Effective faculty leadership

During Term 1 and 2 2007 the Technology Unit of Curriculum K–12 Directorate has presented workshops across NSW targeting aspiring head teachers and head teachers. The workshop assists participants to explore the qualities of effective head teachers and to identify strategies for improving student learning outcomes and for enhancing faculty practice in key leadership areas.

Reflecting on existing practice

As part of these workshops the Technology Unit has developed a tool for thinking about faculty leadership and management practices. The reflection matrix was developed to assist head teachers and their faculties to identify existing leadership and management practices and to target areas for improvement. The matrix is shown on the following pages.

The reflection matrix is based on the seven leadership areas identified in *Leading and managing the school*:

- Educational leadership.
- Educational programs.
- Learning outcomes.
- Student welfare.
- Staff welfare, development and management.
- Physical and financial resource management.
- School and community partnerships.

Three levels of performance have been outlined for each leadership area, from basic through to high-level operation. The levels recognise that effective change occurs step-by-step over time.

Using the leadership reflection tool

The reflection matrix can be used by the faculty to review practice in each leadership area and to identify areas for improvement where strategies could be put in place to progress to the next level. In a faculty meeting you could:

1. Give each member of the faculty a copy of the reflection matrix.
2. Work individually, in pairs or small groups, to read each column and discuss how the description relates to the work of the faculty.
3. Ask each group to identify the level that best describes the faculty for each leadership area. Share and discuss thoughts across the faculty.
4. As a group, identify any leadership areas that you would like to target for improvement. Discuss what strategies you might put in place to achieve performance at a higher level.
5. Develop a plan to implement the improvement strategies.

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Leading and managing the faculty – reflection matrix

Level	Educational leadership	Educational programs	Learning outcomes
3	• Head teacher has established a culture of collaboration and teamwork, in which all members of the faculty contribute to the achievement of shared educational goals. • Faculty translates DET plans and school vision, priorities and targets into a strategic plan and explicit and effective policies and practices for the faculty. • Head teacher makes student learning outcomes a priority in faculty decision making. • Head teacher considers whole school implications and makes a broader contribution to the work of the school executive.	• Head teacher has established processes to ensure the quality of teaching and assessment programs. • Teachers of the subject collaborate to develop teaching and assessment programs that meet the needs and interests of students, maximise outcomes and satisfy BOS and DET curriculum requirements. • Faculty uses a range of information sources including performance data and student feedback to evaluate and enhance programs. • Teachers regularly discuss issues and share ideas regarding the implementation of the teaching and assessment programs.	• Head teacher maintains the focus of the faculty and targets resources to improving student learning outcomes. • Teachers analyse and apply classroom, school and system-wide student assessment data and seek student feedback about learning. • Teachers participate in collaborative assessment processes to achieve consistent teacher judgements. • Teachers are committed to providing high quality and consistent reporting information to parents, carers and students.
2	• Head teacher ensures relevant DET and school policies, priorities, targets and guidelines inform the practices and procedures of the faculty. • Head teacher accesses a range of people and resources to assist faculty. • Faculty has effective mechanisms to enable professional dialogue and the sharing of information, issues and ideas. • Head teacher actively participates as part of the school executive. • Head teacher encourages faculty participation in school teams/ activities.	• Head teacher establishes and facilitates faculty teams with responsibility for the development of specific teaching and assessment programs. • The promotion of intellectual quality, quality learning environment and significance are considered in the development of teaching and assessment programs. • Teachers are familiar with BOS and DET requirements and a variety of teaching and assessment strategies. • Teachers participate in evaluation and modification of relevant teaching and assessment programs.	• Head teacher understands the importance of focusing on student learning outcomes. • Head teacher analyses and shares school-based and system-wide student assessment data with teachers. • Teachers discuss and reflect on how their expectations, practices, strategies and approaches influence student learning outcomes. • Teachers participate in the development of agreed assessment, recording and reporting processes for the faculty.
1	• Head teacher seeks to develop collaboration, shared development processes and team building. • Head teacher is familiar with relevant DET and school policies, targets, priorities and guidelines. • Head teacher meets regularly with all faculty members to enable information sharing. • Head teacher represents faculty at and reports back from executive meetings.	• Head teacher ensures teachers plan and document their teaching and assessment practices. • Head teacher monitors to ensure teaching and assessment programs satisfy BOS and DET requirements. • Teachers recognise the importance of teaching and assessment programs meeting individual and group learning styles and needs. • Teachers are aware of the *Quality Teaching* model and a variety of teaching and assessment strategies.	• Teachers recognise that their expectations, practices, strategies and approaches influence student learning outcomes. • Head teacher ensures student assessment records are kept on faculty file. • Head teacher supervises the preparation of student reports. • Head teacher is aware of a range of student learning data that should inform the development and evaluation of teaching and assessment programs.

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Student welfare	Staff welfare, development and management	Physical and financial resource management	School and community partnerships
• Faculty members are committed to, and review implementation of, the school student welfare and discipline policy. • Faculty promotes the safety, welfare, interests and engagement of students in the development and review of policies, programs and practices. • Student welfare processes support teachers to address student learning needs in a safe, responsive and harmonious learning environment. • Faculty practices maximise opportunities for students to participate in decision making and demonstrate success in their learning.	• Head teacher facilitates a collegial and co-operative culture to support team effectiveness and individual development. • Communication and decision making processes are agreed and used effectively within the faculty. • Teachers benefit from effective professional learning plans that address career and school goals. • Quality practices are evidenced across the faculty such as *Quality Teaching* approaches, classroom management, assessment and student welfare.	• Head teacher has a long-term management strategy for faculty resources. • Head teacher prepares and implements an annual faculty budget, considering views of all teachers and needs of students and school community. • Teachers are responsible for the management of money, equipment and facilities used by their classes and identify strategies for improving these resources. • All teachers take responsibility for risk management processes to achieve a safe and effective learning environment.	• Teachers in the faculty value the importance of open communication and working with parents for the personal, social and educational welfare of their children. • Faculty members seek and implement opportunities for promoting student learning in the school community. • Faculty members seek to develop effective partnerships with the school community, business and industry that enhance student learning. • Teachers are committed to promoting public education and training.
• Head teacher facilitates and teachers are trained in the consistent implementation of student welfare and discipline procedures including child protection. • Teachers understand and apply principles of natural justice and procedural fairness when dealing with students. • Teachers are supported to establish clear and consistent rules in their classrooms that are known and understood by students.	• Head teacher monitors the implementation of agreed teacher responsibilities and duties, including effective teaching and documentation. • Teachers have professional learning plans. • New teachers are inducted in the requirements, policies and practices of the faculty and the school. • The head teacher is aware of procedures and actively supports teachers experiencing difficulties.	• Head teacher consults with faculty to prepare an annual budget. • Head teacher implements and all faculty members participate in financial and asset management practices which meet DET and legislative requirements. • Teachers have delegated responsibilities for resource management. • Head teacher ensures all members of the faculty are aware of occupational health and safety requirements and implement agreed risk management processes.	• Head teacher acknowledges the views and expectations of parents, and works with parents for the personal, social and educational welfare of their children. • Head teacher seeks opportunities to enhance learning by developing partnerships and teachers recognise the student learning benefits of effective partnerships with the school community, business and industry. • Teachers value public education and training.
• Head teacher understands and applies principles of natural justice and procedural fairness in the implementation of school student welfare and discipline procedures. • Teachers are aware of the student welfare and discipline policy and procedures.	• Head teacher has negotiated the delegated responsibilities and duties of teachers and recognises the need to supervise their implementation. • Head teacher is familiar with the Professional Learning Policy. • Teachers are aware of DET and school policies, procedures and guidelines including the Code of Conduct.	• Head teacher maintains records which meet DET and legislative requirements for financial and assets management. • Head teacher prepares and monitors the faculty budget. • Head teacher monitors the implementation of DET and school OHS policies and procedures by teachers in the faculty.	• Head teacher recognises the student learning benefits of effective partnerships with the school community, business and industry. • Head teacher recognises and promotes the value of public education and training.

Other leadership resources

A number of the resources used in the leadership workshops, including video clips and the reflection matrix, as well as a range of significant leadership related web links are available at the Technology web pages of the *Curriculum Support* website. Follow the links from the **Professional learning** button in the left-hand navigation bar to **Leadership**.
<**http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/index.htm**>

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