

Personal Leadership Profile

Rationale for and use of the Profile:

At the commencement of the PALL Project, you completed a Personal Leadership Profile which was designed to help to focus later analysis on the effects of your participation in this project. Completion of the profile called on you to make judgments about your leadership at that time.

Your personal profile was returned to you after analysis. Reports were also prepared with aggregated data across all Principals in the project and your profile was presented to you in comparison with schools like yours. While we asked you to put your name to your profile, all data is confidential. Your individual profile data has been retained and completion of this second profile will now allow comparison with your views in *(insert month/year)*.

The completion of the profile also records your informed consent.

Your name: _____

Please indicate your school's Index of Disadvantage: _____

How to complete the Profile:

For each question you are asked to rate the extent of your knowledge and skill about each of the leadership actions listed, using a four-point likert scale. The questions focus on aspects of leadership known to be linked with learning.

Please tick the point on the scale that reflects your judgment.

	<i>Limited</i>	<i>Sound</i>	<i>Very good</i>	<i>Excellent</i>
The status of my knowledge and skill to:				
1. Actively oversee the school's curriculum program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Promote skills in data analysis and interpretation through PD amongst teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Coordinate and manage the teaching and learning program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Observe teachers in action directly and provide specific feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ensure that both school and system data are gathered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encourage team work amongst teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Set high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Build vision and set directions collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Plan school organisation structures to support improved learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Include parents as integral to the school's learning programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. See that goals are embedded in school and classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ensure that teachers engage in extended learning about school priority areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The status of my knowledge and skill to:	<i>Limited</i>	<i>Sound</i>	<i>Very good</i>	<i>Excellent</i>
13. Manage resources strategically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Be active in the local community and in professional communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Align financial resources to priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participate as 'leading learners' with teachers in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Pursue systematic data gathering across the school's responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Seek the input of professionals beyond the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Provide a safe and pleasant physical environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Support, evaluate and develop teacher quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ensure consensus on goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Maintain commitment to curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Support collaborative work cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Ensure social and emotional support for learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Celebrate teacher and student successes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Display a keen interest in students' classroom work and achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Involve wider community support to improve learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Share leadership systematically with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Plan for student learning based on data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Network with other schools and teachers on good practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Monitor student learning based on data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Share accountability tasks with teachers based on classroom, school and system data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Apply resources to the conditions of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Participate actively in curriculum decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Concentrate on the development of deep knowledge about key learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Play an active 'hands on' role in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>