Principal Facilitator Selection Process Round 2 - Feedback

The purpose of this document is to share feedback from the second selection process for the role of Principal Facilitator for the Aspiring Principals Leadership Program.

Once again, we were delighted with the interest from applicants across NSW. All applications were assessed by a panel of experienced principals representing the NSW Primary Principals Association and the NSW Secondary Principals Council; and representatives from the School Operations and Performance Division, including a Director, Educational Leadership and an Executive Director, School Performance.

On this occasion, the panel selected 7 Principal Facilitators who will complete the quota required to support cohort 2 of aspiring principals. A further process will be undertaken in 2019 to select additional Principal Facilitators and align them with the final cohort of aspiring principals.

The role of a Principal Facilitator
The Principal Facilitator's role is to support the learning of aspiring leaders through small group facilitation and individual guidance. They will participate in quality professional learning delivered by experts in leadership development and examine research regarding adult learning and effective, collaborative, professional learning. In addition, they will engage in collaborative networks with other school leaders, system leaders and university partners.

The qualities of an effective Principal Facilitator
Highly effective Principal Facilitators have a genuine interest in developing others by being good listeners who can set aside their own beliefs and biographies. They value experience, ideas and opinions of others and can respectfully challenge ideas by exploring and surfacing assumptions. They are skilled at guiding others to set achievable and realistic goals and actively seek feedback about their own facilitation.

The attributes of successful applicants
Successful applicants showed a deep understanding of the impact of their leadership on teacher and student learning. This was demonstrated in a variety of ways, including specific examples of strategic, evidence-informed processes and strategies that focus on how practices are linked to sustained impact on student learning outcomes. A systematic, comprehensive approach to evaluating and measuring impact of their educational leadership was a feature of these applications.

These applicants were knowledgeable about current research informing best practice in facilitating the leadership development of colleagues. They clearly linked this research with their own practice and demonstrated a differentiated approach to supporting leadership development commensurate with the individual needs of their staff.

Successful applicants also shared deep insights about their interpersonal qualities that support the growth of teacher leaders. They demonstrated a practice of seeking, analysing and acting on feedback and described how this practice has impacted their own learning and supported the learning of others.

System leadership was clearly demonstrated with examples of the impact of their significant contribution and commitment to the learning of teachers and leaders beyond their individual setting in the NSW public education system.

Finally, successful applicants responded to the criteria in the most recent application, posted in School Biz on 19 October 2018 and available at https://education.nsw.gov.au/our-priorities/school-leadership-institute

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