SCHOOL-BASED LEADERSHIP

LEADERS ESTABLISH A COMMON PURPOSE BASED ON SHARED UNDERSTANDINGS AND EMPOWER OTHERS TO PURSUE EXCELLENCE.

- ETHICAL PRACTICE
- EFFECTIVE COMMUNICATION
- VALUES EXCELLENCE
- PROMOTES PROFESSIONAL INTERACTION
- STIMULATES INNOVATION AND IMPROVEMENT
- GROWS OTHERS

UNDERSTANDING THE OUTCOMES

- **Understand how achievement of learning outcomes will support students in the present and future conditions of their lives.**
- **Identify familiar aspects of outcomes and the relationship between outcomes.**
- **Identify unfamiliar learning within the outcomes to focus their professional development.**
- **Understand how learning related to the outcomes progresses.**
- **Recognise and value the contexts and ways in which our students may and do achieve learning related to the outcomes.**

PROFESSIONAL LEARNING

PROCESSES AND PROTOCOLS THAT BUILD PROFESSIONAL GROWTH AND PRACTICE.

- COLLABORATION
- PEER FEEDBACK AND GUIDANCE
- ENGAGING WITH PROFESSIONAL TEXTS
- USING INFORMATION AND COMMUNICATION TECHNOLOGIES
- REFLECTIVE PRACTICE
- RESEARCHING EVIDENCE
- WORKING WITH DATA
- ACTION LEARNING

Inclusive

Evidence- based

Coherent

Relevant

PLANNING FOR LEARNING

- **What is the purpose of my plan? What is it that I want students to be able to do better in their lives?**
- **How can I make the learning context connect to and mirror the lives of my students?**
- **What outcomes are connected to the purpose of my plan? What key learning should be the focus of my planning?**
- **How will I monitor learning and assess outcomes related performances and products?**
- **What experiences do I believe will ensure students learn essential concepts, skills and values?**
- **What resources will be required to support the learning?**
- **How will I evaluate the effectiveness of the learning, teaching and assessment?**

FOCUSING ON ACHIEVEMENT

- **What must I monitor to ensure that I can support my students for life now and in the future?**
- **What factors are affecting my students' achievement of outcomes and learning essential to them?**
- **Does the learning environment need to be modified to improve performance related to outcomes?**
- **Is more information needed about student achievement for me to focus teaching and learning?**
- **What concepts do I see and not see in my students' work?**
- **What professional learning do I need to undertake to better monitor learning and assess students' and performances?**

INTERACTING WITH COMMUNITY

SCHOOLS ESTABLISH PARTNERSHIPS AND PROGRAMS THAT RESPOND TO COMMUNITY EDUCATIONAL NEEDS AND REFLECT COMMUNITY CONTEXTS.

- STUDENTS SCHOOL EXPERIENCES REFLECT AND ADD VALUE TO THEIR LIVES OUTSIDE OF SCHOOL
- REPORT EACH CHILDS ACHIEVEMENT S EFFECTIVELY TO PARENTS
- REPORT SCHOOL PERFORMENACE MENAINGFULLY TO COMMUNITY
- ENABLES AND ENCOURAGES COMMUNITY INVOLVEMENT
- BUILDS CAPACITY FOR COMMUNITY TO ENGAGE IN EDUCATIONAL DECISION MAKING
- VALUES PARENTS AS PARTNERS IN THE DUCATIONAL PROCESS

PILBARA MODEL FOR OUTCOMES FOCUSED SCHOOLING