More than 90 per cent of our graduates have reported increased leadership capabilities.”
Foreword

As part of the Education State agenda, the Victorian Government will spend $12.1 million to establish the School Leadership Initiative to develop current and future principals and school leaders. Bastow, as the professional learning arm of the Department of Education and Training, is playing a key role in the Government’s ambition for Victoria to become the Education State.

With more than six years’ experience delivering high quality professional development to over 9000 educators, we have never been so ready to take on the challenge of building the capacity of leaders to engage in school improvement.

Since our establishment, we have shared your strong commitment to improved student achievement, engagement and wellbeing. We have grown into a highly respected institute with a reputation for providing outstanding leadership development, and for supporting professional learning communities that drive school improvement through quality teacher practice.

Every course in this guide has been finely tuned to provide both current and emerging school leaders with significant opportunities to further develop their leadership skills to improve student outcomes and school cultures.

Independent evaluation continues to reveal remarkable results in terms of the genuine and sustained impact that Bastow is making across the Victorian education sector. Every day, educators leave Bastow with more skills and knowledge, stronger networks, greater confidence, increased emotional intelligence and with the leadership qualities required to make a real difference.

To support our Education State into the future, we are committed to expanding and extending our reach with well-defined levels of excellence in all areas, from curriculum, pedagogy and assessment, to school governance and management. We are also offering more opportunities for regional schools to participate in professional learning delivered in local settings.

We are proud that more than 90 per cent of our graduates have reported increased leadership capabilities. We are therefore confident that you will find courses in this guide to inspire your ongoing commitment to professional learning.

Neil Barker  
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Supporting the Education State

The Victorian Government has committed to establishing Victoria as the Education State. Achieving this means improving outcomes for every student, in every classroom, in every school, in all communities and in our early childhood services. It means creating a system that provides all children and young people with the capabilities that will see them succeed in life, regardless of their background.

Professional leadership in all schools and early childhood settings is essential if we are to achieve these aspirations. At Bastow we provide quality leadership professional learning. In doing this, we work towards achieving our core policy objectives – to identify and develop high quality leaders for the future, and to build the capacity of existing leaders.

The courses outlined in this guide are specific to school leaders. These courses aim to support educators to become informed, engaged and reflective leaders who can work collaboratively with their community to have a positive impact on outcomes for children and young people. They are designed to equip educators with the knowledge, skills and dispositions to become great leaders and to engage effectively in school improvement.

Our interactions and ongoing relationships with thousands of education professionals – principals, teachers and early childhood educators – make us acutely aware of what it takes to prepare and support education leaders. Our in-depth understanding of schools and early childhood services, and our partnerships with highly respected organisations and educational institutions, enable us to provide professional learning that is highly relevant and tailored to the contexts in which education professionals work.

It is therefore no coincidence that the results of a recent independent evaluation revealed that Bastow participants believe their professional learning has had a significant impact on their leadership practice, and on the student outcomes at their school.

Overview of our professional learning

Bastow offers education professionals a range of powerful learning opportunities that are designed to:

- build capacity through career stage programs and practice area courses
- develop specific skills through professional practice workshops
- inspire and motivate through Twilight and Horizon seminars.

The courses in this guide are open to both leadership teams and individuals.

Bastow’s professional learning offerings

Pictured: Hayley Bureau, Mount Waverley Secondary College
Our courses

The courses outlined in this guide focus on extending the capability of education leaders and teams to create the conditions in their schools that support improved teaching practice and student achievement and wellbeing.

The courses cover a wide range of practice areas including literacy, mathematics, curriculum, assessment, pedagogy, strategic management and ethical decision-making, as well as a focus on whole-school improvement and developing high performance learning cultures. These practice areas naturally align with the four statewide priorities identified in the Education State Framework for Improving Student Outcomes model:

- Excellence in Teaching and Learning
- Community Engagement in Learning
- Professional Leadership
- Positive Climate for Learning.

All courses are informed by research and evidence and the latest knowledge on effective adult learning. They are generally delivered over six to nine months and include up to five face-to-face workshops, small group collaboration, online discussions, and opportunities to apply new knowledge and skills in your school context.

Our courses give all participants the opportunity to learn from practitioners with exceptional track records in improving outcomes for students and engage with capacity building experts and leading academic researchers. Importantly, you also work with and learn from other teachers and leaders from across the state.

Selected courses receive coursework credit points to relevant Masters degrees. We also sponsor scholarships for Masters degree studies at the University of Melbourne and Monash University.
Our programs

In addition to our courses, Bastow offers programs to develop the capabilities leaders need at every stage of their career. The programs include:

- Inspire: Local Leaders Program (and associated Train the Trainer Program)
- Impact: Emerging Leaders
- Create: Middle Leaders
- Unlocking Potential: Principal Preparation
- Evolve: New Principals
- Coaching for Principals and Assistant Principals
- Coach Training for Experienced Principals
- Mini-MBA for Principals
- Wise: System Leaders.

Career stage programs are generally delivered over 12–18 months in a blended delivery mode, including workshops, online collaboration, coaching, residential programs and self-directed learning activities. Further information is available in the Bastow Program Guide and on the Bastow website.

Professional practice workshops

Professional practice workshops are highly interactive and focus on the development of specific skills. Focus areas include coaching, managing resistance to change, having difficult conversations and building resilience.

Delivered over one to three days, these workshops provide participants with insights into innovative models and frameworks and the opportunity to practice techniques in a safe and supportive environment under the guidance of peers and expert facilitators.

Visit the Bastow website for more information.

Twilight seminars

To provide more flexible opportunities for educators to stay informed, Bastow also offers regular Twilight and Horizon seminars. These highly relevant and intensive seminars focus on innovative pedagogies and current learning theories.

Bastow’s video conferencing Hubs enable rural and regional schools to participate in our seminars and are an effective and easy way for groups or individuals in a network to collaborate.

A Hub subscription gives schools unlimited access to Bastow seminars for a period of 6–12 months, and allows their learning community to link to Bastow events. Visit the Bastow website for more information on how to subscribe.

Regional participation

To make it possible for all Victorian educators to participate at Bastow we are continually expanding our regional and digital presence.

We work closely with regional offices and principals to establish strong partnerships with regions and schools throughout Victoria.

We encourage regional school networks to contact us about delivering courses on site to suit specific needs.

Applications and intake dates

Information regarding intake dates, location, costs and how to apply for each of our programs, courses and events is updated regularly on the Bastow website. To stay up to date with our professional learning opportunities, subscribe to our fortnightly Bulletin or follow us on Facebook and Twitter.

Please visit www.bastow.vic.edu.au
As Bastow is the Victorian Government’s centre for educational leadership, our courses are designed to support the Education State Framework for Improving Student Outcomes.

The team-based courses are designed to extend learning across the whole school via a vertical school team, or enhance the capabilities of the school leadership group to effect positive change.

Vertical school teams comprise two to four members and typically include the principal, assistant principal, a middle leader and a classroom teacher. The vertical team model increases the likelihood of successful school improvement when team members return to their school to implement change. A vertical team approach is especially important in courses that involve a high impact change project that requires a holistic and shared leadership approach to drive improvement.

Our Coaching for Leadership Teams course is designed specifically for principal class and senior school leadership members to support them in building trust and collegiate relationships, collaborating to establish good processes for communication and building a high performance culture across the school.

Leaders from small schools can also be accommodated in Bastow’s team-based courses. Please contact Bastow to discuss available options.
Coaching for Leadership Teams

This course supports the Building Leadership Teams initiative within the Education State Framework for Improving Student Outcomes. Coaching for Leadership Teams enhances the capabilities of your team by providing the knowledge, skills and dispositions needed to establish or enhance school climate and a professional learning culture which, in turn, optimises the wellbeing of staff and the outcomes of students.

Audience
Designed for the principal and the school leadership team.

Structure
Your leadership team is expected to actively engage in and contribute to:
- 60 hours of professional learning
- a two-day workshop focusing on effective leadership, school culture and climate, and the links between student wellbeing, student behaviour and academic achievement
- a two-hour coaching session to identify development needs and determine the best strategy to address them
- an additional 10 hours of coaching concentrating on your selected strategy
- appointing a School Improvement Team made up of both teaching and support staff to lead a whole-school approach to implementation.

Learning Outcomes
Your leadership team will develop an understanding of how to:
- bring about improvements in cultural behaviours that support a positive school climate, staff wellbeing and engagement
- develop the knowledge and skills necessary to improve student achievement, engagement and wellbeing.
Creating a High Performance Learning Culture

A Positive Climate for Learning is one of the four statewide priority areas identified within the Education State Framework for Improving Student Outcomes. This course supports you and your leadership team to lead a culture of excellence and effective professional learning that strengthens teaching practice and improves outcomes for students.

Through reflection and personalised feedback, each team member builds their individual leadership strengths to assist in growing the capacity of others. A key element of the course is recognising the importance of emotional intelligence for building trust and creating a positive learning environment for both students and teachers. The Department Performance and Development Guidelines and the AITSL Professional Standard for Principals and Teachers are referenced throughout the course.

**Audience**

Designed for vertical school teams that include up to four people – the principal, assistant principal, leading teacher and classroom teacher.

**Structure**

Prior to course commencement, your team and school colleagues undertake a high performance index survey to provide baseline data on the current conditions that support a high performance learning culture within your school.

This course is undertaken over six months. Your team is expected to actively engage in and contribute to:

- four workshops
- three two-hour webinars
- coaching support
- rehearsing giving and receiving feedback through structured observations and other practitioner-led collaborative models
- analysis and evaluation of current practices through completion of a school-based project
- school-to-school visits.

**Learning Outcomes**

Your team will develop an understanding of how to:

- appreciate the role of emotional intelligence in building a high performance learning culture
- use multiple sources of evidence in strengthening teaching practice
- become more skilled in classroom observation and giving and receiving feedback
- strengthen collaborative processes that build collective responsibility and secure individual and team accountability
- better lead projects that both challenge and extend knowledge across a number of leadership domains.
Leading Curriculum and Assessment

Learn to lead whole-school approaches to curriculum and assessment so that students experience inspiring and deep learning that enables them to progress.

This course directly supports the Curriculum Planning and Assessment initiative under the Excellence in Teaching and Learning priority area within the Education State Framework for Improving Student Outcomes.

Leading Curriculum and Assessment supports your team to strengthen the ways you use the state curriculum, particularly through whole-school planning, use of developmental learning continua and assessing against the standards. It equips you to lead and shift your practices to reflect a more aligned and coherent use of state curriculum and assessment guidelines, and evaluate how well this is attending to student needs.

Audience
Designed for vertical school teams that include up to four people.

Structure
This course is undertaken over six months. Your team is expected to actively engage in and contribute to:
- five workshop days
- an additional half day to present and analyse action plans
- in-school investigations, evidence gathering and context analysis
- regular team meetings to share findings and work out implications for action
- ongoing professional discussions and learning with your staff
- online discussions, sharing of resources and collaboration with members of your learning community.

Learning Outcomes
Your team will develop an understanding of how to:
- design assessments that reveal where students are in their learning and the implications for learning design
- apply the underpinning principles of effective curriculum and assessment design
- analyse current school contexts, enacted values and beliefs, current practices and their impact on teaching and learning decisions
- use key concepts and ideas to inform future practice
- lead and support colleagues to improve their curriculum and assessment design practices
- make clearer connections between the curriculum in Victoria and the locally enacted curriculum
- actively shape a culture of learning excellence in your school.
Leading Pedagogy

How can you build and sustain an ethic of continuous improvement in pedagogy among the teachers in your school? The single most important thing you can do to improve student outcomes is to improve the quality of teaching in the classroom.

Leading Pedagogy encourages Building Practice Excellence, a priority area identified within the Education State Framework for Improving Student Outcomes.

This course supports you and your team to design and implement integrated, whole-school approaches to pedagogy. You develop an understanding of how to establish goals and expectations, strategically allocate resources, improve the quality of teaching, lead teacher learning and development and ensure a safe and orderly environment.

Participants who successfully complete all elements of the course are eligible for 12.5 credit points towards a Master of Education or a Master of Instructional Leadership by coursework at the University of Melbourne.

Audience

Designed for vertical school teams that include up to four people.

Structure

This course is undertaken over six months. Your team is expected to actively engage in and contribute to:

- 80 hours of professional learning
- five workshop days
- preparatory and in-between workshop tasks and reading
- online discussions
- webinars
- completion of surveys and data collection activities including a pre-program diagnostic.

All assessment tasks are designed to complement existing roles in the school and are individualised to your own setting. The main focus of the assessment is on leading a school-based improvement project.

Learning Outcomes

You will develop an understanding of:

- how learning theory can inform pedagogy leadership
- current theory and practice paradigms of national and international trends in instructional leadership and leadership styles
- how to use school-based evidence to understand the impact of teaching and learning practices
- the best evidence available on excellence in teaching and student learning, in order to assess and improve the quality of instructional practice
- analysis of classroom practice and the importance of practical and structured observations
- contemporary theory and research on how to make teaching and learning visible
- how leaders can create the conditions necessary for improving learning and teaching.
Pictured: Louise Kirk with student, Haddon Primary School
Leading Literacy

A key Education State target is to lift literacy levels by 25 per cent over the next five to ten years. Learn how to create and sustain the organisational conditions that enable exemplary literacy practice and achieve the Education State target in primary and secondary school settings.

Leading Literacy gives you the tools, skills and knowledge to embed high quality literacy practice in your school by equipping your team with the skills to influence change across your school. In addition to the core program, you can choose at least one elective from the topics of reading, writing and vocabulary. Each elective is offered with a specific focus on literacy in secondary and primary school settings.

**Audience**

Designed for individuals or vertical school teams. If attending as an individual you are invited to bring your school team to the elective workshops.

You are also required to select a workplace mentor who can provide support for your ongoing professional learning and application of the learning in the school.

**Structure**

This course is undertaken over 12 months and is comprised of two core components: Leadership and Literacy.

You are expected to actively engage in and contribute to:
- up to 80 hours of professional learning
- preparatory and ongoing reading
- five workshop days
- at least one elective that comprises of one workshop day and two webinars
- a School-based Literacy Initiative (SLI) focusing on the chosen electives
- presentation of your progress on the SLI at the final core workshop.

**Learning Outcomes**

You will develop an understanding of:
- the conditions for literacy learning, and the structures and models that support exemplary literacy teaching
- how to lead the development of a shared understanding of quality literacy instruction through professional learning
- literacy assessment procedures and models, and how to establish a collaborative school culture
- how to identify the characteristics of effective schools, particularly when working with teachers on a whole-school professional learning strategy.
Leading Mathematics

A key Education State target is to lift mathematics levels by 25 per cent over the next five to ten years. Create and sustain the organisational conditions that enable your school to meet this target and achieve exemplary mathematics practice.

This course is for both primary and secondary teachers, with the ultimate goal of improving mathematics learning and standards of achievement for all students at your school. Participation in the Leading Mathematics course allows your school leadership team to have a positive impact on school-wide growth in student learning and mathematics achievement.

Audience

Designed for vertical school teams that include up to four people.

Structure

This course is undertaken over six–nine months. Your team is expected to actively engage in and contribute to:

- 80 hours of professional learning
- six workshop days
- preparatory and ongoing reading and research
- collaboration with other schools, including site-based visits
- design of a strategic school-wide mathematics improvement plan.

This course also offers three professional practice electives: Number and Algebra, Measurement and Geometry, or Statistics and Probability.

Learning Outcomes

Your team will develop an understanding of how to:

- compare current models of teaching mathematics and new research and practice into quality mathematics instruction
- be effective mathematics leaders and understand the implications for improving mathematics learning and teaching in your school
- connect identified learning needs of students to school-wide priorities and the professional learning and capacity building of teachers
- read, interpret and draw upon multiple sources of information to strategically design improved mathematics teaching and learning.
Leading Schools in the Digital Age

How do you lead meaningful and sustainable digital change in your school to improve student outcomes and engagement? Develop your understanding of 21st century leadership, teaching and learning, a priority area identified within the Education State Framework for Improving Student Outcomes.

This course assists you to further develop your personal leadership skills and help your team to envisage, develop, implement and sustain a future-oriented vision of education. Your team gains an understanding of the importance of a growth mindset, student agency and risk-taking, as well as developing techniques in using a range of digital tools and platforms that support school leadership, teaching and learning.

**Audience**

Designed for vertical school teams of two or more people, including a principal class member.

**Structure**

The course is undertaken over 15 weeks. Your team is expected to actively engage in and contribute to:

- three face-to-face workshops
- weekly readings, online discussions and viewings
- personal reflections via your own e-journal blog
- a personal action research project
- a school-wide ICT change/growth plan.

You are supported by online mentors in all your work throughout the course.

Internationally renowned leaders on ICT and education present a keynote at two of three face-to-face workshops.

**Learning Outcomes**

Your team will develop an understanding of:

- the relationship between globalisation and digital technology and the implications for education and learning
- the profiles and learning preferences of today’s students
- the impact digital technologies have on curriculum development and delivery, assessment and pedagogy
- key features of a digitally rich learning organisation
- what is required of school leaders driving digital change
- how to plan for continued organisational improvement.
Leading Communities

How do you build a school community as a strategic leadership practice? Acquire the knowledge and skills to partner with families and work effectively with external stakeholders to improve children's outcomes and develop your community's social capital.

This course directly supports the Community Engagement in Learning priority area within the Education State Framework for Improving Student Outcomes.

Audience
Designed for a team that includes a principal class member and a teacher who is responsible for developing school communities.

Structure
This course is undertaken over five months. Your team is expected to actively engage in and contribute to:
• workshop days
• pre-reading and diagnostics
• online seminars and learning community
• producing a school-based project to be completed between workshops.

Learning Outcomes
Your team will develop an understanding of how to:
• assess evidence about the potential impact of parent involvement in their children's learning in schools, at home and in other contexts
• employ strategies to foster optimal parent involvement, appreciate the complexities of working with external stakeholders to improve student outcomes
• leverage research and proven practice to increase participation in learning
• explore the role schools can play in developing their community's social capital.
Leading Continuity of Early Learning

Early childhood development is at the heart of the Victorian Government’s vision for the Education State. This course seeks to forge strong links between the early learning sector and the school system by acknowledging that a child’s educational outcomes benefit from a smooth and meaningful transition from early childhood settings to the school environment.

You benefit from active collaboration with education professionals from both sectors, forming a strong understanding of the advantages and challenges faced during transition. Through reflection upon your own practice and within a supportive environment, you lead change in your school or service to aid in the transition of children between early childhood and school.

The course incorporates AusVELS and key frameworks including the Victorian Early Years Learning and Development Framework (VEYLDF) to support collaborative communication between early childhood, schools and relevant education professionals.

Audience
Designed for individuals or teams. Preference is given to applications from teams that contain both school and early childhood professionals.

You are also required to identify a workplace mentor for the duration of the course.

Structure
This course is undertaken over four months. Your team is expected to actively engage in and contribute to:

- three workshop days
- one onsite visit
- planning, implementing and evaluating a small work-based inquiry project
- professional reading to support participation in the course and project
- reflective practice to identify professional growth and learning
- collaborative work with other participants during and between workshop days.

Learning Outcomes
You will develop an understanding of:

- the role all professionals in their community play in supporting outcomes for children more effectively
- how to lead the coherence and continuity of children’s early learning and development.
Courses for individuals

Building the capacity of the school workforce is the most powerful way to improve outcomes for students. Our courses for individuals are focused on developing the capacity of school leaders at all levels, including educational support staff. Bastow courses provide a springboard for participants to take their learning back to their school community. They offer opportunities for individuals to focus their learning in specific practice areas, develop effective strategies and lead school-wide improvement projects. They are open to everyone from classroom teachers to business managers and principals.

School teams can also apply for any of these courses to build skills and experience at different levels across the school.
Leading Asia Capable Schools

Leading Asia Capable Schools is designed to support global citizenship, a dimension of the Community Engagement priority area identified in the Education State Framework for Improving Student Outcomes. Victoria faces a fast-changing world driven by increasing globalisation, people mobility and the economic and strategic rise of Asia. To harness the opportunity to compete globally, our students require an education that equips them with the skills and knowledge to be local and global citizens, ready for the world and ready for work. This includes Asia capabilities, such as knowledge of the societies and languages of Asia, and intercultural capability as essential to living and working in a multicultural Victoria and the diverse world of the 21st century.

**Audience**

Designed for members of the principal class.

**Structure**

This course is undertaken over six months. You are expected to actively engage in and contribute to:

- face-to-face workshops and online webinars
- applied learning through a work-based project
- exposure to Asia-facing Victorian businesses through workshops, briefings, offshore visits and shadowing opportunities
- building business connections
- a study tour in China
- analytical tools to assess and monitor Asia capability and intercultural capability
- an online community of practice to expand your knowledge and enable networking with fellow principals.

**Learning Outcomes**

You will develop an understanding of:

- Australia’s engagement with Asia with a focus on China
- the workforce capabilities needed to engage effectively with Asia and their importance in school education
- how to embed Asia capabilities across the curriculum and school programs
- skills to engage students, teachers, parents and the broader school community in conversations about the importance of developing Asia capabilities
- how to develop networks in Asia and with Victorian businesses engaged with Asia
- intercultural understanding through an immersive experience in China.
Open to Learning™ Leadership

Based on the work of Distinguished Professor Viviane Robinson, this highly practical course introduces you to the theory of Open-to-Learning™ (OTL™) Leadership, which helps build a strong team culture and an environment of professional and relational trust. Practising OTL™ conversations allows you to effectively lead your team to support the improvement of teaching and learning and students’ social and academic progress.

This course supports the Professional Leadership priority area identified within the Education State Framework for Improving Student Outcomes.

Audience

Designed for principals and assistant principals.

Structure

The two-day OTL™ workshop is facilitated by experienced principals. You develop the skills to have effective conversations in educational settings that deal constructively with conflict situations, giving and receiving negative feedback, identifying and clarifying issues and developing positive future action.

Day 1

A focus on:

- OTL™ theory
- history and development of OTL™
- examples of OTL™ in action.

Day 2

A focus on:

- applying OTL™
- practicing real life conversations
- giving and receiving feedback.

During the workshop you collaborate to resolve important on-the-job problems, using OTL™ conversations in order to learn how these conversations enable you to build relational trust.

Learning Outcomes

You will develop an understanding of how to:

- identify the key values and skills of an OTL™ conversation
- identify ways of thinking and talking which help and hinder the use of an OTL™ approach
- develop your skills in holding OTL™ conversations
- practise an OTL™ conversation in which you build trust while addressing an important problem in your area of responsibility.

Pictured: Judi Benney, William Ruthven Secondary College
Leading Ethically

The Department is working to reinforce the public sector values of integrity, accountability, respect, leadership, impartiality and responsiveness across the organisation. What does it mean to be an ethical school leader? How can you create an ethical culture in your school community?

This course provides a framework for understanding stakeholder perspectives, consultation and communication. You explore strategies and decision-making processes that support dealing with ethically sensitive issues and learn how to develop and implement a school-based ethical project that improves student outcomes in your school.

This course aligns with the Professional Leadership priority area identified within the Education State Framework for Improving Student Outcomes.

Audience

Designed for experienced school leaders. Network groups and leadership teams are also welcome to apply.

You are also expected to identify a workplace mentor who can provide organisational and professional support.

Structure

This course is undertaken over three months. You are expected to actively engage in and contribute to:

- pre-course reading with online discussions
- a residential program and a follow-up workshop
- development, implementation and presentation of a school-based ethical project.

Learning Outcomes

You will develop an understanding of:

- connections between self-knowledge and moral purpose, the virtues of an ethical leader, and the relationship between leadership and power
- knowledge and skills required to build ethical leadership and an ethical school culture
- how to identify and enhance the capacities required for nurturing and sustaining an ethical school culture, ethical problem solving, and making decisions that improve student outcomes
- how to resolve ethical dilemmas.
Bastow Changemakers

Changemakers supports the Positive Climate for Learning priority area identified within the Education State Framework for Improving Student Outcomes. This course provides you with an opportunity to develop the knowledge and skills to bring about change in your school under the guidance of experienced leaders and change agents.

Changemakers is designed specifically for teachers working in schools that serve disadvantaged communities. You engage with concepts related to innovation, design thinking, strategy and leadership, applying this learning through a practical change project in your school. The course also enables you to learn with and from emerging leaders located in other Victorian government schools.

**Audience**

Designed for emerging leaders who are passionate about leading change to help address issues in their school setting, including student disadvantage.

**Structure**

This course is undertaken over eight months. You are expected to actively engage in and contribute to:

- 40 hours formal professional learning
- five workshops
- identifying a change project in your school
- at least 36 hours dedicated to implementing your school-based change project
- collaborating online with peers and facilitators
- role-plays that place you in the position of leadership and change management.

You also have unlimited access to coaching calls with experienced education leaders for 12 months following completion of the course, providing you with ongoing learning, encouragement and advice on your change project.

**Learning Outcomes**

You will develop an understanding of:

- how to identify challenges and missed opportunities and as a leader mobilise solutions
- how to critically analyse the leadership practices required to enable effective change
- a range of tools and techniques to implement and sustain change in your school
- communication skills to share ideas within your school and the wider education sector.
Leadership for Business Managers

Research indicates that professional, well-trained school business managers who work in or alongside the school leadership team have a significant impact on the efficiency, effectiveness and integrity of schools. This course is designed to support the Department’s commitment to the public sector values of integrity, accountability, respect, leadership, impartiality and responsiveness.

This course further develops your leadership capabilities as a business manager to undertake your role, including how to effectively contribute to improved student learning. You participate in creating and implementing a collaborative school-based project to enhance business management or financial practices in your school.

Audience

Designed for school business managers or aspiring school business managers.

You are required to identify a workplace mentor, such as the principal or a senior school leader, and select a vertical school team of up to five other staff who can provide support for the ongoing application of your learning in the school.

Structure

This course is undertaken over eight months and is practice-based. You are expected to actively engage in and contribute to:

- 70 hours of professional learning
- five workshop days (days 1 and 2 are concurrent and include a residential conference)
- one conference evening
- a collaborative school-based project
- school-based mentoring and coaching from the principal or other senior leader
- online learning.

Learning Outcomes

You will develop an understanding of:

- the importance of integrity and ethical behaviour in safeguarding the assets, financial probity and reputation of the school
- theories of change and innovation, including how to use a range of methods for implementation, effectively balancing innovation and risk
- leading and monitoring the allocation of resources for education priorities and other critical activities, taking account of value-for-money and impact on student outcomes
- leading whole-school workforce planning, directed at optimising the impact on improved student learning
- leading and supporting performance management, team-building, conflict resolution and negotiation skills
- systems and processes for supporting the school’s business and financial management.

You will also have the opportunity to access a range of additional support and learning, including: feedback and individualised coaching, a two-hour webinar designed for your learning needs and a half-day ‘master class’ focussing on an area of interest.
Strategic Management for School Leaders

Strategic management is a critical factor in lifting organisational performance – the way we lead, operate and make decisions. By effectively managing risk, utilising data and making well-informed and intentional resourcing decisions you can enhance the delivery and impact of your school strategic plan.

This course is comprised of nine discrete modules which are delivered in association with other branches and divisions within the Department.

These modules support the Department’s commitment to the public sector values of integrity, accountability, respect, leadership, impartiality and responsiveness across the organisation.

Audience

These modules are suitable for substantive and acting principals, assistant principals and school leaders with management responsibilities across the module areas.

Modules

Module 1 – Introduction to Strategic Management
Managed by Bastow, this one-day module provides you with an opportunity to reflect on how strategic decisions can help you achieve your school vision encapsulated in your school strategic plan, and provides an overview of the other modules in the program.

Module 2 – Law and Order
Developed and delivered by lawyers from the Legal Division, the module uses engaging and relevant case studies and provides plenty of opportunity for interaction and questions with the managers of the Children, Families and Education Law and Workplace, Discrimination and Disputes Units.

The aim of the module is to ensure that principals and acting principals are able to manage legal risks in schools and understand key legal concepts and obligations.

Module 3 – Bricks and Mortar
Developed by the Infrastructure and Sustainability Division, the Bricks and Mortar module provides technical leadership and training in the area of school asset management, including planned and reactive maintenance, compliance and safety requirements, and school capital works procedures.

Module 4 – Dollars and Sense
Developed by the Schools Resource Allocation Branch, Dollars and Sense builds your technical capabilities in financial management. It equips you with the knowledge and skills to effectively manage school finances, based on the Department policy and best practice.

Module 5 – Data Literacy
Developed by the Improvement and Accountability Branch, in collaboration with independent provider Silent Partners Learning Services, Data Literacy aims to improve your capacity to use the wide range of data sets available to schools to improve educational outcomes for students. The module focuses on the importance of evidence-based decision-making and the development of specific data literacy skills needed to analyse and effectively interpret currently available data.
Module 6 – People Power
Developed by the Human Resources Division, this module focuses on practical solutions to managing your workforce successfully by developing a culture of high expectations, moving from vision to successful accountability using effective feedback processes and decision-making strategies.

Module 7 – Safety Management for School Leaders
Developed by the Employee Safety and Wellbeing Branch, this module provides an overview of effective safety management within the school environment. Through presentations, discussions, case studies and group activities, the one-day program provides you with knowledge and skills to effectively manage safety and wellbeing.

Module 8 – Workforce Planning
Developed and delivered by the Human Resources Division, this one-day module builds the knowledge and skills necessary to create an effective workforce plan. You develop a step-by-step overview of the workforce planning process and identify and consider a range of data and materials that enable you to build an in-depth knowledge and understanding of your workforce needs.

Module 9 – School Governance
Managed by Bastow, this one-day module strengthens the skills and capacity of principal class leaders in understanding and effectively undertaking the school council executive officer role. You learn to respond strategically to changing demands and challenges, and gain skills in handling both the technical and relationship management aspects of the role.
Scholarships

Bastow is pleased to partner with the University of Melbourne and Monash University to offer Masters Degree scholarships. The scholarships give you a unique opportunity to undertake your Masters qualification with the fees heavily subsidised. The scholarships are limited and highly sought after each year.
Master of Instructional Leadership

The Master of Instructional Leadership gives you the skills to lift student achievement, improve your school’s performance and successfully lead teaching and learning.

Bastow offers 20 scholarships for the Master of Instructional Leadership (MIL), a postgraduate program offered through the Melbourne Graduate School of Education at the University of Melbourne.

Audience

This scholarship is for the principal class and middle leaders.

The minimum entry requirements are one or more of the following:

- appropriate honours degree in education
- postgraduate certificate or postgraduate diploma in the field of education
- appropriate four-year degree, or equivalent, and at least two years of documented relevant professional experience.

Learning Outcomes

This course will enable you to:

- lead a learning community
- lead improvement, innovation and change
- develop productive working relationships
- link leadership and enhanced teacher capacity and school performance
- engage and work with parents and the community
- use data to inform decision making
- develop and lead your team to improve instructional practice
- adopt innovative approaches to school management
- communicate effectively with staff, students and parents.
Master of Leadership in Principal Preparation

Develop and extend your leadership skills, learn how to build professional networks and alliances and extend your capacity to engage in evidence-led inquiry and research. This one-year Monash Masters postgraduate course provides a pathway to a principalship or other senior school leadership roles.

**Audience**

This scholarship is for principal class and middle leaders. The minimum entry requirements are one or more of the following:

- appropriate honours degree in education
- postgraduate certificate or postgraduate diploma in the field of education
- appropriate four-year degree, or equivalent, and at least two years of documented relevant professional experience.

**Learning Outcomes**

The Master of Leadership in Principal Preparation will:

- extend your personal and professional growth
- develop your leadership skills
- establish an ethic of leadership grounded in respect, care and support for others
- develop your appreciation of how to build alliances with schools and local, regional and professional communities
- develop your capacity to engage in evidence-led inquiry and research.
Kate Allison with student, Fitzroy High School
Applications and intake dates

Information regarding intake dates, location, costs and how to apply for each of our programs, courses and events is updated regularly on the Bastow website. To stay up to date with our professional learning opportunities, subscribe to our fortnightly Bulletin or follow us on Facebook and Twitter.

Please visit www.bastow.vic.edu.au