School Leadership Institute
FASTstream program

Graduate teacher selection process | Feedback

SLI **School Leadership Institute**

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Overview

The purpose of this document is to share feedback from the selection process for the FASTstream program. It is aimed at supporting aspiring leaders who applied for the program, to reflect on their current practice and core beliefs and how these were evidenced throughout the application process.

We were delighted with the interest in the program. All applicants were assessed by panels of experienced principals against three levels of criteria: distinguished, promising and developing. This document describes the commonalities of attributes of applicants at each of these levels. It is important to note that some applicants demonstrated attributes across more than one level of the marking criteria.

At the heart of our work as educational leaders is a focus on providing every opportunity to enable the best possible learning outcomes for students. Aspiring leaders play a critical role in contributing to student and teacher learning, whilst also further developing their leadership capacity in preparation for principalship.

We encourage all applicants to reflect on this feedback and discuss it with trusted colleagues and mentors.

We trust this document proves useful in supporting your development.

Joanne Jarvis
Director
School Leadership Institute

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Leadership for Learning – Graduate teachers **Developing**

Growth | Collaboration | Reflection | Improvement

The following are observations about the attributes of applicants who are developing their leadership but did not demonstrate readiness for the FASTstream program.

Developing

Written application – graduate teachers

1. Demonstrating your influence on the learning of teachers and students

Positive influence on the learning of students and teachers

Applicants relied on basic or limited references to their proactive influence/impact on student and teacher learning. The examples of their role in the teaching/ learning process were not explained clearly. There were limited references to their influence or impact.

Positive influence on learning beyond your classroom

Some applicants did not mention learning beyond the classroom.

2. Leading effective assessment practices

Impact of assessment practices on student and/or teacher learning

Applicants demonstrated limited understanding of the issues involved in effective assessment practices. They tended to describe the assessment practices rather than draw connections to the impact on student or teacher learning.

3. Committing to innovation and improvement by acting on feedback

Constructing feedback and responding to feedback to enhance student/teacher learning

Applicants did not clearly explain the links between quality and timely feedback and its relationship to improved learning for students and teachers. Examples tended to be general or descriptive rather than analytical which led to a planned action.

Seeking and acting on feedback as an aspiring teacher leader

Applicants did not refer to seeking and acting on feedback from a range of stakeholders regarding their development. They referred to professional feedback from colleagues or mentors without necessarily linking the feedback to their development as future teacher leaders.

4. Implementing the 'Walking Together – Working Together' partnership agreement

Understanding the implications of the partnership agreement

Applicants referred to the document without clear connections to their understanding of the significance of the partnership agreement in relation to Aboriginal peoples, history, languages and culture.

Influencing the implementation of the partnership agreement in a school community

Applicants provided limited reference to the vital role teachers and teacher leaders in NSW public schools play in the implementation of the partnership agreement. They did not anticipate potential opportunities for their own proactive involvement in future implementation strategies in NSW public schools.

Digital story – graduate teachers

1. Ability to link values and core beliefs to their aspiration to be a leader in a NSW public school

Applicants did not demonstrate clear connections between their values and core beliefs about public education or they did so in a tentative way. They did not demonstrate clear links between their values and beliefs and their own leadership aspirations.

2. Ability to provide evidence of building relational trust with students, teachers, parents and the school community

Applicants briefly referenced relational trust without specific examples of how it is integral to effective leadership. Some referred to building trust with students, with more limited references to how this can be achieved collaboratively with teachers and the wider school community.

3. Ability to communicate a clear coherent, well-paced message

Applicants lacked a logical coherence and development in their story and did not demonstrate a clear sense of purpose. Overall, presence was lacking in the digital stories which affected the viewers ability to gain a sense of who the applicants are.

Interview with panel – graduate teachers

An opportunity to share with the panel insights about leadership impact and personal reflections.

While many applicants spoke well about teaching and learning, some were unable to explain the impact associated with their example/s. Applicants found it difficult to articulate their reasons for seeking a place in the FASTstream program.

Leadership for Learning – Graduate teachers **Promising**

Growth | Collaboration | Reflection | Improvement

The following tables provide observations about the attributes of applicants who are developing their leadership but did not demonstrate readiness for the FASTstream program.

Promising

Written application – graduate teachers

1. Demonstrating your influence on the learning of teachers and students

Positive influence on the learning of students and/or teachers

Applicants referred to their proactive influence on student learning, but did not link it back to their experience of a positive influence within their classroom. Examples of their own role in the teaching/learning process could have been more clearly linked to their impact.

Positive influence on learning beyond your classroom

Applicants referred to learning beyond the classroom in both curriculum and student wellbeing in a grade, stage, faculty or whole school without clearly explained examples linking the improvement with evidence of impact.

2. Leading effective assessment practices

Impact of assessment practices on student and/or teacher learning

Applicants demonstrated a sound understanding of a range of assessment practices. However, the examples lacked explicit detail about how they were implemented and their impact on student and/or teacher learning.

3. Committing to innovation and improvement by acting on feedback

Constructing feedback and responding to feedback to enhance student/teacher learning

Applicants referred to the links between quality and timely feedback and its relationship to improved learning for students and teachers. The examples included tended to be general or descriptive rather than analytical.

Seeking and acting on feedback as an aspiring teacher leader

Applicants referred to the significance of professional, explicit feedback from colleagues and mentors in their development in general terms. Some also acknowledged how they have responded to this professional feedback in their development.

4. Implementing the 'Walking Together - Working Together' partnership agreement

Understanding the implications of the partnership agreement

Applicants referred to the document with some connections to their understanding of the significance of the partnership agreement in relation to Aboriginal peoples, history, languages and culture.

Influencing the implementation of the partnership agreement in a school community

Applicants provided limited reference to the vital role teachers and teacher leaders in NSW public schools play in the implementation of the partnership agreement. They did not anticipate potential opportunities for their own proactive involvement in future implementation strategies in NSW public schools.

Digital story – graduate teachers

1. Ability to link values and core beliefs to their aspiration to be a leader in a NSW public school

Applicants articulated their values and core beliefs and indicated some connections between their values and core beliefs and their aspiration to be a teacher leader in NSW public schools. There were some indications of their desire to have a positive impact on student learning.

2. Ability to provide evidence of building relational trust with students, teachers, parents and the school community

Applicants referred to relational trust with some specific examples of how building relational trust is integral to effective leadership. Some referred to strategies involved in building trust with students with brief references to how this can be achieved collaboratively with teachers and the wider school community.

3. Ability to communicate a clear coherent, well-paced message

Applicants communicated with some sense of purpose and viewers gained a sense of the emerging teacher leader. Some applicants relied on a series of images and slides to speak for them as aspiring teacher leaders. The screen images and background music did not always reflect the narrative/ voice or distracted from the key message. Some stories featured a strong narrative/voice. However, it was difficult for the viewer to engage with the aspiring teacher leader if they did not appear on the screen, even if the narrative/voice were convincing.

Interview with panel – graduate teachers

An opportunity to share with the panel insights about leadership impact and personal reflections.

In some cases, the leadership conversations were stronger than the written application and/or digital story. Applicants spoke well about teaching and learning and provided examples of their involvement working collaboratively with others. However, they were not able to articulate a leadership role in student and/or teacher learning. Some applicants also found it difficult to articulate their reasons for seeking a place in the FASTstream program.

Leadership for Learning – Graduate teachers
Distinguished

Growth | Collaboration | Reflection | Improvement

The following are observations about the attributes of applicants who have demonstrated with distinction their readiness for the FASTstream program.

Distinguished

Digital story – graduate teachers

1. Demonstrating your influence on the learning of teachers and/or students

Positive influence on the learning of students and/or teachers

Applicants referred to their proactive influence/impact on student and teacher learning. Strong examples of their leadership role in the teaching/learning process were clearly linked to their impact on student and teacher learning.

Positive influence on learning beyond your classroom

Applicants made clear references to their influence on learning beyond the classroom with clearly explained examples linked to leadership and contextualised to the school community.

2. Leading assessment teaching practices

Impact of assessment practices on student and teacher learning

Applicants demonstrated a detailed understanding of a range of assessment practices and clearly explained their effectiveness in addressing different students' learning needs. Examples of assessment practices were linked very clearly to effective student and/or teacher learning.

3. Committing to innovation and improvement by acting on feedback

Constructing feedback and responding to feedback to enhance student/teacher learning

Applicants referred explicitly to the links between quality and timely feedback and valued its direct relationship to improved learning outcomes for students and teachers.

Seeking and acting on feedback as an aspiring teacher leader

Applicants referred to the significance of professional, explicit feedback from colleagues and mentors in their own leadership development. There were clear references to opportunities to seek, reflect and act on professional feedback from colleagues and mentors.

4. Implementing the 'Walking Together – Working Together' partnership agreement

Understanding the implications of the partnership agreement

Applicants referred to the document with clear connections to their own extensive understanding of the significance of the partnership agreement in relation to Aboriginal peoples, history, languages and culture.

Influencing the implementation of the partnership agreement in a school community

Applicants articulated with conviction the vital role teachers and teacher leaders in NSW public schools play in the implementation of the partnership agreement. They indicated their deep understanding of potential opportunities for their proactive involvement in future implementation strategies. Strong examples were provided outlining how this might work well in NSW public schools.

Digital story – graduate teachers

1. Ability to link values and core beliefs to their aspiration to be a leader in a NSW public school

Applicants articulated their values and core beliefs and indicated very clear connections between their values and core beliefs and their aspiration to be a teacher leader in NSW public schools. They had a detailed knowledge of the wide variety of student learning and wellbeing needs and how these motivate them to make a difference as a future leader. They provided explicit and meaningful statements about their desire to have a positive impact on both student and teacher learning.

2. Ability to provide evidence of building relational trust with students, teachers, parents and the school community

Applicants demonstrated a very clear understanding of the importance of relational trust with specific examples of how building relational trust is integral to effective leadership. There were strong links to strategies involved in building trust with students and the importance of collaboration with teachers and/or the wider school community.

3. Ability to communicate a clear coherent, well-paced message

Applicants communicated with a deep sense of purpose and viewers gained a strong sense of the emerging teacher leader. The story was cohesive and transitioned smoothly. Their presentation was authentic and persuasive while some were quite inspirational.

Interview with panel – graduate teachers

An opportunity to share with the panel insights about leadership impact and personal reflections.

Applicants spoke confidently about best practice in teaching, learning, classroom management and supporting student wellbeing. They demonstrated evidence of embedding improvement in their practices as a result of seeking, reflecting and acting on feedback. Many applicants also articulated a focus for further improvement in their teaching practices. The most distinguished answers referred to opportunities to collaborate with experienced teachers and mentors to become involved as future leaders of student, teacher learning, and demonstrated an awareness of context.

For more information:

School Leadership Institute
slicorrespondence@det.nsw.edu.au

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education.nsw.gov.au
1300 679 332