Newly appointed or long-term relieving deputy principals.

## Program structure

A 2-day conference coordinated by the SLI. Departmental and external presenters work alongside the SLI team to deliver a program contextually relevant to the role of a deputy principal in a NSW public school.

## Learning outcomes

Participants in the program will:

- enhance their knowledge of the principal role, including key departmental policies and priorities, to effectively meet key accountabilities
- strengthen their knowledge and understanding of key leadership and management practices to drive school improvement
- articulate their moral purpose in order to create the conditions for a shared vision which places the students at the centre of all decisions.

## Themes explored

- Understand the deputy principal's role in leading the improvement of teacher and student learning outcomes
- Leading and managing their school
- Department policies and practices regarding performance and conduct issues
- Establishing a feedback culture
- Building partnerships and working effectively with the community
- Understand the importance of developing self and managing personal wellbeing.

## Further information

Find out more about [Deputy Principal Induction](#)



# Principal Induction

## Focus

The role, responsibilities and practices of principals as outlined in the Principal Role Description.

## Target audience

Newly appointed or long-term relieving principals.

## Program structure

A 3-day conference, delivered by the SLI. Departmental and external presenters work alongside the SLI team to develop a program contextually relevant to the role of a principal leading a NSW public school.

## Learning outcomes

Participants in the program will:

- enhance their knowledge of the principal role, including key departmental policies and priorities, to effectively meet key accountabilities
- strengthen their knowledge and understanding of key leadership and management practices to drive school improvement
- articulate their moral purpose in order to create the conditions for a shared vision which places the students at the centre of all decisions.

## Themes explored

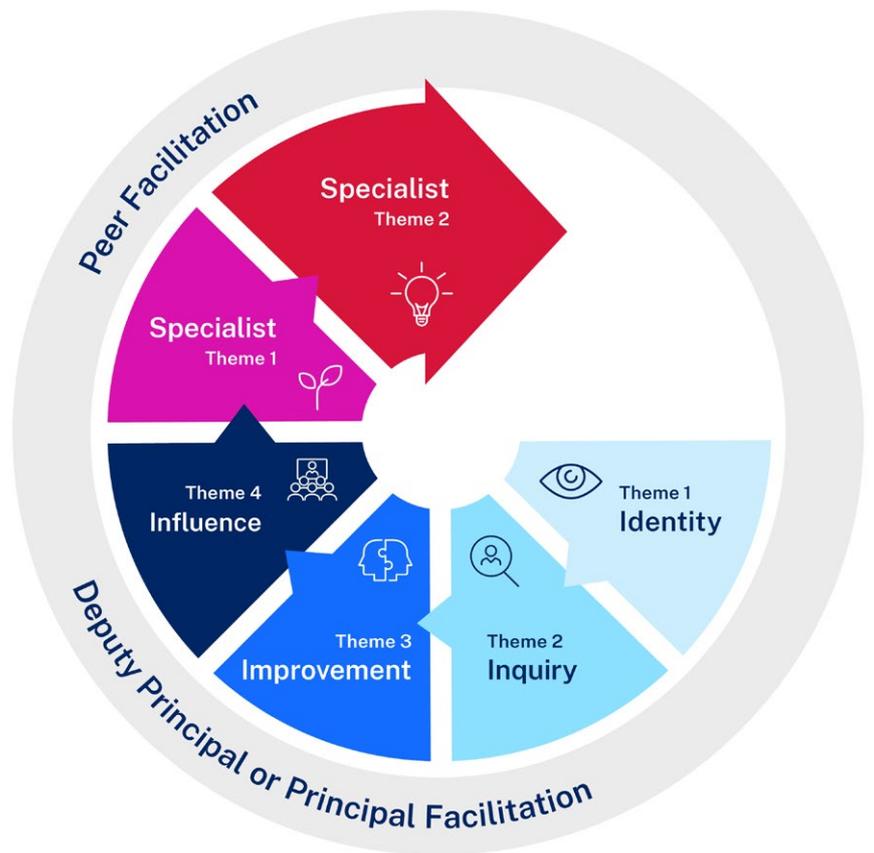
- Understand the principal's role in leading the improvement of teacher and student learning outcomes
- Leading and managing their school
- Department policies and practices regarding performance and conduct issues
- Understand the role of the PSL/PC-M (Principal, School Leadership/Principal, Coach-Mentors) in supporting principals
- Identify key departmental personnel who can provide support to principals in the leadership and management of their school
- Understand the policy requirements and strategies that support students with a disability, behaviour management and inclusion
- Understand approaches to the management of personnel and the associated system support
- Understand the role of the principal and explore key dimensions of leadership in the context of NSW public education, including Emotional Intelligence, moral purpose and effective drivers of school improvement
- Understand the implications of the NSW DoE and NSW AECG Inc. partnership agreement to strengthen capacity to work with their communities.

## Further information

Find out more about [Principal Induction](#)



# Leadership Development Programs



# Middle Leadership Development Program (MLDP)

## Focus

Development of leadership excellence for middle leaders to help lift learning outcomes across NSW public schools.

## Target audience

Assistant principals and head teachers. Participants may take part individually or in school/network teams.

## Program structure

The MLDP is a professional learning program developed specifically for middle leaders. The program provides a learning environment that will encourage participants to constructively challenge leadership practices through collaboration, sharing of expertise and feedback. It is delivered by university academics and middle leadership experts through a blended model of face-to-face and online learning. Experienced deputy principals and principals support the learning of participants through small group facilitation.

## Learning outcomes

Participants in the program will improve their capacity to:

- understand and develop self as a leader
- lead teacher learning for improved student outcomes
- lead evidence-informed decision making
- build productive relationships.

## Themes explored

- Identity – developing self as leader
- Inquiry – leading evidence-informed decision making
- Improvement – leading learning for improved student outcomes
- Influence – building productive relationships

In addition, self-selection of 2 specialist themes from the following list:

- Leadership research project (required to gain credit of prior learning towards postgraduate leadership studies)
- Leading Aboriginal education
- Leading assessment and pedagogy
- Leading high performing teams
- Leading staff performance and development

## Application process

A rigorous application process is used to identify individuals and teams within schools and across networks.

## Qualification

Successful completion of the program leads to eligibility to apply for recognition of prior learning (academic credit) towards educational leadership courses at University of Wollongong or University of Newcastle.

## Further information

Find out more about [MLDP](#)

# Senior Leadership – Aspiring Principals Leadership Program (SL–APLP)

## Focus

Development of leadership capabilities to reflect, lead inquiry and understand the impact of leadership behaviours and actions on others.

## Target audience

Senior leaders (primary or secondary deputy principals, assistant principals, or teaching principals).

## Program structure

A 12-month professional learning program developed for aspiring principals and/or those seeking to enhance their leadership impact. It consists of 9 leadership seminars delivered by international experts and outstanding practitioners through a blended model of face-to-face and online learning. Participants analyse their current practice, develop new learnings and reflect on the impact of their leadership actions by leading an inquiry in their context, guided by the SLI Leadership for Learning Frameworks. Experienced principals support the learning of participants through small group facilitation.

## Learning outcomes

Participants in the program will develop their capacity to lead school improvement by:

- enhancing leadership practices that impact on student learning
- leading collaborative inquiry to improve teaching and learning
- strengthening the personal and interpersonal qualities required to lead with influence.

## Themes explored

- Leadership for learning
- Student-centred leadership
- Leading student engagement and equity
- Leading improvement and complex problem solving
- Leading for cultural inclusivity
- Leading a whole-school approach to wellbeing and academic growth
- Leading connecting with community
- Leading for improvement and performance
- Lead to inspire

## Application process

A rigorous selection process is used for entry into this program.

A combination of a written application, digital story, referee comments and a leadership conversation, determine an applicant's readiness for the program. Panels of experienced principals identify applicants who demonstrate distinguished responses to the following criteria:

- outline of an evidence-informed, collaborative process leading improvement, innovation and change with assessment of impact
- depth of experience leading colleagues to plan, implement and review effectiveness of practice
- demonstrated self-awareness of leadership practices that influence others and areas for personal development
- commitment and contribution to the learning of others beyond their immediate role or setting in the NSW public education system
- ability to communicate and reflect deeply on core beliefs and motivation to lead a NSW public school.

## Qualification

Successful completion of the program leads to eligibility to apply for entry into the Master of Education (Educational Leadership) at University of Wollongong with 50 per cent credit points.

## Further information

Find out more about [SL–APLP](#)



# Growing Great Leaders (GGL)

## Focus

The development of student-centred leadership to enhance capabilities to solve complex problems and lead with influence.

## Target audience

Newly appointed first-time principals.

## Program structure

A 12-month professional learning program developed for newly appointed principals who have completed the Principal Induction Conference. It consists of 6 leadership seminars delivered in partnership with Auckland University through a blended model of face-to-face and online learning. Participants focus on the development of their professional skills and capabilities enabling them to work effectively in their unique contexts, alongside their colleagues and communities, to improve teaching and learning outcomes. Program content is structured to reflect the importance of a student-centred approach to school leadership.

## Learning outcomes

Participants in the program will develop their capacity to lead school improvement by:

- engaging with evidence informed theory within the context of their school setting
- deepening their understanding of leadership practices that have the greatest impact on student and teacher learning outcomes
- deepening their understanding of leadership drivers that strengthen school improvement outcomes
- building relational trust to solve complex issues within their school context.

## Themes explored

- Student-centred leadership
- Relational trust
- Establishing goals and expectations
- Resourcing strategically
- Solving complex problems
- Ensuring quality teaching

## Application process

The GGL program is by invitation only for all newly appointed principals who have completed induction.

## Further information

Find out more about [GGL](#)



# Principal Leadership Learning (PLL)

## Focus

The SLI Principal Leadership Learning (PLL) acknowledges the pivotal role of principals as lead learners in their school communities. The PLL Program and PLL Resource provide dynamic, evidence-based professional learning opportunities for all NSW principals. Through context driven, multimodal and on-demand professional learning opportunities, the PLL Program and the PLL Resource aim to ensure that principals can access professional learning focused on core leadership principles and key drivers of leadership effectiveness. They bring together current national and international research and evidence informed practice to support school leaders as they enhance their leadership capabilities. The PLL Program connects principals with global leadership and education experts as they explore current themes.

## Target audience

NSW public school principals at every stage of their career.

## Principal Leadership Learning Program

### Program structure

**The program is offered via the following key elements:**

- Insights Series for Principals Keynote Editions (1 per term)
- Insights Series for Principals Immersion Editions (Term 2 and 3)
- Leadership Conversations from the Field
- Principal Leadership Learning Hub

This multi-faceted approach to program delivery enables principals to engage in some or all of the events in the learning line-up.

### PLL Program learning outcomes

As a result of participating in elements of the Principal Leadership Learning program principals will:

- connect with current evidence-informed theory as it relates to the principal's role in leading school improvement
- consider key issues and questions of practice facing school leaders as they lead their school communities
- engage in context specific problem solving with reference to evidence-informed theory
- make links to the Core Leadership Principles: moral purpose, commitment to action, relational trust and educational expertise and the key drivers of leadership effectiveness



- access the Principal Leadership Learning Hub and Principal Leadership Learning Resource, containing relevant evidence-informed references to use for principals' own development goals and with school leadership teams.

## The Insights Series for Principals

### Keynote Editions

The Insights Series Keynote Editions features 4 stand-alone sessions each focused on a theme of contemporary leadership. In partnership with local and international experts, each edition explores the current leadership landscape through:

- a keynote webinar
- share perspectives and respond to themes using features such as chat and polls
- a discussion guide as a reflection tool and for future use with leadership teams.

### Immersion Editions

The Insights Series Immersion Editions features two separate multi-session editions that will provide participants with a deep insight into the presenters' specialist themes and an opportunity to apply thinking and learning to their own leadership in context. These offerings are structured to include a mix of presentation, led discussion and intersessional reflection tasks as well as opportunities to be guided by the presenter in implementing theory into action.

## Leadership Conversations: from the Field

Leadership Conversations: From the Field presents 4 separate sessions throughout Terms 2 and 3 for principals to explore common leadership challenges. These conversations are facilitated by Matt Church who shares his insights into leading self, leading others and leading change while drawing on the experience and wisdom of fellow principals.

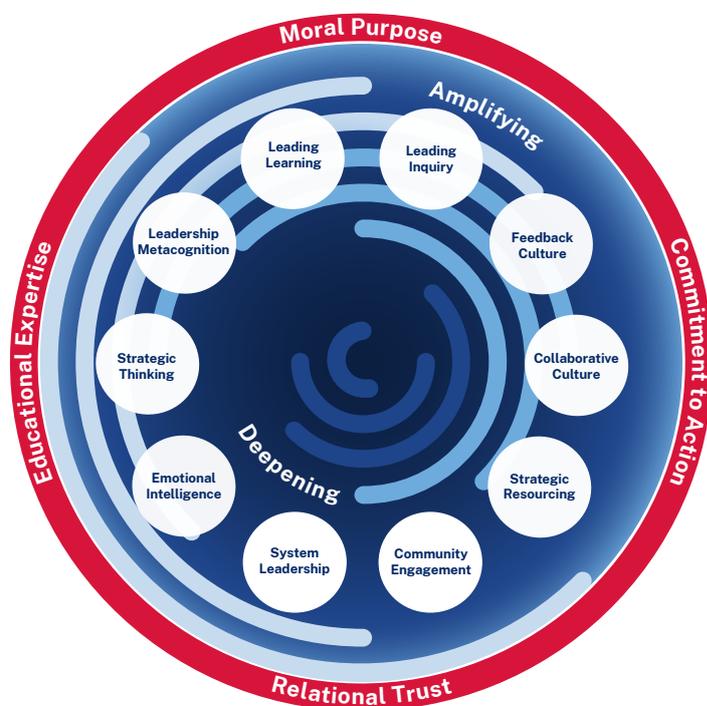
Each session provides opportunities for principals to discuss with colleagues, context driven leadership challenges with Matt as a guide and mentor. Matt links his insights into the complex nature of leadership and what it takes to be a leader who creates a thriving school culture while engaging in the challenging work of leading people.

## Principal Leadership Learning Resource

The PLL Resource describes the way in which principals continue to grow as leaders, enhancing their leadership capabilities and deepening and amplifying their impact and influence as they engage with 4 core leadership principles and 10 key drivers of leadership effectiveness. These highly interrelated elements provide a consistent language and understanding with which to describe effective principalship of NSW public schools.

### The PLL Resource:

- articulates leadership actions and behaviours that indicate best practice as leaders deepen and amplify their impact and influence
- provides a language to describe this impact in a way that can be universally and consistently understood and acted upon
- enables reflection, analysis and feedback of current practice to support principals to identify the most appropriate key drivers on which to focus their leadership learning and inform their professional learning goals



- provides professional learning about the core leadership principles and key drivers of leadership effectiveness based on current research and evidence
- supports professional conversations between principals and Directors, Educational Leadership (DELs) and other colleagues to support the ongoing professional learning of principals to lead improvement in their schools
- enables professional conversations with aspiring principals to enhance their understanding of the principal role and guide their development.

The elements of the PLL Resource are explored through an on-demand, interactive resource that includes explanations, frameworks, strategies and tools which support self-reflection, professional learning and professional conversations. It is intended that principals use the PLL Resource frequently as their needs and context change. The PLL Resource will be updated regularly to reflect current research and respond to the changing needs of school leaders.

## The Principal Leadership Hub

The Principal Leadership Learning Hub offers on-demand access to world-class, evidence-informed and future-focused resources and programs to enrich the ongoing professional growth of all principals. The Principal Leadership Learning Library, “Read”, “Watch”, “Listen” section is a collection of curated resources which can be used for personal or capacity building professional learning or as an accompaniment to other PLL program offerings.

### Further information

Find out more about [PLL](#)

Access the [Principal Leadership Hub](#)

Access the [Principal Learning Resource](#)

Other  
leadership  
development  
initiatives

# FASTstream

## Focus

Provision of an integrated and personalised pathway of leadership development to accelerate the careers of those aspiring to principalship in NSW public schools within 10 years. It supports the development of pedagogical and leadership expertise to enable participants to demonstrate effective school leadership.

## Target audience

Final year initial teacher education students, teachers, middle and senior leaders who aspire to principalship in NSW public schools.

## Program structure

The FASTstream program supports the development of pedagogical and leadership expertise to demonstrate effective school leadership. Through a program of professional learning, mentoring and support, participants progress through the 3 phases. Successful applicants join the program in the phase aligned to their substantive position and demonstrated leadership capability. Participants are supported in their leadership development by a school-based mentor. Participants, school-based mentors and schools are also supported by an SLI program mentor.

Participants will progress through the 3 phases of the program, demonstrating readiness for increased leadership responsibility, in line with the SLI Development Continuum. The phases are:

### Phase 1a – classroom teachers

Develop pedagogical and curriculum expertise

### Phase 1b – teacher leaders

Strengthen impact and influence with additional responsibilities across the school

### Phase 2 – middle leaders

Develop leadership knowledge and deepen curriculum and pedagogical expertise

### Phase 3 – senior leaders

Develop capacity to lead school improvement, innovation and change.

Successful applicants join the program in a phase aligned to their substantive position and demonstrated educational leadership. As a guide the following will apply.

**Phase 1a:** Classroom teachers who have yet to demonstrate leadership beyond their classroom or have not achieved NESA accreditation at proficient level.

**Phase 1b:** Teachers who are demonstrating impact and influence beyond their classroom.

**Phase 2:** Assistant principals and head teachers.

**Phase 3:** Deputy principals and assistant principals or head teachers who have demonstrated extensive senior leadership.

Before progressing to a new phase, participants must demonstrate capabilities aligned with criteria to assume leadership positions within the FASTstream program.

Phase progression is an on-balance judgement that is a comprehensive, transparent, and collaborative process that recognises the leadership learning and achievements of participants.

## Application process

A rigorous selection process is used for entry into this program.

A combination of a written application, digital story, referee comments and an interview determine an applicant's readiness for the program. Panels of experienced principals identify applicants who demonstrate potential for school leadership.

## Further information

Find out more about [FASTstream](#)



# School Leadership Identification Framework (SLIF)

## Focus

Teacher leader identification and development.

## Target audience

Current and aspiring school leaders.

## Program structure

The SLIF is a suite of interactive resources guided by a 6-stage cycle of teacher leader development. The SLIF website provides a portal to access these resources, including synchronous and on-demand professional learning sessions and support materials for teacher leaders, mentors and principals.

## Learning outcomes

As a result of using this resource:

- future school leaders can be identified and developed
- programs of leadership learning for future school leaders can be developed or enhanced in their school context.

## Themes explored

- The identification of teacher leaders
- The importance of teacher leader development
- Performance and preparedness of teacher leaders
- Identifying areas for development
- Developing leadership capabilities and behaviours
- Building support networks
- Effective mentoring practice
- Effective feedback practice
- Actioning feedback
- Introduction to leadership mindsets
- Introduction to inquiry

## Further information

Find out more about the [SLIF](#)



# Principal and Deputy Principal Facilitators

The SLI offers experienced NSW public school principals and deputy principals the opportunity to deepen their practice and contribute to system leadership as [Facilitators](#). Facilitators support current and aspiring leaders in select SLI programs and induction conferences throughout the school year.

A panel consisting of an Executive Director; Director, Educational Leadership; Director, SLI and a current primary and secondary principal will assess applications and make recommendations. Successful applicants are knowledgeable about current research informing best

practice in facilitating the leadership development of colleagues. They demonstrate a practice of seeking, analysing and acting on feedback and describe how this practice has impacted their own learning and the learning of others.

Facilitators engage in specialised training in leadership development, high leverage facilitation skills and mentorship. Facilitators are supported by a highly experienced team leader to ensure they work actively and in collaboration with aspiring principals.





## SLI Alumni programs

### Leading With Emotional Intelligence – SL-APLP Alumni program

Through practical tools and techniques participants will:

- enhance understanding of the science of emotions and explore the powerful impact emotions can have in schools
- evolve understanding of themselves and others so they can better connect, communicate and influence
- improve resilience and wellbeing so they remain centred under pressure and project greater leadership confidence
- enhance their resilience and skill at positively influencing the emotions of others.

Each participant completes a Genos leadership assessment to assess how well they demonstrate emotionally intelligent leadership behaviours in comparison with other leaders in schools and other workplaces. They then complete a professional debrief of their assessment results. Participants engage in 6 webinars comprising of inspirational content, practical tools, techniques and activities.

### Communicate 2 Lead

School leaders must be equipped with the necessary skills to effectively lead their schools and communicate with key stakeholders. Effective communication skills for senior leaders and newly appointed principals are vital.

The SLI has developed an online professional learning program with Simon Dowling to support school leaders in NSW public schools to enhance their leadership capabilities and communication skills.

The modules can be accessed via an online platform hosted and managed by Simon Dowling. 'Live' modules allow school leaders to collaborate online with Simon and other participants. Other modules are 'learn at your own pace' and provide contextually relevant, practical activities to support school leaders in interactions with staff and students. There are 4 core modules of learning, 2 live sessions and 3 masterclass sessions, all including a live coaching call. There are also opportunities for school leaders to engage one-on-one with Simon in feedback conversations to improve their leadership communication skills.

**For more information:**

[School Leadership Institute](#)

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