Foreword

In 2015, the Government announced the statewide Education State: Schools reform agenda, underpinned by $747 million in extra funds over four years to deliver great schools for every community and great teachers in every classroom.

Bastow, as a professional learning institute of the Department of Education and Training, is playing a key role in implementing this agenda by taking a strategic approach to supporting, building and expanding the capacity and capability of leaders, as well as identifying, encouraging and inspiring leadership potential in others.

Major research explicitly reveals that good leaders make a difference in schools and that without strong leadership, student outcomes cannot improve.

The programs outlined in this guide are based on our belief that positive impact can be made if teachers also become great leaders. They need to be strong, reflective professionals who are able to effectively manage themselves and their relationships with others.

In the same way, principals require more than just the right knowledge, skills and attributes if they are to create progressive learning cultures that encourage growth. They need a profound self-knowledge, a clear long-term vision and a deep understanding of the expectations and responsibilities of leadership.

To achieve this, our programs are aligned with the best evidence and research from around the world, and are intentionally designed and continually calibrated to provide focused and personalised support for the specific leadership development needs and contexts of Victorian educators at every career stage.

Our programs are not just an opportunity for educators to learn, but also to be inspired and discover the potential of leadership. We support them to build their knowledge, skills and capacities and form networks and collaborate with others so their leadership can make a difference at every level and to every student.

Improving student outcomes is the clear objective for all our programs and courses; it is what motivates us and drives everything we do.

We are proud that 93 per cent of our graduates would recommend Bastow to their colleagues and that we are genuinely helping schools improve the outcomes of all students across Victoria.

Neil Barker
Director
Bastow Institute of Educational Leadership

Gene Reardon
Acting Executive Director
Leadership, Professional Practice & Accountability Division
Pictured: Participants at Bastow
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Supporting the Education State

School leaders provide the conditions for quality teaching and learning to take place in schools. Effective leaders set a clear vision for their school and high expectations and goals for their students; they actively engage with their community and participate in ongoing professional learning and encourage and enable all teaching staff to do the same.

This link between strong leadership and quality teaching practice is clearly reflected in the Victorian Education State agenda and is the central priority area in the new Framework for Improving Student Outcomes, which ultimately aims to build a system that improves outcomes for every student.

The suite of professional learning programs outlined in this guide are designed to directly support and implement the Education State agenda. The programs meet our objectives to build and expand the capacity and capability of existing leaders and ensure a supply of high-quality leaders for the future.

Our programs are also about building practice excellence by bringing teachers and principals together to exchange knowledge, collaborate and develop local and system networks, and by encouraging high performing teachers and principals to work with and support their colleagues in other schools.

Bastow program and course alignment with the Framework for Improving Student Outcomes
Overview of our professional learning

Career stage programs
At the centre of our strategy to achieve these objectives is the career stage approach to leadership development. Each Bastow program focuses on a specific career stage by clearly defining what is required to thoroughly prepare leaders for their role and by providing focused, personalised and explicit support for their leadership development needs, preferences and contexts.

We understand this preparation is not only about providing leaders with the skills and attributes to perform, but also for them to develop a profound self-knowledge and a clear understanding of the expectations and responsibilities of each stage.

Our career stage programs are generally delivered over 12–18 months and in a blended delivery mode including workshops, online collaboration, coaching, residential programs and self-directed learning activities.

Our courses
To complement our career stage programs, Bastow offers courses that focus on extending the capability of all education professionals to develop school-based change projects and implement strategies to improve student outcomes.

These opportunities concentrate on enabling education professionals to improve teaching, procedures and models in specific subject areas, as well as developing leaders who can influence culture in the areas of curriculum, assessment, pedagogy, strategic management, ethical decision-making and relational trust.

Further information is available in the Bastow Course Guide and on the Bastow website.

Bastow’s programs aligned with career stage
Pictured: Marg Holness, Frank Vetere and Ashleigh Perry, Point Cook College
Delivery
All our programs and courses are delivered in partnership with highly respected organisations by leading experts and academics who are informed about global developments in leadership practice and are responsive to the specific professional learning needs of education leaders.

Enhancing our collaborative teaching approach and multimodal course delivery, our state-of-the-art, flexible learning environments cater for both small and large group activities, including productive networking, coaching conversations and role-playing.

Our professional practice workshops
Our professional practice workshops are highly interactive sessions that focus on specific skill development to meet current demands. These workshops are delivered over one to three days and provide participants with insight into new models and an opportunity to practise techniques with peers and expert facilitators.

Thought leadership, Horizon and Twilight seminars
Bastow has developed a number of thought leadership initiatives to engage school leaders in a dialogue about the broader issues and trends in education. Initiatives include the quarterly Horizon e-publication and forums which both stimulate a new level of professional conversation and connect to a global movement of 21st century thinking, learning and teaching.

Thought leaders partnering with Bastow include internationally recognised academics and current experts in their field.

Our qualifications
With thousands of education professionals having participated in Bastow leadership development opportunities since 2009, we know exactly what it takes to prepare and support leaders to undertake school improvement and make a genuine and lasting impact on student outcomes.

The exceptionally positive results revealed in recent feedback and independent evaluation not only demonstrate that we are on the right track, but they also drive us to develop more effective ways to support and grow our leaders to ultimately improve student outcomes.

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

A positive impact on student outcomes

- Percentage of participants who believed their participation will have a positive impact on student outcomes: 95%
- Percentage of colleagues that indicated the participant’s professional learning will have a positive impact on student outcomes: 98%
- Percentage of participants who were satisfied with the program: 96%
- Percentage of participants who were likely to recommend the program to colleagues: 93%

Participants continue to be highly satisfied with the suite of programs and are enthusiastic advocates.
Building Local Leadership Initiative

The Building Local Leadership initiative is an important element of the Government’s ambition to become the Education State and a critical means of increasing the supply of quality leaders for senior school leadership roles. The initiative includes two programs, Inspire: Local Leaders Program and the Train the Trainer Program.

The Inspire Program will be delivered locally in schools and networks and will be facilitated by members of the principal class and regional staff who have completed the Train the Trainer Program. Responsibility for identifying participants for the programs will rest with schools and networks, supported by regional teams and Bastow.

Inspire: Local Leaders Program
Inspire: Local Leaders Program will provide up to 1300 high potential leaders with introductory professional learning in key areas of school leadership. It will develop the foundational knowledge and skills you need to start making a difference in your school. The program will ensure that you are well-trained, well-networked and well-prepared to succeed as a leader.

Inspire includes strategic career planning that gives you clear and achievable steps for progressing your career and helping you move into leadership roles.

Career Stage
Designed for emerging leaders and teacher leaders.

Learning Outcomes
You will develop an understanding of:
- the basic principles and theory of leadership
- emotional intelligence and how it impacts on performance, self and leading and working in teams
- developing relationships and building the capacity of staff to improve curriculum, pedagogy and assessment
- leading change including managing resistance to change
- working effectively with parents and the broader school community
- school and student data and how it can be used to drive change in teacher practice and student outcomes.

Train the Trainer Program
The Train the Trainer Program is designed to equip up to 200 members of the principal class with the knowledge and skills to deliver the Inspire: Local Leaders Program to high potential leaders in their schools and networks.

Career Stage
Designed for principal class members and senior regional staff.

Learning Outcomes
You will develop an understanding of:
- adult learning principles and how they inform professional learning
- an understanding of the content and structure of the Inspire Program
- needs analysis and prior learning assessments
- facilitation skills in both face-to-face and online environments
- coaching skills, to support individual and team development
- skills in giving ongoing feedback and assessment of understanding and skill acquisition.
Audience
Designed for leadership teams.

The principal must commit for at least 12 months.

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, links between student wellbeing, student behaviour and academic achievement
• a two-hour coaching session to unpack development needs and determine the best strategy to address them
• an additional 10 hours of coaching concentrating on that strategy
• appointing a School Improvement Team that is made up of both teaching and support staff to lead a whole of school approach to implementation

Learning Outcomes
On completion of the course your leadership team will understand how to bring about improvements in:

• cultural behaviours
• school climate
• staff wellbeing and engagement
• staff-student relationships
• student engagement in learning
• student behaviour and learning outcomes.

‘For anybody who wants to become a leader and wants to do it really well, this program is absolutely the best thing to do.’

‘A valuable part of the course was finding out not just what you want to achieve in your school, but how to go about achieving it.’

Warren Dawson (pictured), Teacher & Assistant Team Leader, Nelson Park Primary School
Impact: Emerging Leaders

Increase your emotional intelligence and resilience, learn how to establish structures that support a collaborative culture and understand the process to identify areas for change. Use these skills to create and implement an influential change project in your school that has a positive impact on the quality of teaching and student outcomes.

Career Stage
Designed for emerging leaders who have recently accepted school leadership responsibilities, or will do so in the near future.

Structure
Undertaken over 12 months, the program uses a blend of workshops, online collaboration and self-directed learning activities.

You are expected to actively engage in and contribute to:
• eight workshop days, including a two-day residential workshop
• sharing and learning with your course peers through small group sessions
• weekly online self-paced activities
• leading a change project in your school.

Learning Outcomes
By completing this program you gain skills and techniques to enable you to undertake a change project at your school.

You will develop an understanding of:
• emotional intelligence and wellbeing, including an awareness of and strategies to manage emotions, to make a positive impact on yourself and others
• leading teams, including creating high performance teams, effective conflict management, and giving and receiving feedback
• learning and teaching best practice
• strategies to positively impact the quality of teaching in your school
• how to lead change in your school to improve student outcomes.
Audience
Designed for leadership teams.
The principal must commit for at least 12 months.

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, links between student wellbeing, student behaviour and academic achievement
• a two-hour coaching session to unpack development needs and determine the best strategy to address them
• an additional 10 hours of coaching concentrating on that strategy
• appointing a School Improvement Team that is made up of both teaching and support staff to lead a whole school approach to implementation

Learning Outcomes
On completion of the course your leadership team will understand how to bring about improvements in:

• cultural behaviours
• school climate
• staff wellbeing and engagement
• staff-student relationships
• student engagement in learning
• student behaviour and learning outcomes.

‘My passion for the job’s still there and meeting new people through the Create program has kept the flame burning. Bastow’s definitely the place to go for any sort of educational leadership training. And to say that I’m inspired to continue my learning journey is an understatement.’

Ryan Oliver (Pictured)
Leading Teacher, Carisbrook Primary School
Create: Middle Leaders

Create professional learning communities that are focused on improving student outcomes in your school. Understand how to identify the learning needs of your team members by engaging in collaborative data analysis and professional inquiry to inform teacher practice and professional development. Apply these skills in your school by leading a team of your colleagues in a change endeavour to improve teaching and learning.

Career Stage
Designed for middle leaders, including teachers who are:
• in either a formal or informal leadership role
• leading a team of colleagues, such as a professional learning team, year level team or curriculum team.
The principals of participants are also required to make specific contributions throughout the program.

Structure
Undertaken over 18 months, the program includes pre-workshop activities and post-workshop support to enable effective learning and application of your new knowledge and skills.
You are expected to actively engage in and contribute to:
• eight learning community days (workshops), including a two-day residential workshop
• pre- and post-workshop activities
• small support groups (triads) that operate for the duration of the course
• a leadership shadowing experience (optional)
• online community collaboration, discussions and challenges
• lead a significant change endeavour designed to improve teaching and learning.

Principal participation
A principal class colleague is expected to contribute to your participation in this program by:
• attending an orientation session, two half-day workshops designed specifically for principal class colleagues, and the final workshop day with all participants
• supporting you to apply your learning back in your school and in collaborating with your triad members in addition to attending the workshop days.

Learning Outcomes
By completing this program, you will develop an understanding of:
• who you are as a learner and leader
• how you can lead the learning of others and inspire them to change
• your team context and its unique learning needs
• how to achieve change, including collaborating with others in the process.
‘All of a sudden I became really engaged and it became palpable in my school. It was contagious. People I was working with couldn’t believe the transformation.’

Frank Vetere (Pictured)
Principal, Point Cook College
Unlocking Potential: Principal Preparation

As part of the Education State, the Victorian Government will spend $12.1 million over the next four years to develop current and future principals and school leaders. Unlocking Potential (UP) is the flagship principal preparation program for high potential leaders. The program will double to include 160 aspiring principals each year and internships of up to 60 days in another school under the guidance of an experienced principal.

The aim of this rigorous and highly innovative program is to thoroughly prepare you for your first principal appointment. UP provides you with the confidence, skills and professional knowledge necessary to create school cultures that support the provision of high quality educational opportunities for all students.

**Career Stage**
Designed for high potential leaders who are on the cusp of applying for their first principal position.

**Structure**
Undertaken over 12 months, the program includes pre-workshop activities and post-workshop support.

UP is structured around research-based content aligned to principal accountabilities. It is personalised and flexible to suit your needs.

You are expected to actively engage in and contribute to:

- 12 workshop days including a two-day Open to Learning (OTL™) Leadership program
- a 20–60 day placement in another school where you work alongside a highly effective school principal to develop capabilities for the principal role
- completion of a 360 degree diagnostic tool to help determine learning needs prior to coaching commencement
- tailored master classes with acknowledged experts in their field and Victorian principals
- a small-scale intervention project around a leadership challenge in your school
- an online community to support communication and collaboration using Bastow’s online learning management system, Bastow 307
- a capstone interview with Victorian government school principals and regional leaders.

**Learning Outcomes**
The program gives you the opportunity to broaden your understanding of the following areas of professional practice, which are aligned to the Australian Professional Standard for Principals:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community.

These research-based areas of professional practice are developmental and interconnected, with a focus on the centrality of learning and teaching to all educational leadership.

The distinct character of the UP program is that it:

- facilitates a school leader’s development of self, with and through others
- optimises a school leader’s engagement with research and inquiry
- builds school leaders to lead learning through their engagement with community.

Applicants should note that the program includes a rigorous selection process to ensure that the applicants selected are those most likely to benefit from the experience and succeed in a principal role.
‘The program enabled me to form connections ... and build on my capacity through interactions with others and also taught me some of the essential parts of the role of principal, particularly around the aspect of vision building, [and] the focus on teaching and learning.’

Latham Burns (not pictured)
Principal, Carlton North Primary School
Evolve: New Principals

Evolve helps you to transition into your role as a first-time principal and build your capacity as an effective leader in your school community. This program is directed at building reflective and courageous school leaders. It acknowledges the diversity of experience and professional learning needs among new principals, who we recognise as self-directed professionals.

This program provides individualised support by matching you to an experienced principal coach who challenges and develops you as a leader. This relationship is supported by the Evolve program team who are available during the program.

Career Stage
This program is open by invitation to all newly appointed first-time principals.

Structure
Undertaken over 18 months, you are expected to actively engage in and contribute to:
- two workshop days
- coaching from an experienced principal
- a personalised Professional Learning Plan and structured workplace learning
- a three-day residential program
- an online community through the learning management system, Bastow 307.

Learning Outcomes
Over the duration of this self-directed program, you will have the opportunity to identify, plan, track and review your own learning needs as your role as principal progresses. Your learning plan will be supported through the relationship you build with your experienced principal coach.

Over the first six months you will:
- develop a sense of yourself as a school principal
- understand the accountabilities of the principal role and your responsibilities as part of the system
- develop a deep understanding of your school context.

Over the following 6–12 months you will:
- gather and analyse data from a range of sources to inform school improvement
- develop an understanding of the domains of school leadership and management based on the AITSL Principal Standards and other research and evidence
- gather evidence about your own practice in the principal role, and use this evidence to identify and prioritise your developmental needs.

Over the last 12–18 months you will:
- develop and enact a plan for ongoing school improvement against the priorities identified
- develop and enact a plan for ongoing professional development and improvement in school leadership practice
- identify the strategies and resources needed to sustain improvements at both the school and personal level.
Audience
Designed for leadership teams.
The principal must commit for at least 12 months.

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, links between student wellbeing, student behaviour and academic achievement
• a two-hour coaching session to unpack development needs and determine the best strategy to address them
• an additional 10 hours of coaching concentrating on that strategy
• appointing a School Improvement Team that is made up of both teaching and support staff to lead a whole-of-school approach to implementation

Learning Outcomes
On completion of the course your leadership team will understand how to bring about improvements in:

• cultural behaviours
• school climate
• staff wellbeing and engagement
• staff-student relationships
• student engagement in learning
• student behaviour and learning outcomes.

‘This has been one of the best professional development programs I’ve ever done in my many years of teaching. It revitalised my thinking and it has certainly renewed my enthusiasm for leading - not just leading within my school, but leading within our collegiate schools network and beyond.’

Trish Perry, (not pictured)
Principal, Lancaster Primary School

Pictured: School leader at Bastow
Coaching for Principals and Assistant Principals – on demand

In pursuit of ambitious statewide targets, school leaders require more support. Coaching for Principals and Assistant Principals offers you professional coaching that supports, challenges and empowers you to reach higher levels of performance and become an effective leader in a time of change.

The professional coach supports you to reflect on your individual or collective leadership practice, set clear goals for professional growth, gain greater focus and develop your leadership capabilities. Bastow has partnered with two highly regarded coaching providers to deliver this program.

Career Stage
Designed for principals and assistant principals, including acting principals.
Acting principals must have a minimum of three months remaining in the role, as all coaching sessions should be completed during the acting period.
Coaching is also available for teams who seek coaching on the same topic.

Structure
Coaching is offered to individuals or collegiate groups of three to six members.
You or your collegiate group receive up to 10 hours of coaching which can be undertaken in a range of modalities including face-to-face, Skype or telephone. You, or your collegiate group, can arrange coaching sessions in accordance with your own timeframes. This flexibility recognises the time constraints and pressures that the principal class is under.

Learning Outcomes
Coaching will enable you to build your leadership capability by:
• assisting you to identify development goals and areas for further development
• challenging you to think of new ways to enhance your leadership knowledge and skills and role as an effective leader of school improvement
• supporting you to reflect on your individual or collective leadership practice, set clearer professional goals, gain greater focus and develop your leadership capabilities to a higher level.
Please be aware that the focus of this coaching opportunity is on leadership and does not cover technical skills (i.e. financial management, IT training). Please see the Strategic Management for School Leaders modules in the Bastow Course Guide for this type of professional development.
Audience
Designed for leadership teams.
The principal must commit for at least 12 months.

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, links between student wellbeing, student behaviour and academic achievement
• a two-hour coaching session to unpack development needs and determine the best strategy to address them
• an additional 10 hours of coaching concentrating on that strategy
• appointing a School Improvement Team that is made up of both teaching and support staff to lead a whole of school approach to implementation

Learning Outcomes
On completion of the course your leadership team will understand how to bring about improvements in:
• cultural behaviours
• school climate
• staff wellbeing and engagement
• staff-student relationships
• student engagement in learning
• student behaviour and learning outcomes.

‘My coaching has become much more focused on the needs of the Principal, removing possible side-tracking issues. My questioning is much more focused on clarifying to reinforce strong goals.’

‘The program has provided me with a strengthened skillset when having conversations with staff, particularly the difficult conversations that are needed from time to time.’

Program Participants, 2015 (not pictured)
Coach Training for Experienced Principals

Bastow relies on experienced principals to coach new and aspiring principals. The Coach Training program is offered to principals who volunteer their time to provide coaching in the Evolve: New Principals Program and the UP: Principal Preparation Program.

Coach Training for Experienced Principals gives you the opportunity to develop the skills you need to support and build the capacity of others. It gives experienced principals the opportunity to give back to the system by supporting those around them to develop. It also equips you with the skill set to coach and support staff in your own school.

**Career Stage**

Designed for experienced principals in preparation to coach and support new and aspiring principals.

**Structure**

Undertaken over three to four months, you are expected to actively engage in and contribute to:

- four full day workshops
- an external learning phase including telephone coaching, readings, personalised coaching sessions and a coaching-in-action project.

You also have the option to become a fully accredited coach by:

- participating in six individual coaching sessions (coaching on coaching)
- undertaking pro-bono coaching work with a real client.

**Learning Outcomes**

The program gives you the opportunity to:

- build a sophisticated level of coaching competence and confidence
- learn to lead, manage and influence others more effectively
- develop the skills to support and challenge others to achieve their goals.
Audience
Designed for leadership teams.
The principal must commit for at least 12 months.

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, links between student wellbeing, student behaviour and academic achievement
• a two-hour coaching session to unpack development needs and determine the best strategy to address them
• an additional 10 hours of coaching concentrating on that strategy
• appointing a School Improvement Team that is made up of both teaching and support staff to lead a whole of school approach to implementation

Learning Outcomes
On completion of the course your leadership team will understand how to bring about improvements in:
• cultural behaviours
• school climate
• staff wellbeing and engagement
• staff-student relationships
• student engagement in learning
• student behaviour and learning outcomes.

School leaders, particularly principals, are best placed to drive improved performance because of their deep contextual knowledge and their proximity to the systems’ core educational challenges.
Mini-MBA for Principals

To lift our performance as an organisation we know we need to change the way we lead, operate and make decisions. The Mini-MBA for Principals is intended to develop principals’ strategic resource management capabilities and to equip them to manage their schools as they would any large scale, complex organisation.

The program is designed to take your understanding of key aspects of strategic resource management to the next level. It enables you to develop contemporary business knowledge and the capabilities to not only manage and respond effectively to management challenges with integrity, but also transform the way you think about and allocate resources to improve outcomes for all students.

Career Stage
Designed for experienced principals.

Structure
Undertaken over six months, the program includes pre-workshop activities and post-workshop support.
You are expected to actively engage in and contribute to:
- a diagnostic to assess your strategic resource management knowledge and your school context
- the development of a strategic resource management action plan
- a five-day residential that includes a major team project and a range of guest speakers
- up to five coaching sessions in the six months following the residential.

Learning Outcomes
This program will focus on developing your understanding of:
- accounting and financial management
- data analysis and decision-making
- operations and process management
- contract management and strategic procurement
- corporate governance
- people management
- innovation and entrepreneurship.

Principals who successfully complete all elements of the program are eligible for credit points towards a Master of Business Administration or equivalent postgraduate award.
Audience
Designed for leadership teams.
The principal must commit for at least 12 months.

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, links between student wellbeing, student behaviour and academic achievement
• A two-hour coaching session to unpack development needs and determine the best strategy to address them
• An additional 10 hours of coaching concentrating on that strategy
• Appointing a School Improvement Team that is made up of both teaching and support staff to lead a whole of school approach to implementation

Learning Outcomes
On completion of the course your leadership team will understand how to bring about improvements in:

• Cultural behaviours
• School climate
• Staff wellbeing and engagement
• Staff-student relationships
• Student engagement in learning
• Student behaviour and learning outcomes.

System leaders can help to create a culture where improving school leadership is achieved across a number of schools and communities, to the benefit of many.
Wise: System Leaders

To achieve the Education State aspirations we need to build on our significant existing strengths, learn from each other and spread excellence across our system. Wise has been designed to support principals who are performing system leadership roles, and helps you develop the skills to work collaboratively with leaders in other schools and across the system.

The program broadens your understanding of system leadership and allows you to explore the relationship between system leadership and system improvement. You have the opportunity to work with other system leaders to develop your knowledge of school improvement, share your experiences, ideas and practices and collectively resolve school improvement challenges.

Career Stage
Designed for experienced principals. Participation in this program is by invitation only.

Structure
Undertaken over six to eight months, the program includes pre-workshop activities and post-workshop support via your learning community network.

You are expected to actively engage in and contribute to:

- a diagnostic to determine participant strengths and growth opportunities
- up to four workshop days
- collaboration with system leaders from other jurisdictions
- a professional learning community (online or face-to-face) to maintain and grow professional networks and provide a forum for collective problem-solving and idea-sharing after program completion.

Learning Outcomes
This program will focus on developing your understanding of:

- what it means to be a system leader
- the relationship between system leadership, the creation of highly networked education systems and system performance
- how schools achieve high performance and how to identify and address issues that affect performance
- skills required to engage and coach other school leaders
- skills required to plan, design and implement school improvement initiatives and work with others to resolve complex problems.
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