A photograph of four business professionals (two women and two men) sitting around a white table in an office setting. They are all smiling and looking towards the camera. One man is pointing at a document on the table. A laptop is open on the table to the left. The background is a bright, modern office with white walls and furniture.

“Developing school leaders to be the very best they can be is now essential...it cannot be left to chance. We must ensure we have high quality leadership by design, not by default.”

Southworth (CSE), 2009.

Leadership Development

Queensland Education
Leadership Institute
QELi Prospectus 2011–2012

THE QELI APPROACH TO LEADERSHIP DEVELOPMENT



All of QELi's programs reflect existing leadership capability frameworks and the National Professional Standard for Principals. These frameworks and standards inform the leadership development requirements of school leaders and assist in identifying and providing school leadership development programs.

Australian Institute for Teaching and School Leadership

www.aitsl.edu.au/national-professional-standard-for-principals.html

Independent Schools Queensland

www.aisq.qld.edu.au

Queensland Catholic Education Commission

www.qcec.qld.catholic.edu.au

Department of Education and Training Queensland

www.deta.qld.gov.au

“The first challenge is to get all school leaders doing what the best leaders already do. Beyond that, the challenge is to develop new approaches to school leadership for the future.”

Professor Geoff Masters CEO, ACER



“QELi provides innovative,
quality-assured and evidence-based
leadership programs that reach
across sectors.”

Dr Stephen Brown



MESSAGE FROM THE CEO

As CEO of Queensland Education Leadership Institute (QELi), I'm delighted to introduce you to our organisation, and to the broad range of world-class leadership programs that we offer within the education sector.

QELi is a landmark initiative. It was established in 2010 by the Queensland Government, Catholic and Independent School Sectors to provide greater support to school leaders in the management of schools, and delivery of educational reform. The changing nature of leadership in today's social context and growing expectation of school leaders, has amplified the need for more effective development programs for school leaders. QELi provides innovative, quality-assured and evidence-based leadership programs that reach across sectors.

QELi supports leaders at all stages of their development journey – from emerging leaders to established principals. Our programs are grounded in authoritative and contemporary research, facilitate enhanced self-knowledge for school leaders, reflect real learning principles, and are designed to achieve significant learning outcomes – particularly in relation to personal and school development.

We offer a diverse approach to program delivery including coaching, mentoring, online learning and project work. We also work with schools to develop customised leadership programs based on specific development needs.

All of our programs are guided by the QELi nine principles for leadership excellence, which offer an insight into QELi's position on education and leadership. This way, our customers (who include school systems, cohorts and individual leaders), can be assured that they are accessing development programs that are tested, and that work. Please take the time to read about our nine principles in this booklet.

QELi aims for international recognition as a viable institute of first choice for leadership development. Through our links to international institutions, access to the best research and development programs and strong industry partnerships, we are on a journey to help build world-class leadership in schools, starting in Queensland. We hope that you will join us.

Dr Stephen Brown CEO

QUEENSLAND EDUCATION LEADERSHIP INSTITUTE

KEY CUSTOMER GROUPS



At QELi we recognise that flexibility of leadership styles across schools and systems is imperative. We offer a range of leadership development programs for school leaders at all stages of their development journey. We have identified the following broad leadership groups as our key customer groups:

ASPIRING LEADERS

Teachers with 5+ years experience aspiring to a range of leadership roles; deputy principals aspiring to principalship and newly-appointed principals.

SMALL SCHOOL LEADERS

Principals of a small school with enrolments up to 150.

EXPERIENCED LEADERS

Experienced principals and school leaders seeking opportunities for extension and challenge to further develop their leadership skills and capabilities.

LEADERSHIP TEAMS

Principals and members of their school leadership teams. This can include the middle managers in a school (e.g. HODs, HOCs, HOSES, PARs).

EXECUTIVE LEADERS

Experienced principals in larger or complex school populations and/or those who have already participated in intensive leadership programs and wish to further their development.



“There is no chance that large-scale reform will happen, let alone stick, unless capacity building is a central component of the strategy.”

Michael Fullan 2005

PROGRAM DESIGN AND DEVELOPMENT

The nine core principles that guide QELi's work are:

QELi's approach to program design and development incorporates several key elements. QELi's programs are:

- > underpinned by our nine core principles and six learning criteria
- > informed by evidence and research
- > responsive to market trends and based on world best practice.

Principle one

Highly successful school-based leadership is contextual: it recognises, respects and enriches the school's contextual values, including spiritual, indigenous, cultural, ethnic, historical, geographic and social dimensions.

International authorities who support this principle include *Andrews (Aust.)*, *Bell (U.K.)*, *Caldwell and Spinks (Aust.)*, *Deal and Petersen (U.S.)*, *Mitchell and Sackney (Canada)* and *Walker (Hong Kong)*.

Principle two

Highly successful school-based leadership is inseparable from personal qualities: particularly a passion for educational enhancement; deep convictions regarding societal betterment, resilience and positiveness.

International authorities who support this principle include *Bates (Aust.)*, *Beatty (Aust.)*, *Blackmore (Aust.)*, *Duignan (Aust.)*, *Goleman (U.S.)*, *Greenfield (Canada)*, *MacBeath (U.K.)* and *Palmer (U.S.)*

Principle three

Highly successful school-based leadership is distributed, encompassing the principal, teams and individuals in a range of organisational and pedagogical functions.

International authorities who support this principle include *Crowther (Aust.)*, *Harris (U.K.)*, *Katzenmeyer and Moller (U.S.)*, *Leiberman (U.S.)*, *Leithwood (Canada)*, *McLachlin (Aust.)*, and *Mulford (Aust.)*.

Principle four

Highly successful school-based leadership enhances student achievement and well-being through systems that are both direct and indirect.

International authorities who support this principle include *Dinham (Aust.)*, *Hallinger (U.S.)*, *Hopkins and Jackson (U.K.)*, *Leithwood (Canada)*, *Lingard (Aust.)*, and *Robinson (N.Z.)*.

Principle five

Highly successful school-based leadership ensures the sustainability of quality teaching and learning.

International authorities who support this principle include *Bryk (U.S.), Gaffney (Aust.), Fink (Canada), Hargreaves (U.S.), Hattie (N.Z.), Hopkins and Jackson (U.K.), and Levin (Canada).*

Principle six

Highly successful school-based leadership is connected to systems, networks and alliances.

International authorities who support this principle include *Caldwell (Aust.), Cranston (Aust.), Elmore (U.S.), Fullan (Canada), Hill and Crevola (Aust.), Stoll (U.K.), and Barber and Mourshed (U.K.).*

Principle seven

Highly successful school-based leadership recognises the strengths of different leadership styles/ approaches.

International authorities who support this principle include *Crowther (Aust.), Lambert (U.S.), Lakomski (Aust.), Stoll (U.K.) and Sergiovanno (U.S.).*

Principle eight

Highly successful school-based leadership is characterised by versatility, in recognition of the complexity of schools and of the various phases of longitudinal school improvement and sustainability.

International authorities who support this principle include *Gurr (Aust.), Hallinger (U.S.), Hargreaves and Shirley (U.S.), Mitchell and Sackney (Canada), Stoll (U.K.) and Wildy (Aust.).*

Principle nine

Highly successful school-based leadership facilitates and nurtures leader development across the school, community and systems.

International authorities who support this principle include *Barth (U.S.), Dempster (Aust.), Ehrlich (Aust.), Harris (U.K.), Katzenmeyer and Moller (U.S.), Pounder, Ogawa and Adams (U.S.) and Spry (Aust.).*

Programs and services are characterised by the developmental needs of our key customer groups and are delivered in a range of modes and timeframes to reflect the diverse needs of leaders as adult learners. The three levels of learning reflect the purpose of the learning, the depth of the learning and the time invested in the learning. Programs are described as:

1 Motivational

1 – 2 days

These programs provide an intellectual and cognitive experience to reflect, challenge and broaden leaders' thinking and practice.

2 Exploratory

3 days +

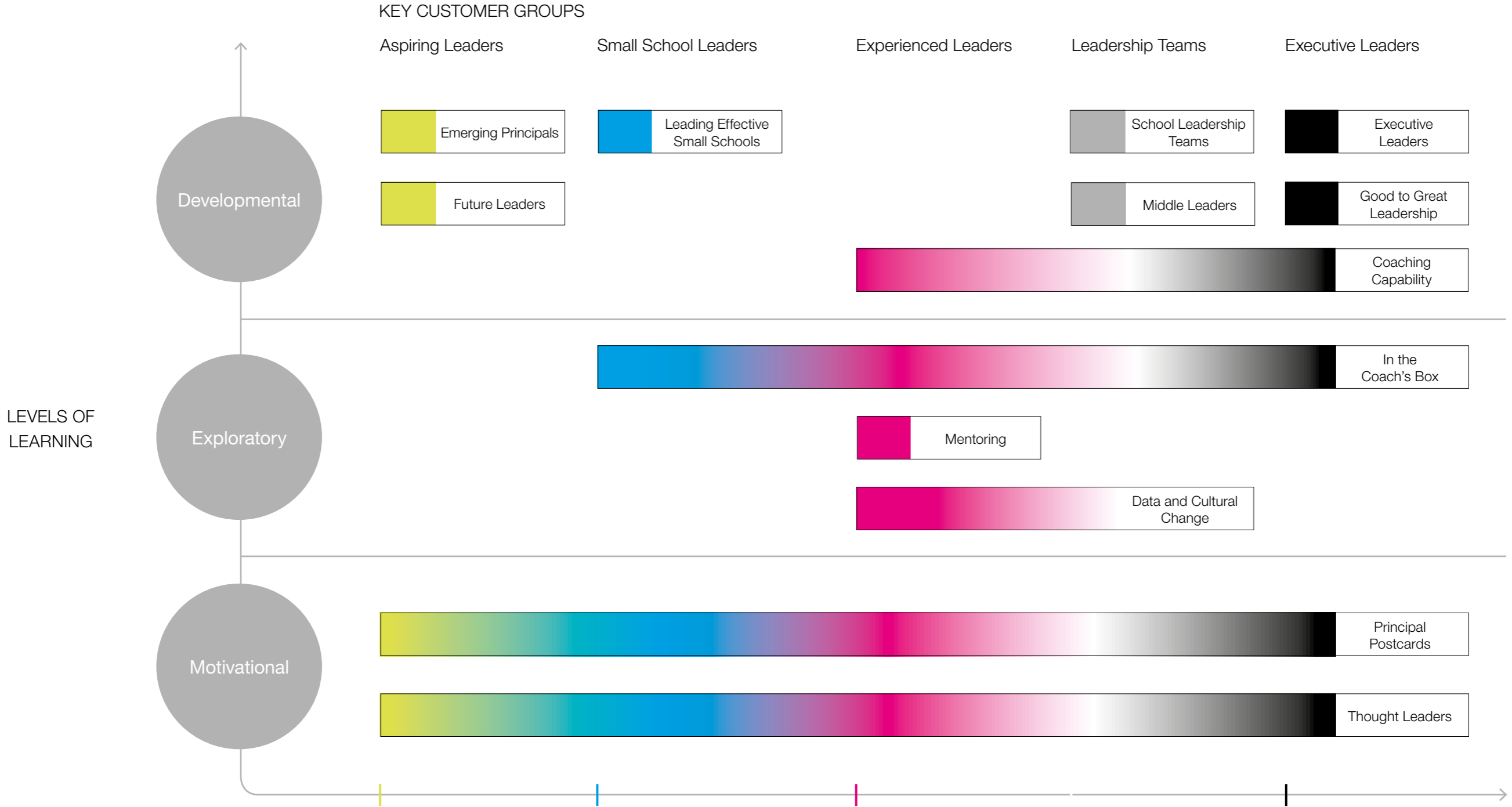
These programs provide an opportunity for leaders' to explore and experiment with different models, frameworks and concepts to apply or transfer into their practice.

3 Developmental

6 – 12 months +

These intensive learning experiences are designed to both challenge and change the leaders' mental models and significantly challenge behaviour and practice. These programs normally target a particular key customer group. They provide opportunities for ongoing reflection and support for the participant's learning.

QELi PROGRAMS



EMERGING PRINCIPALS

An intensive blended 6–12 months program that will extend and strengthen the strategic leadership capabilities of Deputy and Associate Principals.

FUTURE LEADERS

A 6–12 month ‘blended’ learning program introducing aspirants to leadership evidence and research focussing on leading self, leading a team and leading a school.

MENTORING

This three day program will provide effective strategies to build the capability of principals as mentors of staff, aspiring leaders, leadership team members, principal colleagues and beginning principals.

LEADING EFFECTIVE SMALL SCHOOLS

A 6–12 month leadership program specifically for Principals of small schools. The program is focussed on building capability in leading, teaching and learning, developing self and others, leading improvement innovation and change, leading management of the school, engaging and working with community.

SCHOOL LEADERSHIP TEAMS

The aim is to build the capability of the school leadership team to work together to achieve whole school improvement. Through a combination of online and face-to-face learning modules the program introduces strategies to develop a shared vision and establish group protocols, shape team learning and build a coaching culture within the school.

MIDDLE LEADERS

The aim is to build the capability of middle school as highly effective leaders of teaching and learning and school improvement. Through a combination of online and face-to-face learning modules the program introduces strategies to develop a shared vision and establish group protocols, shape team learning and build a coaching culture within the school.

DATA AND CULTURAL CHANGE

A two day face-to-face plus modular learning program to enhance the capability of school leaders to use data to lead cultural change.

EXECUTIVE LEADERS

An intensive program to provide a high quality executive leadership experience to challenge and stretch experienced principals.

GOOD TO GREAT LEADERSHIP

An intensive program for experienced principals who have previously participated in high level leadership programs e.g. Leading Australian Schools program and/or DET’s Strategic Leaders Program, to build on recent and previous executive principal learning in order to renew and reinvigorate their focus and commitment to school improvement.

COACHING CAPABILITY

A program to enhance the coaching capability and confidence of individual leaders to improve performance and job satisfaction through powerful coaching conversations.

IN THE COACH’S BOX

A cadre of experienced and successful coaches that can be accessed by individual principals, school leaders and teams to work on improving school performance, relationships and communication.

THOUGHT LEADERS

Internationally recognised leaders, writers and researchers share the latest in educational trends and policies to challenge and provoke thought.

PRINCIPAL POSTCARDS

Peer-to-peer half day sessions: successful principals sharing their experiences in shaping and creating high performance cultures and expectations in their schools.



“A transformation of leadership will not result from a fragmented and piecemeal approach to leadership and its development. We need a planned, integrated approach.”

Southworth (CSE), 2009

Our reputation relies on effective delivery of high quality programs and services. QELi partners with recognised institutions and reputable organisations to deliver our programs in response to the specific leadership development needs of individual schools, networks, regions and systems.

Professional Consulting

QELi recognises that groups have specialised leadership development needs that require a customised solution. Our expert staff offer strategic consulting services; working personally with schools and systems to achieve their desired leadership development outcomes. This includes a broad range of services from designing tailored programs, to 360 degree feedback, mentoring and governance strategies.

PROCUREMENT

QELi has an open and transparent procurement process. Three forms of procurement are used in order to provide leadership programs that are innovative, quality assured and evidence-based. These are:

- i. purchasing programs of proven quality from existing providers.
- ii. contracts with high quality development agencies to build purpose-specific programs.
- iii. programs developed in-house that respond to our five customer groups.

The QELi Procurement Policy and Procurement Framework:

- > establishes a foundation for effective procurement practices
- > maximises the delivery of outcomes
- > achieves value for money
- > ensures probity and accountability.

Further information is in the QELi Procurement Policy document which can be found at www.qeli.qld.edu.au

All of our programs and services are underpinned by the QELi nine core principles, and conform to a set of strict learning criteria, which is strongly evidence-based.



QUALITY ASSURANCE & EVALUATION

All QELi programs, products and services will reflect the following criteria:

- > be grounded in authoritative and contemporary research supporting distributed leadership
- > facilitate enhanced self-knowledge for school leaders
- > reflect experiential or action learning principles and provide for scholarly reflection
- > emphasise explicit and significant outcomes, particularly in relation to personal and school development
- > incorporate a range of networking and key leadership development strategies such as clustering, mentoring and coaching
- > ensure delivery reflects a blended approach to learning; reflects the organisation's quality assurance framework; is contemporary, innovative and responsive to the needs of the adult learner.

These criteria, combined with our open and transparent procurement process, ensures that we are delivering quality-assured programs, products and services to our key customer groups.

All QELi programs will undergo two levels of evaluation:

i. Program

The extent to which the participants' leadership has been strengthened or increased and

ii. Impact

The impact the program has had on the school or system. For example increased capabilities of leaders, greater retention, increased satisfaction and contribution to school performance.

Evaluation and quality assurance is carried out before, during and after program delivery to ensure that we are effectively supporting the leadership development needs of our customer groups.

Before

Programs are evaluated by the degree to which the program reflects the QELi principles and criteria using a range of evaluation tools.

During

Throughout the delivery of the program or service, customer groups complete evaluations addressing how well the objectives of the program (using the identified level of learning) and their specific leadership development needs were met.

After

QELi undertake post-event qualitative and quantitative research to evaluate all aspects of program delivery and customer satisfaction. This evaluation is used to shape the design and development of future programs.

Recognition

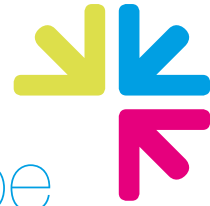
Each program undertaken is a personal commitment to leadership development and career progression. Individuals who complete our programs receive a Queensland Education Leadership Institute Certificate, to recognise this personal achievement.

QELi will liaise with relevant tertiary institutions to ascertain formal recognition and accreditation of QELi leadership programs.

Membership

Membership of QELi gives access to the highest quality international resources and publications, regular education updates, online leadership support tools, and a network of like-minded practitioners committed to leadership excellence.

We offer various levels of membership to suit individual and school leadership requirements, including the opportunity to become a QELi Ambassador. High level members have priority access to exclusive programs, fellowship grants and residential study tours. QELi has also partnered with national and international organisations at the forefront of educational leadership, to offer reciprocal membership opportunities.



QELi aspires to be

- Recognised as a world leader in providing quality leadership programs.
- The Institute of choice for school leaders.
- Responsive and innovative in meeting the need for leadership development.
- Recognised for research in evidence-based leadership programs.
- A valued partner in improving education outcomes.



For further information or
to become a QELi member,
contact us on
+ 61 7 3007 5222 or
email info@qeli.qld.edu.au
www.qeli.qld.edu.au