



## South Australian Catholic Primary Principals Association Conference

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# School leadership and learning

**Effective leaders can improve average student learning between 2 and 7 months**

**Total impact of 1 director exceeds the benefits of 1 teacher**

**Evidence that effective leaders contribute to reduce rotation among teachers**

Branch, Hanushek and Rivkin (2013)

Principals Impact on Student Achievement in First Three Years at School by School's Poverty Level

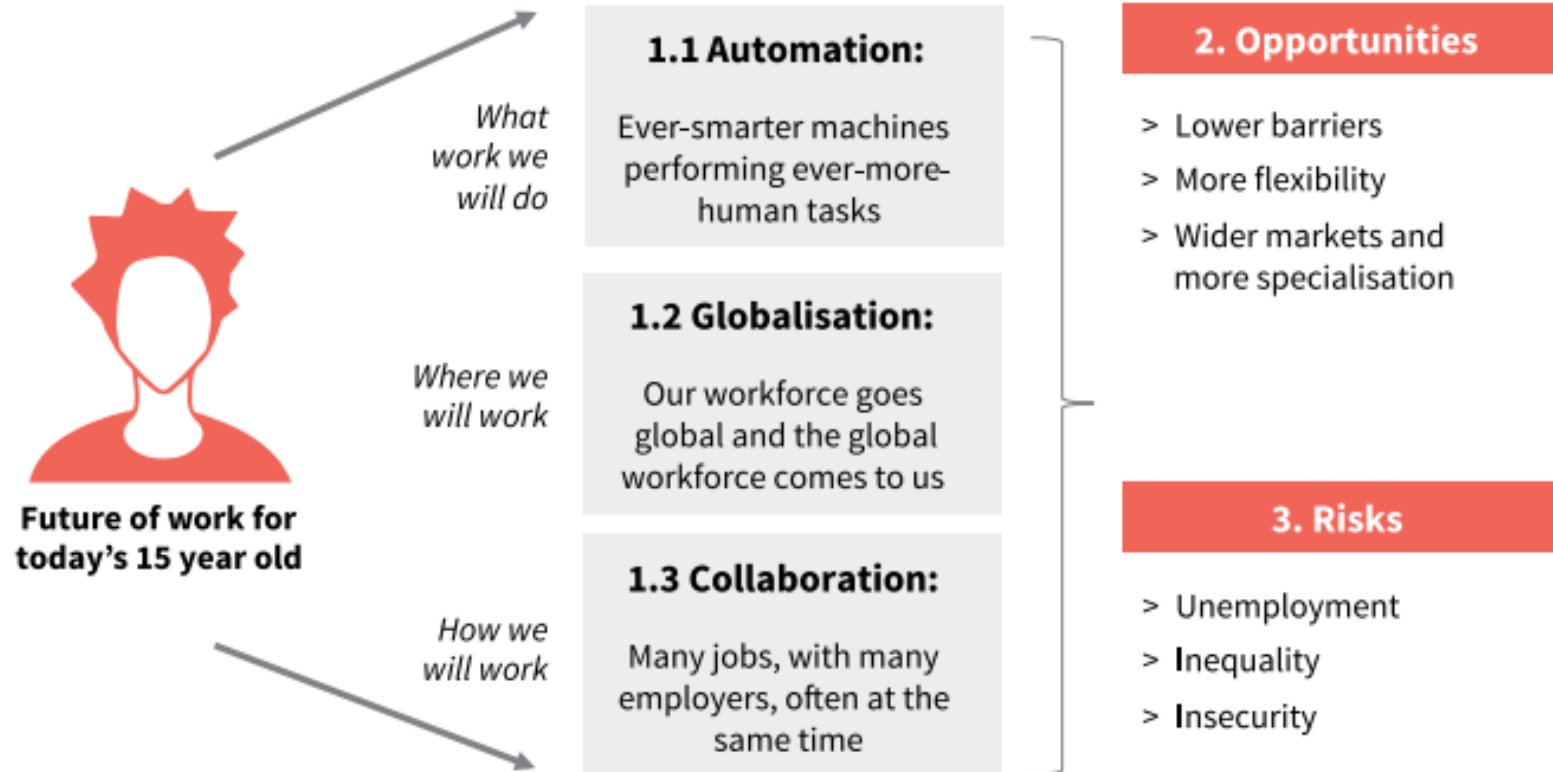


\*In terms of standard deviation from principal fixed affects model without school fixed effects

\*\*School poverty level quartiles based on the percent of students eligible for subsidized research

Source: Author generated data from Texas Schools Project

# Forces shaping the future of work



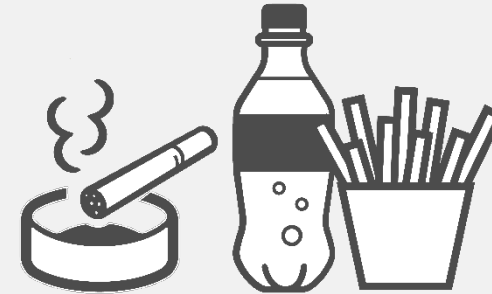
# Education lifts our social and cultural wellbeing

Educational attainment can be linked to our health



For example, a 30 year old tertiary educated man can expect **to live 8 years longer than a man with no secondary school qualification.**

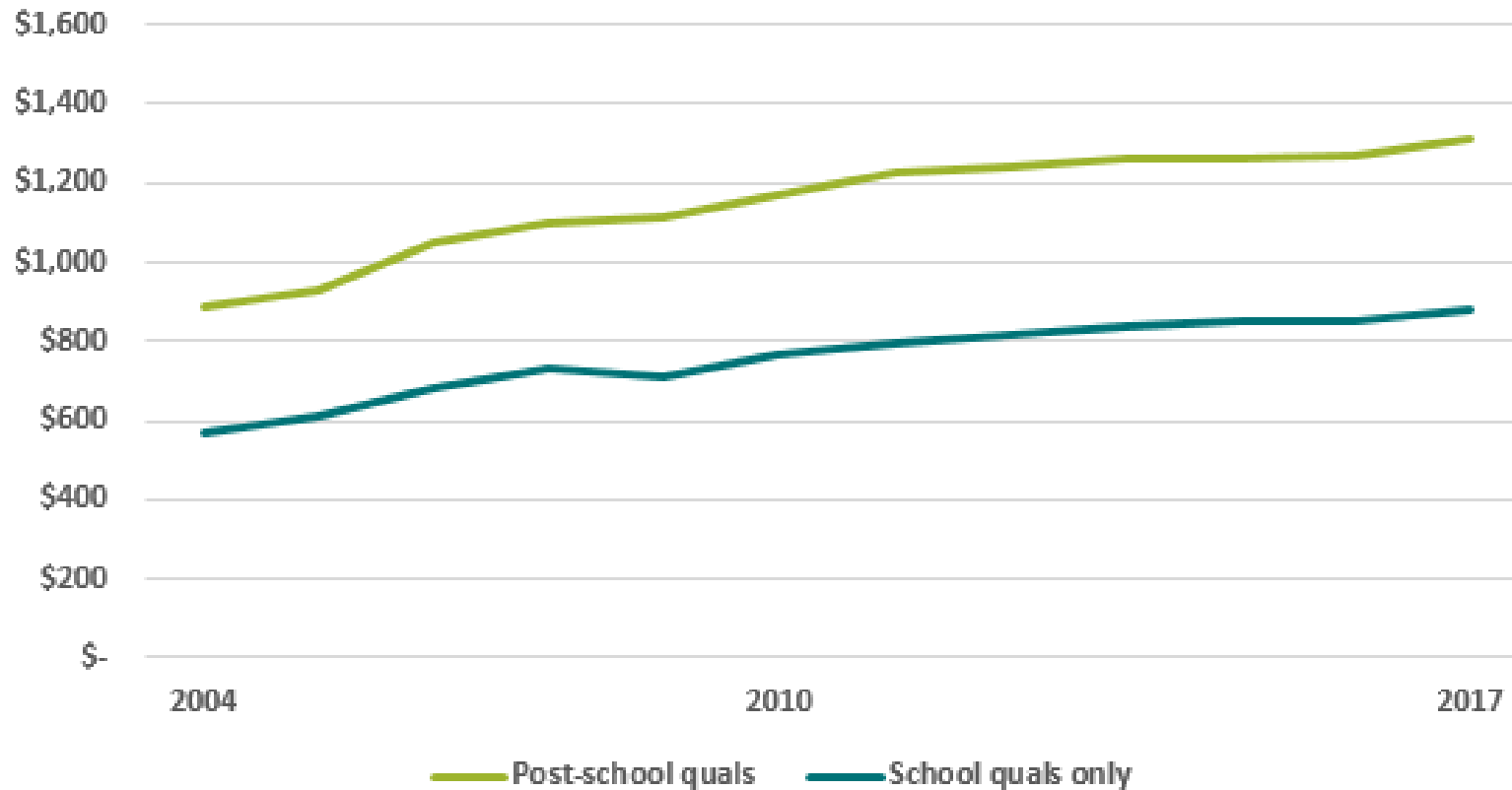
*Source: OECD 2013*



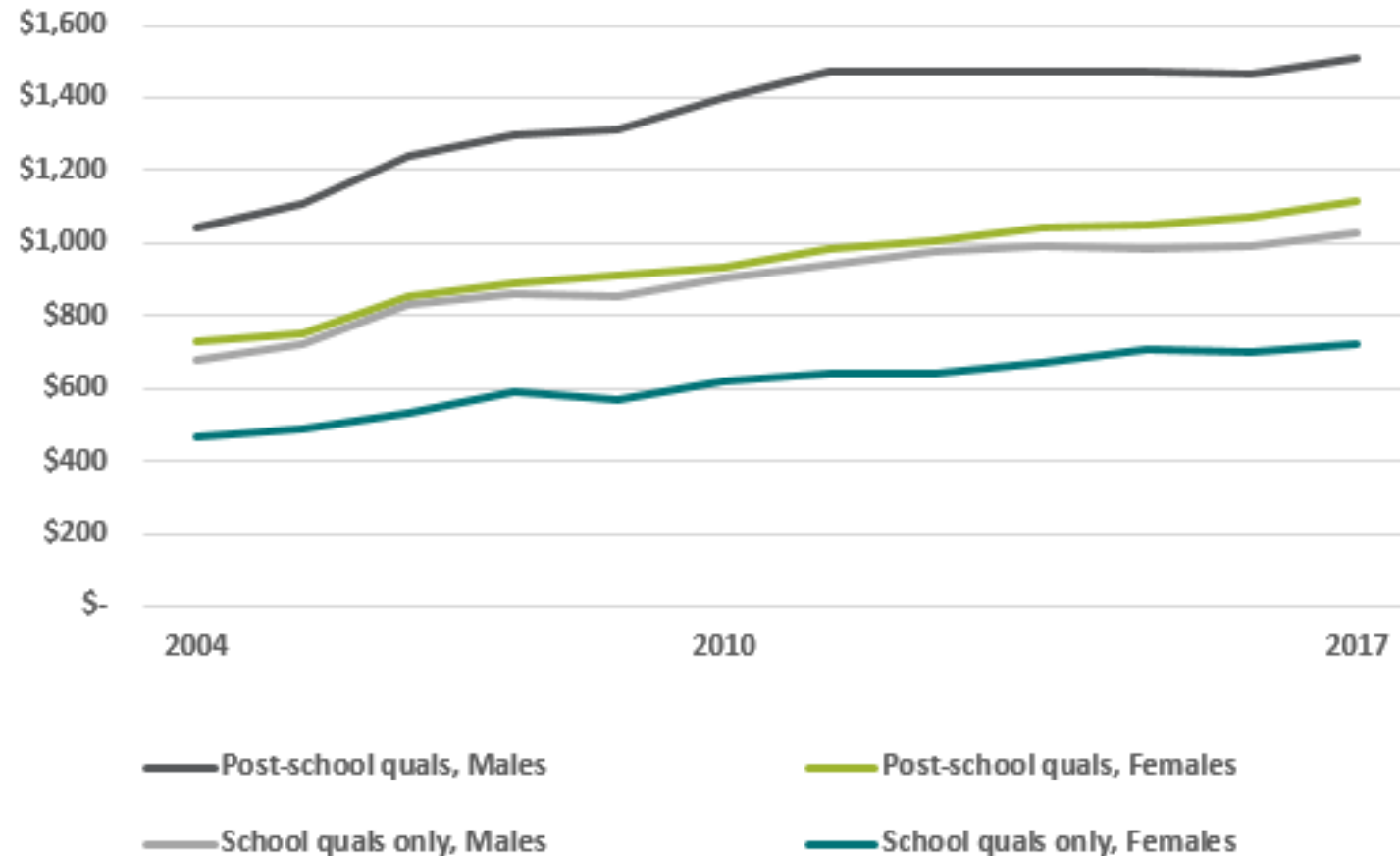
... and there are also **strong relationships between educational attainment and health indicators**, e.g. smoking and obesity.

These relationships remain strong after controlling for differences in individuals' gender, age and income.

## Weekly earnings with and without post-school qualifications



## Weekly earnings with and without post-school qualifications, by gender

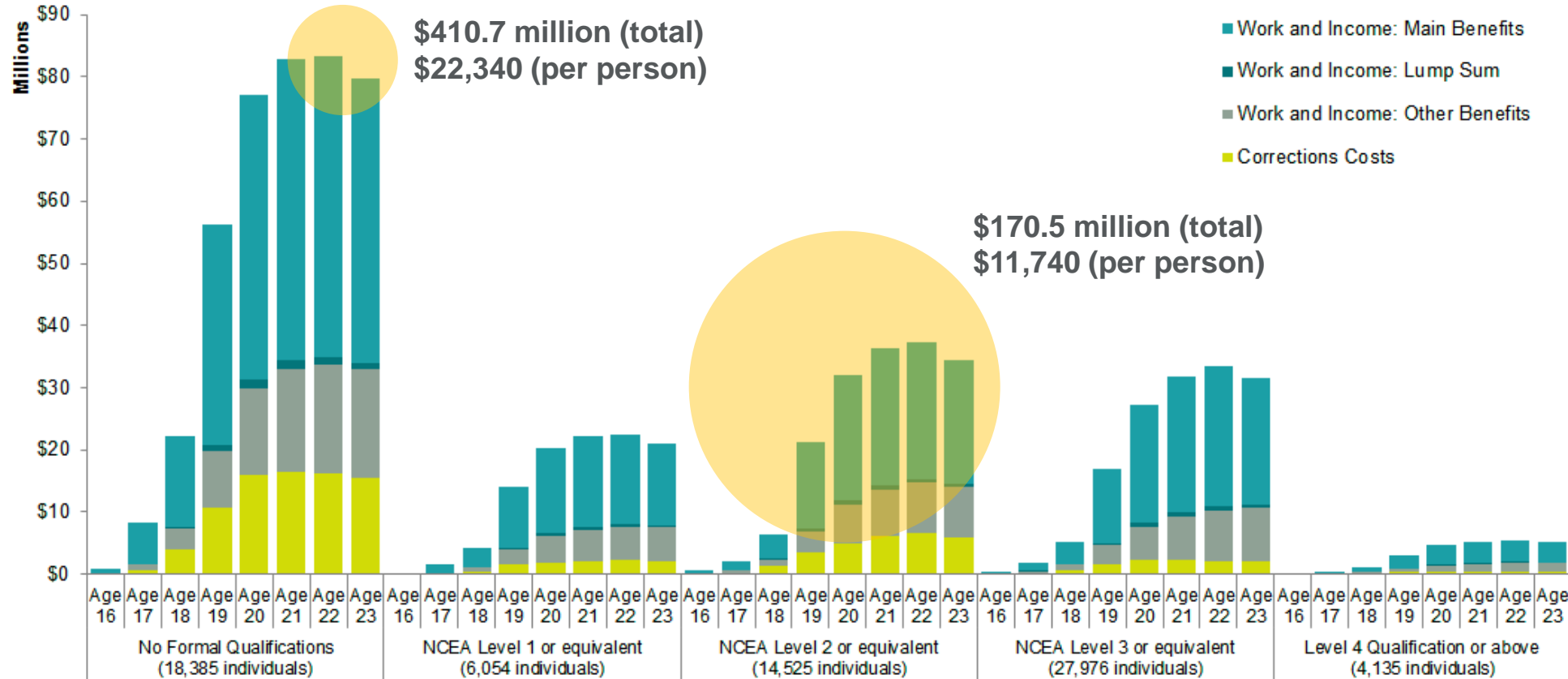




**“If you think  
education is  
expensive, wait until  
you see how much  
ignorance costs in the  
21st century.”**

*—President Barack Obama*

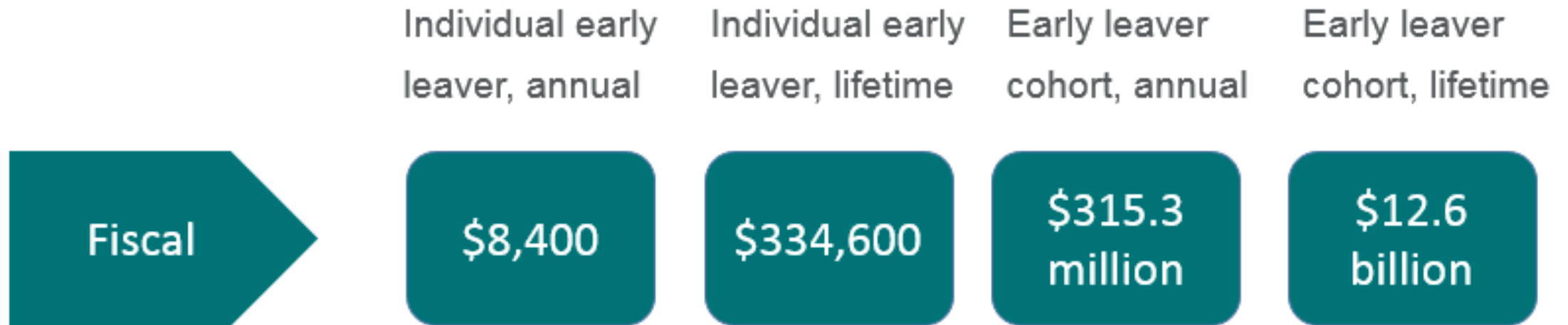
# Education's failure becomes welfare's liability



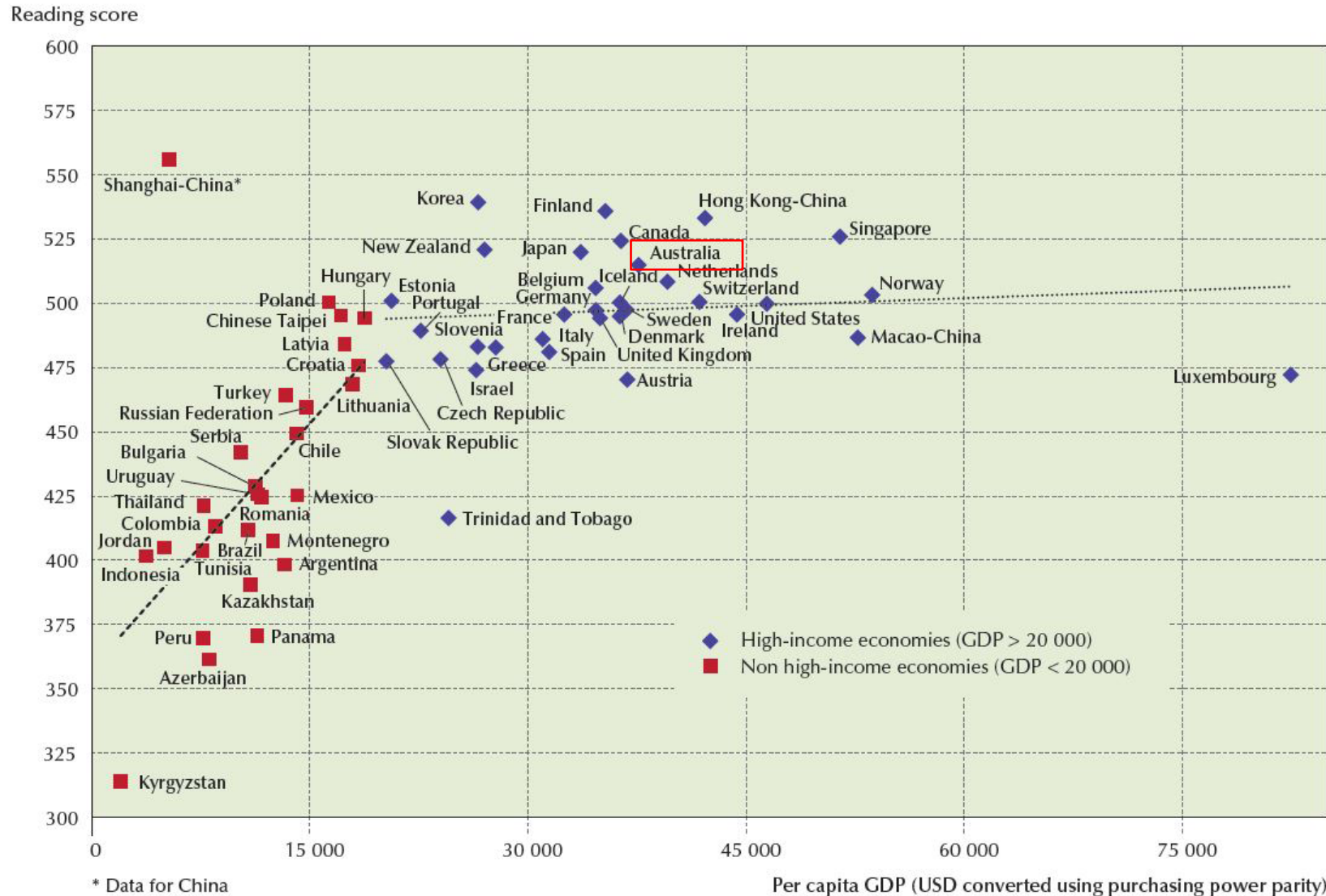
Total 90/91 cohort: 71,075 individuals, \$810.5 Million in Welfare & Corrections costs between Ages 16 & 23



## Fiscal costs of early school leaving



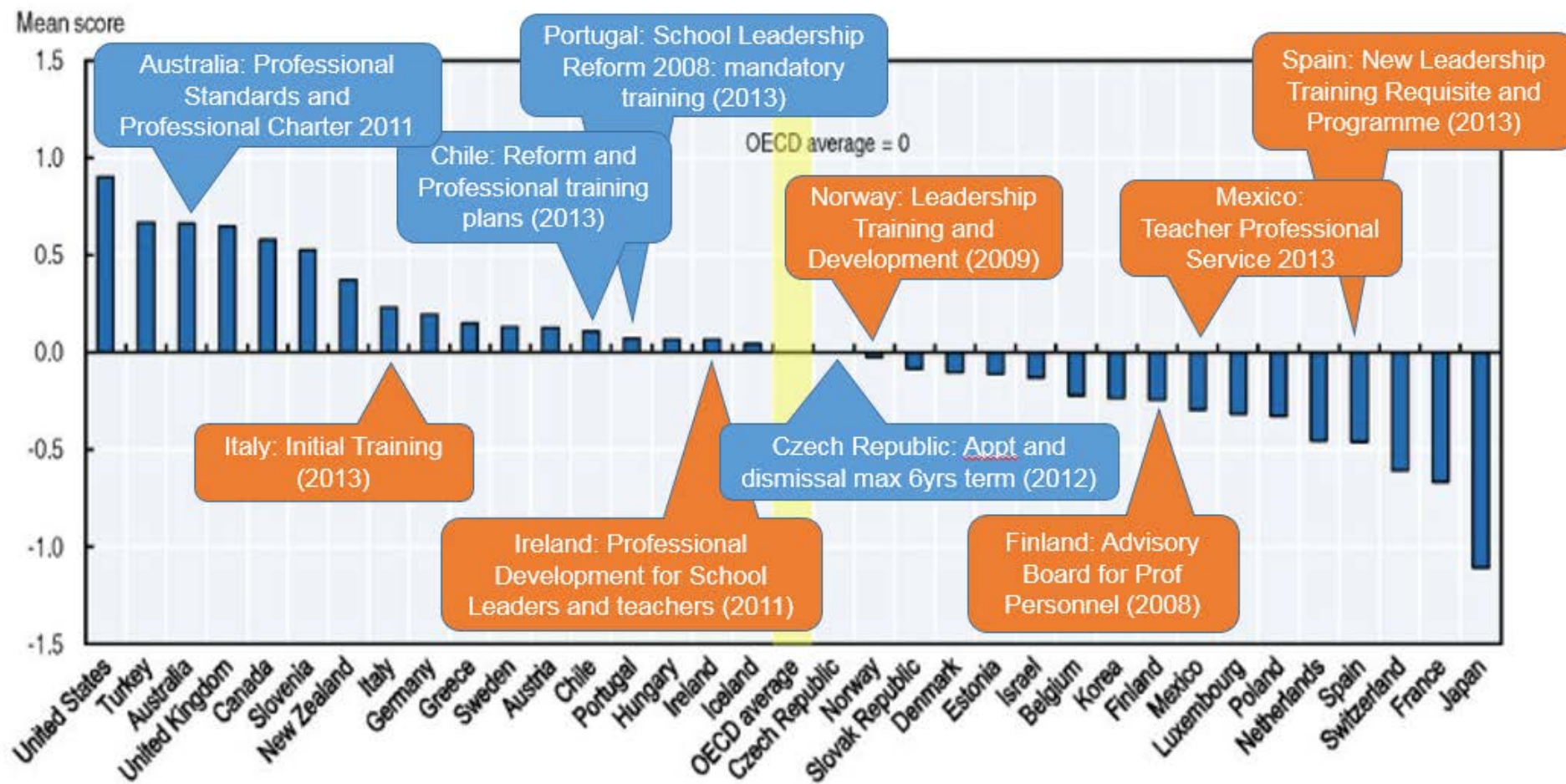
# Average reading performance in PISA and national wealth (per capita GDP)



# School Leadership Reforms 2008-2014

Figure 4.3. Index of instructional leadership (2012)

Results based on school principals' reports



Source: *Education Policy Outlook 2015: Making Reforms Happen*, pg 84 and 85, Figure 4.3: Index of instructional leadership (2012)

# Leading for impact

Australian guidelines for school leadership development

December 2017



## Development strategy

Leadership growth:

Leadership cultures

Leadership in school

Quantity and diversity targets

Developing future leaders. Ongoing, change. The world that young leaders of the jurisdiction, network or its profile and ensure that leaders

Quantity, quality and diversity locations, from rural and remote performance and contributes to Embedding strategies to find with a disability and Aboriginal issues will achieve greater equality than their cultural identity and value.

Culture describes the way that whether in an informal or formal individual to consider themselves development of a leadership identity in the future. Supportive and regular environment, so more teachers

## What are the best ways to identify future leaders?

Viewing talent from a broad perspective and creating a diverse and extensive pool of people interested in all levels of school leadership is integral to growing leadership capacity across a jurisdiction or school. This approach reflects contemporary practice and recognises that leadership attributes are not fixed, but can be developed over time with targeted professional learning experiences and the proper support. It moves away from focusing on individuals as 'hero' leaders towards fostering collective and collaborative leadership capacity. This strengthens leadership and ensures all those with aspirations to lead in the future are supported to set targeted development goals and develop from early in their careers.

### Recommendations

1

Establish a leadership development strategy and communicate its priorities to all members of the jurisdiction, network or school.

2

Implement purposeful strategies and use multiple and objective methods to find future leaders.

3

Create a culture that encourages every individual to develop a leadership identity.



**Principal**

**LESS THAN 10%**

Aspired to become principal when first started teaching

**27 years**

Average time to become a principal

**71%**

Greater than 50 years old



**High job satisfaction**

Compared to general population

Questions?



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