Head of Programs’ Capability and Leadership Framework
### Why do we need a Head of Programs’ Capability and Leadership Framework?

The Head of Programs’ Capability and Leadership Framework (HOPCLF) is an online multi-layered self-reflective resource for all Education Queensland heads of programs. The framework provides a consistent professional language that defines and differentiates the instructional leadership knowledge, skills and behaviours required to effectively drive an explicit school improvement agenda.

The HOPCLF is part of a departmental suite of capability and leadership frameworks underpinned by a research-based systemic focus on developing the collective capacity of instructional leaders with high expectations of school outcomes. The leadership capabilities in the EQ Principal Capability and Leadership Framework (PCLF) inform the HOPCLF.

The aim of the HOPCLF is to enrich and inform capability development conversations, performance development planning and support for aspiring, beginning and experienced school program leaders. It is a detailed resource to support heads of programs in identifying and developing their instructional leadership capabilities.

The HOPCLF is aligned with the content in EQ’s Leadership Matters framework; EQ’s improvement priorities outlined in United in our pursuit of excellence; school leader expectations within the Teaching and Learning Audit domains and the School Planning, Reviewing and Reporting Framework.

### Instructional leaders create and lead a high performance, sustainable learning culture

<table>
<thead>
<tr>
<th>Educational Leadership capabilities</th>
<th>Intellectual Leadership capabilities</th>
<th>Organisational Leadership capabilities</th>
<th>Personal Leadership capabilities</th>
<th>Relational Leadership capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of Programs enact the purposes of public education. They help to strategically position the school to understand and localise those purposes. They collaboratively lead a search for evidence-based practice affecting change for the benefit of students and their communities.</td>
<td>Educational capabilities encompass knowledge and understanding of curriculum, teaching, learning and assessment. Heads of Programs demonstrate the capacity and skills to lead, manage and monitor school improvement in collaboration with the Principal.</td>
<td>Organisational capabilities support continuous improvement through effective management of human, financial and physical resources. Heads of Programs help build effective systems, structures and processes that contribute to the achievement of the school’s vision and direction to improve student learning. A high performance learning culture is embedded into the routine of the school.</td>
<td>Heads of Programs demonstrate integrity and commitment to professional, moral and ethical behaviour. They model important values and behaviour and accept personal responsibility and accountability for organisational and student outcomes.</td>
<td>Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. The capacity of Heads of Programs to influence others is dependent on the quality of their relationships.</td>
</tr>
<tr>
<td><strong>Elements</strong></td>
<td><strong>Leadership capability descriptors</strong></td>
<td><strong>Targets and optimises the use of resources to the learning needs of students.</strong></td>
<td><strong>Operationalises a shared educational vision personifying the values and moral purpose of public education.</strong></td>
<td><strong>Manages themselves and their communities.</strong></td>
</tr>
<tr>
<td>Collaboratively leads, implements and reviews high quality curriculum, teaching and learning and assessment processes. Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context. Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.</td>
<td><strong>Collaboratively builds optimistic, high-performing teams that are committed collectively and individually.</strong></td>
<td><strong>Collaboratively builds optimistic, high-performing teams that are committed collectively and individually.</strong></td>
<td><strong>Collaboratively builds optimistic, high-performing teams that are committed collectively and individually.</strong></td>
<td><strong>Collaboratively builds optimistic, high-performing teams that are committed collectively and individually.</strong></td>
</tr>
<tr>
<td>Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.</td>
<td><strong>Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.</strong></td>
<td><strong>Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.</strong></td>
<td><strong>Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.</strong></td>
<td><strong>Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.</strong></td>
</tr>
</tbody>
</table>
What research underpins the Head of Programs’ Capability and Leadership Framework?

A significant body of domestic and international research shows that school leaders and teachers make a considerable difference to student learning. Here are some supporting excerpts from selected research papers:

“The most successful systems actively foster the development of the next generation of leadership from within, ensuring that there is a continuity of purpose and vision in sustaining the system’s pedagogy and improvement.”


How the world’s best-performing school systems come out on top.

A significant body of domestic and international research shows that school leaders and teachers make a developmental competence (knowledge and skill) as illuminated by research into practice.

Fullan, (2007)
Leadership snapshot: Next Steps

A developmental approach involves the construction of a framework which identifies key dimensions of development as a teacher (leader). Each of these dimensions describes and illustrates developing competence (knowledge and skill) as illuminated by research into practice.”

Masters, G. (1998)
Standards and assessment for students and teachers: A developmental paradigm.

Evidence from these selected sources clearly indicates that improvements in student outcomes are driven by the improvement of school systems. The evidence also shows that system improvement is dependent on the development of school principal and teacher capabilities. The HOPCLF has been developed to facilitate self-reflection and targeted personal leadership development that is explicitly linked to EQ’s research-based school improvement agenda.

Who was involved in the development of the Head of Programs’ Capability and Leadership Framework?

The HOPCLF was developed using a state-wide consultation process with Queensland Association of Special Education Leaders, Queensland Association of State School Principals, Queensland Secondary Principals’ Association, EQ P–10 administrators, senior departmental officers, and the Queensland Teachers’ Union.

How does the Head of Programs’ Capability and Leadership Framework assist individual heads of programs?

The HOPCLF offers a positive and developmental approach that supports each school leader to identify the leadership knowledge and skills they need to develop and demonstrate to achieve their school improvement priorities. The identified areas for development will be articulated through each head of program’s performance development plan.

The HOPCLF will:
- support heads of programs to profile their leadership
- facilitate and inform performance development planning and ongoing professional learning
- inform and enrich conversations linked to the development of heads of programs
- provide a consistent professional language and clear and transparent expectations of head of program leadership as a key instrument in the improvement agenda
- support deputy principal recruitment and selection processes and career development

Does the Head of Programs’ Capability and Leadership Framework reflect different school contexts?

The HOPCLF explicitly details the expectations of heads of programs in all EQ schools. How these expectations are carried out will depend on individual school contexts and be clarified in collaboration with principals and regional directors.

What alignment is there with Leadership Matters?

The HOPCLF elaborates on the leadership capabilities identified in Leadership Matters.

How does the Head of Programs’ Capability and Leadership Framework align with the Teaching and Learning Audit?

The high expectations about curriculum, teaching, learning and assessment in the Teaching and Learning Audit are embedded within the HOPCLF.

Is the Head of Programs’ Capability and Leadership Framework just for our existing school leaders?

Whilst the HOPCLF is primarily designed for current school leaders, it will also be a valuable self-reflective resource for aspiring school leaders.

What support is available to heads of programs?

Heads of programs are supported in many ways, both on and off site. Support includes provision of research material, coaching, mentoring and supervisor observation delivered in person, online, in-time and through training as needed.

What will capability development for heads of programs involve?

A suite of multi-layered differential strategies that are reflective of identified contextualised needs will be developed by regional offices. Departmental and regional capability development resources will be used to deliver one or more of the following activities:

- learning with and from other head of program colleagues across and within schools, clusters, networks, regions and beyond
- observing head of program practice on and off site, learning from other heads of programs on the job in your own and others’ schools
- coaching and mentoring activities that may include a range of accredited methodologies
- tailored, systemic and externally brokered professional development opportunities through QELL, external quality-assured providers, and tertiary institutions
- study tours at an internal, regional, state, national and international level.

Will capability development be one-off or ongoing in nature?

Capability development will be ongoing in nature and will be closely aligned with the needs of each head of program within their current school context. They will discuss and identify areas for leadership development with their supervisor then define and record these in their performance development plan. The supervisor approves the plan and assists the head of program to source capability development resources and support where required.

When should the Heads of Programs Capability Framework be implemented?

During 2012 HOPCLF was developed as a joint program with the development of the DPCLF. During 2013 HODs, HOCS and HOSES will be able to access the capability framework and use it to develop their performance development plans. It is expected that all HODs, HOCS and HOSES will utilise the HOPCLF to have an active online performance development plan in 2014. This will be done by using the MyHR Performance, Capability and Talent link on OnePortal.

**Head of Programs’ Capability and Leadership Framework**

**EDUCATIONAL LEADERSHIP**

Educational capabilities encompass knowledge and understanding of curriculum, teaching, learning and assessment. Heads of Programs demonstrate the capacity and skills to lead, manage and monitor school improvement in collaboration with the principal.

- Collaboratively leads, implements and reviews high-quality curriculum, teaching, learning and assessment processes.
- Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context.
- Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.
- Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.

Collaboratively leads, implements and reviews high-quality curriculum, teaching, learning and assessment processes.

<table>
<thead>
<tr>
<th>KNOWLEDGE of:</th>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Melbourne Declaration on Educational Goals for Young Australians.</td>
<td>- Reading and analysing documents to select the implications and points of relevance for the staff within their departments.</td>
</tr>
<tr>
<td>- Closing the Gap.</td>
<td>- Collaborating with the principal and leadership team to draw key implications from the systemic documents for the whole-school strategic agenda, and for individual departments, stages of schooling and programs.</td>
</tr>
<tr>
<td>- National Professional Standards for Teachers.</td>
<td>- Identifying and selecting from a range of options to connect with the school community.</td>
</tr>
</tbody>
</table>

Understanding the P-12 curriculum, assessment and reporting framework, the Australian Curriculum, the Queensland curriculum for Prep to Year 12, and associated implementation expectations, and can provide clear direction to curriculum teams for their inclusion in whole-school curriculum plans, year level planning and classroom planning.

Supports curriculum team processes in the development, implementation and maintenance of aligned, focused and well-constructed curriculum plans.

Consistently demonstrates principles of highly effective teaching, learning and assessment, maintaining proficiency in their area of specialty.

Maximises the potential of ICT including the Learning Place eSpaces, digital pedagogy and digital resources to support teaching and learning within and across teaching teams, subjects and learning areas, programs and stages of schooling.

Supports staff in the development of a school-wide assessment plan using a range of systemic and school-based assessment techniques to provide data, progressively informing teaching and learning within and across all subjects, learning areas and over time.

Shares practices of teaching, learning and assessment with the community.

Understands the national strategic priorities (e.g. the Melbourne Declaration on Educational Goals for Young Australians, Closing the Gap, and Smarter Schools National Partnerships initiatives).

Understands the P-12 curriculum, assessment and reporting framework, the Australian Curriculum, the Queensland curriculum for Prep to Year 12, and associated implementation expectations, and can provide clear direction to curriculum teams for their inclusion in whole-school curriculum plans, year level planning and classroom planning.

The developmental stages of schooling and changing needs of the learner.

Curriculum design concepts.

Curriculum planning formats and processes appropriate for subjects, learning areas, stages of schooling and specific programs.

Resources, tools and support for whole-school curriculum planning (e.g. OneSchool, the Learning Place).

The overall implications for planning and teaching within and across the stages of schooling, learning areas and programs.

The core learning priorities.

Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.

Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.

Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context.

Head of Programs’ Capability and Leadership Framework
**BEHAVIOURS such as:**
- Articulating the national, state and departmental priorities, and their implications for the school’s focus to the staff, parents and the school community.
- Regular reflection to ensure a consistent focus on the school’s future direction.

**BEHAVIOURS such as:**
- Articulating to the staff, parents and the school community the priorities of the United in our Pursuit of Excellence, the P-12 curriculum, assessment and reporting framework, the Australian Curriculum and the Queensland curriculum for Prep to Year 12.
- Establishing action plans for the program, years of learning or department.
- Focusing staff on the curriculum structures and practical classroom-specific implications.
- Leading curriculum through effective teaching and learning.
- Articulating school plans which reflect the school context to the school community.

**BEHAVIOURS such as:**
- Collaborating with teaching teams in the development of the curriculum plan.
- Collaboratively monitoring the achievement of curriculum goals against the whole-school curriculum plan.
- Enabling opportunities for peer mentoring and coaching.
- Supporting curriculum teams through regular contact.
- Maintaining motivation and direction through feedback and celebration of key milestones.
- Monitoring realistic timelines for the embedding of sustainable change in practice.

**BEHAVIOURS such as:**
- Demonstrating consistent, high-quality teaching, learning and assessment practices.
- Ensuring regular consistent practices within and across teaching teams and programs.
- Being actively involved in structured professional dialogue with teachers.
- Regularly engaging in moderation practices with peers, and with like and cluster schools.

**BEHAVIOURS such as:**
- Using, and focusing staff on using, contemporary teaching and learning environments, including the Learning Place.
- Enabling teachers to create and work in professional teams by freeing up time and resources.
- Collecting, analysing and critically evaluating data and current research to promote innovative eLearning practices.
- Supporting teachers to determine and meet their professional learning needs.

**BEHAVIOURS such as:**
- Regularly engaging with teaching teams around their work to monitor student achievement.
- Displaying a genuine interest in, and support for, classroom implementation of quality assessment through moderation processes.

**BEHAVIOURS such as:**
- Communicating the vision of the school publicly in a variety of forums.
- Displaying respect and acknowledgment for the role of parents and the broader school community in the achievement of improved outcomes.
- Reinforcing the school’s vision for teaching and learning within and outside the school.
Head of Programs’ Capability and Leadership Framework

EDUCATIONAL LEADERSHIP

Educational capabilities encompass knowledge and understanding of curriculum, teaching, learning and assessment. Heads of Programs demonstrate the capacity and skills to lead, manage and monitor school improvement in collaboration with the principal.

- Collaboratively leads, implements and reviews high-quality curriculum, teaching, learning and assessment processes.
- Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context.
- Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.
- Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.

Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context.

KNOWLEDGE of:
- Systemic data design elements, internal assessment data tools and teacher developed assessment data (e.g. NAPLAN, A–Es, reading benchmarks, numeracy benchmarks, SES data, and ESL band-scales, AEDI, QCS and Ranks).
- Assessment tools for coverage of the full range of school performance measures.
- Developing and implementing a plan of data collection, analysis and response within their department, program or faculty.

SKILLS in:
- Identifying and selecting data tools for the broad range of desired learning outcomes.
- Reading, interpreting and analysing data, both qualitative and quantitative.
- Using school-wide systems for data analysis and collection.

BEHAVIOURS such as:
- Facilitating meetings within the program, department or faculty to design, affirm and review the school’s assessment plan.
- Collecting and planning with a range of data collection instruments.
- Displaying in-depth knowledge of the school-wide trends in the data across the school.
- Being highly ethical and modelling professional behaviour in the appropriate use and collection of data.
- Displaying an in-depth knowledge of each student’s achievement and performance.

BEHAVIOURS such as:
- Reviewing data on student achievement to focus daily teaching and learning practices.
- Using school performance data and the outcomes of the Teaching and Learning Audit to determine strategies within their department.

BEHAVIOURS such as:
- Articulating effectively to staff, parents and the school community.
- Leading discussions and asking focusing questions relevant to the alignment of teaching and learning practices with systemic expectations.
- Articulating to staff, parents and the school community, United in our Pursuit of Excellence agenda for improvement and the P–12 curriculum, assessment and reporting framework, Queensland Studies Authority (QSA) and other relevant institutions in the tertiary sectors.
**EDUCATIONAL LEADERSHIP**

Educational capabilities encompass knowledge and understanding of curriculum, teaching, learning and assessment. Heads of Programs demonstrate the capacity and skills to lead, manage and monitor school improvement in collaboration with the principal.

- Collaboratively leads, implements and reviews high-quality curriculum, teaching, learning and assessment processes.
- Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context.
- Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.
- Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.

<table>
<thead>
<tr>
<th>Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committed to conversations that develop an environment of high expectation and stimulates planning for differentiated teaching and individualised learning.</td>
</tr>
</tbody>
</table>

**KNOWLEDGE of:**
- The learner.
- Differentiation.
- Effective school practice.

**KNOWLEDGE of:**
- Action research methodology.
- Differentiation.
- A variety of assessment strategies and practices, and the appropriate application of these strategies to inform future actions.
- Evidence-based exemplars of innovative practice relevant to the context and the challenge identified as part of the action research process.
- A wide range of assessment and collection instruments (including OneSchool).
- Key concepts of data analysis (e.g. trends, growth, significance in relation to data analysis, collection and response).
- Senior schooling assessment principles and processes appropriate to context.

**KNOWLEDGE of:**
- A wide range of assessment and collection instruments (including OneSchool).
- Key concepts of data analysis (e.g. trends, growth, significance in relation to data analysis, collection and response).
- Evidence-based exemplars of innovative practice relevant to the context and the challenge identified as part of the action research process.

**SKILLS in:**
- Identification of, and planning for, specific student learning needs.
- Leading professional dialogue around student needs.
- Establishing processes and support for the identification and diagnosis of student needs.

**SKILLS in:**
- Developing the processes and planning templates for the teaching team to monitor the alignment of planning within and across year levels, ensuring differentiation for groups of students and individual students.
- Applying a repertoire of strategies that empower effective student self-assessment and goal setting.
- Effectively using human, physical and financial resources to enhance student performance.

**SKILLS in:**
- Developing the processes and planning templates for the teaching team to monitor the alignment of planning within and across year levels, ensuring differentiation for groups of students and individual students.

**SKILLS in:**
- Using data collection platforms and databases to interrogate achievement data for individuals, groups, learning areas and components of learning within subjects and learning areas across time and cohorts.

**SKILLS in:**
- Using databases to interrogate achievement and to focus the work of staff (e.g. sampling, trend analysis, discernment of significance).

**BEHAVIOURS such as:**
- Committing to performance conversations.
- Proactively initiating and modelling conversations about individual student achievement.
- Using evidence-based research to inform current educational trends and practices.
- Ensuring that strategies are in place to monitor the engagement and learning of all students.

**BEHAVIOURS such as:**
- Promoting and contributing to a culture of collective responsibility for student achievement in the school.
- Displaying an active and continuing interest in innovative programs and classroom practices that focus on specific school differentiation.

**BEHAVIOURS such as:**
- Working with teachers in examining their classroom data to identify achievements, challenges and opportunities for differentiated learning.
- Asking questions based on available, quantified evidence.
- Actively seeking a role for themselves in supporting classrooms and teams in the pursuit of differentiated teaching and individualised learning.
EDUCATIONAL LEADERSHIP

Educational capabilities encompass knowledge and understanding of curriculum, teaching, learning and assessment. Heads of Programs demonstrate the capacity and skills to lead, manage and monitor school improvement in collaboration with the principal.

- Collaboratively leads, implements and reviews high-quality curriculum, teaching, learning and assessment processes.
- Influences an explicit improvement agenda that is both coherent with the corporate agenda and relevant to the local context.
- Collaboratively builds beliefs and practices that provide differentiated teaching for individualised learning.
- Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.

Collaboratively builds a culture of commitment to positive behaviour and the learning and wellbeing of all students.

Commits to the values of state education through an explicit emphasis on inclusivity, high expectations, and the development of both academic and social and emotional learning made evident in the school’s policies, its full curriculum and its relationships.

Can implement and review a Responsible Behaviour Plan for Students consistent with the school vision.

Engages the community, including parents, volunteers, agencies and specialist support staff in educational service delivery.

Possesses and enacts a coherent and informed understanding of student behaviour and well-being, and uses it to focus staff and community reflection on teaching, learning, student wellbeing and parent engagement.

KNOWLEDGE of:
- Learning and wellbeing framework.
- Age appropriate social and emotional capabilities.
- How the principles of inclusivity and equity impact across the school setting.
- How students learn.
- The Inclusive Education Statement.
- Student Protection.
- Disability Discrimination Act and Disability Standards.
- Supporting students’ mental health and wellbeing.
- Health needs impacting on learning.
- Positive behaviour for learning policy.
- Code of School Behaviour.

BEHAVIOURS such as:
- Actively, explicitly and deliberately respecting, including and caring for the full range of students at the school.
- Modelling and working with the staff to present appropriate social and emotional capabilities.
- Working with the teaching team to present behaviours consistent with Positive Behaviour for Learning policy and the Code of School Behaviour.

SKILLS in:
- Applying and embedding social and emotional capabilities into the context of the school day.
- Identifying and communicating the specific behaviours and goals for inclusivity and social and emotional learning for all students.
- Promoting the public education values to staff, parents and the community.
- Teaching, facilitating and promoting positive behaviour management.
- Managing hazards and risks associated with all school curriculum activities to staff and parents.

KNOWLEDGE of:
- Identification of the assumptions and beliefs informing the expectations held for students.
- The form and structure of a highly explicit and well-constructed Responsible Behaviour Plan for Students.

BEHAVIOURS such as:
- Actively listening and observing to gain understanding of the assumptions and beliefs of individuals.
- Using challenge respectfully and positively to stimulate reflection in personal and school values.
- Implementing and reviewing a Responsible Behaviour Plan for Students.
- Facilitating and promoting a whole school approach to positive behaviour.

SKILLS in:
- Identifying and managing the productive engagement of specialist and intervention personnel.
- Using evidence to advocate for, and extend the reach of, a range of agency and volunteer support programs.
- Establishing productive relationships across the broader government, education and related sectors to generate services for students.
- Designing processes and routines that respond flexibly and productively to the targeted learning needs of students.
- Using evidence based universal, targeted and intensive programs and practices.

KNOWLEDGE of:
- The available system and inter-agency services, and an understanding of the associated roles.

BEHAVIOURS such as:
- Engaging with the implementation and cyclical review processes.
- Using data to inform decision making.

SKILLS in:
- Developing relationships with students, staff and the school community.
- Maintaining quality conversations with students, parents and staff around issues of grievance and emotional learning.
- Developing strategies to engage the school community in consultation to review a Responsible Behaviour Plan for Students.

KNOWLEDGE of:
- Psychological principles that underpin positive school-wide behaviour management.
- Policy frameworks and legislation relating to the Responsible Behaviour Plan for Students.

BEHAVIOURS such as:
- Inviting reflection on the beliefs, aspirations and assumptions relating to expectations within the school community.
- Engaging with the implementation and cyclical review processes.
- Using data to inform decision making.

SKILLS in:
- Identifying and managing the productive engagement of specialist and intervention personnel.
- Using evidence to advocate for, and extend the reach of, a range of agency and volunteer support programs.
- Establishing productive relationships across the broader government, education and related sectors to generate services for students.
- Designing processes and routines that respond flexibly and productively to the targeted learning needs of students.
- Using evidence based universal, targeted and intensive programs and practices.

KNOWLEDGE of:
- Psychological principles that underpin positive school-wide behaviour management.
- Policy frameworks and legislation relating to the Responsible Behaviour Plan for Students.
### INTELLECTUAL LEADERSHIP

**Heads of Programs** enact the purposes of public education. They help to strategically position the school to understand and localise those purposes. They collaboratively lead a search for evidence-based practice affecting change for the benefit of students and their communities.

- **Operationalises a shared educational vision personifying the values and moral purpose of public education.**
- **Collaboratively leads and actively supports teaching teams to acquire and extend high-quality specialised teaching experience.**
- **Collaboratively leads data analysis to inform innovation and differentiation in teaching and learning practice.**

**Operationalisations a shared educational vision personifying the values and moral purpose of state education.**

<table>
<thead>
<tr>
<th>BEHAVIOURS such as:</th>
<th>SKILLS in:</th>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Being actively involved in the work of teachers and the support team.</td>
<td><strong>Leading conversations to challenge and support staff to reflect on their personal enactment of the purposes of public education.</strong></td>
<td>- Their own personal beliefs, values and assumptions.</td>
</tr>
<tr>
<td>- Sharing enthusiastically and reflectively on teaching practice with others.</td>
<td><strong>Coaching and mentoring for high expectations.</strong></td>
<td>- An historical perspective of the school community.</td>
</tr>
<tr>
<td>- Negotiating classroom visits. Regularly interacting in staffrooms and playgrounds to connect with members of teaching teams and students.</td>
<td><strong>Sharing feedback purposefully with community and the purpose of state education held by families, sectional interests and community leaders.</strong></td>
<td>- The shared beliefs, values and assumptions of the school team and school community, and the individual beliefs, values and assumptions of the leadership team.</td>
</tr>
<tr>
<td>- Ensuring that daily actions support the vision.</td>
<td><strong>Collaborating in a reflective process and evidence collection to capture the extent of school enactment of public education values.</strong></td>
<td>- Commits to the public purposes of state education in Queensland, and can draw the necessary alignment between those and the range of personal aspirations held within the school community.</td>
</tr>
<tr>
<td>- <strong>BEHAVIOURS such as:</strong></td>
<td><strong>Establishing consequential plans of action for classroom practice.</strong></td>
<td>- Operates the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- <strong>BEHAVIOURS such as:</strong></td>
<td><strong>Using data drawn from the community to develop plans of action for classroom practice.</strong></td>
<td>- Committed to public purposes of state education and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- Engaging positively with community values and expectations.</td>
<td><strong>Interacting across the community with families and other community interest groups.</strong></td>
<td>- Engages in the school and leadership team.</td>
</tr>
<tr>
<td>- Being open to feedback from the community, and listening and responding to that feedback.</td>
<td><strong>Using data drawn from the community to develop plans of action for classroom practice.</strong></td>
<td>- Championing the achievements of the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- Sharing feedback purposefully with the school and leadership team.</td>
<td><strong>Using data drawn from the community to develop plans of action for classroom practice.</strong></td>
<td>- Championing the achievements of the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- <strong>BEHAVIOURS such as:</strong></td>
<td><strong>Contributing to the identification, interpretation and embodiment of community belief and expectations within the school’s strategic agenda.</strong></td>
<td>- Championing the achievements of the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- Encouraging quality school involvement in key community events and celebrations.</td>
<td><strong>Promoting and using ritual and symbol to celebrate the identity of the school in its community (e.g. Anzac Day, Australia Day, Mabo Day, and other local festivals).</strong></td>
<td>- Championing the achievements of the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- Maintaining a presence and, where relevant, leadership of school interactions with the community.</td>
<td><strong>Contributing to the creation of the forms of community ownership and participation in the life of the school that support quality learning.</strong></td>
<td>- Championing the achievements of the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
<tr>
<td>- Displaying a sensitivity and understanding of the range of community values.</td>
<td><strong>Contributing to the creation of the forms of community ownership and participation in the life of the school that support quality learning.</strong></td>
<td>- Championing the achievements of the school in terms of the values and aspirations of public education, and of the Department of Education, Training and Employment specifically.</td>
</tr>
</tbody>
</table>
### INTELLECTUAL LEADERSHIP

**Heads of Programs** enact the purposes of public education. They help to strategically position the school to understand and localise those purposes. They collaboratively lead a search for evidence-based practice affecting change for the benefit of students and their communities.

- Operationalises a shared educational vision personifying the values and moral purpose of public education.
- Collaboratively leads and actively supports teaching teams to acquire and extend high-quality specialised teaching experience.
- Collaboratively leads data analysis to inform innovation and differentiation in teaching and learning practice.

**Collaboratively leads and actively supports teaching teams to acquire and extend high-quality specialised teaching experience.**

<table>
<thead>
<tr>
<th>Leads an appreciative inquiry to elicit successful evidence-based teaching and learning practice.</th>
<th>Can implement a whole-school framework for professional learning that allows for the extensive variety of learning needs and specialised subject or learning area knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE of:</strong></td>
<td><strong>KNOWLEDGE of:</strong></td>
</tr>
<tr>
<td>- Sources of credible, current research to inspire quality staff and team discussions, and to promote personal professional learning.</td>
<td>- The content and philosophy of the Developing Performance Framework.</td>
</tr>
<tr>
<td>- Professional standards and frameworks for highly accomplished teaching practice for the stages of schooling, and subject or learning areas.</td>
<td>- Emotional intelligence required to engage and value a diverse range of experience of staff.</td>
</tr>
<tr>
<td>- How to use protocols for professional dialogue using student work, classroom observations and research evidence.</td>
<td>- The P-12 curriculum, assessment and reporting framework.</td>
</tr>
<tr>
<td><strong>KNOWLEDGE of:</strong></td>
<td>- The Australian Curriculum.</td>
</tr>
<tr>
<td>- The content and philosophy of the Developing Performance Framework.</td>
<td>- The Queensland curriculum for Prep to Year 12.</td>
</tr>
<tr>
<td><strong>KNOWLEDGE of:</strong></td>
<td>- Principles of professional learning.</td>
</tr>
<tr>
<td>- Emotional intelligence required to engage and value a diverse range of experience of staff.</td>
<td>- The P-12 curriculum, assessment and reporting framework.</td>
</tr>
<tr>
<td>- The Australian Curriculum.</td>
<td>- The Queensland curriculum for Prep to Year 12.</td>
</tr>
<tr>
<td>- The Queensland curriculum for Prep to Year 12.</td>
<td>- Principles of professional learning.</td>
</tr>
<tr>
<td><strong>SKILLS in:</strong></td>
<td><strong>SKILLS in:</strong></td>
</tr>
<tr>
<td>- Discerning the quality and relevance of research.</td>
<td>- Professional and reciprocal coaching strategies.</td>
</tr>
<tr>
<td>- Initiating conversations to inspire quality team discussions.</td>
<td>- Tailored communication and interpersonal skills to effectively engage with others in professional learning dialogues.</td>
</tr>
<tr>
<td>- Supporting individuals and teaching teams to pursue their specific teaching goals (e.g. action research projects and coaching cycles).</td>
<td>- Giving and receiving feedback.</td>
</tr>
<tr>
<td><strong>BEHAVIOURS such as:</strong></td>
<td>- Recognising and supporting individual, group and whole-school professional learning needs, contributing to the development of a school-wide self-reflective culture focused on improving classroom teaching.</td>
</tr>
<tr>
<td>- Using current research and practice in shared reflection on teaching and learning.</td>
<td>- Upskilling staff based on needs identified through the Developing Performance process.</td>
</tr>
<tr>
<td>- Spending time with other staff (Heads of Programs and teachers) to improve their teaching practices, including modelling and providing feedback on classroom teaching.</td>
<td><strong>BEHAVIOURS such as:</strong></td>
</tr>
<tr>
<td><strong>BEHAVIOURS such as:</strong></td>
<td>- Modelling the protocols and techniques for professional dialogue.</td>
</tr>
<tr>
<td>- Using current research and practice in shared reflection on teaching and learning.</td>
<td>- Focusing resources to enable staff to embrace their own leadership of reflective teaching and learning.</td>
</tr>
<tr>
<td>- Spending time with other staff (Heads of Programs and teachers) to improve their teaching practices, including modelling and providing feedback on classroom teaching.</td>
<td>- Explicitly inviting formal and focused feedback on teaching and learning strategies within the school and across networks.</td>
</tr>
</tbody>
</table>
INTELLECTUAL LEADERSHIP

Heads of Programs enact the purposes of public education. They help to strategically position the school to understand and localise those purposes. They search for evidence-based practice affecting change for the benefit of students and their communities.

- Operationalises a shared educational vision personifying the values and moral purpose of public education.
- Collaboratively leads and actively supports teaching teams to acquire and extend high-quality specialised teaching experience.
- Collaboratively leads data analysis to inform innovation and differentiation in teaching and learning practice.

Collaboratively leads data analysis to inform innovation and differentiation in teaching and learning practice.

Can enact a school-wide data collection plan that powerfully informs teachers, teams, subject or learning areas and year levels.

Through their role, can establish routines for the purposeful sharing and monitoring of student performance data, especially in literacy, numeracy and science. Such routines would include students monitoring their own learning and goal setting.

Can use data to review and renew the work of staff to focus on individualised learning, classroom action plans and whole-school improvement agendas.

**KNOWLEDGE of:**

- Relevant assessment tools, techniques and processes.
- How to identify, collect and analyse systemic, school-wide and classroom data.
- Understanding and explicitly teaching the concepts of assessment within school teams.
- Data concepts, including formative, summative, qualitative and quantitative data forms.

**KNOWLEDGE of:**

- Systemic expectations for literacy, numeracy and science, and their implications across the stages of schooling and subject or learning areas.
- Assessment processes effective in measuring literacy, numeracy and science outcomes across the stages of schooling and subject or learning areas.
- Self-directed learning pedagogies and assessment focused on feedback to students.

**KNOWLEDGE of:**

- Effective leadership processes.
- Established plans and the relatedness of historical performance data.
- Planning techniques for differentiated teaching practices and the optimisation of individualised student learning.

**SKILLS in:**

- Implementing a school-wide plan for data collection relevant to school goals and the specific needs of students.
- Implementing systems for tracking and reporting individual student learner progress over time, and across the stages of schooling and subject or learning areas.
- Using electronic platforms to present and analyse systemic and classroom data for tracking cohorts and patterns over time (e.g. Indigenous, girls and literacy).

**SKILLS in:**

- Classroom management effective in facilitating self-directed learning and productive feedback routines.
- Developing common assessment routines that chart student progress across and within classes, subjects or learning areas and the stages of schooling.
- Making explicit the shared expectations for literacy, numeracy and science.
- Developing action plans to address identified needs.

**SKILLS in:**

- Setting evidence-informed targets for individualised student learning.
- Coaching, mentoring and modelling.
- Providing quality feedback.
- Develop Individual Learning Plans.

**BEHAVIOURS such as:**

- Systematically reviewing data for learnings that inform action.
- Modelling the use of technology in presenting data to influence teaching and learning.
- Demonstrating ethical and appropriate collection and use of data.

**BEHAVIOURS such as:**

- Engaging in conversations in the use of data to inform decision-making.
- Identifying enablers and blockers to achieving shared school assessment routines.
- Documenting and formalising school assessment routines reflective of programs, stages of schooling, subjects or learning areas.

**BEHAVIOURS such as:**

- Collecting and using evidence from daily teaching to inform individualised teaching practices.
- Building own and staff literacy with regard to using and interpreting data.
- Participating in reflective dialogue.
- Sharing effective practice.
- Applying conflict resolution techniques.
## Organisational Leadership

Organisational capabilities support continuous improvement through effective management of human, financial and physical resources. Heads of Programs help build effective systems, structures and processes that contribute to the achievement of the school’s vision and direction to improve student learning. A high performance learning culture is embedded into the routine of the school.

- **Targets and optimises the use of resources to the learning needs of students.**
- **Monitors the enacted curriculum for attainment, coherence and progression.**
- **Commits to, and delivers, high-quality corporate management, which includes enacting the responsibilities and policies of the Department of Education, Training and Employment.**

### Targets and optimises the use of resources to the learning needs of students.

**Knowing:**
- **School performance data.**
- **School assessment overview.**
- **A broad range of formative and summative assessment tools and techniques applicable to curriculum intent, and subject or learning area.**
- **Principles underpinning external assessment programs (e.g. NAPLAN, QCS, QSA moderation and certification, International Baccalaureate).**

**Skills:**
- **Translating the school assessment planning into implementation in the classroom.**
- **Designing and developing individual student folios for teacher moderation and parent conversations.**
- **Ensuring that student records are maintained centrally in a database, OneSchool, and are shared by teaching staff.**

**Behaviours:**
- **Implementing the school’s assessment plan and related assessment tools.**
- **Ensuring staff use the right assessment tool at the right time to get the right information throughout the year.**
- **Maintaining centrally stored records of individual student achievements and progress that are shared across year levels.**

---

<table>
<thead>
<tr>
<th><strong>SKILLS</strong></th>
<th><strong>KNOWLEDGE</strong></th>
<th><strong>BEHAVIOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply a well chosen set of assessment and monitoring tools to track and identify learning needs.</td>
<td><strong>Program applications within OneSchool.</strong></td>
<td><strong>Identifying and selecting assessment tools to capture student specific data.</strong></td>
</tr>
<tr>
<td>Implements data collection platforms within stages of schooling, departments and programs for the identification by teachers of student learning needs.</td>
<td><strong>Database collection of the school’s student achievement information.</strong></td>
<td><strong>Taking a focused and regular interest in the data collected by teachers, stages of schooling, departments and programs.</strong></td>
</tr>
<tr>
<td>Contributes to an assessment culture where data about student achievement is regularly analysed to inform and review class, department and team programs.</td>
<td><strong>Curriculum into the Classroom example assessment items in OneSchool.</strong></td>
<td><strong>Using digital platforms to improve the quality of school-based decision-making in work with teams, departments and stages of schooling.</strong></td>
</tr>
<tr>
<td>Develops plans of action to identify learning needs across the sector /or program, and to research, enact and review responsive learning programs and consequent resource allocations.</td>
<td><strong>Quality assurance of data entry.</strong></td>
<td><strong>Displaying informed and focused knowledge of the performance of students and cohorts.</strong></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th><strong>SKILLS</strong></th>
<th><strong>KNOWLEDGE</strong></th>
<th><strong>BEHAVIOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies a well chosen set of assessment and monitoring tools to track and identify learning needs.</td>
<td><strong>Principles underpinning assessment programs and valid data analysis.</strong></td>
<td><strong>Identifying specific student learning needs that include systematic testing to establish learning gaps and special needs.</strong></td>
</tr>
<tr>
<td>Implements data collection platforms within stages of schooling, departments and programs for the identification by teachers of student learning needs.</td>
<td><strong>Protocols and routines for disciplined professional dialogue.</strong></td>
<td><strong>Collaboratively setting targets for improvement and achievement.</strong></td>
</tr>
<tr>
<td>Contributes to an assessment culture where data about student achievement is regularly analysed to inform and review class, department and team programs.</td>
<td><strong>A range of evidence sources and collection methodologies, and their appropriateness and validity for the measurement of specific learning goals.</strong></td>
<td><strong>Formally developing action plans that meet the targeted needs.</strong></td>
</tr>
<tr>
<td>Develops plans of action to identify learning needs across the sector /or program, and to research, enact and review responsive learning programs and consequent resource allocations.</td>
<td><strong>Collaborative inquiry processes for analysing data.</strong></td>
<td><strong>Leading conversations with staff to direct their expertise and flexibility to work effectively in targeted areas.</strong></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th><strong>SKILLS</strong></th>
<th><strong>KNOWLEDGE</strong></th>
<th><strong>BEHAVIOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies a well chosen set of assessment and monitoring tools to track and identify learning needs.</td>
<td><strong>Current school and cohort performance in specific focus areas.</strong></td>
<td><strong>Making sound judgments based on valid, relevant evidence.</strong></td>
</tr>
<tr>
<td>Implements data collection platforms within stages of schooling, departments and programs for the identification by teachers of student learning needs.</td>
<td><strong>Principles and strategies for disciplined professional dialogue.</strong></td>
<td><strong>Leading by example in remaining open to challenge through reflection, collegial interaction and supervision.</strong></td>
</tr>
<tr>
<td>Contributes to an assessment culture where data about student achievement is regularly analysed to inform and review class, department and team programs.</td>
<td><strong>A range of evidence sources and collection methodologies, and their appropriateness and validity for the measurement of specific learning goals.</strong></td>
<td><strong>Participating in and coaching teams in the conduct of learning focused enquiry and action.</strong></td>
</tr>
<tr>
<td>Develops plans of action to identify learning needs across the sector /or program, and to research, enact and review responsive learning programs and consequent resource allocations.</td>
<td><strong>Collaborative inquiry processes for analysing data.</strong></td>
<td><strong>Engaging with colleagues and others to check the quality of decision-making through an evidence-based approach.</strong></td>
</tr>
</tbody>
</table>
### ORGANISATIONAL LEADERSHIP

Organisational capabilities support continuous improvement through effective management of human, financial and physical resources. Heads of Programs help build effective systems, structures and processes that contribute to the achievement of the school’s vision and direction to improve student learning. A high performance learning culture is embedded into the routine of the school.

- Targets and optimises the use of resources to the learning needs of students.
- Monitors the enacted curriculum for attainment, coherence and progression.
- Commits to, and delivers, high-quality corporate management, which includes enacting the responsibilities and policies of the Department of Education, Training and Employment.

### Monitors the enacted curriculum for attainment, coherence and progression.

<table>
<thead>
<tr>
<th>Develops coherent whole-school curriculum plans appropriate to specific stages of schooling, learning areas, subjects and programs across the school.</th>
<th>Aligns and implements year level, subject or learning area and classroom planning and teaching practices to reflect the content and intent of the whole-school curriculum plan.</th>
<th>Monitors the extent to which: what is planned is taught; and what is taught is learnt.</th>
<th>Monitors consistency and alignment of school-wide assessment with systemic expectations and standards.</th>
</tr>
</thead>
</table>

### KNOWLEDGE of:

- Australian Curriculum developments, content descriptions and standards.
- Curriculum into the Classroom planning materials.
- The Queensland curriculum for Prep to Year 12.
- QSA Certificate of Education requirements.
- TAFE certification requirements and processes.
- University early entry processes.

### SKILLS in:

- Effective and concise planning templates and routines.
- Expertise and skills sets of teaching staff.
- The intent and content of the whole-school curriculum plan.
- Pedagogical frameworks for teaching.
- Systems to allow teams to develop and monitor best fit planning solutions in line with whole-school curriculum plans and agreed templates and protocols.

### BEHAVIOIRS such as:

- Implementing curriculum review processes.
- Collecting evidence of learning, looking for gaps and gains.
- Collaboratively discussing pedagogy, linking it to ‘next steps’ for individuals and groups.
- Being explicit and emphatic about the school’s shared vision for learning.
- Supporting creative learning pathways for identified individuals and groups of students.
## Organisational Leadership

Organisational capabilities support continuous improvement through effective management of human, financial and physical resources. Heads of Programs help build effective systems, structures and processes that contribute to the achievement of the school’s vision and direction to improve student learning. A high performance learning culture is embedded into the routine of the school.

- Targets and optimises the use of resources to the learning needs of students.
- Monitors the enacted curriculum for attainment, coherence and progression.
- Commits to, and delivers, high-quality corporate management, which includes enacting the responsibilities and policies of the Department of Education, Training and Employment.

### Commits to, and delivers, high-quality corporate management, which includes enacting the responsibilities and policies of the Department of Education, Training and Employment.

<table>
<thead>
<tr>
<th>KNOWLEDGE of:</th>
<th>KNOWLEDGE of:</th>
<th>KNOWLEDGE of:</th>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant and current state and federal legislation (e.g. Disability Services Act, Inclusivity Statement).</td>
<td>Contextually relevant departmental policies, procedures and current industrial agreements.</td>
<td>The local management implications of the relevant aspects of the DETE Strategic Plan for the whole school, and for individual departments, programs and stages of schooling.</td>
<td>Aspects of project planning, technologies, recruitment and selection, delegation, budgeting, auditing, multi-campus facilities and asset management, compliance returns, personnel management, information and document management, event management etc. as required by circumstance, and as applicable to the contextual role of a Head of Program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS in:</th>
<th>SKILLS in:</th>
<th>SKILLS in:</th>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying, with the principal and leadership team, specific implications that impact on the operation of the whole school and within departments, programs and stages of schooling.</td>
<td>Identifying the specific departmental and industrial implications that impact on the daily operation of the school.</td>
<td>Managing and aligning resources to intended purpose, relevant corporate standards and policy frameworks.</td>
<td>Delegating appropriate tasks.</td>
</tr>
<tr>
<td>Communicating these implications to the relevant school staff, identifying task leaders, allocating consequent responsibilities and monitoring their enactment.</td>
<td>Finding effective and efficient responses to departmental and policy implications.</td>
<td>Establishing clear expectations and priorities in relation to relevant aspects of the management of the school.</td>
<td>Recognising and acknowledging achievement of tasks and timelines.</td>
</tr>
<tr>
<td>Periodically reviewing and renewing school-based policy and procedures.</td>
<td>Communicating these implications to the staff, identifying the consequent responsibilities and monitoring their enactment.</td>
<td>Identifying and using expertise and interests of key stakeholders.</td>
<td>Establishing sustainable weekly and term routines for meeting both the managerial and educational leadership responsibilities of a Head of Program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establishing timelines and expectations for the coverage and completion of key tasks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOURS such as:</th>
<th>BEHAVIOURS such as:</th>
<th>BEHAVIOURS such as:</th>
<th>BEHAVIOURS such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being personally responsive to the legislative implications and being proactive in determining consequent actions.</td>
<td>Being aware of, and responsive to, changes in departmental policies and industrial agreements.</td>
<td>Being personally responsive to the role and associated accountabilities of a Head of Program.</td>
<td>Attending responsibly to the role and associated accountabilities of a Head of Program.</td>
</tr>
<tr>
<td></td>
<td>Ensuring quick and efficient access to school policies through the use of electronic platforms (e.g. OnePortal).</td>
<td>Actively investigating effective school management knowledge and techniques applicable to the context.</td>
<td>Monitoring and celebrating the achievement of goals and tasks.</td>
</tr>
<tr>
<td></td>
<td>Proactively developing and supporting networks to assist in maintaining currency and sharing responses.</td>
<td>Regularly acknowledging the contribution made by staff in the achievement of operational goals.</td>
<td>Regularly acknowledging the contribution made by staff in the achievement of operational goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seeking feedback from targeted individuals on school management.</td>
<td>Seeking feedback from targeted individuals on school management.</td>
</tr>
</tbody>
</table>
**PERSONAL LEADERSHIP**

**Heads of Programs** demonstrate integrity and commitment to professional, moral and ethical behaviour. They model important values and behaviour, and accept personal responsibility and accountability for organisational and student outcomes.

- **Leads through personal vision and values.**
- **Exemplifies integrity and commitment to professional learning, and moral and ethical behaviour.**
- **Demonstrates courage and applies high-level personal skills in a range of contexts.**
- **Harmonises personal goals and responsibilities with their professional role.**

**Leads through personal vision and values.**

Communicates a shared vision for the school which seeks to deliver the best results for all students.

Collaboratively develops, drives and enacts the school's improvement agenda.

Uses the school's customs and traditions to enhance student, staff and school community connectedness to the school.

Keeps staff teams and the community informed about, and actively engaged in, decisions that impact on them.

Communicates the department's goals and expectations to the wider community.

Seeks an active leadership role in the school and develops positive relationships within the school and wider community.

**KNOWLEDGE of:**
- School visioning processes to determine shared strategic directions.
- Principles of inclusivity and diversity. Communication and networking strategies.

**KNOWLEDGE of:**
- The priorities within the United in our Pursuit of Excellence agenda for improvement.
- The domains of the Teaching and Learning Audit instrument.
- Excellence in teaching and learning.

**KNOWLEDGE of:**
- The school community's customs and traditions.
- Pride, respect and symbolism within the school community.

**KNOWLEDGE of:**
- Significant educational expectations and emerging contexts in the school community and related industries.
- A personal vision for educational service delivery tailored for the school community.
- Existing plans and current strategic planning processes for the school.
- A range of communication and decision-making techniques.

**KNOWLEDGE of:**
- The DETE Strategic Plan and United in our Pursuit of Excellence agenda for improvement.
- Current national agendas in education and contemporary educational research.
- A broad range of communication strategies.
- The school community's expectations for educational service delivery.

**KNOWLEDGE of:**
- The leadership role of a Head of Program.
- School community responsibilities as the representative of the department in the broader school community.
- The historical regard for school leaders in the community and the current community expectations of a Head of Program.

**SKILLS in:**
- Supporting the principal in engaging the school community in developing a school vision that is inclusive, realistic, challenging, and based on shared beliefs about learning.
- Building relationships and networks within and beyond the school.

**SKILLS in:**
- Identifying and supporting innovative evidence-based teaching and learning strategies, tailored to individual student needs.
- Planning and mapping the progress and outcomes of student learning to stimulate open analysis of teaching practice by classroom or year level, and across the relevant department.
- Interpreting audit results and collaboratively designing a plan of action to achieve improvement in identified areas.

**SKILLS in:**
- Actively supporting a positive school culture.
- Leading staff to value and respectfully build on traditions and established customs where appropriate.
- Planning school community events and activities.

**SKILLS in:**
- Engaging staff and stakeholders in conversations about the strategic direction of the school.
- Selecting appropriate timing and strategies to communicate the strategic direction and planning.
- Leading and modelling sound decision-making practices with the staff appropriate to the context.

**SKILLS in:**
- Reading and interpreting strategic documents.
- Synthesising the key elements of the strategic documents and current research, and contextualising them for the local school community context.

**SKILLS in:**
- Leading teams to maintain a focus on high-quality teaching and learning across the daily activities of the school.
- Developing strong collaborative relationships with the leadership and teaching teams, including support staff and non-teaching teams.
- Developing strong and productive relationships within the school and the broader local community.
- Developing a collaborative leadership style, engaging key stakeholders in decisions where appropriate.

**BEHAVIOURS such as:**
- Regularly articulating and modelling the school’s purpose and vision for improvement with the school staff, students and the school community.
- Actively fostering relationships and networks that facilitate the school community realising the school’s vision.
- Participating in collegial teams.

**BEHAVIOURS such as:**
- Drawing on their own teaching and learning knowledge to inspire, support and model to other staff excellence in teaching and learning.
- Actively engaging in evidence-based teaching and learning reflection, and sharing learnings with colleagues and the school team.
- Proactively seeking conversations about individual student achievement and whole-school trends.
- Encouraging a collaborative culture of improved teaching practice.

**BEHAVIOURS such as:**
- Taking pride in the school and its operation.
- Exemplifying a positive regard for the school with all students, parents, the school community and visitors to the school.
- Taking advantage of opportunities in the school community to have the school represented at community events and in local publications.

**BEHAVIOURS such as:**
- Regularly communicating and listening to the views of the school leadership team, parents, students, stakeholders and the broader school community.
- Actively participating in strategic planning and decision-making processes.
- Documenting decisions and sharing changes in a timely and ethical manner.

**BEHAVIOURS such as:**
- Making strategic policy, agendas and research documents visible and accessible in staff professional reading areas, through regular communication or electronic publications.
- Regularly communicating with the school team and parents, and sharing aspects of strategic policy or current research that relates to the school context.

**BEHAVIOURS such as:**
- Actively approaching each day with optimism, and transparent high expectations for teaching and learning.
- Attending community meetings where appropriate and being aware of the related responsibilities of a Head of Program.
- Promoting the school in the local community by actively inviting parents and community members to visit and partner in activities.
- Communicating regularly with staff and parents about educational issues and achievements.
PERSONAL LEADERSHIP

Heads of Programs demonstrate integrity and commitment to professional, moral and ethical behaviour. They model important values and behaviour, and accept personal responsibility and accountability for organisational and student outcomes.

- Leads through personal vision and values.
- Exemplifies integrity and commitment to professional learning, and moral and ethical behaviour.
- Demonstrates courage and applies high-level personal skills in a range of contexts.
- Harmonises personal goals and responsibilities with their professional role.

Exemplifies integrity and commitment to professional learning, and moral and ethical behaviour.

- Demonstrates self-awareness and commitment to personal professional learning and development.
- Models high standards of performance, interpersonal relationships, personal integrity and behaviour in personal work practices.
- Maintains professional relationships with students, teachers, parents, community members and all departmental personnel based on mutual respect, trust, openness and empathy.
- Ensures people management practices are consistent with relevant legislation and policy.

KNOWLEDGE of:
- Self and preferences for learning and leading.
- Professional learning agendas.
- Current educational research.
- Teacher and team assessment techniques, such as needs analysis and skills audits.
- Tools within the Developing Performance Framework.
- Adult learning principles.

KNOWLEDGE of:
- High-quality educational service delivery appropriate to the school setting.
- Principles of integrity, consistency, fairness, natural justice, respect and trust.
- Code of Conduct and professional standards for teachers.
- Code of School Behaviour and Departmental procedures and guidelines.
- The cultural, political and social climate of the school team and the school community.
- Principles of integrity, consistency, fairness, respect and trust.
- Departmental procedures and guidelines.
- Current national imperatives and key documents (e.g. Code of Conduct, DETE Workforce Strategic Plan, Code of School Behaviour, Student Protection, right to information, privacy, employee entitlements and industrial agreements, and recruitment and selection processes).
- Developing Performance Framework, professional standards for teachers, and Managing Unsatisfactory Performance.

SKILLS in:
- Sharing and developing professional learning agendas within the team.
- Recognising the emotional climate of the staff and of self, and responding to both.
- Identifying learning opportunities tailored for individual team members.

SKILLS in:
- Developing and maintaining a school culture that is open and welcoming for all students, parents and staff.
- Extending and developing their own knowledge and professional expertise.
- Communicating the expectations of the Code of Conduct to staff.

SKILLS in:
- Reading and responding to cultural and political landscapes within the school community.
- Understanding and valuing diversity and individuality within the school team, and among stakeholders in the school community.
- Building sustainable, productive relationships based on open communication.
- Communicating across a range of social and cultural contexts and audiences.
- Actively seeking to know the strengths and weaknesses of team members.

SKILLS in:
- Interpreting and judiciously implementing policy and guidelines according to the school context.
- Using knowledge of the school and team members to gauge the school climate and anticipate emerging issues where possible, and to take action.
- Providing concrete and timely feedback to team members to foster improvement and reward success.

BEHAVIOURS such as:
- Undertaking reflective research related to improving instructional leadership practice.
- Sharing current research relating to the school context.
- Modelling and committing to continuous professional learning.
- Demonstrating emotional maturity, and recognising the emotional climate of the team.
- Building and enhancing collaborative capacity through working with other school leaders.

BEHAVIOURS such as:
- Consciously modelling the behaviours and expectations desired of others, aligning to the school’s vision and the moral purpose of public education.
- Accepting accountability for their actions.
- Taking timely and purposeful action (relevant to the role of a Head of Program) to address situations that breach established codes or values for behaviours within the school community.

BEHAVIOURS such as:
- Actively seeking to understand the implicit and explicit views and experiences of key stakeholders.
- Encouraging individual and collective stakeholder participation in the school.
- Demonstrating effective conflict and dispute resolution when required, in a timely and professional manner.
- Explicitly identifying and using strengths and planning support for aspects that require development.

BEHAVIOURS such as:
- Using concrete information and data to expertly ascertain situations and formulate responses and solutions to emerging issues.
- Clearly articulating human resources policy and procedures to staff, and implementing required directives.
- Proactively seeking out and valuing high-quality performance, and (relevant to the role of a Head of Program) swiftly and professionally addressing unsatisfactory performance.
**PERSONAL LEADERSHIP**

Heads of Programs demonstrate integrity and commitment to professional, moral and ethical behaviour. They model important values and behaviour, and accept personal responsibility and accountability for organisational and student outcomes.

- Leads through personal vision and values.
- Exemplifies integrity and commitment to professional learning, and moral and ethical behaviour.
- Demonstrates courage and applies high-level personal skills in a range of contexts.
- Harmonises personal goals and responsibilities with their professional role.

**Demonstrates courage and applies high-level personal skills in a range of contexts.**

<table>
<thead>
<tr>
<th>Demonstrates self-awareness.</th>
<th>Demonstrates self-management.</th>
<th>Purposefully challenges and questions colleagues when necessary to focus on improved student outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE of:</td>
<td>KNOWLEDGE of:</td>
<td>KNOWLEDGE of:</td>
</tr>
<tr>
<td>The principles of emotional intelligence.</td>
<td>The principles of emotional intelligence.</td>
<td>Perceptual positioning (e.g. help me understand this issue).</td>
</tr>
<tr>
<td>Personal strengths and limitations, and implications for leadership in the school context.</td>
<td>Organisational strategies to improve personal and professional daily effectiveness.</td>
<td>Reflective questioning techniques.</td>
</tr>
<tr>
<td>The strengths and limitations of staff, and the interrelatedness with achieving the school’s goals.</td>
<td>The principles to build resilience of self and key team leaders.</td>
<td>Negotiation skills.</td>
</tr>
<tr>
<td>SKILLS in:</td>
<td>SKILLS in:</td>
<td>SKILLS in:</td>
</tr>
<tr>
<td>Understanding the importance of managing one’s own emotions.</td>
<td>Achieving emotional self-control.</td>
<td>Achieving emotional self-control.</td>
</tr>
<tr>
<td>Selectively sharing areas of strength and limitations for the purpose of building team strengths and capacity.</td>
<td>Coping with ambiguity.</td>
<td>Coping with ambiguity.</td>
</tr>
<tr>
<td>Social interaction in relating to a broad range of key stakeholders within a school community.</td>
<td>Viewing situations and stakeholder views with optimism.</td>
<td>Viewing situations and stakeholder views with optimism.</td>
</tr>
<tr>
<td>BEHAVIOURS such as:</td>
<td>BEHAVIOURS such as:</td>
<td>BEHAVIOURS such as:</td>
</tr>
<tr>
<td>Modelling an awareness of the impact that the behaviour of a Head of Program has on staff, students, parents and the broader community.</td>
<td>Keeping emotions and impulses under control.</td>
<td>Viewing challenges as the opportunity to grow the organisation.</td>
</tr>
<tr>
<td>Selectively compensating for personal limitations by engaging members of the leadership team better suited to realise the school goals.</td>
<td>Being optimistic in all dealings with stakeholders.</td>
<td>Engaging collaboratively with key stakeholders in problem-solving, using a range of communication skills.</td>
</tr>
<tr>
<td>BEHAVIOURS such as:</td>
<td>BEHAVIOURS such as:</td>
<td>BEHAVIOURS such as:</td>
</tr>
<tr>
<td>Modelling an awareness of the impact that the behaviour of a Head of Program has on staff, students, parents and the broader community.</td>
<td>Keeping emotions and impulses under control.</td>
<td>Viewing challenges as the opportunity to grow the organisation.</td>
</tr>
<tr>
<td>Selectively compensating for personal limitations by engaging members of the leadership team better suited to realise the school goals.</td>
<td>Being optimistic in all dealings with stakeholders.</td>
<td>Engaging collaboratively with key stakeholders in problem-solving, using a range of communication skills.</td>
</tr>
<tr>
<td>Selectively compensating for personal limitations by engaging members of the leadership team better suited to realise the school goals.</td>
<td>Taking advantage of opportunities as they arise.</td>
<td>Encouraging and valuing individual contributions to debate and discussion.</td>
</tr>
<tr>
<td>Being adaptable to changing contexts and emerging issues.</td>
<td>Being prepared to stand by decisions that may be unpopular, but that benefit the school work unit over the longer term.</td>
<td>Being prepared to stand by decisions that may be unpopular, but that benefit the school work unit over the longer term.</td>
</tr>
</tbody>
</table>
**PERSONAL LEADERSHIP**

**Heads of Programs demonstrate integrity and commitment to professional, moral and ethical behaviour. They model important values and behaviour, and accept personal responsibility and accountability for organisational and student outcomes.**

- Leads through personal vision and values
- Exemplifies integrity and commitment to professional learning, and moral and ethical behaviour.
- Demonstrates courage and applies high-level personal skills in a range of contexts.
- Harmonises personal goals and responsibilities with their professional role.

### Harmonises personal goals and responsibilities with their professional role.

<table>
<thead>
<tr>
<th>Can identify their strong personal vision and commits to achieving it.</th>
<th>Can identify and express their strong personal commitment to students and to schooling, and is transparent in how their role as a Head of Program serves that commitment.</th>
<th>Can achieve and encourage in others a harmonious, balanced and flexible integration of personal and professional life.</th>
</tr>
</thead>
</table>

#### KNOWLEDGE of:
- Own leadership capability strengths and developmental needs.
- Own high-quality teaching and learning experiences to articulate a moral purpose for leading the school community.
- Support networks to sustain commitment to a strong personal vision for high-quality educational service delivery.

#### KNOWLEDGE of:
- Principles of highly effective teaching and learning in schools across the state and nation, and as evidenced in current research.
- The role of a Head of Program in leading learning in the school community.
- Own purpose and vision for teaching and learning excellence.

#### KNOWLEDGE of:
- Personal lifestyle vision.
- Self-management frameworks and tools.
- Current patterns of personal behaviour.
- The benefits of, and ways to achieve, a positive work–life balance and sustainability.

#### SKILLS in:
- Establishing a plan of action.
- Aligning the vision to the daily operation of the school, including resource utilisation.
- Prioritising competing tasks and requests based on personal organisation and planning.

#### SKILLS in:
- Identifying and expressing their purpose and vision for students.
- Stimulating discussion to promote high-quality teaching and learning among the staff.

#### SKILLS in:
- Managing accessibility.
- Use of technology to manage self.
- Developing sustainable work routines.
- Achieving a focus on priorities.
- Building supportive relationships within the leadership team.
- Debriefing and ‘closing out’ of school (maintaining an effective separation between personal and school life).

#### BEHAVIOURS such as:
- Matching the ‘walk’ with the ‘talk’.
- Prioritising daily, weekly, term, semester and annual tasks.
- Actively engaging allies in the school community to contribute to the achievement of collective goals.
- Knowing when to seek help and where to go to get it.

#### BEHAVIOURS such as:
- Modelling high-quality teaching and learning.
- Taking an active role in contributing to the teaching profession by helping to nurture new and returning teachers and employees, and supporting and developing existing teams and individuals.
- Modelling personal and professional commitment in providing the best possible environment to enable students to learn and achieve every day.

#### BEHAVIOURS such as:
- Being involved in personally fulfilling areas of community activity.
- Setting goals.
- Developing reciprocal support relationships with colleagues and the community.
- Seeking feedback from significant others.
- Creating social and professional networks.
- Encouraging and supporting collaborative relationships within and across teams.
- Sharing responsibilities for out-of-hours events and responses.
- Being reflective on personal habits and impacting events (e.g. journaling).
- Finding regular times to laugh and maintaining a sense of humour.
### RELATIONAL LEADERSHIP

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. The capacity of Heads of Programs to influence others is dependent on the quality of their relationships.

- Collaboratively builds optimistic, high-performing teams that are committed collectively and individually.
- Manages themselves and their relationships with the school staff effectively.
- Collaboratively builds and sustains productive working relationships with staff, parents, Parents and Citizens’ Association, school councils, local organisations and industries.
- Demonstrates cultural understandings and competencies.
- Communicates effectively using a range of contemporary technologies.

#### Collaboratively builds optimistic, high-performing teams that are committed collectively and individually.

<table>
<thead>
<tr>
<th>Nurture relationships that build individual and collective responsibility for high-quality teaching and learning.</th>
<th>Identifies and encourages learning opportunities for school teams, engaging individuals by delegating tasks and enacting shared decision-making when appropriate.</th>
<th>Regularly monitors the progress of teams in the achievement of the school’s aspirational goals.</th>
</tr>
</thead>
</table>

#### KNOWLEDGE of:

- The principles of high-quality teaching and learning.
- Targets and goals for student achievement within and across the school, for individuals and cohorts.
- Broad range of interpersonal skills.
- Principles of team dynamics.
- Nature and context of the school community.
- Personality types.

#### SKILLS in:

- Leading and modelling professional dialogue with the teaching team that aligns personal, classroom and school goals.
- Selecting and structuring for effective teamwork on that site.
- Cooperative planning leading to the achievement of identified targets and goals within and across the school.

#### BEHAVIOURS such as:

- Modelling high-quality teaching and learning at all times throughout the school.
- Being an active participant in teamwork.
- Engaging positively with individuals and teams across the school.
- Regularly, genuinely and explicitly sharing successes and collective outcomes.
- Responding to emerging staff issues and negative behaviours in a timely and effective manner.
- Modelling practices and establishing routines that nurture a collective responsibility to students.
- Building and modelling genuine, respectful and active relationships with students.

---

#### KNOWLEDGE of:

- The strengths and areas for development of the members of the staff (and self).
- Strategies to engender commitment (e.g., embrace a vision; accept change) and lead a team with a common purpose.
- Current research, available learning opportunities and resources related to the context and needs identified.
- Principles of effective professional learning that enhance improved learning and achievement for all students.
- Developing Performance Framework and Capability and Leadership Frameworks.

#### SKILLS in:

- Using explicit, simple performance indicators for team progress.
- Using ‘celebration’ as a review process.
- Building team expertise in using performance indicators and other devices to track progress.
- Involving the community in teams and team reviews.

#### BEHAVIOURS such as:

- Explicitly recognising the positive contributions that each team member makes to collective outcomes.
- Participating with project groups to achieve collective tasks, events and projects.
- Appropriately delegating tasks to individuals and teams.
- Exploring new solutions to existing challenges.
- Focused and purposeful feedback to teams.

---

#### KNOWLEDGE of:

- School’s aspirational goals.
- Individual and collective progress of teams.
- A range of communication processes to remain briefed on team progress.
- A range of strategies to share and recognise success across the community.

#### SKILLS in:

- Effective use of current research, and selecting and creating learning opportunities for team members.
- Leading adult learning in a variety of group situations.
- Consensus building.

#### BEHAVIOURS such as:

- Regularly and explicitly sharing successes and challenges, both individually and collectively.
- Exploring new solutions to existing challenges.
- Focused and purposeful feedback to teams.

---

#### KNOWLEDGE of:

- A broad range of interpersonal skills.
- Principles of team dynamics.
- Nature and context of the school community.
- Personality types.

#### SKILLS in:

- Selecting and structuring for effective teamwork on that site.
- Cooperative planning leading to the achievement of identified targets and goals within and across the school.

#### BEHAVIOURS such as:

- Explicitly recognising the positive contributions that each team member makes to collective outcomes.
- Participating with project groups to achieve collective tasks, events and projects.
- Appropriately delegating tasks to individuals and teams.
- Exploring new solutions to existing challenges.
- Focused and purposeful feedback to teams.
RELATIONAL LEADERSHIP

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. The capacity of Heads of Programs to influence others is dependent on the quality of their relationships.

- Collaboratively builds optimistic, high performing teams that are committed collectively and individually.
- Manages themselves and their relationships with the school staff effectively.
- Collaboratively builds and sustains productive working relationships with staff, parents, Parents and Citizens’ Association, school councils, local organisations and industries.
- Demonstrates cultural understandings and competencies.
- Communicates effectively utilising a range of contemporary technologies.

Manages themselves and their relationships with the school staff effectively.

<table>
<thead>
<tr>
<th>KNOWLEDGE of:</th>
<th>KNOWLEDGE of:</th>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based theories and well-founded principles of human behaviour.</td>
<td>- Relevant legislation and policy governing the appropriate conduct of individuals at school.</td>
<td>- Values and personal backgrounds of staff.</td>
</tr>
<tr>
<td>- The values and beliefs that direct personal behaviour.</td>
<td>- Human behaviour and its response to the effects of stress, adrenalin, shock etc.</td>
<td>- Factors and circumstances likely to impact on the working school day.</td>
</tr>
<tr>
<td>- Self-reflective processes and tools for gaining self-knowledge.</td>
<td>- Techniques of conflict resolution and conciliation applicable to the often third party role of a Head of Program.</td>
<td>- Morale-building beliefs, systems and structures.</td>
</tr>
<tr>
<td>- Tools for perspective checking.</td>
<td>- Sources of personal and technical support.</td>
<td>- The theory and fundamentals of emotional intelligence relevant to a staff community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS in:</th>
<th>SKILLS in:</th>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Seeking and receiving regular and focused feedback from across the school on the impact of personal behaviours.</td>
<td>- Maintaining personal composure through stressful and antagonistic situations.</td>
<td>- Making time for conversations and for routine ‘check ins’ with the close working team.</td>
</tr>
<tr>
<td>- Responding effectively to specific situations and occurrences (e.g. grief, trauma, abuse, separation).</td>
<td>- Conducting respectful, productive conflict resolution with a range of individuals and groups.</td>
<td>- Maintaining a personal awareness of all staff.</td>
</tr>
<tr>
<td>- Debriefing of self and others.</td>
<td>- Identifying and using support for self and others.</td>
<td>- Providing empathetic support to people.</td>
</tr>
<tr>
<td>- Building resilience, not dependence.</td>
<td>- Establishing supportive internal responses for likely challenging scenarios and situations.</td>
<td>- Maintaining appropriate personal and professional boundaries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOURS such as:</th>
<th>BEHAVIOURS such as:</th>
<th>BEHAVIOURS such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explicitly seeking feedback from a range of individuals in the school.</td>
<td>- Supporting staff through fact-finding processes.</td>
<td>- Knowing and using names.</td>
</tr>
<tr>
<td>- Being sensitive to the changing circumstances of staff and responding to them.</td>
<td>- Depersonalising and taking an objective view of a situation.</td>
<td>- Making time to listen and converse with people around the school, especially at times of personal significance.</td>
</tr>
<tr>
<td>- Actively seeking to value and acknowledge the personal lives of the staff.</td>
<td>- Seeking support from others with knowledge, experience and expertise.</td>
<td>- Valuing people in daily interactions.</td>
</tr>
<tr>
<td>- Demonstrating being ‘a student of self’ through modelling deliberate reflective processes (being a lifelong learner).</td>
<td>- Ensuring ethical and professional treatment of all individuals, regardless of circumstances.</td>
<td></td>
</tr>
</tbody>
</table>
# RELATIONAL LEADERSHIP

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. The capacity of Heads of Programs to influence others is dependent on the quality of their relationships.

- Collaboratively builds optimistic, high performing teams that are committed collectively and individually.
- Manages themselves and their relationships with the school staff effectively.
- Collaboratively builds and sustains productive working relationships with staff, parents, Parents and Citizens' Association, school councils, local organisations and industries.
- Demonstrates cultural understandings and competencies.
- Communicates effectively using a range of contemporary technologies.

Collaboratively builds and sustains productive working relationships with staff, parents, Parents and Citizens' Association, school councils, local government, local organisations and industries.

<table>
<thead>
<tr>
<th>BEHAVIOURS such as:</th>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively promotes a school culture that values and maintains personalised professional relationships with parents.</td>
<td><strong>SYSTEMS</strong> that provide student profiles, family details and other information for teachers to use to establish connection with parents and carers.</td>
</tr>
<tr>
<td>Identifies and promotes tailored forms of contact with parents and key stakeholders in the broader school community.</td>
<td><strong>FUNCTIONS</strong> in home–school communications (locally and generally).</td>
</tr>
<tr>
<td>Effectively harnesses and builds relationships in the school community to deliver improved learning and achievement for students.</td>
<td><strong>COMMUNICATION</strong> with stakeholders in the broader school community, and meeting the communication needs of each cultural group.</td>
</tr>
<tr>
<td>Works with the Parents and Citizens' Association and subsidiary groups to develop a common commitment to student learning, both academic, and social and emotional.</td>
<td>The impact of quality communication on student learning outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively seeking to establish and maintain relationships with all sectors of the parent community (e.g. young carers).</td>
</tr>
<tr>
<td>Using formal and informal feedback mechanisms to monitor effectiveness of tailored communications.</td>
</tr>
<tr>
<td>Talking with, and listening to, parents, students and staff.</td>
</tr>
<tr>
<td>Being visible in, and interacting with, the broader community.</td>
</tr>
<tr>
<td>Providing regular feedback and recognition through writing personal letters or emails.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local community expectations, rituals and protocols (e.g. accessibility, culture, linguistics and traditions) for communication.</td>
</tr>
<tr>
<td>Forms of communication that are preferred by the range of stakeholders in the school community, and meeting the communication needs of each cultural group.</td>
</tr>
<tr>
<td>The impact of quality communication on student learning outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and selecting a range of communication technologies to strengthen existing school–community relationships and foster new relationships.</td>
</tr>
<tr>
<td>Clearly communicating messages and meaning within and beyond the school community.</td>
</tr>
<tr>
<td>Negotiating reciprocal and reciprocal relationships within the school community.</td>
</tr>
<tr>
<td>Communicating with the Parents and Citizens' Association.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOURS such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making time for parents, and being visible in the school every day, focusing on student achievement.</td>
</tr>
<tr>
<td>Attending Parents and Citizens' Association and LCC meetings and events where appropriate.</td>
</tr>
<tr>
<td>Designing practices to have parents involved in daily aspects of the school.</td>
</tr>
<tr>
<td>Providing regular feedback and recognition through writing personal letters or emails.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and family conditions affecting student learning.</td>
</tr>
<tr>
<td>Local structures of influence and interrelationships that impact on the school.</td>
</tr>
<tr>
<td>Available resources in the community, physical and human, and how they might best be used in the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurturing reciprocally beneficial relationships within the school community.</td>
</tr>
<tr>
<td>Focusing specialist support staff on identified learning needs of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socially inclusive protocols and traditions appropriate to the specific school context.</td>
</tr>
<tr>
<td>The school's vision and shared goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using formal and informal feedback mechanisms to monitor effectiveness of tailored communications.</td>
</tr>
<tr>
<td>Talking with, and listening to, parents, students and staff.</td>
</tr>
<tr>
<td>Being visible in, and interacting with, the broader community.</td>
</tr>
<tr>
<td>Actively seeking to establish and maintain relationships with all sectors of the parent community (e.g. young carers).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOURS such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modelling a valuing of local culture and traditions.</td>
</tr>
<tr>
<td>Participating in routine meetings and information exchanges with members of the Parents and Citizens' Association.</td>
</tr>
<tr>
<td>Regularly celebrating aspects of achievement in the presence of parents and the broader school community.</td>
</tr>
</tbody>
</table>
### Head of Programs’ Capability and Leadership Framework

**RELATIONAL LEADERSHIP**

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. The capacity of Heads of Programs to influence others is dependent on the quality of their relationships.

- Collaboratively builds optimistic, high performing teams that are committed collectively and individually.
- Manages themselves and their relationships with the school staff effectively.
- Collaboratively builds and sustains productive working relationships with staff, parents, Parents and Citizens’ Association, school councils, local organisations and industries.
- Demonstrates cultural understandings and competencies.
- Communicates effectively using a range of contemporary technologies.

#### Demonstrates cultural understandings and competencies.

<table>
<thead>
<tr>
<th><strong>Fosters a school environment that reflects and celebrates the cultural identity of local people, places and protocols to enrich learning connectedness for students.</strong></th>
<th><strong>Visibly acknowledges the importance of an enriched understanding of, and respect for, Australia’s Indigenous cultural heritage, including both historical and contemporary perspectives and practices.</strong></th>
<th><strong>Actively promotes the development of a strong sense of identity and aspiration, individually and collectively, in students and the school community.</strong></th>
</tr>
</thead>
</table>

#### KNOWLEDGE of:

- The diversity of cultures that comprise the school community.
- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.
- Principles of diversity and equity.
- Implications for non-English speaking students, parents and the broader community.
- Strategies to value cultural diversity in the school.
- Cultural diversity not limited to ethnicity and race (e.g. deaf community).

#### SKILLS in:

- Translating the knowledge of cultural and linguistic diversity into applied teaching, learning and assessment strategies to enable all students to demonstrate distance travelled in learning.
- Contributing to a school culture that acknowledges and celebrates cultural diversity.

#### BEHAVIOURS such as:

- Visibly valuing the diversity of staff, students and families during routine school events.
- Challenging stereotypes, low expectations, racism, discrimination.
- Ensuring, through school enrolment processes, that families receive the specialised support or assistance that they require (e.g. language and cultural background, translation services).

---

**Closing the Gap**

The diversity of cultures that comprise the school community. The school’s location and relationship with traditional Aboriginal and Torres Strait Islander owner groups.

#### KNOWLEDGE of:

- Aboriginal and Torres Strait Islander histories and contemporary contexts (e.g. Hidden History, It’s Everybody’s Business and EATSIPS).
- The school’s location and relationship with traditional Aboriginal and Torres Strait Islander owner groups.
- Traditional and contemporary languages.
- Departmental protocols with respect to acknowledging Indigenous Australians.

#### SKILLS in:

- Building genuine, respectful and active relationships with Aboriginal and Torres Strait Islander students, parents, traditional owners and Indigenous organisations.
- Listening, observing non-verbal communication, and understanding Indigenous protocols and kinship structures.

#### BEHAVIOURS such as:

- Respectfully making an ‘Acknowledgment of Country’ at formal and informal events.
- Knowing the names of local cultures, languages and elders and explicitly teaching the students about the local culture in partnership with local Indigenous elders and community.
- Explicitly implementing EATSIPS in active partnership with Indigenous educators and community members.
- Visibly having an Indigenous presence in the school that is collaboratively designed and determined in partnership with local Aboriginal and Torres Strait Islander people.
- Celebrating cultural events (e.g. NAIDOC, Harmony Day, Disability Awareness Week, Closing the Gap).

---

**Strategies to value cultural diversity in the school.**

#### KNOWLEDGE of:

- The diversity of cultures that comprise the school community.
- The school’s location and relationship with traditional Aboriginal and Torres Strait Islander owner groups.
- Traditional and contemporary languages.
- Principles of diversity and equity.
- Implications for non-English speaking students, parents and the broader community.
- Strategies to value cultural diversity in the school.

#### SKILLS in:

- Sustaining dynamic and supportive school environments that explicitly value cultural diversity.
- Fostering collective and individual relationships.
- Challenging low expectation and low self-esteem.

#### BEHAVIOURS such as:

- Using classrooms and school events to celebrate and nurture student identity.
- Working with families to remove barriers that inhibit the achievement of student aspirations.
## Relational Leadership

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people. The capacity of Heads of Programs to influence others is dependent on the quality of their relationships.

- Collaboratively builds optimistic, high performing teams that are committed collectively and individually.
- Manages themselves and their relationships with the school staff effectively.
- Collaboratively builds and sustains productive working relationships with staff, parents, Parents and Citizens' Association, school councils, local organisations and industries.
- Demonstrates cultural understandings and competencies.
- Communicates effectively using a range of contemporary technologies.

### Knowledge of:
- A range of effective, current and contextually appropriate communication forms and devices, within and across the school community, to enable clarity of communication.
- The potential of internal systems and platforms (e.g. the Enterprise platform) to connect, communicate and work productively.
- Current eLearning Framework for Leaders.
- Departmental terminology, educational metalanguage and acronyms.
- Underlying attitudes and beliefs in the school and school community.
- Government legislation, departmental policies, public service values and corporate professional standards relating to ethical and equity expectations and behaviours.
- Principles underpinning duty of care for self and staff.
- The school community and its relational expectations and needs.
- Equity issues relating to school community context.
- Principles of natural justice and procedural fairness.

### Skills in:
- Presenting information effectively, appropriate to the purpose, context and audience.
- Listening actively to others and checking to ensure that their views have been heard and understood.
- Anticipating expectations and reactions of audiences to contentious issues, and preparing a considered response.
- Checking own understanding of others' comments without allowing misunderstandings to linger unnecessarily.
- Negotiating persuasively, eliciting balanced consideration and mutually beneficial solutions.
- Adhering to departmental policies and practices.
- Representing the department in a professional and confident manner in public forums.
- Appropriately supporting the department's priorities and agendas.
- Communicating professionally, sensitively and respectfully in all interactions within and beyond the school community.
- Using a range of communication forms, modes (including oral, written and electronic), audiences (internal and external), protocols and using a variety of modes of communication.
- Identifying and selecting the most appropriate forms of communication for purpose and audience.
- Actively listening to others, checking for understanding of views and messages.
- Identifying and acknowledging personal beliefs in order not to cloud issues and responses.
- Conflict resolution and mediation.
- Operating within the established departmental processes, and legal and public policy constraints.
- Treating people in a transparent and procedurally fair manner with a commitment to the principles of natural justice.
- Proactively handling conflicts and concerns in a timely manner.
- Taking an active interest in the professional contexts of members of staff, and responding to individual issues when required.
- Being visibly open and approachable on a daily basis around the school ground and at key community events.
- Being 'present' in the conversations.
- Minimising distractions.
- Negotiating regular classroom visits.
- Using a range of communication strategies to establish and improve relationships with teams and individuals.
- Reading implicit and explicit meanings, thoughts and concerns.
- Designing and maintaining communication structures and routines to ensure the students, staff and school community are informed of day-to-day, strategic and emergent issues.
- Explaining complex information using language appropriate for the audience.

### Behaviours such as:
- Tailoring communication of complex departmental and other information using language and forms appropriate to the audience and context.
- Articulating school and departmental information confidently and in a positive, corporate manner.
- Taking timely action to negotiate and achieve a quality solution in times of conflict.