



AHISA & ISCA EDUCATION FORUM

## **INDEPENDENT EDUCATION: AN EVOLVING FUTURE**

30 August 2010



## **AHISA's three Cs: Collegiality, collaboration and contribution**

Allan Shaw, AHISA Chief Executive

# AHISA's organisational structure

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Collegial and professional support for sustained excellence in educational leadership

Networks of colleagues

In-time, practical support and information exchange

Collegial relationships

Collective action

## AHISA's working groups

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Tapping into collective experience and wisdom

Feedback on how government policy affects the day to day business of schools

AHISA positions developed from within the membership

AHISA values and respects diversity of opinion



CELEBRATING 25 YEARS

Contribution

*ACARA welcomes AHISA's commitment to educational leadership through broad-based engagement in policy development, and the approach it has taken to ascertain the views of its members in relation to the developing national curriculum, the results of which in earlier advice have contributed to ACARA's work in this area. Creating a working group to further your work in the area of school measurement and reporting as well will be a valuable source of information and advice to ACARA . . . We look forward to further fostering a co-operative relationship with AHISA.*

Professor Barry McGaw, Chair of ACARA, 31 August 2009

## AHISA's working groups

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Tapping into collective experience and wisdom

Feedback on how government policy affects the day to day business of schools

AHISA positions developed from within the membership

AHISA values and respects diversity of opinion

## Working with others

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Culture of contribution, collaboration and collegiality

Pooling skills and strengths to achieve common goals

Sharing knowledge, experience and acumen

# AHISA's model of Principal autonomy

Leadership

## AHISA Autonomous Principalship Model

[www.ahisa.edu.au](http://www.ahisa.edu.au)



### Education

- Co-curricular
  - Arts
  - Community Contribution – local, national & international
- Main:
  - Other
  - Sport
- Curriculum
  - Academic excellence
  - Educational compliance
  - Resource provision and renewal
  - Subject – focus, content, use
  - Student outcomes
  - Timetabling
- Pastoral Care
  - Community contribution
  - Development of the child
  - Restoring guidance
  - Rational care models
  - Student leadership
- Teaching and Learning
  - Classroom setting
  - Cognitive research – how children learn
  - Education strategy – culture of success
  - Holistic development of the child – a common language & approach
  - Learning methodologies and practices
  - Positive psychology
  - Teaching standards

The AHISA model of autonomous school leadership was not deliberately designed to relate to standards or professional learning capabilities but was first developed a few years ago (and still is reviewed and amended in minor fashion as required) as a generic map of what the role of Principal entails in terms of activities and responsibilities in an independent school.

It was designed to obtain some clarity and if possible, some agreement around what the job entails in an independent school by those who do the job. Not all feedback has shown agreement on the major categories of school, person, management, community & education.

### Community

- Community Leadership
  - Actively articulate and promote the positive of the School in the broader community context
  - Creating the 'virtual village' – school climate & culture
  - Alerts and responds to feedback
  - Partnership with parents
- Community Service
  - Active student contribution via Programs
  - Contribution of the school to broader community good
- Networks, Alliances & Collaborations
  - Building alliances and relationships for the school and individuals within
  - Developing own professional networks
  - Mentoring
  - Representation – government, educational associations (eg. AHISA), etc.
  - Understands context and the politics of schools and education

### Management

- Brand & Marketing
  - Advertising
  - Brand positioning
  - Credentials
  - Promotion
  - Website
- Facilities and Assets
  - Asset management – equipment maintenance, replacement
  - Space utilisation & design to optimise learning, reinforce culture & create the desired aesthetic
- Financial
  - Benchmarking
  - Budgeting and reporting
  - Capital management
  - Cash flow, recurrent expenditure
  - Compliance – ASIC et al
  - Debt servicing
  - Funding – developing income streams
  - FIM, balance sheet
  - Students with special need
- Governance
  - Board management Chair/principal relationship
  - Risk management
  - Understands theory and know how of best practice
- People
  - Build and reward excellence
  - Build commitment & capacity with individuals & teams
  - Capacity building
  - Compliance – IR, OH&S
  - Employment contract
  - Performance management
  - Professional learning
  - Recruitment, selection, separation
- Policy
  - Policy development & review
  - Policy implementation & practice
  - Use of data to inform policy
- Project Management
  - Attain outcomes with optimal use of resources
  - Manage multiple project simultaneously
- Stakeholders
  - Identifying stakeholders needs
  - Managing external parties
  - Media management
  - Mitigating risk
  - School climate and culture
- Strategy
  - Developing strategy & providing a strategic focus
  - Managing and leading change
- Technology
  - Information management – attain outcomes with optimal use of resources
  - IT infrastructure
  - Using technology in education

### Person

- Personal Leadership
  - Health & wellbeing
  - Integrity & authenticity
  - Presence & courage
  - Reflection & resilience
- Professional Capacity
  - Analytic intelligence
  - Dealing with complexity, paradox, & ambiguity
  - Emotional intelligence
  - Previous experience
  - Self direction & management
  - Stewardship
  - Theory & practice – learning, change & leading
- Self Knowledge
  - Factors
  - Prejudice
  - Strengths
  - Weaknesses
- Values & Beliefs
  - Moral purpose
  - Priority values
  - Vision for students, staff and school

There was significant agreement around the actual activities and responsibilities (the sub headings & the dot points) and the sense of hierarchy with foundational and support components towards the right of the page and the more pointed and visible responsibilities leading to student outcomes towards the left of the page and therefore read first.

This model is more akin to a schema which can be used to gauge the applicability of other frameworks such as standards, professional learning capabilities or a job description.

# AHISA's model of Principal autonomy

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To drive school improvement and achieve quality educational outcomes in Australia, Principals need:

- Operational autonomy
- Professional autonomy
- Personal autonomy



# Excellence in school leadership

## International Successful Schools Principalship Project:

- Crucial driver/enabler
- Passionate and genuine commitment
- Strong moral and ethical imperative
- Focus on improvement
- Building community
- Balance and sustained effort

# Excellence in school leadership

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ISSPP independent school case study:

- Autonomy to lead and manage
- Self-development to serve more effectively and continue to learn



CELEBRATING 25 YEARS

Leadership

# Excellence in school leadership

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With freedom comes responsibility

Accountability regimes must allow for diversity

Education has a human value, not just an economic value