

1.5 Discuss educational purpose and policy

In my role as a leader of learning (instructional leader) this means I will:

- Develop personal clarity about my vision for learning and teaching at our school to achieve our educational purpose
- > Continue to test and refine my vision
- > Appreciate that policy is purpose expressed as action, captured in print
- Keep abreast of and develop understanding of current systems' policies as they relate to learning at my school
- > Maintain preparedness to constructively challenge policy against values and purpose
- > Prioritise the school's engagement with systems' policies as they relate to the school's current focus
- o Engage with other leaders to contribute to the development of systems' policies
- > Participate in Principal Networks and Associations and provide a considered response to systems' policies
- > Take responsibility for contributing to development of systems' policies

I will strategically design to:

- Deliberately engage the community in co-constructing our school's values and vision for learning and teaching in light of our educational purpose
- > Establish processes to engage the school community in clarifying and articulating the school's purpose
- > Establish dialogue processes to surface and debate staff values about learning and teaching
- \circ Translate our values, vision and purpose into policy and actions
- > Integrate our school's purpose and policy with DECS policy
- > Keep our educational purpose alive by ensuring its visibility and deriving practice from our values, vision and purpose
- Occilectively monitor the congruence between our actions and our values and purpose
- > Review policies in terms of our educative purpose and make refinements to ensure congruence
- > Obtain feedback from students and parents/caregivers
- > Ensure school reviews and validation processes are referenced against our vision for learning, and are designed for continuous improvement



Alert

A school's vision and purpose statement can easily become empty words without regularly referencing our actions against them.

Do we systematically consider our declared purpose when developing, implementing and monitoring policy and action?

Are we congruent—do we really 'walk our talk'?

Practice check

- Do our policies and practices reflect our bigger intent—our purpose about teaching and learning?
- O Do budget priorities reflect our declared vision and values?
- Can all my teachers describe how they translate our purpose and policies into their learning and teaching?
- O How do I engage the school community in developing, reviewing and understanding our vision and values and keeping them current?
- What unconscious messages have we conveyed through the physical environment (eg displays, signage, access)?

If teachers discuss educational purpose and policy, they will ...

- o be passionate about their purpose and share a professional voice
- o articulate what they do and how it supports the school's vision and values
- be conscious of and explicit about what makes a difference for teaching and learning for today's learners
- o know policies and procedural guidelines that inform their work
- accept their professional responsibility and work collegially to develop whole school approaches to teaching and learning

Notes:

Leaders of learning— Food for thought

Vision without
action is merely a dream.
Action without vision just
passes the time. Vision with
action can change the world.

Joel Arthur Barker

Intervention at the structural,

policy or school level is like searching

for your wallet, which you lost in the bushes,

under the lamppost because that is where

there is light. The answer lies elsewhere—it lies

in the person who gently closes the classroom

door and performs the teaching act—the person

who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their

15 000 hours of schooling.

John Hattie

orld. Purpose acts as a moral north star on the route to excellence: It offers a steady beacon for inspiring and directing students' best efforts over the long haul, within the classroom and beyond.

William Damon

When you have
a very clear focus, you
recognise what's important
and all the other stuff
becomes not important.

Anthony Alvarado

As the main institution for fostering social cohesion in an increasingly diverse society, publicly funded schools must serve all children, not simply those with the loudest or most powerful advocates. This means addressing the cognitive and social needs of all children, with an emphasis on including those who may not have been well served in the past.

John Goodlad

Leadership has multiple
functions—the highest function
of leadership is to release the creative
energies of the people in the system
and to manage the processes for
giving that energy direction towards
mutually beneficial goals.

Malcolm Knowles

People feel
a commitment to
a decision in proportion
to the extent to which they
feel they have participated
in making it.

Julia Atkin

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