



## Empowered Leaders Creating the Future

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### Reason for writing

The NSW Primary Principal Associations (NSWPPA) stated vision is “to lead, support, advocate for and empower school leaders to facilitate student success.” This association represents 1800 school leaders from diverse settings including: Metropolitan, Rural and Remote and Specific Purpose. The PPA pursues this vision stridently and to great effect, working closely with the NSW Department of Education, highly regarded international experts and key academic partners to achieve impact on leadership development.

To this end, the PPA has co-designed and delivered world class, evidence informed, future focused leadership programs to develop school leaders at every career stage, from aspirant to highly experienced and effective practitioners.

The NSW PPA Principal Credential program is recognised for its rigor and impact on leader, teacher and student learning in international research publications, and was recently showcased at uLead 2018 - The Summit of Educational Leadership: Agile Leadership, Banff, Canada (uLEAD, 2018).

### Problem

With school leadership “second only to classroom teaching as an influence on pupil learning” (Leithwood et al, 2006) and the looming retirement of three out of four current principals, it is critical to develop “a strong pool of high performing, passionate school leaders who have the capability to exercise the structural autonomy they are provided with” (Gonski 2.0) in order to lift student outcomes.

NSW Department of Education key reform agenda ‘Great Teaching Inspired Learning (2013) stated:

“New school leadership credentials would be developed to support the preparation of high quality credentials to support the development of leadership”

The NSW PPA undertook the challenge for designing a model of leadership learning.

### Methodology

The design of the Principal Credential is an evidence informed innovative approach to professional learning which is:

- \* Framed by the Australian Professional Standard for Principals
- \* Aligned to the context and individual learning needs of participants
- \* Incorporates explicit and systematic learning

- \* Engages participants in a variety of professional learning communities including facilitators, facilitator groups, school leader teams and colleagues pursuing similar school improvement challenges.
- \* Requires validation of leadership through a portfolio of evidence, performance and development plan, school leadership challenge, executive summary, capstone presentation and referee endorsement.

#### Results

Data as at February 2017, 68% of participants promoted to principal positions through merit selection within 18 months of validation.

#### Implications

Validated participants have demonstrated innovation and the capacity to successfully lead and manage change with significant impact on teacher and student learning outcomes.