Appendix B—South Australian Teaching for Effective Learning Framework

**Domain 1 Leadership overview**

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

1.1 understand how self and others learn
1.2 develop deep pedagogical and content knowledge
1.3 participate in professional learning communities and networks
1.4 engage with the community
1.5 discuss educational purpose and policy
1.6 design, plan and organise for learning and teaching

**Develop awareness of myself as a learner and a leader**
- understand my preferences for thinking, learning and leading
- clarify and articulate my values as a leader

**Appreciate the impact of my style of leading on others and strengthen aspects as needed**
- gather 360 feedback regularly to monitor my impact on staff learning and check for congruence between my intent and the impact
- develop strategies to enhance my skills to lead for learning

**Develop an appreciation of the learning strengths and dispositions of my staff**
- explicitly draw out the learning dispositions and strengths of staff
- affirm and acknowledge staff members by engaging them in projects that utilise their strengths
- deliberately design teams to include complementary strengths

**Develop personal clarity and precision with the metalanguage of learning and teaching**
- discuss, debate and define the meaning of terms such as pedagogy, constructionism, mastery learning, student-centred learning, personalised learning, explicit teaching, authentic assessment, professional learning community, learning styles...

**Appreciate that designing learning for understanding is strengthened by deep pedagogical and disciplinary knowledge**
- identify staff members with expertise in particular learning theories and reflect on the role that deep pedagogical and disciplinary knowledge plays in their effectiveness

**Create and sustain a professional learning community with my school leadership team**
- embed a learning approach in the day-to-day work of my team
- establish specific sessions where our focus is purely professional learning

**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 awareness 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

**Engage with other leaders to contribute to 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

**Seek out and actively participate in professional dialogue about my experiences of leadership for learning**
- form a small learning group of my peers as a professional learning community
- engage in relevant learning opportunities, such as Regional Leaders’ day and cluster meetings with my professional learning community

**Participate in critically reflective inquiry to develop my leadership practice**
- engage critical friends with systems’ mandated accountability points (eg OAA/site review and validation, performance reporting by my line manager as opportunities for critical reflection on my leadership practice

**Create a climate where teachers can explore ideas and their practice in open dialogue**
- establish expectations and norms for staff to learn from each other and share and critique practice
- make explicit the difference between professional disagreement and personal conflict

**Encourage and support teachers to participate in professional learning communities within and beyond the school**
- model participation in professional learning communities
- establish effective systems and processes to support ‘deprofessionalised’ practice, such as teachers working in collaborative teams, teacher peer moderation of students’ work and observing each other’s practice
- help staff members develop professional language to be able to describe their work explicitly and accurately

**Deliberately allocate school resources to initiate and support professional learning communities**
- structure the timetable to allow staff collaborative planning time
- allocate a budget to professional learning communities
- resource professional learning communities with expertise as needed

**Clarify that partnership means**
- demonstrate that decisions and judgments are based on professional knowledge, classroom data, staff and student perspectives

**Establish expectations that teachers will engage positively with parents/carers and students as part of the learning process**
- develop protocols for engagement and prompt follow-up
- explicitly encourage the diverse strengths and interests of the community to contribute to student learning
- actively challenge non-inclusive attitudes and actions

**Establish systems and processes for learning and teaching**
- clearly define school’s purpose and policy with DECS policy
- establish processes to the community to contribute to student learning
- make explicit the difference between professional disagreement and personal conflict

**Collectively monitor the congruence between our actions and our values and purpose**
- review policies in terms of our educational purpose and make refinements to ensure congruence
- obtain feedback from students and parents/carers
- resource school reviews and validation processes are referenced against our vision for learning, and are designed for continuous improvement

**Work with staff members to develop their skills for designing, planning and organising for learning and teaching**
- use the SA TEFL Framework’s leadership principles of domains 2, 3 and 4 to design staff professional learning

**Design the use of time, space, resources—human, physical, financial, technical—to maximise learning**
- think through the impact of the use of resources on the effectiveness of the appropriateness of the design of learning spaces, availability of ICT
- evaluate the effectiveness of the current use of resources and re-allocate as necessary
- establish whole school systems for ensuring efficient use of resources

**Use evidence to inform the design, monitoring and evaluation of learning**
- maintain awareness to constructively challenge policy against values and purpose

**Engage with current research on leadership**
- participate in critically reflective inquiry to develop my leadership practice
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