



THE UNIVERSITY OF  
WESTERN AUSTRALIA

# Educational Leadership

Development and Appraisal

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# Development of leaders

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- Traditionally the main requirement for leadership has been seniority.
- Consider:
  - Issue of born or made
  - Training versus on the job skill development
  - Professional versus apprenticeship model
    - Pre-service or on the job academic education

# Methods of development

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- Mentoring “on the job”
- Reflective practitioner models
- Peer networks
- External training
- Reading of research
- Action research

# Benefits to proteges:

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- ❖ Peer support
- ❖ Confidentiality
- ❖ Development of confidence
- ❖ Reduction of isolation
- ❖ Observation of effective practice
- ❖ Establish collegial network
- ❖ Learn to share skill
- ❖ Clearer role of principal
- Conscious of the dynamics between teachers and improved HR skills

# Benefits to Mentors:

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- Satisfaction from mentoring
- Mutual learning
- Raised level of motivation on the job
- Gained psychological support
- Widened collegial network

# Benefits to the system:

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- Proliferates organisational norms and culture
- Ensures transfer of hard learned knowledge to young colleagues
- Improves performance of work groups
- Provides supply of trained personnel

# Qualities of protegees:

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- Need to be:
  - confident,
  - positive,
  - respectful,
  - receptive to constructive criticism,
  - open minded,
  - objective,

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- non-defensive,
  - insightful and realistic evaluation of personal strengths and weaknesses,
  - initiative,
  - interest in career advancement and
  - willingness to take risks.

# WAYS OF JUDGING PERFORMANCE

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- **Process or outcomes:**
  - the actions of the leader
  - the results of the actions of the leaders
- **Reference to:**
  - personal subjective attitudes
  - moral and philosophical principles
  - theoretical leadership prescriptions
- **Issue of time-scale for the judgement of results**

# REASONS FOR PERFORMANCE MANAGEMENT

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- Selection and advancement
- Control
- Accountability
- Ensuring the achievement of organizational goals
- Professional development.

- **“The performance management system is designed to improve educational outcomes for students by focussing on school improvement through:**
  - **Improving the quality of management in schools**
  - **Focussing principals on the achievement of key results areas**
  - **Recognizing high performers” (Victorian Dept of Ed 1998).**

# ESSENTIAL COMPONENTS OF A PERFORMANCE MANAGEMENT PROGRAM:

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- There should be a sense of ownership by stakeholders
- The process should be simple and clearly understood
- The process should be consistent in interpretation and application
- The process should be supported with appropriate infrastructure and training
- Objectives should be measurable, relevant, realistic and within the control of the appraisee

- **Feedback should be provided at various stages of the process**
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- **The system must be based on trust**
  - **Confidentiality must be maintained**
  - **The process should contain an appeal mechanism**
  - **The process should be reviewed regularly.**

# A standard:

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an ideal type, a fixed point from which all other performances can be distinguished. Problem with singling out an ideal value to represent the whole population at a single point in time (Louden & Wildy, 1999).

# INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM

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- A school administrator is an educational leader who promotes the success of all students by:
- .Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

# ISLLC Standards for Principals

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- **Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development**
- **Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

- **Collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.**
- **Acting with integrity, fairness, and in an ethical manner**
- **Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

# ASSESSMENT METHODS:

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- Subjective assessment/observation
- Checklists
- Portfolios: provide evidence of past experience and skills

# “in basket” open ended tests or situational tests

- Short vignettes depicting problems faced by principals used to elicit information raised and actions taken in relation to those issues, interpretation of a dossier of documents requiring the respondent to distinguish main ideas emerging from the data, create an action plan and justify it.

# 360-degree feedback

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- Process that enables person to receive feedback from a number of people within the workplace, relates to behaviour, skills and competencies, includes ratings against questions or statements and comments or suggestions.