

### 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

### 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?

Inclusive

Evidence-based

Coherent

Relevant

### 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